



HINSDALE TOWNSHIP  
HIGH SCHOOL DISTRICT 86

# **Strategic Plan: Goal Team Updates**

# OUR GOALS AND STRATEGIES

Goal One	Goal Two	Goal Three	Goal Four	Goal Five
<b>Student Growth and Achievement</b>	<b>Learning Environment</b>	<b>Work Environment</b>	<b>Family and Community Connections</b>	<b>Resources</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>Key Performance Measures will be established for all goals and strategies to monitor and report progress.</b>				
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>

# District 86 Cultural and Equity Leadership Team

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- CELT
  - Students, parents, staff, teachers, administration, board of education members, external facilitators
  - Kick-off meeting held on July 7th
  - D86 Equity Statement finalized on 1/13/21 by CELT
  - Presentation of Equity Statement

# Goal 1: 2019-2020 Accomplishments

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## Curriculum Alignment

- Following an audit of the Programs of Study at HC and HS, all curricular programs created department overview pages that explicitly indicate aligned courses as well as those that remained different at each building. These work lays the foundation for future alignment work.
- The D86 Science Program finalized the curriculum for Physics in the Universe (PITU) in preparation for implementation on both campuses for freshmen (School Year 20-21). All students enrolled in this course at HS; 35% of freshmen chose this course at HC.
- The D86 Science Program created and launched course development and writing teams for aligned Chemistry and Biology courses. These aligned courses are set to begin in SY 2021-22 and 2022-23 respectively.
- The D86 Math Program Team continued its conversation and analysis of preferred math pathways.

## Grading Practices Alignment

The Learning Leadership Team (LLT) continued its year-long study of effective grading practices. In the spring of 2020, the LLT drafted and communicated a D86 Grading Purpose Statement that will serve as a foundation for all future work of this grading taskforce.

# Goal 1: 2020-2021 Work in Progress

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## Curriculum Alignment

- The Science Program will complete the curriculum writing process for Chemistry and continue its work on the aligned Biology curriculum.
- The Math Program will begin the curriculum development and writing process for aligned Math 1 and Quantitative Reasoning courses while also focusing on alignment of existing AP and Dual Credit courses.
- All other academic content areas launch Program Team work. Program Team work consists of the following:
  - SWOT Analysis
  - Mission/Vision review, revision, renewal
  - Program goal setting (aligned with the D86 SP and CELT Mission)
  - Research program innovation (when dictated by goal setting)
  - Create/Revise Aligned Program/Course Sequence
  - Draft Common POS with course alignment
  - Draft Program KPIs
  - (if time allows and when necessary) begin Course Standards / Outcomes alignment process: Unpack, Reorder, Revise

## Grading Alignment

- Learning Leadership Team (LLT) work will focus on establishing a common grading scale for District 86. This work will include research and discussion about the following aspects of grading and student feedback. Not all of these will be addressed during 2020-21:
  - Use of Zeros
  - Extra Credit
  - Academic Integrity related to grades
  - Weighted gradebook categories (summative, formative, homework)
  - Inclusion of behavior in grading
  - Method of final grade calculation
  - Late work policy and retakes

# Goal 1: 2021-2024

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 2: 2019-2020 Accomplishments

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- Student involvement in social-emotional learning (SEL) lesson planning
- Reaching out to experts and other schools about involving students in decision making to learn of new approaches.
- Expansion of student involvement in PTAC and other groups.
- Analyze our attendance and tardy data based on sender school calendars, late start days and other patterns.
- Research on start times, end times, adolescent sleep, and block scheduling.
- Maintain continuous improvement process for RULER implementation
- Involve students in the collection of climate and SEL data.
- Continue leadership role in county-wide and national SEL collaboration.

# Goal 2: 2020-2021 Initiatives

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- Provide affinity spaces to train staff on culturally-responsive teaching and transformative SEL.
- Include students that are representative of our student body in collection of data and SEL lesson planning.
- Organize resources for department-specific SEL competencies as part of the curriculum alignment work.
- Interview students about opportunities they have to participate in school decisions, engagement, and responsibility for school outcomes.
- Develop clear expectations for student engagement and responsibility in their own learning and create ideas for corresponding lesson plans.
- Develop professional development activities aligned to teacher evaluation framework on student engagement.
- Analyze patterns of discipline and work completion and continue discussions around impacts of block scheduling.

# Goal 3: 2019-2020 Accomplishments

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- **Strategy 7: Staff Engagement**
  - Created the District 86 Cultural Equity Leadership Team (CELT)
  - Created the Learning Leadership Team (LLT)
  - Expanded Parent Teacher Advisory Council (PTAC) membership.
  - Included more voices in the review of the BOE Policies
  - Increased communication with the collective bargaining groups.
  - Create a longevity program for Educational Support Personnel (ESP)
  - As we transitioned to a Remote Learning Environment, we created an R3 committee to share voices and collaborate on an instructional model and ensure safety protocols are in place.
- **Strategy 8: Meaningful Data**
  - Investigate the use of a stakeholder satisfaction survey for parents/staff/students
- **Strategy 9: Sender School Communication**
  - Held articulation meetings
  - Presented to rising 9th grade parents regarding school registration and curriculum alignment Science Pathways

# Goal 3: 2020-2021 Initiatives

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- Strategy 7: Staff Engagement
  - The Recovery-Revitalization-Restored (R3) Committee will meet to determine how instruction should be delivered during the COVID-19 pandemic.
  - The Learning Leadership Team (LLT) will reassemble to begin establishing levels of consistency for the district grading scale and use of zeroes.
  - All teachers will have the opportunity to be involved in the Goal 1 Curriculum Alignment work for their department.
  - PTAC will serve as a forum to discuss Return to School Plans, Curriculum Alignment, and other district initiatives.
  - Maintain consistent collaboration and communication with collective bargaining groups.
- Strategy 8: Meaningful Data
  - Investigate the use of a stakeholder satisfaction survey for parents/staff/students
- Strategy 9: Sender School Communication
  - Scheduling regular meetings with assistant superintendents for academics between D86 and the send school districts

# Goal 4: 2019-2020 Accomplishments

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## Strategy 10: Communication and Collaboration

- Overarching goal of improving the quality, quantity and frequency of the district's communications.
  - Updates from 86 email sent weekly to students, staff, families, community members, feeder superintendents, area mayors and local press; received submissions from across the district; average open rate of 51% (average rate for K-12 is 27.13%).
  - Two print newsletters (January and September); each one mailed to approximately 35,000 business and residences.
  - Increased level of detail featured in Board Briefs; average open rate of 39.23% (average rate for K-12 is 27.13%).
  - Updated content across the district's family of websites.
  - Outreach to and engagement with key student, staff and parent groups (e.g., PSAC, Superintendent's Roundtable, PTO, Boosters, etc.).

## Strategy 11: Community Partnerships

- Determined that strategy is similar to Strategy 3 under Goal 1; identified the need to coordinate efforts with that goal champion and strategy team to develop and implement a districtwide plan for meeting the vocational, career and life readiness needs of our students.

# Goal 4: 2020-2021 Initiatives

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

- Shift the focus of Goal 4 to support the work being undertaken by the other goal champions and their teams – help identify ways to communicate the status/progress of that work, but also how stakeholders can be involved or contribute.
  - Identify opportunities for stakeholders to inquire about or weigh in on important issues or initiatives - e.g., feedback surveys about return to school plan, meetings with students leaders, Math Pathways Community Forums, PTAC (expanded size and scope).
  - Publicize ways people can get involved in or help guide the work of the district - e.g., board vacancy, openings on PTAC, CELT form, subs.
  - Keep stakeholders updated and informed about what is happening in our schools and district - e.g., return to school website, COVID dashboard, update emails, staff newsletter, print newsletter.
  - Identify ways to update/improve the overall look, functionality and accessibility of the district's family of websites.
  - Conduct stakeholder satisfaction surveys to help identify and evaluate strengths and opportunities for improvement.
  - Work with Goal 1, Strategy 3 team to define roles and responsibilities for establishing, strengthening and leveraging community partnerships.
  - Begin developing a district-level alumni relations plan.

# Goal 5: 2019-2020 Accomplishments

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- **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**
  - Furniture showcase in January 2020 used to select classroom furniture
  - 10 pilot classrooms were completed over the 2020 summer
- **Strategy 14: Accessibility/Life Safety**
  - Significant improvement in accessibility to Central and South athletic fields
  - Nearly all internal life safety items have been completed
- **Strategy 15: Capital Replacement Plan**
  - IT and B&G have completed draft equipment replacement plans

# Goal 5: 2020-2021 Initiatives

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- **Strategy 12: Budget Alignment**
  - Evaluating the 2021 budget process for opportunities to make improvements or needed revisions.
- **Strategy 13: Classroom Design**
  - 42 classrooms are scheduled to be renovated in the summer of 2021
  - 171 classrooms are scheduled to be renovated - divided over summer 2022 and 2023
- **Strategy 14: Accessibility/Life Safety**
  - All referendum funds earmarked for accessibility have been allocated to phase 2 and 3 projects.
  - Final review of life safety projects for inclusion in phase 2 and 3 is nearly complete.
- **Strategy 15: Capital Replacement Plan**
  - Working with PE, Athletics, and Art/Music to complete capital replacement plans
  - Evaluating software for tracking capital assets



# 86Forward

HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT

Defining excellence.