



HINSDALE TOWNSHIP
HIGH SCHOOL DISTRICT 86

Strategic Plan: Getting Started with Goal 1
Grading and Assessment Practices
For Students, Teachers, and
Community

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
<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 4. Optimize the school day and calendar to meet individual student needs and promote student well-being 5. Students have opportunities for participating in school decisions, engagement, and responsibility for school outcomes 6. Best practices improve student social and emotional skills, and reduce excessive stress 	<ol style="list-style-type: none"> 7. Staff have new opportunities for engagement and input into critical decisions that lead to improved collaboration, communication, professional development, and system coherence 8. A meaningful data and information system improves goal setting, analysis, progress monitoring, and reporting of performance across all functions 9. District 86 and sender K-8 districts collaborate to inform instruction and to develop a pathway linking elementary, middle, and high school experiences 	<ol style="list-style-type: none"> 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 11. Partnerships with the community enhance student vocational, career, and life readiness 	<ol style="list-style-type: none"> 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 13. Facilities make both schools equitable and optimal for teaching and learning practices 14. Infrastructure, accessibility, and safety-deficiencies are addressed 15. A sustainable maintenance and technological infrastructure plan is implemented

District 86 Strategic Plan Goal 1



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

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



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:

Coherent System	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.
Critical Competencies	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.
Multiple Measures for Success	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.
Student Well-Being	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.
Innovative Teaching and Learning Practices	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.
Facilities	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.
Collaboration and Communication	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.
Partnerships	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.



We spent the 2019-2020 school year beginning our work by aligning grading and assessments practices:

The purpose of this is to:

- Provide consistent communication of academic standing for students and parents
- Align course teams grading practices
- Provide consistent communication of student progress to parents
- Increase equity in grading and reporting practices.



Learning Leadership Team

Formation of *Learning Leadership Team* to involve teacher voice in the decision making process in alignment with Goal 3, Strategy 7 of the D86 Strategic Plan:

Staff have new opportunities for engagement and input into critical decisions that lead to improved collaboration, communication, professional development, and system coherence.

LLT Members

Arwen Pokorny Lyp (S)
Bill Walsh (C)
Jessica Hurt (C)
Eric Martzolf (S)
Crystal Conley (CEC)
Patrick Maag (D)
Jen Belmonte (S)
Evan Haase (C)
David Anderson (S)
Steve Moore (S)
David Lange (C)
Gina Chandler (C)
John Madden (D)
April McPhillips (C)
Matt Swedko (S)
David Lapetino (D)
Kurt Vonnahme (C)
Katie Walker (C)
Kerin Sancken (S)
Rick Cazzato (S)

Janelle Marconi (D)
Courtney Wallace (C)
Jarrod Amolsch (S)
Billson Rasavongxay (C)
Sanskruti Patel (C)
Kathy Lencioni (S)
Nick Chavarria (S)
Julie May (C)
Kimberly Kim (C)
Julie Gaubatz (S)
Tracy McDonald (S)
Jay Lawrence (C)
Caitlin Delacey (C)
Sarah Lombard (S)
Amy Piccoli (S)
Kristin Marks Pascavage (S)
Heather Stomberg (S)
Stephanie Fox (S)
Andrea Ellexson (C)
Becky Wilcox (C)



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Meeting Dates

Learning Leadership Team

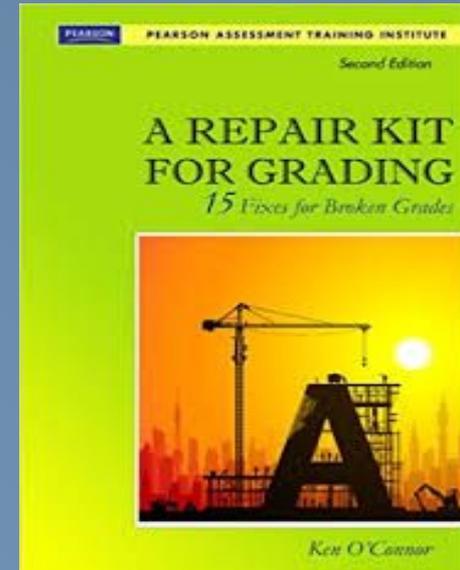
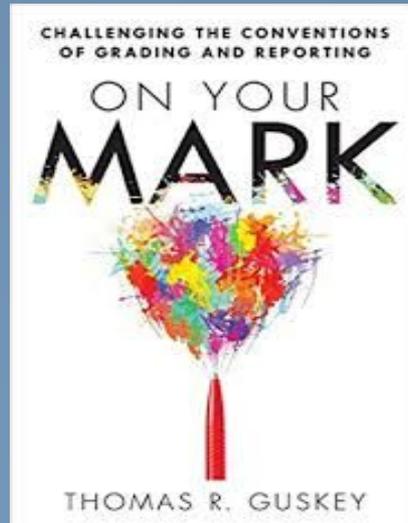
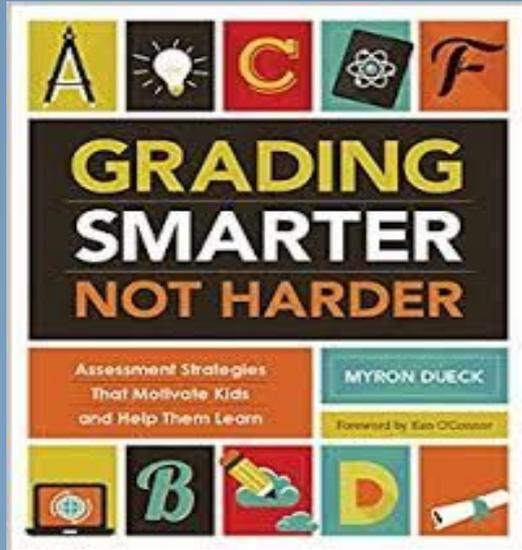
- September 5
- September 23
- October 10
- November 25
- January 16
- February 18
- March 9

All Staff Flex Learning

- September 11
- October 2
- October 23
- January 29
- February 12
- March 18 - Rescheduled for Virtual on May 18



Highlights of Current Research and Best Practices: Bowers, Dueck, Guskey, O'Connor





Researchers Studied

The District 86 department chairs, in conjunction with the CEC, studied the following researchers:

- Thomas Guskey
- Susan M. Brookhart
- Myron Dueck
- Ken O'Connor
- Rick Stiggins
- Rick Wormeli
- Alex Bowers
- Joe Feldman

After a deep dive into their research, the following researchers were decided upon for work with the Learning Leadership Team and then the entire teaching faculty

- Thomas Guskey
- Myron Dueck
- Ken O'Connor
- Alex Bowers



D86 Grading Purpose Statement:

In District 86,
grades communicate achievement on
course objectives and support meaningful
student learning and growth.



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Decision-Making Process and Rationale for Consistency



What are the Levels of Consistency?

District

District
Department

Dist. Course
Team

Individual
Teacher

... after hours of discussion, the LLT finalized
2 categories, plus one hybrid ...

District

District Course Team

**District Course Team
(with district parameters)**



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District Level Rationale

We believe that when communicating about student performance, a district-wide consistency assists all stakeholders (parents, counselors, case managers, etc) in understanding a student's grade.



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District Course Team Level Rationale

We believe in the unique needs of district course teams to establish consistency and access to curriculum in order to achieve academic success.



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District Course Team with Parameters Rationale

We believe in the unique needs of district course teams but within parameters set forth by the Learning Leadership Team, similar to the current final exam weight process (range of weights).



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Levels of Consistency

	Individual Teacher	District Course Team	District Department	District (LLT)
Use of Zeros				✓
Extra Credit				✓
Grading Scale				✓
Academic Integrity				✓
Weight of Homework		✓*		
Gradebook Categories		✓*		
Inclusion of Behavior in Grading		✓		
Retakes		✓		
Method of Final Grade Calculation		✓		
Late Work Policy		✓		

* = With parameters to be determined by LLT

GRADING IN HINSDALE DISTRICT 86



In District 86, grades communicate achievement on course objectives and support meaningful student learning and growth.

District 86 has established levels of grading consistency across the district. The designated group will determine the specific grading policy. District level decisions will be made by the D86 Learning Leadership Team.

DISTRICT

We believe that when communicating about student performance, a district-wide consistency assists all stakeholders (parents, counselors, case managers, etc.) in understanding a student's grade.

- Academic Integrity
- Extra Credit
- Grading Scale
- Use of Zeros

DISTRICT COURSE TEAM WITH PARAMETERS

We believe in the unique needs of district course teams but within parameters set forth by the Learning Leadership Team, similar to the current final exam weight process (range of weights).

- Homework
- Gradebook Categories

DISTRICT COURSE TEAM

We believe in the unique needs of district course teams to establish consistency and access to curriculum in order to achieve academic success.

- Inclusion of Behavior
- Late Work Policy
- Method of Final Grade Calculations
- Retakes



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Next Steps...

- LLT will create teams to do more research and propose practices to LLT for both course team parameters and district consistency levels
- Implementation of practices aligns with the Strategic Plan



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HIGH SCHOOL DISTRICT 86

Strategic Plan: Getting Started with Goal 1

D86 Math Program

For Students, Teachers and

Community

D86 Math Pathways Team

Arwen Pokorny Lyp	Principal - South	
Bill Walsh	Principal - Central	
Eric Martzolf	Assistant Principal of Instruction - South	Director of STEM, former Math DC at Downers Grove South High School; Algebra, Geometry, Geometry Honors, Algebra 2/Trig 200, Algebra 2/Trig, Algebra 2/Trig Honors, Pre-Calculus, Pre-Calculus Honors, College Prep Math
Kerin Sancken	Math Department Chair - South	Algebra 1 Part 1, Algebra 1 Part 2, Algebra 1 Block, Algebra 1, Algebraic Reinforcement, Advanced Algebraic Topics, Algebra 2 Trig Honors, Pre-Calculus Honors, AP Calculus AB, Math Intervention
Kurt Vonnahme	Math Department Chair - Central	Algebra 1, Algebra 1 Block, Geometry, Algebra 2/Trig Honors, Pre-Calculus, Pre-Calculus Honors, AP Calculus BC

D86 Math Pathways Team

Melanie Galich	Math Teacher - Central	College Prep Math, Intro to Stats Alg 1 Part 2/Geometry Block, Geometry, Pre-Calculus
Abbey Green	Math Teacher - Central	AP Calculus AB, Intro to Calculus, Intro to Stats, Algebra 2/Trig Honors, Algebra 2, Integrated Honors, Geometry Honors, Geometry, Geometry Excel, Algebra 2 Excel, Algebra 1 Honors, Senior Advanced Algebra, TA for Stats 100 (AP Stats)
Lexi Miuccio	Math Teacher - South	Algebra 1, Algebraic Reinforcement, Honors Geometry, Geometry, Math Intervention
Sarah Porod	Math Teacher - Central	Geometry, Geometry/Alg 2/Trig. Block, Algebra 1, Pre-Calculus, Geometry G, Intro to Stats, College Prep Math
John Richerson	Math Teacher - South	Geometry, Geometric Analysis, Advanced Algebraic Topics, Algebra 2, Math Intervention
Heddi Sirovatka	Math Teacher - South	Algebra 1 Part 1, Algebra 1 Part 2, Algebra 1, Geometry, Advanced Algebraic Topics, Algebra 2 Trig H, Pre-Calculus, AP Calculus BC

Purpose of the Pathways Team

Our team's purpose is to develop the vision of our District 86 math program and determine what course pathways will allow us to realize that vision.

Math Mission Statement

The mission of the District 86 Mathematics Department is to empower our students to investigate, understand, and critique the world. Students will develop the quantitative literacy and critical thinking processes they need for professional opportunities and productive citizenship. We are committed to providing an equitable, rigorous, and supportive curriculum that actively engages students in constructing and applying mathematical concepts.

Math Pathways Program Goals- Linked to Goal 1

<u>GOAL 1, STRATEGY 1</u> Alignment and Measures of Success	- Align course fees, texts, grading practices, objectives, semester exams
	- Develop a common D86 Program of Studies for implementation 2024-2025
	- Courses cohesively link to each other in terms of knowledge and skills
	- Courses are logically sequenced to enhance connections
	- Assessments increase opportunities to demonstrate knowledge in authentic ways
<u>GOAL 1, STRATEGY 2</u> Increase exposure to real-world connections in the study of mathematics	- Courses support student development of Common Core Math Standards and Practices
	- Course content reflects the exploration and applications of mathematics
	- Instruction provides opportunities to demonstrate knowledge in authentic ways
	- Maximize connections between new concepts and previously learned ideas
<u>GOAL 1, STRATEGY 3</u> Align courses with college and career opportunities.	- Maintain/increase AP enrollment and exam pass rate in all 5 Math/Computer Science AP courses
	- Provide 4th-year courses that match student interest/career paths
	- Develop transition math and/or dual credit options
	- Students have course options that further their math knowledge beyond typical Algebra 2 content

Math Pathways Program Goals- Linked to Goal 2

<p><u>GOAL 2, STRATEGY 4</u> Optimize the school day to meet student needs</p>	<ul style="list-style-type: none">- Ensure intervention opportunities are provided before, during, and after the school day
<p><u>GOAL 2, STRATEGY 5</u> Provide informed student choice of math courses</p>	<ul style="list-style-type: none">- Opportunities are available outside of the 50-minute class period to support student goals
<p><u>GOAL 2, STRATEGY 6</u> Employ best practices to improve students' SEL skills</p>	<ul style="list-style-type: none">- Provide choices and options for pathways of study beyond essential concepts- Maximize support for academic risk-taking, including appropriate acceleration of student coursework
<p><u>GOAL 3, STRATEGY 9</u> Support curricular collaboration</p>	<ul style="list-style-type: none">- Support student course changes to reflect adjustments of long-term goals- Social-Emotional Learning standards are embedded into the curriculum <ul style="list-style-type: none">- Opportunities are provided to ensure students are mathematically prepared to enter the high school curriculum

Math Pathways Summer Work & Next Steps

There are two common models to deliver a CCSSM curriculum

- Traditional Model (which we currently use)
- Integrated Model

The team will research each and connect with schools that utilize each model.

Math Pathways: Traditional versus Integrated

Traditional

Algebra

Geometry

Algebra II/Trig

Pre-Calculus

AP Calculus
AP Statistics

Statistics/College Prep Math
AP Statistics

Integrated

Integrated 1

Integrated 2

Integrated 3

Pre-Calculus

AP Calculus
AP Statistics

Statistics/College Prep Math
AP Statistics

** Regardless of the pathway chosen for District 86:

- there will be a course for those students who have not yet mastered the skills needed to be successful in a first year high school course
- AP Computer Science classes will continued to be offered

Math Pathways Summer Work & Next Steps

Our stakeholders will be fully involved in the research/decision-making process:

- *Feeder school colleagues*
- *Special Education staff*
- *Counseling departments*
- *Parent-Teacher Advisory Council (PTAC)*

Ongoing updates on how the work is progressing will be provided by the principals at each board meeting and in the “Updates from 86” community-wide emails.



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