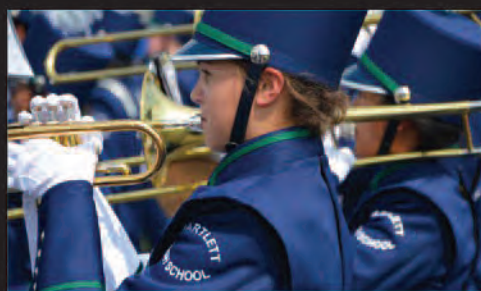


Expanding Horizons



2015 Annual Report



Academic Success for All

School District U-46 Strategic Plan

Guiding the District Over the Next Five Years

In April 2015, the School District U-46 Board of Education approved a new Strategic Plan, creating a roadmap to improve District operations, student achievement, staffing and community engagement.

While approved by our Board of Education, this Strategic Plan represents the vision of our community. Hundreds of community members, from employees to local leaders, participated in the development of the plan. Administration and Board members, working with the school consultant firm, District Management Council, led efforts to solicit community feedback through interviews, several District-hosted public meetings and calls for feedback via the District’s website, social media sites and newsletters. We carefully and collaboratively wrote and re-wrote drafts to put forth a final vision that represents the shared values and goals of our many partners.

The approved Strategic Plan aims to guide both Board members and employees for the next five years as they work together and with students, families and our community at large to meet these four aspirational goals and priorities.

Goal 1: Student Achievement

- Aspiration:** We will educate the whole student by providing an enriched, high quality experience that empowers all graduates to be competitive members of the global society.
- Priorities:**
- We will implement and support a challenging, standards-based curriculum across all content areas.
 - We will coordinate our efforts to provide a nurturing and safe learning experience with a flexible approach in meeting the academic, social and emotional needs of each student.

Goal 2: Effective and Engaged Staff

- Aspiration:** We will value, develop and recruit a forward-thinking, highly qualified, and diverse workforce.
- Priorities:**
- We will value our collective differences to develop and recruit a high quality workforce that honors and reflects the diversity of our students.
 - We will encourage collaboration and provide differentiated support to all staff members to grow as professionals throughout their career.

Goal 3: Community Engagement

- Aspiration:** We will engage in meaningful and effective relationships with all families and the greater community.
- Priorities:**
- We will partner with families and the greater community to foster shared ownership and aligned support for our priorities.
 - We will support and empower schools to be welcoming centers of family and community engagement.

Goal 4: Efficiency, Excellence and Accountability

- Aspiration:** We will advocate for and utilize systems and resources that promote operational excellence, efficiency and accountability.
- Priorities:**
- We will allocate resources efficiently, equitably and transparently to accomplish our priorities.
 - We will clearly and effectively communicate our use of resources to the greater community.

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-Abraham Lincoln



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BOARD of Education

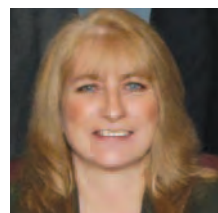


2015-2016 Board of Education Members

Top left: Veronica Noland, Jeanette Ward, Cody Holt, Susan Kerr, Traci O'Neal Ellis. Bottom left: Allison Holloway, Donna Smith, Phil Costello

The U-46 Board of Education convenes every other Monday night to review and determine District policies related to curriculum, materials, the annual budget, construction, maintenance, facilities and more. These seven elected members serve two or four-year terms. They are not paid for their time and service.

President: Donna Smith, resident of Hanover Park.



Mrs. Smith has been a member of the Board since 2001 and works in accounts payable/accounts receivable for a transportation company. She hopes to continue to improve the educational experience and opportunities for students in 2016 while also keeping a balanced budget. Mrs. Smith has served as chairperson of the Citizens' Advisory Council (CAC) and is an active member of multiple committees and several parent teacher organizations. Mrs. Smith's term expires in 2017.

"No one person does this alone; it takes all of us, Board members, parents, students, staff and the community to make our students successful."

Vice President: Traci O'Neal Ellis, resident of Elgin.



Mrs. O'Neal Ellis is serving her second term on the Board. An attorney, Mrs. O'Neal Ellis is the Director of Human Resources for the Illinois Mathematics and Science Academy. Her hope for the coming year is for the Board to govern in a manner that inspires confidence in, and meets the needs of the U-46 staff, families and communities. Mrs. O'Neal Ellis' term expires in 2019.

"Being a board member is knowing that, in spite of inadequate resources, we are educating and meeting the needs of all children."

Secretary Pro Tempore: Phil Costello, resident of Bartlett.



Mr. Costello was elected in 2015. He is a CPA with a Master of Business Administration degree. He is the Superintendent of Finance & Personnel for the Oak Lawn Park District and is a member of the Government Finance Officers Association. He also serves on the boards of ChildServ and Homes for Children Foundation. As the Secretary Pro Tempore, he plans to analyze the value proposition to taxpayers of the District's finances by monitoring program outcomes against costs. Mr. Costello's term expires in 2019.

"I am proud to represent all taxpayers in the District by evaluating fiscal matters and new initiatives to determine their value to our community."

Board Member: Cody Holt, resident of Elgin.



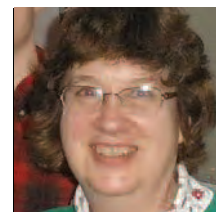
Mr. Holt is serving his first term on the Board and is currently employed by State Farm Insurance. Mr. Holt is a 2010 U-46 Larkin High School graduate. In the upcoming year, Mr. Holt hopes to offer his perspective as a young adult on the Board and to help further improve the quality of education in U-46. Mr. Holt's term expires in 2017.

"I hope we can achieve greater educational opportunities and choices to the broader U-46 community."



The CEO's Student Advisory Council interviews multiple candidates for the Board of Education's Student Advisor position. The Council then votes on its top choice and brings the decision to the Board for approval.

Board Member: Susan Kerr, resident of Bartlett.



Ms. Kerr was elected to the Board in 2015. She formerly worked as a computer programmer analyst at the University of Chicago Library. A member of CAC, Ms. Kerr co-chaired a number of committees. Kerr enjoys visits to see students, schools and programs, award presentations and elementary book fairs. This upcoming year, Ms. Kerr hopes to visit more schools, meet more students, parents and staff, and learn more about how U-46 works. Ms. Kerr's term expires in 2019.

"In the next year, I hope we can all work together to make U-46 even better."

Board Member: Veronica Noland, resident of Elgin.



Ms. Noland was elected to the Board in 2013. As the previous Vice President, she plays an active role in the Parent Teacher Organization at Channing Elementary School. She has been a member of CAC and the U-46 Hispanic Parent Leadership Institute. This upcoming year, Ms. Noland looks forward to implementing the new Strategic Plan to advance the District's goals. Ms. Noland's term expires in 2017.

"My desire is to serve parents, families and the wider community, and to facilitate open communication regarding the Board's processes and decisions."

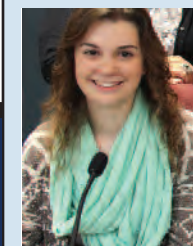
Board Member: Jeanette Ward, resident of West Chicago.



Mrs. Ward was elected to the Board in 2015 and is a Product Manager at an international chemical company. As a board member, she hopes to achieve transparency and accountability for parents, taxpayers and for the quality education for our students. This upcoming year Mrs. Ward hopes to advocate for fiscal discipline and sound curriculum decisions and values such as thrift, personal responsibility, and self-reliance.

"Representing parties formerly under or not represented on the Board, such as taxpayers and parents who hold traditional values such as thrift, personal responsibility and self-reliance has been the most satisfying role as a Board member."

Student Board Advisor: Allison Holloway, resident of Elgin.



Larkin High School Senior Allison Holloway serves as the Student Advisor on the Board of Education and represents her school on the CEO's Student Advisory Council. Her term expires in May 2016 upon graduation.

"The most satisfying part of being a Student Advisor has definitely been making a difference," said Allison. "No comment is too small if it is helping make U-46 a better place for students."

In just one year at LHS, Allison became the president of the Student Government and the Tri-M (Modern Music Masters) Music Honors Society. Once her presidential responsibilities were fulfilled, she moved on to serve as the Vice President of the National Honors Society and Treasurer of the Mathematics Honor Society, Mu Alpha Theta.

Allison's proudest accomplishment was getting accepted into the vocal academy at LHS. She later competed in the Illinois Music Education Association (ILMEA) All-State Honors Choir.

"District U-46 has prepared me through their great teachers, directors and counselors," said Allison. "They have always supplied the right people at the right time for their students and seem tuned in to what their students need."

Upon graduation, Allison plans to enroll in a four-year university and double major in physics and vocal performance.



Strategic Plan Goal 3

Community Engagement

Aspiration: We will engage in meaningful and effective relationships with all families and the greater community.

CEO's Message



Dear U-46 Community Members,

School District U-46 thrived in 2015. It was a year of new beginnings for many of us, including our Board of Education, with deep reflection and planning for new opportunities across our District.

We are doing incredible work here in one of the state's most diverse districts despite our challenges, from a higher than average low-income rate to high pupil-to-teacher and pupil-to-administrator ratios. On nearly every metric, in fact, our challenges are greater than the vast majority of districts in the state and yet our student outcomes are the same or better. In 2015, we showed a graduation rate of 86 percent, same as the statewide average. That figure correlates with our "Freshmen On Track" figure of 85.2 percent, above the state average of 83.5 percent. Ninth graders identified "on track" by the state are those who have earned at least five full-year course credits.

Not all eighth graders in our District take Algebra but we are increasing that opportunity for those who are ready and a third of our eighth graders showed us they were ready and passed Algebra in 2015, putting us above the state average of 28 percent and ranking us in the 69th percentile in the state.

The word that continues to come to my mind as I reflect on our students and staff in 2015 is "perseverance." Through the hard work of administrators and teachers, we implemented new math and language resources to enhance teaching and learning; we made difficult decisions regarding boundary changes after more than a year of study and were able to introduce plans for Full-Day Kindergarten along with those boundary changes.

Our emphasis on collaboration and strong relationships was reflected in our 2015 5Essentials Survey results. Teachers and students gave us high scores for ambitious instruction and a supportive environment and their overall responses ranked our District as "organized for school improvement," a positive sign for today and tomorrow's students.

Do we have work to do in 2016? Absolutely - and we're doing it. Students, teachers and the community should take credit for the work we've accomplished.

I want to give special thanks to our Board of Education who has worked tirelessly in 2015, not only during our Monday night Board meetings but through many committee meetings, school and District-wide events. Remember, these are all volunteers. Four new members became a part of our seven-member Board and brought with them new perspectives, always good for healthy discussions in a democracy.

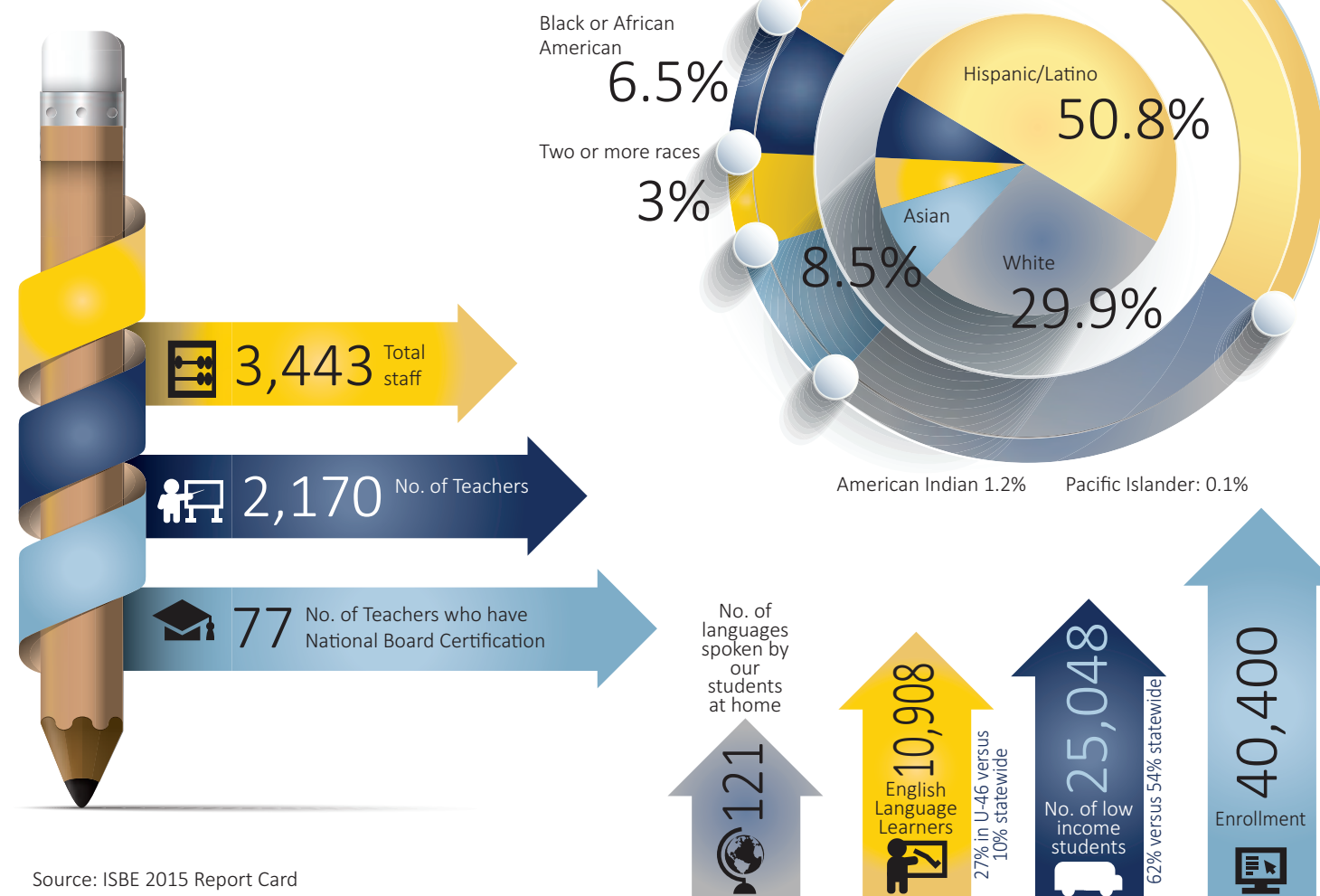
We continue to implement programs such as "PBIS" which stands for Positive Behavior Intervention and Supports (see page 26) that I am certain is gradually changing the culture of our schools and making them more peaceful and nurturing places. Through professional development in trauma-informed care, we are beginning to re-think how we reach all students, moving away from asking "What is wrong with him?" to "What is he going through?" We shared our success and our work on this issue as the only Illinois district invited to a 2015 White House discussion titled "Rethinking Discipline," an honor for my colleagues and me.

Finally, we put forward another balanced budget in 2015, no small feat considering our limited resources. We persevere.

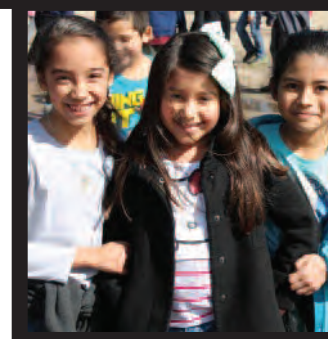
I hope you enjoy this Annual Report, and our accompanying video, posted on our District website. You will read more about our students and staff, the achievements of the past year and the vision for tomorrow.

All my best,
Tony

U46 By The Numbers



Source: ISBE 2015 Report Card



School District U-46 covers 90 square miles

No. of Communities that our District touches:

11

No. of Bus Routes:

228

No. of miles driven daily:

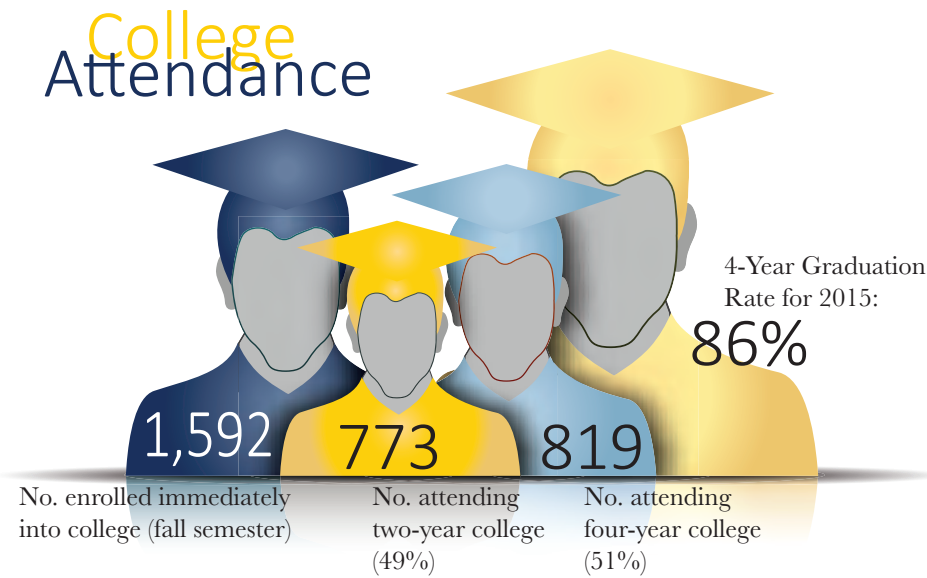
22,847

3.8 million annually

More U-46 Students Attend College

U-46 Prepares High School Graduates for College

More than 1,500 students, or about 60 percent of the Class of 2015, received their high school diplomas and immediately enrolled in college for the fall semester. High school seniors and their guidance counselors meet on a regular basis and encourage students to submit their college applications for early acceptance. U-46 high schools offer rigorous Advanced Placement (AP) courses and exams. Students who earn a 3, 4, or 5 on their AP exam can earn college credit in the state of Illinois. Thousands of middle and high school students made college visits in 2015, from Northern Illinois University to California State University. The District, along with the Illinois Student Assistance Commission (ISAC), offers graduating seniors a series of college readiness events to assist in the application and financial aid process. For many, such visits are a first for our high school students. Time on a college campus helps students better understand the opportunities and promise that comes with a four-year degree.



- Post-secondary enrollment:**
- 12-month enrollment: 64%
 - 16-month enrollment: 69%
- Percent attending IL colleges or universities:**
- 78% (1,244 students)
- Most common institutions enrolled in the fall immediately following graduation:**
1. Elgin Community College
 2. University of Illinois at Urbana-Champaign
 3. University of Illinois at Chicago

MEGHA BHATTACHARYA

Elgin High School 2015 graduate Megha Bhattacharya is taking on a whole new level of leadership roles at the University of Chicago where she is double majoring in political science and public policy.

During her high school years, Megha was involved in the Gifted and Talented Academy and served on the Board of Education as the Student Advisor her senior year. She also helped create a middle school mentorship club to help young girls with their transition to high school.

“My experience with the Elgin Gifted and Talented Academy helped me meet some of the best educators in the district,” said Megha. “I am a firm believer that there is more to school than just an education.”

Megha is now one of four student government representatives for the Class of 2019. She plans on becoming a lawyer.



MICHAEL MARTINEZ

Bartlett High School (BHS) 2015 valedictorian Michael Martinez is a University of Illinois at Chicago (UIC) dual degree student pursuing a Bachelor of Science in Finance through the College of Business and a degree in Biological Sciences through the College of Liberal Arts and Sciences.

Michael participated in band and speech at BHS. He was awarded sixth place in the Illinois High School Association (IHSA) Speech competition his senior year and couldn't have done it without his speech coach, Anthony Zoubek.

“I am incredibly thankful that U-46 and BHS have established the Academy of Science, Engineering and Technology,” said Michael. “The rigorous coursework I was exposed to in the academy really set the precedent for succeeding in college.”

In his first year at UIC, Michael joined the Guaranteed Professional Program Admission (GPPA) for Medicine program. The program will grant Michael automatic admission into the University of Illinois College of Medicine upon completion of an undergraduate degree.

Michael is also a member of the Business Scholars Organization which provides business students scholarships as well as professional and leadership development opportunities.

Once Michael graduates, he plans to enroll in the MD/MBA program in hopes of later becoming involved in hospital administration.

GABRIELLE “GABBY” JUAREZ

From traveling to Spain to winning a state track title, Streamwood High School (SHS) 2015 graduate, Gabrielle “Gabby” Juarez, succeeded in academics and athletics and hopes to do the same at Bradley University in Peoria.

Gabby finished in the top five percent of her graduating class at SHS and was a student in the World Languages and International Studies Academy.

“The Academy within U-46 pushed and challenged me academically,” said Gabby. “Traveling to Spain allowed me to practice my Spanish speaking skills and to engage and interact with a new culture.”

During her senior year, Gabby became the conference, sectional and state qualifier for the 3,200 meters and took home the State Champion title for the 1,600 meters. Gabby's win set a new school record as well as course records for her running career.

Gabby hopes to become a registered dietitian to help athletes understand proper nutrition to fuel their bodies and give them the energy they need to be successful.



MARIAM HASHMI

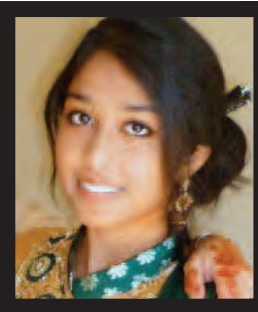
Mariam Hashmi gained real-world experience in the occupational health fields while at South Elgin High School, giving the 2015 graduate a jump start at Southern Illinois University Carbondale (SIUC). She has been heavily involved in science, health occupations and academics throughout her life.

In high school, Mariam was the president of Health Occupations Students of America, where she and her classmates brought home state awards. Personally, she placed second in the state for Medical Terminology and Community Awareness. By far, Mariam's favorite accomplishment was receiving the Citizenship Honor Medal upon graduation.

Mariam is majoring in physiology, pre-med and minoring in chemistry and psychology at SIUC. She currently works in a medical lab at SIUC's School of Medicine where she is an aide to a professor whose work consists of discovering the cause for muscle atrophy.

“The AP classes and the AVID program that U-46 offers are a great preparation for college,” said Mariam. “It puts students in good mentality for note taking and organization that stays with you through college.”

Mariam plans to become a specialized pediatrician or an internal medical doctor.



TREVON FLOWERS

Inspired by an American hero, 2015 Larkin graduate Trevon Flowers is following in the footsteps of Dr. Martin Luther King, Jr. He finished high school in three years and attends Morehouse College in Atlanta, Georgia.

“Larkin's college coordinator, Mrs. Walker, helped me find scholarships and encouraged me to graduate in three years,” Trevon said.

Trevon was accepted into all 12 colleges he applied to but decided on Morehouse during a campus visit.

“The focus at Morehouse is that black males can succeed; they teach you about brotherhood and being one with each other,” he said.

Although he participated in many high school activities, Trevon said it was his role as manager of the badminton team that taught him leadership skills. He also really enjoyed serving as secretary, treasurer and president of the Black History Club.

Trevon is majoring in Biology and minoring in Spanish. He hopes to become an obstetrician/gynecologist, return to Elgin and work at Advocate Sherman Hospital.



More U-46 students than ever before are taking Advanced Placement (AP) courses and increasingly doing well enough to earn college credit. A 2015 Illinois law now requires Illinois colleges and universities to provide course credit to students who score at least a 3 on an AP exam. In the past, there was wide variance in how colleges granted credit. Research shows that students who achieve a 3 or higher are more likely to have higher grade-point averages in college, more likely to earn their

AP Rigor

In 2015, Bartlett High School Senior Philip Lulek earned a perfect score of 36 on the ACT and was one of eight 2015 National AP Scholars. Philip, shown below with BHS Principal Dr. Richard Lebrón, is now attending the University of Illinois at Chicago.



The following five AP courses are the most popular in U-46:

✓ AP English Language Arts & Composition

✓ AP U.S. History

✓ AP Macroeconomics

✓ AP English Literature & Composition

✓ AP Psychology

No. of AP exams taken in U-46:

2015: 3,396

2010: 2,244

2005: 845

No. of students in U-46 who scored a 3 or higher on the AP exams:

2015: 1,078

2010: 956

2005: 496

college degree in four years and have higher graduation rates. The change aims to streamline the AP credit process among public universities and potentially save students and their families thousands of dollars in college tuition.

Our District offers 22 of the 34 rigorous Advanced Placement courses and exams, preparing students for the rigor of college and giving them the opportunity to earn that valuable college credit.

U-46 Graduation rate:

86 percent,
same as state

Freshmen on Track:

85.2 percent,
above state average of
83.4 percent

The top 22 percent
earned a composite score
of **24 or higher**
(Class of 2015)

2015 NATIONAL AP SCHOLARS

Bartlett High School:
Victoria Cardenas, Philip Lulek and Zohra Sattar

Elgin High School:
Taha Ahmad, Logan Jostes and
Jared Peter Dungca Lavengco

South Elgin High School:
Matthew Rueger and Katy Walters

U-46

Strategic Plan Goal

1 Student Achievement

Aspiration: We will educate the whole student by providing an enriched, high quality experience that empowers all graduates to be competitive members of the global society.

Career & Technical Education: Building Pathways to College & Careers

The U-46 Career and Technical Education programs offer students relevant educational and practical experiences to prepare them for the working world and guide their pursuit of knowledge beyond high school. Students in these programs meet all the District's graduation requirements, plus they gain specific job skills for a well-paying job as well as insight into how higher education can support their career interests.

CTE is organized in four areas:

- Business Education
- Family and Consumer Science
- Healthcare Science
- Technology Education

Within these categories, students are introduced to possible career opportunities, and can earn college credit or professional experience. The District offers real-world experience through partnerships with outside organizations and businesses. U-46 students can participate in regional and national competitions, many of which offer scholarships and give our students a chance to shine.

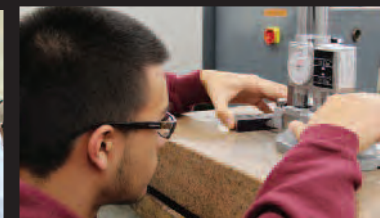
In addition, U-46 students can earn professional certification from national accrediting groups. These certifications demonstrate to potential employers that the student has met national standards within his or her discipline. For example, the ProStart curriculum prepares students who are interested in the culinary arts or food service management field. An office specialist curriculum certifies a student's proficiency in the Microsoft Office computer suite.

All five U-46 high schools offer a year-long certified nursing assistant program that prepares students for the state exam.

The precision manufacturing programs at Streamwood and South Elgin High School earned national accreditation in fall 2015 for the exceptional metalwork training offered to students. Such high-level training and accreditation ensures students are better prepared to succeed in the workforce, according to the National Institute of Metalworking Skills (NIMS), the group that awarded the programs with its seal of approval.

CTE students continue to take advantage of traditional avenues, like job shadowing, work fairs and internships as they acquire the skills and education that will set the stage for their future success.

CTE programs are a key focus of the Alignment Collaborative for Education effort, which kicked off in 2015. ACE is a community-wide initiative that aims to bring together educational leadership and the business community to address areas of mutual concern, like making sure students are learning the types of skills needed in the workforce.



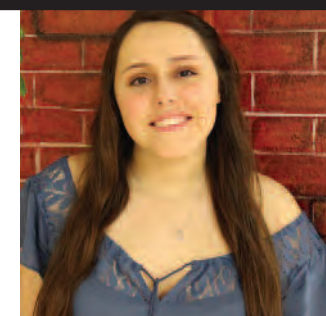
CTE Alum Spotlight: Miranda Andres

When Miranda Andres took an introductory course on health occupations as an Elgin High School (EHS) freshman, she didn't realize she was taking the first steps toward her career in healthcare. That course and a year-long class her junior year led Miranda to passing her state Certified Nursing Assistant test. Miranda, a 2015 EHS grad, now works as a CNA at the Alden Poplar Creek rehabilitation facility in Hoffman Estates.

"I'm very proud of being able to help people who can't help themselves," she said.

When she is not working, Miranda is studying radiography at Elgin Community College and she plans on earning a four-year degree in the medical field. She credits what she learned in the U-46 Career and Technical Education program for providing the foundation for her healthcare career.

"I wouldn't be the CNA I am today without those courses," Miranda said.



Great Teachers Lead the Way For Great Students

U-46 Educators and Staff Recognized in 2015

Certification with The National Board for Professional Teaching Standards is recognized as the gold standard in the profession. In 2015, four U-46 educators earned this respected certification, voluntarily going much further beyond what's required for college graduation or state licensure. The National Board believes higher standards for teachers means better learning for students. National Board Certified Teachers (NBCTs) have developed and demonstrated the advanced knowledge, skills and practice required of an outstanding educator.

The 2015 NBCTs in U-46 join 73 teachers districtwide. Certification consists of four components: written assessment of content knowledge, reflection on student work samples, video and analysis of teaching practice, and documented impact and accomplishments as a teaching professional.

"Through National Board Certification, I really learned to evaluate my work and reflect on what I was doing, why and how students would benefit," said Laura Hluchy-Rivera, intermediate Special Education teacher at Heritage Elementary School in Streamwood. "The greatest impact on me ultimately is how I have impacted my students' learning and their growth which made the journey truly worthwhile."



Antonio Martinez



Marcia Thompson

Golden Apple Finalists

Two U-46 elementary school teachers were recognized among the prestigious 2015 Golden Apple Finalists, chosen from a pool of more than 600 nominees. Marcia

Thompson, a kindergarten teacher at Fox Meadow Elementary School, and Antonio Martinez, a second grade dual language teacher at McKinley Elementary School, were recognized for their role in building a stronger, better-educated society.

"We're so proud to have two teachers recognized as Golden Apple finalists," said U-46 CEO Tony Sanders. "Marcia and Antonio are outstanding teachers and deserve this recognition for their hard work and dedication to our students."

The Golden Apple Awards for Excellence in Teaching honor educators in specific grade levels each year. The 2015 teachers worked full time in elementary schools or early childhood programs. The 2016 nominees must work full time in grades nine through 12.



2015 National Board Certified Teachers

From left to right: Alicia Cabrera, Elgin High School; Tanya Casey, Fox Meadow Elementary School; Laura Hluchy-Rivera, Heritage Elementary School; and Coleen Lackowski, Hawk Hollow Elementary School.



Mary Girardi

State School Nurse of the Year

The Illinois Association of School Nurses named Streamwood High Nurse Mary Girardi the 2015 State School Nurse of the Year. Girardi, a certified nurse for 16 years, worked at several elementary and middle schools throughout U-46 before moving to Streamwood High School in the 2015-16 school year.

"I love the tremendous support and collegiality among school nurses," Girardi said. "Being the State's 'School Nurse of the Year' motivates me to never stop exploring opportunities and education that will help me continue to grow as a nurse and within my specialty of school nursing."

Science & NGSS Implementation

Science instruction in U-46 is getting a makeover. With lesson plans and instructional approaches tied to the Next Generation Science Standards (NGSS), U-46 students can expect more opportunities to learn and work like professional engineers and scientists. In today's science classes, teachers are increasingly moving instruction beyond textbooks and into engaging real-world experiences.

Science teachers and experts from 26 states, including Illinois, developed the NGSS to improve and update science education and create a common set of expectations from state to state. The standards emphasize deep understanding of scientific concepts, asking students to engage in scientific inquiry and create their own theories for how and why things work. The type of instruction that helps students meet these standards is more engaging and it will better prepare students for college-level coursework and the future demands of their careers.

A diverse team of teachers from across the district came together to develop a new K-12 science curriculum that engages students, empowers teachers and meets the standards laid out in the NGSS. Teachers and administrators have been working toward this goal for about four years. A team of 43 kindergarten through eighth grade "early implementer" teachers began testing the curriculum in 30 schools in 2015, along with the performance tasks that were developed to assess student learning along the way. These teachers have also been charged with reviewing new instructional materials and recommending the best ones to their U-46 colleagues who will adopt the new curriculum and materials in their own classrooms in 2016-17.

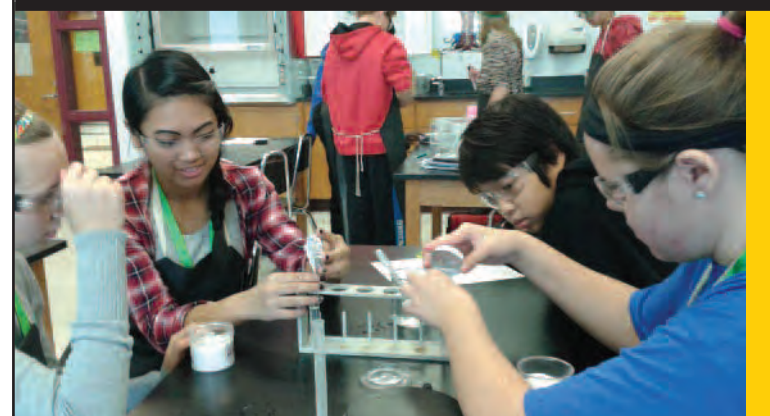
The key to the Next Generation Science Standards is a shift toward "doing" science, rather than simply reading about it. Students in



U-46 will be given the opportunity to act like scientists and engineers, learning about nature by observing it, developing an understanding of machines by building them and then demonstrating their understanding of concepts by proving their knowledge in hands-on ways. Mastering science will no longer be about just what students know or what

facts they can recite, but what they can do — how they apply knowledge. These new standards require students to develop models, a three-dimensional display that demonstrates scientific concepts, create theories to explain what they see in the world and cite evidence to back up their claims.

A lesson on how energy flows through an ecosystem, for example, will now require students to do much more than taking notes. Students more often will be expected to take notes while interacting with their peers and doing hands-on activities at stations. While some teachers have long created such opportunities for students, the Next Generation Science Standards promise to revolutionize instruction in other classrooms. The standards lay the foundation for all teachers to create engaging learning experiences for students, helping them develop the skills they need to succeed in college and careers.



"I believe that the NGSS carries with it moral and ethical obligations for educators as they work to prepare young minds for a dynamic and changing world. Science educators must begin to embrace a new pedagogy based upon critical thinking, creativity and innovation."

Greg Reiva,
Streamwood High School Science Teacher

Strategic Plan Goal

2

Effective and Engaged Staff

Aspiration: We will value, develop and recruit a forward-thinking, highly qualified, and diverse workforce.

Strategic Plan Goal

2

Effective & Engaged Staff

Aspiration: We will value, develop and recruit a forward-thinking, highly qualified, and diverse workforce.

Reading Literacy



Across the District, kindergarten through twelfth grade teachers emphasized critical reading skills in 2015. Students practiced with their teachers and each other to closely read texts, breaking apart meaning, sentence structure, vocabulary, literary style and more.

In Fall 2015, the District rolled out StudySync and Newsela, two online literacy resources for use in sixth through tenth grade classrooms. Both resources engage students through technology to advance reading, writing and critical thinking skills.

StudySync is a rich, continually evolving source that encourages students to analyze text by annotating, discussing and responding to various text components. StudySync helps students find success with challenging text by showing it in multiple easy-to-relate formats. Books can be previewed, for example, like films with movie trailers. Current events are shared in a social media format called “Blasts.” StudySync also offers selected texts in Spanish, provides audio and other forms of support to make the material accessible to all students.

“StudySync is beneficial because the text and skill practice can be brought to students in more ways than what we had since it’s packaged within the unit and readily accessible,” said Melissa Harris, eighth grade English teacher at Abbott Middle School in Elgin. “The skill-building videos taught by teens reflect the students in my classes and the video overviews set the tone for what students will learn in the unit.”

Newsela gives U-46 students and teachers unlimited access to hundreds of news articles, including those from Associated Press, in English and Spanish. Classrooms are using Newsela to support both independent reading of nonfiction, as well as content knowledge. All articles are available in five reading levels, ranging from third grade to college.

Students can select topics based on personal interest, from art to sports. Newsela supports the teaching of inquiry and research skills by allowing students to provide a written response, annotate text and take quizzes. Students are engaged in conversations using text evidence to support their opinions and arguments. Teachers across various subjects, beyond just English Language Arts, tap Newsela to support content lesson plans. If a biology teacher is leading a lesson on photosynthesis, for example, he or she might pull an article on recent research regarding sea slugs and photosynthesis to enhance the lesson. Students are enjoying reading relevant topics through articles at their instructional level.



**Mrs. Elspeth
“Ellie”
Alvarado**

Teacher Spotlight

For the past six years, Mrs. Ellie Alvarado has worked at Ridge Circle Elementary School teaching first through third grade students who are both English Language Learners and require a modified learning plan for special needs.

Mrs. Alvarado has implemented the district’s new Eureka Math curriculum and found that it has provided students with a deeper understanding of math concepts.

“Before, they were doing addition but they had no idea they were doing it,” Alvarado said. “Now, math makes sense and it has become fun with the use of manipulatives and other learning tools.”

Mrs. Alvarado added that Eureka Math is well suited for students with special needs because it emphasizes from the beginning that there is no “one way” to solve a problem. Students are encouraged to share their own thinking with each other and it’s okay to use tricks or ways of remembering a concept.

Alvarado said her favorite moment in teaching is always during the annual review of her third graders.

“I have them for three years and am always so proud of the progress they are able to make.”

Deep Dive with Eureka Math

New Resources Help Students Better Understand and Demonstrate Math Concepts

U-46 Instructional Math Coaches

For several years, teachers have been adjusting their lessons to meet the more rigorous demands of the Illinois Learning Standards incorporating the Common Core. In 2015, School District U-46 made Eureka Math resources available in all K-6 schools, giving teachers a complete set of course materials to better facilitate that shift.

Kindergarten through eighth grade teachers started the year with Eureka Math professional development that has continued throughout the year with the support of District Instructional Math Coaches Amy Ingente and Sara Elwood.



**Amy Ingente &
Sara Elwood**

“The way mathematics was previously taught, students simply learned and memorized a series of rules,” said Ingente. “Eureka Math goes deeper and teaches what is behind the rules. Students learn the process for solving a problem and understand why the process works.”

Teachers say they appreciate how the resource helps them take students deeper into math concepts. The new approach first introduces students to mathematical concepts with real-world examples and experiences. They then transition to pictures and models. When students are able to visualize the math problems, abstract concepts become much easier to solve and students have an easier time explaining their thinking verbally.

Literacy has been able to support kindergarten through sixth-grade efforts by using the Read, Draw, Write (RDW) method. Students read the problem and find the important information by circling the numbers, boxing the question to see what they are answering and underlining the important information. After they draw the picture, they have to write a number model of what they sketched. For the final step, students write the answer with the proper capitalization and punctuation.

Julie Reuter, a second-grade teacher at Coleman Elementary in Elgin, has seen a significant difference in her students after using the RDW method.

“The Read, Draw, Write method has been much easier for my students to absorb the math concepts and incorporating drawing works with the way their brains function,” said Reuter. “It is amazing to see how far they’ve come and how they’re able to incorporate literacy by writing the answers in complete sentences.”

Seventh grade teachers will use Eureka Math resources in 2016-17 and eighth grade teachers the following school year.

Participation + Passing = U-46 Exceeds State Average in 8th Grade Algebra

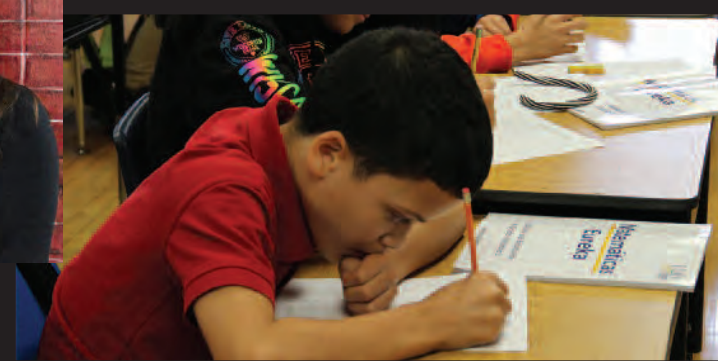
Eighth Graders Passing Algebra I
U-46: 34% vs. State: 28%

U-46 has continued its work to make Algebra available to more eighth graders. Students who perform above grade level by sixth grade take an accelerated math class in seventh grade that covers two years’ worth of math concepts. By eighth grade, they can move on to Algebra, opening their high school schedules for additional Advanced Placement coursework.

Statewide, more eighth grade students are taking Algebra I classes to get ahead. U-46 students outperform their peers on this metric, with nearly 34 percent of eighth graders passing Algebra I, compared to about 28 percent statewide.

Tefft Middle School boasts one of the highest portions of eighth graders succeeding in Algebra I in the district with 41 percent of its class earning the high school credit in 2015. Principal Lavonne Smiley says the school’s success is a combination of multiple factors, including the implementation of buildingwide best practices when it comes to instruction, common formative assessments that monitor student progress and student-centered data analysis to track outcomes. A no-excuses homework policy also keeps students accountable.

“Overall, I think it is our pervasive culture of high expectations,” Smiley said.



High School Academies

Five U-46 High Schools Offer Unique Student Programs

The academy concept, first introduced in U-46 in the late 90's, taps the talents and skills of high school students and takes them to new levels of creative, interdisciplinary and hands-on learning. In 2015, these programs continued to flourish with Academy graduates receiving admission to universities, from local schools such as DePaul University, Loyola University, the University of Chicago and the University of Illinois at Urbana-Champaign, to New York University, Purdue University, Vanderbilt University, Washington University in St. Louis and Yale. A 2015-16 junior in the Gifted and Talented Academy has already received his appointment to West Point following graduation.

With a program housed in each district high school, academy students tackle an intense curriculum in dedicated facilities with the latest learning materials and state-of-the-art equipment that complements each program's focus.

Students are admitted through a competitive application and review process. High schools host informational fairs and open house events in September. Eighth graders in good academic standing who have demonstrated their interest and abilities are invited to apply to an academy. Acceptance letters are mailed to students in January.

The High School Academies are:

- *Science, Engineering & High Technology Academy housed at Bartlett High School*
- *Gifted and Talented Academy housed at Elgin High School*
- *Visual and Performing Arts Academy housed at Larkin High School*
- *World Languages & International Studies Academy housed at Streamwood High School*
- *Broadcast Education and Communication Networks (BEACON) Academy housed at South Elgin High School*

The District in 1997 opened doors to the first four programs; Science, Gifted, Performing Arts and the World Languages Academies. BEACON Academy was founded in 2007.



The Science, Engineering and High Technology Academy, located in Bartlett High School, offers state-of-the-art laboratory setups in place of traditional classrooms, providing students with accelerated math and science curriculum, Advanced Placement opportunities and experience using next generation technologies. Students can take advantage of fun robotics, STEM workshops and competitions, Project Lead the Way curriculum, courses for college credit, STEM-focused internships and more.

Enrollment: 301
Application Deadline: mid-October
Number of Applicants in 2015-16: 340
Accepted Applicants: 100

The Gifted and Talented Academy, located in Elgin High School, provides a rigorous, innovative academic environment to challenge both the intellectual and creative abilities of gifted and talented individuals. Students are encouraged to maximize their potential through independent study, mentorships and internships.

Enrollment: 206
Application Deadline: early October
Number of Applicants in 2015-16: 200
Accepted Applicants: 71

The Visual and Performing Arts Academy, located in Larkin High School, provides artistically talented students with a comprehensive arts-based education. Students are offered honors curriculum in dance, drama, instrumental music, visual art and vocal music.

Enrollment: 208
Application Deadline: mid-October; auditions held in November
Number of Applicants in 2016-17: 120
Accepted Applicants: 60

The World Languages and International Studies Academy, located in Streamwood High School, students pursue special interests in history, language arts, foreign language and business through an integrated honors program. The program prepares students for further studies and successful employment in a global economy with the opportunity to earn the equivalent of six years in Chinese, Japanese, Mandarin and Spanish.

Enrollment: 304
Application Deadline: early October
Number of Applicants in 2016-17: 154
Accepted Applicants: 92

The BEACON (Broadcast, Education and Communication Networks) Academy, located in South Elgin High School, provides students with hands-on experience in audio and video production, broadcast journalism, webcasting and web design. Students have benefited from industry training with media professionals, interviewing state and world leaders, and producing commercials for corporate clients.

Enrollment: 217
Application Deadline: early October
Number of Applicants in 2016-17: 152
Accepted Applicants: 80

Academy Student Spotlights

Academy Students Share Their Perspective

Julia Santos, Bartlett High School Senior

As a freshman, I entered the Academy full of ideas, but I was shy and hesitant to share them. The Science Academy has molded me to be more bold, imaginative, outspoken, resourceful, confident and persistent when it comes to projects as well as



other areas of my life. The Bartlett Academy has taught me to give that 110 percent, even if the odds are not so great, even if others will not and even if it seems impossible. It has taught me to prioritize, delegate and collaborate.

Maria Cortez, Elgin High School Senior

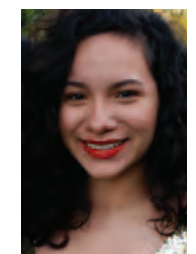
The Gifted and Talented Academy has shaped me into a person who is not afraid to take on challenges or to ask for help. I've learned to interact with people who have different strengths but are all connected by their passion for learning.



At the Academy, you will not only find rigorous and rewarding academics that prepare you for the challenges of college but a community that wants you to succeed. From the teachers who encourage the students in every way, from being the sponsors of clubs such as Model United Nations and Philosophy Club, to your classmates, who by the end of four challenging years become your second family. Choose Gifted if you want to have the best high school experience both inside and outside the classroom.

Tania Muro, Larkin High School Junior

The Visual and Performing Arts Academy (VPAA) has helped my passion for the arts grow stronger by the day and pushes me to do my best by providing opportunities to compete with judges that give you honest feedback on your musical abilities. Before the Academy, I was just another musician. It's an amazing experience to see many students with the same enthusiasm and different talents.



I recommend the VPAA because you will make so many new friends and lifelong memories. Every day you get to do what you love and learn new skills that will help you achieve many things. Being in the Academy will help you get closer to your dreams, step by step. High school is one of the best experiences of your life, make it count.

Andrew Stallings, Streamwood High School Freshman

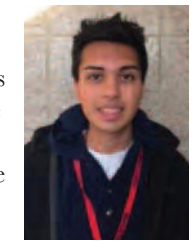
My favorite part of the World Languages Academy is the supportive teachers and students. My Chinese teacher has not only taught me Chinese but good study habits and time management skills. Learning these new skills has helped high school be less stressful and has improved my overall experience.



I would recommend the Academy because you can take four years of a foreign language with the best teachers in the business. You will be able to learn alongside other motivated students who will help you meet your academic goals and the teachers will give you the tools to be successful even in the most difficult classes. I can't imagine where I would be without my great teachers, best friends, my new study habits and my enjoyment of learning Chinese.

Bilal Mohammed, South Elgin High School Senior

I was interested in Broadcast Education and Communication Networks (BEACON) Academy because I could get a head start on my career. I enjoy BEACON because it is very hands-on. In class, we learn certain techniques and then are challenged with projects that require us to use them. I like to see how creative I can get with my videos.



In the Academy, students learn communication skills that they can utilize anywhere. I have learned how to network with people and how to present myself professionally in the real world when I was able to attend the annual World Leaders Forum held at Judson University as a journalist. The fact that I can walk into college knowing that I'm ahead of the game really makes me feel confident about my future.



Strategic Plan Goal

1

Student Achievement

Aspiration: We will educate the whole student by providing an enriched, high quality experience that empowers all graduates to be competitive members of the global society.

Renowned Dual Language

Program Prepares Students for 21st Century

U-46 is set to expand its dual language programming to the middle school level in 2016-17, continuing a virtually unmatched rollout of Spanish/English instruction that has earned the District attention from dual language experts and districts across the country.

The District implemented dual language programs for pre-kindergarteners through second graders, at 29 elementary schools during the 2011-12 school year. Since then, the program has expanded, grade by grade, following the first students.

In 2015-16, students whose home language is Spanish and who qualify for English Language Learners (ELL) services accessed dual language instruction in pre-K through sixth grade. English-dominant students also can participate in the dual language program as an enrichment opportunity in pre-K through fifth grade in what is known as “two-way” dual language. These classrooms are made up of both Spanish- and English-dominant students, giving children the opportunity to learn each other’s languages and cultures as they continue developing their speaking and literacy skills.

“Dual language instruction is the only program proven to close the achievement gap between ELL and their peers, and it offers English-dominant students a head start on bilingualism, preparing all students for an increasingly global world,” said Dr. Annette



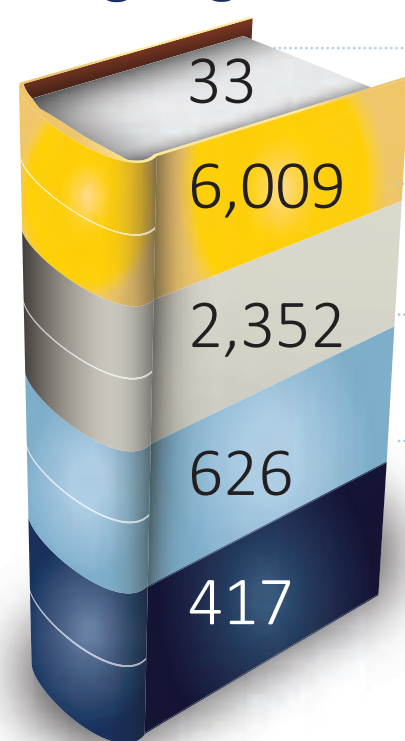
Acevedo, director of the U-46 English Language Learners Program. “We are excited to continue expanding this program and develop new opportunities for middle school students to continue such rigorous academic and language learning.”

Abbott, Ellis, Larsen, Kimball and Tefft middle schools are slated to implement an extension of the 80:20 Dual Language Program during the 2016-17 school year.

Already the dual language program has given thousands of students the opportunity to learn a second language without losing their first. These students are expected to perform as well or better than their peers on a range of metrics, including overall academic achievement, problem-solving ability, self-esteem, cross-cultural understanding and standardized testing.

Acquisition of a second language is directly related to a student’s proficiency in his or her first language. Programs that embrace a student’s existing language skills rather than seeing them as a deficit achieve positive results in study after study.

Dual Language



Student Profile: Brigid and Erin Zhu

Erin, 9 and Brigid Zhu, 7, grew up speaking English and both spent a few years learning Mandarin, but the alternate language they more often speak these days is Spanish.

Erin is in fourth grade at Ronald D. O’Neal Elementary School and Brigid is in second grade at McKinley Elementary. Both are in dual language programs, with Erin in Dual Language IGNITE, the gifted dual language option for fourth through sixth graders.



“It is an opportunity to challenge my kids and it is such a great value that you can have them learning another language in school without going outside of the district.

Erin likes switching languages throughout the day and is already thinking about learning French or German,” said their mom Maureen Kehoe.

“I want to travel when I grow up so it’s better to learn them now than later,” Erin said.

Center House Special Education Transition Program

Students Gain Independent Living Skills

Diego Palacios enjoys his job at Walgreens where he has worked for almost a year, stocking shelves and providing customer service. Mike Zarate works in the dining room at Victory Centre of Bartlett, serving residents at the assisted living facility.

Both young men are in their third year at U-46’s Center House, one of the District’s three main transition programs for students with special needs who have completed four years of high school and are between 18 and 22 years old. In addition to Center House, the District runs classrooms at South Elgin High School for young adults with moderate to exceptional cognitive needs as well as Central SWEP (Secondary Work Experience Program) which offers students between age 14 and 21 experience running a diner, from shopping to cooking and delivering meals at the District’s headquarters on Chicago Street in Elgin. Vocational coordinators support U-46 transition programs, placing students in appropriate learning environments to promote student success.

Many of the SWEP students turn to Center House after completing a stint running the diner.

Located on Sherwood Avenue in Elgin, Center House is a ranch-style home with two work areas, two kitchens, a living room, two bathrooms and an office. Students perform household chores, cook their own food, hold jobs in the community and learn independent living skills like taking public transportation and managing their own bank accounts. Approximately 15 students in the Center House program don’t actually live at the house but attend it like they would attend classes.

“Students learn self-determination and self-advocacy,” said Center House teacher Jay Walsh. “Our goal is to give them a bigger voice in their own life.”

Zarate works and pays his own bills. His favorite thing to do with his money is go to North of the Border in Bartlett for Taco Tuesday.

“On the weekends, I take the train from Bartlett to Elgin and take the Pace Bus to the library,” Zarate said. “I use Wi-Fi at the library to listen to music through Spotify or Pandora on my phone.”

Palacios said his goal after leaving the Center House is to go to art school.

U-46 Special Education administrator Tracy Morton oversees Center House and said students help develop their own learning plans.

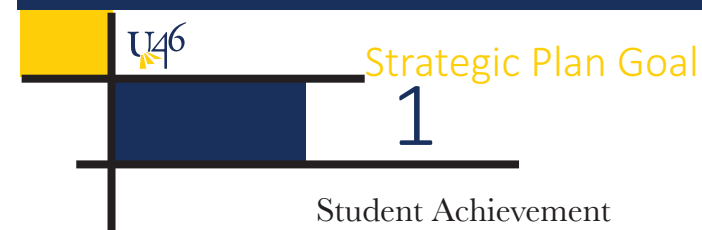
“Students create a presentation for their parents, identifying their strengths as well as their areas for improvement,” Morton said. “It helps them understand they have a say in their future.”



Mike Zarate and Diego Palacios

Number of students receiving specialized services in U-46: About 5,400

Number of students served in all transition programs age 18-22: 64



Student Achievement

Aspiration: We will educate the whole student by providing an enriched, high quality experience that empowers all graduates to be competitive members of the global society.

Teaching for the Digital Age

Technology Transforms Teaching and Learning in U-46 Classrooms

In the first year of its technology master plan, U-46 increased access to technology by 38 percent and transformed teaching and learning in a powerful way. With 6,850 new classroom devices and upgraded wireless coverage, students engaged in innovative learning that helped prepare them for success in today's digital world.

English Language Arts teachers used StudySync, an online social learning platform that enriches curriculum with diverse, interactive media. Kenyon Woods Middle School students in Mrs. Dawn Borg's English class enjoyed reading short texts or "blasts" on current events, tweeting answers, submitting online poll responses and rating the answers of their classmates.

Mrs. America Venegas' third grade students at Highland Elementary School took problem solving to a new level by scanning QR codes with classroom iPads to find the right answer and self-correct their work.

Huff Elementary fourth graders in Dr. Manuel Martinez's dual language classroom created and edited video presentations, filmed their science experiments and became the trusted technology troubleshooters at Huff.

"Our students have gone from users of technology to content creators," Dr. Martinez said.

Dr. Martinez, Mrs. Venegas and Emma Gonzalez of Lords Park Elementary all earned statewide recognition in 2015 for their innovative approaches to incorporating digital technology as part of English language instruction. The teachers were among 15 Illinois educators who received the Digital Leader Award through the Digital Leaders Now! program of the Illinois Resource Center during an annual statewide conference.

Technology By the Numbers

New Devices this year

Computing devices (including federal grant funding) 6,850

Projectors 900

Document cameras 600

Schools with Wireless Classroom Coverage 56

Computing devices district wide: 24,650

Up from 17,800 last year

All by the end of the 2015-2016 school year

Cyber Safety Remains Top Priority

This past year, the District upgraded its firewall and filter to become more secure. As an added protection, U-46 implemented Google Safe Search on all District laptops. This added filter prevents students from viewing adult material and allows them greater access to educational videos.

The upgraded wireless system also has improved data protection software and the District continues to adhere to strict student data privacy policies.



U46

Strategic Plan Goal

4

Efficiency, Excellence and Accountability

Aspiration: We will advocate for and utilize systems and resources that promote operational excellence, efficiency and accountability.

Prudent Financial Management

School District U-46 has made deep cuts and implemented spending freezes since 2011. With its conservative budgeting, U-46 has weathered both the recession and the current Illinois budget crisis. School District U-46 earned the State Board of Education's top financial profile rating called "financial recognition" in Fiscal Year 2015 for the second consecutive year.

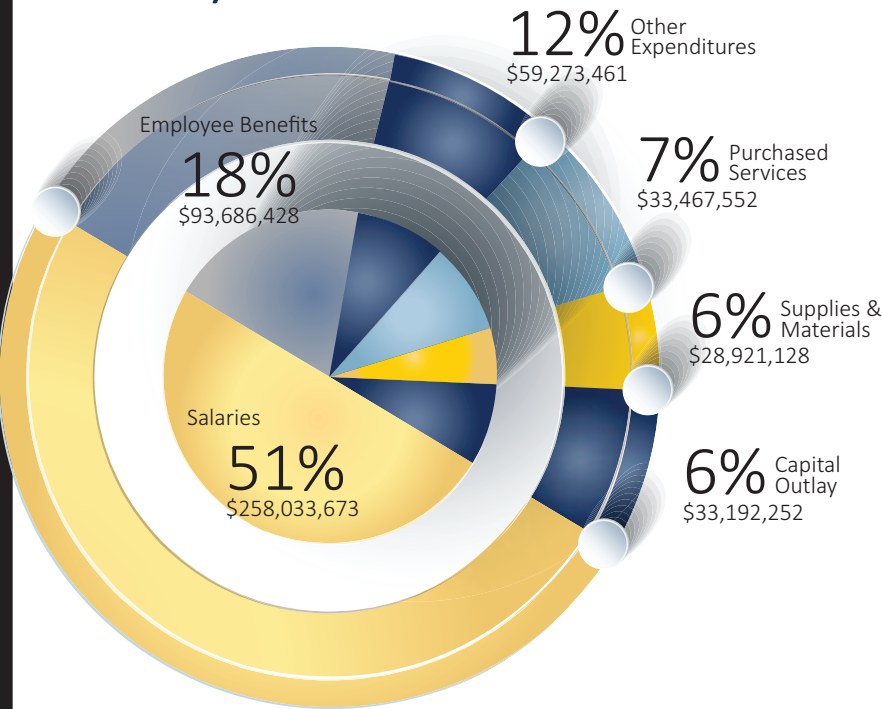
The District has presented the Board with a balanced budget for the past several years, including Fiscal Year 2016, which began July 1, 2015. The \$507.5 million FY16 budget projects nearly \$7.6 million in additional revenue over the amount budgeted during Fiscal Year 2015.

The U-46 administration continually reviews spending to improve operational efficiency, realizing a savings of \$55 million in the past five years through dozens of cost-saving initiatives. The District moved professional development opportunities, for example, from the daytime hours to after school to avoid substitute teacher costs, saving \$500,000 per year.

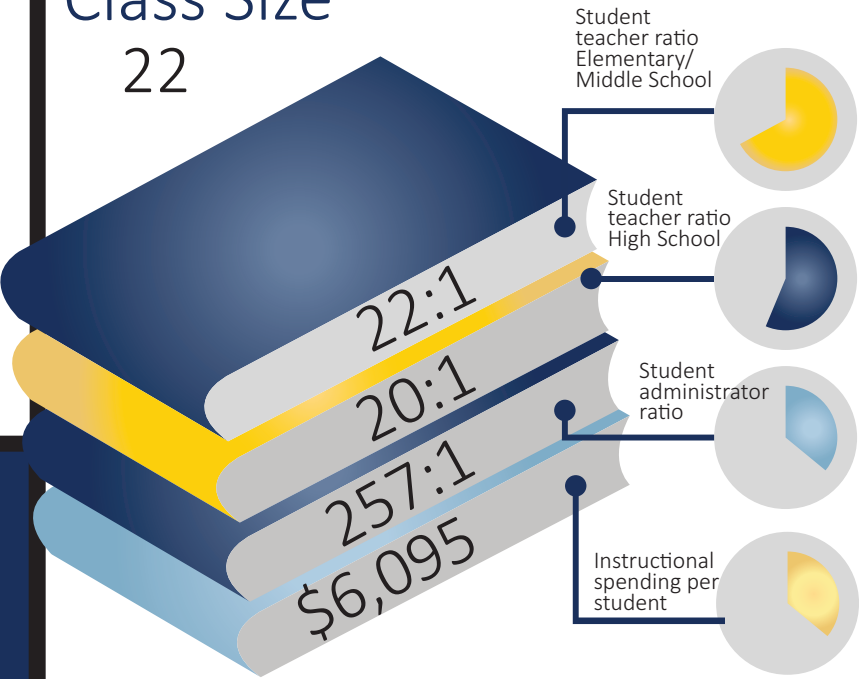
A reduced testing schedule saves \$250,000 a year and a decision to generate our own mulch, rather than purchase it for landscaping projects, has saved the District more than \$700,000. The total spent on salaries between Fiscal Year 2009 and Fiscal Year 2015 increased by just 0.9 percent due to salary cuts and freezes.

CEO Tony Sanders was among school leaders who visited Springfield several times during the spring of 2015 to advocate for more equitable school funding. While a major overhaul of state education funding did not pass in 2015, more money was allocated to districts like U-46 that serve students from low-income families, netting the District approximately \$13 million in additional General State Aid. Mr. Sanders continues to lobby for a new state education funding formula that would more consistently distribute the state's education funds to the districts serving students who need the most help.

Where does the Money Go?



Average Class Size



Early Learners Elementary

& Secondary Education Highlights

U-46 Provides More Preschool Opportunities

U-46's Early Learners programs continue to grow. In the 2015-16 school year, we served 1,645 three and four-year-old children in 51 preschool classrooms in 12 schools.

Our Early Learners staff works closely with community partners to promote our "Give Me Five!" Campaign to help educate families on the five steps they can take at home to help their children develop and be better prepared for kindergarten. The five steps are: Talk, Play, Read, Do and Write. Community partnerships with the United Way of Elgin, public libraries in U-46, and other community organizations help us promote the "Give Me Five!" goals.

In December 2014, U-46 received a \$2.35 million federal grant to support efforts to reach more families with young children through the 2017-18 school year. With the additional resources from the Preschool Development Expansion Grant, we have been able to:

- Enroll an additional 200 four-year-olds in a full-day preschool program in 10 classrooms at two locations—Horizon Elementary School in Hanover Park and five classrooms located at the former Easter Seals Jayne Shover Center, 799 S. McLean Blvd. in Elgin.
- Provide an instructional coach to support teachers.
- Hire two parent community liaisons who work in partnership with families and the community.

Elementary Education Highlights

Elementary Report Card Makeover

The District revised our Elementary Report Card following feedback from parents, teachers and administrators. The revisions, in the areas of math and literacy, ensure alignment with the new Illinois Learning Standards. These standards place an emphasis on applying knowledge to real world situations to better prepare Illinois students for the demands of college and careers. Examples of the new report card can be found on our website.

GoNoodle Online Program Combines Academics and Physical Activity

Elementary students across the District re-energized in 2015 with an online resource that helps teachers combine academics and exercise. The online program, called "GoNoodle," helps children increase their activity, improves focus and attention.

"GoNoodle incorporates movement in the classroom while learning or reinforcing concepts," said Tracey Jakaitis, U-46 Student Wellness Coordinator. "We have increased the amount of classroom movement to almost eight minutes a day. This program is life changing for our students."

A donation from AMITA Health and a nearly \$1,400 grant from Kane County Fit for Kids funds the GoNoodle program, valued at about \$50,000, at all U-46 elementary schools. The program gives teachers access to a website that provides activities and videos aligned to core subjects such as math, vocabulary and geography. The three-year grant is set to end in December 2018.



Secondary Education Highlights

Bartlett High School (BHS) earned a spot on the 2015 U.S. News & World Report Best High Schools list. U.S. News & World Report awards high schools with gold, silver and bronze medals, using gold medals to reflect the greatest level of college readiness.

U-46 hosted the first annual Curriculum Fair at Elgin Community College in October for seventh through twelfth graders across our district. This 'one-stop-shop' event gave students, parents and community members an opportunity to ask questions and learn about the various U-46 curricular offerings, including all courses, special programs and high school academies. Students and parents chose between 12 booths and multiple interactive areas to test a variety of skills, from re-building an engine to trying samples from the middle school Family & Consumer Sciences Culinary Arts program. Metalworking classes displayed samples of their high-tech work and Healthcare Science brought CPR dummies.

The Daily Herald featured Principal Lavonne Smiley and Tefft Middle School in June 2015 as examples of a school and leader who have turned around a school's image and improved test scores. Tefft now stands out as a high achiever among schools in the same student income level. According to the 2014 state report cards, 60 percent of Tefft students met or exceeded the expectations on state standardized tests, compared to the state average of 47.2 percent for students with 70-80 percent low-income students. Principal Smiley and the teachers set high expectations and accountability for both students and teachers.

U-46 Supports First Generation College-Bound Trailblazers

Superintendent's Scholarship Recipient Keyanna Ash



The Superintendent's Scholarship program supports outstanding U-46 graduates who are the first in their immediate family to attend college. Dr. José Torres established the Superintendent's Scholarship fund in 2012 through the U-46 Educational Foundation (page 26). Since then, 65 graduates, like Trevon Flowers, (page 9) have earned the \$1,000 scholarships.

South Elgin High School 2015 graduate Keyanna Ash wanted to be an attorney ever since she was young.

"I am very opinionated and I like to help people; my teachers always told me I would make a good lawyer," Keyanna said.

Keyanna credits the U-46 AVID program for helping her become an organized student and said the South Elgin High School classes that pertained to her major prepared her for college level work.

Today, she is majoring in Law Enforcement and Justice Administration at her top choice, Western Illinois University, thanks in part to receiving the U-46 Superintendent's Scholarship.

"The Superintendent's Scholarship meant a lot to me because it took some of the financial stress off of my family and me," Keyanna said.



U-46 Points of Pride

Arts

- The International Thespian Society Troupe 560 of Larkin High School raised \$665 in addition to donated goods during their annual "Performance for a Cause." Pets available for adoption were showcased during the event and all proceeds went to Anderson's Animal Shelter in South Elgin.
- The Fine Arts staff and Streamwood High School students collaboratively designed and implemented the movement "Play Me, I'm Yours," with the introduction of a piano located in the school cafeteria to enhance the school culture and exposure to music in a school setting.
- Six students represented U-46 as Illinois Music Educators Association (ILMEA) All-State Musicians. This is the highest musical achievement for high school students in Illinois. Allison Brown of Bartlett High School, Connor Murray of South Elgin High School, Allison Holloway, Bradley Johnson, Henry Robbins and Elyssa Smith of Larkin High School all received this honor.
- Hilltop Elementary School submitted 458 entries to the Metra Safety Poster Contest and was the top participating school. (see photo p. 25)

Academics

- Students of all ages were encouraged to "Read to the Rhythm" over the summer during the 2015 Summer Reading Challenge program. Reading Challenge requirements were based on activities suggested by the Give Me Five initiative and the Public Library Association's Every Child Ready to Read project. For the fourth year in a row, Highland Elementary had the highest percentage of students who had fulfilled the contest's requirements. Clinton Elementary took home the trophy for the biggest increase in the number of students who finished.
- Students from the BEACON academy received the 2015 "Organizational Interns of the Year" award from the Chicago Bandits.
- The sophomore BEACON class attended and were featured on the WGN morning show on October 31st.
- Two groups of Science Academy students won first and second place at the 2015 Illinois Engineering Design Competition.
- Kimball Middle School became the 3rd school in Illinois (2nd middle school) to achieve Advancement Via Individual Determination (AVID) National Demonstration Status. AVID is a research-based College Ready System that identifies, recruits and prepares students for four-year college admissions. National Demonstration School Status places Kimball in the top two percent of AVID schools nationwide or 1 in about 150 schools to achieve this status.
- The Science N.E.R.D.S. (Nature-Environmental-Recycling-Defender-Squad) of Ellis Middle School, proposed the development and the naming of Trillium Park, a neighborhood park just blocks from the school. The environmental club has

accomplished several community projects over the years.

- The Elgin Walmart named Illinois Park Center for Early Learning "School of the Year" for their commitment and dedication to our youngest U-46 learners. All educators at the school received a \$50 gift card to spend on their classrooms.

Athletics

Eastview Middle School

2015-16 District Championships:

- 7th grade Girls Cross Country
- 7th & 8th Grade Girls Soccer
- 8th Grade Boys Basketball
- 7th and 8th Grade Girls Basketball went undefeated

Bartlett High School

- Girls Swimming qualified in state and was led by junior all-stater Kayla Filipek who in Spring 2015 set a state record for the 16-year-old age group in the 50-yard freestyle with a time of 22.50 sec., and later in the summer besting the time with a 21.94 sec. and qualifying for the Olympic trials.
- Boys Soccer team finished 4th in state with new head coach Vince DiNuzzo (BHS Alum).
- Football made playoffs for the 13th time in the 18 years the school has been open with a varsity team.
- Dance team qualified for state for the 3rd year in a row.
- Girls Basketball won its 7th regional championship and head coach Denise Sarna retired after winning two state trophies.
- Boys Track & Field placed their first ever sprint relay team finishing 8th in the 4x100 (Jr. Nolan Bernat, Jr. AJ Santori, So. Harris Ross, and Sr. Bryce Petty).

Larkin High School

- Football defeated Elgin High School to win back the Town Jug.
- Competitive Cheerleading won the Upstate 8 Conference Championship.
- Girls Basketball finished 2nd in the Elgin City Classic Tournament.
- Wrestling posted a 15-9 dual meet record, best in over 15 years.

South Elgin High School

- Conference champions for Football with best record since the school opened - 8 wins and 1 loss.
- Ten football players signed on to play in college.
- Corinne Hildebrandt: Girls Tennis qualified for the IHSA State competition.



The South Elgin High School Auto Club took seventh in the nation at the Hot Rodders of Tomorrow Engine Challenge in Las Vegas.

- Brynn Warrick: Girls Golf qualified for the IHSA State competition.
- Dance team conference champions.
- Competitive Cheerleading were conference champions and qualified to compete at the IHSA State competition.
- Zack Crosby was the Boys Wrestling conference champion at 182 pounds and also regional champion.
- Angel Rios and Sami Aldabbagh qualified to compete at the IHSA sectional series in Boys Wrestling.
- Boys Bowling Team qualified to compete in the IHSA sectional competition.

Career & Technical Education

- Forty Elgin High students attended the Health Occupation Students of America (HOSA) academic competition in 2015, earning 16 first-place awards in various categories and 48 top 10 rankings.
- The HOSA students also excelled in a research and persuasive speaking competition, winning five of the top eight spots at the statewide conference, including first place.
- Elgin High students in the Project Lead The Way curriculum scored significantly higher than average on the year-end assessment. PLTW is a national group that provides curriculum to teach students in science, technology, engineering and math (STEM).
- The South Elgin High School Auto Club took seventh in the nation at the Hot Rodders of Tomorrow Engine Challenge in the fall of 2015 in Las Vegas. The South Elgin team took apart and reassembled an engine in 26 minutes and 28 seconds. More than 25 teams took part and SEHS was one of 22 to make the finals. The team members, who practiced two to three times a week prior to the competition, are working towards certification in the district's automotive program.

Elijah Jackson had only a 10 percent chance of survival at birth. The Larsen Middle School student beat the odds after spending seven months in the newborn intensive care unit. Elijah was named March of Dimes 2015 National Ambassador and met President Obama in the Oval Office.



Operations

- U-46 challenged its schools to reduce the amount of electricity used as part of the Energy Conservation and Awards Program (E-CAP). The friendly competition among schools from September 2014 through April 2015 yielded cash incentives for those with the greatest reductions in electricity use. The Board of Education in May recognized nine schools for saving \$80,000 in reduced electrical costs across the district as a result of the E-CAP.

- Bartlett High School took first place, receiving the \$3,000 prize and Elgin High School received \$2,000 for second place. Canton Middle School received \$2,000 for first place among the middle schools, with Larsen Middle School placing second and receiving \$1,000. The top five elementary schools saving the most for the district and receiving \$1,000 each were Centennial, Century Oaks, Lincoln, Lords Park and Oakhill Elementary Schools.

The Elgin Walmart named Illinois Park Center for Early Learning "School of the Year."

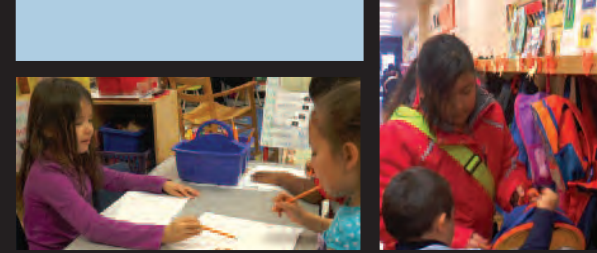


Hilltop Elementary art teacher Michelle Lose is congratulated by Metra Executive Director/CEO Don Orseno, left, and Metra Board Chairman Martin Oberman.



Streamwood High School students collaboratively designed and implemented the "Play Me, I'm Yours" movement.

Rethinking Discipline



Five U-46 Schools Earned Top Recognition for Promoting a Positive and Safe Environment Through a System Called “Positive Behavior Interventions & Support” (PBIS).

PBIS offers educators both a systemwide approach and specific tools to cultivate a safe and effective learning environment throughout a school. PBIS ensures that all students gain the social and emotional skills needed to achieve success throughout school and beyond.

“PBIS is a tool that keeps us accountable and adds value in leadership development,” said Huff Elementary Principal Dr. Angelica Ernst. “We want what is best for our students and creating a positive behavior system is how we can connect with them on an individual basis.”

Each year, the Illinois PBIS Network formally recognizes schools that demonstrate implementation and sustainability of a positive behavioral framework. Larkin High School, Huff and Ontarioville Elementary schools earned top recognition as “Platinum Level PBIS Schools” in 2015. The Platinum level schools joined Glenbrook and Highland Elementary Schools who both made the A-list for the second consecutive year. Larkin High School is the only high school in the state of Illinois to reach the PBIS network’s top level of recognition this year.

PBIS is just one of the District’s approaches to improving school culture. In the past several years, the District also implemented:

- Safety and Crisis Management Training
- Crisis Prevention and Intervention Training
- Safe and Nurturing Environments

These initiatives have helped U-46 realize a reduction in out-of-school suspensions from 7,082 in 2008 to 1,827 in 2015. School District U-46’s work in this arena led to our District being the only Illinois School District invited to the “Rethink School Discipline” White House conference in July 2015. CEO Tony Sanders, along with Coordinator of Discipline and Education Options Randal Ellison and Huff Elementary School teacher Mary Wojtczak, joined 30 other districts across the country to discuss policies and practices for school discipline.

PBIS is:

• **Prevention-based:** Through instruction, comprehension and regular practice, all students are taught and held to a consistent set of behavioral expectations.

• **Data-based:** School teams within the building utilize school wide data and individual student data to determine which students are not responding to the teaching of the behavioral expectations. Students not responding are provided another layer of support.

• **Community-based:** PBIS offers services for families, youth and schools.

• **Research-based:** The school wide PBIS process emphasizes the development of systems that support evidence-based practices and procedures within ongoing school reform efforts.



Educational Foundation

In its ninth year, the U-46 Educational Foundation continued to cultivate educational programs and activities for district-wide benefit not typically financed with tax dollars.

In 2015, E.C. "Bud" Wilson, a former School Board Member and active community member, was elected as President, following Jaime Garcia, a former U-46 principal and current Executive Director of Centro de Información.

The Foundation Board also welcomed new member Michael R. Baggot, an active district parent and attorney from Hoffman Estates who subsequently accepted the role of secretary. During the 2015 school year, the Foundation facilitated \$39,000 in scholarship funds for several programs, including the Superintendent’s Scholarships and Wisdom Family Foundation.

The U-46 Educational Foundation was pleased to be awarded an \$8100 grant from the EFS Foundation that allowed it to continue to support the students of U-46. This grant, along with funds from donors, allowed the Foundation to once again support the following three initiatives:

- \$5,000 Kidz Concert grant for Title I students in 3rd, 4th, and 5th grade.
- \$2,000 that supported the 2016 Getting Ready for Kindergarten/Give Me Five Calendar, an important tool to help families guide their child's development through the important years and months before kindergarten.
- \$2,400 grant to TalentFest, an annual community production that develops and showcases the talents of high school students.

Community Engagement



African American and Hispanic Parent Leadership Institute graduation

The Citizens’ Advisory Council (CAC) led the District’s work on boundary changes in 2015 to improve facility and operational efficiency. CAC’s Enrollment and Facilities Committee spent more than a year studying and considering the issue of boundary lines with District staff and an outside demographer before bringing a recommendation to the CAC for approval (by vote) in the fall of 2015. That recommendation went to the Board of Education in December 2015 where it was also approved.

AAPLI & HPLI

In 2015, 22 parents graduated from the U-46 African American (AAPLI) and Hispanic Parent Leadership Institute (HPLI), programs that help U-46 parents with African American or Hispanic students to enhance their leadership skills and become active participants in their children’s education and all of U-46.

Parents learn about the school system through the two-year program and gain practice advocating for their children and networking with each other and community members. Upon program completion, parents participate in a graduation ceremony.

Clergy

The 11 communities that surround U-46 have established a council to help promote awareness of religious diversity. The Board recognized the Clergy Advisory Council in 2015 for increasing the number of community volunteers who supported programs, including Project Access, that helped meet the academic needs for students, as well as community service events to clean the city, provide food, clothing, counseling and mentorship for our families and students.



ACE

Alignment Collaborative for Education

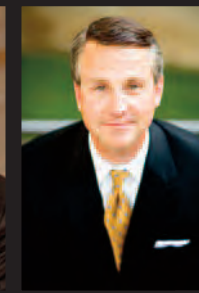
U-46 leaders and community partners introduced the Alignment Collaborative for Education (ACE) in February 2015 to align community resources in support of our District, students and the economic and social well-being of our community.

Nashville, TN and closer to home, Rockford, are two communities that have successfully implemented the Alignment model. The City of Elgin, the United Way of Elgin, Grand Victoria Foundation, Elgin Community College and other partners worked with U-46 to research and establish the Alignment model in our community.

The ACE volunteers have organized as a governing board, operating board and three committees called A-teams, chaired by a U-46 administrator and a community member, to lead the work. Ms. Linda Deering, President of Advocate Sherman Hospital serves as chair and Dr. Gene Crume, Jr., Judson University President, is vice-chair. CEO Tony Sanders serves on the governing board along with more than 30 community representatives from across U-46.



Ms. Linda Deering, CEO of Advocate Sherman Hospital



Dr. Gene Crume, Jr., Judson University President



In October 2015, Raquel McCormick, a U-46 parent and experienced social service manager, was named Executive Director of ACE.

The first three areas of work for ACE are:

- Approaching students through the lens of Trauma-Informed Care
- Strengthening and expanding Early Childhood Education
- Supporting and expanding Career and Technical Education (CTE) for the 21st Century



Strategic Plan Goal

3

Community Engagement
Aspiration: We will engage in meaningful and effective relationships with all families and the greater community.

U-46
Cabinet



Tony Sanders
Chief Executive Officer

Dr. Kenneth Arndt
Interim Superintendent

Dr. Jeff King
Chief Operations
Officer

Ron Raglin
Assistant Superintendent
of Educational Support
Programs & Alignment



Dr. Terri Lozier
Assistant Superintendent
of Secondary Schools
Instruction & Equity

Steve Burger
Assistant Superintendent
of Elementary Schools
Instruction & Equity

Dr. Ushma Shah
Assistant Superintendent
of Elementary Schools
Instruction & Equity

Dr. Suzanne Johnson
Assistant Superintendent
of Teaching & Learning

Top education, finance, legal and human resource leaders make up our U-46 Cabinet. Each of our senior administrators brings prior management experience, some as principals, to their role. Cabinet members oversee the District's preschools, elementary and secondary schools; lead our academic, fiscal and operational initiatives; and drive the implementation of our strategic plan with our students, staff and community members.



Miguel Rodriguez
Chief Legal Officer



Melanie Meidel
Assistant Superintendent
of Human Resources

2015-2016 School District U-46 Building Directory
2015-2016 Directorio de Escuelas en el Distrito Escolar U-46

School/Escuela	Address/Dirección	Phone/Teléfono	Fax	Principal/Director(a)
Bartlett H.S.	701 W. Chick Rd., Bartlett 60103	630/372-4700	630/372-4682	Dr. Richard Lebron
Elgin H.S.	1200 Maroon Dr., Elgin 60120	847/888-5100	847/888-6997	Jerry Cook
Larkin H.S.	1475 Larkin Ave., Elgin 60123	847/888-5200	847/888-6996	Dr. Jon Tuin
South Elgin H.S.	760 E. Main St., South Elgin 60177	847/289-3760	847/888-7014	James Edwards
Streamwood H.S.	701 W. Schaumburg Rd., Streamwood 60107	630/213-5500	630/483-5909	Dr. Ariel Correa
Abbott M.S.	949 Van St., Elgin 60123	847/888-5160	847/608-2740	Kathy Davis
Canton M.S.	1100 Sunset Circle, Streamwood 60107	630/213-5525	630/213-5709	Jeff Smith
Eastview M.S.	321 N. Oak St., Bartlett 60103	630/213-5550	630/213-5563	Donald Donner
Ellis M.S.	225 S. Liberty St., Elgin 60120	847/888-5151	847/608-2744	Perry Hayes
Kenyon Woods M.S.	1515 Raymond St, South Elgin 60177	847/289-6685	847/628-6166	Mike Demovsky
Kimball M.S.	451 N. McLean Blvd., Elgin 60123	847/888-5290	847/608-2749	Alan Tamburrino
Larsen M.S.	665 Dundee Ave., Elgin 60120	847/888-5250	847/888-7172	Gina Crespo
Tefft M.S.	1100 Shirley Ave., Streamwood 60107	630/213-5535	630/213-5646	Lavonne Smiley
Bartlett Elem.	111 E. North Ave., Bartlett, 60103	630/213-5545	630/213-5544	Lorelei Keltner
Centennial Elem.	234 E. Stearns Rd., Bartlett, 60103	630/213-5632	630/213-5630	Dr. Thomas Stiglic
Century Oaks Elem.	1235 Bracburn Dr., Elgin 60123	847/888-5181	847/608-2741	Dr. Andrea Erickson
Channing Elem.	63 S. Channing St., Elgin 60120	847/888-5185	847/888-7016	Selene Stewart
Clinton Elem.	770 E. Mill St., South Elgin 60177	847/888-7045	847/608-2742	John Oliver
Coleman Elem.	1220 Dundee Ave., Elgin 60120	847/888-5190	847/608-2743	Brian Stark
Creekside Elem.	655 N. Airlite St., Elgin 60123	847/289-6270	847/289-6040	Joanna Sharp
Fox Meadow Elem.	1275 Jenna Dr., South Elgin 60177	847/888-7182	847/888-7194	Sjoukje Brown
Garfield Elem.	420 May St., Elgin 60120	847/888-5192	847/608-2745	Tracy Taylor
Glenbrook Elem.	315 Garden Circle, Streamwood 60107	630/213-5555	630/213-5548	Cheryl DeRoo
Hanover Countryside Elem.	6 S. Bartlett Rd., Streamwood 60107	630/213-5560	630/213-6133	Harold Shepherd
Harriet Gifford Elem.	240 S. Clifton Ave., Elgin 60123	847/888-5195	847/608-2763	Joe Corcoran
Hawk Hollow Elem.	235 Jacaranda Dr., Bartlett 60103	630/540-7676	630/372-3365	Markisha Bush
Heritage Elem.	507 Arnold Ave., Streamwood 60107	630/213-5565	630/213-5549	Catherine Fletcher
Highland Elem.	190 N. Melrose Ave., Elgin 60123	847/888-5280	847/608-2746	Steve Johnson
Hillcrest Elem.	80 N. Airlite St., Elgin 60123	847/888-5282	847/742-3297	Teresa Winters
Hilltop Elem.	1855 Rohrssen Rd, Elgin 60120	847/289-6655	847/888-7199	Dr. Kyle VonSchnase
Horizon Elem.	1701 Greenbrook Blvd., Hanover Park 60133	630/213-5570	630/213-5564	Dr. Deborah Gehrig
Huff Elem.	801 Hastings St., Elgin 60120	847/888-5285	847/608-2747	Dr. Angelica Ernst
Laurel Hill Elem.	1750 Laurel Ave., Hanover Park 60133	630/213-5580	630/213-5569	Luis Fernando DeLeon
Liberty Elem.	1375 W. Bartlett Rd., Bartlett 60103	630/540-7680	630/540-7666	Juanita Jimenez
Lincoln Elem.	1650 Maureen Dr, Hoffman Estates 60192	847/289-6639	847/888-7195	Dr. Mariann Alyea
Lords Park Elem.	323 Waverly Dr., Elgin 60120	847/888-5360	847/608-2750	Dr. Hilda Rivera
Lowrie Elem.	264 Oak St., Elgin 60123	847/888-5260	847/608-2751	Kelly O'Brien
McKinley Elem.	258 Lovell St., Elgin 60120	847/888-5262	847/608-2752	Juan Lira
Nature Ridge Elem.	1899 Westridge Blvd., Bartlett 60103	630/372-4647	630/372-4654	Charlotte Coleman
Oakhill Elem.	502 S. Oltendorf Rd., Streamwood 60107	630/213-5585	630/213-5573	Laura Alegria
Ontarioville Elem.	2100 Elm Ave., Hanover Park 60133	630/213-5590	630/213-5574	Dr. Elizabeth Ma
Otter Creek Elem.	2701 Hopps Rd., Elgin 60124	847/888-6995	847/888-7607	Jeff Bragg
Parkwood Elem.	2150 Laurel Ave., Hanover Park 60133	630/213-5595	630/213-5579	Ana Arroyo
Prairieview Elem.	285 Mayflower Ln., Bartlett 60103	630/213-5603	630/213-5588	Paul Flatley
Ridge Circle Elem.	420 Ridge Circle, Streamwood 60107	630/213-5600	630/213-9407	Janelle Raine
Ronald D. O'Neal Elem.	510 Franklin Blvd., Elgin 60120	847/888-5266	847/608-2753	Marcie Marzullo
Spring Trail Elem.	1384 Spring Valley Dr., Carol Stream 60188	630/213-6230	630/213-6236	Amy Kendryna
Sunnydale Elem.	716 Sunnydale Blvd., Streamwood 60107	630/213-5610	630/213-5594	Denise Lockwald
Sycamore Trails Elem.	1025 Sycamore Ln., Bartlett 60103	630/213-5641	630/213-5599	Lisa Cardenas
Timber Trails Elem.	1675 McDonough Rd, Hoffman Estates 60192	847/289-6640	847/888-7011	Dr. Elisa Biancalana
Washington Elem.	819 W. Chicago St., Elgin 60123	847/888-5270	847/608-2754	Lori Brandes
Wayne Elem.	5N443 School St., Wayne 60184	630/736-7100	630/216-5619	Dr. Marybeth DeLaMar
Willard Elem.	370 W. Spring St., South Elgin 60177	847/888-5275	847/608-2755	Julie Leston
Central School Programs	355 E. Chicago St., Elgin 60120	847/888-5000	847/608-2783	Tracy Morton
Gifford Street H.S.	46 S. Gifford St., Elgin 60120	847/888-5000	847/888-5087	Lourdes Baker
Illinois Park – Early Learning	1350 Wing St, Elgin IL 60123	847/289-6041	847/888-5332	Apryl Lowe
Independence – Early Learning	200 Taylor Ave., Bartlett 60103	630/213-5629	630/213-5584	Lisa Bergbreiter

U-46 Educational Services Center / Centro de Servicios Educativos del Distrito U-46

355 E. Chicago Street, Elgin, IL 60120 Phone: (847)888-5000 Website: www.u-46.org

ACADEMIC SUCCESS FOR ALL

Sneak Preview 2016

Communication 101

Full-Day Kindergarten and Other Expanding Programs

Parent App

A new District app puts news, school calendars, lunch menus, calendars and much more into the palm of users' hands via their smartphones. It is available to download on the App Store or Google Play under School District U-46.

Boundary Changes

New elementary school boundary lines go into effect at the onset of the 2016-17 school year and allow the District to use space more efficiently, remove many of our mobile classrooms and offer Full-Day Kindergarten. As part of the new boundary lines, the District is building additions to Highland, Coleman and Laurel Hill that are projected to be completed by the start of the 2016-17 school year. The boundary changes primarily impact 13 of the District's 40 elementary schools and about 600 students.

Full-Day Kindergarten

U-46 will offer Full-Day Kindergarten (FDK) in 2016-17. The District will implement a "play-based" approach to learning in FDK. At kindergarten age, children are at a critical stage of brain development and are eager to learn and explore new things, but aren't yet ready to sit at a desk. In FDK, children take part in play-based learning that they initiate and is guided by a teacher.

As research shows, FDK can teach impulse control, communication and problem-solving skills that serve students as they move to first grade and through life. Kindergarteners will have access to materials and will learn academic content like reading and math through meaningful experiences. FDK will allow daily time for individual attention that will develop the whole child – academically, emotionally, physically and socially.

Dual Language

Abbott, Ellis, Kimball, Larsen and Tefft Middle Schools are slated to implement an extension of the District's 80:20 Dual Language Program during the 2016-17 school year.

Already the program has given thousands of students the opportunity to learn a second language without losing their first. These students are expected to perform as well or better than their peers on a range of metrics, including overall

academic achievement, problem-solving ability, self-esteem, cross-cultural understanding and standardized testing.

Standards-Based Learning and Assessment

High schools continue to implement Standards-Based Learning and Assessment (SBLA), an approach that provides clear and specific learning standards that are shared with students, parents, teachers and administrators. Next year, all secondary math teachers will apply SBLA. These standards establish what a student must know and be able to do in order to show proficiency in the content of a course. Standardized grading practices provide a clearer picture to students and families as to what grading criteria is used and the school's expectations of student learning and achievement.

SBLA requires teachers to grade students' progress on a scale of 0 to 4, with 4 indicating "mastery" of the subject matter. It is based on students learning key concepts and skills they are required to know in that particular class. The system has seven guiding principles to better measure student growth. SBLA has been used at the elementary school level for five years.

Gifted Program Expansion

The District's middle school Gifted Program, formerly referred to as a School Within a School (SWAS), provides the opportunity for our identified gifted students to take classes together in English, science and social studies. Students are placed in specific math courses based on their district-approved math placement scores.

The Gifted Program will expand to all eight middle schools in 2016-17, allowing seventh and eighth graders to attend their home middle school. Offering gifted programming at all middle schools honors the affective and academic needs of students. This shared classroom environment allows both instructors and students to develop and engage in cross-curricular instruction, critical thinking, problem solving and other higher-thinking practices and skills. At the same time, offering the programs within our home schools reflects our philosophy that this is an extension of our educational services and that students' individual or specialized needs can be met within our home schools.

WEPS 88.9FM "U-46 The Right Mix"

U-46 high school students hit the airwaves on the District's Radio Station, WEPS 88.9 FM The Right Mix. Radio clubs at Bartlett, Elgin, Larkin, South Elgin and Streamwood High School produce weekly one-hour shows for Illinois' oldest operating non-commercial, educational radio station. Student broadcasts include a variety of shows from school news, sports, musical, speech performances and entertainment. WEPS broadcasts weekdays at 7 a.m. and 7 p.m. and airs through Wisconsin Public Radio (WPR).

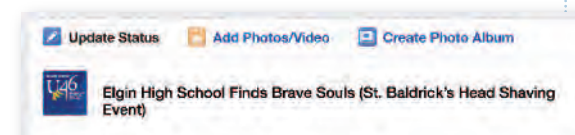
Tune in to WEPS 88.9 FM

**Weekdays
7a.m. & 7p.m.
New student
Broadcasts**



Top Facebook Posts
School District U-46
8,546 Facebook likes and growing

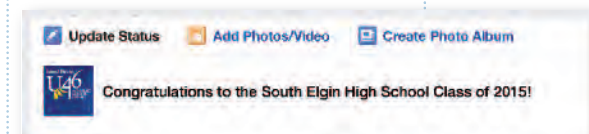
423 Likes
10,592 Views



186 Likes



334 Likes



211 Likes



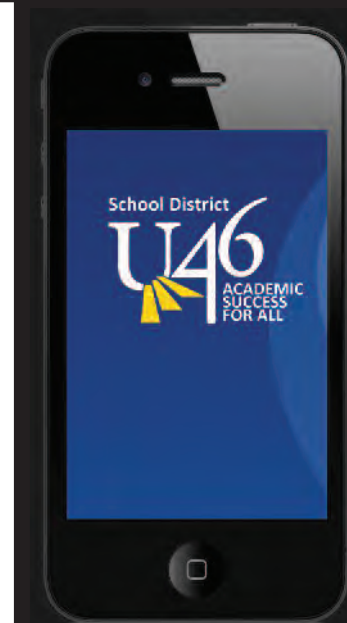
SDU46
1,466 Tweets
4,234 Followers



SchoolDistrictU46 or
<https://www.youtube.com/user/SchoolDistrictU46>
Most viewed video: Kimball Middle School ROARS AVID

2,651 Views

Our YouTube channel offers a live feed of our Monday night Board of Education meeting. It also features our District academic and extracurricular videos.



Strategic Plan
Goal 4

Efficiency, Excellence
and Accountability

Aspiration: We will
advocate for and utilize
systems and resources
that promote operational
excellence, efficiency and
accountability.

