

REPORT TO THE BOARD OF EDUCATION

AUGUST 13, 2015

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I. Mentoring Program

We are entering the second year of our somewhat redefined Mentoring Program. Mrs. Kastorff, from GMS, will be coordinating activities again this year. Mrs. Kastorff is highly organized and has been very diligent in balancing the social needs that she sees important to teachers with the instructional needs and content knowledge needs known to be important to our faculty.

The group meets monthly as a large group of mentors and teachers new to the district. This is in addition to the 1:1 mentoring and induction that occurs. We are creating a second layer of mentoring support for the teachers this year; one layer will be a veteran teacher working with a teacher who is new to the profession and new to the district. The second layer will be a veteran teacher working with a teacher new to the district, but not new to the profession. There will be a different rate of pay commensurate with different expectations for time demands.

We also are building in some connections between the mentoring group and our Data Review Team and the Teaching and Learning Team, so that we have some capacity for monitoring the processes and the outcomes of mentoring. We will also then have a direct link to the Teaching and Learning Team for professional development needs. Look for future reports and information from this group.

II. Vocational Program

Mr. D'Incognito's departure has left quite a mess at the high school, and even up to the point of the August 13th Board meeting I am unsure as to whether or not we have certainty with options for resolution to this situation.

My compliments to Mr. Haugse and Mrs. Fiers for their countless efforts in trying to secure temporary teaching placements, emergency provisional certification for some mechanics in town, and trying to continue to offer options for these students who are going to be displaced from their chosen course requests.

As a learning organization I believe we need to identify some "take aways" or key learnings from this situation:

a. Will we continue to generate a master schedule based purely on student request and need or is it time to look at some type of "set" master schedule and then complete what is known as Arena Scheduling. Arena Scheduling is common at universities, which means, for example, we would only offer 3 sections of a particular class. The limit for the class is 20 in each section. It is offered Periods 1, 4 and 6. We designate seniors register first, then juniors, etc. The culture here has been rare to say "No", so this would be a major shift for many people. The middle school has much more of an arena/fixed master schedule and will probably move to that even more as budgetary constraints dictate. This will allow the Board of Education to be; in fact, more sensitive to taxpayers as we heard in May was a primary accountability audience.

b. We recognize that in certain specialty areas, a high school of 800 or a district of 2,400, will be challenged to offer as many different, elective types of offerings. The two most popular consortia for schools are special education cooperatives and vocational cooperatives. While we may not have been successful in the past with working towards the Area Career Center at United Township HS, we cannot effectively continue trying to support six full-time equivalent career and technical teachers for our current student population. In comparison, we have four District 228 employed special education teachers, and three Henry Stark Cooperative employed special education teachers. We also recognize that both of these programs (special education and vocational education) have a scarcity of instructors available and the demands are greater. Greater participation in the Vocational Cooperative may not be a complete answer, but at this point it is imperative that we research options more fully.

III. Leadership Team Work 2015-16

On Wednesday, August 5th, I was honored to present the challenges to the administrative and faculty CoLeaders of our District-wide and Building-level leadership teams. For your edification, I have included the rosters of the leadership teams as well as the challenges they will be facing in 2015-16 (See charts at end of this report). I believe it is particularly important to note the direct alignment with our Board Goals. We will be engaging all of the CoLeaders in a book study, reading the book, "The Feedback Imperative" by Carroll. Developing a common vocabulary and process to help improve our abilities to give and receive feedback is important to accelerate the growth of our professionalism as a district. I could not be more proud of the enhancement and support by Mrs. DePauw and the GEA in the progress of our leadership teams, and specifically the CoLeaders.

IV. Joint Committee for Teacher Evaluation

On Wednesday, August 5, 2015 our Joint Committee for Teacher Evaluation met informally to discuss information that would be shared with the faculty on opening day related to evaluation. This committee is comprised of the GEA Bargaining Team and the Building principals. I have served to coordinate and facilitate the meetings. We must officially begin our "formal" meetings to develop a final Performance

Evaluation Review Act (PERA) teacher evaluation plan not later than November 1, 2015. From the time we formally begin we have 180 days to reach agreement or we automatically default to the state template for any sections where we fail to agree.

We have already reached agreement in a number of areas, including our metric for student growth, our rating system, the use of the Danielson Frameworks, and our application of a software program called EvaluWise to track all of the observation, conference and teacher artifact data. We still have work to do in the areas of which assessments we will use to calculate the student growth to derive our single score, and agree on the frequency and quantity of our formal and informal observations. It is important that all teachers and administrators be reminded that effectively all teachers are on a continuous evaluation cycle over a two-year period. So essentially once a teacher ends one summative evaluation conference period and receives a summative rating, they can begin engaging in observations and uploading artifacts for their next, final evaluation.

V. Enrollment (New Student and 1st Day)

We have registered approximately 80 new students K-12 as of Thursday, August 6, 2015. Additionally, we have 15 students in 6th and 7th grade coming over from St. Malachy's. I will not have figures now to know whether there is a net increase or decrease, but I am confident that the HS numbers will not be much over 800 students, if it even reaches that figure.

I will bring a copy of the 1st Day Enrollment to the meeting, since our meeting coincides with the first day.

VI. Roy's Taco House & Maple Bluff property

I have been approached on several occasions by both the owner of the restaurant as well as a City Councilman regarding the various properties owned at and near that location on Rte 82. The City Councilman is interested in assisting with city officials to try to change the access points into the HS to help alleviate traffic concerns on Rte 82 and Ogden Avenue. This is a topic appropriate for closed session should you be interested in entertaining the conversation. Secondly, I was contacted by a woman who lives near the gifted property we received in Crimson King Ct in the Maple Bluff Subdivision. She wondered if we would have interest in selling that property in an immediate cash deal. No figures were discussed in either case. We can also discuss that in Closed Session should you so desire.

VII. 15Five

While the subscription was not overly expensive, I have decided to cancel that subscription. I will be communicating/coaching the administrators and tech support personnel through different modes. I will continue to communicate information to the Board of Education via SchoolMessenger to the best of my ability.

VIII. HB 2683—Accountability Act

This bill has been signed into law by the Governor, and is the second proposed piece of legislation from the Vision 20-20 consortia. This program will somewhat mirror the teacher evaluation process where 70% of the data to "grade" us will come from local data and information and 30% of the "grade" for schools and districts will come from student testing. There are a number of details yet forthcoming and I am hopeful to have more information for you at the meeting to present.

Mentors and Protégé's 2015-16

New Teacher	Position	Building	Mentor
David Shaffer	Science	GHS	Jenny Young
John Petrov	6 th SS	GMS	Taunya McGee
Chloe VanOpDorp	Kindergarten	Millikin	Stephanie Rickman
Lydia Wayne	2 nd Grade	Millikin	Nikki Pierce
Taylor Woods	3 rd Grade	Millikin	Nikki Pierce
Jessica Bouwens	2 nd Grade	Southwest	Cathy Strafford
Kayla Fowler	5 th Grade	Southwest	Cathy Strafford
Erin Gillespie	6 th Math	GMS	Amy Hardin
Maggie Mroz	SPED	GMS	Amy Hardin
Sara Bertelsen	Science	GHS	Jenni Wyffels
Kathy Buysse	Counselor	GHS	Julie Fiers
Nikki Ernst	2 nd Grade	Millikin	Jenny Snodgrass
Megan Layzell	1 st Grade	Millikin	Jenny Snodgrass
Elizabeth Kegebein	Art	Northside	Kathy Heller
Renee Robertson	1 st Grade	Northside	Lori Johnson

Dates and Topics of Study at Check & Connect

August 25, 2015 – *GMS* - Introduction to program, ERMA, ISBE site, how to read your paystubs

September 16, 2015 – *GHS* - Danielsen/EvaluWise briefing, Goal review

October 19, 2015 – *SW* – IEP information (accommodations, etc.)

November 2, 2015 – *Northside* – Parent relations (upcoming conferences)

December 7, 2015 – *Millikin* – Goal Review; ask new teachers the topics they would like covered. Q & A forum.

January 21, 2016 – *GMS* – topic to be determined based on December meeting

February 22, 2016 – *GHS* – topic to be determined

March 14, 2016 – *Millikin* – topic to be determined

April 11, 2016 – *Northside* – topic to be determined

May 6, 2016 – *Location to be determined* - Year –end Celebration

Possible mentor/new teacher goals

This is not a limited list, only suggestions

Three goals that will be measured bi-monthly at C&C meetings

Personal Goals

- ~Have a more professional appearance
- ~Remember to have fun and enjoy teaching
- ~Stay positive when things change
- ~Form a better working relationship with co-teacher(s)
- ~Improve teacher-parent communications
- ~Build better relationships with teachers, office and support staff
- ~Establish and maintain a classroom management plan

Organizational Goals

- ~Put things away right after using them
- ~Plan ahead at least one week and have papers run and materials on hand
- ~Improve documentation for things that happen in the classroom
- ~Keep up with grading
- ~Collect more samples of student work
- ~Plan thoroughly with a desired outcome in mind
- ~Organize files
- ~Reduce classroom clutter
- ~Create curriculum notebooks. Keep a record of lessons/units and put together notebooks for each of the major themes in curriculum notebooks

Instructional Goals

- ~Incorporate literature into more lessons
- ~Minimize wasted minutes-have extra things ready should the lesson run short
- ~Spend more time focusing on vocabulary and concept development
- ~Implement two new strategies that you have learned
- ~Create a usable substitute folder
- ~Create lessons that follow CC Standards

Choose a goal from each category. Write the goal, and some ideas as to how you might implement it. Make it personal to you! Make it as specific as possible. The goal doesn't really matter, as long as it is something you feel that you need to work on. You and your mentor (and maybe fellow new teachers) will discuss the progress of the goal at every other Check & Connect meeting.

The goals will be set prior to the August 25th Check & Connect Meeting. At that meeting, we will discuss the continuum and how the goals will be measured throughout the year.

Challenges for Leadership Teams
2015-16

a. Review 2014-15 Challenges

<p>TLT: District Assessment Plan University of District 228 Danielson Frameworks PD Student Growth PD</p>	<p>GHS BLT: Cum Laude Consideration Master Schedule Changes Preparation for New Construction Maximizing Use of Instructional Time</p>
<p>A-3: Music & Athletic Purchasing Protocols Communication Options with Laura & Teri Aligning Elementary Music Expectations for Performances</p>	<p>GMS BLT: Alternate Schedules facing Possible Reductions Rationale for the MS Philosophy Balancing Enrichment with Remediation Maximizing Use of Instructional Time</p>
<p>DRT: Standards-based Reporting Local Growth Model (ECRA) Partner with TLT on Type III Assessments</p>	<p>Elementary BLTs: Match Family Access use K-5 to 6-12 Develop Inter-Building Communication Plan Improve Intra-Building Communication Plan Prepare for New Construction and possible Reconfiguration</p>

b. 2015-16 Challenges

<p>TLT:</p> <ul style="list-style-type: none">• Build upon assessment inventory data to identify system for academic targets. Determining what is "on target"• Create development plans for training using FEEDBACK appropriately• Assist Joint Committee for Teacher Evaluation to select appropriate assessments from the Academic Targets to use for Student Growth rating (To be used by ECRA)• Create grade level and course expectations for student writing performance.	<p>GHS BLT:</p> <ul style="list-style-type: none">• Collaborate with CSBO in transition to new purchase requisition system for fiscal accountability• Develop transition plan for high school students, staff, parents during construction phase of ProjectLEAF.• Review and recommend any changes to the HS student scheduling process to address fluctuations in student course selection.• Review Graduation requirements to align both student academic & social needs with needed fiscal accountability
<p>A-3:</p> <ul style="list-style-type: none">• Work in collaboration with CSBO to develop fair system for private lessons and facility use for music program.• In preparation for the new HS Performing Arts at GHS develop plans for facility use, fair fee structures, and preparation for loss of auditorium in 2016-17.• Create report for Board of Education at end of each semester identifying student participation and recommended changes for future programming.	<p>GMS BLT:</p> <ul style="list-style-type: none">• Collaborate with CSBO in transition to new purchase requisition system for fiscal accountability• Review schedule to align with district norms for class size, balancing student needs with needed fiscal accountability• Implement a quarterly review of use of ASAP and prepare a recommendation at end of 1st semester for any changes or adjustments in light of possible schedule changes.

	<ul style="list-style-type: none"> ● Review effectiveness of Student Led Conferences and prepare a report for recommendations for 2016-17 - Develop Professional Learning programs to maximize teacher growth through collaboration.
<p>DRT:</p> <ul style="list-style-type: none"> ● Work with mentoring group to develop PROCESS and OUTCOME analysis. ● Work with superintendent to develop quarterly reports for teacher evaluation data ● Work with Special Services Coordinator to develop quarterly Rtl reports, particularly with new behavioral system ● Once all students have a CVI profile, the DRT will develop a report of percentages of students in each Core Value with demographic and grade level disaggregation. ● The Data Review Team will establish a goal of creating a useable curriculum for teachers, utilizing the expertise of special education teachers and the special education coordinator, to see where curriculum could be helpful as part of the Response to Intervention program at Geneseo Middle School and Geneseo High School. 	<p>Elementary BLTs:</p> <ul style="list-style-type: none"> ● Collaborate with CSBO in transition to new purchase requisition system for fiscal accountability ● Review effectiveness of Journeys and GoMath curriculum and prepare a report by end of 3rd quarter ● Create a DIME for use of Teacher Walks/Shared Feedback system to allow for Domain 4 Growth.