



SUPERINTENDENT UPDATE

September 29, 2026



STRATEGIC PLAN | 26-31

TOGETHER TODAY TO

Our mission:

Together, we cultivate an inclusive and caring community where every learner is supported, challenged, and prepared to thrive in a changing world.

**TRANSFORM
TOMORROW**

OUR GOALS & STRATEGIES

This presentation falls under the:

1. Student Achievement Goal
2. Inclusive Learning Environment Goal

1. Family & Community Partnerships Goal
2. High-Quality Staff Goal
3. Resources Goal





September 29, 2026

This presentation will cover:

- A. Superintendent Update
 - a. Technology
 - b. 5-Essentials
 - c. SSAC - Supt. Student Advisory Council
- B. FOIA
- C. Student Learning Update (Diane Kaffka)
 - a. Inclusive Learning Environment Goal



A.SUPERINTENDENT REPORT (Technology)



Overnight Limited Internet Access

- 4th Grade - 1
- 5th Grade - 3
- 6th Grade - 23
- 7th Grade - 31
- 8th Grade - 66



SUPERINTENDENT UPDATE



Brian A. Kuge
School Year 2026-2027



APPROVED | Limited Overnight Internet Access

[DATE]

Dear Parent/Guardian of <<First Name>><<Last Name>>,

We are writing to let you know that your request for an exception to the overnight internet access restriction for your child <<First Name>><<Last Name>> has been **approved**.

Your child's overnight internet restriction will be adjusted so that internet access **remains available until 12:00 a.m. (midnight)**. This new schedule will take effect beginning the night of **tonight**. The overnight internet restriction will then be in place from **12:00 a.m. (midnight) to 6:00 a.m.** through the end of the current school year.



A.SUPERINTENDENT REPORT (5Essentials)



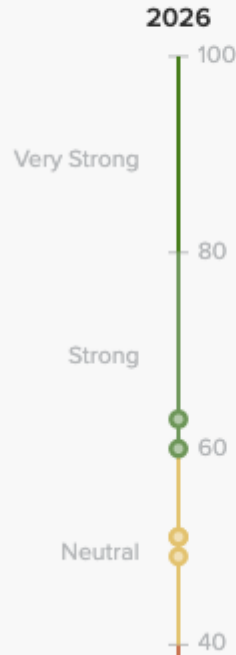
■ Very Strong ■ Strong ■ Neutral
■ Weak ■ Very Weak □ No Report
■ Not Eligible ■ Partial Data





How is Arlington Heights SD 25 performing on each of the 5Essentials?

EXPLORE SCHOOL BREAKDOWN



The 5Essentials

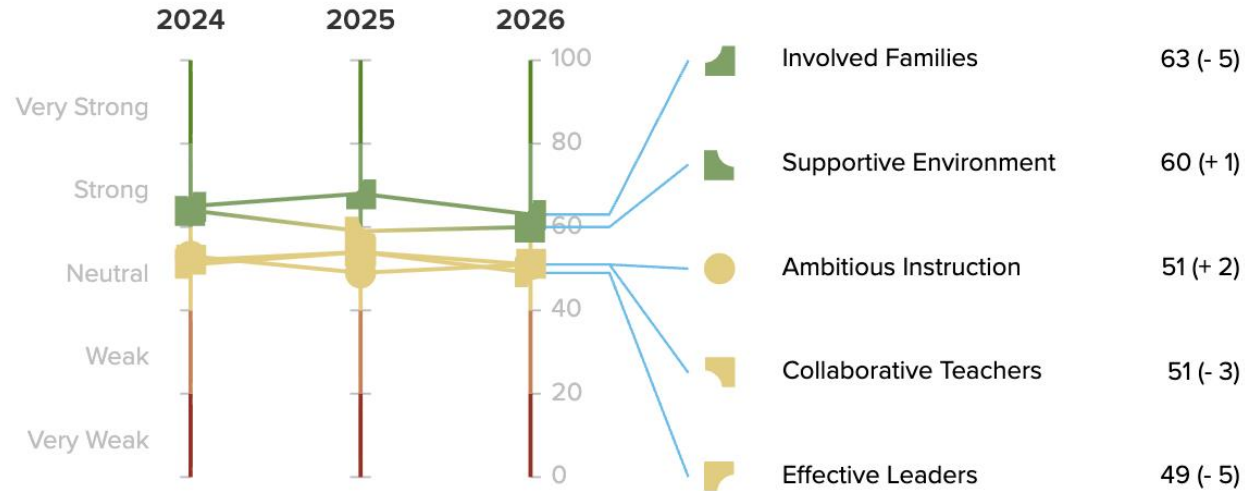
Performance

Involved Families	63 Strong
Supportive Environment	60 Strong
Ambitious Instruction	51 Neutral
Collaborative Teachers	51 Neutral
Effective Leaders	49 Neutral

■ Very Strong
 ■ Strong
 ■ Neutral
 ■ Weak
 ■ Very Weak
 No Report
 ■ Not Eligible
 ■ Partial Data



Essential Performance Trends



■ Very Strong ■ Strong ■ Neutral
■ Weak ■ Very Weak No Report
 Not Eligible ■ Partial Data



Essential

Performance

Ambitious Instruction

51 Neutral

In schools with strong Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning. It is:

- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced (not measured), and
- aligned across grades (not measured).

EXPLORE SCHOOL BREAKDOWN

Measures	Performance 	Respondent 
Quality of Student Discussion	54 Neutral	Teacher
English Instruction	53 Neutral	Student
Academic Press	50 Neutral	Student
Math Instruction	48 Neutral	Student



Essential

Performance

Effective Leaders

49 Neutral

In schools with Effective Leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:

- practice shared leadership,
- set high goals for quality instruction,
- maintain mutually trusting and respectful relationships,
- support professional advancement for faculty and staff, and
- manage resources for sustained program improvement (not measured).

EXPLORE SCHOOL BREAKDOWN

Measures	Performance 	Respondent 
Program Coherence	56 Neutral	Teacher
Instructional Leadership	50 Neutral	Teacher
Teacher-Principal Trust	46 Neutral	Teacher
Teacher Influence	44 Neutral	Teacher



Essential

Performance

Collaborative Teachers

51 **Neutral**

In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:

- active partners in school improvement,
- committed to the school, and
- focused on professional development.

EXPLORE SCHOOL BREAKDOWN

Measures

Performance

Respondent



School Commitment	56 Neutral	Teacher
Teacher-Teacher Trust	55 Neutral	Teacher
Collective Responsibility	54 Neutral	Teacher
Collaborative Practices	49 Neutral	Teacher
Quality Professional Development	39 Weak	Teacher



Essential

Performance

Involved Families

63 Strong

In schools with Involved Families, the entire staff builds strong external relationships. Such schools:

- see parents as partners in helping students learn,
- value parents' input and participation in advancing the school's mission, and
- support efforts to strengthen its students' community resources.

EXPLORE SCHOOL BREAKDOWN

Measures

Performance ↓↑

Respondent



Teacher-Parent Trust

68 Strong

Teacher

Parent Involvement in School

66 Strong

Teacher

Parent Influence on Decision
Making in Schools

57 Neutral

Teacher



Essential

Performance

Supportive Environment

60 Strong

In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools:

- students feel safe in and around the school,
- they find teachers trust-worthy and responsive to their academic needs,
- all students value hard work, and
- teachers push all students toward high academic performance.

EXPLORE SCHOOL BREAKDOWN

Measures	Performance 	Respondent 
Safety	67 Strong	Student
Student-Teacher Trust	62 Strong	Student
Peer Support for Academic Work	56 Neutral	Student
Academic Personalism	55 Neutral	Student

Supplemental Measures



Measures	Change ↓↑	Performance	Respondent
Classroom Rigor	+ 5	55 Neutral	Student
Academic Engagement	+ 4	49 Neutral	Student
Reflective Dialogue	+ 4	53 Neutral	Teacher
Rigorous Study Habits	+ 4	64 Strong	Student
Student Peer Relationships	+ 4	65 Strong	Student
Socialization of New Teachers	+ 2	60 Strong	Teacher
Inquiry-Based Science Instruction	+ 1	78 Strong	Student

Human & Social Resources in the Community	+ 0	66 Strong	Student
Innovation	- 1	52 Neutral	Teacher
Parent Supportiveness	- 1	76 Strong	Student
Classroom Disruptions	- 4	60 Strong	Teacher
Course Clarity	- 5	62 Strong	Student
Student Responsibility	- 5	64 Strong	Teacher
Teacher Safety	- 7	57 Neutral	Teacher



How is Arlington Heights SD 25 performing in Parent Survey Measures?

Measures

Communication Preferences

Computer-Internet Access

Parent Connectedness

Parent Involvement & Disruptions

Parent Satisfaction

Parent-Student Interaction

Parent-Teacher Interaction

Parents' Assessment of Involvement in School

Parents' Assessment of School Safety

Parents' Assessment of Teacher Trust

Quality of School Facilities

School Outreach

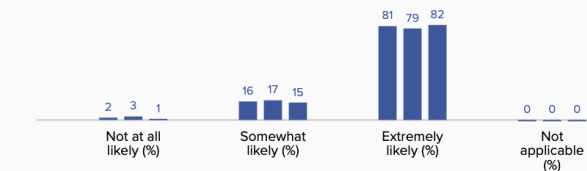
How is Arlington Heights SD 25 performing in Parent Satisfaction?

Parent's report levels of satisfaction with the quality of education their child(ren) receives.

Parents report satisfaction with their child's school:

[Expand All](#)

How likely are you to recommend this school to a parent looking for a school for their child?

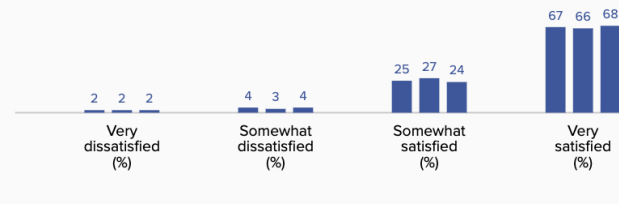


■ 2024 ■ 2025 ■ 2026

Hide Full History

Overall, how satisfied are you with the education your child is receiving at this school?

Overall, how satisfied are you with the education your child is receiving at this school?



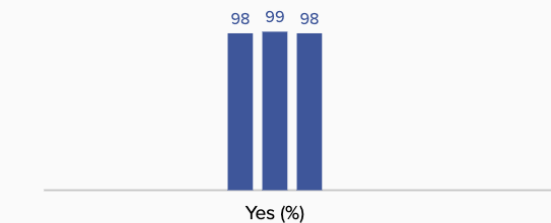
■ 2024 ■ 2025 ■ 2026



Parents report the frequency of internet use on various devices: ⓘ

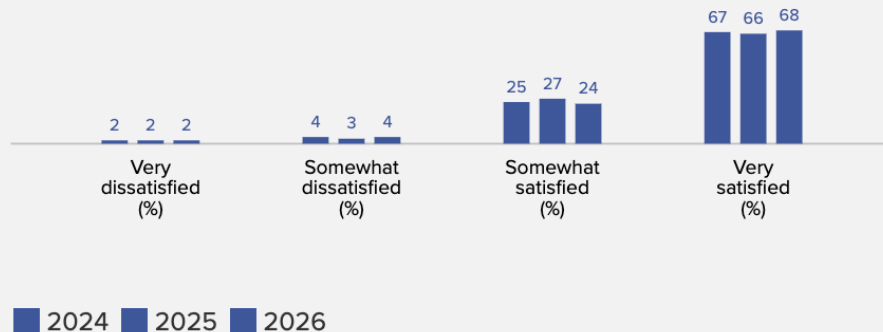
[Expand All](#)

Do you have access to a computer that connects to the internet at home? ^



■ 2024 ■ 2025 ■ 2026

Overall, how satisfied are you with the education your child is receiving at this school?

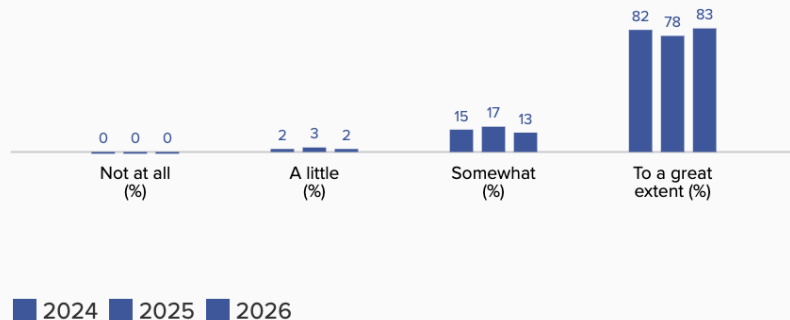


■ 2024 ■ 2025 ■ 2026

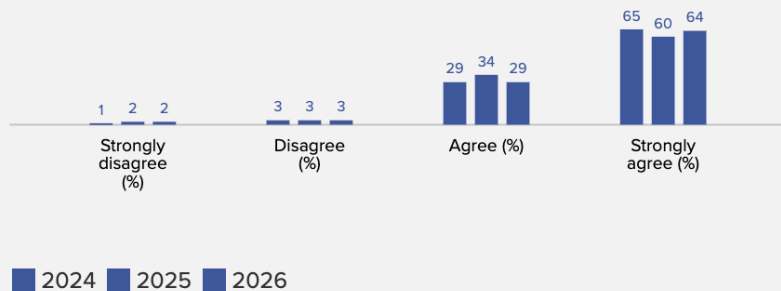
Parent Survey



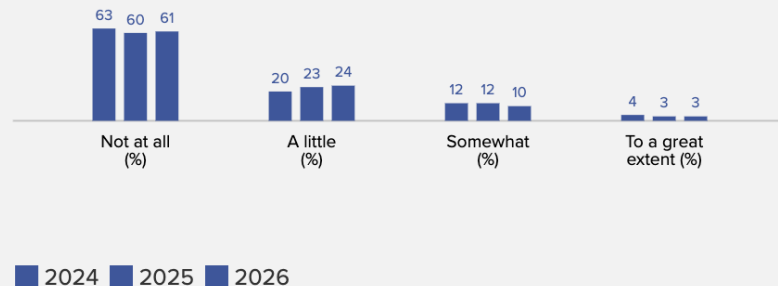
My child feels safe at this school.



I am comfortable sharing my concerns with teachers at the school.



My child is affected by bullying at this school.





A.SUPERINTENDENT REPORT (SSAC)

SSAC - Supt. Student Advisory Council



Students Participating - 39

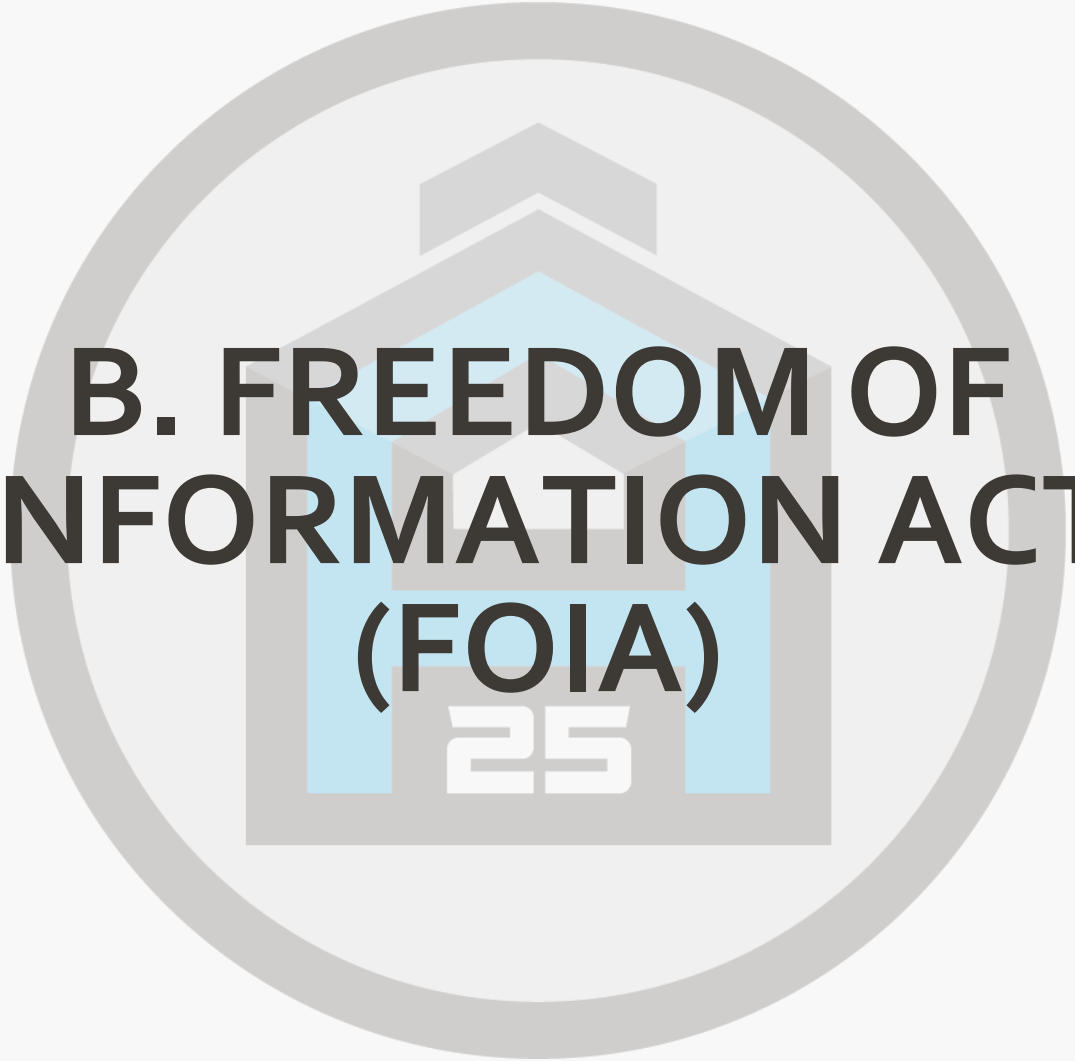
- 5th Grade - 16
- 6th Grade - 9
- 7th Grade - 8
- 8th Grade - 6

Whole Group Meetings - 5

- September 15
- October 6
- December 1
- February 2
- April 13

MEETING DATE	5th Grade	6th Grade	7th Grade	8th Grade
August 4, 2026	Must Attend	Must Attend	Must Attend	Must Attend
September 15, 2026 6:00 pm - 7:30 pm	Must Attend	Must Attend	Must Attend	Must Attend
September 29, 2026 *	Dryden ONLY	South ONLY	–	–
October 6, 2026 6:00 pm - 7:30 pm	Must Attend	Must Attend	Must Attend	Must Attend
October 20, 2026 *	Greenbrier ONLY	–	Thomas ONLY	–
November 17, 2026 *	Ivy Hill ONLY	–	–	South ONLY
December 1, 2026 6:00 pm - 7:30 pm	Must Attend	Must Attend	Must Attend	Must Attend
December 15, 2026 *	Olive-Mary Stitt ONLY	Thomas ONLY	–	–
January 19, 2027 *	Patton ONLY	–	South ONLY	–
February 2, 2027 6:00 pm - 7:30 pm	Must Attend	Must Attend	Must Attend	Must Attend
February 16, 2027 *	Westgate ONLY	–	–	Thomas ONLY
March 16, 2027 *	Windsor ONLY	South ONLY (round 2)	–	–
April 13, 2027 6:00 pm - 7:30 pm	Must Attend	Must Attend	Must Attend	Must Attend
April 27, 2027 *	Dryden ONLY (round 2)	–	Thomas ONLY (round 2)	–
May 18, 2027 *	Greenbrier ONLY (round 2)	–	–	South ONLY (round 2)

*Indicates a Board of Education Meeting.



B. FREEDOM OF INFORMATION ACT (FOIA)



Our administrative team ensured that all inquiries were addressed accurately and on schedule, meeting all legal requirements for timely disclosure.

In our ongoing commitment to transparency, the District fulfilled 16 FOIA responses over the last month.



C. Strategic Plan Update

Inclusive Learning Environment Goal



Inclusive Learning Environment:

Cultivate welcoming school communities where every student and staff member feels safe, valued, and inspired to thrive.



Enhance a Consistent, Healthy climate:

Implement a clear, school-wide behavior system that promotes positive relationships, consistent expectations, and a safe learning environment for all students.

Increase Student Engagement and Voice through Instructional Innovation & Enrichment: Enhance innovative teaching strategies and enrichment opportunities that actively involve students and deepen their learning experiences.

Refine our Multi-Tiered Student Support System: Strengthen the MTSS framework to ensure students receive timely, tiered academic and social-emotional supports based on their individual needs.

A large, light gray circular logo is centered on the page. Inside the circle is a stylized schoolhouse. The schoolhouse has a light blue body and a gray roof. The number '25' is written in white on a gray rectangular base at the bottom of the schoolhouse. The word 'QUESTIONS?' is written in large, bold, black capital letters across the middle of the schoolhouse.

QUESTIONS?