



HINSDALE TOWNSHIP  
HIGH SCHOOL DISTRICT 86

# **Strategic Plan: Goal Team Updates June 2021**

# Status of Strategic Plan

---



- Community engagement sessions over the course of the 17-18 school year to reimagine “who we want to be” in D86
- This “Who We Want to Be” was translated into 5 Goal Areas with our value statements fully embedded into each goal and strategy
- Approved by 2018 BOE
- 2021-22 School Year is year three of the five-year plan

# OUR MISSION

## WHY WE EXIST

Empowering students to pursue their ideal future by acquiring critical skills and knowledge to collaborate, create and connect with an ever-changing world

# OUR VALUES

## WHAT WE STAND FOR

Access  
Accountability  
Diversity  
Equity  
Excellence  
Perseverance  
Resiliency  
Respect  
Trust



Defining excellence.

# OUR VISION

## WHERE WE ARE HEADED

District 86 will set the standard for excellence by inspiring passion, confidence and excellence  
In five years, the District will use the following components as evidence for achieving our mission and vision:

<b>Coherent System</b>	District 86, its two high schools, and communities are one coherent, unified system. Collaboration fosters respect, voice, and engagement among all stakeholders. Commitment to a shared mission, vision, and goals unites the District. Resources and opportunities are equitably provided to ensure that needs of all students are being met.
<b>Critical Competencies</b>	District curriculum, foundational knowledge, and competencies required for success after high school link to the life skills of critical thinking, creative thinking, problem solving, collaboration, and communication. These critical competencies link to character and leadership required for global citizenship. Learning expectations and experiences are rigorous, relevant, and equitable for all students.
<b>Multiple Measures for Success</b>	Student, team or department, school, and District 86 success links to a meaningful data and information system consisting of multiple measures for goal setting, reflection, analysis, and improvement of performance. Multiple measures are used at all levels to periodically assess and report progress. Improvement is the first criterion of success.
<b>Student Well-Being</b>	Students feel safe, challenged, confident, and responsible for their own learning. District 86 culture, programs, practices, and services foster student social and emotional well-being. Students report they feel well prepared for their future. Families report they feel their student is well prepared for their future.
<b>Innovative Teaching and Learning Practices</b>	Engaging teaching and learning practices ensure students explore big ideas, make real-world connections, relate their learning to their passions, and give students multiple and authentic ways to demonstrate their knowledge. Instructional tools, including technology, ensure learning takes place both inside and outside the classroom. Assessment leads to next steps in teaching and learning. Student growth is the first criterion of success.
<b>Facilities</b>	The facilities support a safe and secure learning environment that provides opportunities for multiple pathways leading to college, career and life readiness. The facilities provide opportunities for innovative teaching and learning practices, including technology. All facilities are fully ADA accessible and meet Life-Safety requirements.
<b>Collaboration and Communication</b>	Internal and external communication and collaboration activate student, teacher, and parent voice and improved stakeholder satisfaction. Enhanced communication and collaboration create clarity and understanding and promote transparency. Communication closes the gap between what is real and what is perceived.
<b>Partnerships</b>	District 86 cultivates partnerships with business, agencies, and other community organizations to further student learning, career, and workplace experiences for students. District 86 cultivates partnerships with sender districts to further college, career, and life experiences for students.

# OUR GOALS AND STRATEGIES

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
<p>1. Course and instructional units include common critical competencies, aligned assessments between the two high schools, and multiple measures of success</p> <p>2. Students explore big ideas, leverage technology, make real-world connections, and use authentic ways to demonstrate their knowledge and interests</p> <p>3. Students use their individual data to shape decisions about career and life readiness</p>	<p>4. Optimize the school day and calendar to meet individual student needs and promote student well-being</p> <p>5. Students have opportunities for participating in school decisions, engagement, and responsibility for school outcomes</p> <p>6. Best practices improve student social and emotional skills, and reduce excessive stress</p>	<p>7. Staff have new opportunities for engagement and input into critical decisions that lead to improved collaboration, communication, professional development, and system coherence</p> <p>8. A meaningful data and information system improves goal setting, analysis, progress monitoring, and reporting of performance across all functions</p> <p>9. District 86 and sender K-8 districts collaborate to inform instruction and to develop a pathway linking elementary, middle, and high school experiences</p>	<p>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</p> <p>11. Partnerships with the community enhance student vocational, career, and life readiness</p>	<p>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</p> <p>13. Facilities make both schools equitable and optimal for teaching and learning practices</p> <p>14. Infrastructure, accessibility, and safety deficiencies are addressed</p> <p>15. A sustainable maintenance and technological infrastructure plan is implemented</p>

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<b>Goal Champion: Building Champion: Strategy Leaders:</b>	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
	<b>Chris Covino</b>	<b>Brad Verthein</b>	<b>Cheryl Moore</b>	<b>Chris Jasculca</b>	<b>Josh Stephenson</b>
	<b>William Walsh/Arwen Pokorny Lyp</b>	<b>William Walsh/Arwen Pokorny Lyp</b>	<b>William Walsh/Arwen Pokorny Lyp</b>	<b>William Walsh/Arwen Pokorny Lyp</b>	<b>William Walsh/Arwen Pokorny Lyp</b>
	Eric Martzolf	Lisa Elo	Art Ostrow	Students	David Lapetino
	Jessica Hurt	Andrea Ellexson	Jennifer Lawrence	Staff	Jason Oskorep
	Academic Cabinet	Janelle Marconi	Jennifer Regnier	Parents/guardians	Wayne Scardigli
	District Department Chairs	Robin Vannoy	Julie May	Community members	Kari Peronto
	Chris Jasculca	Sarah Lombard	Kristin Marks Pascavage		Katie DiCianni
		Jason Rehfeldt	Michael Holland		Keith Bockwoldt
		Kimm Dever	Chris Jasculca		Ryan Maita
	Chris Jasculca			Tim Donohoe	
				Chris Jasculca	
	Strategy 1	Strategy 4	Strategy 7	Strategy 10	Strategy 12
<b>LEADERS: Member Member Member Member</b>	Jessica Hurt, Eric Martzolf	Robin Vannoy, Kimm Dever	TBD, student	Students	Kari Peronto, Ryan Maita
	District Department Chairs	Kelly McGarry, Stephanie Hiffman	Julie Gaubatz	Staff	All Department Budget Owners
	All classroom teachers	Stephanie Sturgeon	G'nee Andrusis (South parent)	Parents/guardians	
		Leah Block, Kelly Watson	Kathleen Hirsman & Cynthia Hanson (Board members)	Community members	
		Art Ostrow, Jim O'Malley			
	Sara Pendergrass, Sean Brennan				
	Strategy 2	Strategy 5	Strategy 8	Strategy 11	Strategy 13
<b>LEADERS: Member Member</b>	Jessica Hurt, Eric Martzolf	Lisa Elo, Andrea Ellexson	Jay Lawrence, Heather Stomberg, Kristin Marks, Art Ostrow	Students	Dave Lapetino, Steve Moore
		Peter Hutcheon, Lisa Hikes, Sofia Rahman, Nick Chavarria, Jim Kelly, Jill Moldenhauer	Peggy Cozzolino, Nicole Gallen, Lisa Phillips, Sally Whitesides, Samantha Phillips, Melissa Zinnecker	Staff	Arpan Chokshi, Abbey Green, Sue Howard, Kristin Kaduk, Ashley Malleris, Michael Palmquist, Alison Sunseri, Kelly Van Hout, Mary Zaleski
	District Department Chairs			Parents/guardians	
	All classroom teachers			Community members	
	Strategy 3	Strategy 6	Strategy 9		Strategy 14
<b>LEADERS: Member Member Member</b>	Jessica Hurt, Eric Martzolf	Jason Rehfeldt, Janelle Marconi, Sarah Lombard	Jen Regnier, Jay Lawrence, Mike Holland, Julie May, Kerin Sancken		Mary Angelico, Katie DiCianni
		Megan Parker, Sarah Porod, Ayesha Truman, Justin Ladas, Kurt Vonnahme, Mia Tritch, Nate Wolkow			Jason Oskorep, Wayne Scardigli, Tim Donohoe, Kevin Simpson
	District Department Chairs				
	All classroom teachers				
					Strategy 15
<b>LEADERS: Member Member Member</b>					Keith Bockwoldt, Jason Oskorep
					Patty Aguilar
					IT staff

# District 86 Cultural and Equity Leadership Team

---



- CELT
  - Students, parents, staff, teachers, administration, board of education members, external facilitators
  - Kick-off meeting held on July 7, 2020
  - [D86 Equity Statement](#) finalized on Jan 13, 2021
  - [Video presentation](#) of Equity Statement
  - Expanded to over 60 individuals; community members and alumni
- Equity Lens
  - Personal, Local, and Immediate
  - Shared vision



# Key Performance Indicators (KPIs)

---

KPIs evaluate the success of an organization or of a particular activity in which it engages. As a district, we will set KPIs for each goal of the Strategic Plan. Examples may include but not limited to:

- 9th Grade On Track (Goal 1)
- PSAT to SAT Growth (Goal 1)
- Student Participation in Co-Curricular Activities (Goal 2)
- Satisfaction of Staff & Family (Goals 3, 4)
- Revenue Allocated to Capital (Goal 5)



# Goal 1: Student Growth and Achievement

***All students are engaged in a rigorous education resulting in college, career, and life readiness***



## High Priority Strategies

- Course and instructional units include common critical competencies, aligned assessments between the two high schools, and multiple measures of success.
- Students explore big ideas, leverage technology, make real world connections, and use authentic ways to demonstrate their knowledge and interests.
- Students use their individual data to shape decisions about career and life readiness

## Equity Goals

- Raising the academic achievement and social/emotional outcomes for all students while eliminating the historically predictable racial outcomes.
- Designing and implementing a culturally responsive curriculum and pedagogy that interrupts racism and other systems of oppression and allows all students to see themselves in their schooling.
- Identifying and removing barriers in our current policies, procedures, systems, and practices that limit opportunities for our students.

# Guiding Principles of Curriculum Alignment in D86



## **Students - The District 86 curriculum alignment process Ensures:**

1. Common course objectives and final exams for all D86 like-courses
2. Access to challenging, college/career focused coursework
3. Access to accelerated, honors/AP coursework
4. Access to academic and SEL support systems and resources
5. Logically ordered, cohesively linked, college and career focused course sequences

6. A culturally-relevant curriculum reflective of the diverse identities of D86 students
7. Real-world, authentic ways for students to demonstrate their knowledge and interests
8. Equitable access to instructional technology

## **Staff - The District 86 curriculum alignment process Ensures:**

9. Opportunities to collaborate for professional growth
10. The flexibility to adapt academic programs to meet students' needs in an ever-changing world

***Building and sustaining a continuous improvement system that ensures a world class curriculum for all D86 students.***

# Goal 1: Framework for 2021-2024

Phase 1		Phase 2		Phase 3		Phase 4	
Alignment and Innovation				Continuous Improvement			
Program Team Work		Development Team Work		Writing Team Work		Department / Course Team Work	
	SWOT Analysis		Unpack, reorder, revise - standards /outcomes /objectives		Develop 'Units' for all new/revised courses		Use assessment data to modify instruction, outcomes, assessments
	Draft Program Mission		Create horizontal / vertical alignment		Update Common Curriculum Templates		Articulate with MS Sender schools
	Write SP Goals		Apply curriculum elements to common templates		Select Instructional Materials / Resources		Articulate with other D86 Programs
	Consider and research program innovations		Identify and apply for Dual Credit opportunities		Write / Revise Common Summative Assessments (Final + 1)		Collaborate on formative assessments
	Create/Revise Program Course Sequence		Internal Program alignment conversations		Develop alternative assessment strategies / practices		Collaborate on instructional strategies
	Align courses in POS (Continue, Combine, Collapse)		Coordinate articulation with MS Senders				Collaborate on intervention strategies
	Draft Program KPIs		Identify instructional materials needed				Review, update, report on KPI progress
	Draft Implementation Timeline						
*In Alignment with CELT Mission and Vision							

# Goal 1: 2020-2021 Accomplishments

---



## Curriculum Alignment (Phase 2/3)

- The Science Program completed the curriculum writing process for Chemistry (COES) and continue its work on the aligned Biology curriculum.
- The Math Program engaged in AP course and College Prep Math alignment.
- The Math and Science Programs collaborated on the development and structure of the QRFR course
- All other academic content areas completed Phase 1 Program Team work:
  - Analysis of the current strengths and challenges of the current curriculum
  - Drafting and adopting a unified mission statement
  - Drafting and adopting Program Goals
  - Researching program innovations and best practices
  - Reviewing and revising the core course sequence
  - Aligning courses for a D86 unified Program of Studies
  - Drafting Key Performance Indicators

## Grading Alignment

- Learning Leadership Team (LLT) designed a common D86 grading scale for SY 2021-22 implementation across all courses and levels.
- All course teams discussed and adopted common gradebook category weights for SY 21-22 using the following *framework*:
  - Summative Assessments - 70-100% / Final Grade
  - Formative Assessments - 0 - 30% / Final Grade
  - Learning Readiness - 0 - 10% / Final Grade



# Goal 1 - 2021-22 Work in Progress

## **Curr Alignment - Development Team Work: Phase 2**

English, Social Studies, WL, CTE, PHD, Music & Art, Math:

- Standards unpacked and logical course sequence established
- Literacy components (writing skill alignment begins)
- Design vertical alignment
- Coordinate articulation with MS
- Identify instructional materials

## **Curr Alignment - Writing / Course Team Work: Phase 3/4**

- Sci: PITU & COES complete
- Sci: BOTLE curriculum writing continues
- Math: QRFR writing team begins
- Math: AP and PWR course alignment completed
- Math: Fourth year options writing teams begin
- All others: Course Team work (course creation/revision) following Phase 2 completion

## **Grading Alignment**

Using flex learning days, building and district course teams will study, discuss, and implement common policies related to:

- Late work and retakes
- Academic integrity

## **Assessment Alignment**

Curriculum writing teams in Phase 3 may use flex-days and late arrival days to create, revise, and discuss common assessments.



# Goal 1 - Then and Now

## Current Reality

**Prior to the D86 Strategic Plan calling for a coherent, unified District system, there was little oversight over curriculum additions/revisions/policies which led to:**

1. Current POS lists a disparity of courses offered across D86 (Red, Blue, Gold)
  - Approx 90 courses unique to **HC**
  - Approx 40 courses unique to **HS**
2. Courses with same titles that do not have the same course objectives, resources, assessments
3. 30+ different grading and feedback systems depending on the class, level, and building

## D86 Forward

**With academic leaders (Teachers, DCs, Administrators) from across D86 working together toward a common goal of academic excellence inside a coherent, unified system:**

1. Unified course offerings regardless of home school
  - Curriculum Alignment / Program Team work includes a unified D86 Program of Studies (POS) by SY 23-24.
2. All like courses to have common objectives, resources, and final / semester exams
3. Aligned language and grading scale for academic feedback for all D86 classes
  - Aligned category weights in all course-alike gradebooks



# A D86 Program of Studies may include...

## **Name Changes:**

- Rhetoric>>Art of Persuasion (Eng)
- Constitutional Law>>Criminal Law
  - Content aligned, but name change now reflects that content

## **Courses Unified:**

- Ceramic (HS) & Ceramics and Clay Sculpture (HC) become *Ceramics 1*
- Digital Imaging and Design 3 (HS) & Graphic Design (HC) become *Digital Imaging and Graphic Design 3*

## **Course Descriptions/Outcomes Aligned:**

- English 1 & 2 unified around skills and themes (Identity and Change)

## **No Change:**

- Where already offered in common
- AP/Dual Credit courses (except to expand options)

## **Some New / Revised Courses:**

- Modern Music Exploration
- Visual Art Exploration
- War, Memory and Literature (Eng)
- American Diversity: Identity and Experience (SS)
- Chicago History (SS)
- AP Modern World (SS)
- Sophomore PE
- Mathematical Modeling

## **Some Courses Phased Out:**

- American Studies
- Humanities
- Chem/Phys
- Intro to Statistics
- Senior Foods

# Goal 4: 2020-2021 Accomplishments

---



## Strategies 10 and 11: Communication, Collaboration and Partnerships

- Provided information about the opportunities that exist for stakeholders to ask questions, offer comments or provide feedback about important issues or initiatives.
  - Feedback surveys about the return to school plan administered to students (3,163 responses) and families (2,831 responses)
  - Return to work survey administered to staff (607 responses)
  - Meetings with student groups (Student Council, Principal-Student Advisory Council, Hornet Leadership Board, etc.) about state of the district or specific topics of interest
  - Math Pathways Community Forums (Sept. 24 and 28)
  - Recovery-Revitalization-Restore Committee meetings held throughout the year
  - Expansion of the size and scope of the Parent-Teacher Advisory Committee (PTAC)
  - Focus groups with student leaders about return to in-person instruction five days per week and plans for the 2021-22 school year

# Goal 4: 2020-2021 Accomplishments

---



## Strategies 10 and 11: Communication, Collaboration and Partnerships

- Utilized the district's various communication platforms to publicize the ways people could get involved in or help guide the work of the district.
  - Board vacancy - 17 applications
  - Openings on PTAC - 124 applications for the 2020-21 school year and 100 for the 2021-22 school year
  - Emails, posts on social media and the website, and news articles about the need for substitute teachers and line of sight volunteers to help with staffing during the pandemic
  - Emails, posts on social media and the website, and news articles about the form created by the Culture and Equity Leadership Team (CELT) that people of color from the community could use to share their stories and experiences
  - Emails and social media posts about the need for mentors to support Hinsdale Central's Career Internship Program
  - Emails and social media posts about charitable events and activities organized by student groups (e.g., "Stuff the Truck" food drive, money for families in need during the holidays, shop and share event for people in Yemen facing health and humanitarian challenges, etc.)

# Goal 4: 2020-2021 Accomplishments

---



## Strategies 10 and 11: Communication, Collaboration and Partnerships

- Used print and electronic communications to keep the community updated and informed about what is happening in our schools and district.
  - Updates from 86 weekly emails - open rate slightly increased from last year (51% to 51.7%), while rate for K-12 decreased (27.13% to 22%)
  - First Look and Board Briefs - open rate slightly increased from last year (39.23% to 40.3%), while rate for K-12 decreased (27.13% to 22%)
  - Print newsletters in September and April - mailed to approximately 35,000 business and residences
  - Video about the district's equity statement
  - Return to school website and update emails
  - COVID-19 dashboard
  - Emails and news stories about vaccination events
  - Staff e-newsletters
  - Social media - Facebook, Twitter and Instagram

# Goal 4: 2021-2022 Initiatives

---



## Strategies 10 and 11: Communication, Collaboration and Partnerships

- Partner with Panorama to administer satisfaction surveys to stakeholders
  - Summer 2021 - develop the plan for 2021-22 school year and learn how to use the platform
  - Fall 2021 - implement the plan, which will include communicating goals, strategies, timeline, etc. to stakeholders
- Update/improve the overall look, functionality and accessibility of the district's family of websites.
  - Update content across the family of websites during the summer and fall of 2021
  - Explore the options/cost for updating/redesigning the family of websites
  - Explore the options and opportunities that exist for collecting stakeholder feedback about the district's websites that can be used to support the redesign
- Utilize video to educate and inform people about what is happening in the district.
  - Continue producing weekly updates about the status of Future Ready Facilities projects
  - Launch "In the Classroom" series that will highlight the work our students and staff are doing in our classrooms

# Goal 4: 2021-2022 Initiatives

---



## Strategies 10 and 11: Communication, Collaboration and Partnerships

- Continue community outreach and engagement activities.
  - Work with principals and activities directors again to identify opportunities for Superintendent Prentiss to meet with student groups to discuss the state of the district in general or specific topics of interest
  - Explore opportunities for Superintendent Prentiss to engage in similar meetings with parent/guardian and community groups
  - Continue to hold Superintendent's Roundtable and identify other opportunities to engage staff in discussions about specific topics or the state of the district in general
  - Assist the board in implementing its community engagement plan
- Advance the district's equity work.
  - Use print and electronic communications to share information about our work and updates on its progress - e.g., a Q&A with Dr. Payne in our print newsletter
  - Support, highlight and promote the equity-related work being undertaken by our goal champions and CELT

# Goal 4: 2021-2022 Initiatives

---



## Strategies 10 and 11: Communication, Collaboration and Partnerships

- Continue using the district's various communication tools and platforms to promote what is going on in the district and publicize the ways people can get involved in or help guide our work.
  - Updates from 86 emails
  - First Look and Board Briefs
  - Print newsletters
  - Social media
- Develop a plan for how we can best support the other goal champions - i.e., help them communicate the status/progress of their work and how stakeholders contribute to it.
- Begin developing a district-level alumni relations plan.
- Work with the new assistant superintendent for HR to develop a plan for internal communications.
- Develop a social media strategy to better maximize our use of the platforms.

# Goal 5: 2020-2021 Accomplishments

---



- Strategy 12: Budget Alignment
  - The fiscal year 2021 budget was the first to have Department Chairs working in conjunction with counterparts across the District.
- Strategy 13: Classroom Design
  - 42 classrooms are being renovated this summer
  - Additions for Student Services and Fine Arts are under way
- Strategy 14: Accessibility/Life Safety
  - Grand stand accessibility upgrades will be completed this summer
  - Internal life safety items have been completed
- Strategy 15: Capital Replacement Plan
  - Addressed the backlog of capital items for Art/Music, Athletics, PE, FACS, and B&G

# Goal 5: 2021-2022 Initiatives

---



- **Strategy 12: Budget Alignment**
  - The fiscal year 2022 budget continued to follow the aligned budget approach. The team continues to evaluate for process improvement annually.
- **Strategy 13: Classroom Design**
  - All remaining classrooms at South are scheduled to be completed in Phase 3 (2022)
  - All remaining classrooms at Central are scheduled to be completed in Phase 4 (2023)
- **Strategy 14: Accessibility/Life Safety**
  - Additional restroom accessibility will be addressed in Phase 3
  - Athletic field reorientation and access under evaluation for South
  - Remaining life safety projects will be addressed in Phase 3
- **Strategy 15: Capital Replacement Plan**
  - Finalize capital replacement schedules at the department level
  - Evaluating software for tracking capital assets

# Questions and Next Steps

---



- Goals 2 and 3 will be presented at the July 22 BOE meeting
- July 19 PTAC Meeting: Academic Health of D86
- October 5 PTAC Meeting: Curriculum Program Team Updates/Feedback
- November 2 PTAC Meeting: Earned Honors Credit Discussion



# 86Forward

HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT

Defining excellence.