



HINSDALE TOWNSHIP
HIGH SCHOOL DISTRICT 86

Strategic Plan: Goal Team 2 & 3 Updates July 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:

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.

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>

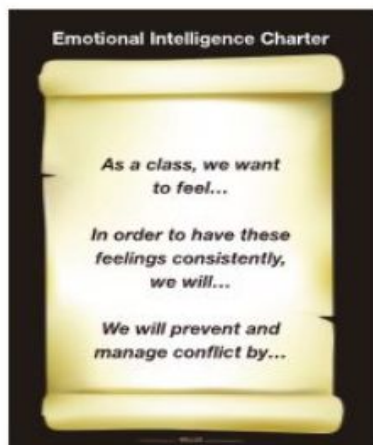
Goal Champion: Building Champion: Strategy Leaders:	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	All students are engaged in a rigorous education resulting in college, career, and life readiness	The learning environment promotes student well-being	Systems promote staff engagement, collaboration, innovation, satisfaction, 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
	Chris Covino	Brad Verthein	Cheryl Moore	Chris Jасculca	Josh Stephenson
	William Walsh/Arwen Pokorny Lyp	William Walsh/Arwen Pokorny Lyp	William Walsh/Arwen Pokorny Lyp	William Walsh/Arwen Pokorny Lyp	William Walsh/Arwen Pokorny Lyp
	Eric Martzolf	Lisa Elo	Art Ostrow	Students	David Lapetino
	Jessica Hurt	Andrea Elleхson	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 Jасculca	Sarah Lombard	Kristin Marks Pascavage		Katie DiCianni
		Jason Rehfeldt	Michael Holland		Keith Bockwoldt
LEADERS: Member Member Member Member		Kimm Dever	Chris Jасculca		Ryan Maita
		Chris Jасculca			Tim Donohoe
					Chris Jасculca
	Strategy 1	Strategy 4	Strategy 7	Strategy 10	Strategy 12
	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 Andrulis (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			
LEADERS: Member Member	Strategy 2	Strategy 5	Strategy 8	Strategy 11	Strategy 13
	Jessica Hurt, Eric Martzolf	Lisa Elo, Andrea Elleхson	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
	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				
LEADERS: Member Member Member					Strategy 15
					Keith Bockwoldt, Jason Oskorep
					Patty Aguilar
					IT staff

History of Goal 2

- Formation SEL Team
 - Staff and Administration
- Creation of the 5 year plan
- Adoption of RULER
- Strategic Plan and Goal 2

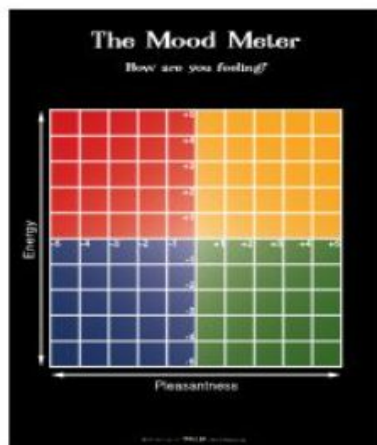


RULER Approach: Four Anchor Tools



Charter

Establish safety based on norms



Mood Meter

Increase self-awareness and emotion regulation



Meta-Moment

Manage response when triggered

Solve problems with The Blueprint

Describe	What happened?	
RULER Skill	Me	Other Person
Recognize & Label	How did I feel?	How did _____ feel?
Understand	What caused my feelings?	What caused _____'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did _____ express and regulate his/her feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now?	

Blueprint

Perspective taking

RULER in District 86

- Teachers learn first
- RULER lessons introduced in Physical Education
- Lessons gradually expanded to all grade levels
- SEL Competencies and Departments (next step)



RULER

Building Emotionally Literate Schools

SEL Integration Across the Academic Day

Self-Awareness - Art, English and Music

Self-Management - Math

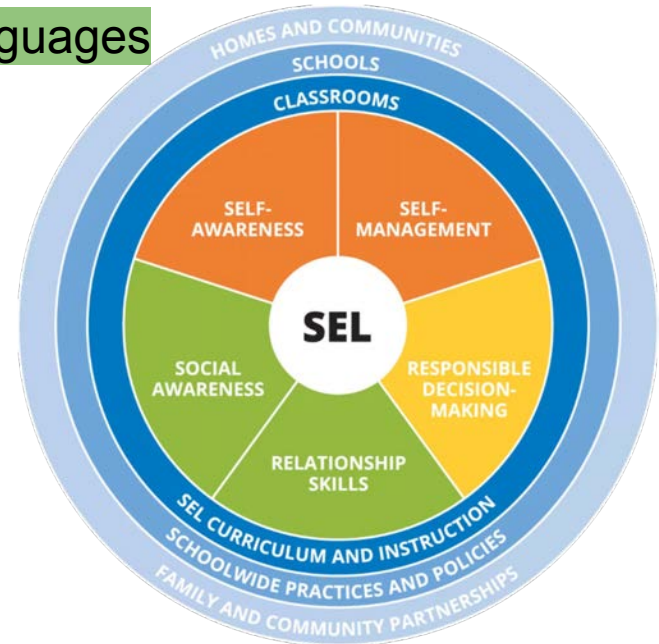
Social Awareness - Business, FACS, Tech & World Languages

Relationships Skills - Social Studies

Responsible Decision Making - Science

All Competencies - Special Education

RULER Lessons - Physical Education



Goal 2: 2020-2021 Accomplishments



- Expanded RULER curriculum to all grade levels
- Included students in SEL lesson planning
- Provided on-going SEL professional development
- Implemented universal, transformative SEL student lessons district-wide
- Created district-wide student group to better understand student concerns and priorities
- Discussed SEL practices with our sender districts
- Compared calendar alignment with our sender districts

Goal 2: 2021-2022 Initiatives



- Student voice
- Explore changes to daily schedule
- SEL data
- Connect SEL with D86 Equity Statement and ISBE Culturally-Responsive Teaching and Leading Standards

Goal 3 - The Work Environment



- Definition of work environment
 - Not referring to employee job satisfaction
 - The work environment is about employee engagement
- Definition of engagement
 - The extent to which employees are involved and enthusiastic about their work and are committed to the organization.
 - Engaged behaviors include team-orientation, going the “extra mile,” solution focused, optimism, etc.
- Key drivers of staff engagement
 - Staff have the resources they need to be highly effective.
 - Staff are provided meaningful, growth oriented performance feedback on a regular basis.
 - Staff voice is valued in decision making.

Goal 3: 2020-2021 Accomplishments



- Strategy 7: Staff Engagement
 - Culture and Equity Leadership Team (**CELT** - a membership of 65 including teachers, support staff, students, administrators, community members and members of the BOE) wrote and engaged in the D86 Equity Statement.
 - Performance Evaluation Reform Act (**PERA**) committee updated faculty evaluation plan to shift the focus for tenured staff from compliance to growth and innovation.
 - The Recovery-Revitalization-Restored (**R3**) Committee collaboratively and effectively navigated pandemic related decisions.
 - The Learning Leadership Team (**LLT**) established a districtwide common grading scale for implementation in the 21/22 school year.
 - Teachers from all content areas, including Special Education teachers, were involved in the Goal 1 curriculum alignment work.
 - Parent Teacher Advisory Committee (**PTAC**) expanded and served as a forum to discuss return to school plans, curriculum alignment, and other district initiatives.
 - Continued consistent collaboration and communication with collective bargaining groups.
 - Superintendent Roundtable re-engaged during COVID with HHSTA leadership

Goal 3: 2020-2021 Accomplishments



- Strategy 8: Meaningful Data
 - Panorama selected for stakeholder satisfaction survey for parents/staff/students.
 - Added a district data and analytics coordinator (ESSER Funded)
- Strategy 9: Sender School Communication
 - Quarterly meetings held with assistant superintendents for academics between D86 and the sender school districts.

Goal 3: 2021-2022 Initiatives



- Strategy 7: Staff Engagement
 - Continue staff engagement opportunities through Superintendent Roundtable, PTAC, CELT, LLT, PERA, and building level initiatives.
 - Develop strategies aimed at increasing hiring of highly qualified staff that more closely reflects the school community.
 - Investigate improvements to the support staff evaluation plans.
 - Begin work on a staff wellness plan including formation of a committee, setting of vision, and development of goals.
 - Negotiations with teachers and support staff completed in a collaborative and timely manner.

Goal 3: 2021-2022 Initiatives



- Strategy 8: Meaningful Data
 - Administer staff survey to gather baseline data which will be used to develop action plans.
 - Complete an Internal audit of all HR processes and procedures and create efficiencies and clarity for staff.
 - Develop metrics in support of strategic plan (hiring for diversity, retention, dual credit staffing, etc)
 - Summer PTAC meeting focused on the analysis of D86 academic data.
 - Begin work on succession planning to address upcoming retirements.
- Strategy 9: Sender School Communication
 - Collaborate with goal champions to facilitate communication and professional learning opportunities with sender districts.
 - Collaborate with goal champions to create an effective articulation model as curriculum work is completed.

Questions and Next Steps



- July 19 PTAC Meeting: Academic Health of D86
- Conduct Student, Staff and Parent Surveys Fall baseline
- October 5 PTAC Meeting: Curriculum Program Team Updates/Feedback
- November 2 PTAC Meeting: Honors Option Discussion



86Forward

HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT

Defining excellence.