



# D86 *Defining Excellence* FORWARD



Winter 2020



## Dear District 86 Community,

I have had the distinct honor and privilege of working in District 86 for more than five years. During that time, I have had the chance to experience firsthand what makes this place so special. We have two exceptional high schools that are among the best in the state. We have an innovative transition program that provides vital services and supports that help prepare young adults with disabilities for success. We have amazing students who are passionate about learning. We have a dedicated and talented team of employees who work to help the young men and women we serve thrive both in and out of the classroom. We also have you...an incredibly supportive community that values education and has played an integral role in fostering our district's rich history of excellence.

We have made progress on several critical initiatives and amassed a number of impressive accomplishments during the past few months that we have highlighted in this newsletter. For example, we started the important task of implementing our strategic plan, 86Forward, which we created with the help of a diverse group of stakeholders and will use to guide our work over the next five years. One of the key tasks we are undertaking in conjunction with this plan is a curriculum alignment process, which will enable us to create a singular program of studies that will establish greater cohesion and standardization across the district.

We began the process of implementing our three-year Future Ready Facilities plans, which will enable us to complete much-needed improvements to our high schools that will greatly benefit our students, staff, families and community. We are incredibly grateful to the voters who helped make these improvements possible by approving our referendum on April 2, 2019. We also appreciate the generous support we have received from community members and alumni, including the committee that has helped raise \$1.6 million for the pool project at Hinsdale Central.

In addition, our students have earned a number of awards, honors and recognitions. Two of our students (one from Central and one from South) are currently serving on the Illinois State Board of Education's Student Advisory Council. Three hundred of our seniors were named Illinois State Scholars by the Illinois Student Assistance Commission. Student-run publications at both high schools received major awards from organizations such as the American Scholastic Press Association and the National Scholastic Press Association. And, several of our sports teams and individual student-athletes earned major accolades on and off the field.

While these are merely a fraction of the great things that are happening in our buildings, they reflect our strong and steadfast commitment to ensuring that our schools and district continue to meet the needs of our students and serve as a resource for our entire community. We thank you for your partnership in helping us not only fulfill this commitment, but also guide our learners down the path toward their ideal future.

Sincerely,

**Tammy Prentiss, Ed.S.**  
**Superintendent of Schools**

# Strategic Plan

On May 21, 2018, the District 86 Board of Education adopted 86 Forward, which is the district's strategic plan that is designed to empower students to pursue their ideal future. More than 3,000 students, staff, parents/guardians and community members contributed to the creation of this plan by providing important and valuable feedback via engagement sessions and online surveys.

The main areas we will be focusing on during the next five years include:

- Student growth and achievement
- Learning environment
- Work environment
- Family and community connections
- Resources

OUR GOALS AND STRATEGIES				
WHAT WE WILL ACHIEVE				WHAT IS OUR PRIORITY WORK
Goal One	Goal Two	Goal Three	Goal Four	Goal Five
Student Growth and Achievement	Learning Environment	Work Environment	Family and Community Connections	Resources
All students are engaged in a rigorous education resulting in college, career, and life readiness	The learning environment promotes student well-being	Systems promote staff engagement, collaboration, innovation, satisfaction, and accountability	Families and the community are engaged as valued partners in the education process	Financial, facility, and technological resources align with District goals strategies and core values
Key Performance Measures will be established for all goals and strategies to monitor and report progress.				
High Priority Strategies	High Priority Strategies	High Priority Strategies	High Priority Strategies	High Priority Strategies
1. Course and instructional units include common critical competencies, aligned assessments between the two high schools, and multiple measures of success	4. Optimize the school day and calendar to meet individual student needs and promote student well-being	7. Staff have new opportunities for engagement and input into critical decisions that lead to improved collaboration, communication, professional development, and system coherence	10. Communication and collaboration with families and the community give them voice and opportunities for engagement and input and create new partnerships, all of which build trust and unity in the District 86 community	12. Resources are equitably distributed to meet the needs of all students as well as achieve the mission, vision, goals and strategies of the strategic plan
2. Students explore big ideas, leverage technology, make real-world connections, and use authentic ways to demonstrate their knowledge and interests	5. Students have opportunities for participating in school decisions, engagement, and responsibility for school outcomes	8. A meaningful data and information system improves goal setting, analysis, progress monitoring, and reporting of performance across all functions	11. Partnerships with the community enhance student vocational, career, and life readiness	13. Facilities make both schools equitable and optimal for teaching and learning practices
3. Students use their individual data to shape decisions about career and life readiness	6. Best practices improve student social and emotional skills, and reduce excessive stress	9. District 86 and sender K-8 districts collaborate to inform instruction and to develop a pathway linking elementary, middle, and high school experiences		14. Infrastructure, accessibility, and safety-deficiencies are addressed
				15. A sustainable maintenance and technological infrastructure plan is implemented

During the months of October, November and December, the champions for each of the plan's five major goals provided the board and community with updates regarding the status of their efforts. These updates included information about the Key Performance Indicators that are being used to measure and assess progress on the goals. All of the updates have been posted on the strategic plan section of the district's website ([d86.hinsdale86.org](http://d86.hinsdale86.org)). That section also features a list of the staff members who are leading the work on the strategic plan.

One of the projects we have undertaken in support of the first goal of the strategic plan is the creation of a vertically-aligned sequence of science courses at Hinsdale Central and Hinsdale South that follows the ESS-integrated PCB sequence (ESS stands for Earth and Space Science; PCB stands for Physics, Chemistry and Biology). This sequence was the product of hundreds of hours of work by a team that included science teachers, the department chairs for our science program, our assistant principals for curriculum and instruction, our building principals and members of the district's administrative team. It is scheduled to be rolled out across the district at the start of the 2020-21 school year. Additional information about the sequence can be found on the district website.

The district will continue to share information and updates about the strategic plan during board meetings, on our website, and via electronic and print publications such as this one.

## Curriculum Alignment



Curriculum alignment is one of the major initiatives that District 86 teachers are working on in conjunction with the implementation of our strategic plan. The specific area of focus for the 2019-20 school year is to develop a process and standards for ensuring that we are using fair and consistent grading and assessment practices across the district.

During the six Flexible Learning Days we have scheduled this year, our Learning Leadership Team is helping our teachers explore how we measure what a student has learned and is able to do. As part of this work, they are studying renowned researchers, authors and educators such as Thomas Guskey, Myron Dueck, Alex Bowers and Ken O'Connor in order to examine, inform and organize their thinking and practices around grading and assessments. They are also discussing topics such as the grading scale, use of zeros in a gradebook, test retakes, late work, homework and the inclusion of behavior in the academic grade. The ultimate goal is to create a standard grading and reporting philosophy for the district.

We plan to use the district's various communication platforms to share additional updates about this important work.



# District 86 Transition Services

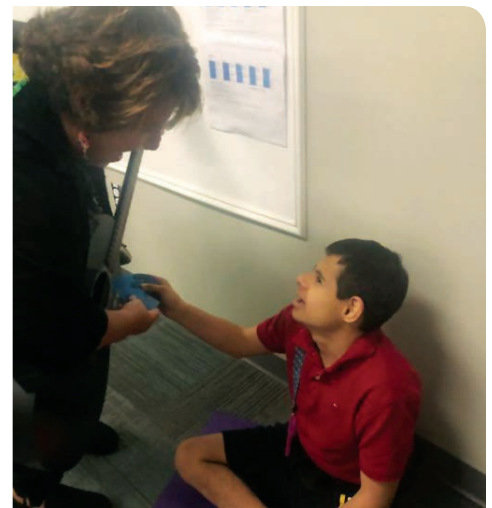
Transition services are provided to young adults with an identified disability who have met their diploma requirements and would like to continue to receive individualized supports that capitalize on their strengths, preferences and interests, and help meet their unique needs beyond their senior year of high school. Transition programming seeks to provide young adults through the age of 21 with continued access to special education interventions, services and supports that are designed to increase their success in post-secondary education/training, independent living and employment.

The District 86 Transition Program prides itself on offering a continuum of supports and services that best prepare our young adults for success. This includes partnering with a variety of local organizations and businesses to provide those we serve with opportunities to integrate and learn skills within their community. For example, we work with the College of DuPage and Technology Center of DuPage to assist with post-secondary education/training. We also partner with more than 40 businesses to provide a variety of vocational training opportunities. Most of the instruction we offer takes place in the community itself because doing so provides a more natural setting for developing and strengthening independent living and self-advocacy skills.



**HINSDALE  
TRANSITION  
CENTER**  
High School District 86

To learn more about our transition services and programming, please visit [tc.hinsdale86.org](http://tc.hinsdale86.org).



# Future Ready Facilities

On April 2, 2019, the voters of District 86 approved a bond proposition in the amount of \$139.8 million that will enable us to make critical upgrades and improvements to our facilities at Hinsdale Central and Hinsdale South. This section of our newsletter includes updates regarding the topics that have been discussed, decisions that have been made and tasks that have been completed in conjunction with this work during the past few months. Additional updates will be posted on the district's website, as well as on the communications portal we set up with the help of Pepper Construction Company, which is serving as the construction manager for most of the Future Ready Facilities projects. You can access the portal by visiting <https://www.pepper360.com/public/hinsdale/>.

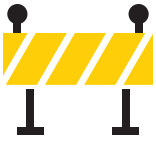
## PHASE I PROJECTS

### HINSDALE CENTRAL

- Pool addition
- B&G addition/relocation
- Stadium turf
- Practice turf
- Tennis courts
- Roof replacements
- Site utility improvements
- Miscellaneous life safety improvements

### HINSDALE SOUTH

- Special Ed renovation
- LRC renovation
- B&G addition
- Stadium turf
- Practice turf
- Tennis courts
- Roof replacements
- Boiler replacement & RTU
- Miscellaneous ADA improvements
- Miscellaneous life safety improvements



## Phase I Projects

The first phase of the Future Ready Facilities work at Hinsdale Central will begin during the summer of 2020 and continue through the 2020-21 school year. The projects that are scheduled for completion during this phase include, but are not limited to, replacement of the practice and stadium turf fields, replacement of the tennis courts, replacement of the track, completion of the addition to the swimming pool, renovation and relocation of buildings and grounds, and completion of various ADA/accessibility improvements.

The Phase I work at Hinsdale South will all take place during the summer of 2020. The projects that are scheduled for completion include, but are not limited to, renovation of space for special education, replacement of the practice and stadium turf fields, resurfacing of the track, replacement of the tennis courts, completion of an addition for buildings and grounds, and renovation of the existing library space.

You can access the complete list of Phase I projects for both schools on the district's website and the communications portal created by Pepper.



## Budget

The total budget for all of the proposed Future Ready Facilities projects is \$139,815,983. Following the completion of the estimates for the design development portion of our work, the total cost of all the projects is less than 1% above this total.

While we are very encouraged by this figure, we will continue working diligently to ensure that all of the projects get finished on time and on budget. One of the activities we are undertaking to help us accomplish this important goal is to value engineer each project, which is a process/approach that is commonly used in the construction and design industry to address the issues of functionality and cost.



## Calendar

We have been exploring changes to the calendars for the 2020-21, 2021-22 and 2022-23 school years that will enable us to accommodate the work that is scheduled to take place at Central and South. The primary change we are proposing is the lengthening of summer break from 10 weeks to 14 weeks. By doing this, we can:

- Complete some of the projects that are more expansive and directly impact services to students (e.g., renovations to the cafeteria) in time for the start of school
- Offset delays we may encounter due to issues such as inclement weather
- Provide our students and staff with access to a safe environment that is best for learning – e.g., less noise, dust and dirt from construction; fewer restrictions on the spaces that are available for use; etc.

If we extend our summer break by four weeks, we will need to make up that time during the school year. This may mean shorter winter and spring breaks. It may also mean being in session on holidays we traditionally have off (e.g., Columbus Day, Presidents Day, etc.).

We shared the proposed calendar changes with staff, as well as leaders from our student and parent/guardian communities. All three groups had the chance to ask questions and share their thoughts. At the time this newsletter went to print, the recommendation for the calendar was scheduled to be presented to the Facilities Committee for review on Jan. 17 and to the board for review and approval on Jan. 23.



# Student and Staff Accomplishments

Below is a list of some of the honors, awards and accomplishments our students and staff earned during the first semester.

## > DISTRICT 86 STAFF

- **Chris Wilbur**, who is a social studies teacher from Hinsdale Central, earned an Outstanding Educator Award from the University of Chicago, which recognizes teachers for "changing the course of students' lives, helping them reimagine texts, encouraging them to delve deeper into problem-solving and showing them how to think beyond the borders of the classroom in the pursuit of their own education."
- **Kerin Sancken**, who is the department chair for math at Hinsdale South, has been invited to present about the benefits of coaching partnerships at the NCSM (National Council of Supervisors of Mathematics) Annual Conference, which is being held in Chicago March 30-April 1.
- **Keith Bockwoldt**, the district's chief information officer, was invited by CoSN (the Consortium for School Networking) to present at a conference and help lead a webinar about the issue of cybersecurity, more specifically about how to build an effective security program.
- **Taryn Chrapkowski, Justin Ladas, Stephanie Miller and Heather Stomberg** from the district's special education team were asked to share their knowledge and expertise about leveraging community partnerships and the effective use of multidisciplinary teams during the Division on Career Development and Transition International Conference that was held in Seattle, Washington Oct. 23-25.
- Hinsdale South math teachers **Rick Cazzato and Jennifer Gilbert** have been invited to present at the Metropolitan Mathematics Club of Chicago's (MMC) 2020 Conference of Workshops being held at Stevenson High School on Feb. 1. Their session will focus on how they are using various digital activities offered via an application called Desmos to support student learning in precalculus and precalculus honors classes.

## > HINSDALE SOUTH

- Junior **Diana Temelkova**, who is the photo editor for Hinsdale South's yearbook *Vespa*, took third place in the Sports Reaction Photo of the Year category during the finals of the National Scholastic Press Association's annual competition.
- **Theatre arts students** from Hinsdale South were selected for induction into the International Thespian Society, which is the honor society for secondary school theatre students. In order to earn this recognition, the students had to complete at least 100 hours of quality work in theatre arts and related disciplines.
- Several teams and individual student-athletes from South accomplished significant milestones during the fall sports season. **Billy Gneiser** had the best finish in the state tournament (15th place) by a golfer from South in the past 22 years. **Caraline Custardo** became the first diver from the school to qualify for state since 1986. The three levels of **boys cross country** had the best combined finish in their respective conference championships in nine years. In addition, **varsity girls cross country** qualified as a team for state for the first time in South's history.
- Hinsdale South's **Illusions Art Magazine** was awarded a First Place with Special Merit by the American Scholastic Press Association (ASPA). Illusions was also among the small handful of publications from across the country that ASPA named Most Outstanding Literary Art Magazine for the 2018-19 school year.
- South football players **Noah Charters, Marquese Garrett, Jerimiah Kinsey** and **Eric Suda** earned Athletic All-Conference selections from the West Suburban Conference. Charters also joined teammates **Michael Colant, Sean Garrity, Kerry Glimco, Joshua Hargrove, Frank Pantoni, Lucas Pitonak, James Ruzicka** and **Ian Smith** in earning All-Conference selections for academics.

## > HINSDALE CENTRAL

- **Devils' Advocate**, which is Hinsdale Central's student-run news magazine, earned a rating of All-American with Four Marks of Distinction from the National Scholastic Press Association (NSPA). The 2018-19 edition of the school's **El Diablo** yearbook also earned a rating of All-American with Four Marks of Distinction from NSPA, and won a Gold Medalist award from Columbia Scholastic Press Association.
- Varsity sports teams from Central earned several championships during the fall season. **Conference champions** included the girls golf team, the girls tennis team, and the girls swimming and diving team. **Regional champions** included the girls golf team, the boys golf team and the boys soccer team. **Sectional champions** included the girls tennis team and the girls swimming and diving team. In addition to these championships, the girls tennis team took second place in state, the girls cross country team took third place in state and the boys golf team took seventh place in state.
- The **forensics speech and debate team** from Hinsdale Central was given membership into the National Speech & Debate Association's Societe de 300 after earning 300 or more strength points last year in conjunction with competitive and service-related activities. This honor reflects "an outstanding commitment to teaching students essential life skills, including communication, research, listening, writing and organization."
- The **boys soccer team** from Hinsdale Central earned the United Soccer Coaches Team Academic Award for exemplary performance in the classroom during the 2018-19 school year. This was the 13th consecutive year Central earned the award, which is given to teams that maintain a minimum grade-point average of 3.25 for the entire academic year.
- **Samara Jaquez** from Hinsdale Central is one of 45 students whose work was selected by the Illinois Art Education Association for inclusion in an art show that will be traveling to locations throughout the state.



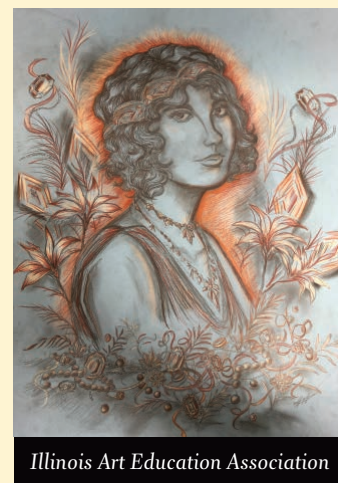
Chris Wilbur



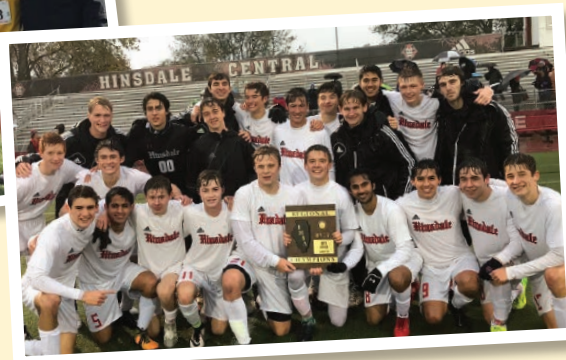
Billy Gneiser



Sports Reaction Photo of the Year



Illinois Art Education Association



Gold Medalist Award

**WAY TO GO, D86!**





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## > **D86 Forward** *Defining Excellence*

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## Census

The U.S. Constitution requires that all people living in the United States be counted every 10 years to help ensure that communities receive fair representation and distribution of services. The money Illinois receives (approximately \$1,500 for every person counted) is used to help fund and support a variety of critical programs and services, including public education. The data will also be used to shape policy decisions over the next decade.

Various organizations and agencies will be providing more detailed information about this important endeavor in the days leading up to the distribution of census materials in March and on Census Day (April 1). In the meantime, you can access additional information about the 2020 Census by visiting [census.gov](http://census.gov).



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