

HINKLEY-BIG ROCK ANNUAL REPORT



2019-2020

DEAR HINCKLEY–BIG ROCK COMMUNITY,

Welcome to our sixth annual report! We have received great feedback on the content and appreciation of our annual reports in years past and hope that this year's report will be beneficial to you. Typically this report comes out in the summer with the purpose of recapping and highlighting the previous school year. This year's report is being released about 2 months later than normal due to all of the needed planning to prepare for the 2020-2021 school year. While it is being released later than normal, the purpose remains the same.

HBR's vision is that all Hinckley-Big Rock students will be prepared to take hold of their tomorrow. This past year's efforts have aligned with and supported our vision. The 2019-2020 district goals focused on the integration of personalized learning and professional learning of our entire staff.

- **Personalized Learning**

- o Goal - The integration of personalized learning into our learning environments will increase in an effort to better meet the ever demanding learning needs of our students.
- o Rationale - The learning needs of our students continue to progress causing the need for our educational practices to shift from teacher-centered to student-centered. Through this goal, we will implement the tenets of our personalized learning definition and prepare for future years of continued pedagogical practices and learning results.

- **Professional Learning**

- o Goal - The professional learning of our entire staff at Hinckley-Big Rock CUSD #429 will improve with increased opportunities that are both meaningful and in line with our district needs.
- o Rationale - As Roland Barth states, "Ultimately, there are two kinds of schools: learning enriched schools and learning impoverished schools. I have yet to see a school where the learning curves of the adults were steep upward and those of the students were not. Teachers and students go hand and hand as learners...or they don't go at all." It is imperative that we improve and increase the professional learning of all of our staff at HBR.

We are coming off the heels of a Spring like no other and a unique start of a school year. Typical tasks and priorities have taken a backseat in many ways as we have focused on three guiding principles during this time:

- ***Student, staff, and community safety***
- ***Social-emotional health of students and staff***
- ***Academic growth and achievement***

These three guiding principles have been the bedrock of our planning with the culmination of our plans resulting in the July 17, 2020, release of our 2020-2021 Learning Plan. As of writing this, we are in our 4th version of the 2020-2021 Learning Plan with anticipated future version releases. Our 2020-2021 Learning Plan is a living and breathing document that will be updated using new guidance, mandates, and lessons learned after implementing the protocols. We are very proud of our learning plan and believe it is, as one Board member has stated, the best of the bad plans out there. Ultimately, daily in-person learning for a full school day is the best option for our students, families, and community. While we cannot do that at this time, we are committed to refining our practices while focusing on our guiding principles. If you would like to review our 2020-2021 Learning Plan, you can access it by visiting <https://5il.co/idyq>.

Our focus in the 2020-2021 school year will be on the planning and implementation of the 2020-2021 school year and the analysis of our K-12 course offerings, as well as extra-curricular and co-curricular activities.

- **Planning and implementation of the 2020-2021 school year**

- o Goal - The planning and implementation of the 2020-2021 school year will be done well with an increased focus on the safety of our students, staff, and community; social-emotional health of students and staff; and academic growth and achievement.
- o Rationale - The COVID-19 pandemic has significantly impacted the implementation of school from what is typical. Increased focus on cleaning and sanitation for the health and wellness of students and staff will take careful planning. Students and staff are returning to buildings this school year after spending the last 9 weeks of the 2019-2020 school year in emergency remote learning. We recognize that our stakeholders have experienced and continue to experience high levels of toxic stress during this pandemic. To be available to teach and learn, we must be emotionally well. Focusing on the health, safety, and emotional well-being of our students and staff will lead to increased academic growth and achievement. We recognize that students learn best when they are in-person and have opportunities to develop relationships with their teachers and learn cooperatively with their peers. Maximizing in-person learning time while adhering to ISBE and IDPH joint guidelines is a priority.

Analysis of K-12 course offerings, as well as extra-curricular and co-curricular activities

- o Goal - HBR CUSD #429 will undergo an analysis of K-12 course offerings, as well as extra-curricular and co-curricular activities, in an effort to provide students with learning experiences that further develop their creativity, curiosity and confidence in future years as we strive to meet the needs of our learning community.
- o Rationale - HBR is committed to providing students with an exemplary K-12 educational journey that develops both their academic and social-emotional skills preparing them to be “future ready”. In order to do this, we must continually review our course offerings, as well as extra-curricular and co-curricular activities, to determine if they are best preparing our students to be successful in future workforce opportunities, post secondary education and training, and as productive citizens. An internal audit is required to determine what courses, as well as extra-curricular and co-curricular activities, should be added or omitted to offer our students with an education that is rigorous and meaningful.

If you would like specific information on our goal work for the 2020-2021 school year, please visit <https://tinyurl.com/Goals2020-2021> to learn more.

We hope you enjoy reading our sixth annual report to find out what is happening in our District, look at the snapshot of our District finances, and review our plans for the future. If you have any questions about any of the contained information, do not hesitate to reach out to the appropriate contact:

HBRES Principal - Julie Melnyk - 815.286.3400 or jmelnyk@hbr429.org

HBRMS Principal - Jeff Strouss - 630.556.4180 or jstrouss@hbr429.org

HBRHS Principal - Jay Brickman - 815.286.7501 or jbrickman@hbr429.org

HBR Director of Student Services - Dr. Jessica Sonntag - 815.286.7576 or jsonntag@hbr429.org

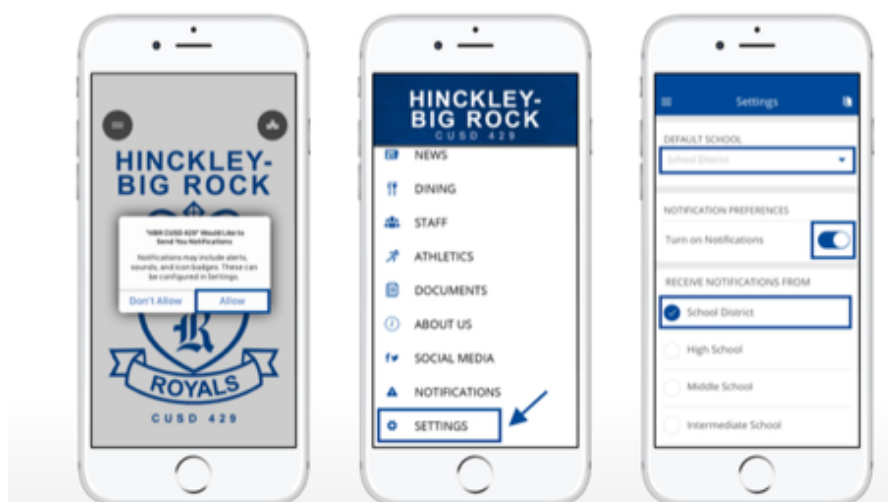
HBR Superintendent - Dr. Travis McGuire - 815.286.7578 or tmcguire@hbr429.org

We encourage you to visit <https://www.hbr429.org/>, our District and school Facebook and Twitter accounts (@HBRCUSD429, @HBRHS429, @HBRMS429, @HBRES429), our weekly District and monthly Superintendent blog and our new HBR app regularly to stay updated on what is happening at HBR. To download our app, follow the steps in the diagram below:

Don't miss any updates from HBR 429!

Follow these steps when downloading the mobile app:

1. Search 'Hinckley-Big Rock CUSD #429' in your phone's app store and download the app
2. Select 'ALLOW' when prompted on initial download to ensure you receive notifications
3. Open the HBR CUSD 429 app, and navigate to the left-side menu for 'SETTINGS'
4. Ensure your settings are turned on and your school is selected



We could not strive to thrive in meeting our students' educational needs without the ongoing support of our community. Thank you for your continued partnership and support!

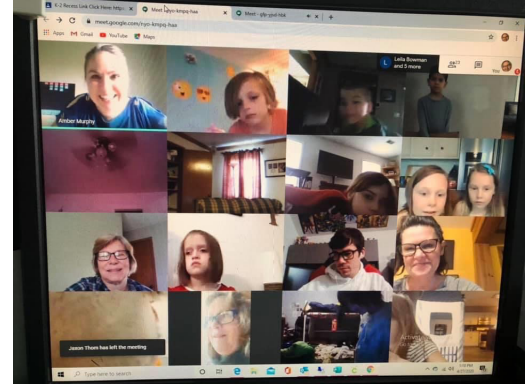
#TogetherWeGotThis

Travis McGuire, HBR Superintendent

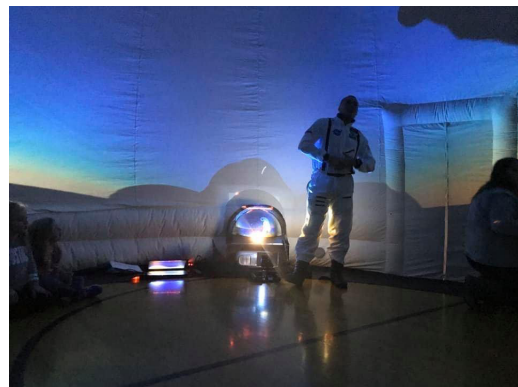
EDUCATING AND PREPARING EACH INDIVIDUAL LEARNER Hinckley-Big Rock Elementary School

The beginning of the 2019-20 school year brought about many exciting and positive changes in a multitude of areas at the Hinckley-Big Rock Elementary School. With the creation of a master schedule, students were able to have opportunities for targeted intervention and enrichment time across the grade levels. Our earliest learners widened their circle of friends with the addition of a new Blended EC program. Daily Genius Hour and STEAM (Science, Technology, Engineering, Arts, and Mathematics) times were added to all classroom schedules. A new science program was introduced that targets natural phenomenon, inquiry, and hands-on learning.

The teachers and staff continued their journey of supporting the social and emotional learning of students by building relationships and fostering character development through respectful channels. The elementary school welcomed a new social worker to the school family in a full-time capacity that allows students a continuous flow of support. An HBRES Charter was drafted by staff, which supports the climate and culture desired for maximum health, growth, and learning. Teachers implemented new strategies aimed at connecting with students and building a partnership in the learning process.



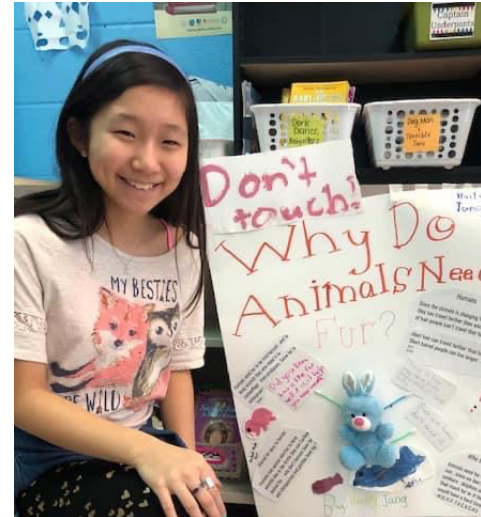
Relationships with students are vital, and so are the partnerships between school, parents, and community. These continued partnerships allow us to provide the best programming and learning experiences for our students. For the 5th annual Walk-a-Thon, the students and staff raised over \$8,300!! ALL of this money went directly back to the school to purchase things that will enrich classrooms such as iPads, books, alternative seating, classroom rugs, and so much more. In addition, HBRES hosted the first in-house, whole school field trip from the Mobile Planetarium. A massive dome was set up in the gymnasium and hosted the entire school throughout the day. The excitement was evident and sparked many new Genius Hour projects. Third graders wowed us once again with their annual Wax Museum, and fourth grade demonstrated that ingenuity is alive and well with their annual Shark Tank presentations. The entire school and community embarked on a journey together with the "One Book – One School" initiative. From community group donations, the school was able to purchase a copy of *The World According to Humphrey* for every family and staff member. We read the book together, chapter by chapter. It is a wonderful story about a hamster who lives at school. We even had our own "Humphrey" living in our school, and he visited different classrooms each day. This created a winning opportunity for us to share our love for reading and connect with our families. These experiences and opportunities were made possible by the wonderful generosity of individuals and groups in the Hinckley and Big Rock communities.



It is hard to put into words the feelings and emotions that were evident in the faces of the students and staff when we learned that the physical school building would close down due to the coronavirus pandemic. So much of what we took for granted every day became something we longed for, but was out of our control. Part of being an HBR Royal means digging down deep, not letting adversity stop us, and continuing to shoot for the goal. The teachers and staff made a conscientious effort to connect with students, meet families where they are at, and continue building relationships to further student growth. Teachers consistently met in grade-level clusters and created a platform of learning for students, utilizing Google Classroom in all classrooms. The staff connected with students in creative ways using technology and continued to meet with students through daily class meetings and virtual cafeteria and recess. The elementary school was proud to show an average of 96% student attendance and engagement during the final months of the school year.

Maximizing student learning, whether in person or remote, will continue to drive the decisions at HBRES as we look forward to the 2020-2021 school year. The students and staff have only gotten stronger during this experience and the desire to improve learning has grown. The technological proficiencies of our students and teachers have increased substantially. While the upcoming school year promises to be another unique experience, the constant will be the continuation of close student and family relationships, while supporting our students academically and socially/emotionally as we navigate a new “normal”.

Julie Melnyk
HBRES Principal



HINCKLEY-BIG ROCK MIDDLE SCHOOL

The 2019-2020 school year was nothing if not interesting! Teachers continued to work with students daily to make sure they were "Ready to Go" on to Hinckley-Big Rock High School after 8th grade promotion. During the year, the staff continued to incorporate Word Generation into all middle school core classes and students had 11 different Word Generation writing opportunities. This program teaches student to think critically, find text evidence to support a position and work on argumentative writing. Teachers also worked on different tenets of personalized learning. Our teachers met across the district to discuss topics like student choice, student autonomy, clearly created goals and outcomes, flexible learning environments, collaborative design, pacing and student self-reflection. In March, our movement to remote learning was a challenge, but staff and students met it with flexibility, grit and determination.

CAREER DAY 2020 - A LOOK AT WHAT COULD BE

Hinckley-Big Rock Middle School had our 6th annual Career Day on February 7th. As a school we continue to focus on career readiness. When using the words career readiness, we are referring to graduating students who have the soft skills and motivation to pursue a self-directed goal, adapt to challenges along the way, and know the options to obtain their post-secondary career. The goal of career day at HBRMS is to help in the students' development of a self-directed goal and knowledge about the options to obtain post-secondary careers.

The students at HBRMS had over 20 presenters on February 7th who engaged in discussions about their careers and interests. We continue to get a variety of careers which require different post-secondary training. Students are introduced to Career Clusters (see below) through an Oklahoma Career Cluster Interest Survey. Students also were introduced to XELLO, a software program used in grades 6-12 at HBR that helps students to look at their interests and how they can turn that into a career.

The following is a list of careers that were represented: Pilot, Financial Planner, Cosmetologist, Electrician, Professional DJ, Pastor, Caterer, Veterinarian, Realtor, Computer Programmer, Small Business Jeweler, States Attorney, DeKalb County Sheriff's Office, Auto Mechanic and Body, District Superintendent, and District Student Services Director, Banker, Mechanic, Author, Nurse, Teacher, Sports Official, Agriculture Careers, and Chicago Cubs Digital Director for Marquee Channel.

17 Career Clusters





DeKalb County States Attorney Rick Amato

I enjoyed hearing from Mr. Amato. I learned how to formulate (Word Gen. word!) arguments to prove your point. Michael Y. Jr.



High School friend of Mr. Sidman, Mr. Tony Andracki who introduced students to what the Cubs Digital Content Manager does at Marquee Sports Network.



HBR alum Josh Mills and SSG Ben Soloff putting a group of students through calisthenics in the National Guard session.

I enjoyed learning my options in the military and being yelled at to pick my head up while doing sit ups. Jonan M. 7th grade



DeKalb County's Mobile Command RV major attraction this year! Should have seen the looks we got from Route 30 Friday morning.

HBRMS offers two new courses for 7th and 8th grade students' exploratory classes

Young Adult Literature taught by ELA teacher Mrs. Edwards

Too often as adolescents become more involved in extracurricular activities and social lives, their reading begins to drop off. To try and reverse this trend, the exploratory class "Young Adult Literacy" was designed to engage these readers and give them exposure to outstanding and diverse current literature geared to middle school readers. It is offered as a 7th grade exploratory and includes books from the Master List of the Illinois Caudill Book Award for 2020. All the books have been published in the last 5 years and were nominated by teachers, students, and librarians from around the state to be considered for the award. Reading from this list gives students an opportunity to explore new genres and authors that they would not be exposed to in their regular school day. It is like a book club as part of their schedule. In addition to the 7th graders, the books are also offered to interested 6th and 8th grade students as well as students not currently in the class to read. A few students have even taken up the challenge to read all 20 from the list.

In class, students read and discuss at least 3 of the books from the master list of 20 per quarter, with the opportunity to read more. The class explores one book as a larger group and students then choose to go on to read two more, either on their own or in small groups. They are given flexibility in book choices and how they break the book into smaller reading assignments. Besides reading and discussing the books as a larger group, the students film short videos about what they read, create book trailers to advertise the books, and use art to present key ideas from the books.

"I liked how relaxing and calming the class can be while we are reading and discussing." McKenna B.

"Do not save what is left after **spending**, but spend what is left after **saving**."

- Warren Buffett

Personal Financial Literacy taught by Ms. Flanigan

A survey of 15-year-olds in the United States found that 18 percent of respondents did not learn fundamental financial skills that are often applied in everyday situations, such as building a simple budget, comparison shopping, and understanding an invoice - Organization for Economic Co operation and Development, 2014. Personal Financial Literacy exploratory covers areas of finance and money. Students begin by identifying the psychological factors that influence good money management, as well as poor financial decisions. The information helps them identify the motivators that influence them personally with regards to their spending and savings habits.

Additionally, the students learn about banking, savings, the importance of building and maintaining good credit, as well as how to repair poor credit.

Other topics that are covered include budgeting, avoiding identify theft, and determining hidden costs and how to avoid being "upsold" when making large purchases. Time is spent calculating the hidden costs of car ownership, and determining what they can, and cannot afford even when the vehicle is given to them! Students learn how to read and understand the "small-print" in legal documents such as rental agreements and credit card applications. Students learn to decipher paycheck stubs and W-2 forms and complete W-4 worksheets.

The students finish out the quarter by spending several weeks on a post-high school education project. The project requires the students to choose either a college or technical school degree to pursue. They research the cost/benefits of the education as well as multiple paths to obtain the degree/training. They compare the costs of in-state vs. out-of-state, and four-year universities vs. two-year community colleges. With this information they calculate the "return on investment" for each option based on expected salary/incomes for the chosen degree or training. Throughout the course the students also participate in a fantasy stock market portfolio where they invest \$10,000 in individual stocks and track their performance throughout the quarter. "PFL class helped me learn how important how I spend my money is to my future." Lilliana M.

"PFL class taught me about specifically college and managing how we can choose a good fit for me. Also, how a budget works." Josh B.



Remote learning comes to HBRMS for 4th quarter

Students' health and wellbeing were put to the forefront to make sure we, as a collective staff, were reaching out and trying to continue to foster the relationships we had built this school year. Teachers and other staff members invited students to weekly class meetings so they could make connections. Assignments were chunked and individuals were emailed or called. Teachers dropped off Chromebooks to homes. Individual families who were wi-fi deficient were provided hot-spots delivered by Dr. McGuire. Miss Henkel worked with all three buildings to host a virtual spirit week. We worked very hard to get all involved but

as with anything, nothing is perfect. We averaged around 90 to 95 percent of some type of teacher-student engagement weekly. Staff also reached out to make sure parents and students were aware of our meal service at the high school at the designated times. Our teachers and staff also met weekly in small groups via google meets and in our Monday 9:00 all staff meeting.

I would like to take a moment and congratulate Mrs. Spurgeon and Mr. and Mrs. Laszlo Toth on their retirements at the end of the year. Mrs. Spurgeon was a resource teacher for the past 20 years for HBR. Laszlo and Eva have been MS custodians for the past 15 years. You all will be missed but will be part of our HBRMS family forever.

As I start my 17th year in the district it continues to be an honor to work for and with all the parents, community members, staff, and teachers throughout the district during these unique times. During the 2020-2021 school year, the staff are working to have a safe and productive return to in-person learning. Whatever that may look like, our students' health and wellbeing will continue to be our priority.

Jeff Strouss
HBRMS Principal



KEEPING A FOCUS ON THE IMPORTANT THINGS Hinckley-Big Rock High School

The 2019-20 school year has come to a close. So much was experienced by so many, and the impact the global pandemic had on education, and the children of our community, was immense. That being said, we learned a lot. We learned of the resiliency of our students and staff. We learned just how much our community expects, rightly so, of our schools. And we learned that, if we pull together, we can do great things. So, on behalf of myself and the entire staff at Hinckley-Big Rock High School, I would like to thank you for your ongoing support for our school district. We need this support to continue our efforts to do great things for the children of this community. It is my pledge to you that we will continue to do our very best to help all students achieve their maximum potential and have a great high school experience.

Now, more than ever, it is important that we continue to put the social and emotional well-being of students and staff at the forefront of what we do. While academics, and

individual academic achievement, is at the core of what we do, keeping our students and staff safe and secure while creating the optimal learning environment must come first. We are planning for the 2020-21 school year with this in mind. Our additional focus, of course, will be on guiding and educating all students so that they are ready to pursue their post-high school goals. It all starts, freshman year, by helping them think about just what path it is they want to pursue. It is our belief, by challenging our students to think in terms of “career readiness,” that we will help them find meaning in their daily work, that they will be excited to pursue their interests, and that success, however they define it, can be theirs. Helping each and every student succeed continues to drive the work that we do.

One of the ways we stay focused on the important job at hand is to adopt School Improvement Goals that guide much of our action and decision making. Adopted for 2019-20, and continuing on into 2020-21, are our Climate and Culture goal and our Personalized Learning goal. While our students attend a very clean, very safe, and very caring building each day, it is our belief that there is more we can do to help students connect to their high school experience. Giving students a greater voice, celebrating our successes, and building student-staff relationships are just a few examples of what we hope to do and accomplish. The second goal seeks to create a more “personalized” learning environment. In order to meet the unique learning needs, wants, and interests of each student, it is our belief that we can create a learning environment that provides more student voice and choice in what they learn, how they learn, and the pace at which they learn. While the basics, the foundation, remain the same, we do believe that by creating a more personalized learning environment we can help more students successfully prepare for life after HBR.



By any set of objective measures, Hinckley-Big Rock High School is a successful high school. In particular, we like to look at what are students are doing “after HBR,” and how well they are doing. While there are no numbers that provide precise evidence of how our graduates are doing, I can assure you that I regularly and often hear about the great things our graduates are doing. The stories are uplifting. Our graduates are celebrating numerous things including regular Dean’s List recognition at their college or university, their ongoing commitment to military service, and happiness in the job and/or career of their choosing. Our graduates are making an impact in the world of medicine, law, finance, agriculture, marketing and other areas too numerous to list. The stories are great to hear.

In order to maintain this level of success, we will continue to work hard and reflect upon our curriculum, instructional practices, assessment practices, and all of our policies and practices that impact how our students experience high school. We will continue to devote our time to our own professional development. We will continue to measure where we are at, what we believe, and ask what it is we hope to accomplish. In the end, we will continue to set goals that put our students at the forefront and continue to strive for excellence.

Also, we will continue to offer a variety of opportunities for our students to excel outside of the classroom. Of note, providing:

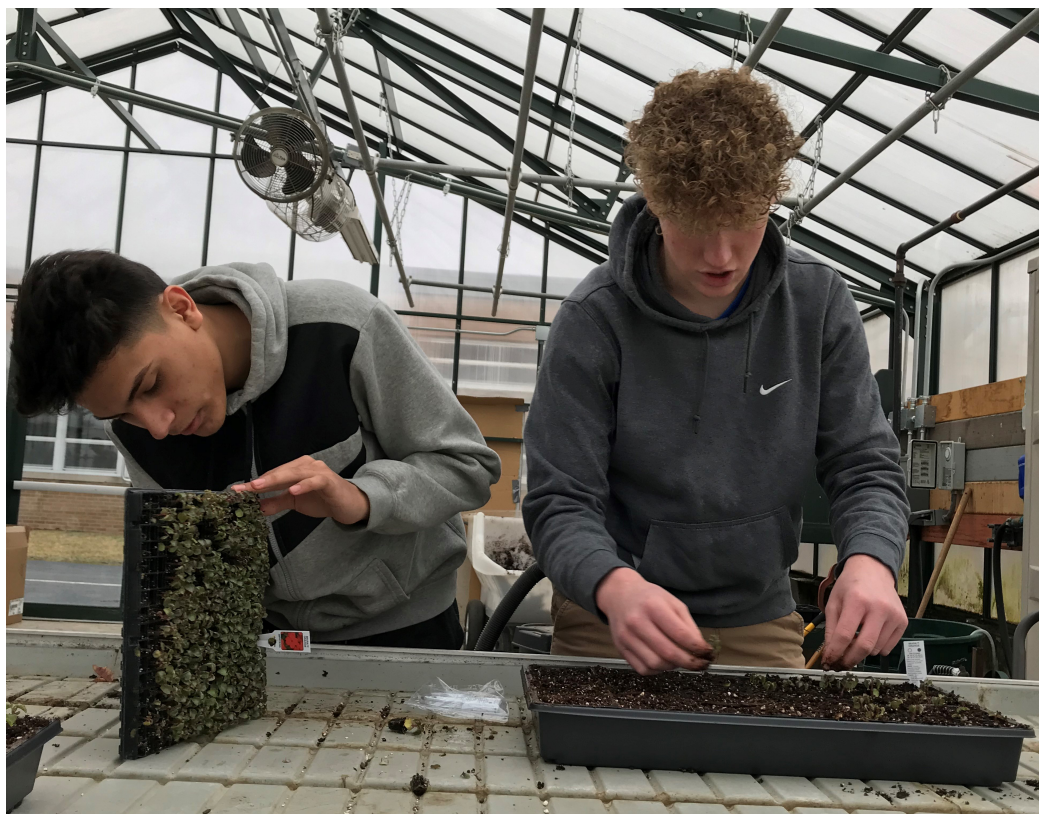
- An athletic program that focuses on competition and sportsmanship, not simply winning;
- A nationally recognized FFA chapter;
- Clubs and activities that encourage participation and that are built around developing future leaders;
- Blood drives that our students selflessly participate in to save lives;
- A Homecoming Week that is designed to bring our community together; and
- A staff that is committed to excellence

As the 2020-21 school year fast approaches, there is much work to be done.

Myself and the entire staff continue to remain focused and dedicated to making this year as great as it can be. To you and your family I wish the very best in all your endeavors. Please feel free to contact me should you have any questions, or desire further information. I have committed to a goal of improving the way we communicate with all stakeholders so that you get all necessary information in an efficient manner...and I look forward to hearing from you.

So, I will end as I begun...thanking you for all that you do to help us, support us, and encourage us as we take to the business of doing the very best we can for the students of Hinckley-Big Rock High School. Thanks!!

Jay Brickman
HBRHS Principal



HBR Finances

As of our last audit for the 2018-2019 school year, we had an operating fund balance of \$6,914,255 with 267 days of cash on hand. Hinckley-Big Rock CUSD #429 has been prudent in our financial spending with the provided local, state, and federal resources. The information below is meant to describe the 2019-2020 financial picture since our audit will not be complete until the fall of 2020. Additionally, a brief picture of the 2020-2021 tentative budget is provided.

2019-2020 Financial Summary

The entire Fiscal Year (FY) 2020 document can be viewed at <https://5il.co/jxug>. The approved FY20 amended budget can be viewed at <https://5il.co/h5vm>.

Purpose of this overview:

Discuss the revenue and expenses to date to portray our current financial standing as we end FY20.

FY20 Revenue:

We budgeted \$13,197,504 in revenue for FY20. Our actual revenue, as of June 30th, was \$12,646,908.49 (95.83% of our budgeted revenue). Some key factors in the difference are a direct reflection of delayed payments from the State of Illinois for categorical payments and levy revenue from DeKalb, Kane, and Kendall Counties. We received one FY19 mandated categorical payment from the state in FY19 and three of the four FY20 mandated categorical payments in FY20. We received about 49% of our Tax Year 2019 payments in FY20, which historically has been around 54%. This equates to a difference of just under \$488,000.

FY20 Expenditures:

We budgeted \$12,327,734 in expenses for FY20. Our actual expenditures, as of June 30th, totaled \$12,222,752.61 (99.15% of our budgeted expenses). We spent \$104,981.39 less than was initially budgeted through thorough initial planning and spending based on need. We closely monitor our expenses throughout the year with monthly reports to the Board of Education and quarterly reviews with leaders of schools and departments followed by quarterly financial summaries reported to the Board of Education.

FY20 Final Summary Results:

Our FY20 budget had a projected surplus of \$869,770. Our unaudited surplus for FY20, as of June 30th, is \$424,155.88. Hinckley-Big Rock CUSD #429 continues to plan with the known information. The revenue changes from the State of Illinois and more recently, the timing of our levy revenue from our three counties, continue to influence our finances and is something we are watching very carefully.

In February 2020, the HBR Board of Education abated \$220,000 from the Working Cash fund to the Bond fund and abated pledged taxes levied for 2019 to pay the bonds in the amount of \$220,000. In common language, we completed a permanent transfer of \$220,000 from our Working Cash Fund to our Bonds and Interest Fund and then told our three counties to collectively not collect \$220,000 in levy year 2019 in the Bonds and Interest Fund; we'll pay for the \$220,000 in bond payments from the permanent fund transfer. Over the past 5 school years, the Board has refinanced two bonds and completed a tax abatement resulting in an overall savings to taxpayers of just over \$410,000.

2020-2021 (FY21) Tentative Budget Summary

The entire document can be viewed at <https://5il.co/jxv1>.

The prepared tentative budget, as of August 14, 2020, shows an overall deficit of \$152,926. When comparing FY20 to FY21, there is an overall decrease in budgeted revenue of 4.21% (\$555,114) and an overall increase in expenditures of 3.79% (\$467,582). There are additional expenses to implement our 2020-2021 Learning Plan in excess of \$500,000. The FY21 budget has been created with fiscal responsibility taking current and long term needs into consideration.

This tentative budget was placed on display after our August 19, 2020, Board meeting. A budget hearing was held on September 23rd at 6:15 p.m. in the Hinckley-Big Rock High School Library with the formal adoption at the 6:30 p.m. Board meeting. The final budget will can be found at <https://tinyurl.com/FY20HBR>.

HBR ATHLETICS

2019-2020 Year in Review

We, at Hinckley-Big Rock, value our student athletic programs, our student athletes, and the parents/guardians who support our athletes. The criteria for being successful is not merely based on the win-loss record of the sport or the trophy at the end of the season, but in our student participation, improvement of student skills, sportsmanship, camaraderie and the enjoyment of those involved. The 2019-2020 school year was definitely one with many challenges. While all seasons were not able to begin competitions, we had a strong showing in the number of athletes who engaged in the sports programs. Hinckley-Big Rock High School had 219 rostered spots across 14 offered sport programs. Hinckley-Big Rock Middle School had 122 rostered spots across 11 programs. The breakdown is as follows:

HBRHS

Girls Golf	11
Boys Golf	10
Boys Soccer	29
Boys Cross Country	3
Girls Cross Country	1
Volleyball	32
Boys Basketball	36
Girls Basketball	22
Cheerleading	5
Dance	5
Girls Soccer	22
Boys Track	12
Girls Track	9
Baseball	22

219

HBRMS

Co-Ed Soccer	27
7th Gr. Volleyball	18
8th Gr. Volleyball	11
6th/7th Gr. Girls Basketball	13
8th Gr. Girls Basketball	9
7th Gr. Boys Basketball	20
8th Gr. Boys Basketball	13
Co-Ed Track	N/A
Cheer	23
Boys Intramurals	11
Girls Intramurals	11

122

FALL HIGHLIGHTS

The Fall sports offered to our students at HBR include boys soccer, volleyball, boys and girls golf, and the addition of boys and girls cross country.

Boys soccer at HBRHS competed heavily under the coaching leadership of Brad Phillips, assisted by Melissa Jennings. This season was a historic one for the Royals. It was the 50th year of soccer at Hinckley-Big Rock. A celebration for this occasion had to be moved several times because of the weather but finally had its Recognition Day in mid-October. Former players and coaches were introduced prior to an alumni soccer game. David Maxam, former assistant coach and team historian, spoke about the history and many accomplishments the team had experienced over those 50 years. It was a beautiful day and it was great to have some of the highly skilled alumni players and IHSA Hall of Fame Coach and 30+ year HBR Coach, Larry Peppers, on the field again.



(Coach Maxam and Coach Peppers)



Alumni Team



2020 Senior Recognition

The soccer season ended with a record of 8 wins and 10 losses. There was a lower than usual total games played due to weather that resulted in game cancellations. Although we all hoped the record would have been better, they did play some steep competition. At the time of regional playoff seeding, HBR had 7 losses and 6 of those losses were to teams that had 3 losses or less. Two highlights of the season were winning the consolation championships at the Stillman Valley and Little Ten Conference tournaments..

Co-Ed soccer at HBRMS had a great season this year under the returning coaching direction of Scott Bastian and Brandon Jackson. The team consisted of 27 members ranging in grades 6-8th. The conference record on the season was 11-5 with an overall record of 13-7. The Royals placed 3rd in regular season action against conference opponents and came home placing 2nd in the conference tournament. One of the main highlights for this team was the upset against Serena in which a shoot-out at the end of regulation brought home a Royal victory and a 2nd place tournament finish.



Girls volleyball at HBRHS struggled in competition this year with an overall record of 3-20. The Varsity Lady Royals rostered 9 members this season and 32 overall for the program. Several individuals on the team improved their percentages for a variety of skills while assisting the team during play. Second year starter, Tessa Prellberg, carried the team with a .408 hitting average and a .571 serving percentage while Jenna VerCautren was strong at the net with 26 solo blocks. Lizbeth Ruiz improved her passing and lead the team with a .721 percentage while Payton Barry was the second leading scorer in hitting kills with 53 on the season. The 2019-2020 Lady Royals continued under the leadership of Coach Stefanie Rich and will look to improve their skills and record next season.

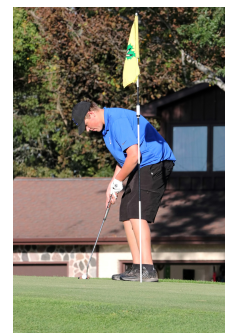
The volleyball teams at HBRMS had a wonderful start under the returning coaching leadership of Kathy Burgh and Erin Flanigan. Ms. Flanigan led the 7th grade team, which consisted of 18 girls. The team finished the year with a .500 record (8 wins and 8 losses). The conference does not have a 7th grade conference tournament but rest assured, if they did, this team would have represented HBR in a Royal fashion. The 8th grade team of 11 players, under the direction of veteran coach Kathy Burgh, struggled in competition this season. They finished with a regular season record of 3-15, and finished 8th in conference play. This team showed a great deal of camaraderie and promise as they grew throughout the season.



Cross Country made its reboot this Fall after a several year hiatus at HBRHS. Throughout the season, the runners showed great heart and effort as they competed against more experienced runners. It was great to see their hard work as each runner improved time throughout the season. Highlights included running their first race at Oregon High School in a large invite, running through a river and flooded terrain during a downpour at Harvest Christian, and participating in regionals. The team competed with 3 male and 1 female runner. They had a lot of fun running trails with different terrains and features in several different locations. More importantly, these athletes, and a willing coach (Thanks Coach Sanderson), brought back the x-country program and hopefully we can continue well into the future with this individual sport.

Boys Golf continued with a developmental year. They hovered around .500 as a team and were able to observe great strides from some of the younger golfers. Junior Ryan Behrens qualified for sectionals with Sophomore Elliot McGuire barely missing the sectional nod. The team has a future 2020 goal of becoming the conference champions so we will see if that can be achieved.

In girls golf action, the Lady Royals golf team was led by three returning players with Varsity level playing experience. For the 6th consecutive year, the young Lady Royals brought home the trophy at a culminating tournament of conference schools and then repeated another undefeated record against Little 10 opponents in regular season play.



In Coach Greg Jourdan's 11th season of heading the program, the Lady Royals golf program included 11 athletes. Led by the play of junior Izzy Cleaveland, the Lady Royals compiled a 12 win season against just four losses. Three of their four losses were to IHSA 2A schools. Four Lady Royals earned high honors during meets, in addition to Cleaveland's stellar season that included competing in IHSA's Sectionals and DeKalb Chronicle 1st team All Area honors, she led the team in scoring. Adding to the success of 2019, sophomores Ella McGuire, Allie Mills, and Sydney Razo-Ewan each earned medalist honors in meets. The Lady Royals posted their 9th consecutive winning season, and the team returns its top four scorers for next season. "

WINTER HIGHLIGHTS

Both our boys and girls basketball teams at HBRHS enjoyed successes during the season. They played competitively and showed progress. All winter sports began the season with the Annual Blue/White Showcase of teams where monetary and non-perishable foods were collected for the local food pantry. The Hinckley Food Pantry was presented with a \$617 check along with numerous food donations. Thank you to the community for supporting this community outreach program.



All-Conference for the 2nd consecutive year.

The girls team had a record of 21-12 overall and 5-3 for the conference. The program continues to build and develop with a young bench of 21 players (10 Varsity and 11 JV). The team finished the season with a 3rd place tie in the conference. The team became the 19th HBR girls basketball team to win 20+ games in a season and they picked up win #800 in the program's history, which makes them the 25th school in the state to reach that mark and the smallest school to accomplish that.

Individual highlights include Tessa Prellberg being named All State, 1st team All Area, Daily Chronicle Athlete of the Week, and was Unanimous



The varsity boys basketball team fought their way to an 8-24 record this year and finished 3-5 in conference regular season play. The season was a roller coaster ride, but one of the highlights happened at home against Serena, late in the year. Royals were down 1 with 5.9 seconds to go and needed to go the length of the court. The ball was passed to Riley Hogan, who weaved his way through the defense and made a layup at the buzzer to win 49-48.

The sophomore basketball team had a tremendous season and celebrated many successes. They went undefeated in conference play, won the Serena Sophomore Tournament, placed the highest of any Class 1A boys team in the Plano Christmas Classic, and had only 1 loss to a 1A school all year long. These sophomores craved victory and look to continue their winning ways these next two years at the Varsity level.

Another highlight from the basketball season involved the IBCA (Illinois Basketball Coaches Association) Hall of Fame. Hinckley-Big Rock High School was honored to have two long standing coaching legends be acknowledged at Somonauk High School this winter. The middle two coaches, Larry Pepper and John Mason, coached for many years at HBR. We were pleased to witness this acknowledgment during the 2020 Little 10 Boys Basketball tournament.

The HBR Royalettes Dance team was busy performing at home Varsity boys basketball games this year. They placed 5th at the IHSA Dance Sectionals held in DeKalb which earned them a spot at the State Finals. The Lady Royals then made us proud as they competed at the IHSA State Finals a week later.



The HBR cheer team, though much smaller in number this year, did a great job supporting the basketball team with their sideline squad. Under new direction of Jade Bottoms and Amanda Kaus, the team looks to rebuild and become stronger in the future.



At HBRMS, the 7th grade boys basketball team this season added the 6th graders to the team for the first time. With a total of 20 players (six 6th graders and fourteen 7th graders), and under the veteran coaching of Jason Sidman, the team was able to produce an impressive overall record of 15-4. This young team also placed 2nd in the conference. The addition of the 6th grade athletes allowed this team a rotating bench to create some depth to help prevent injuries, to provide instruction, and to allow rest.

The 8th grade boys basketball team enjoyed a successful season this year with an overall record of 15-7 and stood 3rd in conference regular season play. They also maintained that third place standing in the conference tournament. Upsetting Newark after having a 15 point deficit at halftime proved to be a defining moment for the team, which enabled them to have a 3-0 record with Newark on the season. The team did fall to Serena in OT during the tournament and lost to Plano and DeKalb in two very close games, so they proved that they can compete with the larger schools.

The 6th/7th grade girls basketball team consisted of 13 players. The 7th grade contributed 4 players while the 6th grade boasted 9; without these 9, HBR wouldn't have been able to field a team this season. This very young team finished the season 8-11 and stood 5th in conference, which for the youthfulness of the team, speaks volumes to the abilities of these girls. They had many highlights for the season which involved defeating conference opponents (Earlville and Somonauk) twice on the season.

The 8th grade girls basketball team competed with five 8th graders and four 7th graders. This team enjoyed a very successful season by placing first in the inaugural Lady Royals Shoot-Out. They also finished their season with an overall record 15-7 and they were also the 4th seed in the conference tournament. The Lady Royals defeated the number 1 seed (Serena) in the semi-finals, but fell short in the championship. These ladies will definitely be bringing some power to the high school next year.



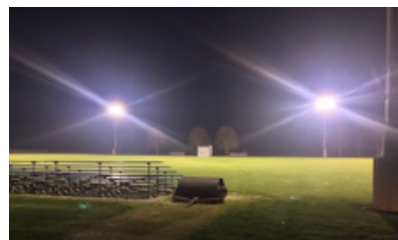
The Junior high cheerleaders supported the basketball team once again this winter. They were 23 strong with eleven 6th grade girls, five 7th graders, and seven 8th grade girls. There were enough girls to have a sideline squad and then a squad in the stands during games. They were very spirited and rocking the cheers as the basketball players were playing for victories.



SPRING HIGHLIGHTS

Friday nights under the lights was a common sight across the state as many high schools supported the IHSA initiative to show unity to our Seniors and frontline workers. HBR was no different. The lights lit up the sky from 8:00-8:20 in honor of the Class of 2020 and those community frontline workers fighting to save lives. Ominous lights shown across a beautiful, quiet, eerie field with no signs of fans, parents, athletes, and coaches. It truly was a very different spring. No ref whistles to be heard, no yelling, no cheering, no laughter, no usual noises that occur during high school competitions. No time on the clock. No ending buzzer. Only silence.

8:00pm



8:20pm

The Spring 2020 season was slated to be a HUGE season for the HBR Baseball program. They were coming off a 7-13 year with a regional win. They all felt good about the success they had experienced previously and were looking forward to the journey that they were about to embark on. Then COVID-19 happened and the first season on a new baseball field would have to wait one more year. The team has aspirations for a great summer 2021 season and they are looking forward to playing a full season at the newly constructed baseball facility.

After renewing the IHSA Cooperative Agreement with Somonauk this past year, HBR Girls soccer continue their partnership with Somonauk. The 22 member roster included 9 HBR and 13 Somonauk athletes, under the leadership of Melissa Jennings and Assistant Coach Brad Phillips. Two weeks into the season, competition was halted for the entire state. The program, however, continues to grow and we hope to be able to field both a JV and Varsity schedule in the Spring 2021 season.

The boys and girls track teams were on their way to a new season under the new coaching direction of HBR alumni, Richard Snedecker. It is unfortunate that we weren't able to see the results of the individual workout plans for the athletes, but we are anxiously awaiting the upcoming season and all that it holds for our athletes under his new direction.

Things were also pretty quiet around HBRMS this spring. The veteran coaches (Mr. Bastian and Mr. Jackson) were ready to roll out the practice schedule, but it just wasn't in the cards for the co-ed track team. We look forward to next spring when we can watch our athletes compete for their personal best times and/or distances.

The end of the year for Hinckley-Big Rock Athletics typically culminates at Graduation with the announcing of the following two awards: The Dallas Waldschmidt Award and the Charles Hillman Award. It is such a privilege to acknowledge the recipients of these awards at the Senior Graduation Ceremony. This year, it was a bit different. These awards were announced virtually at a Virtual Ceremony and then, picked up by the winners. Regardless of how these awards were presented, they are still the prestigious honors that they have always been.

Dallas Waldschmidt and Charles Hillman Award Winners

Congratulations to Carson Pickert, recipient of the Dallas Waldschmidt Award and, Abby Kuppler, recipient of the Charles Hillman Award. Both students were three season, 4 year sport athletes. Carson competed 4 years in soccer, basketball, and baseball. Abby competed 4 years in volleyball, 4 years in cheerleading, and 3 years in softball. These students were also very active in National Honor Society and in an array of clubs/activities throughout their high school careers. Our hats off to these fine two HBR graduates. We wish both of them well as they pursue their post-secondary endeavors this Fall!

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