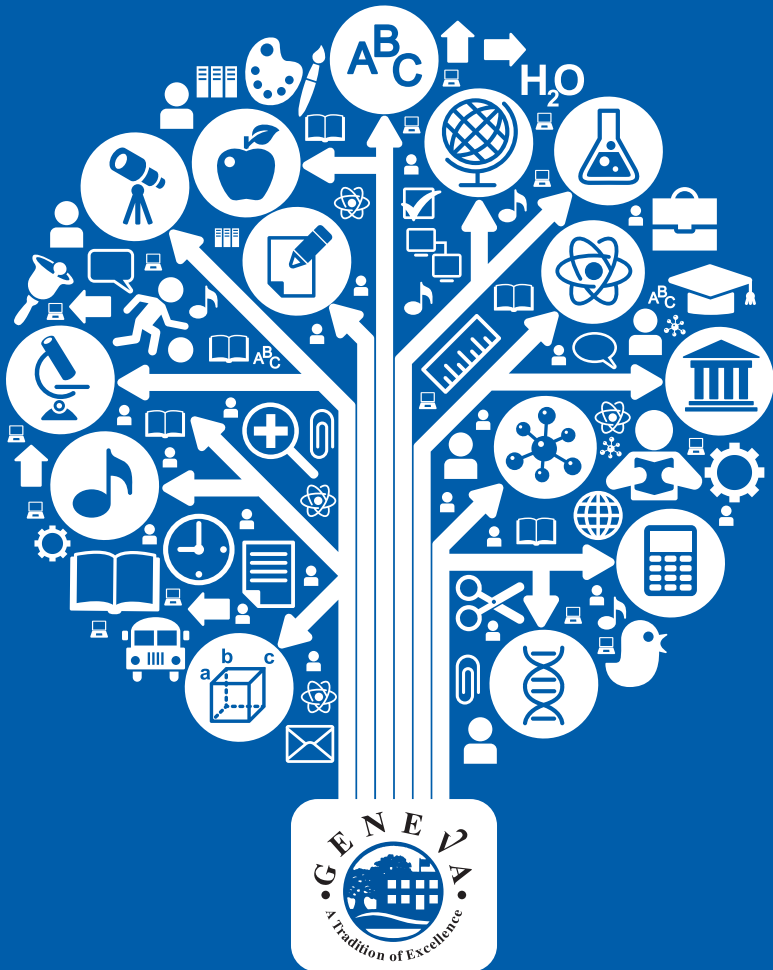


Geneva Community Unit School District 304  
Board of Education

# Our Purpose Our Plans Our Schools

2013-2014





*Dr. Kent Mutchler,  
Superintendent of Schools*

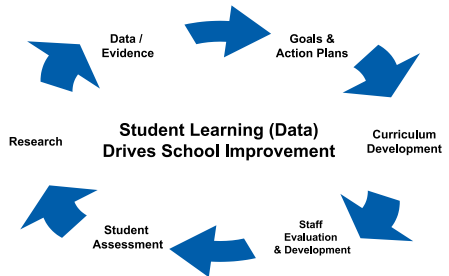


## From the Superintendent

In education, it is impossible to move forward without looking back. It is by drawing upon past successes and strengths, which we refer to in Geneva as our “Tradition of Excellence,” that we continue to improve as educators, as a District, and as a community. As a high-achieving school district, we are dedicated to and motivated by life-long learning and a commitment to continuous improvement.

The most meaningful improvement takes sustained effort and resources to become a Tradition of Excellence in the future. As we approach the implementation of new mandates and accommodate changes in technology, curriculum, and best practices, we recognize the importance of focusing the energies, resources, and efforts of the District on those things that will best meet the needs of our students.

The continuous improvement cycle depicted on the right demonstrates our process for continuous school improvement in Geneva School District 304. This process is focused on data-driven school improvement toward achieving demonstrated student learning.



This booklet is an annual publication of our District aimed at giving a snapshot of our District’s successes, initiatives, and goals for the future. We hope the new format and topics prove both useful and informative to better explain to readers the strengths of Geneva School District 304 and our resolve to continuously improve what we do.

In education, we care a great deal about our students and want to know that we are making a positive impact on their lives. We strive to help every student achieve success on the way to fulfilling his/her dreams. The continuous improvement cycle, our Tradition of Excellence, and the areas of focus included in this booklet are meant to help our District and staff continuously improve to best meet the needs of our current and future students.



## Who We Are

### Our Purpose

To educate students within an environment that encourages the desire to learn and enhances the teaching of skills necessary to meet the unique academic, personal, physical, and social needs of each individual.

### Our Vision

For all students to become self-directed, life-long learners; effective communicators; complex, creative, and adaptive thinkers; and collaborative workers/citizens.

**We are:** Self-directed, lifelong learners;  
 Effective communicators;  
 Complex, creative & adaptive thinkers;  
 And collaborative & productive citizens.




## Geneva School District at a Glance

Total Students . . . . . 5,881  
 Pre-K . . . . . 69  
 Elementary . . . . . 2,371  
 Middle . . . . . 1,447  
 High . . . . . 1,994

Administrators . . . . . 28  
 Certified Staff (full time) . . . 404  
 Certified Staff (part time) . . . 24

Educators with  
 Master Degree or higher . . . 80%  
 (State average is 61.7%)

Percent of classes taught  
 by highly qualified staff. . . . 100%

Support Staff. . . . . 408  
 (Includes teacher assistants, office  
 personnel, bus drivers, etc.)

Pupil to classroom teacher ratio  
 (As calculated by the State of Illinois)

Elementary . . . . . 18.1  
 Secondary. . . . . 20.6

## Awards and Recognition



- Association of School Business Officials International's Certificate of Excellence in Financial Reporting, 2011-12
- Association of School Business Officials International's Meritorious Budget Award, 2011-12
- SchoolSearch's 2013 Bright A+ Award
- SchoolSearch's 2013 Bright Red Apple Award
- 2013 Kane County Support Staff Award, 2013 High School Teacher of the Year
- AA+ bond rating from Standard & Poor's; Aa2 bond rating from Moody's Investor Services
- College Board's 4th Annual AP Honor Roll, 2013
- ISBE 2013 Financial Profile: Financial Recognition

See more of [What We're Proud of...](#)

## District 304 Board of Education

The Board of Education is a seven-member board made up of residents of the Geneva community. Members are elected by the general public, serve four-year terms, and are not compensated for their service to the School District.



*Back row, from left:*  
William Wilson (2001–2017)  
Mary Stith (2003–2015)  
Leslie Juby (2013–2017)  
David Lamb (2013–2017)

*Front row, from left:*  
Michael McCormick (2011–2015)  
Mark Grosso, President (2009–2017)  
Kelly Nowak, Vice President (2007–2015)

## How can I contact the Board of Education?

1. Call: (630) 463-3010
2. Email: [board@geneva304.org](mailto:board@geneva304.org)
3. Attend a Meeting

The Board of Education typically meets on the second and fourth Mondays of the month. Unless otherwise noted, the meetings are held at 7 p.m. at Williamsburg Elementary School. Meeting agendas, information packets, video recordings, and minutes can be found [online](#).

## IASB Recognition

The Geneva School District Board of Education earned the 2013 School Board Governance Recognition designation from the Illinois Association of School Boards. Only 10 boards in the state received this distinction in 2013.

## Foundational Principles of Effective Governance

The Board of Education has adopted these principles, as written by the Illinois Association of School Boards:

### 1. **The Board Clarifies the District Purpose**

As its primary task, the Board continually defines, articulates and re-defines district ends to answer the recurring question – who gets what benefits for how much? Effective ends development requires attention to at least two key concerns: student learning and organizational effectiveness.

### 2. **The Board Connects With the Community**

The School Board engages in an ongoing two-way conversation with the entire community. This conversation enables the Board to hear and understand the community's educational aspirations and desires,

to serve effectively as an advocate for district improvement and to inform the community of the district's performance.

### 3. **The Board Employs a Superintendent**

The Board employs and evaluates one person – the Superintendent – and holds that person accountable for district performance and compliance with written Board policy.

### 4. **The Board Delegates Authority**

The Board delegates authority to the Superintendent to manage the district and provide leadership for the staff. Such authority is communicated through written Board policies that designate district ends and define operating parameters.

### 5. **The Board Monitors Performance**

The Board constantly monitors progress toward district ends and compliance with written Board policies using data as the basis for assessment.

### 6. **The Board Takes Responsibility For Itself**

The Board, collectively and individually, takes full responsibility for Board activity and behavior – the work it chooses to do and how it chooses to do the work. Individual Board members are obligated to express their opinions and respect others' opinions; however, Board members understand the importance of the Board ultimately speaking with one clear voice.

# What are the primary goals of the Board of Education?

- **Learning and Teaching**

Continuously improve the caliber, content, and assessment of instruction through the regular review of student learning and instructional methods.

- **High Quality Staff**

Actively recruit, train, and promote quality administrators, teachers, and staff. Provide the District's administrative and instructional staff with continuing opportunities for professional growth.

- **Operational Services**

Develop, utilize, and maintain facilities that serve the District's growing enrollment and provide the necessary infrastructure to meet the needs of students.

- **Financial Resources**

Develop strategies to ensure sufficient resources are available and effectively managed.

- **Parents and Community**

Improve communication and interaction with the community to foster shared goals, values, trust, and support.

- **Student Health and Well-Being**

Provide a safe and secure educational environment for students.

- **Technology Integration**

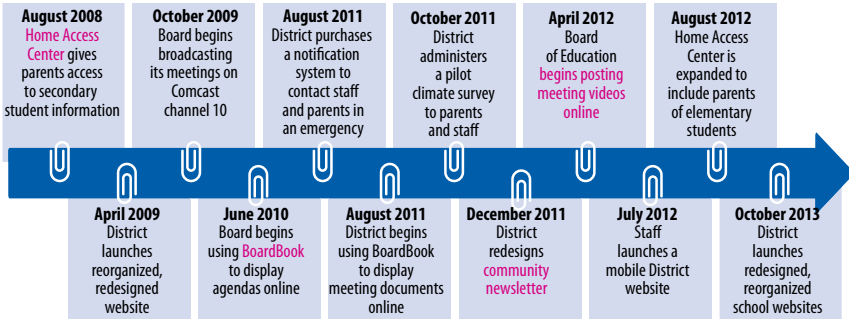
Maximize learning and teaching through the integration of technology.



# What are the District's major areas of focus for 2013-2014?

## Review/Update Communication Channels

As educators of Geneva's youth and stewards of the community's tax dollars, Geneva School District's Board of Education and administration realize the responsibility we have to inform stakeholders how our students are performing, how money is spent, and why certain decisions are made. To accomplish this task, we continually review how we communicate with our various audiences and, as needs are identified, find ways to appropriately and economically make changes to our communication strategies. In the last five years, many improvements have been made. This review will continue regularly to foster the District's ongoing commitment to effective communication.



## Technology Capital Plan

The Board endorsed a five-year plan in 2011 to upgrade the District's infrastructure as well as replace antiquated technology. Some of this work prepares the District for the new PARCC online that in 2014-15 will replace the ISATs taken by students. The District is working to ensure we have the bandwidth and wireless capacity to accommodate these new assessments as well as the devices for students to use to take the tests. To date, \$1.7 million in reserve funds have been spent to update and install infrastructure, purchase equipment, and replace operations systems. This school year, Phase 3 will be completed, including:

Phase  
**3**

### Education Fund Expenditures (est. \$924,000)

- Replace critical computers for students and staff
- Set aside contingency for the replacement of critical projectors and printers
- Purchase technology needed to support the Collaborative Teacher Project

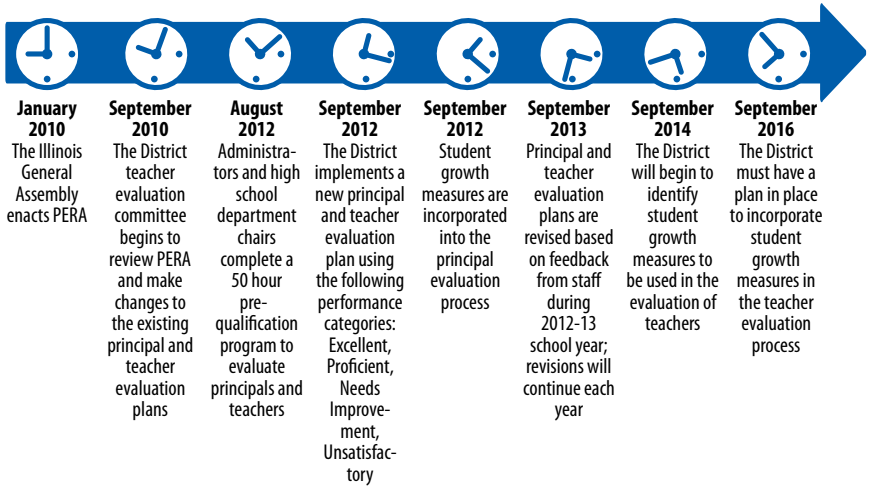
### Operations Fund Expenditures (est. \$308,000)

- Renew fiber contract with City of Geneva
- Increase number of wireless access points
- Install additional network switches and injectors
- Install additional hard drives
- Upgrade and renew web filter contract
- Purchase uninterrupted power and replacement batteries

## Principal and Teacher Evaluation

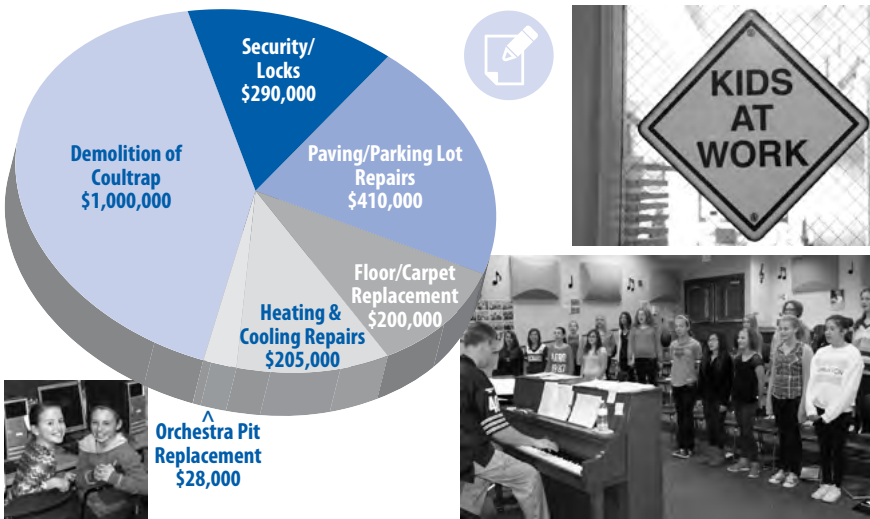
The 2010 federal Race to the Top competition spurred unprecedented action among states to transform the way that principal and teacher performance is measured and evaluated. In response to this federal initiative, the Illinois General Assembly passed the **Performance Evaluation Reform Act (PERA)** in 2010, requiring all schools in Illinois to change principal and teacher evaluation procedures and practices. PERA requires

school districts in Illinois to design and implement performance evaluation systems that assess principal and teacher professional skills as well as incorporate student achievement measures into the principal and teacher evaluation process. Since the 2010-11 school year, a group of District 304 teachers and administrators has been working collaboratively to review and revise, where necessary, the District 304 principal and teacher evaluation plans in response to PERA. The timeline for implementing new principal and teacher performance systems is as follows:



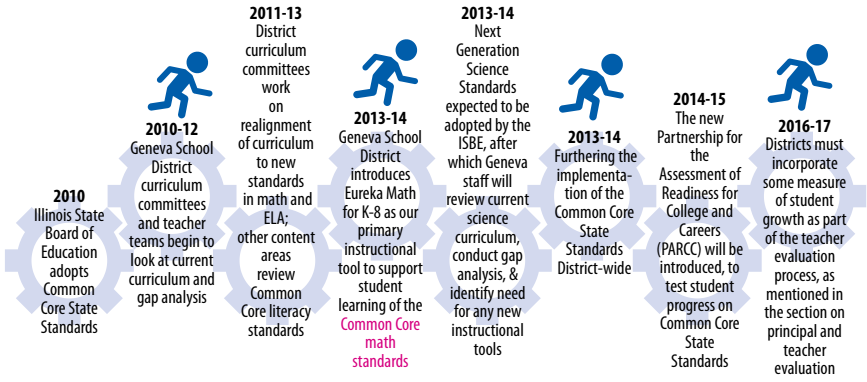
### Capital Improvements

The 5-Year Capital Improvement Plan addresses the highest priorities for maintenance and improvements to the District’s facilities based on safety, cost and efficiencies, condition of existing facilities, code compliance, and comfort of the buildings. This plan provides information to assist the Board of Education and administration with making the best decisions for maintaining all facilities in Geneva School District. Capital improvements budgeted in 2013-14 include:



# Implementation of the Common Core State Standards

In 2010, Illinois joined a consortium of other states (47 at last count) and adopted the **Common Core State Standards**. These standards replace the Illinois Learning Standards in Mathematics and English Language Arts (ELA) developed in 1997.



## Professional Development

A newly-restructured Professional Development Committee began work last spring. The group recently developed the graphic at right, which is directly tied to the District's Mission Statement, to guide all professional development moving forward. Their work this year will focus on evaluating models and best practices of professional development with the goal of enhancing professional development opportunities in District 304.



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Effective communicators;  
Complex, creative & adaptive thinkers;  
And collaborative & productive citizens.

## Collaborative Teacher Project

The Collaborative Teacher Project, or CTP, is a new initiative in Geneva School District that allows certified staff to choose topics of particular importance to them and to collaborate on professional development. Proposals were submitted by staff members willing to be facilitators of the learning teams, and 15 approved learning groups were then announced to the teaching staff. Nearly 100 staff members chose to participate in a group this year.



These collaborative learning groups focus on a variety of topics, including technology integration, instructional strategies in all content areas, social/emotional learning, and differentiated instruction. These groups are designed to empower teachers to enhance their instructional practices in a way that directly and positively influences student learning. Teachers

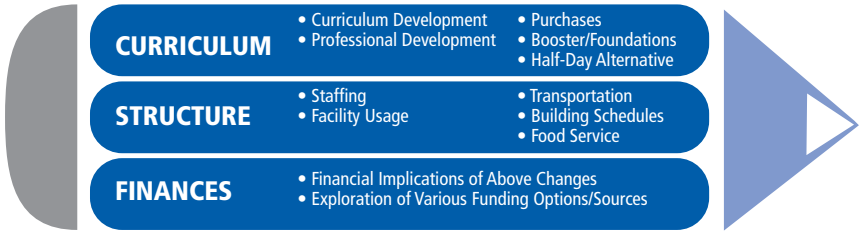
receive technology support and time to collaborate with each other, but the majority of this professional development initiative will take place on the teachers' own time.





## Full Day Kindergarten

A task force of District staff and Board members is **currently investigating** the following areas relative to the feasibility of providing full day kindergarten in Geneva School District.

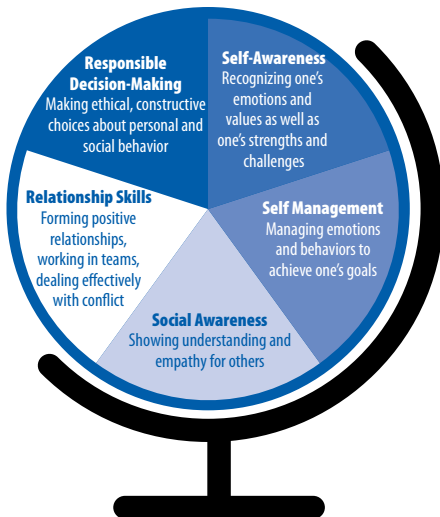


## Social/ Emotional Learning

Geneva School District wants every student to succeed, both academically and emotionally. Our vision is “for all students to become



self-directed, life-long learners; effective communicators; complex, creative, and adaptive thinkers; and collaborative workers/citizens.” To achieve this vision, there is a continued focus at all levels on social/emotional competency which, according to research, includes self-management, self-awareness, social awareness, responsible decision-making, and relationship skills. At the elementary level, this instruction comes in the form of the Second Step program and other character building activities, and at the secondary level, it includes presentations, programs, and specific interventions.



## Vikings Stand Up

Geneva Middle School North seventh graders demonstrate the benefits of working together and supporting one another in the anti-bullying video, **Vikings Stand Up**.



# How is the District managing financial resources?

## Five-year Financial Plan

For many years, the District has actively engaged in the annual renewal of a rolling five-year plan that monitors revenues, expenditures, and balances in all District funds. The plan is based on a variety of factors, all of which change the financial picture, including assumptions in salary and insurance increases, transportation and food service costs, the District facility and technology capital plans, the future of state and federal reimbursements and grants, and projected property tax revenues based on assessed property values and Consumer Price Index, among other factors.

This plan tells District staff where fund balances are projected to be at the end of any given year and allows District officials to contain expenditures when necessary to stave off deficit spending and/or requesting a rate increase through referendum.

This proactive approach to financial management, along with continued management of the District's outstanding debt, will allow the District to maintain its excellent AA+ bond rating, efficiently operate into the future, and continue to provide a quality education for Geneva students.

## Abatement

In February 2012, the Board of Education passed a resolution to abate any amount over \$15 million in the Education Fund balance to level off the debt payments until EAV and new growth return to a positive status. This measure is reviewed and voted on annually.



2012

In Feb. 2012, \$3,224,829 was transferred from the Education Fund to the Debt Service Fund providing for the partial abatement of taxes.

2013

In Feb. 2013, \$4,990,000 was transferred from the Education Fund to the Debt Service Fund providing for the partial abatement of taxes.

2014

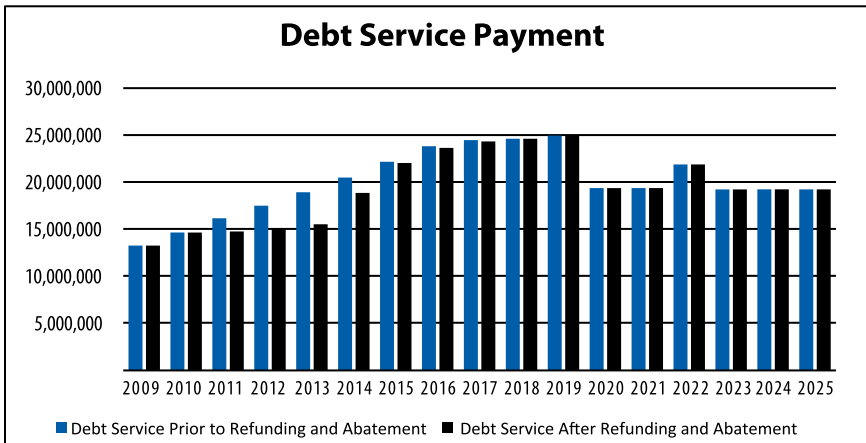
In 2014, the Board will again consider the abatement of any amount over \$15 million in the Education Fund balance.



## Refunding, Abatements, and Their Effect on Long-term Debt Service

Geneva School District's debt payment schedule currently extends through 2025. The debt is a result of the construction and renovation of school buildings to accommodate anticipated growth. In an effort to reduce the amount levied each year to pay back this debt, District officials in 2010 began refunding when possible and using the education fund balance to lower the debt payments. These deliberate actions have resulted in a total reduction to the debt service payment of \$9,363,471. The Board has committed to annually reviewing the ability to refund and abate additional funds to help decrease levy amounts.

Levy Year	Debt Service Yearly Payment Amount Prior to Refunding and Abatements	Savings from Refunding 2011/2012	Reductions from Abatements 2011	Reductions from Abatements 2012	Debt Service Yearly Payment Amount After to Refunding and Abatements	Total Reductions
2009	13,235,073				13,235,073	
2010	14,624,805	3,779			14,621,026	3,779
2011	16,138,596	182,913	1,220,895		14,734,788	1,403,808
2012	17,474,570	172,500	2,003,934	298,136	15,000,000	2,474,570
2013	18,903,473	172,500		3,230,973	15,500,000	3,403,473
2014	20,465,783	172,500		1,460,891	18,832,392	1,633,391
2015	22,141,133	127,500			22,013,633	127,500
2016	23,794,798	176,550			23,618,248	176,550
2017	24,443,250	140,400			24,302,850	140,400





## What are the most significant accomplishments of the last school year?

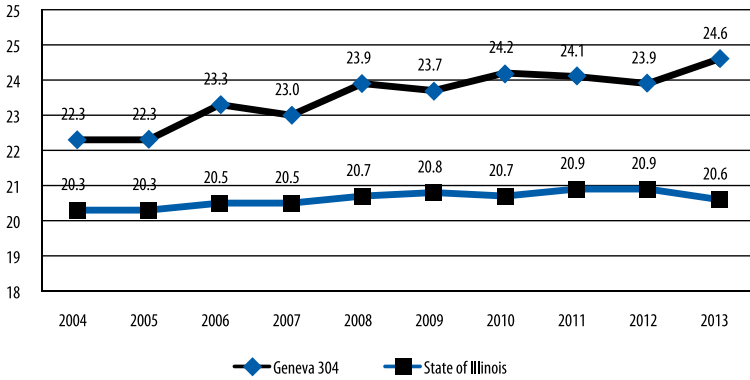
In recent years, there has been a greater demand placed on schools to translate indicators of student success into reportable data, most often in the form of standardized test scores. In Geneva School District, we know that data can take many forms ranging from test scores and individual demonstrations of understanding to awards recognizing achievement both inside and outside the classroom. In addition to sound academic achievement, our students consistently earn honors in a wide range of academic, arts, athletic, technological and vocational clubs, contests and competitions.

Links to Geneva’s State report cards can be found [online](#).

	- State -	- District 304 -
Class of 2013 average ACT score	20.6	24.6
Class of 2013 graduation rate	83.2	96.3
2012-13 overall percent of students meeting or exceeding Illinois Learning Standards	58.2	80.1
2012-13 percent of 11th graders meeting or exceeding Illinois Learning Standards on PSAE in:		
Reading	54.8	82.3
Math	51.8	78.7
Science	49.3	78.1
	<b>Reading</b>	<b>Math</b> <b>Science</b>
2012-13 percent of Geneva students meeting or exceeding Illinois Learning Standards on ISAT in:		
Third Grade	84.1	74.3    n/a
Fourth Grade	85.3	80.2    96.3
Fifth Grade	83.6	82.1    n/a
Sixth Grade	80.5	75.4    n/a
Seventh Grade	83.3	78.4    95.1
Eighth Grade	79.9	75.5    n/a



## Composite ACT Score



- Thirteen Geneva High School students from the Class of 2013 were named National Merit Commended Students
- One National Merit Finalist in the Class of 2013
- One student achieved finalist status in the 2013 National Achievement Scholarship Program
- College Board Advanced Placement Scholar Awards earned by 65 students with an average score of 4.08
- Class of 2013 achieved a record 24.6 composite ACT score, a full 4 points above the state average
- 113 students were named Illinois State Scholars in 2013
- 3 of Geneva's schools earned the Illinois State Board of Education's 2012 Academic Excellence Award
- The GHS Leo Club was one of only 20 clubs in the United States and 56 clubs worldwide that earned the Leo Club Excellence Award in 2011-12
- 88% of 2013 graduates plan to attend a college or university program after graduation
- Geneva High School boasted a 96.3% graduation rate in 2013



See more of  
What We're  
Proud of.



## How can I be more involved in Geneva School District?

The first step toward involvement is to **Be Informed**. Geneva School District communicates news, successes, and information with parents, students and the community year-round. Look us up online at [www.geneva304.org](http://www.geneva304.org); sign up for 304Connects Email updates at [www.geneva304.org/304connects.aspx](http://www.geneva304.org/304connects.aspx); or follow us on **Twitter @Geneva304**.

Residents may also participate in many groups to take an active role in their schools. Any individual wishing to volunteer for or receive additional information about any of these groups may call his/her local school or the District's administrative offices.

**Parent Teacher Organizations** – Each of the District's nine schools has an active and involved P.T.O. Members sponsor special events and fundraisers and provide volunteers for many of the “extras” students enjoy throughout the school year.

**Geneva Academic Foundation** – This is a volunteer organization of parents and citizens that supports Geneva's schools by purchasing educational materials and equipment that supplement the District's curriculum.

**Geneva All-Sports Boosters** – This volunteer organization provides additional support and resources to the District's many sports programs.

**Geneva Music Boosters** – The musical arts are the primary focus of this volunteer group, which provides support and resources for the District's music program.

**Geneva High School Theatre Boosters** – This group promotes and assists with theatrical events at Geneva High School and helps build a supportive culture behind the students who participate in vocal, instrumental, and performing arts programs.

**Geneva's Enrichment and Acceleration Resource and Support Group (GEARS)** – This community group's purpose is to support parents of students in the District's Acceleration/Enrichment Program through the dissemination of information and educational opportunities.

**The Geneva Coalition for Youth** – This community-wide group has built a broad support network to assist young people to lead healthy lives free from substance abuse and other problems they may face and often sponsors parent education workshops.

**Proud Retired and other Individuals Dedicated to Education (P.R.I.D.E.)** – This is a volunteer program that allows active seniors to be a teacher's “extra pair of hands” in the classroom or to be a tutor, mentor, or role model for students in Geneva's schools.

**K-12 Student Discipline Committee** – This group considers the School District's program of student discipline. New rules and different approaches to student discipline procedures are usually considered in this forum before being presented to the Board of Education.





**Would you like a printed copy of this booklet? Printed booklets are available in the main office at each school building and the Coultrap Educational Services Center.  
Thank you for reading!**

[www.geneva304.org](http://www.geneva304.org)  
Contact Us

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**Geneva, Illinois**  
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