

**March 10, 2016 Superintendent Report to the Board of Education**

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This month I hope to provide you with awareness and learning in a few different areas:

1. Faculty Member article published
2. ISBE PARCC Letter and District Parent Letter
3. Data Review Team Needs Assessment Survey Results
4. Overview of New Laws

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**Gierhart Article Published**

We are very proud to share a published article, submitted by Millikin 3<sup>rd</sup> grade teacher, related to Curriculum Mapping and new teachers. Mr. Gierhart has performed in a distinguished manner as a teacher mentor, as a classroom instructor, and now as a proponent of our Atlas Curriculum Mapping system.

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**ISBE PARCC Letter**

On February 18, 2016 we received a letter from Dr. Tony Smith, State Superintendent of Education, nearly a year since our first administration of the Partnership for Assessment of Readiness for College and Careers (PARCC) test. In conversation with our Regional Superintendent of Schools, there has been no guidance provided to that office related to the type of investigation, evidence, “testimony”, etc. We only allowed students to not participate who had written notice from their parents/guardians.

Also in this report you will see this year’s letter to parents guiding them that the PARCC test (and the new state science test) will be available to their student(s), but that should they wish to exclude their child(ren), the protocols for doing so are also outlined.

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### **Data Review Team Needs Assessment Results**

Recently the CoLeaders of our 8 leadership teams reviewed possible questions of staff to try to determine some short-term and long-term needs identified by district faculty. The Data Review Team (DRT) sent out the survey to faculty. Many of the results of this survey are available to you for review. All were a bit concerned to see that only 103 teachers (out of more than 160) shared responses, and this included 7 teachers who are employed by Henry Stark Counties Special Education District. The DRT will continue to review and analyze the data and will be sharing those thoughts with the CoLeaders before April 1<sup>st</sup>. Our goal is to develop some outcomes and plans for building, district, and leadership team improvement before we leave for the summer.

Here is a link to all of the results: <https://www.surveymonkey.com/results/SM-DMWXKBCW/>

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### **New School Laws for 2016**

The Illinois Statewide School Management Alliance produces a booklet each year to alert school board members, administrators, business officials and principals to new laws and changes in existing laws. This report attempts to highlight a few of the more interesting and impactful from those enacted in 2015.



Informing &  
Inspiring New  
Teachers

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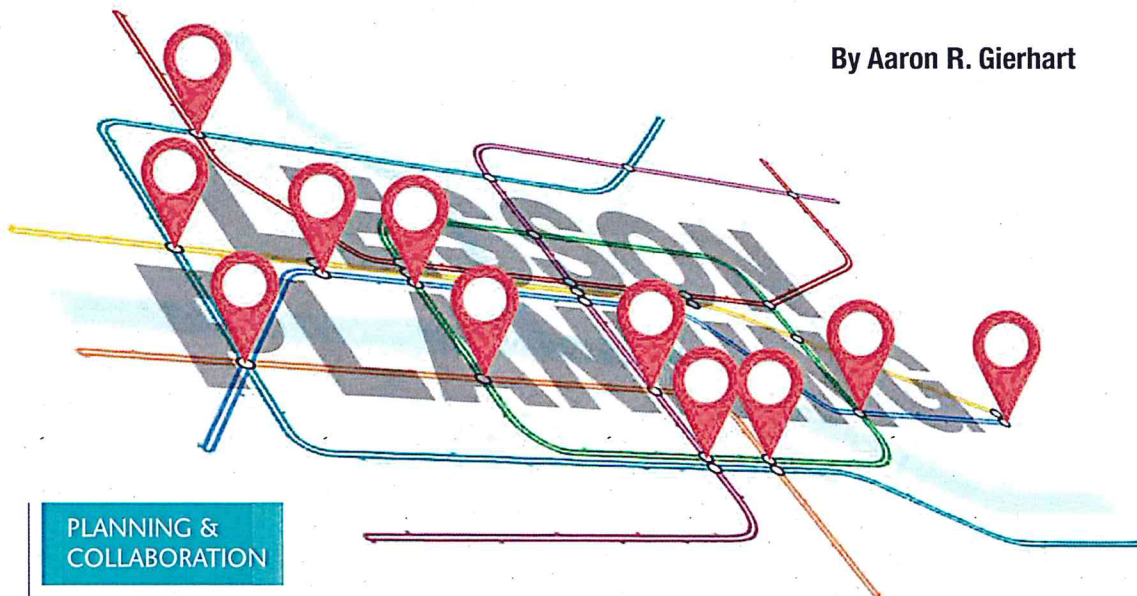
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# Curriculum Mapping to Meet State Standards

By Aaron R. Gierhart



## PLANNING & COLLABORATION

I can relate to the experiences of a new teacher. After teaching first grade for 5 years, I recently elected to switch to third grade. Multiplication has replaced addition, and geography skills have expanded beyond the student's route to school.

With the rigor of Common Core State Standards (CCSS) and upcoming testing for my small rural school district, it is imperative my third graders show they have learned the planned curriculum. Fortunately, my district began mapping our curriculum about three years ago, so I have digital maps to offer guidance as I teach third-grade content for the first time.

Essentially, *curriculum maps* are digital representations of what each grade level in a district teaches within each content area. They detail when and for how long content topics are taught during the school year. Additionally, maps can include further details, depending on the district's scope and the components of the mapping software. My district maps each unit of instruction within a content area using the Rubicon Atlas ([www.rubicon.com](http://www.rubicon.com)). The map of each unit includes learning standards, essential questions, learning objectives, and assessments.

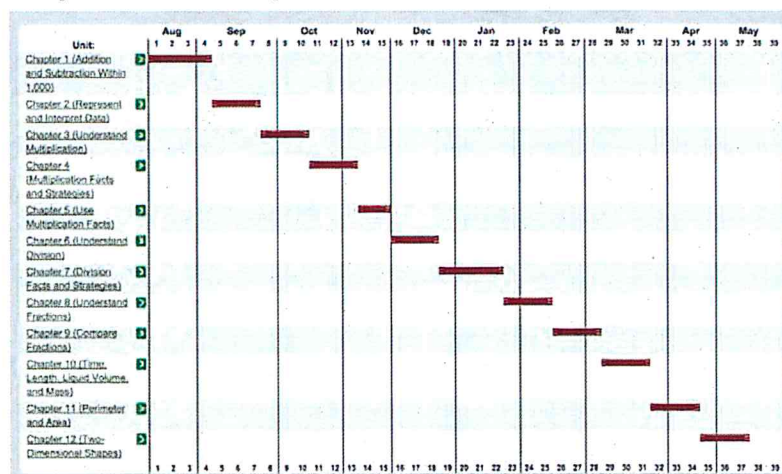
Take advantage of previously created curriculum maps and opportunities to participate in creating or updating them. The benefits for you as a new professional educator and for your students fall into four main categories.

### Lesson Planning

- **Use curriculum maps as a convenient, centralized guide for daily lesson design.** At the beginning of the school year, I saw on the curriculum map that I was to teach a short review unit on problem solving using the scientific method. The mapping software also contained the instructional objectives and essential questions. When I met with my new grade-level team, I was better prepared to ask specific questions about experiment designs we might use in this unit.
- **Save team meeting time with prior use of curriculum maps.** Without my prior access to the curriculum maps, my new team would have had to take considerable time explaining the unit and objectives to me before beginning specific, collaborative lesson-planning dialogue. As teachers, our time is precious. I highly recommend using curriculum maps to lesson plan and collaborate efficiently.



### Sample Curriculum Map



#### Content

- **See the progression and correlations of curriculum in one place.** Viewing a timeline-style map allows me to see the entire year's worth of third-grade math in a single web page. I can click on units of instruction and gain better understanding of each one in isolation; further, with a few clicks, I can gain insight into how each unit builds a progression of knowledge and skills leading to subsequent units or even the next grade level.
- **Create and use curriculum maps to truly immerse yourself in the content you teach.** As I continually work with my new grade level to revise curriculum, I have been able to really dig into the new content I teach simply by clicking on units on the timeline and opening the lesson plans and study materials. This has greatly expedited my understanding of the content and improved my instructional design and delivery.

#### Alignment

- **Eliminate content overlap between grade levels.** To achieve progressions along grade levels, my district analyzed our current curriculum to determine where overlaps and deficits existed. Viewing the maps allowed us to see where the main teaching of a concept should take place, what instruction led up to and supported that main teaching, and when and how frequently the students should have re-teaching or review of various concepts.
- **Align curriculum across grade levels.** Common core or your state standards give specifics of what students in each grade level should master, with the depth of understanding and application increasing each time a concept is taught. Curriculum mapping facilitates the integration of CCSS by depicting at a glance what is being taught so that adjustments can be made to meet the current grade standards.

#### Reflection

- **Curriculum maps facilitate effective reflection.** Curriculum mapping does not have a finish line. As you teach each unit of instruction, you will find that some techniques, activities, and strategies were more effective than others. The data we gather from our formative and summative assessments and our observations in

our classrooms can be tracked for later discussion and potential curriculum revisions.

- **Adjust your teaching as your team reflects on each unit.** In my district, we refer to our curriculum maps as working documents because we review each unit together and make adjustments to the unit in our mapping software to reflect what worked and what we want to improve the next year. We can adjust scope and sequence, improve essential questions and learning activities, and fine-tune learning standard alignment with a few clicks.

Curriculum maps are fluid, representing the true art of teaching: We should always strive to improve our lessons and never teach a unit of instruction the same way twice. As you progress through your early years of teaching, participating in the work of curriculum mapping or revising curriculum maps will take your reflective efforts to a new level and help you improve local curriculum and your future instruction.

#### Curriculum Mapping Tools

- Rubicon Atlas: [www.rubicon.com](http://www.rubicon.com)
- BuildYourOwnCurriculum: [www.schoolsoftwaregroup.com](http://www.schoolsoftwaregroup.com)
- Curriculum 21™: [www.curriculum21.com](http://www.curriculum21.com)
- Dynamic Internet Solutions Curriculum Trak: <http://bit.ly/Curr-trak>
- TODCM Curriculum Mapping System: [www.todcm.org](http://www.todcm.org)



**Mr. Gierhart** teaches third grade at Millikin Elementary in Geneseo, IL. He holds a master's degree in elementary education, specializing in elementary curriculum. In June, he will begin earning his doctorate in Teaching and Learning at Illinois State University.



# Illinois State Board of Education

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State Superintendent of Education

February 18, 2016

Mr. Scott Kuffel  
Superintendent of Schools  
Geneseo CUSD 228  
648 N. Chicago St.  
Geneseo, IL 61254 -1118

Dear Superintendent:

I am writing to you to describe the process for reviewing and following up on your school district's student participation rate for the 2014-2015 Partnership for Assessment of Readiness for College and Careers (PARCC) administration. The data obtained by the Illinois State Board of Education (ISBE) indicates that your school district did not administer the English Language Arts (ELA) and/or mathematics components of the PARCC assessment to at least 95% of students during the 2014-2015 school year. In these cases, ISBE is legally required to inquire into the circumstances surrounding the participation rate and respond in a manner appropriate to such circumstances.

As you know, federal law requires ISBE to implement a set of high quality academic assessments in ELA and mathematics to measure the achievement of all eligible students in the grades tested. Federal law further requires that at least 95% of such students must be assessed at the State level and within each school district in both ELA and mathematics respectively.

Your regional superintendent will contact you to discuss how ISBE will proceed with this inquiry. ISBE will provide your regional superintendent with guidelines for gathering evidence and testimony from all members of the school community, including administrators, teachers, support staff, union representatives, parents, community group leaders, and even students if appropriate. Your regional superintendent will submit all of the facts he or she obtains directly to ISBE, and ISBE will not require him or her to recommend any course of action. After reviewing and considering all of this information, ISBE should have a clear understanding as to why the participation rate was not satisfied and then may tailor any course of action to the specific circumstances of each school district.

While ISBE is required to conduct this inquiry, I am aware of and fully appreciate the difficulty in implementing a new assessment and the time school districts devoted to the shift to PARCC. I thank you for your partnership and unwavering commitment to ensure that our students are provided with the equitable and excellent education they deserve each day they walk through their school doors.

Sincerely,

A handwritten signature in black ink, appearing to read "Tony Smith".

Tony Smith, Ph.D.  
State Superintendent of Education

cc: The Honorable Angie Zarvell, Regional Superintendent of Schools



# Geneseo Community Unit School District No. 228

648 N CHICAGO ST • GENESEO, ILLINOIS 61254 • (309) 945-0450 • FAX: (309) 945-0445

Mr. Scott D. Kuffel  
Superintendent

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February 22, 2016

Dear Parents & Guardians,

Our school district will be operating in the same manner as we did last year as it relates to the PARCC testing (Partnership Assessment of Readiness for College and Careers) and how you determine whether or not your child participates in the testing. Everything in this letter that references PARCC is also applicable to the Dynamic Learning Maps (DLM), which is an alternate assessment, *and* to the new state Science test that will be given to students in grades 5, 8 and to certain high school students. We believe that the science test at Geneseo High School will be given to those students in Biology and AP Biology. The science test is another new idea that will build upon the continued cycle and scheduling of accountability testing.

Please allow me a moment to explain the District's position as it relates to PARCC testing. The law in Illinois requires us to make the assessment available to your child. Last year, PARCC was administered in two different testing windows. This year, there will be one testing window for English/Language Arts and one testing window for Mathematics. Even though ~~there is only one testing window~~ for each content area, the length of time for testing does not diminish significantly.

All students in Grades 3 through 8 will be presented the Mathematics Test and the English/Language Arts Test. High school students enrolled in Geometry and English 10 in 2015-16 will be assessed. All students will take the test online with a district-provided digital device. Only students with specific Individualized Education Plans (IEP) that call for use of paper-pencil assessments and/or any other accommodations will deviate from the computer-based assessment.

Here are some things you should know about the PARCC test and the Science test from the District 228 view:

1. We will present the assessment to all students in the testing range.
2. Knowing that the District is required to offer the assessment to your child(ren), should you wish to withhold your child from testing, we ask that you provide us with your intent to exclude your child from testing with a signed letter. Although it has been suggested by the Illinois State Board of Education that we should consider disciplinary consequences for those students who do not participate, the district will not engage in any discipline towards any student who does not participate in the test so long as there is no other violation of the Student Code of Conduct and we have a signed letter requesting non-participation.
3. Should you choose to withhold your child from testing, we will have no alternative

# Geneseo Community Unit School District No. 228

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Mr. Scott D. Kuffel  
Superintendent

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instructional activities for your student or any student not taking the test. Last year, students read a book or wrote in a journal, but remained quiet while other students tested. You will be provided the testing schedule for each of the respective school attendance sites in advance of the testing and any specific instructions for non-participating students from your respective building administrator.

4. We will not use the results of the Spring 2016 testing for any District purposes, either individually or as a school building or school district. Therefore, there is no program eligibility of any kind that would jeopardize a student who does not test.

5. If you plan to send written notice that your child is not going to participate, we must receive the letter prior to the first day of testing. No letters will be accepted once testing begins. Please be clear in your instructions as to whether you are only exempting students for a particular test or exempting them from all tests.

Again, please know that while we will make the test available to all students as required by law, the school district will not treat adversely any student nor parent who chooses to not participate.

Please contact your building principal first should you have any questions.

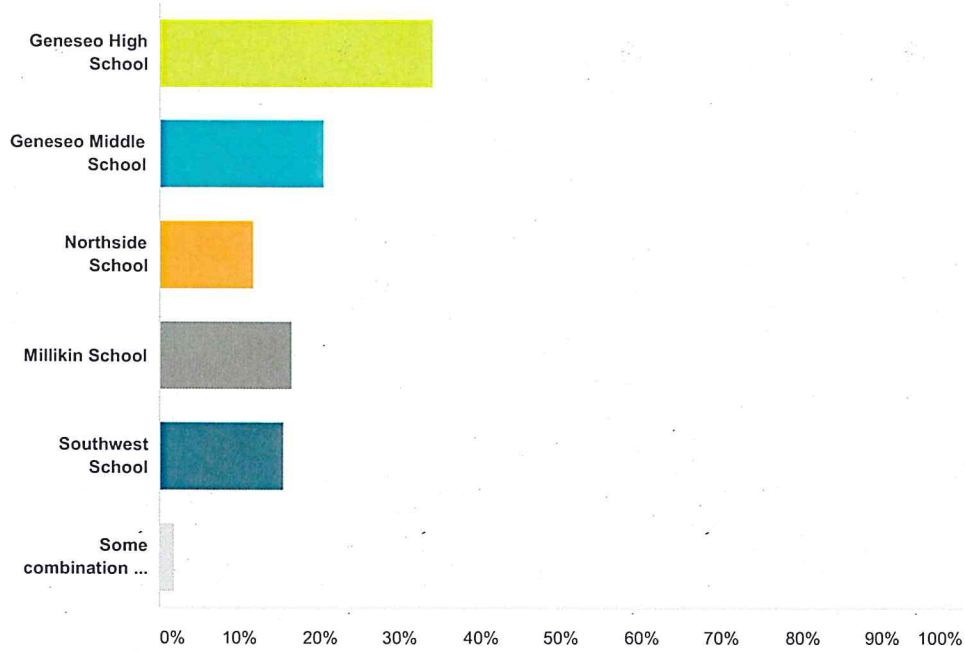
Sincerely,

Scott D. Kuffel, Superintendent

# DRT Needs Assessment Survey

## Q33 I teach/work primarily at

Answered: 103 Skipped: 0

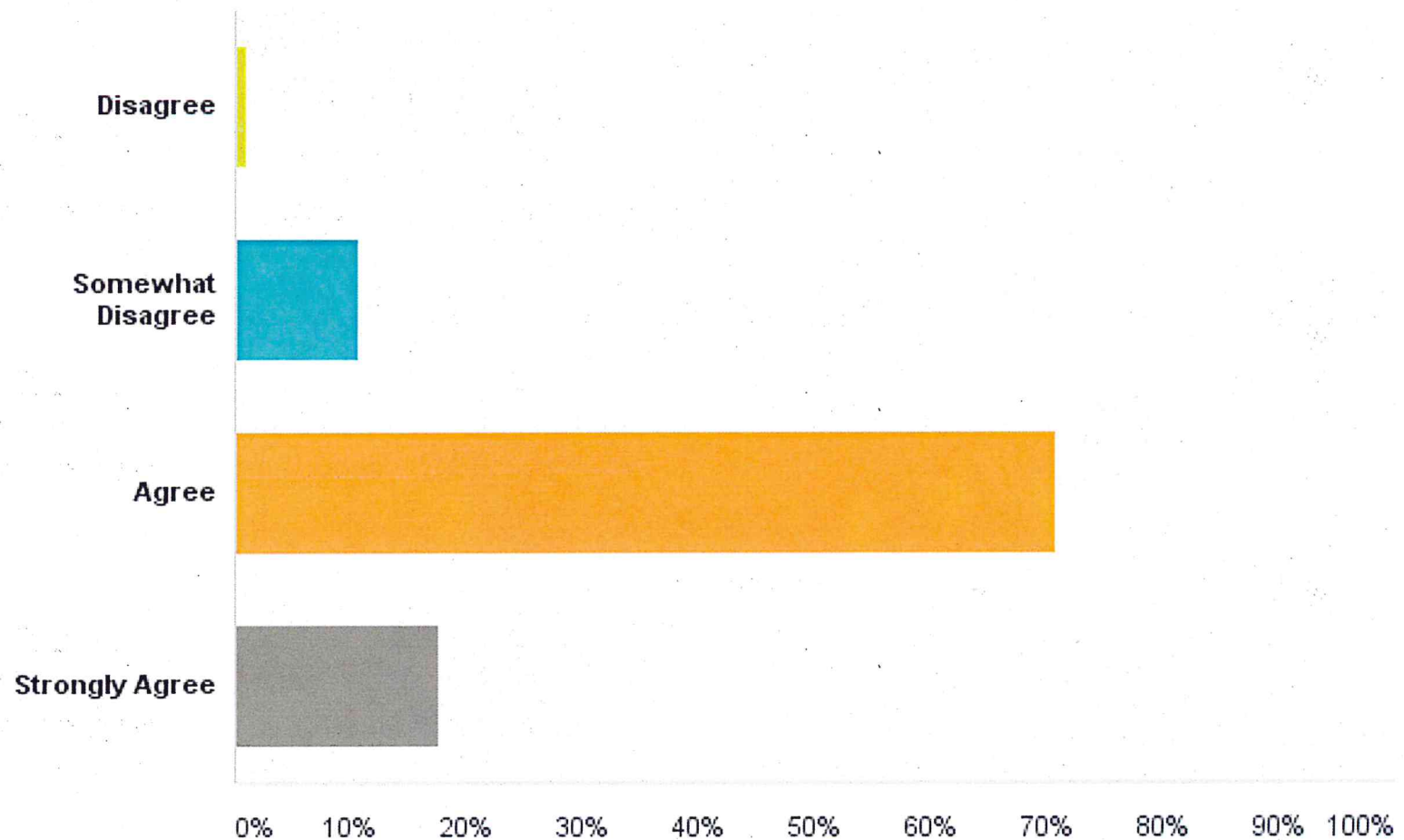


Answer Choices	Responses	
Geneseo High School	33.98%	35
Geneseo Middle School	20.39%	21
Northside School	11.65%	12
Millikin School	16.50%	17
Southwest School	15.53%	16
Some combination of schools	1.94%	2
<b>Total</b>		<b>103</b>



## Q1 We hold students accountable for learning.

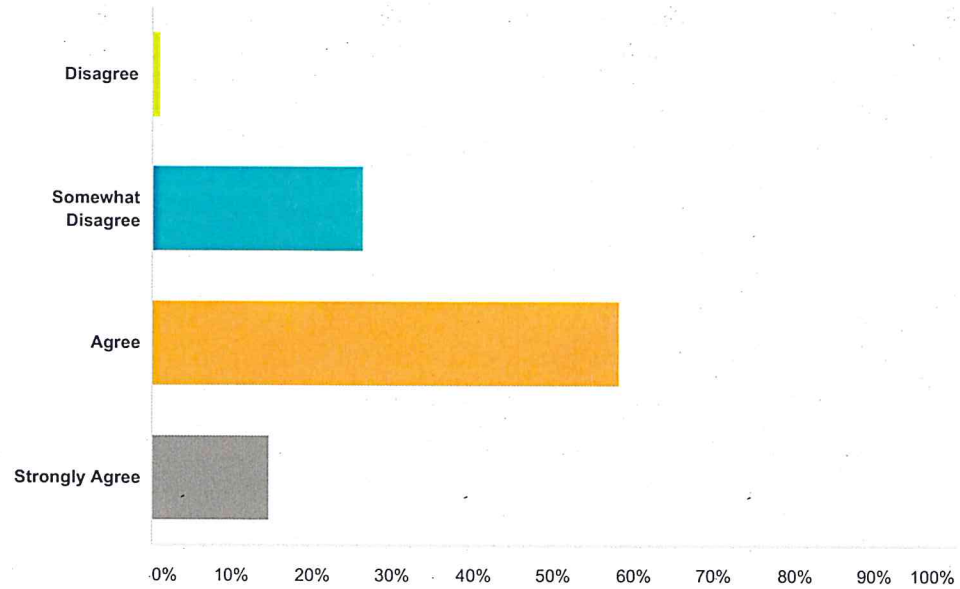
Answered: 103 Skipped: 0



## DRT Needs Assessment Survey

### Q6 We provide opportunities for enriched learning.

Answered: 103 Skipped: 0

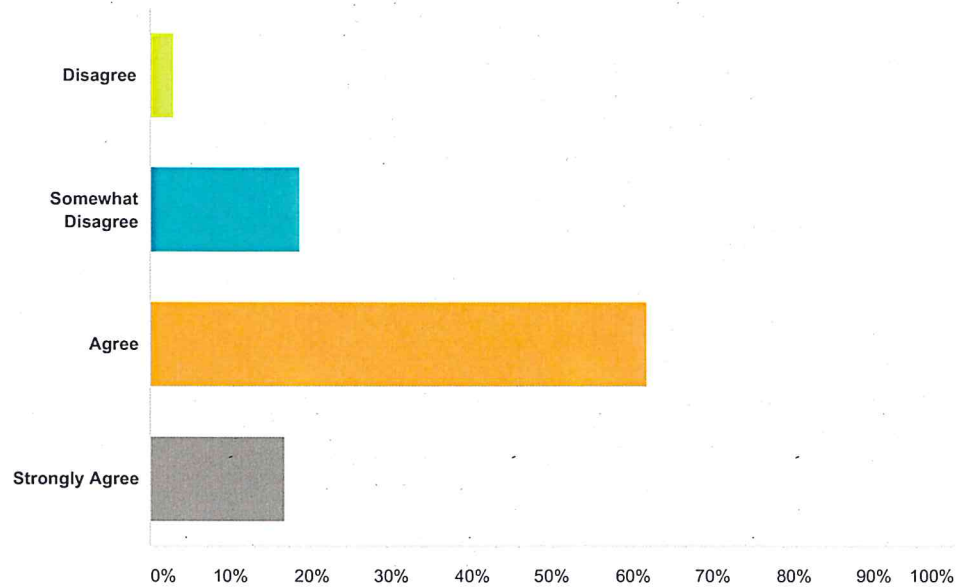


Answer Choices	Responses	
Disagree	0.97%	1
Somewhat Disagree	26.21%	27
Agree	58.25%	60
Strongly Agree	14.56%	15
<b>Total</b>		<b>103</b>

## DRT Needs Assessment Survey

### Q10 Teachers who teach the same course or program are consistent with each other in content and delivery.

Answered: 102 Skipped: 1



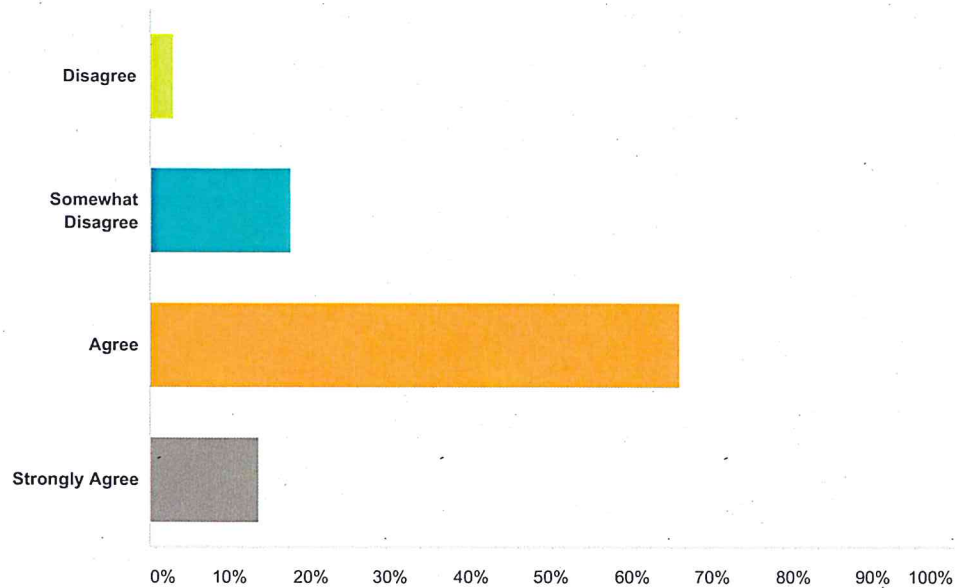
Answer Choices	Responses	
Disagree	2.94%	3
Somewhat Disagree	18.63%	19
Agree	61.76%	63
Strongly Agree	16.67%	17
<b>Total</b>		<b>102</b>



## DRT Needs Assessment Survey

### Q11 We provide adequate and appropriate support for students who fall behind in their learning.

Answered: 103 Skipped: 0

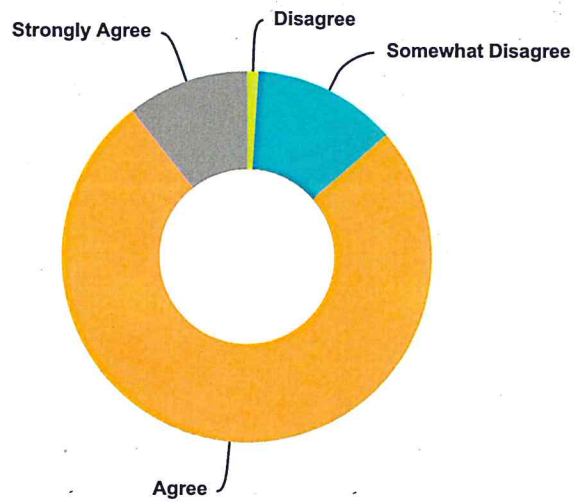


Answer Choices	Responses	
Disagree	2.91%	3
Somewhat Disagree	17.48%	18
Agree	66.02%	68
Strongly Agree	13.59%	14
<b>Total</b>		<b>103</b>

# DRT Needs Assessment Survey

## Q26 We can communicate what "on target" means for students in our school.

Answered: 103 Skipped: 0

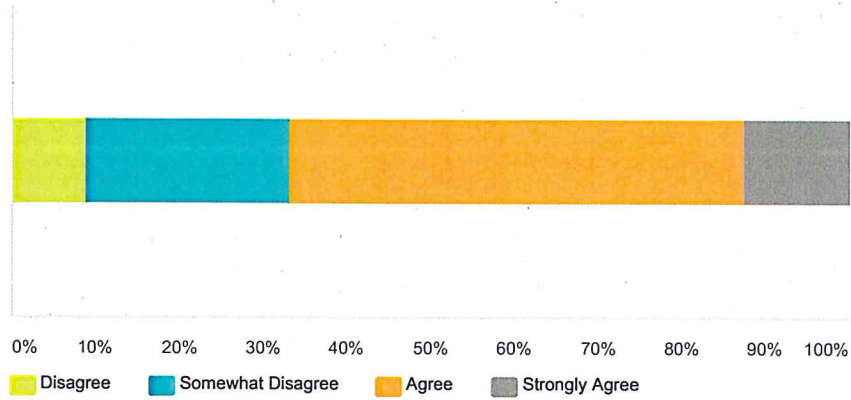


Answer Choices	Responses	
Disagree	0.97%	1
Somewhat Disagree	12.62%	13
Agree	75.73%	78
Strongly Agree	10.68%	11
Total		103

## DRT Needs Assessment Survey

### Q27 We make adequate and appropriate interventions on behalf of students with social/emotional needs.

Answered: 103 Skipped: 0



Answer Choices	Responses	
Disagree	8.74%	9
Somewhat Disagree	24.27%	25
Agree	54.37%	56
Strongly Agree	12.62%	13
<b>Total</b>		<b>103</b>



New Laws for 2016  
School Board Overview  
March 2016

Bill Reference	Description	Effective Date & Additional Comments
HB 0152	Carbon Monoxide Alarms: The Act requires that carbon monoxide alarms or detectors must be located within 20 feet of a carbon monoxide emitting device, alarms or detectors must be in operating condition and be inspected annually, a school is exempt if it doesn't have or is not close to any sources of carbon monoxide, and a school must require plans, protocols, and procedures in response to the activation of a carbon monoxide alarm or carbon monoxide detection system. <u>School districts can use fire safety and prevention taxes or bonds to pay for alarms or detectors.</u> Districts may also install battery powered alarms.	January 1, 2016 (However, no guidance yet from ISBE or rules/regulations from ROE)
HB 0800	Civics Course Effective Date: The Act will add to high school graduation requirements at least one semester of civics education which must be a separate class, but part of the two-year social studies requirement. The Act will move the effective date to July 1, 2016, and allow for a gradual phase-in of the new requirement so current high school students will not be penalized or delayed for not participating in such a class.	November 20, 2015, see HB 4025 for new law details.  Still great uncertainty as to how this differs from some of the government course requirements.

HB 3527	<p>Student Passwords for Social Media: The Act modifies the Right to Privacy in the School Setting Act to prohibit an elementary or secondary school from requesting or requiring a student to provide a password or other related account information in order to gain access to the student's account or profile on a social networking website. It requires the school to provide notification to the student and his or her parent or guardian that the school may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy.</p>	<p>August 25, 2015  PRESS  Policy/Procedure-7:140, Search and Seizure.  PRESS  Policy/Procedure-7:140,-E Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting.</p>
SB 100	<p>Student Discipline: The Act requires a school board to provide with the written expulsion or suspension decision, specific reasons <u>why</u> removing the pupil from school is in the best interest of the school and the rationale as to the specific duration of the expulsion or suspension. <u>It also prohibits a school district's use of any "zero tolerance" policy and limits out-of-school suspensions to three days or less to incidents where the student's presence in the school would pose a threat to school safety or a disruption to other students' learning opportunities.</u> The Act would limit out-of-school suspensions of longer than three days or expulsions to cases where all other interventions have been exhausted and the student's continuing presence in school would either pose a threat to the safety of other students and staff or substantially interfere with the operation of the school. <u>It requires that students who are suspended for longer than four school days shall be provided</u></p>	<p>September 15, 2016  PRESS  Policy/Procedure-7:190 Student Discipline (February 2016)  PRESS  Policy/Procedure-NEW-Memorandum of Understanding (February 2016)  PRESS  Policy/Procedure-NEW-Student RE-Engagement Guidelines (February 2016)  PRESS  Policy/Procedure-7:200, Suspension Procedures (February 2019)  PRESS  Policy/Procedure-7:210, Expulsion Procedures (February 2016)  Potentially changes the implications of alternate school/programs</p>

	<u>appropriate and available support services to be able to make up work for equivalent academic credit.</u>	
HB 3763	Appropriations for Education FY 2016: Regarding elementary and secondary education, the Act provides for an overall increase in funding of about \$240 million over FY 2015 funding levels. Approximately \$206 million would be allocated for General State Aid which would result in a proration level of 92%. An additional \$85 million would be available for distribution to the neediest of school districts through a supplemental grant to entities that receive General State Aid to limit the loss per student due to proration. The grant would be paid based on the districts with the greatest loss per student.	<p>July 1, 2015</p> <p>I think that most people would accept the "pain" that continued 92% proration may bring versus the "death" of no budget/appropriations at all.</p>
SB 0009	Powdered Caffeine Control: The Act prohibits any person from selling, offering to sell, giving away, or providing free samples of powdered pure caffeine to any person under age 18.	<p>January 1, 2016 PRESS <i>Policy/Procedure-7:190, Student Discipline (February 2016)</i></p> <p>Becoming more and more popular, also in chocolate such as Energems</p>
HB 2683	Accountability Measures: The Act requires the Illinois State Board of Education (ISBE) to develop recognition standards for school improvement for all school districts and their individual schools which must be an outcomes-based, balanced accountability measure. The student performance component of the measure (focusing on student outcomes and closing the achievement gaps within each district and school) shall count for 30% of the total balanced accountability measure and the professional practice component	<p>July 30, 2015 PRESS <i>Policy/Procedures-6:15, School Accountability</i></p> <p>Also known as IBAM. Note that the metrics look very similar to teacher evaluation. Attempting to give some flexibility for local districts to discuss what is deemed important at the local level. Arose from grassroots Vision 20-20 work.</p>



	(focusing on the implementation of evidence-based, best professional practices and exhibiting continued improvement) shall consist of achievement status, achievement growth, and Annual Measurable Objectives. The professional practice component shall consist of compliance, evidence-based best practices, and contextual improvement. The Act established "priority" schools and school districts (generally, the lowest performing 5%) and requires the ISBE to perform a needs assessment for the district, and "focus" schools and school districts )generally lowest performing 10% with high school graduation rates less than 60%.	
SB 1679	Virtual Education: The Act requires the State Superintendent of Education to establish a review committee to review virtual education and course choice setting forth provisions concerning committee members, meetings, duties and support. Findings and Recommendations must be reported to the Governor and General Assembly by May 31, 2016.	August 21, 2015  This has potential to really shift how "brick and mortar" schools operate, as well as the possibility of moving from an attendance-based model of educational funding.
HB 0165	Student Prayer: The Act allows students in the public schools to voluntarily engage in individual or collective initiated, non-disruptive prayer or religious-based meetings during non-instructional time.	August 20, 2015 <i>PRESS</i> <i>Policy/ Procedure-7:130, Student Rights and Responsibilities</i>
HB 0806	Course Credit for High School: The Act allows a student enrolled in grade 7 or 8 to enroll in a course offered by the high school but taken where the student attends school, provided that the teacher holds a professional educator license endorsed for the grade level and content area of the course.	July 20, 2015 <i>PRESS</i> <i>Policy/Procedure-6:315, High School Credit for Students in Grade 7 or 8.</i>

HB 3428	Advanced Placement Exam: The Act provides that a student who takes a College Board Advanced Placement examination and receives a score of three or higher is entitled to receive postsecondary level course credit at a public institution of higher education.	August 13, 2015  Still awaiting pushback from institutions of higher education who are not receiving previously enjoyed state funding.
SB 0792	Truth in Taxation: The Act provides that if a taxing district maintains a website, the truth in taxation notice shall be published on the website in addition to a newspaper of general circulation.	January 1, 2016