



HINSDALE TOWNSHIP
HIGH SCHOOL DISTRICT 86

Strategic Plan: Getting Started with Goal 1



Goal 1 Team Members

- Carol Baker, *Goal Champion*
- Bill Walsh and Arwen Pokorny Lyp, *Building Champions*
- Jessica Hurt
- Eric Martzolf
- Julie Gaubatz
- David Lange
- Kathy Lencioni
- Bilson Rasavongxay
- Kerin Sancken
- Kurt Vonnehme

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 One

Student Growth and Achievement

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

High Priority Strategies

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



Summer and Early Fall Progress

- Summer 2019 Meeting
 - All 5 Goal Teams trained in PDSA process improvement system
 - PLAN → DO → STUDY → ACT (repeat)
 - Training on Scorecard Development Process
 - Generated list of possible Key Performance Indicators (KPIs)
- Early Fall 2019 Goal Meetings
 - Revised/Condensed Key Performance Indicators
 - Develop Action Plans to meet each KPI



Key Performance Indicators (KPIs)

- Grade 9 Students OnTrack
- Coursework Designed to Prepare for College, Career, and Life Readiness
- Grade Point Average
- Graduation Rate
- Math Experience Beyond Algebra II
- PSAT/SAT Growth and Performance



Next Steps

- *Strategy 1: Curriculum Alignment*
 - Cohesive philosophy of grading and reporting in D86
 - One D86 Program of Studies by the 2024-2025 school year
- *Strategy 2: Academically Engaging Students*
 - Percent of 9th grade students on track,
 - Percent of students earning at least a 2.8 GPA
 - Percent of students meeting or exceeding College Board and Illinois standards for PSAT/SAT growth
- *Strategy 3: Empowering Students for their Future*
 - Percent of students taking early college level courses
 - Percent of students graduating in 4 years

Strategy 1: Curriculum Alignment

Course and instructional units include common critical competencies, aligned assessments between the two high schools, and multiple measures of success

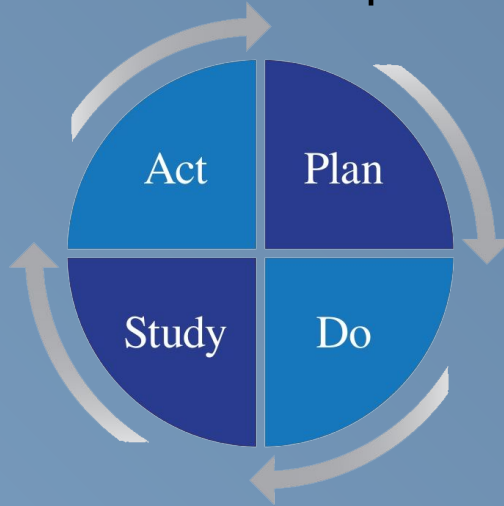
Strategy 1 Leaders

Arwen Pokorny Lyp, Principal Hinsdale South

William Walsh, Principal Hinsdale Central

Eric Martzolf, Assistant Principal Hinsdale South

Jessica Hurt, Assistant Principal Hinsdale Central





PLAN: Objectives and Action Plan

The 2019-2020 School Year will be one of **LEARNING**, *together*

- **DCs Professional Development** around curriculum alignment & time for collaboration across the district
- **Learning Leadership Team** - tackling grading and assessment practices
- **Flex Learning Days** - professional development for teachers on grading and assessment practices



Focused the work in the Strategic Plan

- Start first on grading and assessment practices across the district.
- Move into alignment of standards, expectations around those standards and assessments.

We believe this shift will better empower us to actualize the Strategic Plan Goal 1 and Goal 3 throughout the 5-year District 86 Strategic Plan, grounding it in the D86 Vision.

We anticipate full curriculum alignment by the start of the 2024-25 school year.



August 30 Kick-off

- Eric Martzolf and Jessica Hurt presented to all faculty the changes in the process and shift in philosophy.
- In their respective departments, all staff:
 - Completed a self-assessment about Goal 1 and the District 86 Vision
 - Discussed with members of their course team
 - Discussed as a District Department



PLAN: Learning Leadership Team

- We established the *D86 Learning Leadership Team* consisting of DCs/Directors and teacher leaders who committed to meeting for six full days with each meeting designed to plan for each Flex Learning Day.
- The DC or Director, and the teacher leaders then facilitate the Flex Learning Days.



PLAN: Learning Leadership Team

- Examine grading and assessment research
- Share new learning and reflective conversations with departments on Flex Learning days
- Review current D86 practices and make recommendations for district-wide implementation based on new learning



DO: September 11 Flex Learning Day

- Introduction to the work
- Icebreaker/Setting Norms
- Activities focused on grading practices
- Reflection
- Feedback to Learning Leadership Team



STUDY: September 11 Flex Learning Day

Staff Feedback Survey Summary

Energized	Uncomfortable	Curious	Takeaway
<p>“It was great to have real time to collaborate and discuss in general and on this topic.”</p>	<p>“What will I be able to decide in terms of grading? What will be mandated?”</p>	<p>“What ARE some of the best practices? What is the best research?”</p>	<p>“how do students navigate all these different practices (period by period through the day)?”</p>
<p>“We had a Lively, Passionate, Honest conversation.”</p>	<p>“I’m doubting some of my own grading practices. This has caused me to reflect a lot on my own practices.”</p>	<p>“I wonder what are other schools/teachers/departments doing?”</p>	<p>“We are all over the place. It is difficult to standardize because we are so different.”</p>
<p>“I loved that colleagues were willing to discuss beliefs & practices openly.”</p>	<p>“We have major work to do. I’m feeling overwhelmed.”</p>	<p>“What is our process? What are the next steps? what is the timeline?”</p>	<p>“This is going to be difficult.”</p>
<p>“I enjoyed the shared passion about profession.”</p>	<p>“I am not really uncomfortable at all.”</p>	<p>“I’m curious about what our model will be? What will be part of a grade?”</p>	<p>“Why do we have to be the same, if the teacher knows what they are doing?”</p>



ACT: Changes to be made and next steps

- The next four Flex Learning Days will focus on the purpose of grades and what makes up those grades.
- We will study the work of researchers in the field of grading to inform our thinking and help us to organize our District 86 grading practices. Learning, thinking and discussing together.

Researchers that we may focus on:

Bowers, Brookhart, Chappuis, **Dueck**, Feldman, **Guskey**, O'Connor, Reeves, Stiggins and Wormeli



Do: October 2 Flex Learning Day

- Shared September 11 FLD Staff Feedback Survey Summary
- Deep Dive into Thomas R. Guskey's research on grading and assessment



86Forward

HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT

Defining excellence.