

**Geneva Community Unit School District 304
Board of Education**

**Our Purpose
Our Plans
Our Goals**

2017-18

Vision Banner with Innovation Added – Rectangular

From the Superintendent

Welcome to the 2017-18 school year! We strive every day to support our students as they become self-directed, lifelong learners; complex, creative, and adaptive thinkers; effective communicators; and collaborative and productive citizens. This vision reflects the values and ambitions of our amazing learning community, and it is our hope that the development of these skills will afford our students the capacity to embrace and capitalize upon the powerful forces that are driving constant change in the modern workforce.

Our district's guiding theme for the 2016-17 school year was "Keep Moving Forward". Throughout the year we encouraged staff and students to try new things and take risks even if that meant they might fail. We saw incredible things happening at all grade levels. Teachers introduced new technologies; new, more engaging teaching methods; and new opportunities for their students to learn and grow. Students impressed us with their capacity to adapt and thrive in the face of change.

Building on last year's theme, our guiding theme for the 2017-18 school year is "Innovation with Intention". Our goal is to foster innovation that meaningfully revolutionizes the learning experience for our students.

Geneva Community Unit School District 304 held its 141st commencement ceremony at Geneva High School this spring. We are proud that Geneva schools are a mainstay of our community. We are fortunate that the citizens of Geneva recognize the historic and thriving nature of our town and are dedicated to excellence in education and support of our students. Our great success as a school district derives from the countless ways that our supportive and engaged community partners with our amazing staff to propel our students to even greater heights.

This booklet is an annual publication of our District meant to provide a snapshot of our District's successes, initiatives, and goals for the future. We care a great deal about our students and want to know that we are making a positive impact on their lives. Every day we strive to ensure that our students are acquiring the skills they need to be successful workers and citizens in our rapidly changing world.

Dr. Kent Mutchler, Superintendent of Schools

Who We Are

Our Purpose

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

Geneva School District at a Glance (2015-16)

Total Schools	10
Preschool	1
Elementary	6
Middle	2
High	1
 Total Students	 5,839
Pre-K	84
Elementary	2,336
Middle	1,448
High	1,943
 Total Certified Staff	 479
Administrators	28
Classroom Teachers	340
Student Services Personnel	111
 Average ACT Score	
Geneva	24.2
State of Illinois	20.8
 4-year Graduation Rate	
Geneva	98%
State of Illinois	86%
 Percent of classes taught by highly qualified staff	 100%
 Instructional Expense per Pupil	
Geneva	\$6,972
State of Illinois	\$7,712
 Operating Expense per Pupil	
Geneva	\$14,731
State of Illinois	\$12,821
ISBE 2015 Financial Profile	Financial Recognition

*Source: 2015-16 School Report Card

Innovation with Intention

Our students live in a truly globalized society. They are able to consume, produce, and disseminate information in ways that we could not even imagine even a decade ago. It is our goal to ensure that they can effectively analyze this information and harness new technologies for positive and meaningful learning.

In 2016-17, our school year theme was #KeepMovingForward. We encouraged staff and students to challenge themselves, take risks, and to learn and grow from their failures. When we keep moving forward even in the face of failure, we find ways to innovate in learning and teaching. The process of innovation builds 21st century skills like problem solving, agility, collaboration, and curiosity. These are the skills the employers of tomorrow will seek. After all, we are preparing students for jobs and technologies that have, in all likelihood, yet to be invented.

These include:

- Critical Thinking and Problem Solving;
- Collaboration Across Networks and Leading by Influence;
- Agility and Adaptability;
- Initiative and Entrepreneurship;
- Effective Oral and Written Communication;
- Accessing & Analyzing Information; and
- Curiosity & Imagination.

In 2017-18, our school year theme is "Innovation with Intention". We are encouraging our staff and students to continue innovating, but to also be sure that their innovations are serving a meaningful purpose. Do these innovations improve student achievement? Do they help build 21st century skills? Do they fulfill the tenets of our vision? We won't just try new things, we will try new things that make us better.

Pull Quote

"If you haven't failed in the classroom lately, you aren't pushing the envelope far enough. "Safe" lessons are a recipe for mediocrity at best."

— **Dave Burgess, Teach Like a PIRATE: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator**

Commented [KP1]: Only include as the visual from previous editions.

Our Vision

Geneva students will face increasing and challenging responsibilities in their roles as workers, citizens, and family members. Students' learning during the school years must now include both an understanding of traditional subject matter and the ability to develop and utilize knowledge in preparation for a future world requiring new skills and abilities. The common vision of all members of Geneva School District 304 is to assist every student to become:

- ***Self-directed, lifelong learners*** who enjoy the challenge of learning; are self-confident and goal-oriented; and demonstrate physical, emotional, and intellectual well-being.
- ***Effective communicators*** who assess, interpret, and respond to information by reading, listening, and questioning; convey meaning in writing, verbally, visually, numerically, and artistically; and use appropriate technology.
- ***Complex, creative, and adaptive thinkers*** who apply academic knowledge, skills, and strategies to gather and interpret information to solve problems; create intellectual, artistic, and practical products that reflect quality and originality; and analyze the effectiveness of their decisions and solutions.
- ***Collaborative and productive workers/citizens*** who recognize the advantages of diversity and cooperation; show concern, tolerance, and respect; demonstrate leadership and/or group skills; demonstrate actions that mutually benefit self and others; and assume responsibility for their actions, locally and globally.

Our vision for students is made of four primary components that align to the needs of the modern workforce. It is our hope that by achieving these skills, students will become self-evolving learners who are capable of embracing and capitalizing on constant change – the way of the future.

Vision Component 1:

SELF-DIRECTED, LIFELONG LEARNERS

Students are more engaged and motivated to learn when they have meaningful work that matters to them. Geneva 304 is finding new ways to offer student choice in the curriculum, which allows students to inquire more deeply into topics that they are passionate about. We will help our students become self-directed, lifelong learners by:

- Encouraging students to explore topics that are of interest to them;
- Teaching students how to formulate good questions (inquiry-based learning);
- Allowing students to reach solutions and make decisions about important issues or problems (project-based learning);
- Supporting deeper inquiry into subjects through cross-content teaching;
- Staying current on new technologies and incorporating tools that engage students.

Vision Component 2:**EFFECTIVE COMMUNICATORS**

The ability to communicate effectively is a timeless skill that is as important now as ever. Geneva 304 knows our students need to practice speaking and writing to real audiences in order to perfect these skills. We will help our students become effective communicators by:

- Ensuring students have authentic audiences to see, hear, and evaluate their ideas;
- Providing students with more opportunities to write with a purpose;
- Giving students access to new communications tools that connect them with audiences around the world;
- Challenging students to solve difficult problems together.

Vision Component 3:**COMPLEX, CREATIVE, AND ADAPTIVE THINKERS**

We want to prepare our students to be able to solve the problems of tomorrow. To do that, they need to be resourceful and capable of thinking critically. They need to be able to assess and analyze information and separate evidence-based claims from parochial opinions. We will help our students become complex, creative, and adaptive thinkers by:

- Focusing less on computation and memorization and more on integration and application of knowledge;
- Giving students opportunities to work on real-world problems;
- Increasing Science, Technology, Engineering, and Math (STEM) programming;
- Ensuring rigorous curricula and programming that challenge students to think deeper;
- Separating evidence-based claims from opinions.

Vision Component 4:**COLLABORATIVE AND PRODUCTIVE CITIZENS**

School has never been just about learning subject matter. It is also an important place for students to learn how they can effectively participate as citizens in our democracy. Part of this is learning how to work together to solve tough problems.

- Helping students question the world around them;
- Asking students to evaluate potential solutions and consequences to societal problems and helping them recognize that more than one person might hold a piece of the answer;
- Teaching students how to respectfully deliberate controversial questions with no wrong or right answers and to support their arguments with evidence;
- Moving learning beyond the school walls and giving them opportunities to contribute to their community in authentic ways.

Board Goal: 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.

Teacher Mentoring and Induction

Research shows that high quality mentoring and induction programs for new teachers aids in retention, the development of leadership skills, and an improvement in student success. In 2017-18, District 304 hired 26 new certified staff members. Geneva School District is committed to providing all new teachers a comprehensive mentoring and induction program that prepares new teachers for effectiveness.

In addition to a variety of orientations and onboarding exercises, new Geneva teachers also attend a four-day New Teacher Institute at the beginning of the school year. Sessions include introducing new teachers to the history and tradition of the school district, school district curriculum, student health protocols, and building practices and procedures. All teachers new to Geneva School District are also paired with an experienced teacher who offers practical and timely perspective and support during the school year. These practices improve teacher retention, helps create a collaborative culture, and drives system-wide alignment, which also saves money. Most importantly, they ensure that every child in Geneva has a well-prepared and well-supported teacher!

Teacher Evaluation

District 304 staff finished the work of overhauling the teacher evaluation plan in order to comply with the Performance Evaluation Reform Act (PERA) of 2010. The district is in its second year implementing the final and most significant change required by PERA, that of incorporating student growth achievement into teacher evaluation. Our hope is that increased analysis of local student assessment data, as well as collaboration among teachers, not only meets the new requirements under the law, but continues to improve both teaching and learning in District 304.

Ongoing Professional Development

Geneva School District knows that teachers continually need to develop their knowledge to enhance teaching and student learning. The District provides a variety of opportunities for teachers to learn, share, and collaborate throughout the year. One particularly successful program is the Collaborative Teacher Project (CTP), an ongoing program which focuses on teacher-driven learning, collaboration, and discussion. In 2016-17, 154 teachers participated in a CTP group to improve their knowledge base and enhance the learning experience for their students.

Board Goal: Learning and Teaching

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

The Department of Learning and Teaching continues to focus on our shared vision for empowering our students as learners in the 21st century while also focusing on our implementation of new, more rigorous standards. Committees of teachers continue their work in these areas by developing common outcomes in the areas of English Language Arts, Math, and Science. Our teachers have devoted a great deal of time in recent years focusing on improved instructional practices in the area of math. We also began to explicitly explore the Next Generation Science Standards (NGSS) with the intent of developing a more systemic implementation plan in the coming years.

Next Generation Science Experiences

As access to technology continues to reshape the nature of knowledge and learning we recognize the importance of preparing our students for a world in which critical thinking and problem-solving skills are vitally important. Nowhere is this shift more evident than in the sciences, and here in Geneva 304 we are committed to supporting our students as they learn to think like scientists. At the elementary level our students and staff are excited to begin investigating science concepts via *Mystery Science*, an exploration-focused science resource that is designed to help our students transition from *learning about* to *figuring out*. In addition to this exciting development our middle school students will continue to develop their scientific thinking using the recently adopted *STEMScopes* program, while our high school students access new scientific experiences via updated curricular materials and courses in science, technology, engineering and mathematics.

Early Childhood Education

In 2016-17, the Geneva Board of Education approved the establishment of the Geneva 304 Early Learning Program (GELP), a school district preschool program, for the 2017-18 school year. GELP is housed at Fabian Elementary School and serves tuition-based students and special education students within a blended program. The program is designed to promote the emotional, physical, social and developmental readiness needs of children through purposeful and constructive play. GELP is staffed by state-certified early childhood and special education teachers and uses a research-based curriculum to help prepare our earliest learners for success in school and beyond.

Blended Learning

Blended Learning is an educational approach that gives students more ownership over their learning. In the blended learning model, students are enrolled in traditional courses and attend class with their teachers and peers while also being provided with the flexibility to direct some of their own time. This model enables students to harness the power of technology by pairing traditional classroom experiences with personalized and differentiated learning opportunities. At

Geneva High School we are exploring different approaches to blended learning as we seek to learn more about the best ways to support student learning in this exciting approach.

Assessment and Deeper Learning

Geneva School District 304 values accountability and believes it is important to assess the progress of students, staff, administrators, and the district as a whole in order to help us continually improve. Recognizing that students learn and process information in vastly different ways, we believe it is important to take into account a variety of measures when determining student growth. Standardized assessments are important for benchmarking student performance, but they simply are not capable of measuring some of the important 21st century skills that we aspire to in our vision.

As a district, it is incumbent upon us to continually be looking for new and better ways to measure student growth. Teacher observation, student work and self-reflection, and 21st century skills rubrics also must play important roles in the overall assessment of a student's growth and potential.

School has never been about just the content. If we are to truly ensure that our students are ready for college, career, and civic life, we must continue to develop ways to assess important real-world skills such as collaboration, creativity, initiative and self-direction, and leadership and responsibility.

Pull Quotes

"Not everything that counts can be counted, and not everything that can be counted counts."
(William Bruce Cameron, 1963)

"Education shouldn't be about raising statistics. It should be about raising and fulfilling human potential. Focusing on the stats leads to a lost perspective of what is truly important—the game."
— **Dave Burgess, Teach Like a PIRATE: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator**

AIMSWEB

AimswEBPlus consists of academic measures in the areas of reading and mathematics. AimswEBPlus uses two types of measures: curriculum-based measures (CBMs)—brief, timed measures of fluency on essential basic skills—and standards-based assessments (SBAs), which are comprehensive measures aligned to current learning standards. These short assessments are utilized to screen and progress monitor students.

MAP

The Measures of Academic Progress (or MAP) tests are intended to help determine each student's instructional level and measure academic growth over time in the areas of reading and math. MAP tests are unique in that they are adaptive tests that students take on a computer. In an adaptive test each question to which a student responds is based upon her/his response to previous questions. This adaptive model not only ensures that students take assessments customized to

their personal learning levels, but also provides more individualized information about each child's learning to her or his teacher.

KIDS

The Kindergarten Individuals Development Survey (KIDS) is a new, state-mandated observational tool designed to provide information regarding developmental readiness of children entering kindergarten. KIDS focuses on knowledge, skills, and behaviors that are closely related to long-term student success.

SAT

As of the 2016-2017 school year the state of Illinois formally adopted the SAT as a state required replacement for the ACT. This past year we administered the SAT to all high school juniors for the first time. While administration of the SAT is a graduation requirement it also plays an important role for students in the college admissions process and also provides the District with important longitudinal data regarding student achievement.

PARCC

The Partnership for Assessment of Readiness for College and Careers (PARCC) was administered for the third time in the 2016-17 school year. Geneva continues to score well above the state average, though the District still has concerns about the ability of this assessment product to accurately measure student performance.

PERA

As of the 2016-17 school year, student growth is a significant factor of the teacher evaluation model as required by the Performance Evaluation Reform Act (PERA). Geneva teachers and administrators collaborated to develop the new evaluation system, which promotes student learning by focusing on research-based best practices in teaching and fostering collaboration among teachers.

Board Goal: Technology Integration

Maximize learning and teaching through the integration of technology.

Pull Quote

“It is not about the technology; it’s about sharing knowledge and information, communicating efficiently, building learning communities and creating a culture of professionalism in schools. These are the key responsibilities of all educational leaders.” – Marion Ginapolis

The Geneva CUSD 304 technology plan continues to focus on enhancing the learning environment.

During the 2016-17 school year, the district successfully distributed 1900 1:1 devices to students in grades 6, 7, 9, and 10. It also consolidated existing devices to ensure full classroom sets of computers for students in grades 3 – 5. In 2017-18 the district will have 1:1 technology access for all students in grades 3 – 11, with K-2 students having access to shared devices. School year 2018-19 will be the year the district realizes a full 1:1 learning environment. Elementary students will have access to an age-appropriate device during the school day and middle school and high school students will be assigned a device that they will be able to take to and from school.

In order to ensure that this technology is integrated into the curriculum in a meaningful way, the district has made professional development a fundamental component of the rollout. The phased rollout approach allows the district to effectively engage teachers in ongoing professional learning that supports them as they work to shift their practice.

In addition to acquiring and preparing new student devices for distribution, the District invested in infrastructure improvements which included a new phone system, projector upgrades, interactive boards for K-2 classrooms, and updated devices for teachers and staff. On a regular basis, the district’s network continues to be reviewed and improved to meet the needs of learners.

Digital Leadership

As society becomes more and more reliant on technology, it is up to our school leaders to embrace the power of digital technologies to develop school cultures that are transparent, relevant, meaningful, engaging, and inspiring (Sheninger, Eric). That means that our leaders must overcome fears and misconceptions about technologies such as social media and learn how to appropriately employ digital tools to their full potential. It also means that they must relinquish the control to which they are accustomed and trust teachers and students to use these tools to explore, learn, and create. Being able to use digital tools such as social media to their fullest potential is an essential skill for the 21st century world. Rather than tell students only what they cannot do with these tools, school leaders in Geneva 304 seek to create a culture that encourages students to use these tools in responsible and productive ways.

Digital Literacy and Citizenship

In today's world, students are using digital media to learn, create, communicate, and contribute to society in new and remarkable ways. They are expected to create and curate a digital footprint from a young age — a footprint that will most likely serve as a de facto resume to college admissions officers and future employers.

In Geneva School District students are expected to be good online citizens. They learn to protect their own online privacy and respect the privacy of others. They learn to proactively generate positive online reputations that will benefit their future endeavors. We ensure our students understand the pitfalls of negative online behavior such as cyberbullying and teach them how to contribute to healthy and positive online communities. In addition, students learn how to analyze and determine the quality and credibility of the mass amounts of information at their fingertips.

Board Goal: Parents and Community

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

Geneva School District believes authentic community engagement is an essential component of a thriving school district. The Board of Education and the Communications Task Force continue to implement new ways to enhance community involvement and find new ways to reach all of our stakeholders. One of the Board's primary goals for the 2017-18 school year is to continue its work to enhance community engagement to inform decision-making and further achieve transparency. In 2015-16 the Board began the Community Engagement Process through the Illinois Association of School Boards (IASB). It continues its work with IASB in 2017-18 to identify diverse voices and to ensure that those voices are represented in the decision-making process.

Board Goal: Student Health and Well-Being

Provide a safe and secure educational environment for students

Supporting Our Students' Social and Emotional Needs

The students in today's classrooms are faced with ever increasing standards, constantly changing technology, and a world full of complex and often difficult issues. Geneva 304 will nurture the social and emotional needs of students so they can successfully cope with these demands as they strive to reach the tenets of our vision. Not only does social and emotional learning have a positive impact on workforce readiness, school attendance and graduation, life success, college preparation, and academic success (Adams, 2014), but it also helps maintain student mental health and well-being.

Geneva Community Unit School District 304 provides instruction and supports aligned to the Illinois Social and Emotional Learning (SEL) Standards. Some supports are provided to all students, while others are provided to students who have demonstrated a need for specific interventions in the social-emotional arena. We are committed to providing research-based interventions and supports to students who have deficits in specific areas. We ensure all students are supported through a strategic and collaborative problem-solving process.

Alternative Learning Opportunities Program (ALOP)

Through collaboration with the Regional Office of Education and Mid-Valley Special Education Cooperative, the District implemented the Alternative Learning Opportunities Program (ALOP). This program provides students in grades 9 through 12, who are at risk of academic failure, with a broader range of academic, behavioral and social-emotional interventions to help meet the Common Core State Standards and complete their education in a highly structured learning environment. Services are designed to address individual learning styles and social emotional needs to enable students to successfully complete their education.

Geneva Community Unit School District 304 will continue to explore strategies and programs to enhance students' social and emotional stability. Skills in this arena will assist students in reaching their goals as 21st century learners.

Self-directed, lifelong learners: We will help students develop self-awareness and self-management skills to achieve school and life success.

Effective communicators: We will help students use communication and social skills to interact effectively with others.

Complex, creative, & adaptive thinkers: We will help students learn to cope with the many demands of life and adapt to changing circumstances.

Collaborative and productive citizens: We will help students use social-awareness and interpersonal skills to establish and maintain relationships. We will help them consider the perspectives of others, treat others with respect, learn the responsibilities of citizenship, and contribute to their community.

Ensuring Student and Staff Safety

Geneva School District is committed to making our buildings safe and secure for every student and staff member. The District employs a full-time Security Coordinator who continually reviews and updates emergency plans, builds close relationships with our first responder partners, and provides ongoing training of administrators, faculty, and staff through presentations, tabletop scenarios, and drills. At the beginning of the school year, District staff members meet with the Geneva Police Department and local fire departments to review the emergency response plans at each building. We make frequent security upgrades to our facilities and seek out safety and security grants to help defray the costs of such upgrades.

Board Goal: 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.

Capital Improvement Plan

Geneva School District strives to maintain facilities and grounds that the community can be proud of and that are safe and secure for our students and staff. Each year, staff members analyze the condition of district facilities and grounds and prioritize capital improvements based on cost, need, and efficiency. In recent years, this analysis has taken the form of a capital improvement plan that is updated annually.

Board Goal: Financial Resources

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

Financial Accountability

It is important to Geneva School District to maintain the public's trust as good stewards of resources. We maintain financial accountability through:

Transparency – The district posts its annual budget, administrator and teacher salaries, contracts over \$25,000, and all bills payable on its website.

Economy – The district works very hard to find the best solutions at the lowest cost. All bids for contractual services or equipment are thoroughly evaluated to determine the most efficient use of resources. Additionally, the district continually investigates new ways to save money by finding efficiencies in current operations.

Oversight – The district submits to rigorous oversight by several bodies. In 2016, Geneva School District received high financial ratings from numerous agencies. These include:

- AA+ Bond Rating from Standard and Poors
- Aa2 Bond Rating from Moody's Investor Services
- ISBE 2016 Financial Profile Recognition, the highest category of financial strength
- ASBO Meritorious Budget Award
- ASBO Certificate of Excellence in Financial Reporting

Long-Term Debt Restructuring

In 2016, the Geneva Board of Education refunded (refinanced) \$32,440,000 in bonds, which not only saves the District substantial interest fees, but also keeps the debt-service payments level. Without the refunding, debt-service payments would have skyrocketed from \$15 million per year to almost \$25 million per year. Since the property tax rate is partially based on the debt-service payments, the refunding prevents the property tax rate from increasing significantly. Since 2011, the district has abated nearly \$24 million to taxpayers, which has helped keep the property tax rate relatively flat.

Contract Negotiations

The Board of Education and the Geneva Education Association (GEA) thoughtfully negotiate to reach a teacher contract that is both fair and sustainable. The contract approved in 2015 tied future raises to an economic indicator (CPI) and established a committee to revise the current step system to make it more sustainable for the community. The committee, which is comprised of board members, district administrators, and members of the GEA, is committed to developing a compensation model which reflects the interests and values of both the Board and the GEA. Negotiations for a new contract start in 2017-18.

Efficiencies in Transportation

The Transportation Department continually reviews and modifies bus routes and scheduling in order to make them as efficient as possible. The District participates in a bus buy-back program which saves money and also ensures the district has buses with the most up-to-date safety features.

In 2016, the District stopped outsourcing special needs transportation. Although there was an initial capital outlay to purchase four new lift buses, providing our own transportation for special needs students will result in a cost savings of approximately \$881,435 over a five-year period. In addition to the cost savings, the District is able to train the bus drivers and provide a consistent and less stressful transportation experience for our students with special needs.

District 304 Board of Education

Photo caption: [left to right: Taylor Egan, Kelly Nowak, Mike McCormick, Mark Grosso, Leslie Juby, David Lamb, Mary Stith]

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. All Geneva Board of Education members have completed the mandatory training required by *Section 10-16a of the Illinois School Code*.

Your Elected Board Members

Get to know your Board of Education by finding their biographies on our website, www.geneva304.org/boardofeducation.aspx.

Taylor Egan (2017 – 2021)

Kelly Nowak, Vice President (2007 – 2019)*+

Michael McCormick (2011 – 2019)

Mark Grosso, President (2009 – 2021)

Leslie Juby (2013 – 2021)*+

David Lamb (2013 – 2021)

Mary Stith (2003 – 2019)*+

Board Recognitions

The Geneva Board of Education is continuously recognized for exemplary leadership and commitment to continuous learning and professional development.

School Board Governance Recognition

In 2015, the Geneva Board of Education was one of only 16 school boards to be recognized by the Illinois Association of School Boards (IASB) for effective governance behaviors. The award is issued every other year.

***Master Board Members** [<http://www.iasb.com/training/mbm.cfm>]

The Illinois Association of School Boards Master Board Member Program recognizes board members for the time and effort they devote to self improvement and leadership activities within and beyond their local districts.

+School Board LeaderShop Academy Fellows

[<http://www.iasb.com/training/leadershop.cfm>]

The Academy program promotes and recognizes board members' efforts toward continuous learning and professional development. Fellows in Illinois are those board members who have completed seven core and five elective programs through the Illinois Association of School Boards.

How can I contact the Board of Education?

1. *Email:* board@geneva304.org

2. *Call:* (630) 463-3010

3. *Attend a Meeting:* Meeting agendas, information packets, video recordings, and minutes can be found online at www.geneva304.org/boardofeducation.aspx.

Notable Highlights*

	State	Geneva
Freshmen on Track		
	82.....	99

Freshmen on track is a key predictor of high school success. Students who finish the ninth-grade year on track are almost four times as likely to graduate from high school as students who are not on track.

	State	Geneva
Post-Secondary Enrollment		
	71.....	86

This metric includes students who graduated with a regular high school diploma from a public high school in Illinois and enrolled in a two-year or four-year college in the U.S. within 16 months.

*Source: 2015-16 School Report Card

PARCC

The Partnership for Assessment of Readiness for College and Careers (PARCC) was administered for the second time in the 2015-16 school year, though with significant changes from the first administration. Geneva continues to score well above the state average.
(Insert: PARCC Results Chart?)

State
Meet/Exceed
34%

Geneva CUSD 304
Meet/Exceed
61%

What We're Proud Of

- Geneva ranked as the 12th best school district in Illinois in Niche's 2017 Best Public School Districts rankings, placing Geneva CUSD 304 in the top 3% of school districts in the country.
- Geneva Community High School placed among the top 8% of public high schools (1,645 out of 19,908) in the nation, according to U.S. News & World Report's 2016 edition of Best High Schools.
- Geneva High School was ranked #1 high school in Illinois by 101USA.com.
- Geneva averaged 24.2 on the ACT in 2016, besting the state average by 3.4 points.
- The Geneva Girls Basketball Team won the 2017 Class 4A State Championship.
- The Geneva Varsity Dance Team won its 4th consecutive state title.
- GTV, the Geneva High School student-ran television station, won a Student Television Network video production competition and earned the opportunity to represent the United States at the Volga Encounters Film Festival in Russia
- Geneva 304 made the College Board's 7th Annual AP Honor Roll for Significant Gains in Student Access and Success.
- Geneva Middle School South Science teacher, Matt Gain, was named Kane County Educator of the Year 2016-17.
- A Geneva Middle School Placed 1st in the Nation in WordMasters Challenge.
- Geneva High School Principal, Tom Rogers, was named "Outstanding Administrator" by the American Association of Teachers of French (AAFT).
- Geneva's Combined 8th Grade Choir was selected to perform at the 2017 Illinois Music Educators Association (ILMEA) annual conference
- In 2017, 11 GHS seniors were named "National Merit Scholarship Commended."
- Geneva 304 was awarded the Association of School Business Officials International's Meritorious Budget Award, 2016-17.
- Geneva 304 was awarded the Association of School Business Officials International's Certificate of Excellence in Financial Reporting, 2016-17.
- Geneva High School students won the 2017 top high school production award in the fourth annual MyStudySyncTV contest!

See more of "What We're Proud Of" at <http://www.geneva304.org/whatwereproudof.aspx>