



HINSDALE TOWNSHIP
HIGH SCHOOL DISTRICT 86

Strategic Plan: Goal Team Updates June 2022

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.

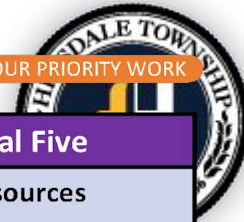
OUR VISION

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>



Journey to Coherence: Where are we headed?

- *“District 86, its two high schools and communities are one coherent, unified system. Collaboration fosters respect, voice, and engagement among stakeholders. Commitments to a shared mission, vision, and goals unites the District. Resources and opportunities are equitably provided to ensure that the needs of all students are being met.”*

Written during community engagement sessions that took place during the 2017-2018 school year as our reimaged vision for “Who We Want To Be” in 2022-2023.



Equity is a core value of the Strategic Plan

The D86 Equity Statement was created in 2020-2021 to serve as the umbrella for each Goal Team:

The mission of Hinsdale Township High School District 86 is to empower students to pursue their ideal future by acquiring critical skills and knowledge to collaborate, create and connect with an ever-changing world.

- We will accomplish this through coherent, deliberate, and intentional equity work that prioritizes the equality of opportunity and equality of outcome for every student. We define equity work as the act and art of providing each student with what they need to meet their learning and well-being requirements. We recognize that equity is not always providing all students with the same experience, rather all students receive what they need for their success.
- By embracing our diversity, District 86 recognizes the importance of making and supporting significant shifts in mindset and practice to provide and sustain equitable outcomes for all students so that they may pursue their ideal future. By listening to our students, staff and community we acknowledge the importance of seeing, hearing and celebrating their identities in our curriculum, programs, pathways and school experiences.
- To be a leader for equity in our policies, practices and curriculum, each stakeholder will proactively work to eliminate opportunity and achievement gaps, ensure success for all students by identifying and addressing personal and institutional bias and barriers, and provide strategies to ensure students of all races and cultures have equitable access to diverse educators, rigorous instruction, rich learning opportunities, social/emotional, academic and community supports, and resources to ensure success.



THE WHY:

- The Strategic Plan empowers school leaders and teachers to ensure access to curriculum that enables them to pursue their ideal future.
- The Strategic Plan holds school leaders and staff accountable for creating a coherent system that engages all students in rigorous curriculum throughout their high school tenure.
- The Strategic Plan ensures that curriculum for students is consistent for all students in the same course no matter their teacher or their D86 school.





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* include but are 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)


KEY


 Meets or Exceeds


 Approaching


 Not Improving

 No Target Set

 Trending Up

 Trending Down

 Meets or Exceeds

 Does Not Meet



Goal 5: SY 2021-2022 Accomplishments

- Strategy 12: Budget Alignment
 - The fiscal year 2022 budget continued to have Department Chairs working in conjunction with counterparts across the District.
- Strategy 13: Classroom Design
 - All remaining classrooms are being renovated at South this summer
 - Piloting two department office renovations at South this summer
 - CTE renovations will be completed at both schools this summer
- Strategy 14: Accessibility/Life Safety
 - An additional restroom will be renovated at South this summer
 - All remaining item “B” life safety items will be completed this summer
- Strategy 15: Capital Replacement Plan
 - Starting window replacements at Central this summer
 - Replacing the Field House and Fitness Centers floors at both schools this summer
 - Draft capital replacement plan (post-referendum) was presented to Facilities



Goal 5: SY 2022-2023 Initiatives

- Strategy 12: Budget Alignment
 - For the fiscal year 2023 budget and beyond the District will continue to monitor the process for any additional process improvement opportunities.
- Strategy 13: Classroom Design
 - All remaining classrooms at Central are scheduled to be completed in Phase 4 (2023)
 - Additional department offices will be evaluated as an alternate for Phase 4 (2023)
- Strategy 14: Accessibility/Life Safety
 - Additional restroom renovations will be an alternate for Phase 4 (2023)
 - Additional ADA projects and life safety priority “C” items are included in the draft capital replacement schedule
- Strategy 15: Capital Replacement Plan
 - Continue to develop and expand the capital replacement plan
 - Continue to refine the 5 year technology replacement plan



COVID Response - Goal 5

- Phase 1 and 2 of the referendum benefited from a slowdown in construction.
- Phase 3 was negatively impacted by supply chain constraints leading to material cost escalation.
- Phase 4 (bidding fall of 2022) will continue to see pressure on material costs.
 - Value engineering utilized to reduce overall costs
 - Re-bidding trade packages that were deemed to be non-competitive
 - Deferring work in specific trades where escalation is anticipated to be transitory (HVAC units, roofing)
- The District Operational Funds generated a surplus in fiscal years 2020, 2021, and is anticipating a surplus in 2022.
 - Funded additional work: multi-purpose room (pool in-fill project) and additional ADA restroom
 - Funded a backlog of capital equipment (instruments, fitness equipment, driving simulators)
 - Funded Phase 3 budget deficit
 - District fund balance/reserves increased



Goal 4: SY 2021-2022 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.
 - Panorama surveys - fall and spring
 - Students - School-Level Student Survey and Social-Emotional Learning: Student Competency & Well-Being Measures Survey (freshmen in the fall; all students in the spring)
 - Social-Emotional Learning: Adult Measures Survey for Teachers and Staff (fall and spring)
 - Back-to-School Survey for Families (fall)
 - Additional surveys
 - Portrait of a Graduate
 - Late start and early release schedules
 - Website template
 - Parent Network - interest areas and volunteers



Goal 4: SY 2021-2022 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.
 - Superintendent steering committees (65 applications)
 - Portrait of a Graduate focus groups
 - Focus groups with students, staff and parents/guardians about website redesign
 - HR recruitment brochure
 - Employment and substitute teaching opportunities
 - Volunteers for Young Hearts for Life screenings
 - Promoted events and activities organized by student groups - annual toy drive, tree sapling event hosted by Hinsdale Central's Ecology Club, Hinsdale South student-staff basketball game benefiting Save the Children



Goal 4: SY 2021-2022 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
 - 67.33% open rate for parents/guardians, staff, community members, etc.
 - 49.45% open rate for students
 - Industry average is 33%
 - First Look and Board Briefs
 - 57.42% open rate for students, staff, parents/guardians, community members, etc.
 - Industry average is 33%
 - Print newsletter in the fall
 - Videos
 - [Inside the Classroom](#)
 - [Future Ready Facilities](#)
 - [World language department](#)
 - [Free and reduced meal program](#)



Goal 4: SY 2021-2022 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.
 - Student and staff accomplishments; included live updates on social media for events/activities such as the state chess tournament, Scholastic Bowl, etc.
 - COVID-19 protocols and dashboard
 - Partnership with ReferralGPS
 - Booster shot clinics
 - Extension of Thanksgiving break
 - Change to final exams
 - Changes to the food service program
 - Emergency Weather Learning Day
 - Spring assessments
 - Preschool programs
 - Summer school



Goal 4: SY 2022-2023 Initiatives

Strategies 10 and 11: Communication, Collaboration and Partnerships

- Redesigned family of websites
 - Educate stakeholders about the features of the new sites
 - Train staff on how to update/manage pages for their schools, departments, etc.
 - Make any necessary modifications to pages/sites
 - Work with schools and departments to keep information up to date
- Panorama surveys
 - Administer next round of student, staff and family surveys in the fall - moving administration date to October based on input from stakeholders that September was too early in the school year to collect feedback
 - Improve participation rates among families and staff
 - Compare percentage of families who respond favorably to the topic Family-School Communications on the family back-to-school survey with results from last year; identify strengths and opportunities for improvement



Goal 4: SY 2022-2023 Initiatives

Strategies 10 and 11: Communication, Collaboration and Partnerships

- ParentSquare
 - Explore the possibility of moving to ParentSquare at the start of the 2023-24 school year
 - Features and functions of the platform would enable the district to consolidate the number of communication tools we use on a daily basis and save money

- Tip Line
 - Publicize/promote our move to a new Tip Line

- Video series
 - Continue creating episodes of “Inside the Classroom”
 - Continue providing video updates about the status of Future Ready Facilities projects



Goal 4: SY 2022-2023 Initiatives

Strategies 10 and 11: Communication, Collaboration and Partnerships

- Print and electronic communications
 - Continue using the district's print and electronic communications to promote what is going on in the district and ways people can get involved in or help guide our work
 - Redesigned websites
 - Videos
 - Updates from 86 emails
 - First Look and Board Briefs
 - Print newsletters
 - Social media

- Community outreach and engagement
 - Board and superintendent committees
 - Student, parent/guardian and community groups
 - Alumni relations



COVID Response - Goal 4

- Developed COVID-19 dashboard and updated it on a weekly basis
- Organized/communicated about vaccine booster shot clinics
- Organized/communicated about testing administered on-site through Northshore Clinical Labs
- Communicated updated/revised public health guidance from IDPH and ISBE
- Communicated updates on COVID-19 mitigations
- Included questions about COVID-19 on Panorama surveys
- Communicated COVID-related information (e.g., vaccine clinics, R3 Committee, etc.) via print newsletters



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 feedback on a regular basis.
 - Staff voice is valued in decision making.



Goal 3: 2021-2022 Accomplishments

- Strategy 7: Staff Engagement
 - Committee work engagement:
 - CELT
 - PTAC
 - Superintendent Roundtable
 - PERA
 - Portrait of a graduate
 - Secondary Instructional Schedules
 - Professional learning engagement
 - ALL staff invited to participate in the first two flex day learnings
 - “Bite-sized” PD offered all year and very well attended



Goal 3: 2021-2022 Accomplishments

- Strategy 7: Staff Engagement
 - Labor relations engagement
 - Monthly meetings with HHSTA and HTHSSSA.
 - Reorganization of HR to better support staff.
 - Hiring
 - Success with hiring highly qualified diverse candidates for administration and teaching positions at both schools.



Goal 3: SY 2021-2022 Accomplishments

- Strategy 8: Meaningful Data
 - Fall/Spring survey of staff through Panorama - used data to inform decisions.
 - Attendance at job fairs aimed to increase the pool of qualified candidates that more closely reflect the school community.
 - Completed an internal audit and ROE audit of HR process and made improvements.
- Strategy 9: Sender School Communication
 - Quarterly meetings held with assistant superintendents for academics between D86 and the sender school districts.
 - Department Chair articulation meetings continue.



Goal 3 Work Environment Challenges

- Coming off pandemic/still living with pandemic implications
- Construction schedule
- April Panorama survey shows decrease in job satisfaction for teachers (-6 points).
 - Staff feedback from Superintendent Roundtable indicate challenges surrounding student behavior in the areas of accountability, engagement, and respect. *Students need to “relearn how to do school”.*
 - Staffing challenges (support staff and substitutes)
 - High level decisions that impact daily work created frustration
- Panorama survey shows stable job satisfaction level for other staff (-1 point)



Goal 3: SY 2022-2023 Initiatives

- Strategy 7: Staff Engagement
 - Continue staff engagement opportunities
 - Continue to develop strategies aimed at increasing hiring of highly qualified staff that more closely reflects the school community
 - Develop and implement a staff wellness plan
 - Negotiations with HHSTA will be conducted in a collaborative and timely manner



Goal 3: 2022-2023 Initiatives

- Strategy 8: Meaningful Data
 - Continue staff survey through Panorama and use data to inform decisions
 - Continue to refine District office processes and procedures and create efficiencies and clarity for staff
 - Benchmark salary and benefits for employee groups to ensure we remain competitive for hiring purposes
- 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



COVID Response - Goal 3

- Paused tenured staff evaluation process (continued goal development process)
- Thanksgiving schedule adjustment
- Parent/Teacher conference schedules
- Single point of contact for employees for employment needs
- One year HHSTA MOU



Goal 2: Learning Environment

- Strategy 4 - Optimize the school day and calendar to meet individual student needs and promote student well-being.
- Strategy 5 - Students have opportunities for participating in school decisions, engagement, and responsibility for school outcomes.
- Strategy 6 - Best practices improve student social and emotional skills, and reduce excessive stress.



Goal 2: SY 2021-2022 Accomplishments

Utilization of ESSER Funds to establish a D86 Learning Recovery Program within each school (Excel 3 at HC & SSC2 at HS) to expand resources to locate and serve students who are struggling (academically, socially, and / or emotionally)

Highlights:

- *Just in Time* Interventionist access in English, Math, Science, and Social Studies
- QUISS Interventionists (Quarantined and Isolated Student Support)
- Student Services / GESST Recommendations



Goal 2: SY 2021-2022 Accomplishments

- Use Panorama and student focus groups to adjust SEL lessons (*SouthPride* and *Red Devil Reflections*)
- Connect SEL with D86 Equity Statement and ISBE Culturally-Responsive Teaching and Leading Standards
- Integration of SEL standards across a student's day
- Present research and ideas to Secondary Instruction Schedules Task Force



Goal 2: SY 2021-2022 Accomplishments

- Administered Panorama's SEL Survey to Students grades 9-12 in the Spring
- Spring Results for Students Responding Favorably
 - Nine of the ten area assessed are within the positive range of national norms.

Challenging Feelings	50%	Self-Efficacy	53%
Emotional Regulation	56%	Self-Management	75%
Growth Mindset	55%	Social Awareness	69%
Positive Feelings	63%	Supportive Relationships	86%



Goal 2: SY 2022-2023 Initiatives

- Support Superintendent's Secondary Instructional Schedules team
- Continue regular student focus groups to add qualitative understanding to survey data
- Continue utilizing student leadership and voice in planning SEL lessons (*SouthPride* and *Red Devil Reflections*)
- Continue to increase opportunities for student voice at the building and district levels
- Continue refinement of a multi-tiered system of supports (MTSS) and the role of Excel 3/SSC 2

Goal 1: Student Growth and Achievement

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



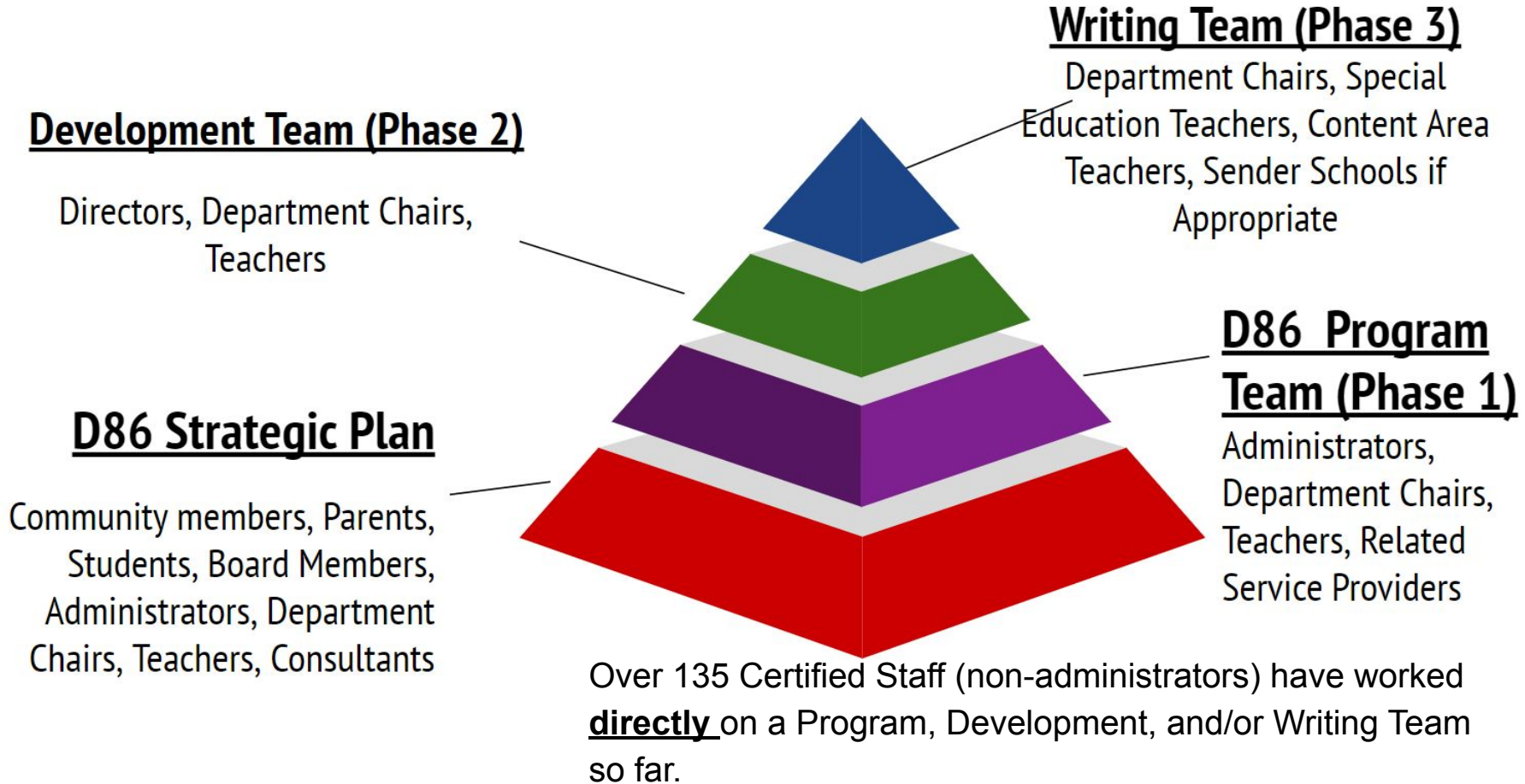
High Priority Strategies

- 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.

Structure of the Curriculum-Alignment Process



Workflow - Curriculum Alignment Process



Innovation and Alignment			Continuous Improvement		
Program Team Work - Phase 1		Development Team Work - Phase 2	Writing Team Work - Phase 3		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	Articulate 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	Collaborate on formative assessments
	Create/Revise Program Course Sequence	Internal Program alignment conversations (between programs)		Develop alternative assessment strategies / practices	Collaborate on instructional strategies
	Align courses in POS (Continue, Combine, Collapse)	Coordinate articulation with MS Senders		Apply Common Grading Practices	Collaborate on intervention strategies
	Draft Program KPIs	Identify instructional materials needed			Review, update, report on KPI progress
	Draft Implementation Timeline	Discuss Common Grading Practices			
*In Alignment with Equity Mission and Vision					

Curriculum and Grading Alignment work: All Programs working toward completion before SY 25-26

This is the ongoing, regular work that will continue after alignment work is complete

Goal 1: 2021-2022 Accomplishments



Phase 1 Program Teams

- Special Education Program Team completed Phase 1 and will present their work at a community forum, PTAC and the BOE in the fall

Phase 2 Developmental Teams

- All academic content areas continued Phase 2 work
- All teams started using Common Curriculum Guides and Templates

Phase 3 Writing Teams

- The Science Program completed Phase 3 for the PCB Sequence, AP Biology and AP Chemistry and started Phase 3 alignment for the freshman biology courses within the Bio-First pathway.
- The Math Program completed Phase 3 alignment: Algebra, College Prep Math, Algebraic Reinforcement
- The English Program team completed Phase 3 alignment for its first two new Junior/Senior options

Curriculum Alignment in Progress

Work Completed EOY 2021-22



Department	Overall Curriculum Alignment Status	Program of Studies	Fees	Textbooks	Grading Practices	Course Objectives	Unit Alignment	End of Term Assessments
Art	49%	89%	100%	100%	50%	2%	2%	2%
Business	51%	100%	100%	97%	50%	3%	3%	3%
ELL	100%	100%	100%	100%	100%	100%	100%	100%
English	25%	67%	67%	8%	8%	8%	8%	8%
FACS	47%	96%	100%	85%	50%	0%	0%	0%
Math	60%	100%	100%	86%	45%	45%	45%	41%
Music	71%	100%	100%	100%	50%	50%	50%	50%
Physical, Health, Drivers' Education	71%	93%	93%	93%	57%	54%	57%	54%
Science	45%	69%	73%	65%	25%	29%	33%	19%
Social Studies	42%	13%	100%	65%	38%	38%	38%	38%
Special Education	0%	0%	0%	0%	0%	0%	0%	0%
Technology	51%	100%	100%	100%	50%	0%	8%	0%
World Language	59%	98%	94%	91%	50%	31%	31%	17%

Goal 1 - 2022-23 Focus (including Summer Work)



Curriculum Alignment - Phases 2 and 3 Focus

- CTE - Introduction to Business(Earned Honors), Consumer Economics, Marketing, Exploring FACS, Culinary 1 & 2, Pre-Engineering 1 & 2, Woods
- English - Jr/Sr courses and English 1 (&H)
- Fine Arts - Drawing & Painting, 3D Art Classes, Photography, Orchestra, Choir
- Math - Geometry (&H), Multivariable Calculus
- PHD - Tumbling, Intro to Sports Medicine
- Science - Earth Science Capstone, Anatomy & Physiology, APES, AP Physics C, AP Physics C-M
- Social Studies - World Cultures (&H), APUSH, AP Modern World, US History, AP Psychology
- World Languages - Spanish 3 (&H), Spanish 4, Latin 2 (&H), French 2 (&H), German 1 (&H)

- **Aligned (digital) D86 Program of Studies is on track for use in the 23-24 school year.**
- **Pandemic Pivot: Slowed the alignment work; extending the expected completion date by 2 years (SY 25-26)**

Earned Honors Credit Pilot SY 22-23

Four Courses: Exploring Visual Arts (n=54), Introduction to Business (n=239), Psychology in Literature (n=413) and Creative Nonfiction (n=179)



Families with students enrolled in the pilot courses will receive a summer and beginning of school year communication explaining the pilot:

- Students enrolled in these courses can earn honors credit by demonstrating sophistication of thought and/or product throughout the semester.
- Articulated opportunities to demonstrate honors level work will be provided to all students (but not required)
- Students will need to meet an established threshold, as determined by the course team, of earned honors opportunities (e.g. 8 of 10) to earn honors credit for the course.
- For pilot courses ONLY, a gradebook indicator of “Earned Honors” will identify a student’s progress toward honors credit
- No need for students to opt in or out; opportunities available to all students

Examples of Honors Opportunities include (but are not limited to):

- **Ex 1: All students are required to create a pinch pot in art.** *Students can select to demonstrate an additional sophisticated technique that is clearly defined in the scoring rubric (e.g. add a handle, decorate using slip, etc.) to earn honors credit for that assessment.*
- **Ex 2: All students get a choice between five novels to read that all have the same theme.** *Two of the five novels are more complex and challenging. Students selecting one of these novels can earn honors credit for the assignment*



Grading Practices Alignment - SY 21-22

Grading Alignment

The initial alignment work lead by the Learning Leadership Team was implemented (two-years of research and discussion)

- Common Grading Philosophy
- Common Grading Scale
- Common Grade Category Weights (framework focused on value of summative work)
- Common Alpha Indicators for missing work

D86 Grading Philosophy:

In D86, grades communicate achievement on course objectives and support meaningful learning and growth.

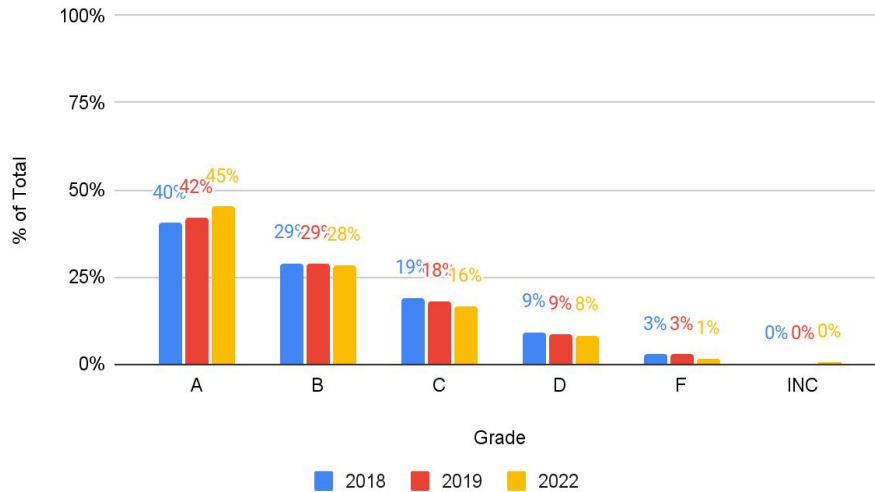
- Gradebooks should be **accurate**, **actionable**, and hold students **accountable**

Aligned District grading practices are determined by District Curriculum Writing Teams as part of Phase 3 work.

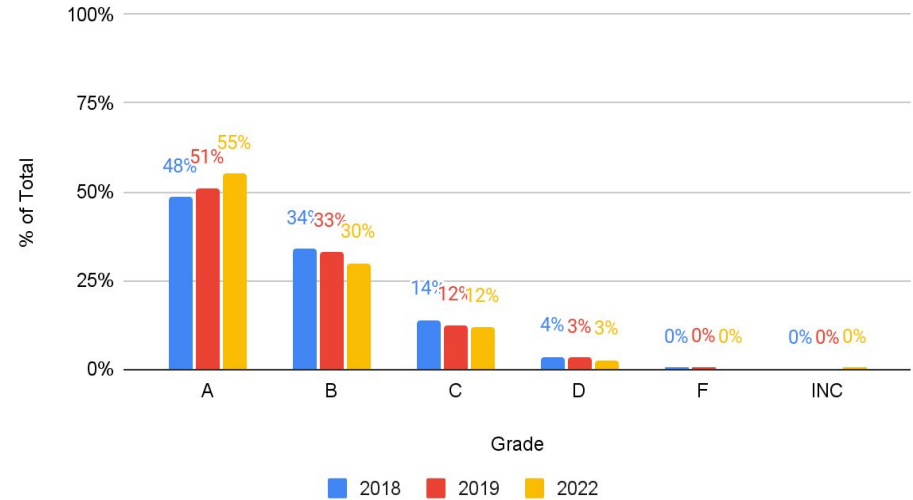
Year 1 - Common D86 Grading Practices



Hinsdale South Grade Distribution - Semester 2 Grades



Hinsdale Central Grade Distribution - Semester 2 Grades



Distribution Summary:

- Grade of A - upward trend continues: SY 22 similar to growth between 18 & 19
- Grades of B,C,D, F - steady
- Incomplete Grades resolved by end of semester



Continuous Improvement: Collaboration and Communication around Grading Practices

From the BOE Meeting (3/11/21) With the goal of continuous improvement we will
“Review / Reflect / Report / Pivot”

The primary question for all teams this year: “How can we ensure that our aligned grading practices are accurate, actionable, and hold students accountable?”

During SY 21-22:

- LLT review of data, discuss revisions to practices
- PTAC and BOE updates and discussion
- Academic Cabinet, Curriculum Leadership Team (CLT) data review and discussion
- Flex Day discussions: departments and course teams
- Administration (Building and District) listening sessions: visiting department meetings
- Superintendent’s Roundtable feedback
- HHSTA Leadership feedback

Grade Category Weight Revisions for SY 22-23



	TOTALS	% of total
70/30	231	75%
80/20	27	9%
85/15	7	2%
90/10	26	8%
95/5	1	<1%
100/0	9	3%
Pass/Incomplete	7	2%

Course Teams used the final 21-22 Flex Days to reflect, discuss, and potentially make revisions to their grading practices in preparation for SY 22-23:

Overview:

1. Shift to a majority of courses with a 70/30 Summative to Formative Weight
2. Aligned shift to higher summative weights for honors/capstone/AP classes
3. 10 courses have added a Learning Readiness category in their gradebook
4. Teams completing curriculum alignment have identical grade weights and reassessment practices
5. All teams completing alignment work (Phase 3) are also aligning reassessment practices

Changes from 21-22 to 22-23		
	TOTALS	% of total
No change in category weights	219	71%
Yes, change in category weights*	89	29%

Grading Alignment Work for SY 22-23



Staying the Same for 22-23:

- Common Grading Philosophy
 - Common Grading Scale
 - Common Gradebook Weights
 - Common Alpha Indicator for missing work
-
- ❖ **All course teams will continue to develop Relearning and Reassessment opportunities**
 - ❖ **LLT will shift back to a study/research team. New members are welcome.**

Professional Development 22-23:

When: Wednesday ER, Bite Sized, PGP

Focus: *“Assessment Power Up”*

Individualized or Course Team Learning

Opportunities:

1. Core Assessment Concepts
2. Student Self-Assessment
3. Relearning and Reassessment
4. Coaching and Effective Feedback

Revisions to Grading Practices for SY 22-23



Overview of Revisions:

1. The Missing and Essential (ME) indicator will no longer be used. An "M" indicator now represents all missing work. Missing work will no longer automatically translate to an IC grade.
2. When a student does not submit an assignment or take an assessment, they will receive an "M" (Missing), which will be calculated as a ZERO in the gradebook.

For all grading categories: (Summative, Formative, Learning Readiness)

- If completed/submitted by the assigned due date, and in alignment with the standard or instructions, the 50-100 Grading Scale will be applied.
- Students in need of additional time must advocate for themselves: students must request and receive approval for an extension from their instructor before the assignment/assessments' due date and demonstrate that they are taking advantage of academic support services (examples may include: tutoring, interventionist, early release Wednesdays, before and after school, etc.).
 - Students absent from class on the day an assignment/assessment is due are required to complete the assignment the next school day (unless an extension is approved in advance of the assessment by the instructor).
- "M" scores will remain in the gradebook and will continue to be calculated as ZEROs, so students are highly encouraged to submit assignments/assessments on time.
- For an assignment or assessment to receive credit (and scored on the 50-100 scale) the work attempt must comply with the instructions provided (i.e. completed in good faith).

Ongoing Communication Plan



Grading: Summer 22 / Fall 22-23

- District Communication to D86 staff about grade practice changes
- District Communication to BOE about grade practice changes
- District and Building Communication to Parents/Students about grade practice changes
 - Summer and Fall
- Teacher communication to classes on syllabus and during Curriculum Night
- PTAC discussion and BOE update

SY 22-23: With the goal of continuous improvement we will Review / Reflect / Report / Revise (as necessary) to ensure that aligned grading practices are Accurate, Actionable, and hold students Accountable.

PTAC Discussions

- Academic Health - August
Potential Data Sets to Discuss Learning Loss / Recovery:

AP Scores, SAT / PSAT / MAP Growth, Chronic Absenteeism, Grade Analysis, MTSS / Intervention

- SY 22-23 PTAC Meetings - Monthly
Potential topics include:
 - Curriculum Alignment
 - Continuum of SPED Services
 - Grading
 - Final Exams
 - Earned Honors Pilot
 - College / Career Readiness



Questions?



86Forward

HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT

Defining excellence.