
Legislative Branch

1. **Legislative Update:** We are on a "hurry up and wait" calendar now as we try to prepare for 2015-16 without much hope of a budget soon. The following is some of the more salient points

facing us in Illinois as it relates to politics.

The calendar apparently doesn't mean much when it comes to this titanic political showdown in Illinois. About the only thing that changed when the clock struck midnight on Sunday, May 31 was that the magic numbers changed to 71 and 36 -- as in the super majority number of votes now needed in the House and Senate to pass legislation.

Judging by the rhetoric of Governor Bruce Rauner, House Speaker Michael Madigan and Senate President John Cullerton, the math may not have been the only thing that became more difficult. The stalemate over the budget is even more complicated than the usual Increased Revenues (taxes) vs. Cuts battle because the governor has said he won't sign a budget that is not balanced and he won't consider new revenues until at least some of his "Turnaround Agenda" is enacted.

Last week, Rauner said that he had whittled his list of structural reform items to just two: a property tax freeze and worker's compensation reform. But after what Rauner labeled "a stunningly disappointing General Assembly session," he said term limits, changing how political districts are drawn and reforming civil liability lawsuits all now are back on the table as part of his agenda.

Of those items, the property tax freeze obviously would have the most impact on school districts. That proposal also contains language that would allow local units of government to exclude wages and other items from collective bargaining and would do away with prevailing wage laws - ideas that Democrats have staunchly opposed. We also will be continuing to track the school funding reform situation as Cullerton has mentioned that as one of the items he wants to see included.

Before adjourning their chambers, Madigan and Cullerton announced they were calling their members into "continuous session" and that members would not be receiving mileage or their \$111 per diem. The House will be back Thursday and the Senate on June 9. The procedural move means that legislators are not limited to a particular bill or subject matter as they would be if they were called into "special session." Members have been told to stay close this summer and be ready to return to the Capitol on 48 hours' notice.

The budget bills passed along strict party lines in the House and the Senate were placed in limbo by another procedural move that means Madigan and Cullerton can continue to sit on them instead of giving the governor the opportunity to veto them, something Rauner has

vowed to do because without new revenues the budget is out of whack by more than \$3 billion.

Among those budget bills is the K-12 education bill (House Bill 3763) that increases spending by some \$240 million. Some features of the bill include increasing General State Aid from 89 to 92 percent of the foundation level, \$85 million for the poorest school districts in the state (resulting in capping the GSA foundation level loss at \$228 per student), \$40 million more for Special Education, \$21 million more for Early Childhood Education, and restoring \$6.3 million for Regional Safe Schools. Transportation and most other mandated categorical items would receive flat funding. The governor had proposed even more for education (\$300 million) and 95 percent funding for GSA, but had eliminated funding for the safe school program and did not have additional funding targeted for the poorest districts.

So what happens next? That is hard to predict because while the budget proposals from both sides actually are not all that far apart, the philosophical divide regarding Rauner's "Turnaround Agenda" seems pretty big. And things may grow even more bitter if, as threatened, the governor unleashes a massive TV campaign against Madigan, Cullerton and Democrat legislators.

Cullerton held his own media availability Sunday and said of Rauner's agenda "It's middle-class workers lose and corporate CEOs win. These are proposals that are very drastic." Rauner fired back that the two Democrat leaders are about the "political class" instead of the middle class.

The first real pressure point on both sides would seem to be around July 15, when paychecks for state employees first might be affected if there is no FY 2016 budget. A strike or lockout is possible at that time.

As the governor concluded, the state is in for a "rough summer."

Vision 20/20 bills pass

While most of the news has been about the failure to reach a budget deal, the General assembly did pass two of our Vision 20/20 bills. The reciprocity and licensure bill (HB 2657) and the balanced accountability model (HB 2683) soon will be headed to the governor's desk.

The Illinois Balanced Accountability Model (IBAM) creates a differentiated accountability model for Illinois schools whereby school districts and its individual schools are no longer judged on assessment data only but rather on both assessment data and the school districts' performance to close achievement gaps using evidence-based best practices of continued growth. This initiative will continue to take shape over the next year with a five-year phase-in period beginning with the 2016-2017 school year.



2. **Building Year End Reports:** You will see five different reports from each of the 5 schools. I have provided you a cover sheet so that you can review the creativity and thinking from each building leadership groups (administration and faculty) as to how they interpreted the charge set before them of what to include in the report. This is a practice that hopefully we can continue to provide an annual snapshot, in addition to the State required

Report Cards, to celebrate successes as well as plan to remedy any concerns. I'm proud of the work being done every day at our schools, despite challenges coming from so many different directions.



3. **Leadership Team Outcomes:** Each leadership team has provided you with an overview of goal progress and some thoughts of where they hope to head in 2015-16.

4. **Advanced Placement Reports:** I have included some historical data for both the numbers and varieties of Advanced Placement Courses that have been offered over the past few years. You can also see the results of our student performance on the tests. Those who have been on

the Board for many years will note that we have grown the numbers of offerings, the numbers of students taking the tests, and the number of credits (generally scores of 4 & 5 are guaranteed credit) earned by students. Next year, you will recall, we have another approved AP World History course that could be taken by 9th graders. We should all take pride in this progress and when we think about the growth and development of our Vocational & Career/Technical programs, we have done remarkably well in continuing programs of excellence for all of our high school students.

We are hopeful that the Governor will sign into law legislation that would guarantee college credit for any scores of 3, 4 or 5 on AP tests for state universities in Illinois. This would really solidify credibility for the programs and possibly expand upon our ability to offer both Advanced Placement and Dual Credit courses for our students.



5. **Dispatch Article Regarding 6% Cap and other TRS Information:**

Most of you saw the article that followed up a Chicago Sun-Times article about districts who have paid penalties for exceeding either the "old" 20%/20% bonus caps or the more recent 6% increase caps. I have provided you with a breakdown of both those individuals whose salaries exceeded the caps, as well as a list of those certified, endorsed staff who retired without their full service years and were under the age of 60 when they retired. Those latter individuals would have created an Early Retirement Option penalty for both themselves and for the District. You see that the District costs for these ERO penalties was more than \$600,000. You can also see the breakdown of the \$96,000 penalties.

Please allow me to explain Mrs. Rowe's cap costs a bit further. We believed that Mrs. Rowe would be allowed to "grandfather" a 20/20 salary increase to retire with those teachers who submitted a letter of intent to retire just prior to the termination of the 2006-2010 Professional Agreement. The language from TRS was unclear that this would not be the case for those who were on a single year contract (teachers with a multi-year versus Mrs. Rowe who had a one year contract). We appealed the decision of TRS on three occasions to no avail. So even though her total salary over her last 4 years was less than \$5,000 over the 6% cap, our multiplier cost was \$14 per every \$1 we were over the cap. In general, the multipliers range in penalties from 13-18/1.

Year End Presentations to Board of Education
June 11, 2015

1. Presentations will be provided by school, not by level
2. Two Tasks: Written and available for questions at June meeting.
3. Consider this similar to a John Deere Report to shareholders.
4. Part One- Demographics
 - a. May 1 Enrollment by Grade
 - b. May 1 Special Education population by Grade (Cassie can assist)
 - c. May 1 Free and Reduced counts by grade (Tim can assist)
5. Part Two--Teaching
 - a. Elementary-- One table that shows your faculty by grade (with class sizes from May 1), below that list your "specials" and support persons. (All should list Jackie Bopp, Bill, Steph, Denise Ford)
 - b. MS-- One table that shows your houses (can use your master schedule if you'd like) and include the class sizes for each Math and ELA course by period
 - c. HS-- Same as MS, probably easiest to use the Master Schedule, but there may also be a Skyward report that is easier to generate.
6. Part Three-- Learning
 - a. On a single page create whatever best describes how students learned this year. Any performance data that you have based on any assessment (of any Type(s)) is appropriate.
 - b. If you would like to use another page to focus on a singular learning opportunity-- maybe even in something like an Art, Music, PE, Vocational learning sequence, that would be appropriate.
 - c. You should capture examples of quality professional development within the building as well.
7. Part Four -- Caring
 - a. Describe caring examples within your building. This could be PTA partnerships, community efforts, special programs, student-led initiatives, etc.
 - b. Discuss any safety/security measures you have implemented this year.

Millikin Elementary Board Report 2014-2015

DEMOGRAPHICS

May Enrollment

General Education	# of Students	# of Students Free and Reduced	
Kindergarten	62	22	35%
First Grade	68	21	31%
Second Grade	68	24	35%
Third Grade	65	13	20%
Fourth Grade	81	19	23%
Fifth Grade	81	19	22%
Total	409	113	28%

Special Education Resource	# of students
Kindergarten	3
First Grade	1
Second Grade	1
Third Grade	1
Fourth Grade	5
Fifth Grade	2
Total	14

Special Education Cross Categorical	# of Students
Kindergarten	1
First Grade	3
Second Grade	2
Total	6

TEACH

Staff

Name	Grade	# of Students
Chrissy Dewey	Kindergarten	21
Kim Rivera	Kindergarten	21
Tracie Douglas	Kindergarten	20
Jennifer Snodgrass	First Grade	23
Abbey Wilson	First Grade	22
Sara Stroud	Flrst Grade	23
Amy Rittenhouse	Second Grade	23
Christy Sancken	Second Grade	22
Susie Buennig	Second Grade	23
Janelle Hickey	Third Grade	22
Aaron Gierhart	Third Grade	22
Emily Alford	Third Grade	21
Rachel Hoffman	Fourth Grade	27
Lyndsey Shehorn	Fourth Grade	27
Sue Johnson	Fourth Grade	27
Kevin McQuillan	Fifth Grade	21
Nikki Pierce	Fifth Grade	23
Kyle Morey	Fifth Grade	21

Name	Title
Carrie Schlindwein	Special Education Teacher, Resource
Kelly Lawrence	Special Education Teacher, Cross Cat.
Margaret Loucks	Reading Interventionist
Denise Ford	Social Worker

Staff continued....

Alesha Gierhart	Music Teacher
Robert Thomas	Physical Education Teacher
Nicole Walsh	Art Teacher
Jacquelyn Bopp	Librarian
Linda Sheley	Library Aide
Bill Eaker	Technology Specialist
Stephanie Rickman	Technology Specialist
Maggie Judson	Speech Pathologist
Paula Glawe	Kitchen Manager
Kelly Bjorkman	Kitchen Assistant
Kathy Dykema	Kitchen Assistant
Nancy Lund	Kitchen Assistant
Rebecca Lipes	Kitchen Assistant
Monica Medema	Kitchen Assistant
Karen Wolf	Kitchen Assistant
Alice Smith	Custodian
Karen McGivern	Custodian
Chris Bishop	Instructional Aide/Playground Sup.
Blake VanHyfte	Instructional Aide/Playground Sup.
Tina Holevoet	Instructional Aide/Cafeteria Aide
Andrea Allen	Cross Cat. Aide
Sarah Neff	Nurse
LaNae Reyburn	Secretary
Patrick Helling	Principal

LEARN

Response to Intervention Percentages K-5

Subject	Year	% of Students
Reading	2014-2015	12%
Reading	2015-2016	6% (projected)
Math	2014-2015	6%
Math	2015-2016	3% (projected)

End of the Year Reading Assessment (Journeys Unit 5)

Grade	Average Score (All)	Average Score (Special Ed. Excluded)
Kindergarten	92%	95%
First Grade	73%	78%
Second Grade	79%	82%
Third Grade	78%	78%
Fourth Grade	72%	72%
Fifth Grade	64%	66%

End of the Year Math Assessment (Go Math)

Grade	Average Score (All)	Average Score (Special Ed. Excluded)
Kindergarten	90%	93%
First Grade	78%	81%
Second Grade	90%	92%
Third Grade	77%	77%
Fourth Grade	66%	67%
Fifth Grade	59%	65%

LEARN continued....

Professional Development

Classroom Visits

- ❖ Several teachers during the school year were able to visit classrooms within the building and out of the district.
- ❖ The teachers were able to share positives and learn new teaching ideas and styles.

Student Discipline

- ❖ A chart was established that stated behaviors to be taken care of in the classroom and the office, as well as intervention ideas for teachers.
- ❖ A Millikin Office Referral Form was developed.
- ❖ A plan was put in place for students that need immediate attention.
- ❖ Think Sheets were developed for students to reflect on their behavior.
- ❖ Buddy classrooms were set up for students to have a “time out” from their classroom and return when they were ready to be productive students.
- ❖ A social/emotional screener was created and filled out by teachers to provide a list of students that would need more interventions.

CARE

Jump Rope for Heart

- ❖ The students raised the most they have ever raised for this activity and the most of anyone in our region, with the amount of \$17,100.

Playground Equipment

- ❖ The PTA raised a little over \$23,000 for new playground equipment, which will be installed in the summer of 2015.

Student Led Initiatives

- ❖ A student group called Raising Student Voice and Participation was created. It consisted of representatives from grades 3-6, and the purpose of the group was to give the students an opportunity to help make decisions on school activities and make changes in our school and community.
- ❖ A fifth grade student, initiated the idea of Millikin having a “Buddy Bench”. The bench will be a spot for students to sit if they are not finding anyone to play with, and the goal is that someone will invite them to join their activity. PTA funded this bench, and it will be installed in the summer.



**Northside Elementary School
Board of Education Report
June 11th, 2015**



TEACH



LEARN



CARE



Northside Demographics

Enrollment	Total		Free and Reduced	Free	Reduced	% of Grade
Pre-K (AM and PM)	65		Pre-K	25	0	38.5
Kindergarten	42		Kindergarten	19	1	47.6
1st Grade	42		1st Grade	14	3	40.4
2nd Grade	51		2nd Grade	18	1	36.5
3rd Grade	41		3rd Grade	10	1	26.8
4th Grade	53		4th Grade	18	1	35.8
5th Grade	48		5th Grade	13	6	39.6
Total Enrollment	342		Total	117	13	38.4
Special Education	Resource Services	Life Skills Services	Speech (IEP) Only	Social Work IEP	Social Work General Education	
Pre-K (AM and PM)	5 (ECSE)	11 (ECSE)	24			
Kindergarten	3	0	4			
1st Grade	1	1	8			
2nd Grade	0	3	8			
3rd Grade	3	1	6			
4th Grade	2	2	4			
5th Grade	4	2	3			
Pre-K through 5				28	20	
Total (K-5)	13	9	57	28	20	

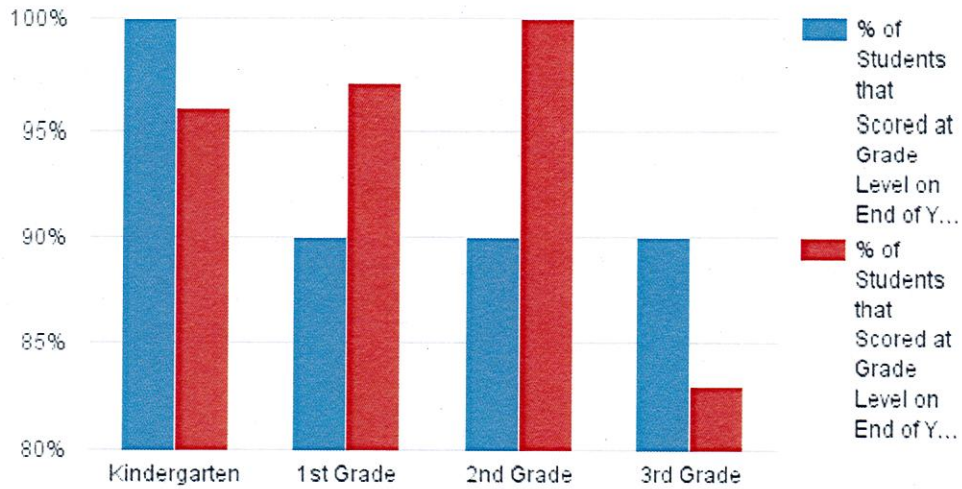


Northside Faculty/Staff Roster

CUSD #228			CUSD #228		
Employee	Primary Assignment	Class Size	Employee	Primary Assignment	
Mrs. Larrison	Kindergarten	21	Mr. Rakestraw	Physical Education	
Mrs. Pearson	Kindergarten	21	Mr. Eckwall	Music	
Mrs. Schultz	1st Grade	21	Mrs. DeGarmo	Art	
Mrs. Woller	1st Grade	21	Mrs. Vermost	Reading Interventionist	
Ms. Anderson	2nd Grade	26	Mrs. Sammons	LD Resource Teacher	
Mrs. Monier	2nd Grade	25	Mrs. Ford	Social Worker	
Mrs. Johnson	3rd Grade	20	Mrs. Bopp	Library	
Mrs. Meyer	3rd Grade	21	Mr. Eaker	Instructional Technology	
Mrs. Heller	4th Grade	26	Mrs. Rickman	Instructional Technology	
Mrs. Henderson	4th Grade	27	Mrs. Durian	Pre-K Aide (AM)	
Mrs. Stanfa	5th Grade	23	Mrs. Rink	Pre-K Aide (PM)	
Mrs. Stern	5th Grade	25	Mrs. Rettig	Library Aide (5.5 hrs day)	
Mrs. Teague	Pre-K	AM-20/PM-20	Mrs. Peters	Instructional Aide (5 hrs day)	
			Mrs. Williams	Instructional Aide (5.5 hrs day)	
Henry-Stark Employee			Henry-Stark Employee		
Employee	Primary Assignment	Class Size	Employee	Primary Assignment	
Mrs. Martens *	Pre-K	AM-16/PM 11	Mrs. Cybulski	Pre-K Aide	
Mrs. Anderson *	K-2 Life Skills	5	Mrs. Johnson	Life Skills Aide K-5	
Ms. Stearns *	3-5 Life Skills	5	Mrs. Manna	Life Skills Aide K-5	
Mrs. Fredericks	Speech		Mrs. Traci	Life Skills Aide K-5	
Mrs. Winkleman	Speech		Mrs. Stephenson	Life Skills Aide K-5	
Mrs. Napier	School Psychologist				



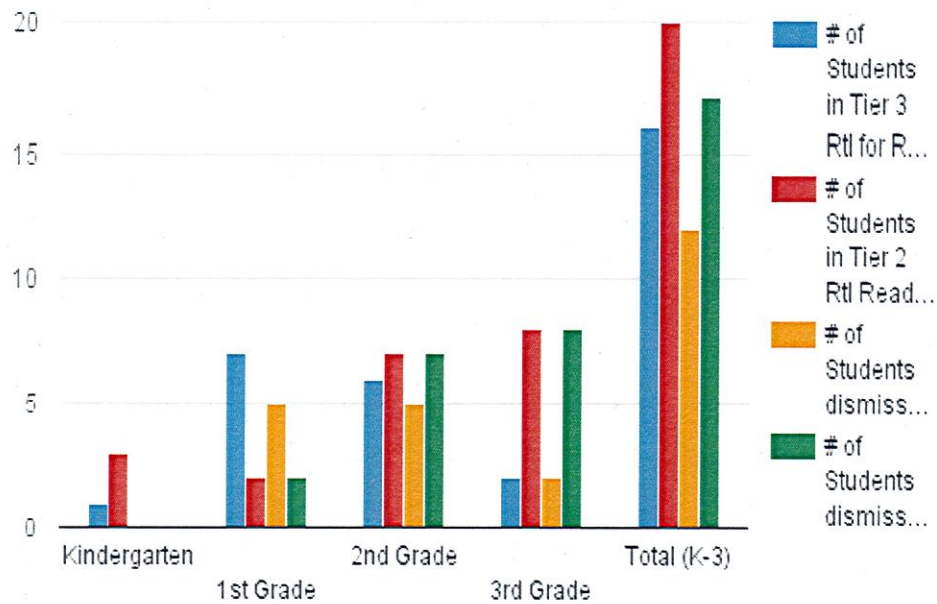
K-3 Reading and Math End of Year Assessment Data



	% of Students that Scored at Grade Level on End of Year Exam (Reading)	% of Students that Scored at Grade Level on End of Year Exam (Math)
Kindergarten	100%	96%
1st Grade	90%	97%
2nd Grade	90%	100%
3rd Grade	90%	83%



K-3 Reading Rtl



	# of Students in Tier 3 Rtl for Reading	# of Students in Tier 2 Rtl Reading	# of Students dismissed from Tier 3 and moving to Tier 2 for 15-16 School Year	# of Students dismissed from Tier 2 and moving to Tier 1 for 15-16 School Year
Kindergarten	1	3	0	0
1st Grade	7	2	5	2
2nd Grade	6	7	5	7
3rd Grade	2	8	2	8
Total	16	20	12	17



Caring - Our staff, students, and parents take great pride in providing a safe and caring learning environment for all of students.

School Safety

- Safety is the number one priority for our students. We have made sure all of staff have been properly trained and students provided with the information to be safe.

School-Wide ALICE (3)	Fire and Tornado Drills	Master-List of Custody Concerns
Bus Evacuation (2)	Photo ID Badges	CPI Restraint training

Special Programs and Student-Led Initiatives

- Students are provided with a variety of additional learning opportunities and programs to show how much they care for one another and our school.

"Make a Difference Day"	Friendship Feasts	Jump Rope for Heart
Autism Awareness	Fine Arts Day	Reading Night
Poetry Night	Ladder's Family Fun Night	Yearbook Club
Life Skills' Friendship Feasts	"Miles" for Special Education	Camp Pre-School
Tech Club	Wax Museum	Reading Fair

Community Partnerships

- Our community businesses and organizations work extremely hard with our school to ensure that our students have their basic needs met and to provide additional learning opportunities.

Back-Pack Blessings	Boy and Girl Scouts	Boys and Girls Club
Teddy Bear Clinic	Junior Achievement	Niabi Zoo

PTA Partnerships

- We have a wonderful and supportive PTA that provides opportunities and resources for both our students and staff throughout the school year.

Fall Book Fair	Spring Book Fair	Birthday Book Club
P/T Conference Dinner	School Pictures	Red Ribbon Week
Story Pirates Assembly	Teacher Appreciation Week	PTA Fun Run/Walk

Southwest Elementary

2014-2015 End Of Year Report
Board of Education



Demographic Information

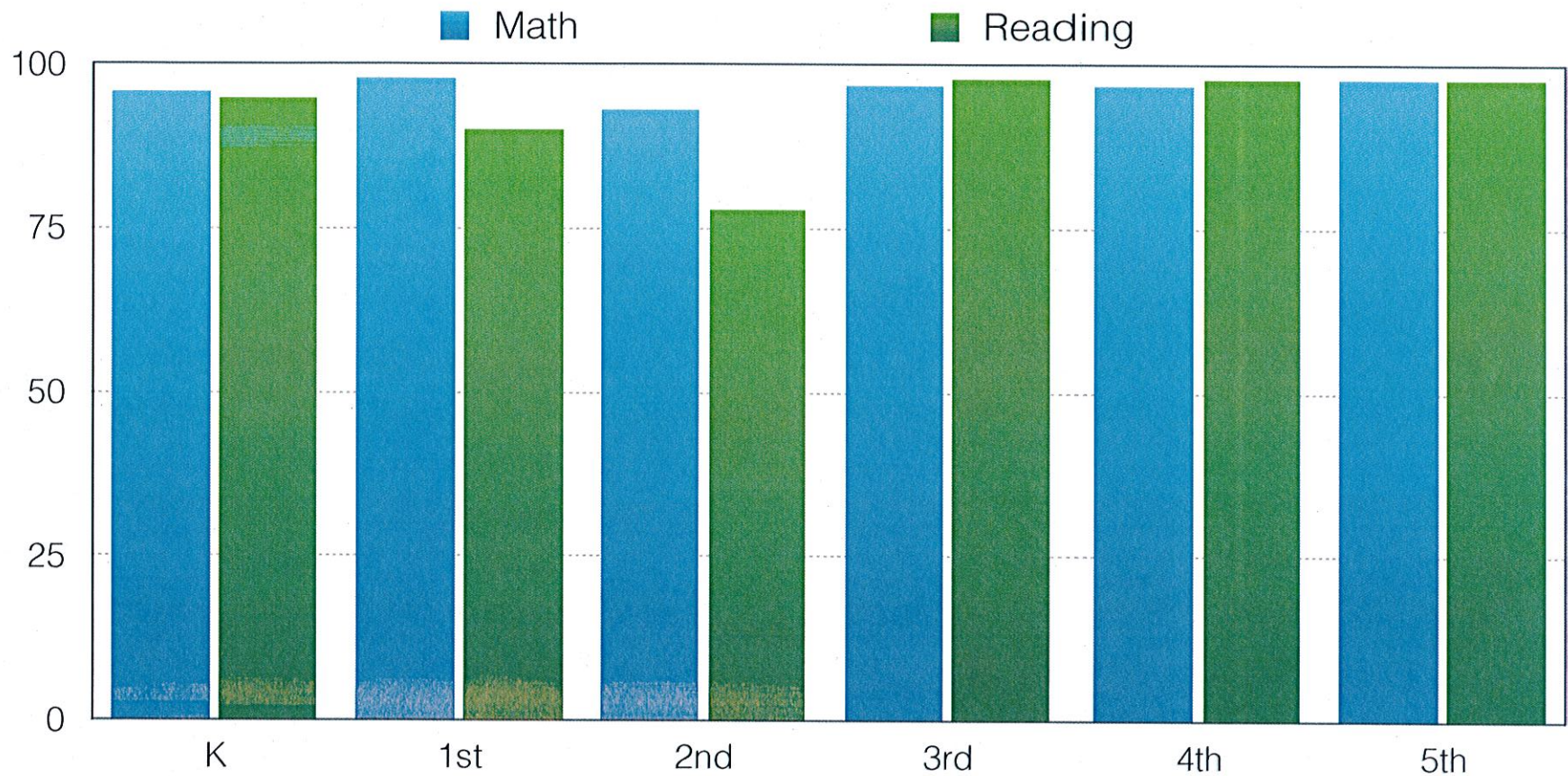
Grade	# Free/Reduced	Enrollment	% Free/Reduced	Special Education Population
K	14	57	25%	0
1st	20	62	32%	1
2nd	21	68	31%	0
3rd	18	63	29%	10
4th	23	75	31%	12
5th	22	69	32%	11

Southwest "Teaching"

Grade	Teachers	Class Sizes
K	Chaney Gustafson Robisky	20 20 17
1st	Wilkey D'Hondt Strafford	21 20 21
2nd	Schnowske Kittl Everett	23 23 22
3rd	Meyers King Worley	21 20 22
4th	Craig Humphries Harshbarger	25 25 25
5th	Allen Gentry Sievers	23 23 23
Specials Staff	Moe-PE Johnson-Music Hernandez-Art	
Support Staff	Berry-Reading Teacher Snell- Library Bopp/Eaker/Rickman- Technology Ford- Social Worker Feely- MS Counselor-comes over to help Wirth/Lowe-/RTI Goodwin/Mosbarger-Guided Reading -Recess	

SW Overall “Learning” Performance Data

(% Meeting and Exceeding 4th Qtr- According To Board Approved Scholastic Record - Grading Scale)



• Math- 97% Met or Exceeded

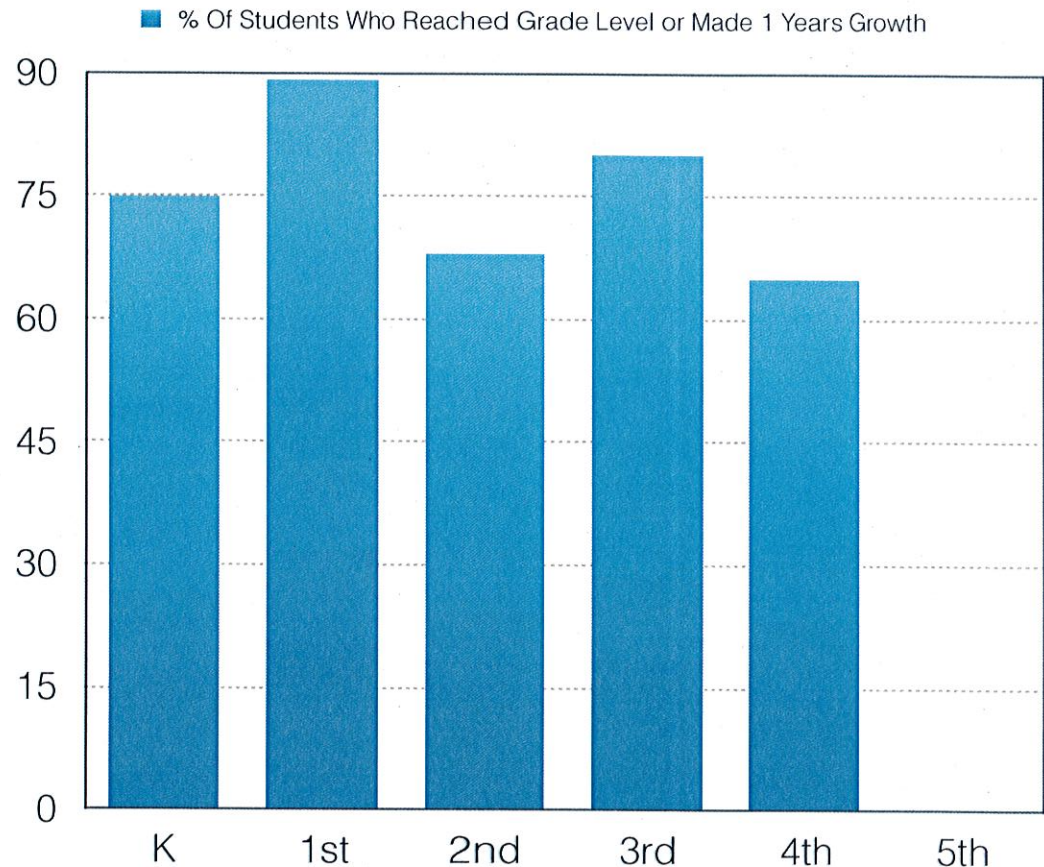
Reading- 92% Met or Exceeded

- (First Year Common Core Reading Curriculum-Teachers received Professional Development in Journey's Reading Program)

SW Reading RTI Data

(Students who received intervention support for reading)

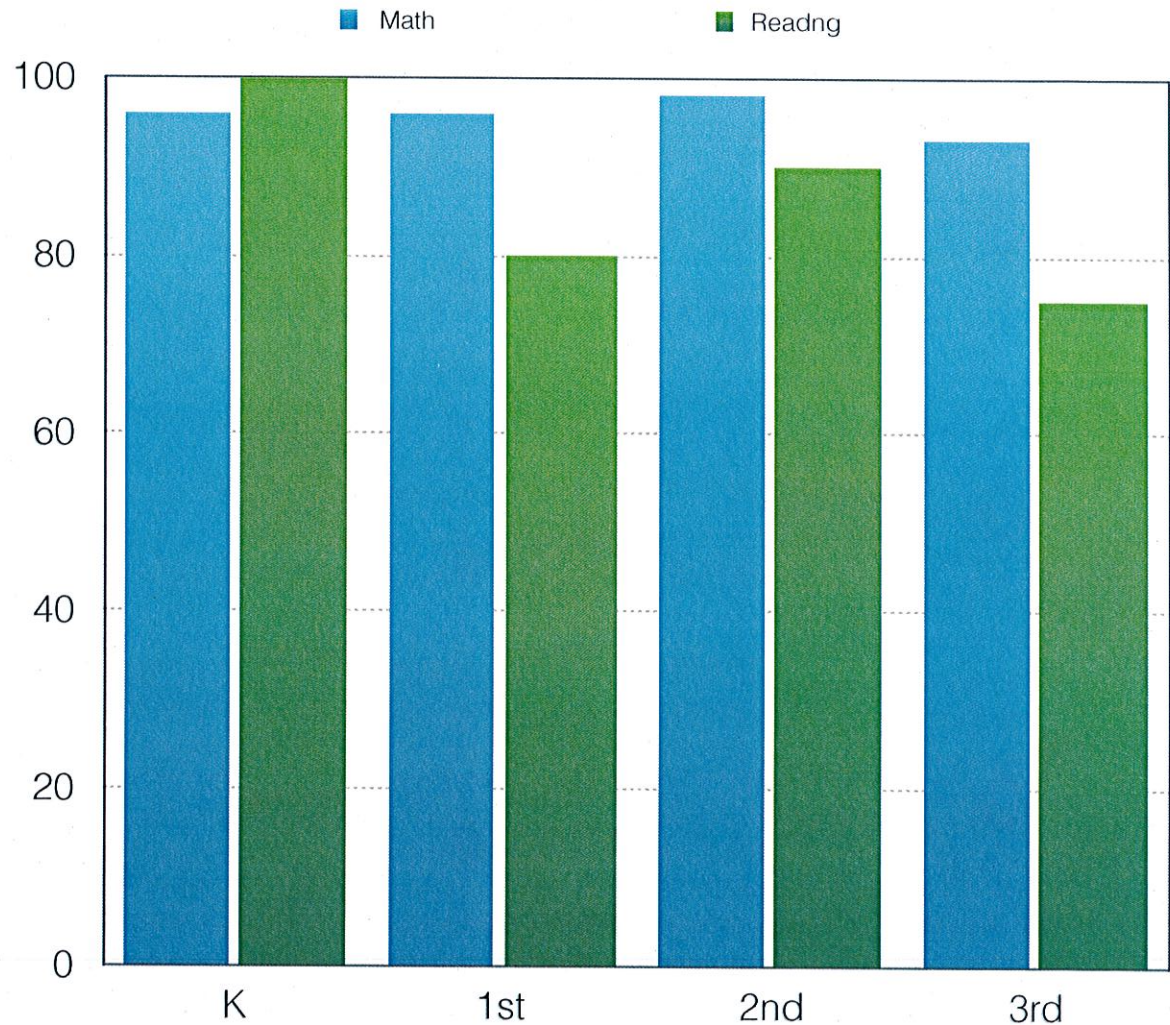
- 9% of the total school population received RTI for Reading.
(District Avg. is 12-13%)
- 0 Students in 5th Grade needed RTI
- Of those students who received RTI Reading Intervention- **75% reached grade level or made “One Years Growth”**



SW End Of Year District Assessments K-3

(Percent of Students Who Scored At Grade Level On The End Of Year Summative Assessments)

- Overall **95%** of our students **scored at grade level** on the end of year math assessment.
- Overall **86%** of our students **scored at grade level** on the end of year reading assessment.



Southwest- Caring

School Safety

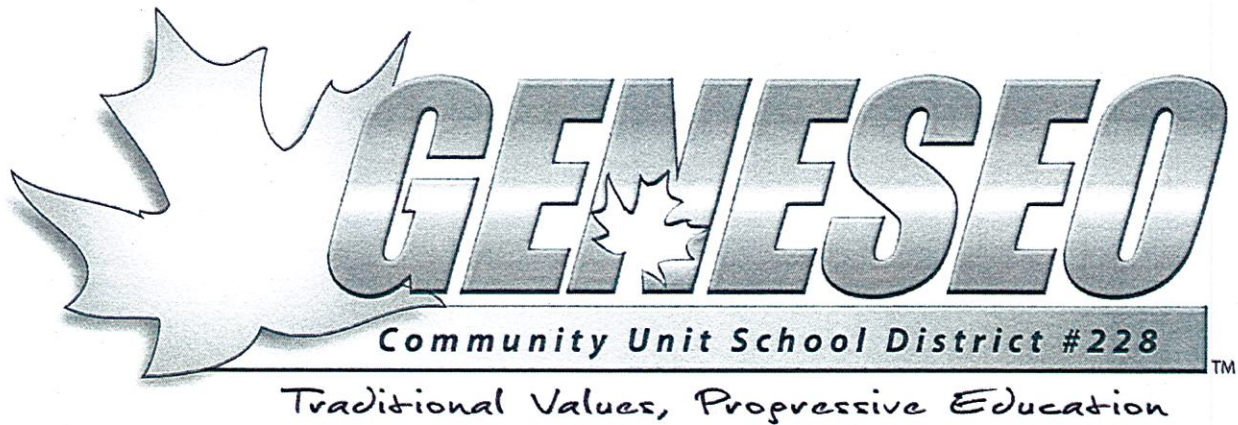
School-Wide Alice Drills	Fire/Tornado Drills	Bus Evacuation Drills	Photo ID-Badges
CPI Restraint Training	Master List of County Predators	Master List of Custody Concerns	Unique Student 4 digit Code-Transportation Changes



Special Programs/Student-Led Activities/Community and PTA Partnerships

First Lego League	Fine Arts Day	Family Reading Night	Boy and Girl Scouts
Healthy Family Night	PTLW Science Curriculum	Back-Pack Blessings	Junior Achievement
Recess Running Club	Biography Musuem	Figge Arts Day	Dental Health Program
4th Grade Musical	Jump Rope For Heart	SW Blood Drive	Ag In The Classroom
Nursing Home Pen-Pals	Christmas Walk/ Harvest Fest	PTA Fun Run	Book Fairs





**Geneseo Middle
School
Year End Report
2014-2015**

*High Expectations for Academic Achievement
in a Safe and
Caring Environment using
Effective and Efficient Operations.*

TEACH

**Geneseo Middle School
Demographics
2014-2015**

Grade	Enrollment	Students with IEP's	Free/Reduced Lunch
6	231	28 (12%)	55 (24%)
7	196	15 (7%)	48 (25%)
8	204	22 (11%)	62 (30%)

The 2014-2015 GMS schedule is on the following page. The math and English/Language Arts classes are in bold and have the number of students in each class.

GENESEO MIDDLE SCHOOL SCHEDULE 2014-2015

House 6-1		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
		8:35-9:23	9:26-10:08	10:11-10:56	10:59-11:44	11:47-12:11	12:45-1:30	1:33-2:18	2:21-3:10
McGee	614 H	LA/24		LA/23	LA/16	ASAP	LA/23	LA/22	
Johnson	601 H	Sci		Sci	Sci	ASAP	Sci	Sci	
DePauw	613 H	SS		SS	SS	ASAP	SS	SS	
Monier	602 H	Math/17		Math/20	Math/24	ASAP	Math/25	Math/25	
Windisch	615 H	Art 6		Art 6	Art 6	ASAP	Art 6	Art 6	
House 6-2		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
		8:35-9:23	9:26-10:08	10:11-10:56	10:59-11:44	11:47-12:11	12:45-1:30	1:33-2:18	2:21-3:10
Reakes	603 H	LA/22		LA/24	LA/14	ASAP	LA/23	LA/22	
Wagner	607 H	Sci		Sci	Sci	ASAP	Sci	Sci	
Ferguson	606 H	SS		SS	SS	ASAP	SS	SS	
Schauland	605 H	Math/17		Math/18	Math/17	ASAP	Math/24	Math/23	
Taube	611 H	Info Lit/18		Info Lit/20	Info Lit/25	ASAP	Info Lit/21	Info Lit/20	
House 7-1		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
		8:35-9:20	9:23-10:08	10:11-10:56	11:32-11:54	11:57-12:42	12:45-1:30	1:33-2:21	2:24-3:10
Schmidt	703 H	LA/21	LA/16	LA/17	ASAP	LA/20			LA/13
Mitchell	705 H	Pre-Alg/23	Pre-Alg/25	Math/18	ASAP	Math Lab/10			Math/21
Kastorff	702 H	SS	SS	SS	ASAP	SS			SS
Earp	710 H	Sci	Sci	Sci	ASAP	Sci			Sci
Hamer	701 H	Art 7	Art 7	Art 7	ASAP	Art 7			Art 7
House 7-2		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
		8:38-9:23	9:23-10:11	10:14-10:59	11:35-11:57	12:00-12:45	12:48-1:33	1:36-2:21	2:24-3:10
Bush	812 H	LA/17	LA/21	LA/23	ASAP/Bustle 817	LA/20			LA/21
Mathew	712 H	Math/17	Math/14	Math/15	ASAP	Pre-Alg/23			Pre-Alg/22
Bumann	711 H	SS	SS	SS	ASAP	SS			SS
Wolfe	709 H	Sci	Sci	Sci	ASAP	Sci			Sci
Possley	704 H	Comp App	Comp App	Comp App	ASAP	Comp App			Comp App
House 8-1		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
		8:35-9:20	9:23-10:08	10:11-10:56	10:59-11:42	12:18-12:40	12:43-1:30	1:33-2:20	2:23-3:10
Anderson	810 H		LA/23	LA/17		ASAP	LA/16	LA/16	LA/18
Ayers	802 H		Pre-Alg/19	Pre-Alg/15		ASAP	Pre-Alg/15	Alg/23	Alg/23
Johnson	803 H		SS	SS		ASAP	SS	SS	SS
Hanson	815 H		Sci	Sci		ASAP	Sci	Sci	Sci
Pardoe	817 H		Sci Tech	Sci Tech		ASAP	Sci Tech	Sci Tech	Sci Tech
House 8-2		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
		8:35-9:20	9:23-10:11	10:14-10:56	10:59-11:45	12:21-12:43	12:46-1:33	1:36-2:23	2:26-3:10
Gale	813 H		LA/20	LA/21		ASAP/Feely (818)	LA/22	LA/20	LA/21
Wilshusen	807 H		Pre-Alg/22	Math Lab/11		ASAP	Pre-Alg/24	Alg/23	Alg/18
McAvoy	816 H		SS	SS		ASAP	SS	SS	SS
Duwe	814 H		Sci	Sci		ASAP	Sci	Sci	Sci
A. Strohm	818 H		FACS	FCS	facs	ASAP	FACS	FACS	FACS
Fine Arts		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
		8:35-9:20	9:26-10:08	10:11-10:56	10:59-11:42		12:48-1:33	1:33-2:21	2:24-3:10
Degarmo	610	Art 8							
Abel	501	Choir 8					Chorus 7		Chorus 6
Versluis	502	Band 8					Band 7		
Hernandez	502								Band 6
P.E.		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
		8:35-9:20	9:26-10:08	10:11-10:56	10:59-11:42		12:48-1:33	1:33-2:21	2:24-3:10
Frerichs		PE 8	PE 6		PE 8	ASAP - 8-1	PE 7	PE 7	PE 6
Reed		PE 8	PE 6	PE		ASAP - 6-1	PE 7	PE 7	PE 6
Ehlert		PE 8	PE 6		PE 8	ASAP - 6-2	PE 7	PE 7	PE 6
Rakestraw					PE 8				
SPED		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Hogue	806 H	LS SS	Job Skills		LS Math	ASAP	LS LA	LS Reading	
Jackson	809	Ac Sup	Inst Sci		Ac Sup	ASAP	TT LA Lab		Inst LA
Hardin	811	LA Lab		Inst Math/Comp	ASAP	TT Math Lab	Ac Sup		LS Sci
Storm	808 H	CC SS			CC Math	ASAP	CC LA	CC Reading	CC Sci
J. Strohm	609	Math Lab	Ac Sup		LA Lab	ASAP		Inst Reading	Ac Sup
Study Hall		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Study Hall		(1) SH	(3)SH		(3)SH			(3)SH	

7-1 Lunch 10:59-11:29 7-2 Lunch 11:02-11:32 6th Lunch: 12:12-12:42
 8-1 Lunch 11:45-12:15 8-2 Lunch 11:48-12:18

LEARN

- **Peer Tutoring:** The after school peer tutoring program had another successful year. 100% of all students who received tutoring improved their grade in at least 2 Core Classes (Math, English, Science, and Social Studies). 95% of the students improved their grades in three Core Classes and 86% of the students improved their grades in all four of their Core Classes.
- **ELA:** English worked on Common Core based curriculum with the new Collections textbook. Much of this year was spent making curriculum adjustments as well as working to align tests. 8th Grade ELA completed aligning their curriculum across all levels of English courses.
- **Math:** The Math Department made modification the scope and sequence of their curriculum to best meet the needs of their students. They also spent time vertically aligning curriculum with 4-12 math teachers.
- **Science:** The Science Department has worked at adopting and aligning their curriculum to the Next Generation Science Standards. This fall the department did a side-by-side curriculum comparison with our current science curriculum and the Next Generation Science Standards. During the 2015-2016 school year, this process will be completed district-wide and next steps will take fully adopt the Next Generation Science Standards.
- **Social Studies:** The Social Studies department worked to begin the process of adopting the C3 Frameworks into their curriculum. The C3 Frameworks were added into ATLAS and the Social Studies teachers are excited about having these content directed guidelines put in place. The middle school teachers are working with 4-12 teachers to vertically align their curriculum to the Frameworks.

CARE

Geneseo Schools Tip Line

- This is a 24-hour hotline available for students, staff, and parents/guardians who are aware of anything that may impact the safety of students and staff on campus.

Early bird study time

- GMS counselors supervise an academic study hall before school from 7:30-8:00 a.m. for any students who want to come in to get extra assistance on homework.

Divorce and loss groups

- GMS counselors/social workers provide group counseling to students who have experienced a loss or have parents go through a divorce.

Grounds Day

- Students and staff volunteer on a Saturday morning in the spring each year to do yard work at GMS.

Open Stacks

- The GMS library is open over the summer on Monday afternoons for students to come in and read or check out books.

Jump Rope for Heart

- GMS students raised over \$12,000 for the American Heart Association

Internet Safety Night

- GMS hosted an Internet Safety Night for parents that had presenters from the Geneseo Police Department and the Freedom House.

GMS: On the Same Page

- The annual community book club where community members read the same book as GMS students.

Builder's Club Service Projects

- GMS students:
 - Collected 507 winter clothes items for the Geneseo Food Pantry
 - Donated 120 farm wellness bags to Hillsdale Elevator
 - Collected \$300 through Trick-or-Treat for Unicef

6th Grade Senate

- Collected 1,127 items for the Geneseo Food Pantry.

Student Council

- Raised \$53 for Backpack Blessings from the Gingerbread Decorating Contest.

GMS students can participate in the following athletics and activities:

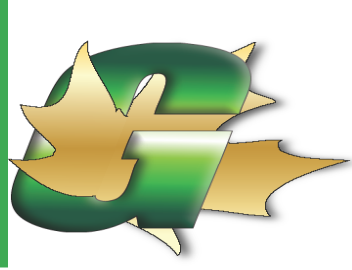
Athletics

- Cross Country
- Football
- Volleyball
- Basketball
- Wrestling
- Track

Activities

- Speech
- Yearbook
- Builder's Club
- Scholastic Bowl

Demographics



- Enrollment: 813 students
- 23% Free and Reduced Lunch
- Graduation Rate: 95%
- Average Class Size: 19 students
- 77 Students in Special Ed
- 7 In-District Life Skills Students



- 3 National Merit Scholars
- 40 AP Scholars
- 23 Illinois State Scholars
- 55 National Honor Society Members
- 43 National Technical Honor Society Members
- 13 All-State Band and Choir Members



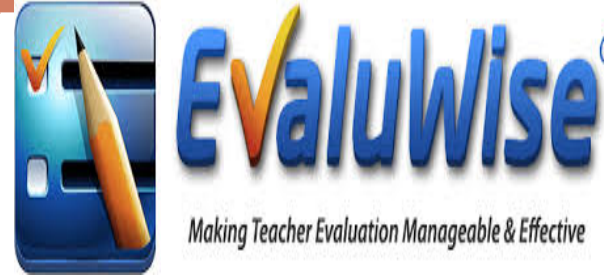
- NI Big 12 All Sports Champion
- 10 Conference Champions
- 5 Regional Titles
- 15 All-State Athletes
- 1 Individual State Champion
- 7 Pacesetters
- 1 Sectional Championship



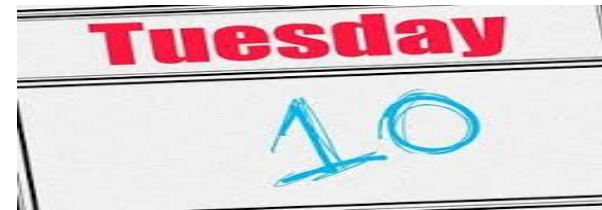
12 BlackHawk Certificates for Construction Trades, Welding, and Nursing



Teach



- Ten-Minute Tuesdays
- Evaluwise – Evaluation Tool
- Over 500+ Admin Walk Through Evaluations



- 4 National Board Certified Teachers
- 6 Teachers working toward National Board Certification



- Google for Beginners
- Google Advanced
- Peer Observation
- Special Education Team
- Evaluation of Student Work



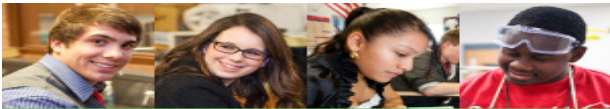
- 18 Classroom Chromebook Carts
- 500+ Chromebooks
- 3 Laptop Carts
- 4 Computer Labs
- MacBook Pro Carts



Learn

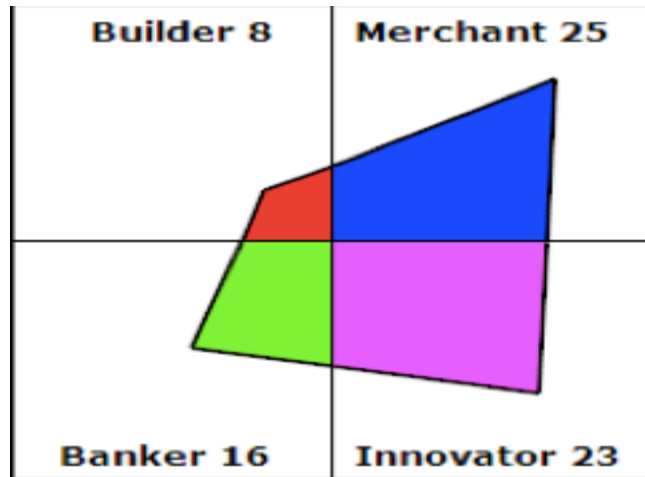


- 487 College Credits Earned
- 30 Cum Laude, 16 Suma Cum Laude, 31 Magna Cum Laude
- 87% Graduates Plan to Attend College

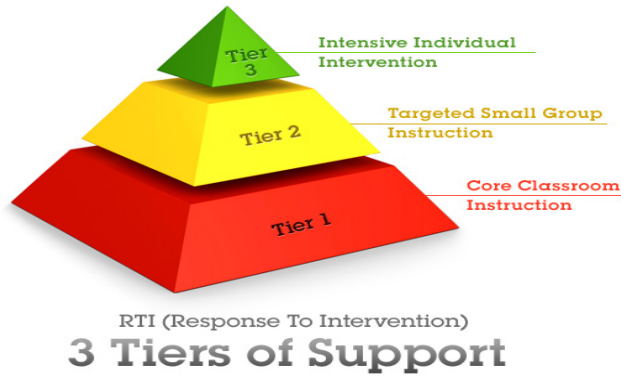


AP 4th Annual Honor Roll RECIPIENT

- 180 Students Took at Least 1 AP Course
- 251 AP Tests Taken
- Average AP Score: 3.1
- 105 Students Enrolled in a Dual-Credit Course



- All Teachers and Students took the CVI



ASAP	Leadership for Sport's Captains
Learning Centers	
ACT Prep	
Senior Helpers	
Special Ed Academies	
AP Enrichment	Strategies for Academic Success
Math Lab	
SSR	

Care



- Tip Line
- Threat Assessment Team
- 83+ Cameras
- 120+ Bus Cameras
- Crisis-Go App
- School Resource Officer



- PSAE Incentives
- Student Welfare and Advisory
- Above and Beyond
- Backpack Blessings
- Leadership Workshops



- Teacher Websites
- School Messenger
- Kiosks
- Announcements
- Facebook
- Twitter



- Fall Sports & Activities
- Area Veterans
- Winter Sports & Activities
- Student of the Quarter
- NHS & NTHS
- Illinois St. Scholar Assembly
- Local Scholarship Assemblies
- Spring Sport & Activities

Leadership Team Report
 Outcomes Remaining for 2014-15

Team Name	Outcome(s) Remaining for 2014-15
A3	Evaluating the spending protocols for sports and music
DRT	1) Collect Data to help Evaluate the mentoring program 2) Standards Based Reporting. Defining mastery level.
TLT	Review of APP228 pilot session to improve promotions, services, and logistics for the summer 2015 and 2015-16 school year. Finalize District 228 Assessment plan in coordination with the joint committee.
GHS BLT	Finalize the master schedule. Very early and initial stages of planning as a result of the successful referendum.
GMS BLT	Continue to work on our Goal #4 (Maximizing the 415 instructional minutes) and giving feedback on the schedule.
MIL BLT	Review building behavior management plan/expectations, analyze culture survey and develop goals based on the results, look at the instructional aide support amongst each elementary building, explore "Teacher Walks".
NS BLT	Reviewing data from our "learning and ghost walks" from this year and planning for next year (including observing at other buildings), google drive and document training for staff (using for intra building communication including RTI - behavior and academic),
SW BLT	Finish Planning "Teacher Walks", continue team/content meetings, discuss time devoted to content areas working with elementary BLT's, use of faculty meeting time for next year (working with elementary BLT's)

Leadership Team Draft Goals
for 2015-16

Please type each goal in a separate cell.

TEAM NAME	POSSIBLE GOAL	PURPOSE FOR GOAL
TLT	APP 228 review and continual improvement	Providing high quality, cost-effective, and in-house professional development for district certified staff.
TLT	Develop instructional improvements in assessments and activities to reach higher learning levels, utilize the "Depth of Knowledge" (Belchenko)	
TLT	Plan district-wide professional development half and full days	
A3	Purchasing protocols for athletics and music	To streamline and simplify purchasing procedures
A3	Gather curriculum for activities and athletics	To help communicate and align procedures and expectations
DRT	Standards based reporting	To discuss mastery based upon specific standards at multiple levels: individual student, a classroom, a grade level, the district. Starting with Go Math in the elementary
DRT	Building a template for evaluating programs	To become more efficient and effective when evaluating programs
GHS BLT	During the 2015-2016 and 2016-2017 school years, we will proactively plan for any possible construction "issues".	Planning ahead on any impact to the daily schedule and instructional settings; and impact created by the remodeling of the stadium.

Leadership Team Draft Goals
for 2015-16

GHS BLT		
NS BLT	3-5 Parent Skyward Training	To educate and inform parents on how to access students skyward grades
NS BLT		
MIL BLT	Explore "Teacher walkthroughs"	Strengthen collaboration/learning amongst colleagues
MIL BLT	Implement culture goals.	Improve building culture.
SW BLT	Communicating to staff about "teacher walks" during the August faculty meeting and implementing three times throughout the school year.	Increase intra-communication
SW BLT	During the 2015-2016 school year, we will proactively plan for any possible construction "issues".	Planning ahead on any impact to the daily schedule and facility use
SW BLT	During the 2015-2016 school year, we will create a plan to increase inter-communication with middle school and high school.	Improve inter-communication
SW BLT	By the beginning of the 2015-2016 school year, we will create, in collaboration with other Elementary BLT's, a schedule and protocol for team-meetings.	Creating an organized plan for staff to refer
GMS BLT	Goal #3 Work (Balancing Enrichment and Remediation)	Continued from 2014-2015 school year. Further explore possible options for our schedule.
GMS BLT	Goal #4 Work (Ensuring	Continued from 2014-2015

Leadership Team Draft Goals
for 2015-16

	the 415 minutes are used effectively)	school year. Further explore possible options for our schedule.
GMS BLT	Create a plan for communication between building leadership team and staff.	Increase communication within the building.

AP Score Comparison

<u>Class</u>	<u>Average score</u>	<u>Number of students</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
2005/2006							
US History	3.775	40	8	18	11	3	0
Biology	3.929	14	5	3	6	0	0
Calculus	3.636	22	9	4	4	2	3
Chemistry	1.75	28	0	4	2	5	17
English Lit/Comp	3.071	28	1	7	13	7	0
English Lang/Co	2.615	26	0	4	9	12	1
	3.129333333	158	23	40	45	29	21
	% of total		15%	25%	29%	18%	13%

2006/2007							
US History	4.15	20	8	7	5	0	0
Biology	3.733	45	9	20	12	3	1
Calculus	3.28	25	8	3	6	4	4
Chemistry	1.75	12	0	0	3	3	6
English Lit/Comp	3.267	15	1	5	6	3	0
English Lang/Co	3.733	15	3	6	5	1	0
	3.318833333	132	29	41	37	14	11
	% of total		22%	32%	28%	11%	8%

2007/2008							
US History	3.444	27	3	11	8	5	0
Biology	2.941	34	5	6	8	12	3
Calculus	2.875	32	5	5	11	3	8
Chemistry	2.889	9	0	3	3	2	1
Eng Lit/Com	3.429	21	3	6	9	3	0
Eng Lan/Comp	3.206	34	7	3	14	10	0
Physics	2.625	8	1	0	3	3	1
	3.058428571	165	24	34	56	38	13
	% of total		15%	21%	34%	23%	8%

2008/2009

<u>Class</u>	<u>Average score</u>	<u>Number of studen</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
US History	3.522	23	4	7	10	1	1
Biology	2.929	28	4	8	4	6	6
Calculus	3.086	35	8	4	11	7	5
Chemistry	3	7	1	2	2	0	2
Eng Lit/Com	3.091	55	6	10	23	15	1
Eng Lan/Comp	3.3333	12	0	7	2	3	0
Physics	2.846	13	1	3	4	3	2

AP Score Comparison

Music Theory	4.167	6	3	1	2	0	0
Spanish	1.929	14	0	0	4	5	5
Government	3.176	17	2	2	10	3	0
	3.10793	210	29	44	72	43	22
	% of Total		14%	21%	34%	21%	11%

This past year saw a record number of AP tests taken.
We continue to average better than a score of 3 overall.

The lowest AP score was in AP Spanish and that was the first time the test was given in three years and the first time this staff member had taught an AP class.

2009/2010

<u>Class</u>	<u>Average score</u>	<u>Number of student</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
US History	3.5	34	9	7	10	7	1
Biology	3.4	27	6	10	2	5	4
Calculus	2.7	37	6	3	11	7	10
Chemistry	2.8	8	1	1	2	3	1
Eng Lit/Com	3.4	21	4	5	7	5	
Eng Lan/Comp	3.6	27	5	12	6	3	1
Physics	2.6	10		3	2	3	2
Government	3.1	23	1	7	9	5	1
		187	32	48	49	38	20
	3.1375	% of total	17%	26%	26%	20%	10%

AP Score Comparison

The total test taken (187) is an average number of tests taken by GHS student compared to previous years. The percentage is 21% (187 of 880 students). There are a number of students who take multiple tests, but we still use totals to figure our percentage of students who take AP exams. The number of students with a 5 or 4 was 43%, the second highest total score when compared to previous years and there were 69% of our students that scored a 3 or higher; 3 is the benchmark used by many as meeting expectations. The overall average score of 3.13 is the second highest average score. As far as individual content areas, US History had one of the highest average score, but they had more 2's than previous years. Calculus had a high number of 1's & 2's and the average score dipped below 3. Chemistry has seen steady growth the past three years. English Lit. & Lang. had very high average scores, but we saw fewer students take AP Lit. & Lang. Overall, we continue to have a high percentage of GHS students taking AP exams and we continue to score very well.

2010 / 2011

Class	Avg. score	# of students	5	4	3	2	1
US History	4.152	33	13	13	6	1	0
Government	4.2	25	13	6	4	2	0
Eng. Lit. Com	3.35	20	1	7	10	2	0
Eng. Lang. Con	3.541	37	7	13	10	7	0
Chemistry	2.867	15	1	4	5	2	3
Calculus AB	2.5	42	6	6	6	9	15
Music Theory	3.923	13	6	1	5	1	0
German	5	2	2	0	0	0	0
Average score	3.691625	187	49 26%	50 27%	46 25%	24 13%	18 9%

2011/2012

Class	Avg. score	# of students	5	4	3	2	1
Biology	4.21	14	8	3	2	0	1
Calculus AB	2.77	47	6	7	15	8	11
Calculus BC	2.65	32	3	2	15	5	7
Chemistry	2.75	12	0	2	6	3	1
Eng.Lang.	4.1	20	6	10	4	0	0
Eng. Lit.	3.62	29	8	6	11	4	0

AP Score Comparison

Govt.	3.93	46	19	12	9	5	1
US History	3.97	30	10	10	9	1	0
French	2.5	2	0	0	1	1	0
Music Theory	5	1	1	0	0	0	0
Spanish	2.66	3	0	1	1	0	1
Avg. score	3.469090909	236	61 26%	53 23%	73 31%	27 11%	22 9%

2012/2013

Class	Avg. score	# of students	5	4	3	2	1
Biology							
Calculus AB	2.78	54	8	11	10	11	14
Calculus BC	2.72	25	4	3	7	4	12
Chemistry	3.12	25	4	6	7	5	3
Eng.Lang.	3.8	34	7	15	10	2	0
Eng. Lit.	3.58	36	5	16	10	5	0
Govt.	3.12	77	9	17	31	14	6
US History	3.86	28	3	19	5	1	0
French							
Music Theory	3.86	14	5	4	3	2	0
Spanish							
Economics	3	16	3	3	3	5	2
avg score	2.89	309	48 16%	94 30%	86 28%	49 16%	37 11%

2013/2014

Class	Avg. score	# of students	5	4	3	2	1
Biology	3.13	15	1	4	6	4	0
Calculus AB	2.62	41	3	4	13	6	15
Calculus BC	3.36	14	4	3	3	2	2
Chemistry	2.13	8	0	0	3	3	2
Eng.Lang.	3.69	16	6	1	7	2	0
Eng. Lit.	3.2	30	4	7	10	9	0

AP Score Comparison

Govt.	2.75	64	4	10	21	24	5
US History	3.63	32	7	12	7	6	0
French							
Music Theory							
Spanish							
Macro-econ	2.35	17	1	2	2	9	3
Micro-econ	3.17	12	1	4	3	4	0
			29	39	66	61	27
avg score	3.003	249	16%	30%	28%	16%	11%
Calc AB/BC	2.62	55	7	7	16	8	17

2014/2015

Class	Avg. score	# of students	5	4	3	2	1
Biology							
Calculus AB							
Calculus BC							
Chemistry							
Eng.Lang.							
Eng. Lit.							
Govt.							
US History							
French							
Music Theory							
Spanish							
Macro-econ							
Micro-econ							
avg score							

HISTORICAL REPORT OF TRS PENALTIES

NAME	EMPLOYER PAID ERO PENALTIES	
Claris Anderson	\$91,706.08	
Pam Berthold	\$31,001.77	
Deb Deener	\$22,316.93	
Lynda DeMoss	\$52,311.96	
Pam Durian	\$24,472.64	
Bob Francois	\$70,050.74	
Karen Hanna	\$84,269.49	
Gary Harlacher	\$81,194.03	
Billie Hulting	\$43,872.93	
Mary Logiudice	\$41,904.91	
Cheryl Radicic	\$49,572.22	
Rich Thurman	\$15,057.34	
TOTAL	\$607,731.04	
NAME	EXCESS SALARY PENALTIES	
Bob Carroll	\$2,180.96	
Cindy DeBruine	\$5,637.88	
Kim Farber	\$3,061.80	
Bonnie Greenwood	\$232.96	
Diane Harvey	\$90.40	
Dee Menendez	\$8,556.50	
Kathaleen Nelson	\$581.91	
Becky Rowe	\$69,092.95	
Bruce Smith	\$524.13	
Nancy Wiese	\$6,294.30	
TOTAL	\$96,253.79	