



# Data Progress Report

Geneseo CUSD #228  
Winter 2026



# Monitoring our Plan

Monitor data related to our District Goals and Strategic Plan

## 2025-2030 STRATEGIC PLAN

**MISSION:** To ensure every student has access to the best educational experience he or she can through a safe and caring environment, with high expectations for achievement, while being good stewards of district finances.

**VISION:** Teach - Learn - Care



FOCUS AREAS	GROWTH AND ACHIEVEMENT	LEARNING ENVIRONMENTS	FINANCE
GOALS	<b>Goal 1:</b> We will promote a vibrant and dynamic district by expanding learning opportunities, raising student achievement, and supporting students and families.	<b>Goal 2:</b> We will provide safe and inclusive learning environments that support the success of every student.	<b>Goal 3:</b> We will allocate resources responsibly and strategically to maximize opportunities for all students.
OBJECTIVES	1.1 Increase student achievement. 1.2 Maintain and grow a variety of academic and career pathway programs responsive to enrollment and student needs. 1.3 Invest in recruitment, professional development, and retention of teaching staff to support high-quality teaching and learning. 1.4 Build partnerships with families and the community by connecting resources that support academic and social-emotional needs.	2.1 Develop and maintain a long-range facilities plan to ensure high-quality spaces for teaching and learning that enhance safety, accessibility, and inclusion for all students. 2.2 Invest strategically in facilities and technology that foster innovation, collaboration, and equitable opportunities. 2.3 Ensure environments and supports address students' social, emotional, and behavioral needs.	3.1 Conduct a needs assessment of programs, staff, and services that directly enhance student success. 3.2 Align budget decisions with district priorities to ensure equitable access to high-quality learning. 3.3 Implement and monitor a deficit reduction plan that protects core educational opportunities.
KPIs <i>(Key Performance Indicators)</i>	<ul style="list-style-type: none"><li>• Student performance and growth indicators</li><li>• Course offerings and post-secondary data</li><li>• Teacher hiring and retention data</li><li>• Community partnership surveys</li></ul>	<ul style="list-style-type: none"><li>• Facilities and technology surveys</li><li>• Behavior data</li><li>• Student survey data</li></ul>	<ul style="list-style-type: none"><li>• Annual Financial Report (AFR)</li><li>• Budget monitoring</li></ul>

# Highlights



**Attendance  
Rates**

*Goal 2.3*



**Behavior  
Rates**

*Goal 2.3*



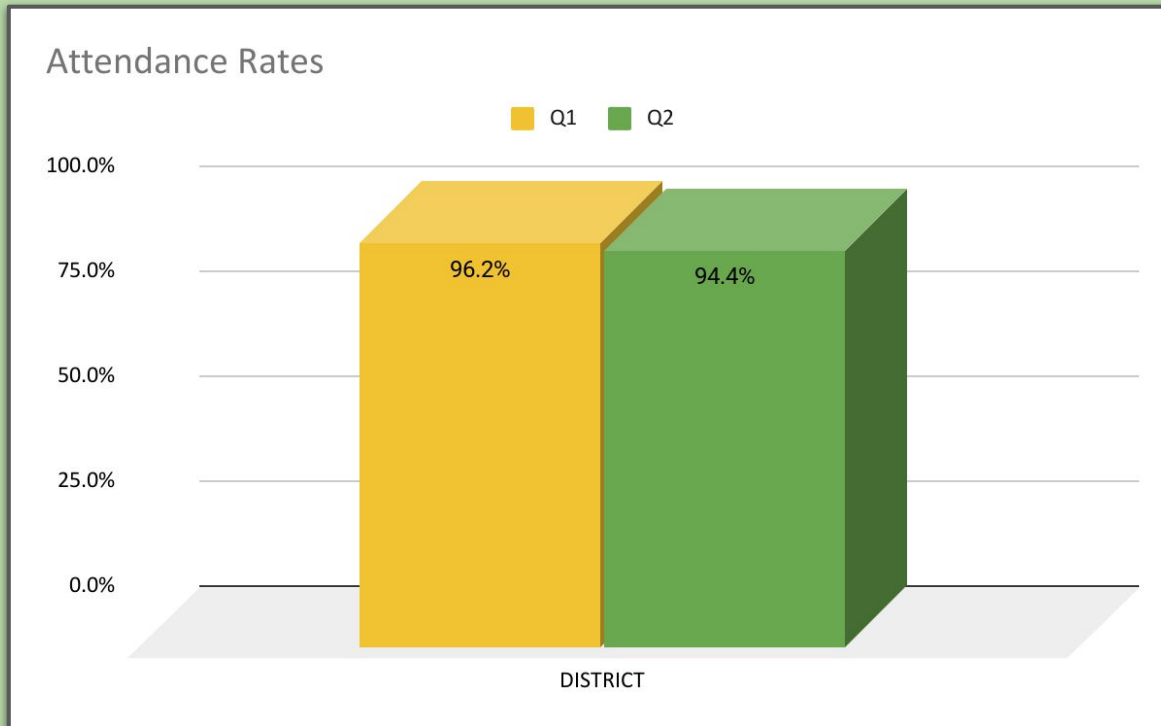
**Student Growth  
and Proficiency**

*Goal 1.1*

# Attendance Data

Daily attendance rates are an indicator of student engagement and success.

**Strategic Goal 2.3**  
**Address SEL and**  
**Behavioral Needs**



# Behavior Data

Behavior codes are analyzed to determine need for student and staff support.

**Strategic Goal 2.3**  
**Address SEL and**  
**Behavioral Needs**

Disruptive Behavior

1

Disobedient/Insubordinate

2

Physical Aggression w/o Injury

3

Profanity

4

	Above Level	On Level	Below Level
<b>L</b> earning <b>E</b> ngagement	Listens actively, shows respect, and contributes positively.	Listens, may need reminders to show respect, participates.	Listens inconsistently, struggles to show respect and work collaboratively.
<b>E</b> ffort	Gives sustained effort, shows a growth mindset, makes revisions when needed.	Gives effort, developing a growth mindset, makes revisions when encouraged.	Gives effort inconsistently, struggles with a growth mindset, may not make revisions.
<b>A</b> ccountability	Manages resources routinely (materials, equipment, etc.)	Manages resources most of the time (materials, equipment, etc.)	Manages resources inconsistently (materials, equipment, etc.)
<b>F</b> ocus	Consistently manages to be on task.	On task most of the time.	Stays on task inconsistently.
<b>S</b> elf-Regulation	<i>(Uses methods to...)</i> Manages emotions and interacts with others appropriately.	Manages emotions and interacts with others appropriately most of the time.	Struggles to manage emotions and interact with others appropriately.

# Winter Proficiency - Reading and Math

MAP screening data is used to monitor proficiency and growth in grades 1-8 in Fall, Winter, and Spring.

**Strategic Goal 1.1**  
**Raise Student**  
**Achievement**

**ELA**

Grades 1-8

**60%**

(up from 58%  
last spring)

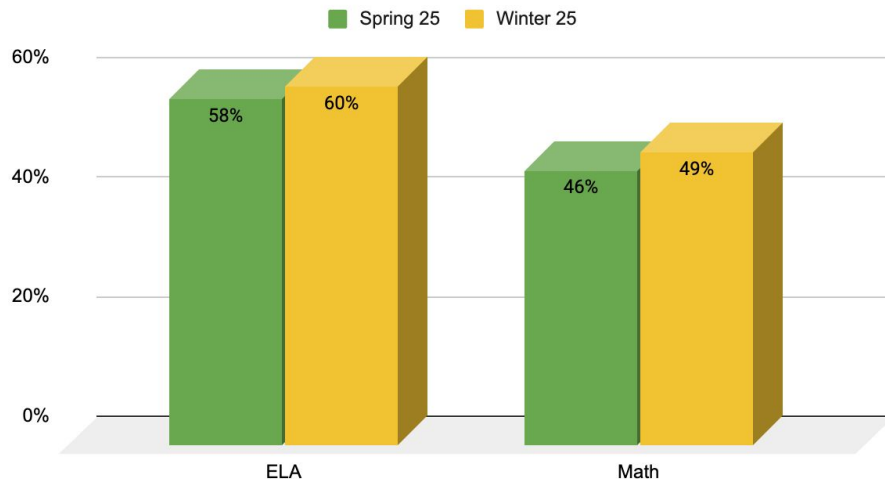
**MATH**

Grades 1-8

**49%**

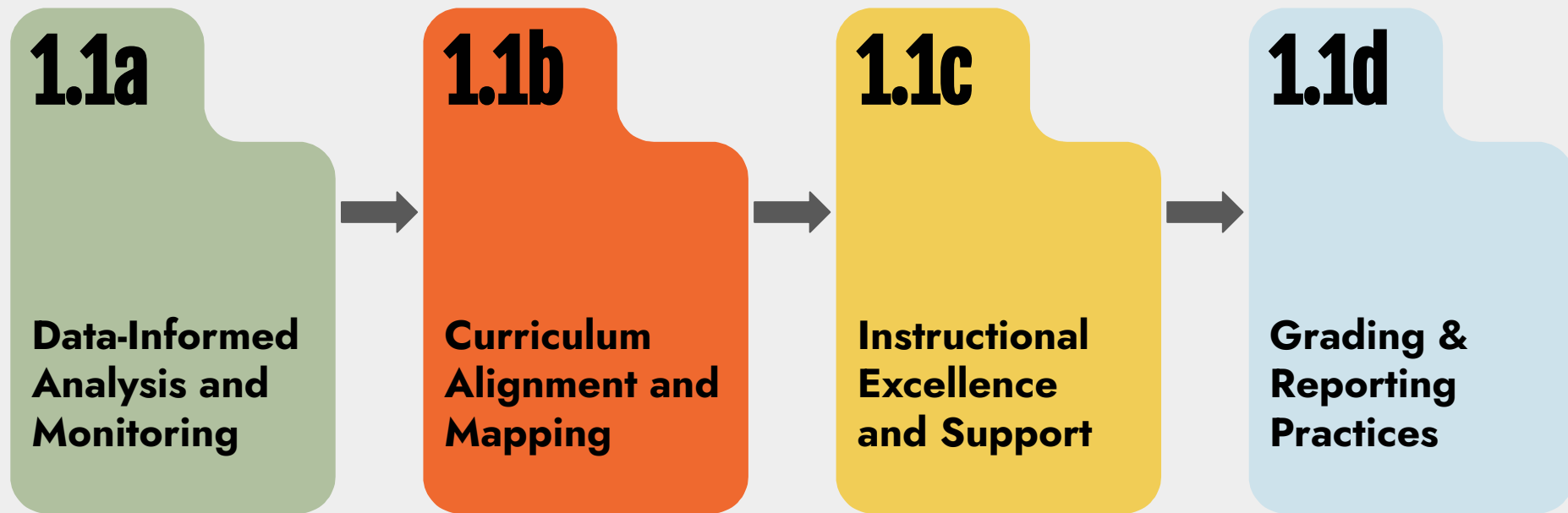
(up from 46% last  
spring)

Proficiency ELA and Math



# **Strategic Planning**

## **1.1 Increase Student Achievement**



# District Structures to Support Success

## 1.1 Increase Student Achievement

### Administrative Team

Meet twice per month  
Review plans and supports  
Problem-solve and plan

### Instructional Teams

**TLT** - Teaching and Learning Team  
**BLT/ELT** - Building Leadership Teams  
**Co-Facilitators** - District Lens  
**PLC/CT** - Teacher Teams - Student Data/Growth

### Instructional Coaching

PLC/CT - Facilitate and support teacher teams  
Data and Analysis - Examine data and focus needs  
PD - Professional Development  
Relationships/Trust - Key component of this structure



# Next Steps

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## Next Steps

- Continue developing sections of the plan
- Identify and monitor actions steps and metrics
- Focus on data collection and PD for staff
- Share with BOE and community