

Superintendent Report 8/6/21

Updates from around the district and the state.

1. Thursday, August 12 marks the first day of student attendance. We had a lot of new-to-the-district students register this year. I will have final first day numbers for you at the August 12 meeting.
2. Our Leadership Teams did an excellent job of filling many open certified positions this year, so we can be fully staffed on the first day of school. Most of them have already been profiled on our Facebook page and welcomed by the community. A complete list of the new hires is listed below for your convenience.
3. We are currently working on the grant for ESSER III funding. ESSER I and II grants were previously submitted and approved by ISBE to address items such as remote instruction, expanded summer school, and other COVID-related expenses.
4. In your folder you will see a letter informing you of Michele Hepner's appointment to the Illinois School Nutrition Association's Board of Directors once again. We are blessed to have Michele work in our district.
5. Ed Direction completed their comprehensive appraisal of our individual buildings and the district as a whole. We hope to have them share their findings with you during the September meeting.
6. On August 4, Governor JB Pritzker, following guidance from the Centers for Disease Control and Prevention, announced an Executive Order requiring P-12 school staff, students, and visitors to wear masks indoors, regardless of vaccination status. Our district's return to school plan released on July 23, 2021 addressed the possibility of increasing or decreasing mitigating measures based on local metrics, new information, or mandates. As soon as the IDPH and ISBE releases further guidance, we will share it with our families.
7. Regarding certain agenda items, here is some additional, more specific information:
 - a. Vocational Center
 - i. Scott Johnson and Pete Perez made a special presentation at the June meeting, offering for your review the final recommendation from the vocational committee. They will be here again in August to answer any follow-up questions. Mr. Gronski shared that we have options to pay for the remainder of the anticipated cost of the project without raising the tax rate. We are seeking approval to move forward with the project. Specifically, we are asking for approval to have our architect draft official blueprints and for us to start the bonding process with Stifel. You would still have to approve any bonds at a future meeting.
 - b. Tentative Budget for Review
 - i. We had a great meeting with Tim Custis, our auditor, on 8/3/21. There were a few accounting recommendations and moves which always occur, but overall we anticipate an increased financial rating. I will let Tim share additional details with you when he presents the tentative budget for the 2021-22 school year.

- c. Successful Summer School expansion report.
 - i. Kudos to Mrs. Boone, Mr. Johnson, the teachers, the students, and everyone else involved in the expanded summer school program. As you will see in the presentation, students showed great progress and the testimonies I received from teachers echoed the same praise.
- d. 5Essentials Survey (District Report)
 - i. Every year the district is required to issue the 5Essentials or other ISBE approved survey to students, staff, and parents. You can see previous years' data to give you a historical perspective. We know there are areas we are strong in and areas we can improve in. Building principals are provided building-level reports to review with their leadership teams.

New Certified Staff Hires and Transfers 2021-2022

1. Ali Schnowski - Math Interventionist (3-5) (new position)
2. Melissa Bates - Math Interventionist (K-2) (new position)
3. Michelle Ganson - Instructional Coach (new position)
4. Zachary Johnson - GHS Guidance Counselor (Vanderleest)
5. Rosemary Kroener - GHS Special Education (Ganson)
6. Nicholas Verbeck - GHS Special Education (Kastorff)
7. Elizabeth George - 4th grade Millikin (Schnowske)
8. Sarah Bullock - 5th grade SW (new position)
9. Timothy McComber - 8th grade Science (Duwe)
10. Jamie Kotovsky - GMS Band (Versluis)
11. John Versluis - GHS Band (Scherer)
12. Brooke Emmerson - GHS Assistant Principal (Moe)
13. Sarah Boone - ACAI (new position)
14. Phil Moe - Millikin Principal (Boone)
15. Megan Davidson - GHS Spanish (Benito)
16. Nellie Bonham - GMS 6th Grade (Reakes)
17. Lee Verner - GMS 6th Grade (McQuillan)
18. Megan Peal - 4th Grade NS (Ray)
19. Cassandra Smith - 5th Grade SW (Allen)
20. Paige Panicucci - 4th Grade SW (Dellaria)
21. Jennifer Benne-Vespa - K-8 Behavior Analyst (new position)
22. Heather Francque - GMS 8th Grade LA (Bonham)
23. Ashley Morey - Millikin 3rd Grade (Johnson)
24. Dana Storm - Millikin 4th Grade (Morey)

Henry-Stark certified employees to be included in the new teacher orientation on 8/9/21

1. Betsy Timmerman
2. Brooke Laingen
3. Brandon Rice



2021 SUMMER SCHOOL REPORT
PREK-8TH GRADE

SUMMER SCHOOL NUMBERS





37

Staff Members

188

Students Preschool-8th Grade

5,710

Breakfasts and Lunches Served

SUMMER SCHOOL PURPOSE

The purpose of the 2021 Summer School program is to provide extended instruction and learning opportunities to students identified at risk of reaching grade level expectations. The program will target critical learning areas in order to help reduce learning gaps for our PreK-8th grade students.

STUDENT GROWTH



WHAT DID OUR STUDENTS LEARN?

Preschool-5th Grade Focus Areas

Preschool kindergarten readiness skills through play (letters, name writing, counting, social interactions, organization through play, following directions, etc.)

K-5th Grade students had a focus on reading, writing on math, based on foundational skills.

- X Reading: letters & sounds, phonemic awareness, decoding strategies, comprehension and fluency for Reading.
- X Math: counting, number sense and basic math facts.
- X Writing: basic mechanics sentence structure and responding to questions.

GMS Focus Areas

6th-8th Grade teachers focused on skills for success in the academic core areas of ELA, Math and Science.

- X Teachers used skill targeted referrals given by grade levels to drive instruction for students.
- X Mr. Johnson provided executive functioning skill lessons weekly to students focusing on skills like time management and organization.



ELEMENTARY STUDENT GROWTH: CRITICAL LEARNING TARGETS

Math

100% of Kindergarteners grew in counting and number identification.

1st-2nd Gained the most growth in fact fluency with addition and subtraction. Facts gained ranged from 0-52.

3rd-5th Grew the most in fact fluency, measured through Reflex and concept reviews through Go Math (vocabulary, Fractions, multi-digit multiplication and long division.

Reading

100% of Kindergarten students grew in letter and sound knowledge and identification.

1st-2nd Grew most in their use of decoding skills and strategies, but reading level growth was minimal.

3rd-5th Saw the most success with reading comprehension skills and reading stamina through SSR.

Writing

Primary Grades- (K-2)
Improvement in use of letter sounds in writing;
Improvement in handwriting and letter formation.

Secondary Grades- (3-5) Daily writing opportunities provided time to work on conventions; and complete idea formation. Growth was minimal due to attendance and motivation.



GMS STUDENT GROWTH

Math -

6th Grade - 8 of 11 students who completed both the pre and post assessments showed growth, but remained below the 50th percentile.

7th Grade - The largest group (15 students), all but 2 completed the pre & post assessments and 12 of the 13 grew by over 30%.

8th Grade - Of the 7 students with attendance of 10 or more days, ALL made growth gains of 30% or greater.

ELA-

6th Grade - 7 of 9 students made gains in ELA concepts and 8 of 9 students scored over 75% in reading comprehension.

7th Grade - All students grew from pre to post, however it was noted that NONE used "I think" statements and all improved but some still struggled with in-text citations.

8th Grade - 4 of 7 showed improvement in writing with 4 students approaching and 5 meeting the annotation standard.

Science -

6th Grade - ALL students completing both pre & post assessments grew significantly and scored 75-100% in the post.

7th Grade - 8 of 9 students improved in their knowledge of invasive species.

8th Grade - 5 of 7 students who took both the pre & post assessments improved their scores relative to their knowledge of both chemical and physical reactions.



WHAT'S NEXT?

MAP Assessment

We will continue to monitor students growth through our MAP assessments. MAP scores from Fall will be able to be compared to Spring scores following. This is just one example of how we can track the impact of summer school's impact.

Rtl

Monitoring students currently in Rtl, referred to Rtl or dismissed from Rtl will also provide us with valuable data associated with the impact of summer school.



FEEDBACK





1. Summer school did help me because one time I was bad at multiplication but then summer school helped me.

1. yes I liked summer school because I made new friends.

-3RD GRADERS

FEEDBACK FROM OUR TEACHERS...

STRENGTHS

- Length of day was good for engagement.
- Serving Breakfast and Lunch.
- Quality teachers and aides and staffing overall.
- New friendships.
- Continued routines and learning for students at risk, in a safe and caring environment.
- Proactive intervention to summer slide and skill recovery.

CHALLENGES

- Student attendance, especially at the upper grades, became problematic after the 3rd week.
- 5 weeks was a long time to maintain engagement.
- Class sizes, primarily K-3 were large given the needs of the students.
- Curriculum & Assessment

OPPORTUNITIES

- Develop attendance policy and/or attendance incentives or prizes.
- Consider reducing number of weeks back to 3 or 4.
- Provide aides full time in classrooms above 10 or reduce class sizes.
- Provide more structured curriculum and pre/post assessments for each grade level.

FEEDBACK FROM OUR PARENTS...

*ONLY 17 PARENTS FROM PREK-5TH RESPONDED.

STRENGTHS

- Consistency.
- In-person learning.
- Teachers and staff (multiple times!)
- Small class sizes.
- Child was excited to learn.
- Math instruction (multiple times!)
- Communication

RECOMMENDATIONS

- Send work home; extra things to work on at home.
- See more student work from the week.
- Parent summary of skills they will be working on.
- Groups based on need (i.e. just math or just reading)

OPPORTUNITIES

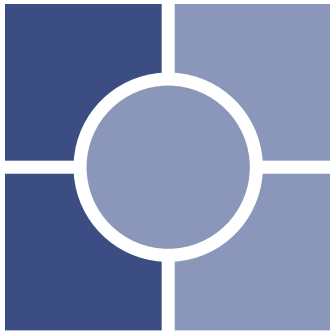
- Develop parent outline of target skills for each grade level.
- Discuss system of collecting and sharing student work.
- Consider differentiation opportunities for math or reading only. (This was done in some grades.)

DON'T FORGET... COLLEGE FOR KIDS!

- X 39 Geneseo Students 5th-8th Grade
- X Only 100 students from all participating districts were able to attend either an AM or PM session.
- X Approximately 20% of CFKs students were from Geneseo!

We are thankful to see some of our students still able to participate in this great enrichment opportunity and propel their learning!!





Geneseo CUSD

228

2021 5Essentials Report

The 5Essentials School Reports for the State of Illinois are derived from 20 years of research on improving schools. The raw data for these reports are based on a comprehensive core of more than 80 student and 150 teacher questions compiled into 22 measures of school climate and practice and formed into five essentials. As measured by the Illinois 5Essentials Survey, those five essentials are leading indicators of school improvement. The power of 5Essentials comes from their prediction of school success, the intuitiveness of the overall framework components (Instruction, Environment, Leaders, Teachers, and Families), and the reliability of the survey measures.

As detailed in the seminal book, *Organizing Schools for Improvement: Lessons from Chicago*, UEI researchers determined that there are five essential supports for school success. These “5Essentials” detail the perspectives and processes central to the delivery and support of student learning.

The 5Essentials framework as measured by our survey instruments is a leading indicator of school performance now and predictive of the future. Data from over 650 schools (elementary and high schools) have found our survey measures to predict many aspects of student and school success, before and after controlling for school type, demographic composition, test scores, and socio-economic status. Our principal indication of the power of the 5Essentials is that University of Chicago analysis of two natural experiments spanning a total of 15 years each found that they mattered considerably: Schools strong in 3-5 Essentials were 10 times more likely to improve student learning substantially compared to schools weak in 3-5 Essentials. This evidence came from over 400 elementary schools representing the best and worst in Illinois. Following those natural experiments, we have found our survey measures reliably predict school success on a variety of outcomes for both high school and elementary schools, including:

- ITBS improvement
- ISAT value-add
- EXPLORE to ACT gains
- EXPLORE to PLAN gains
- PLAN to ACT gains
- Attendance rates
- College enrollment
- High school graduation
- Freshman grades
- Teacher mobility
- Grades in college-preparatory classes

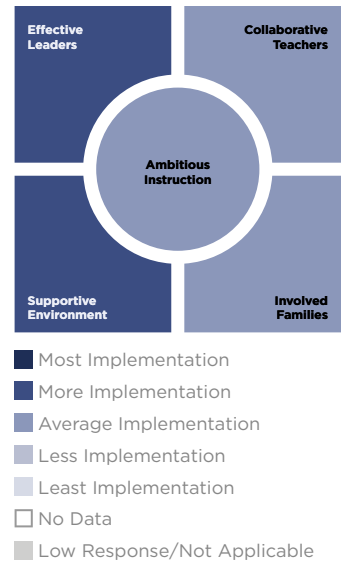
References:

(Bryk, et al. 2010)(Selected by Education Next as one of the best education books of the decade: <http://educationnext.org/the-best-books-of-the-past-decade-according-to-ed-next-readers/>)
(Bryk, et al. 2010); (Easton, Ponisciak and Luppescu 2008); (Easton, Ponisciak and Luppescu 2008); (Allensworth, Correa and Ponisciak 2008); (Bryk, et al. 2010); (Roderick, Nagaoka, et al. 2008); (Allensworth and Easton 2007); (Allensworth and Easton 2007); (Allensworth, Ponisciak and Mazzeo 2009); (Allensworth, Nomi, et al. 2009); (Montgomery, Allensworth and Correa 2010)

Table of Contents: Full Report

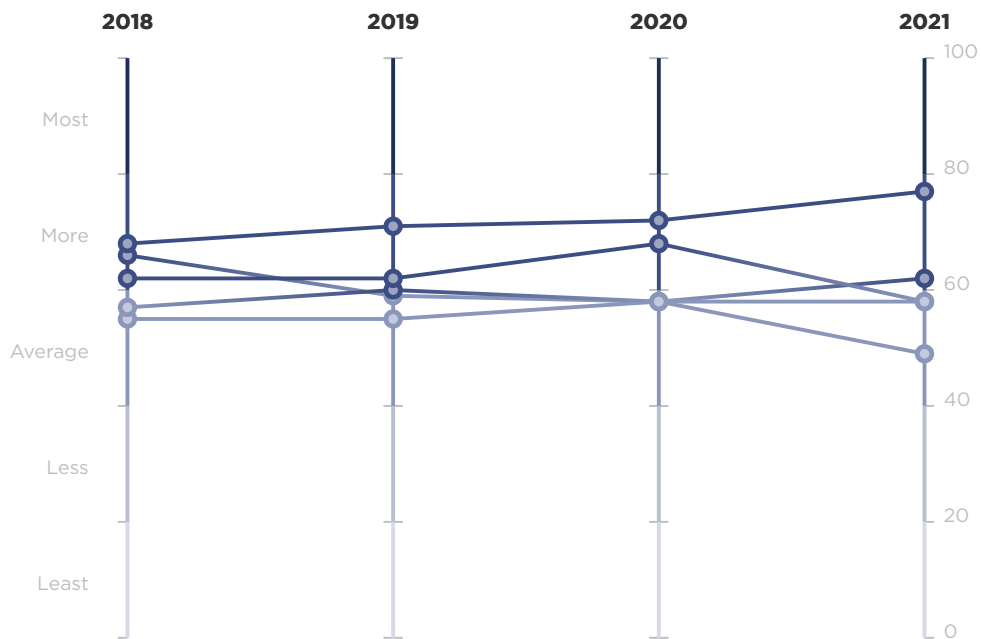
Overall	2
Supportive Environment	3
Effective Leaders	4
Collaborative Teachers	5
Involved Families	6
Ambitious Instruction	7
5Essentials Measures Table	8
5Essentials Measure Pages	9–30
Supplemental Measures Table	31
Supplemental Measure Pages	32–46

Overall, Geneseo CUSD 228 are organized for improvement on average.



The 5Essentials

How is Geneseo CUSD 228 performing on each of the 5Essentials in 2021?



Essentials	Performance Across Years				
	2018	2019	2020	2021	
Supportive Environment	68	71	72	77	More
Effective Leaders	55	55	58	62	More
Collaborative Teachers	57	60	58	58	Average
Involved Families	62	62	68	58	Average
Ambitious Instruction	66	59	58	49	Average

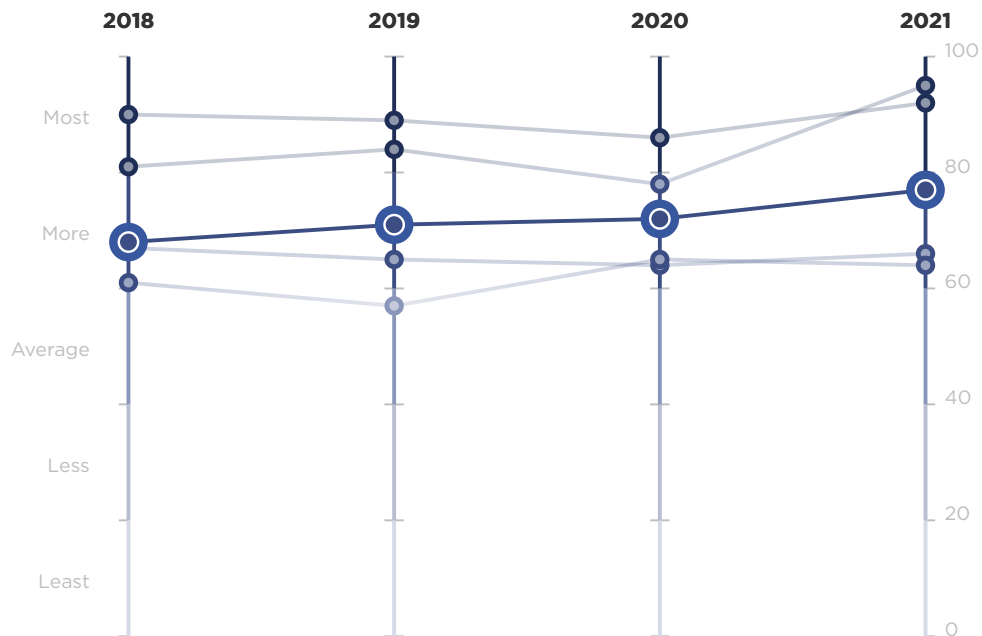
Supportive Environment

How is Geneseo CUSD 228 performing on Supportive Environment?

In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools:

- students feel safe in and around the school,
- they find teachers trust-worthy and responsive to their academic needs,
- all students value hard work, and
- teachers push all students toward high academic performance.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2018	2019	2020	2021	
Peer Support for Academic Work	81	84	78	95	Student
Student-Teacher Trust	90	89	86	92	Student
Academic Personalism	67	65	64	66	Student
Safety	61	57	65	64	Student

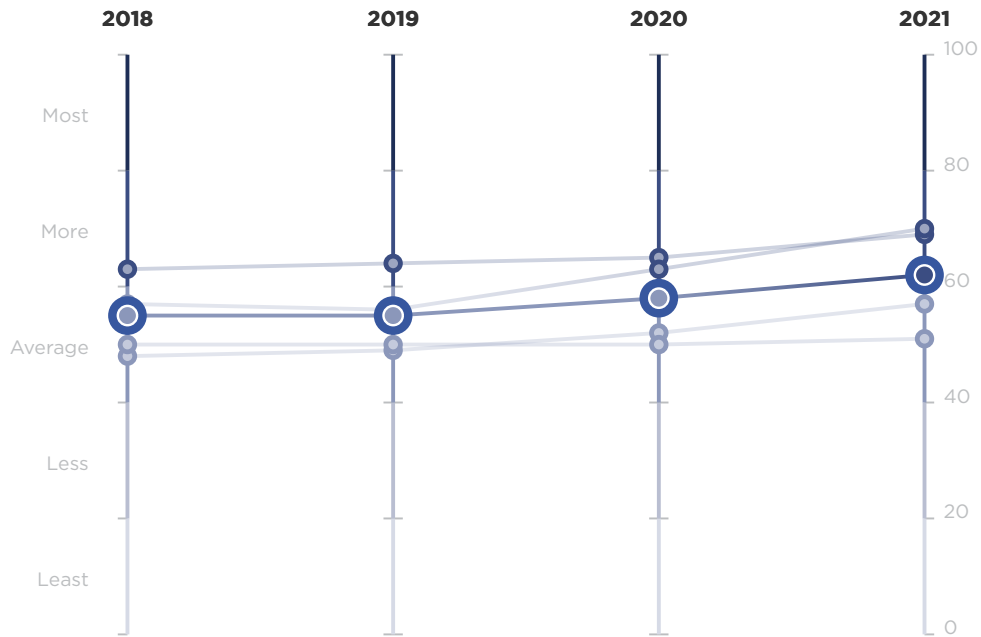
Effective Leaders

How is Geneseo CUSD 228 performing on Effective Leaders?

In schools with Effective Leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:

- practice shared leadership,
- set high goals for quality instruction,
- maintain mutually trusting and respectful relationships,
- support professional advancement for faculty and staff, and
- manage resources for sustained program improvement (not measured).

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2018	2019	2020	2021	
Teacher-Principal Trust	57	56	63	70	Teacher
Program Coherence	63	64	65	69	Teacher
Instructional Leadership	48	49	52	57	Teacher
Teacher Influence	50	50	50	51	Teacher

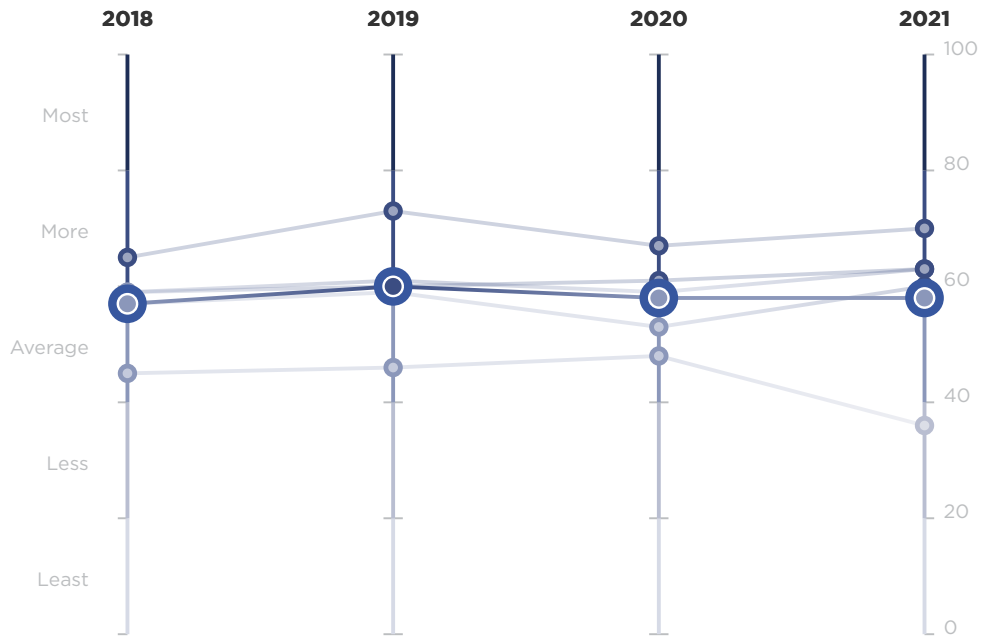
Collaborative Teachers

How is Geneseo CUSD 228 performing on Collaborative Teachers?

In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:

- active partners in school improvement,
- committed to the school, and
- focused on professional development.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2018	2019	2020	2021	
Quality Professional Development	65	73	67	70	Teacher
School Commitment	59	60	61	63	Teacher
Teacher-Teacher Trust	59	61	59	63	Teacher
Collective Responsibility	57	59	53	60	Teacher
Collaborative Practices	45	46	48	36	Teacher

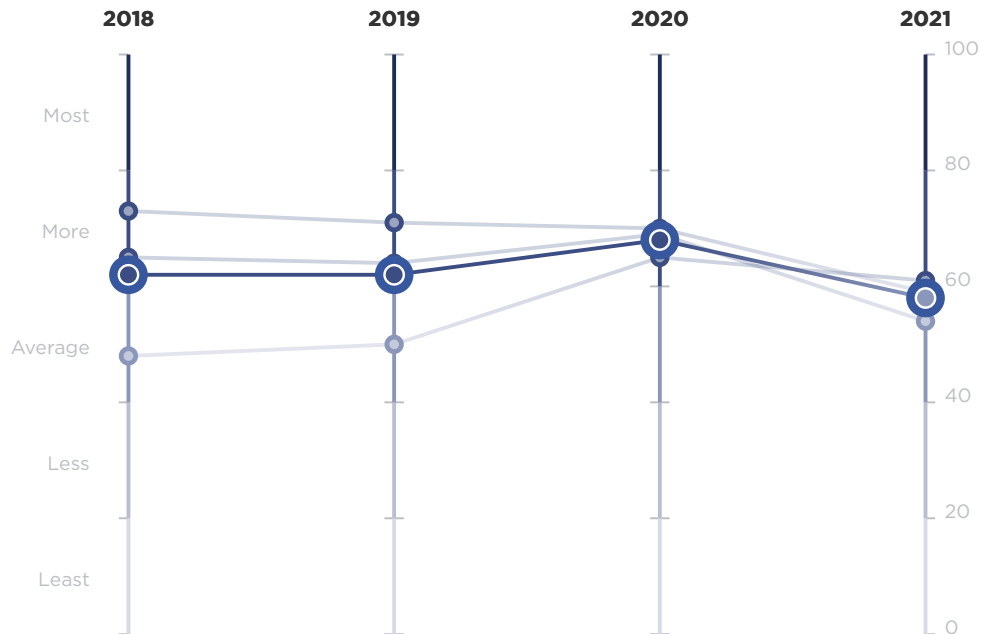
Involved Families

How is Geneseo CUSD 228 performing on Involved Families?

In schools with Involved Families, the entire staff builds strong external relationships. Such schools:

- see parents as partners in helping students learn,
- value parents' input and participation in advancing the school's mission, and
- support efforts to strengthen its students' community resources.

Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2018	2019	2020	2021	
Parent Influence on Decision Making in Schools	48	50	65	61	Teacher
Teacher-Parent Trust	73	71	70	59	Teacher
Parent Involvement in School	65	64	69	54	Teacher

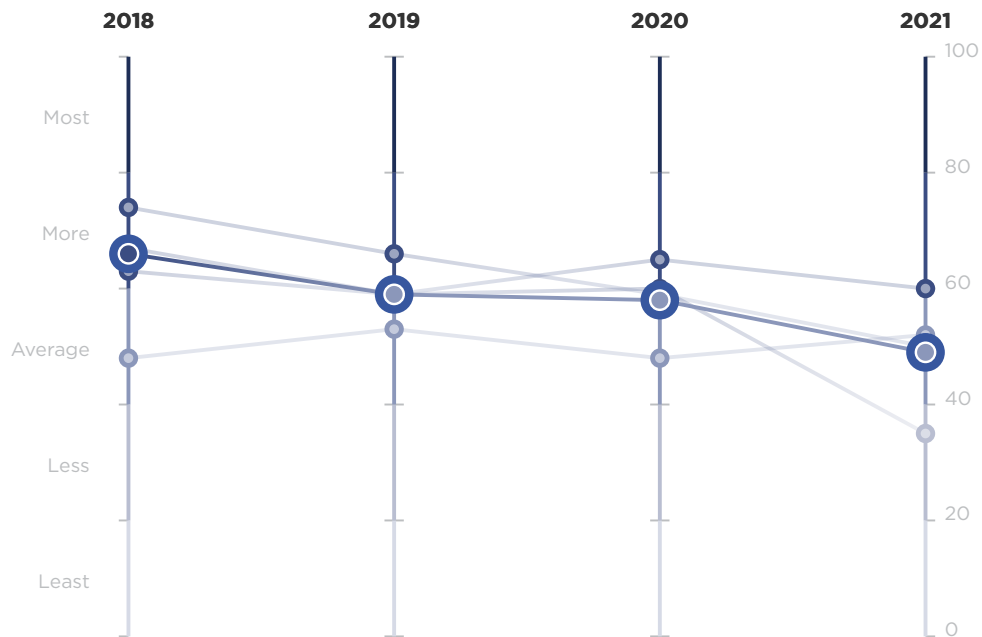
Ambitious Instruction

How is Geneseo CUSD 228 performing on Ambitious Instruction?

In schools with strong Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning. It is:

- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced (not measured), and
- aligned across grades (not measured).





















Performance on essential and its underlying measures



Measures	Performance Across Years				Respondent
	2018	2019	2020	2021	
Academic Press	67	59	65	60	Student
English Instruction	48	53	48	52	Student
Quality of Student Discussion	74	66	59	50	Teacher
Math Instruction	63	59	60	35	Student

All 5Essentials Measures

How is Geneseo CUSD 228 performing on all 5Essentials measures in 2021?

Page	Measure	Change	Performance	Essential	Respondent
9	Peer Support for Academic Work	+ 17	95 Most	 Supportive Environment	Student
10	Student-Teacher Trust	+ 6	92 Most	 Supportive Environment	Student
11	Quality Professional Development	+ 3	70 More	 Collaborative Teachers	Teacher
12	Teacher-Principal Trust	+ 7	70 More	 Effective Leaders	Teacher
14	Program Coherence	+ 4	69 More	 Effective Leaders	Teacher
15	Academic Personalism	+ 2	66 More	 Supportive Environment	Student
16	Safety	- 1	64 More	 Supportive Environment	Student
17	School Commitment	+ 2	63 More	 Collaborative Teachers	Teacher
18	Teacher-Teacher Trust	+ 4	63 More	 Collaborative Teachers	Teacher
19	Parent Influence on Decision Making in Schools	- 4	61 More	 Involved Families	Teacher
20	Academic Press	- 5	60 More	 Ambitious Instruction	Student
22	Collective Responsibility	+ 7	60 More	 Collaborative Teachers	Teacher
23	Teacher-Parent Trust	- 11	59 Average	 Involved Families	Teacher
24	Instructional Leadership	+ 5	57 Average	 Effective Leaders	Teacher
25	Parent Involvement in School	- 15	54 Average	 Involved Families	Teacher
26	English Instruction	+ 4	52 Average	 Ambitious Instruction	Student
27	Teacher Influence	+ 1	51 Average	 Effective Leaders	Teacher
28	Quality of Student Discussion	- 9	50 Average	 Ambitious Instruction	Teacher
29	Collaborative Practices	- 12	36 Less	 Collaborative Teachers	Teacher
30	Math Instruction	- 25	35 Less	 Ambitious Instruction	Student

Peer Support for Academic Work

Peer Support for Academic Work

Students demonstrate behaviors that lead to academic achievement.

Essential

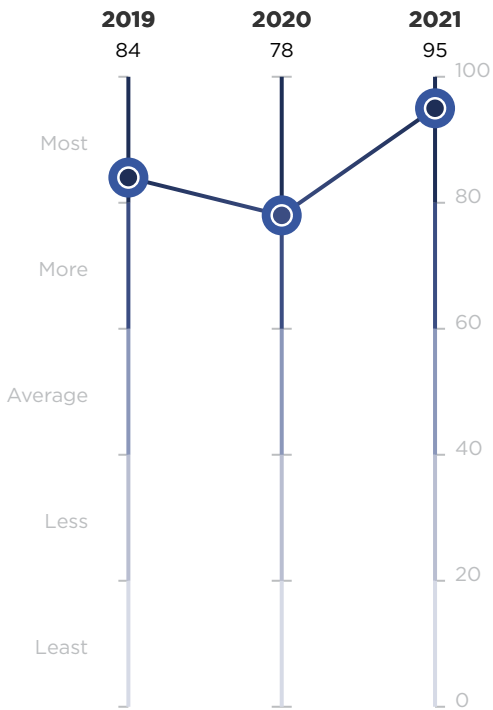


Supportive Environment

Respondent

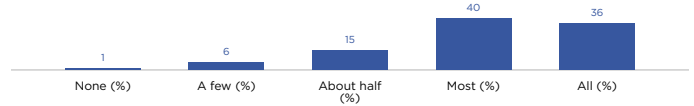
Student

Performance

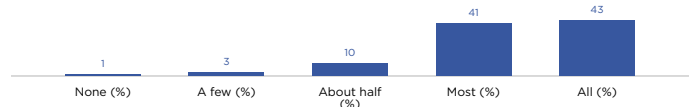


Students report that their classroom peers:

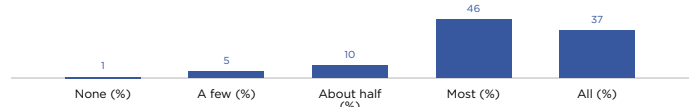
Think doing homework is important?



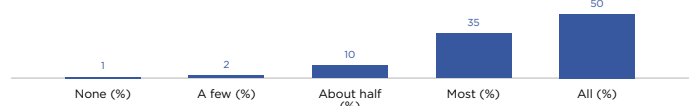
Feel it is important to pay attention in class?



Feel it is important to attend school every day?



Try hard to get good grades?




Student-Teacher Trust

Student-Teacher Trust

Students and teachers share a high level of mutual trust and respect.

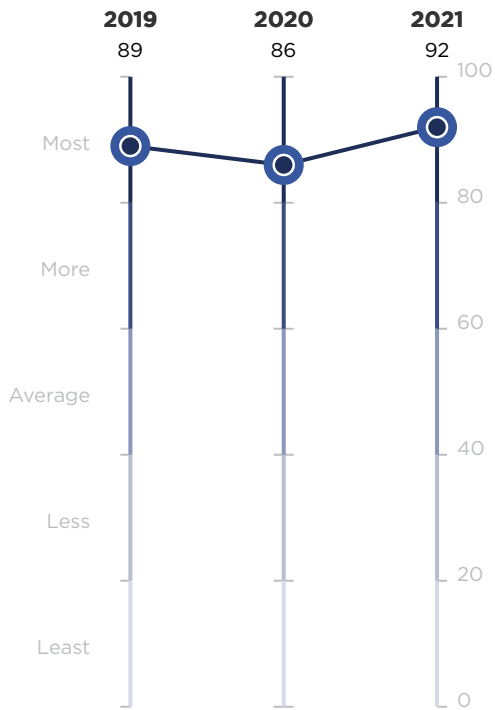
Essential

 Supportive Environment

Respondent

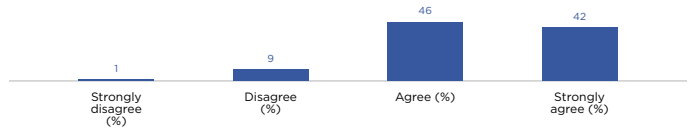
Student

Performance

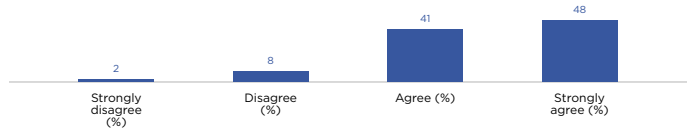


Students report:

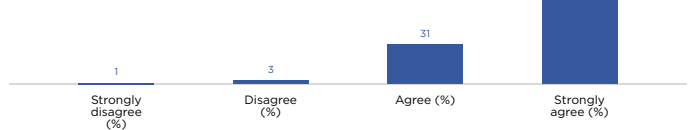
My teachers always keep their promises



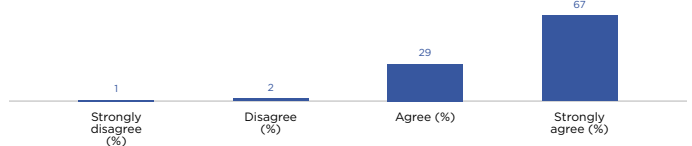
My teachers will always listen to students' ideas.



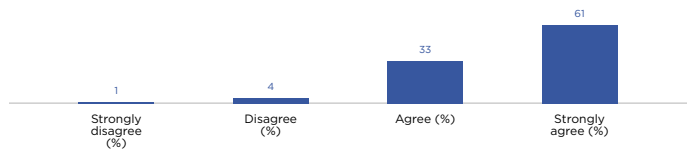
My teachers treat me with respect.



I feel *safe* with my teachers at this school.



I feel *comfortable* with my teachers at this school.



Quality Professional Development

Quality Professional Development

Professional development is rigorous and focused on student learning.

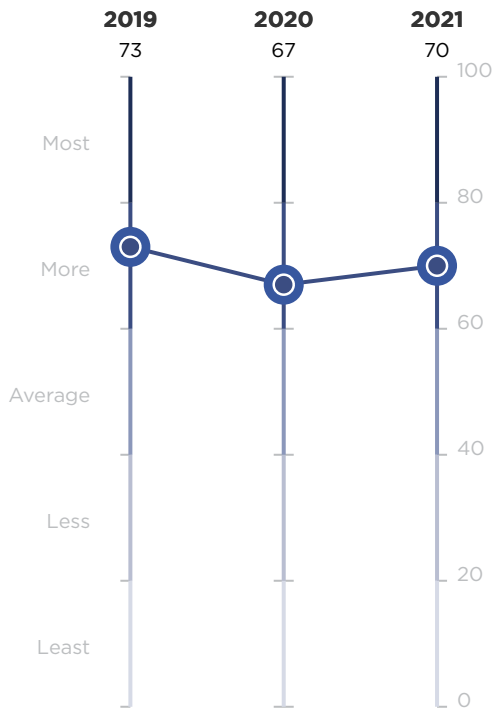
Essential

Collaborative Teachers

Respondent

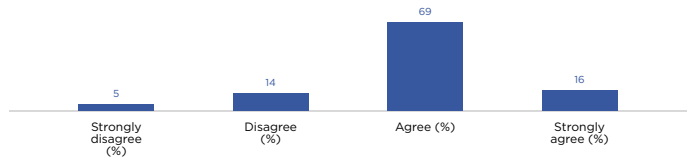
Teacher

Performance

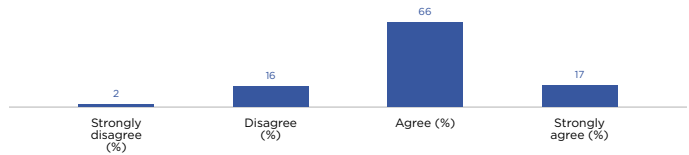


Teachers report that professional development this year has:

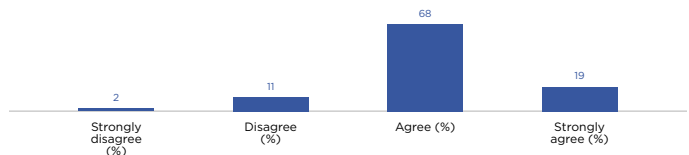
Been sustained and coherently focused, rather than short-term and unrelated.



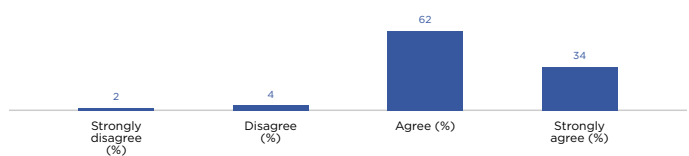
Included enough time to think carefully about, try, and evaluate new ideas.



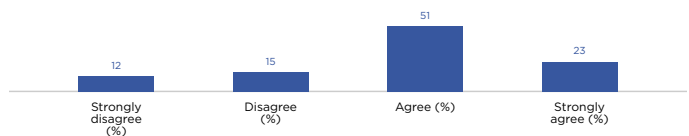
Been closely connected to my school's improvement plan.



Included opportunities to work productively with colleagues in my school.



Included opportunities to work productively with teachers from other schools.



Teacher-Principal Trust

Teacher-Principal Trust

Teachers and principals share a high level of mutual trust and respect.

Essential

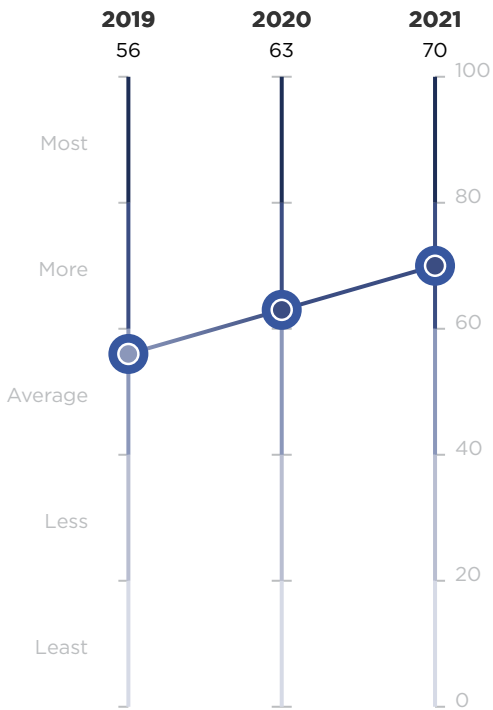


Effective Leaders

Respondent

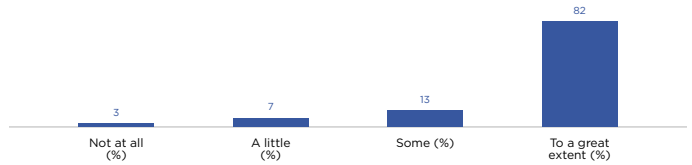
Teacher

Performance

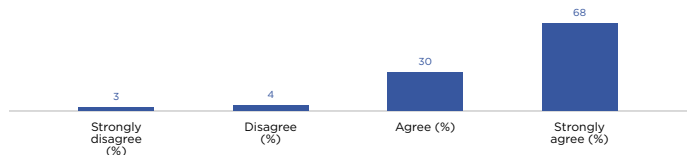


Teachers report the following:

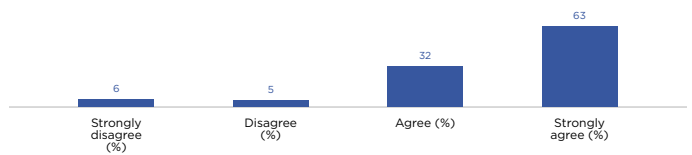
Teachers feel respected by the principal



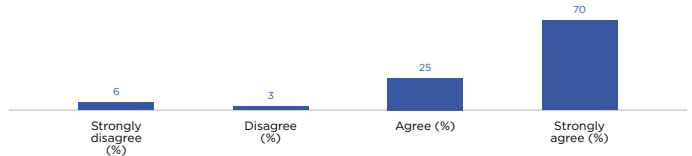
The principal has confidence in the expertise of the teachers.



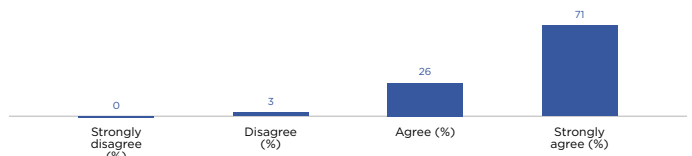
I trust the principal at his or her word.



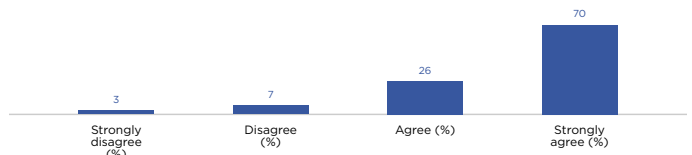
It's OK in this school to discuss feelings, worries, and frustrations with the principal.



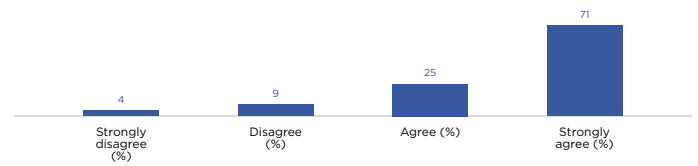
The principal takes a personal interest in the professional development of teachers.



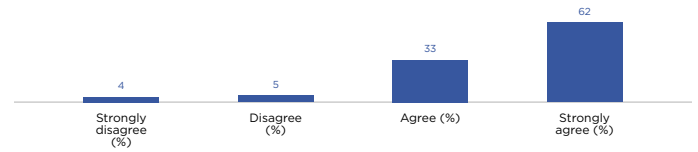
The principal looks out for the personal welfare of the faculty members.



The principal places the needs of children ahead of personal and political interests.



The principal at this school is an effective manager who makes the school run smoothly.




Program Coherence

Program Coherence

School programs are coordinated and consistent with its goals for student learning.

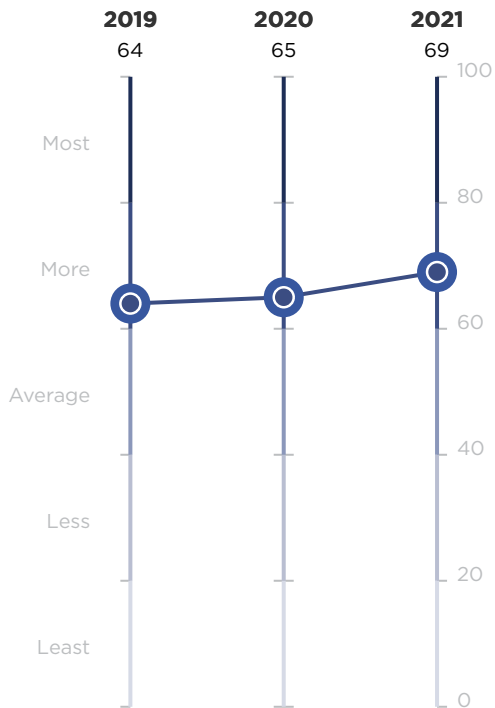
Essential

 Effective Leaders

Respondent

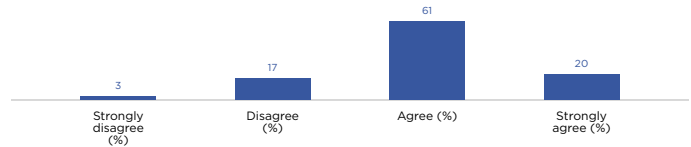
Teacher

Performance

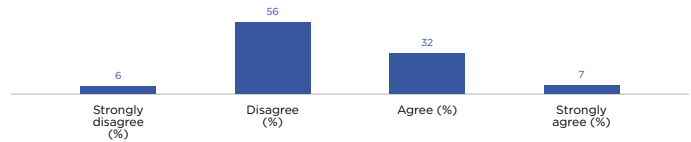


Teachers report the following:

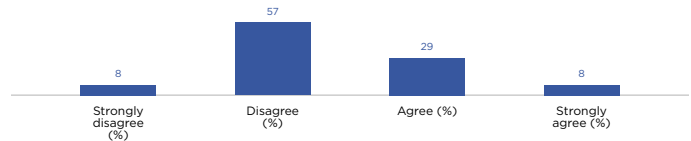
Once we start a new program in this school, we follow up to make sure that it's working.



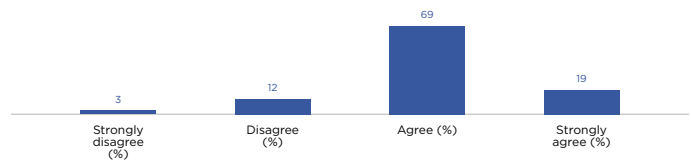
We have so many different programs in this school that I can't keep track of them all.



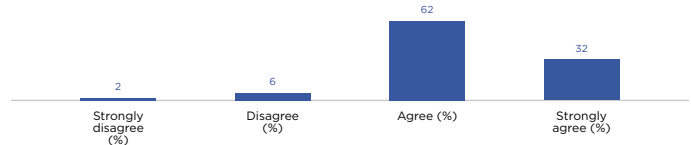
Many special programs come and go at this school.



Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.



There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.



Academic Personalism

Academic Personalism

Teachers connect with students in the classroom and support them in achieving academic goals.

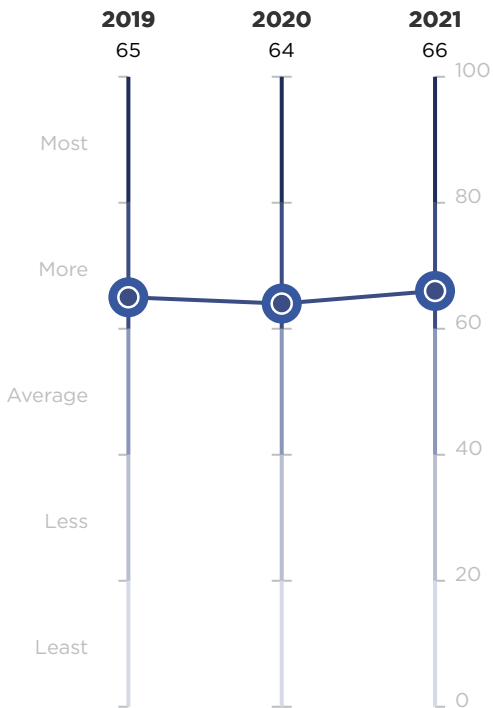
Essential

 Supportive Environment

Respondent

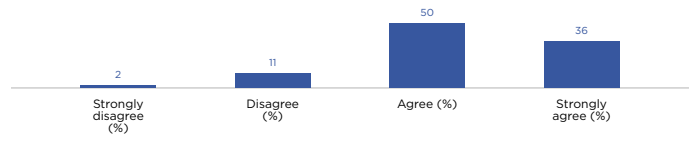
Student

Performance

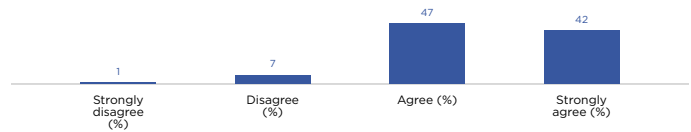


Students report that their teacher:

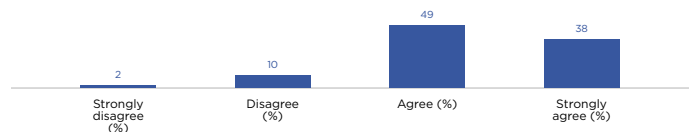
Notifies if I have trouble learning something.



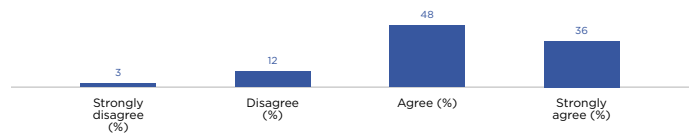
Is willing to give extra help on schoolwork if I need it.



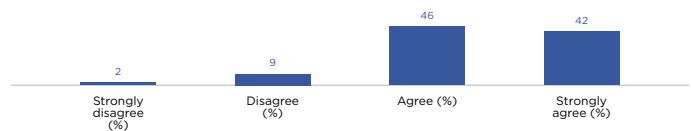
Helps me catch up if I am behind.



Gives me specific suggestions about how I can improve my work in this class.



Explains things in a different way if I don't understand something in class.



Safety

Safety

Students feel safe both in and around the school building, and while they travel to and from home.

Essential

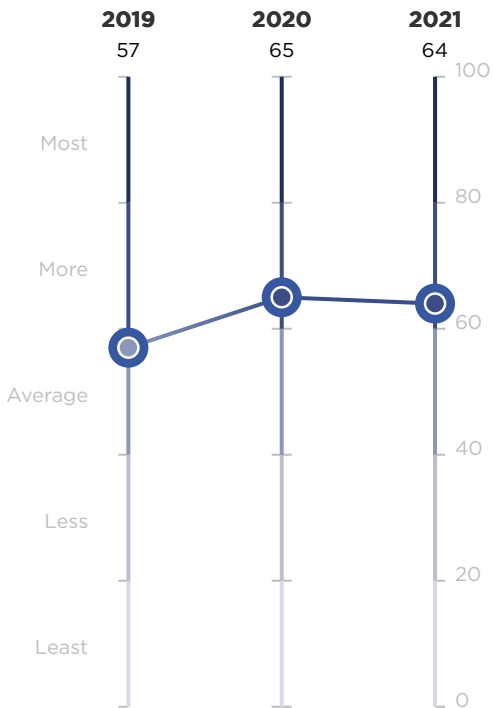


Supportive Environment

Respondent

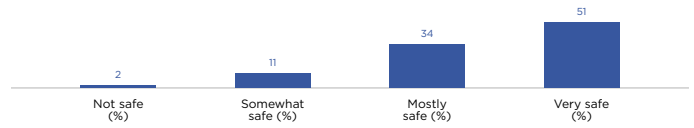
Student

Performance

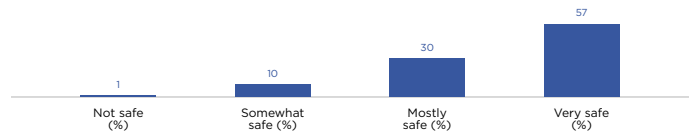


Students report how safe they feel:

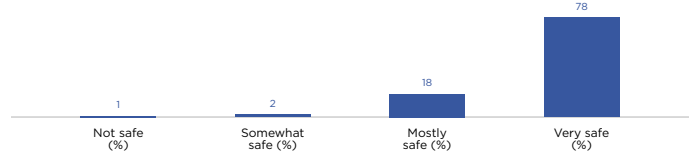
Outside around the school?



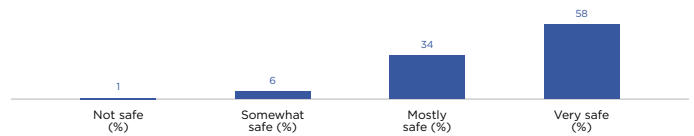
Traveling between home and school?



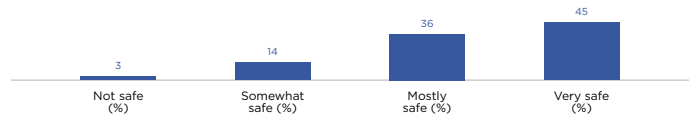
In your classes?



In the hallways of the school?



In the bathrooms of the school?

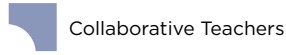


School Commitment

School Commitment

Teachers are deeply committed to the school.

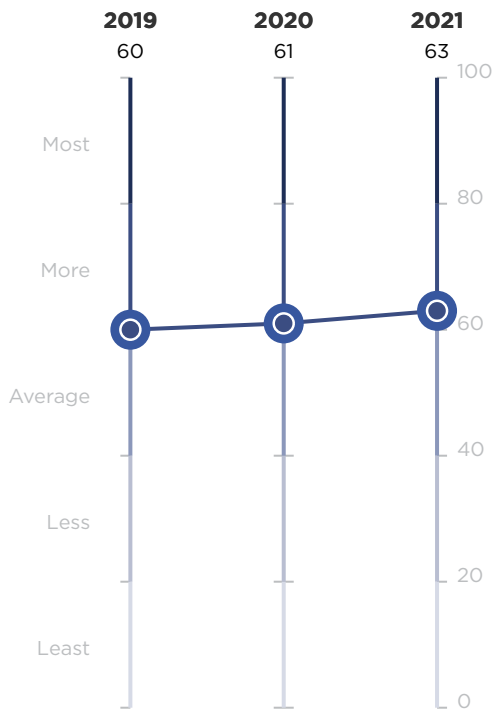
Essential



Respondent

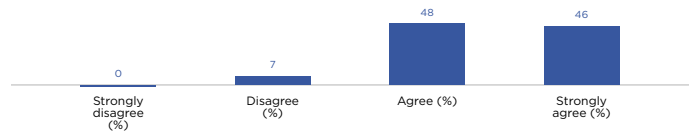
Teacher

Performance

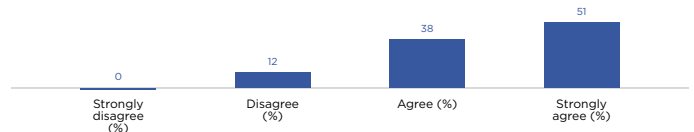


Teachers report the following:

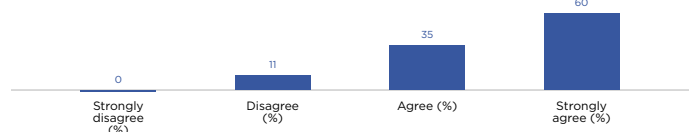
I usually look forward to each working day at this school.



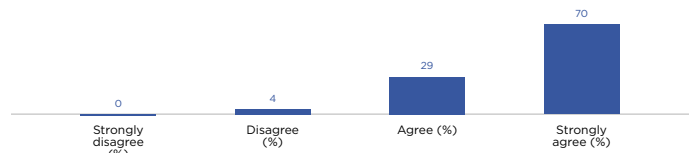
I wouldn't want to work in any other school.



I feel loyal to this school.



I would recommend this school to parents seeking a place for their child.




Teacher-Teacher Trust

Teacher-Teacher Trust

Teachers are supportive and respectful of one another, personally and professionally.

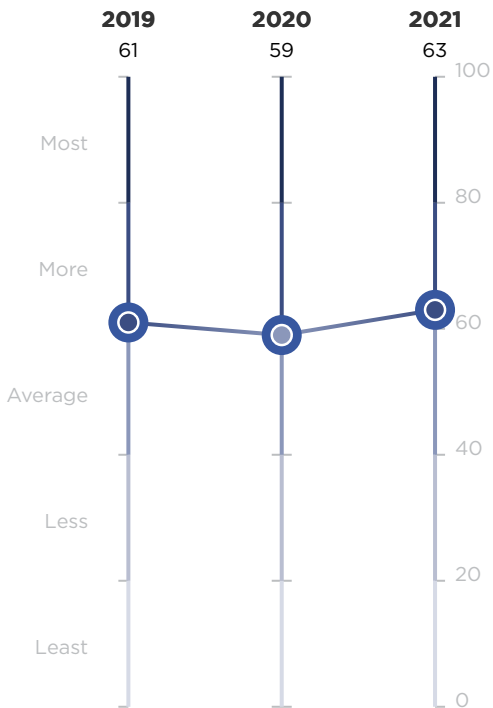
Essential

 Collaborative Teachers

Respondent

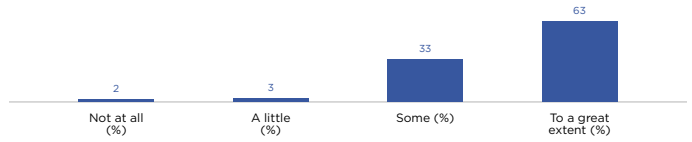
Teacher

Performance

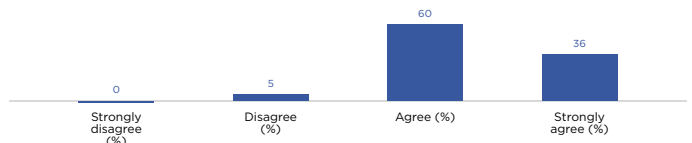


Teachers report the following:

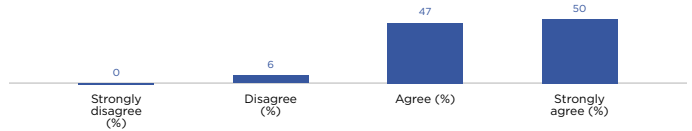
Teachers feel respected by other teachers



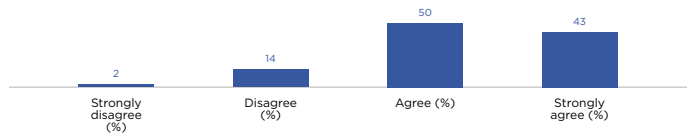
Teachers in this school trust each other.



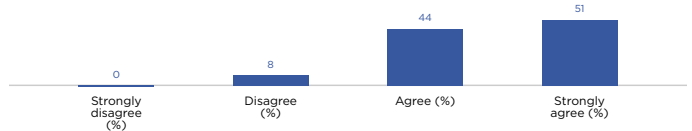
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.



Teachers respect other teachers who take the lead in school improvement efforts.



Teachers at this school respect those colleagues who are experts at their craft.



Parent Influence on Decision Making in Schools

Parent Influence on Decision Making in Schools

The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.

Essential

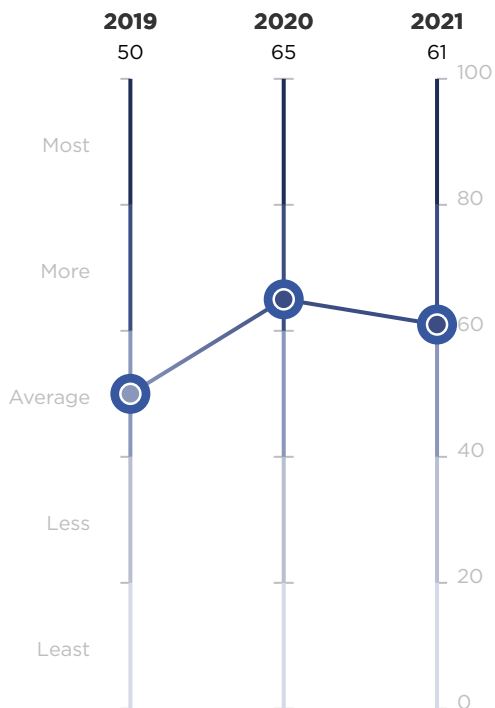


Involved Families

Respondent

Teacher

Performance



Teachers report that the school:

Involves parents in the development of programs aimed at improving students' academic outcomes.



Involves parents in commenting on school curricula.



Includes parent leaders from all backgrounds in school improvement efforts.



Develops formal networks to link all families with each other (for example: sharing parent directories, providing a website for parents to connect with one another, etc.).



Encourage more involved parents/guardians to reach out to less involved parents/guardians?




Academic Press

Academic Press

Teachers expect students to do their best and to meet academic demands.

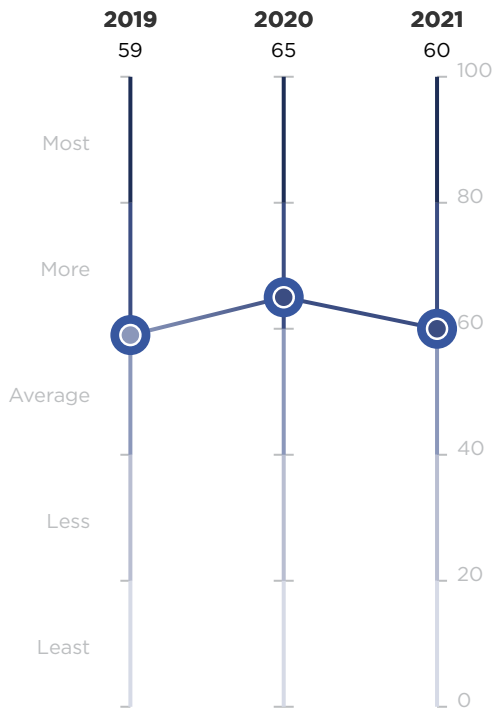
Essential

 Ambitious Instruction

Respondent

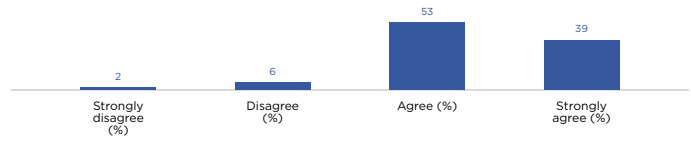
Student

Performance

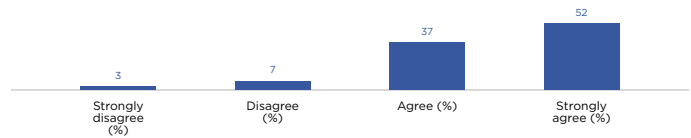


Students report the following about one specific class:

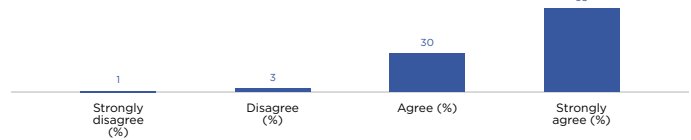
This class really makes me think.



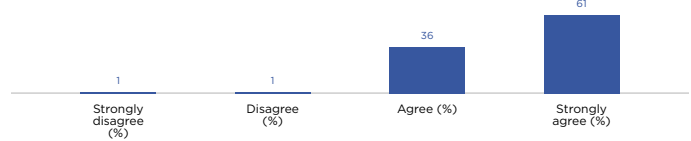
I really learn a lot in this class



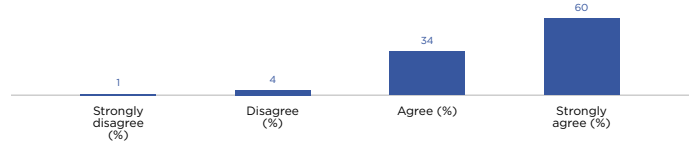
The teacher expects me to do my best all the time



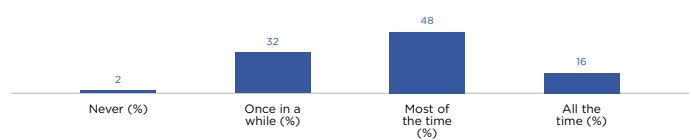
The teacher expects everyone to work hard



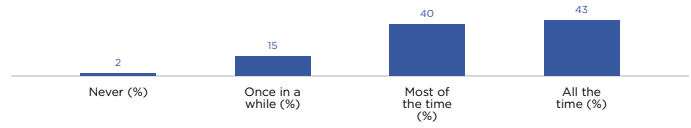
The teacher wants us to become better thinkers, not just memorize things



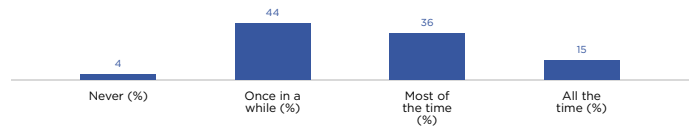
This class challenges me



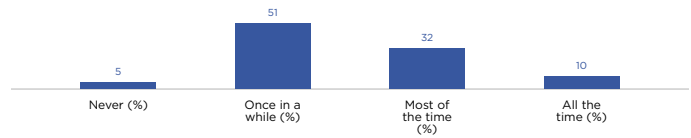
This class requires me to work hard to do well



The teacher asks difficult questions on tests



The teacher asks difficult questions in class




Collective Responsibility

Collective Responsibility

Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

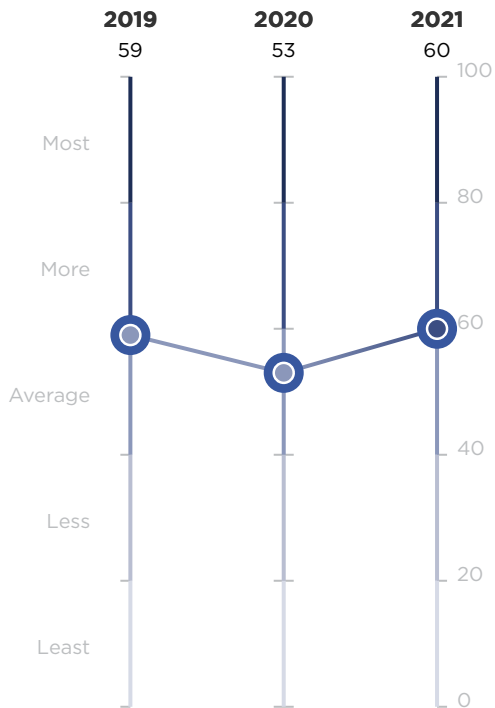
Essential

 Collaborative Teachers

Respondent

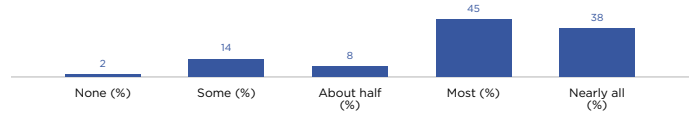
Teacher

Performance

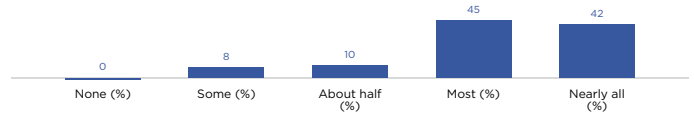


Teachers report that other teachers in the school:

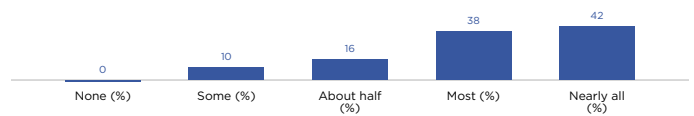
Help maintain discipline in the entire school, not just their classroom?



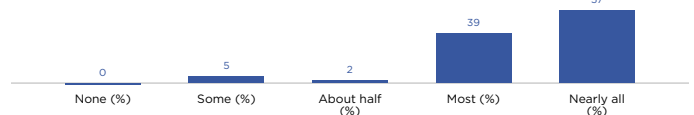
Take responsibility for improving the school.



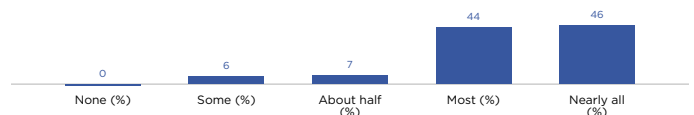
Feel responsible to help each other do their best.



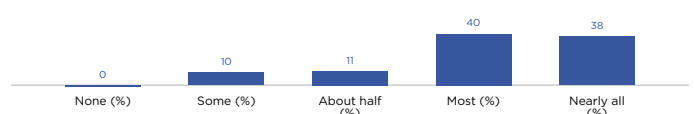
Feel responsible that all students learn.



Feel responsible for helping students develop self-control.



Feel responsible when students in this school fail.



Teacher-Parent Trust

Teacher-Parent Trust

Teachers and parents are partners in improving student learning.

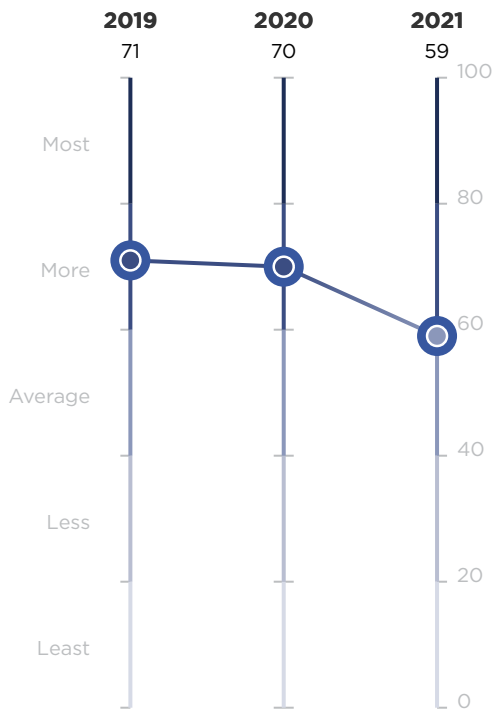
Essential



Respondent

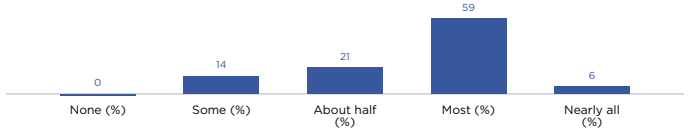
Teacher

Performance

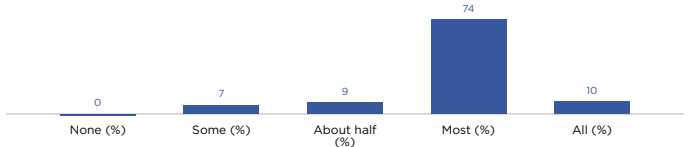


Teachers report the following:

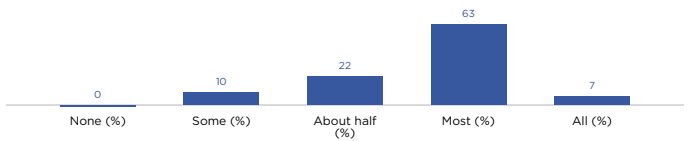
Teachers feel good about parents' support for their work.



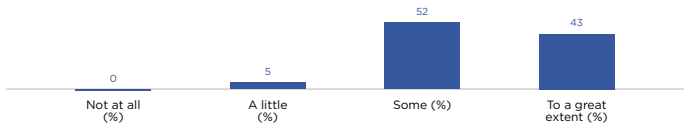
Parents support teachers' teaching efforts.



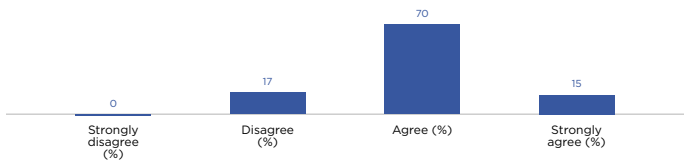
Parents do their best to help their children learn.



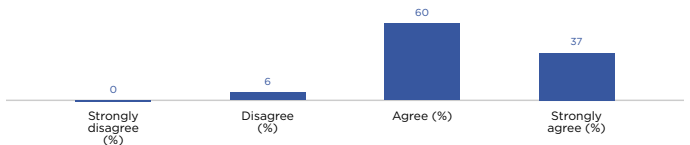
Teachers feel respected by the parents of the students



Teachers and parents at this school think of each other as partners in educating children.



Staff at this school work hard to build trusting relationships with parents.



Instructional Leadership

Instructional Leadership

The school leadership team sets high standards for teaching and student learning.

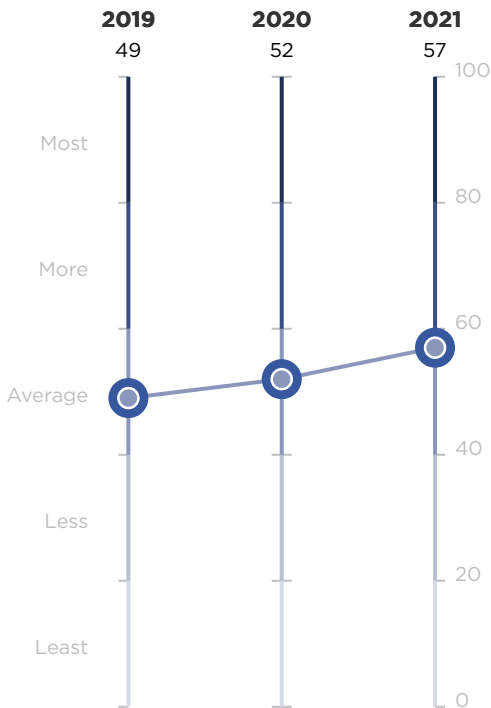
Essential

Effective Leaders

Respondent

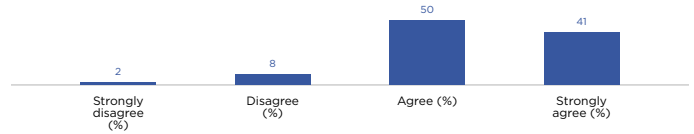
Teacher

Performance

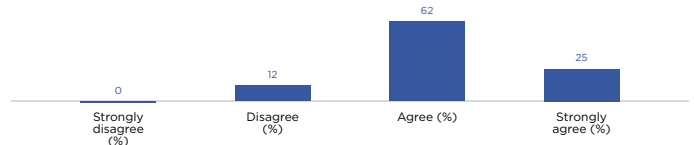


Teachers report that a member of the school leadership team:

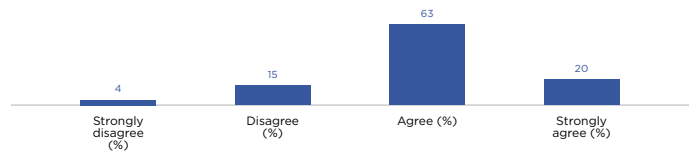
Communicates a clear vision for our school.



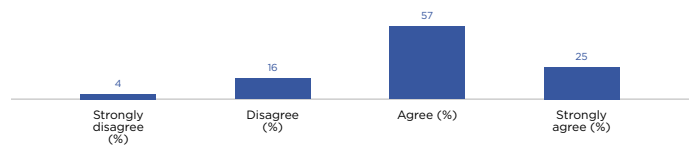
Presses teachers to implement what they have learned in professional development.



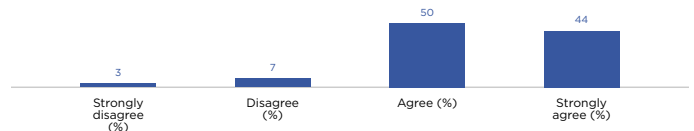
Knows what's going on in my classroom.



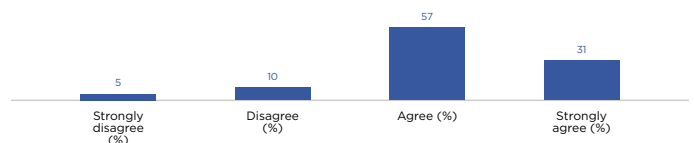
Provides me with useful feedback to improve my teaching.



Makes clear to the staff the leadership's expectations for meeting instructional goals.



Has provided me with the support I need to improve my teaching.



Parent Involvement in School

Parent Involvement in School

Parents are active participants in their child's schooling.

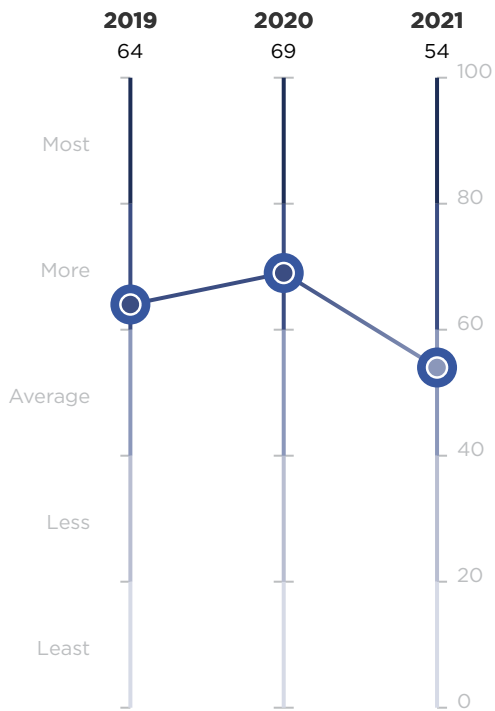
Essential

 Involved Families

Respondent

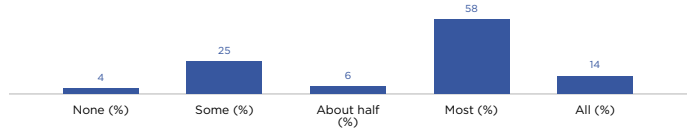
Teacher

Performance

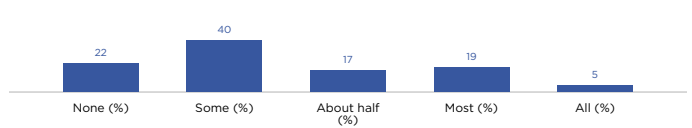


Teachers report that students' parents:

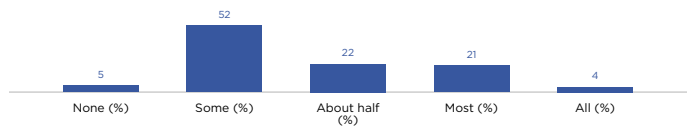
Attended parent-teacher conferences when you requested them.



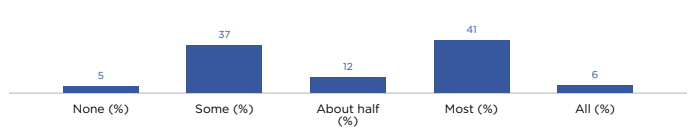
Volunteered time to support the school/center (e.g., volunteer in classrooms, help with school/center-wide events, etc.).



Contacted you about their child's performance.



Responded to your suggestions for helping their child.




English Instruction

English Instruction

Students interact with course material and one another to build and apply critical reading and writing skills.

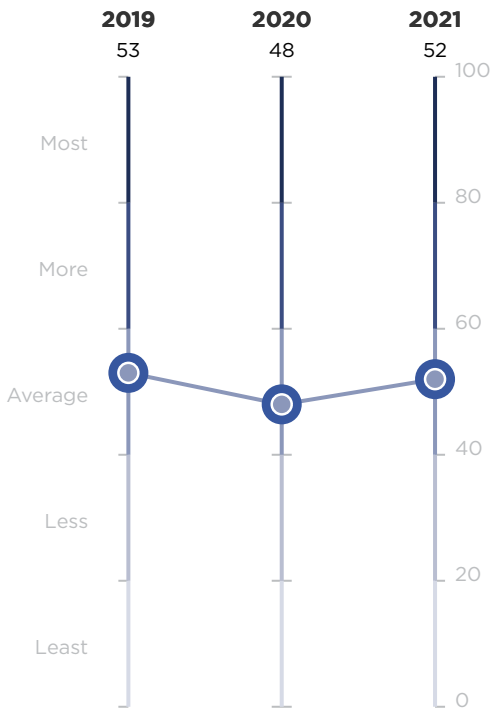
Essential

 Ambitious Instruction

Respondent

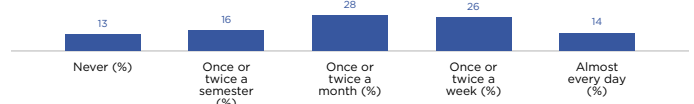
Student

Performance

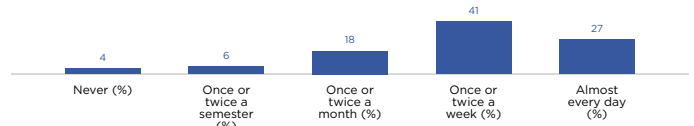


Students report doing the following in English class:

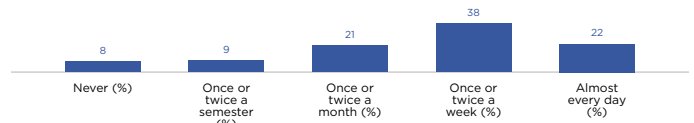
Rewrite a paper or essay in response to comments.



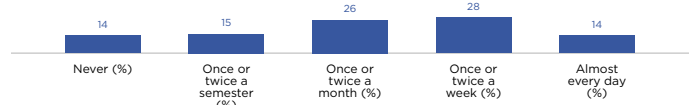
Discuss connections between a reading and real life people or situations.



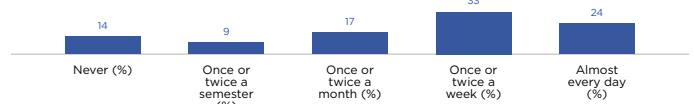
Discuss how culture, time, or place affects an author's writing.



Improve a piece of writing as a class or with partners.



Debate the meaning of a reading.



Teacher Influence

Teacher Influence

Teachers have influence in a broad range of decisions regarding school policies and practices.

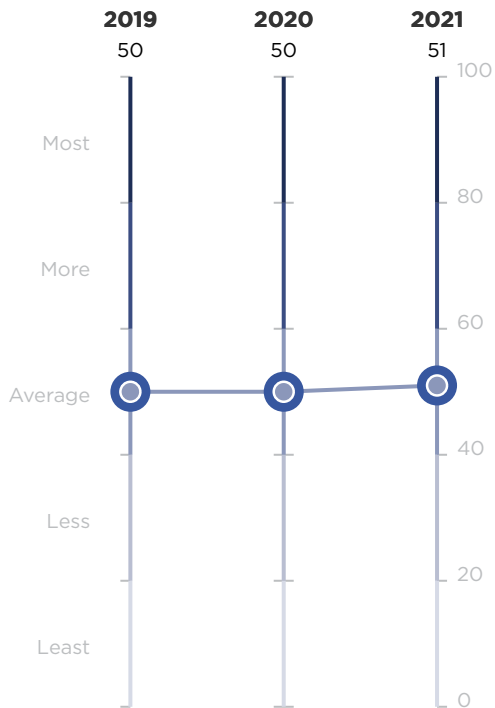
Essential

 Effective Leaders

Respondent

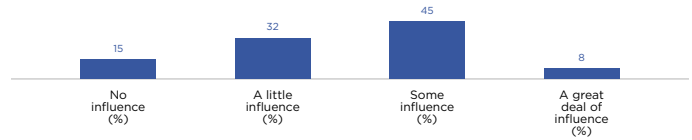
Teacher

Performance

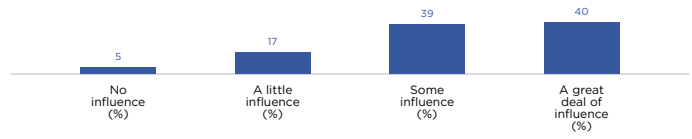


Teachers report having influence on:

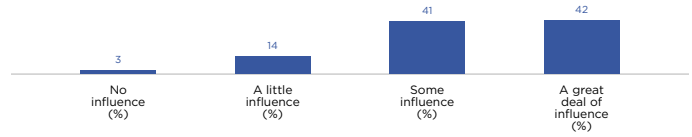
Planning how discretionary school funds should be used.



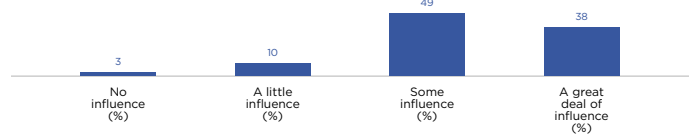
Determining which books and other instructional materials are used in classrooms.



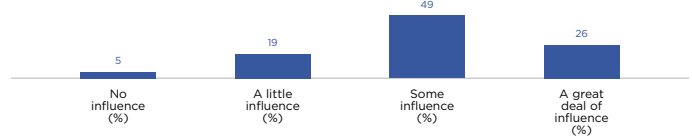
Establishing the curriculum and instructional program.



Setting standards for student behavior.



Determining the content of in-service programs.




Quality of Student Discussion

Quality of Student Discussion

Students participate in classroom discussions that build their critical thinking skills.

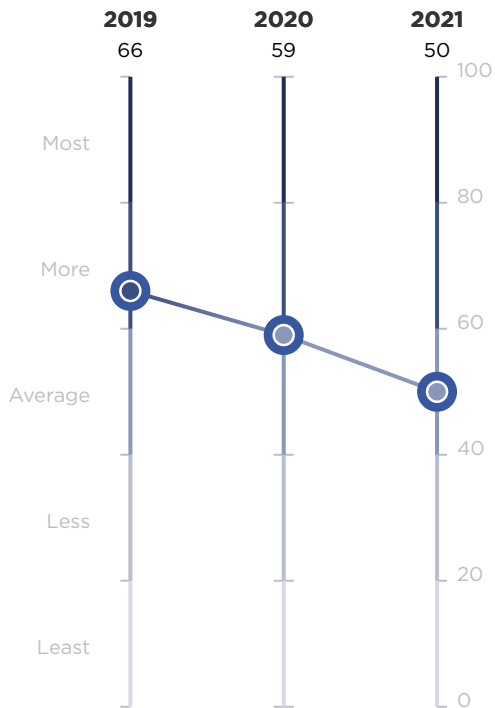
Essential

 Ambitious Instruction

Respondent

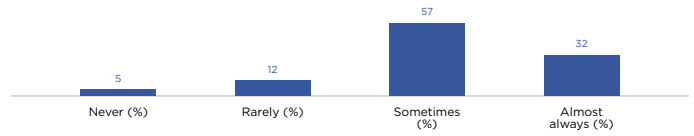
Teacher

Performance

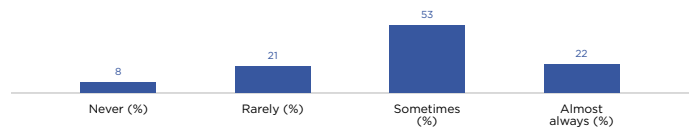


Teachers report the following about classroom discussions:

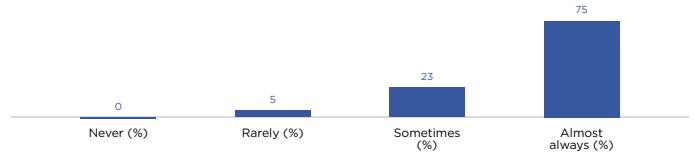
Students build on each other's ideas during discussion.



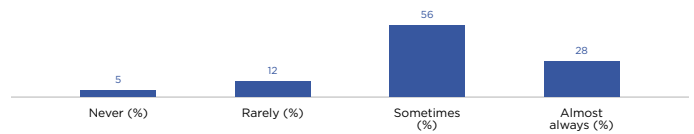
Students use data and text references to support their ideas.



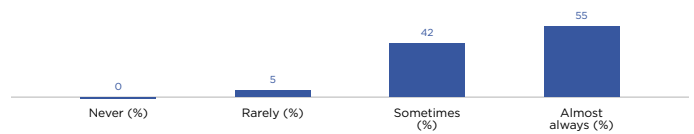
Students show each other respect.



Students provide constructive feedback to their peers and to me.



Most students participate in the discussion at some point.




Collaborative Practices

Collaborative Practices

Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.

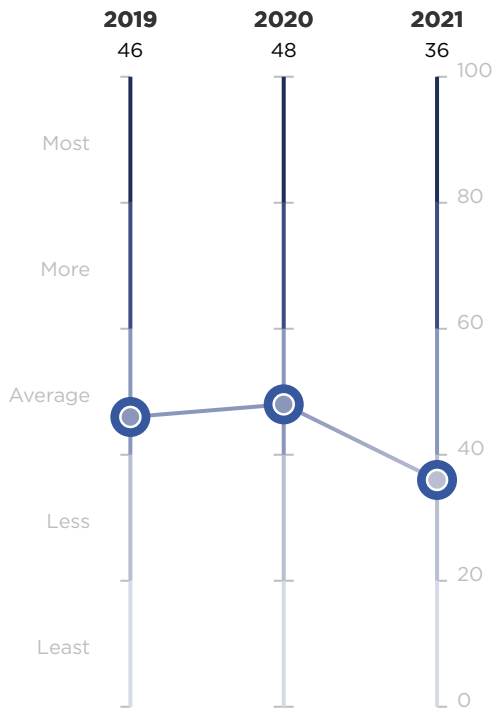
Essential

 Collaborative Teachers

Respondent

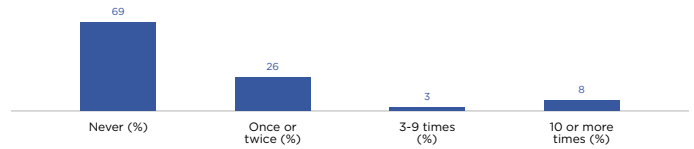
Teacher

Performance

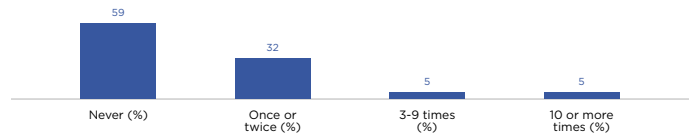


Teachers report how often they have done the following:

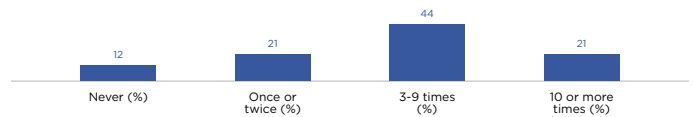
Observed another teacher's classroom to offer feedback.



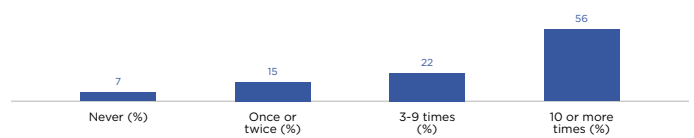
Observed another teacher's classroom to get ideas for your own instruction.



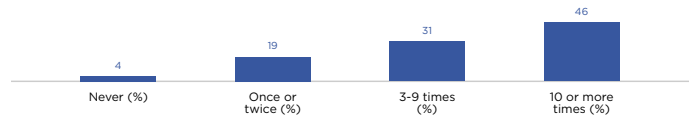
Gone over student assessment data with other teachers to make instructional decisions.



Worked with other teachers to develop materials or activities for particular classes.



Worked on instructional strategies with other teachers.




Math Instruction

Math Instruction

Students interact with course material and one another to build and apply knowledge in their math classes.

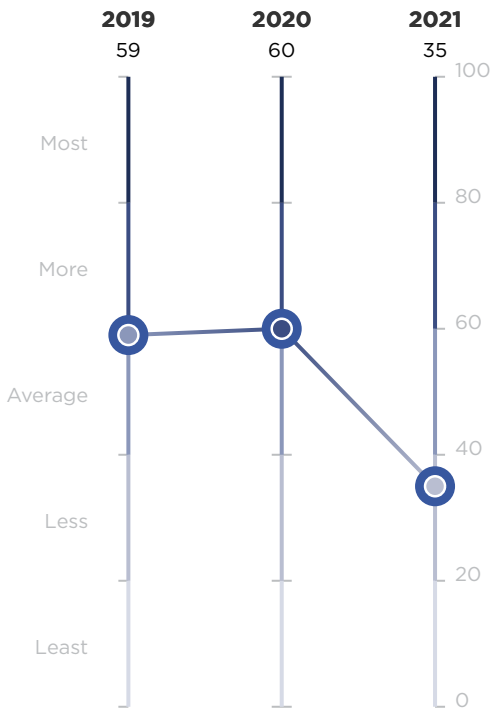
Essential

 Ambitious Instruction

Respondent

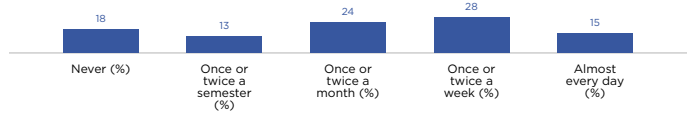
Student

Performance

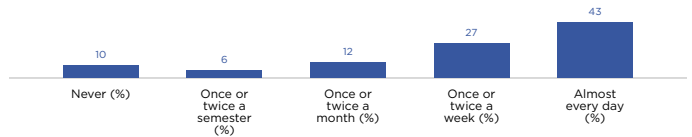


Students report that they do the following in math class:

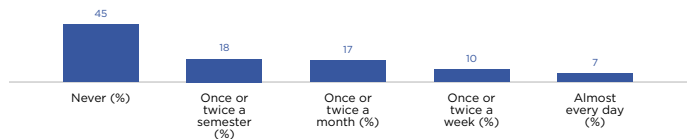
Write a few sentences to explain how you solved a math problem.



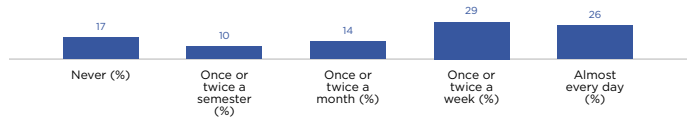
Explain how you solved a problem to the class.



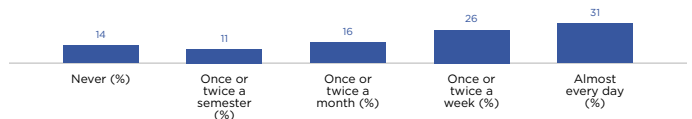
Write a math problem for other students to solve.



Discuss possible solutions to problems with other students.

















Apply math to situations in life outside of school.



All Supplemental Measures

How is Geneseo CUSD 228 performing on all supplemental measures in 2021?

Page	Measure	Change	Performance	Essential	Respondent
32	Socialization of New Teachers	+ 0	99 Most	 Supplemental Measures	Teacher
33	Student Peer Relationships	+ 16	97 Most	 Supplemental Measures	Student
34	Human & Social Resources in the Community	+ 5	89 Most	 Supplemental Measures	Student
35	Rigorous Study Habits	+ 4	86 Most	 Supplemental Measures	Student
36	Teacher Safety	+ 29	75 More	 Supplemental Measures	Teacher
38	Academic Engagement	- 1	72 More	 Supplemental Measures	Student
39	Course Clarity	+ 10	65 More	 Supplemental Measures	Student
40	Student Responsibility	- 12	62 More	 Supplemental Measures	Teacher
41	Classroom Rigor	+ 2	52 Average	 Supplemental Measures	Student
42	Parent Supportiveness	N/A	51 Average	 Supplemental Measures	Student
43	Innovation	+ 1	50 Average	 Supplemental Measures	Teacher
44	Inquiry-Based Science Instruction	- 8	49 Average	 Supplemental Measures	Student
45	Reflective Dialogue	+ 0	34 Less	 Supplemental Measures	Teacher
46	Parent Support for Student Learning	N/A	Low Resp Or N/A	 Supplemental Measures	Student

Socialization of New Teachers

Socialization of New Teachers

New teachers are included in the professional community and are given helpful feedback on their instructional practices.

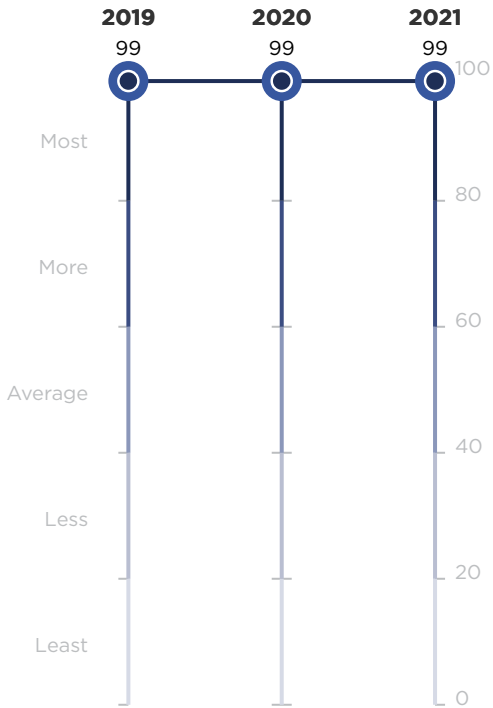
Essential

Supplemental Measures

Respondent

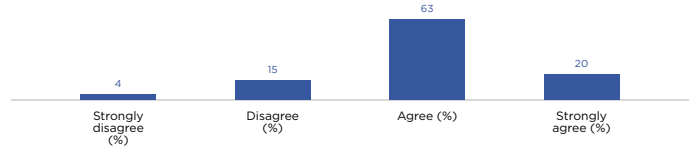
Teacher

Performance

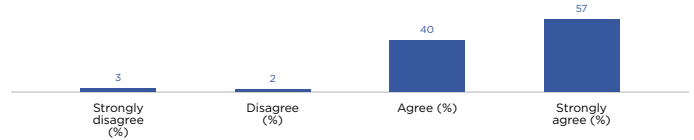


Teachers report the following:

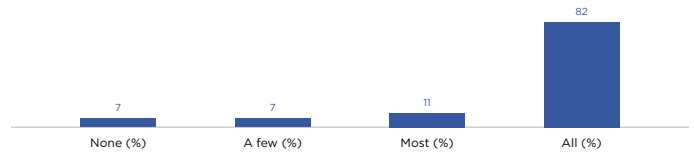
Experienced teachers invite new teachers into their classes to observe, give feedback, etc.



A conscious effort is made by faculty to make new teachers feel welcome here.



How many teachers are assigned a mentor teacher when they first begin working at this school?



Student Peer Relationships

Student Peer Relationships

Students treat each other with respect, work well together, and help each other learn.

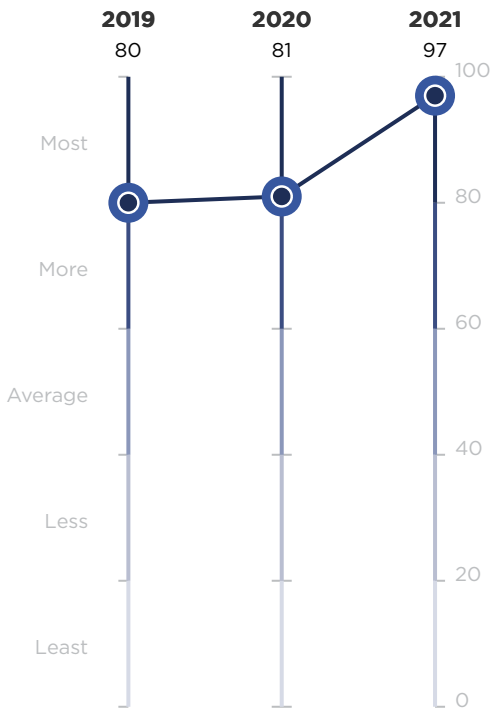
Essential

Supplemental Measures

Respondent

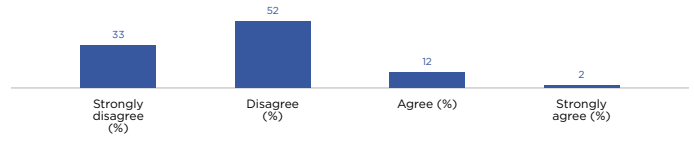
Student

Performance

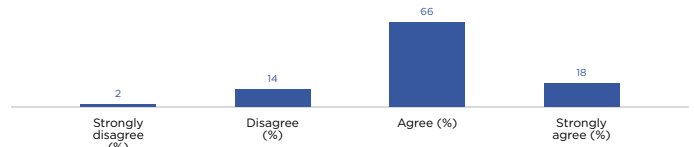


Students report that their school peers:

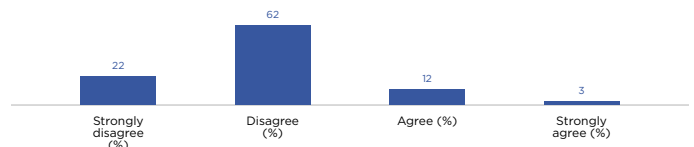
Like to put others down.



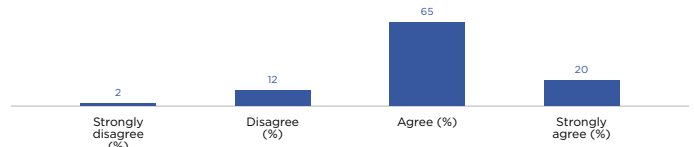
Help each other learn.



Don't get along together very well.



Treat each other with respect.



Human & Social Resources in the Community

Human & Social Resources in the Community

Students come from communities where there are adults they can trust who provide a safe environment.

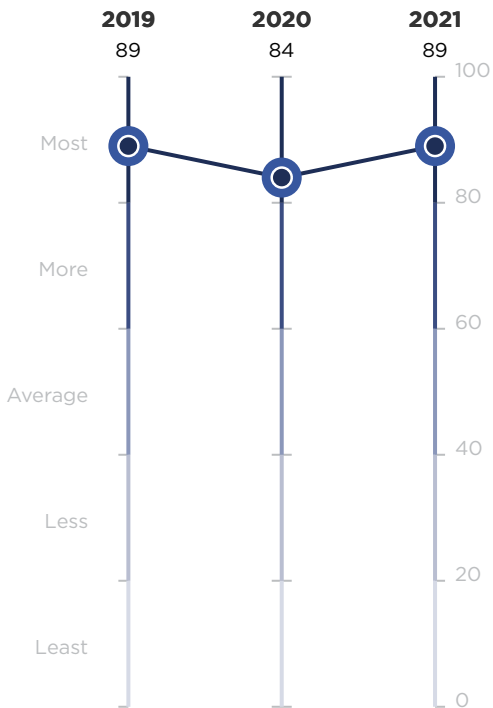
Essential

Supplemental Measures

Respondent

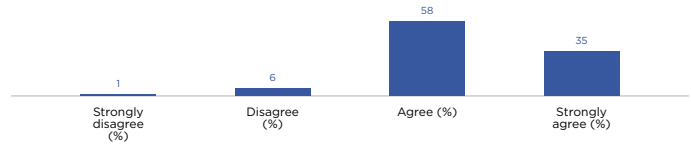
Student

Performance

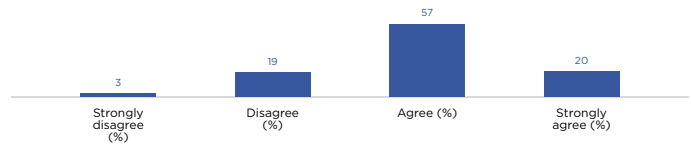


Students report the following about their community:

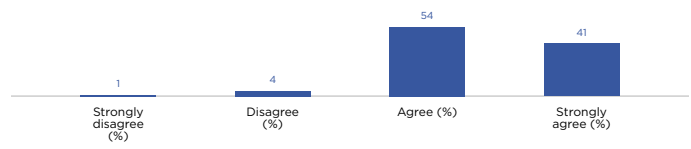
There are adults in this neighborhood that children can look up to.



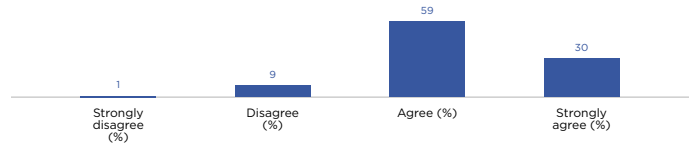
Adults in this neighborhood know who the local children are.



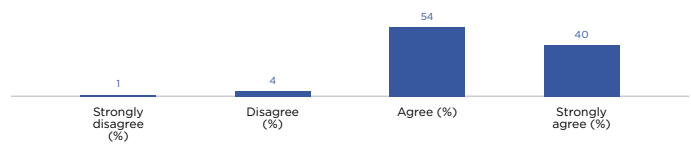
During the day, it is safe for children to play in the local park or playground.



People in this neighborhood can be trusted.



The equipment and buildings in the neighborhood, park, or playground are well kept.



Rigorous Study Habits

Rigorous Study Habits

Students set aside time for schoolwork and give priority to studying.

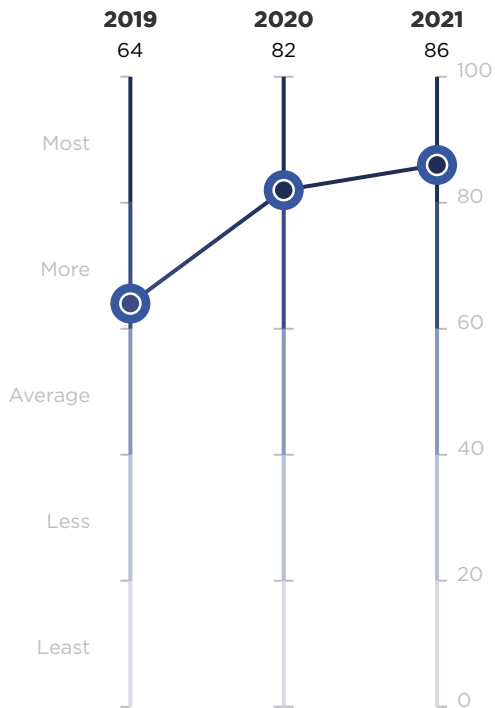
Essential

Supplemental Measures

Respondent

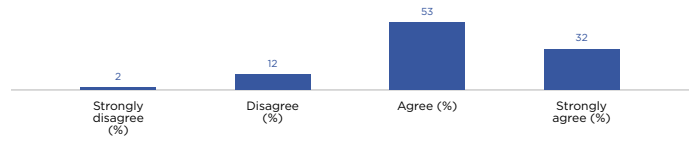
Student

Performance

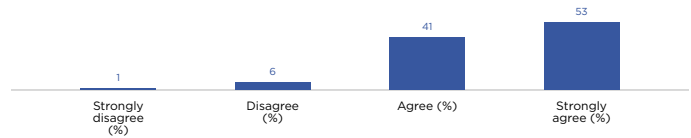


Students report that:

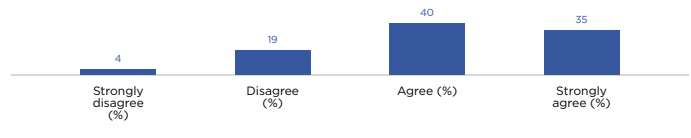
I set aside time to do my homework and study.



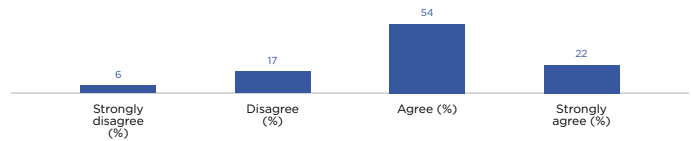
I try to do well on my schoolwork even when it isn't interesting to me.



If I need to study, I don't go out with my friends.



I always study for tests.



Teacher Safety

Teacher Safety

Teachers report little or no disorder in the hallways, physical conflict among students, vandalism, robbery or theft, and threats of violence against teachers.

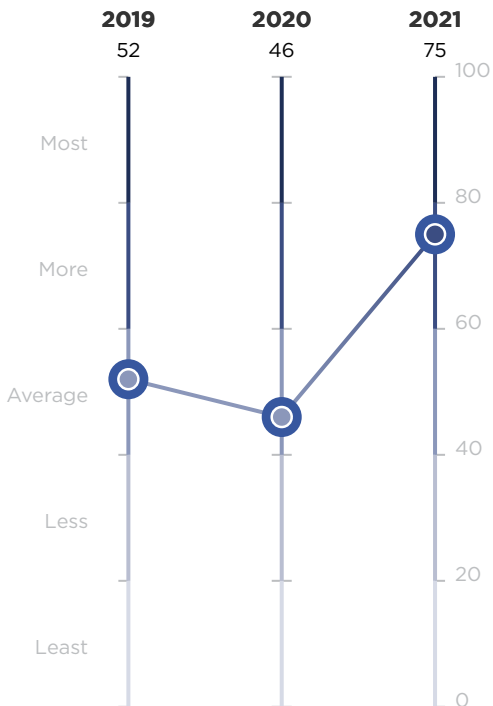
Essential

Supplemental Measures

Respondent

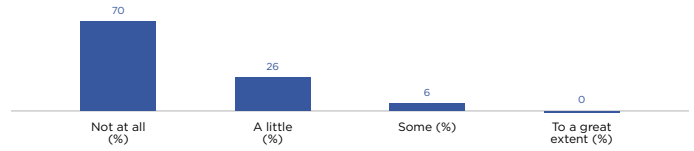
Teacher

Performance

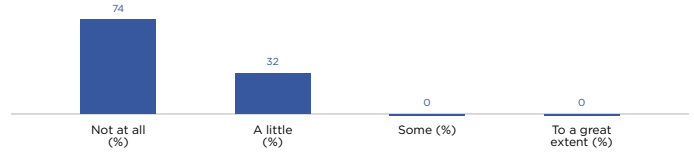


Teachers report how much each of the following is a problem:

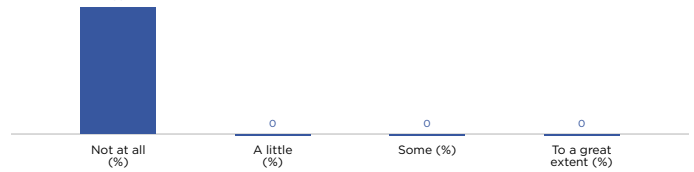
Physical conflicts among students



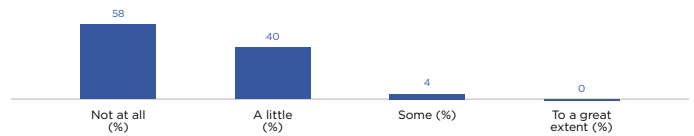
Robbery or theft



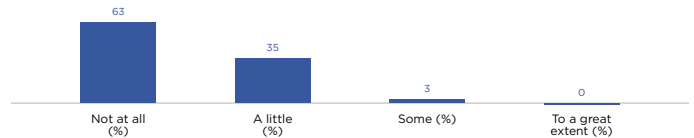
Gang activity



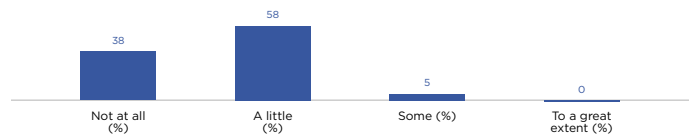
Disorder in classrooms



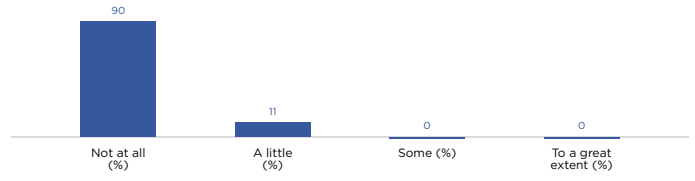
Disorder in hallways



Student disrespect of teachers



Threats of violence toward teachers



Academic Engagement

Academic Engagement

Students are interested and engaged in learning.

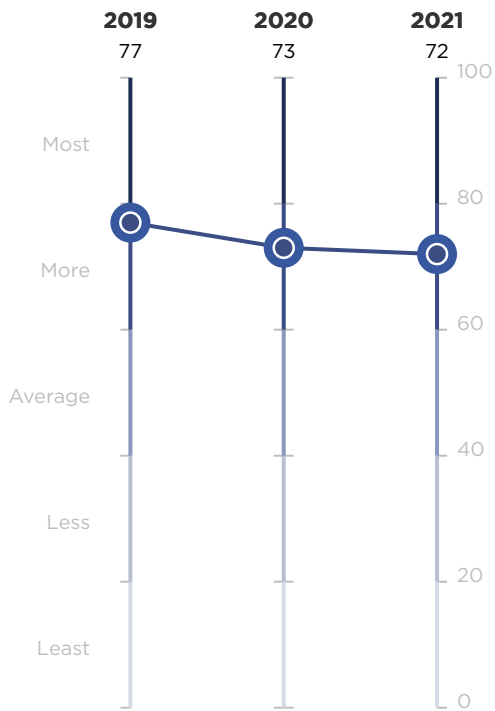
Essential

Supplemental Measures

Respondent

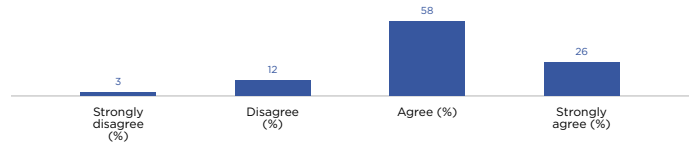
Student

Performance

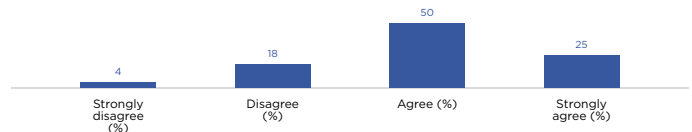


Students report:

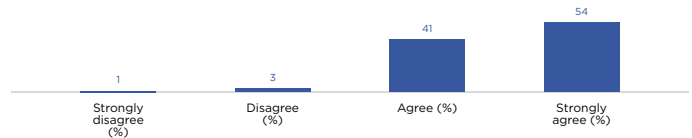
The topics we are studying are interesting and challenging.



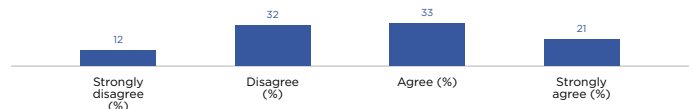
I usually look forward to this class.



I work hard to do my best in this class.



Sometimes I get so interested in my work I don't want to stop.



Course Clarity

Course Clarity

Students are provided clear learning goals and instruction that supports achievement.

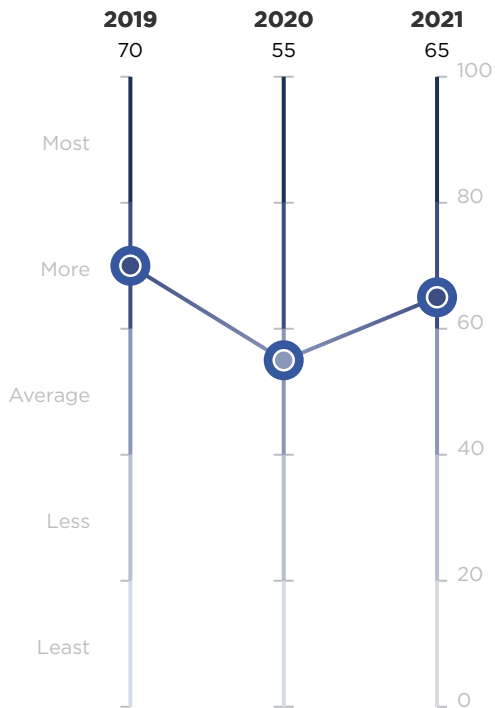
Essential

Supplemental Measures

Respondent

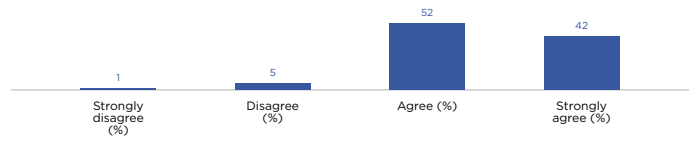
Student

Performance

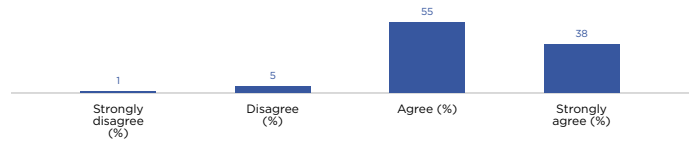


Students report the following about one specific class:

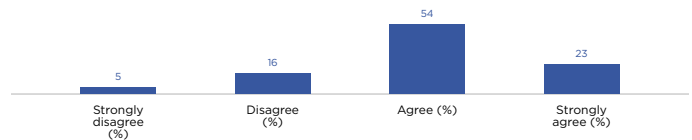
It's clear to me what I need to do to get a good grade.



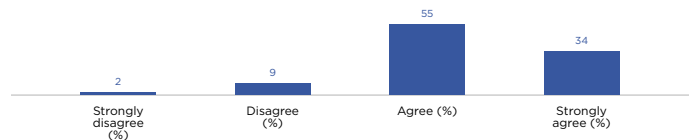
The work we do in class is good preparation for the test.



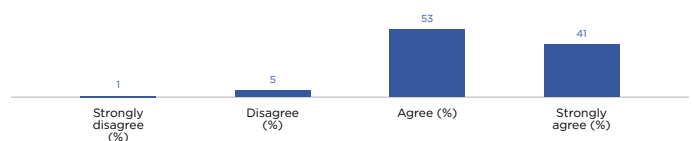
I learn a lot from feedback on my work.



The homework assignments help me to learn the course material.



I know what my teacher wants me to learn in this class.



Student Responsibility

Student Responsibility

Students are active participants in their own learning and regularly attend class prepared to learn.

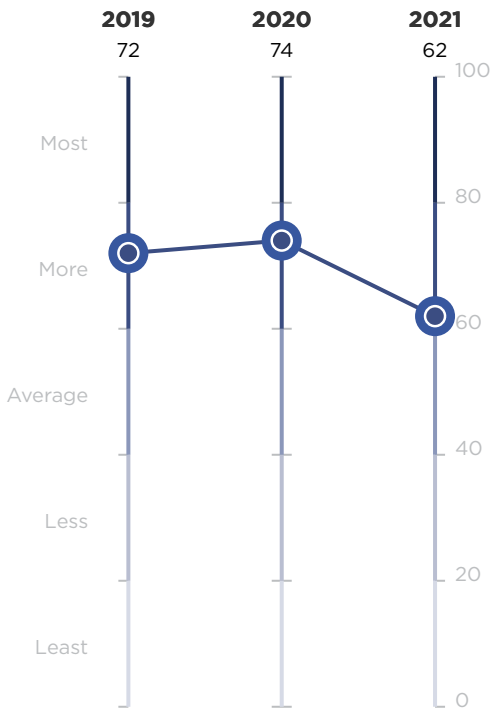
Essential

Supplemental Measures

Respondent

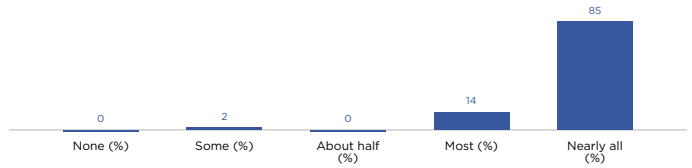
Teacher

Performance

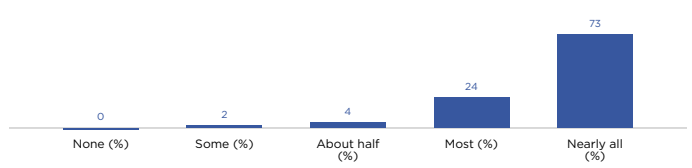


Teachers report that their students:

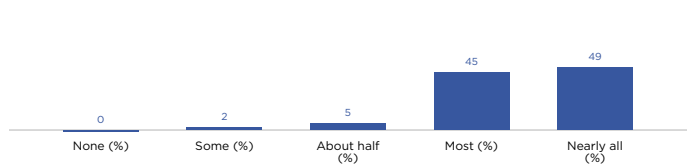
Come to class on time?



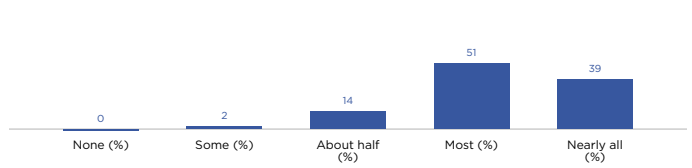
Attend class regularly?



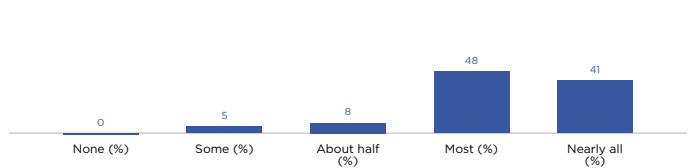
Come to class prepared with the appropriate supplies and books?



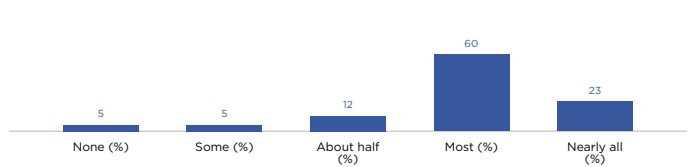
Regularly pay attention in class?



Actively participate in class activities?



Always turn in their homework?



Classroom Rigor

Classroom Rigor

Teachers encourage all students to make connections and seek multiple perspectives through their coursework.

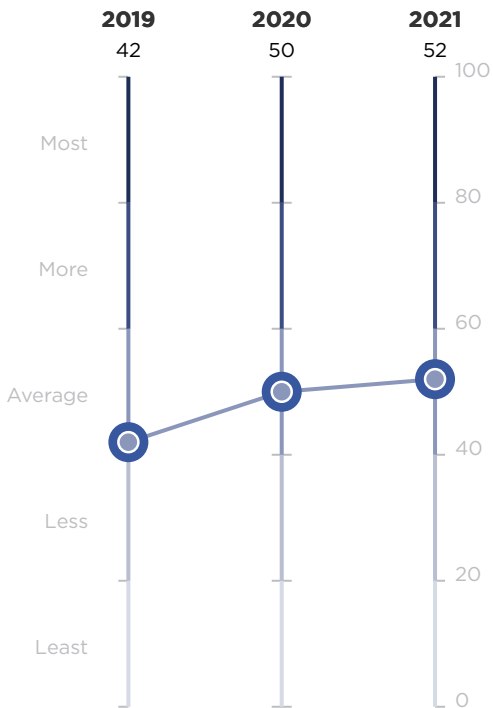
Essential

Supplemental Measures

Respondent

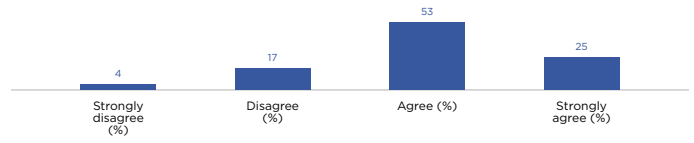
Student

Performance

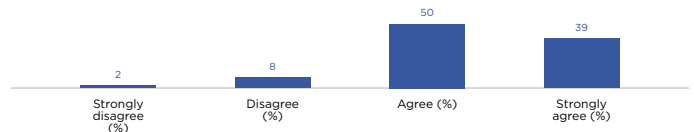


Students report that the teacher in their target class:

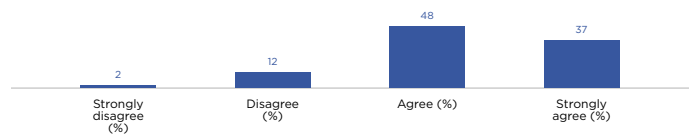
Often connects what I am learning to life outside of the classroom.



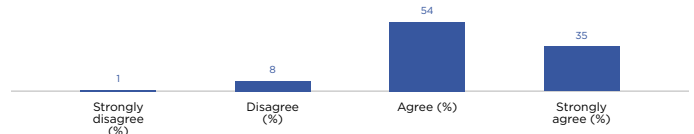
Encourages students to share their ideas about things we are studying in class.



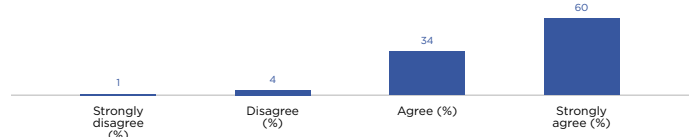
Often requires me to explain my answers.



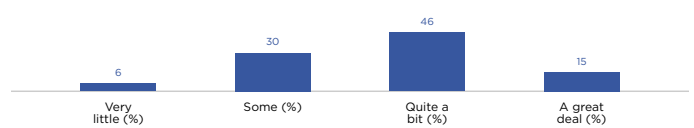
Encourages us to consider different solutions or points of view.



Doesn't let students give up when the work gets hard.



We talk about different solutions or points of view.



Parent Supportiveness

Parent Supportiveness

Parents support their children emotionally and developmentally.

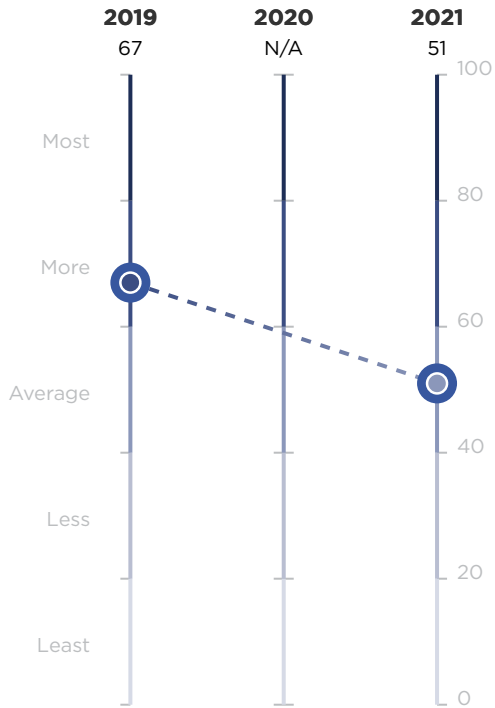
Essential

Supplemental Measures

Respondent

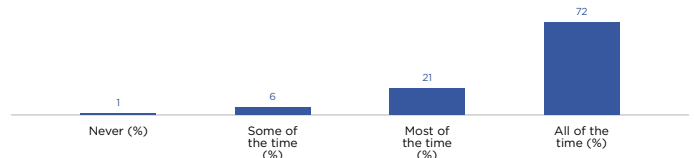
Student

Performance

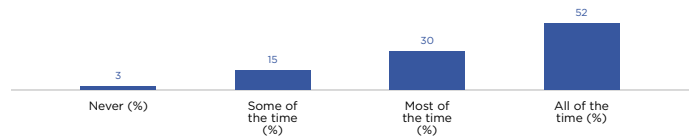


Students report the following about their parents. My parents:

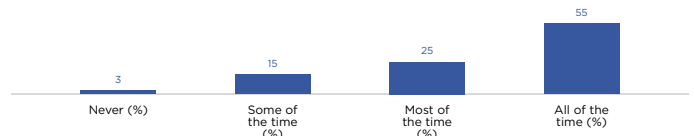
Encourage you to work hard at school.



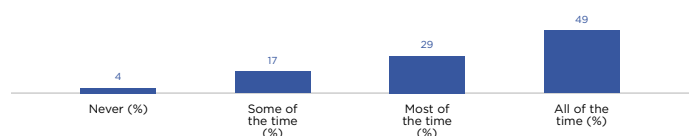
Listen to you when you need to talk.



Show they are proud of you.



Take time to help you make decisions.



Innovation

Innovation

Teachers have a strong orientation toward improvement and a willingness to be a part of an active learning environment.

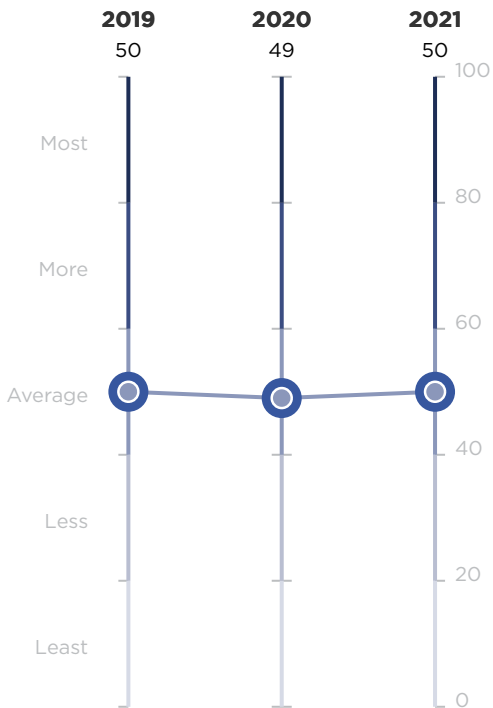
Essential

Supplemental Measures

Respondent

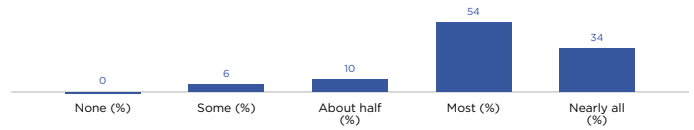
Teacher

Performance

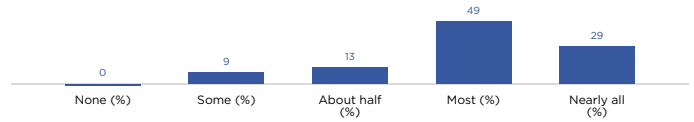


Teachers report that:

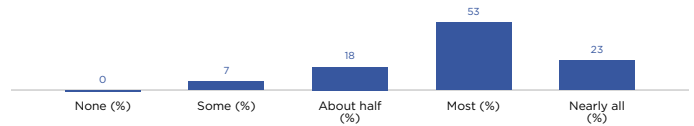
Teachers are really trying to improve their teaching.



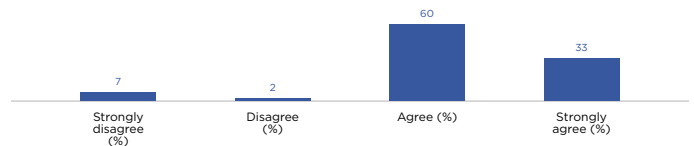
Teachers are willing to take risks to make the school better.



Teachers are eager to try new ideas.



Teachers are continually learning and seeking new ideas.



Inquiry-Based Science Instruction

Inquiry-Based Science Instruction

Students conduct scientific investigations, including generating and testing hypotheses, writing lab reports and using laboratory equipment.

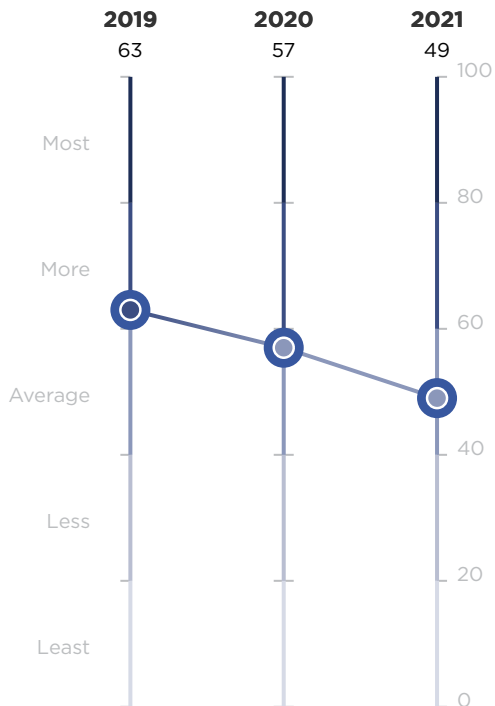
Essential

Supplemental Measures

Respondent

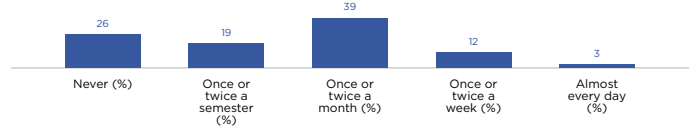
Student

Performance

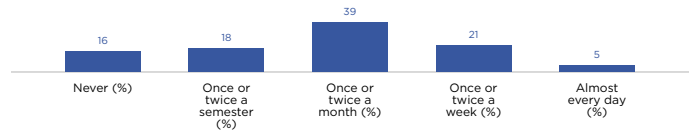


Students report doing the following in science class:

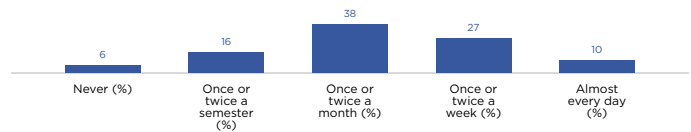
Use laboratory equipment or specimens.



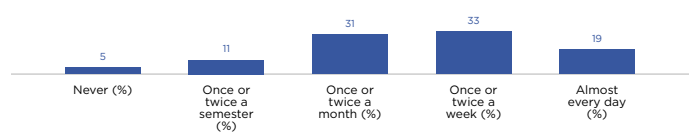
Write lab reports.



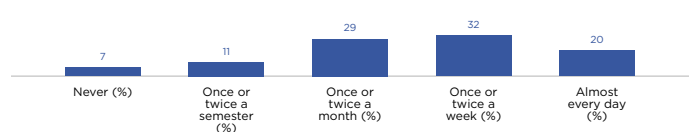
Generate your own hypotheses.



Use evidence/data to support an argument or hypothesis.



Find information from graphs and tables.



Reflective Dialogue

Reflective Dialogue

Teachers frequently talk with each other about curriculum, instruction, and student learning.

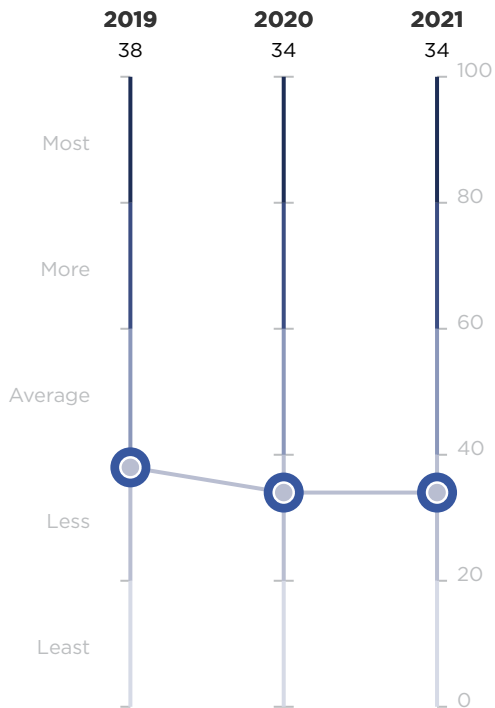
Essential

Supplemental Measures

Respondent

Teacher

Performance

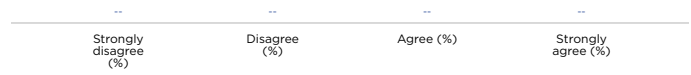


Teachers report having conversations with colleagues about:

Instruction in the teachers' lounge, faculty meetings, etc.



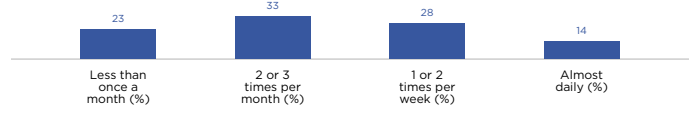
Student work



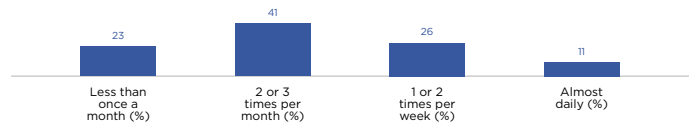
What helps students learn the best



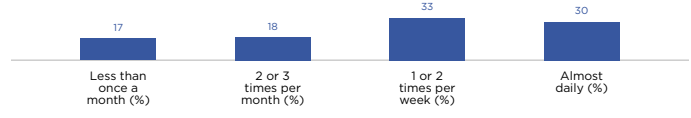
The development of new curriculum



The goals of this school.



Managing classroom behavior



Parent Support for Student Learning

Parent Support for Student Learning

Parents ask their children about homework and encourage hard work.

Students report that their parents:

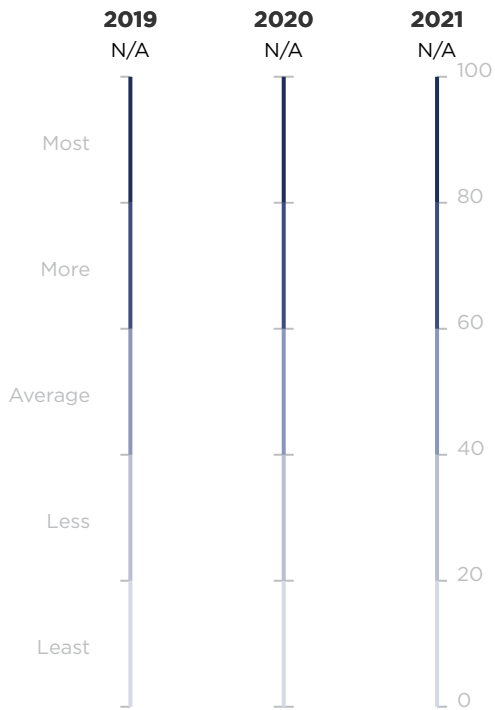
Essential

Supplemental Measures

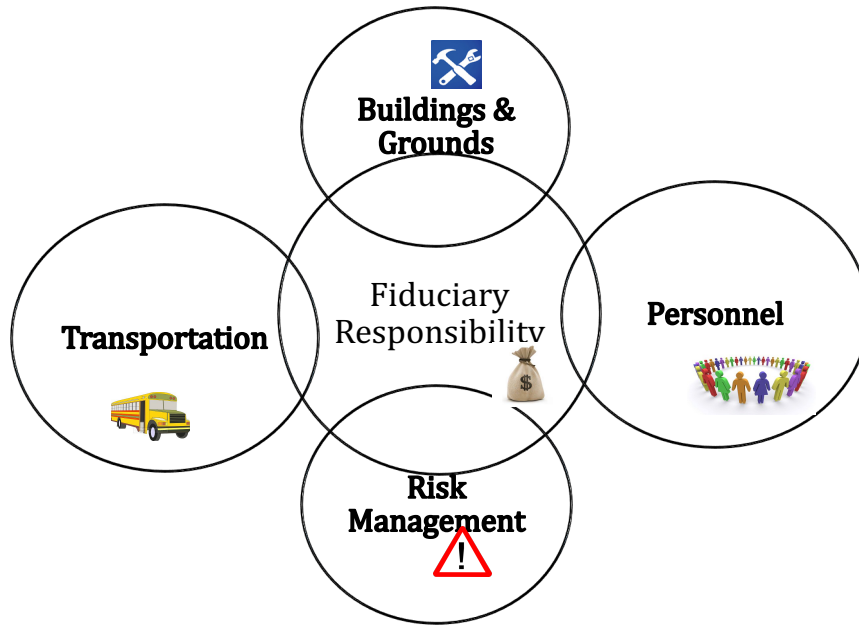
Respondent

Student

Performance



**CSBO Report
August 2021**



1% Sales Tax Revenues

Sales Tax Revenue

	FY 15	FY 16	FY 17	FY 18	FY 19	FY 20	FY 21	FY 22	YTD % Increase (Decrease)
July	\$75,669	\$72,660	\$82,824	\$71,936	\$74,987	\$85,808	\$74,695	\$81,898	9.64%
August	\$78,339	\$78,312	\$76,691	\$78,778	\$99,687	\$91,476	\$70,755		
September	\$87,977	\$83,634	\$82,544	\$85,508	\$81,368	\$86,667	\$87,687		
October	\$85,377	\$83,718	\$83,451	\$85,204	\$91,463	\$88,981	\$91,699		
November	\$79,133	\$80,163	\$80,143	\$81,876	\$86,915	\$82,260	\$90,985		
December	\$81,146	\$78,882	\$80,001	\$81,758	\$85,746	\$83,632	\$89,320		
January	\$80,888	\$82,089	\$79,251	\$81,544	\$85,746	\$82,961	\$84,181		
February	\$82,888	\$81,088	\$77,618	\$83,919	\$89,788	\$89,044	\$88,222		
March	\$80,552	\$79,131	\$78,646	\$85,957	\$84,543	\$88,400	\$84,685		
April	\$84,144	\$86,295	\$89,126	\$94,502	\$89,297	\$94,238	\$96,443		
May	\$66,904	\$64,765	\$67,456	\$73,367	\$67,423	\$73,588	\$90,221		
June	\$68,349	\$63,908	\$63,360	\$82,165	\$81,720	\$69,092	\$117,807		
Total	\$951,366	\$934,645	\$941,111	\$986,514	\$1,018,683	\$1,016,147	\$1,066,700		

Upcoming

- FY 21 Audit was conducted last week. District will improve from “Financial Review” to “Financial Recognition” on the Financial Profile Calculation.
- Starting the process to secure financing for the Vocational Center project.
- Buildings are in great shape to start the school year.