



STRATEGIC PLAN MILESTONE REPORT



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Please visit <https://bit.ly/3S45BF0> to access reference materials and resources that are related to the recent history (2007-2023) of strategic planning in District 86.

2019-2024 Strategic Plan

On May 21, 2018, the District 86 Board of Education adopted 86 Forward, a five-year strategic plan that was designed to empower students to pursue their ideal future. Nearly 2,000 stakeholders (i.e., students, staff, parents/guardians and community members) contributed to the creation of this plan by serving on the district's planning team, participating in community engagement sessions and/or completing an online survey.

This report features background information about the recent history of strategic planning in District 86. It also highlights what has been accomplished under the current plan the past four years (2019-2023), and details the next steps heading into the 2023-24 school year.

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 Partnerships	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.
	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.

WHAT WE WILL ACHIEVE

OUR GOALS AND STRATEGIES

WHAT IS OUR PRIORITY WORK

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
1. Course and instructional units include common critical competencies, aligned assessments between the two high schools, and multiple measures of success	4. Optimize the school day and calendar to meet individual student needs and promote student well-being	7. Staff have new opportunities for engagement and input into critical decisions that lead to improved collaboration, communication, professional development, and system coherence	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	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
2. Students explore big ideas, leverage technology, make real-world connections, and use authentic ways to demonstrate their knowledge and interests	5. Students have opportunities for participating in school decisions, engagement, and responsibility for school outcomes	8. A meaningful data and information system improves goal setting, analysis, progress monitoring, and reporting of performance across all functions	11. Partnerships with the community enhance student vocational, career, and life readiness	13. Facilities make both schools equitable and optimal for teaching and learning practices
3. Students use their individual data to shape decisions about career and life readiness	6. Best practices improve student social and emotional skills, and reduce excessive stress	9. District 86 and sender K-8 districts collaborate to inform instruction and to develop a pathway linking elementary, middle, and high school experiences		14. Infrastructure, accessibility, and safety-deficiencies are addressed
				15. A sustainable maintenance and technological infrastructure plan is implemented

HISTORY OF STRATEGIC PLANNING

District 86 has engaged in different forms of strategic planning during the past 15 years.

2007-13

Worked with a research and analytics consulting firm called the ECRA Group to develop a three-year action plan for the district. This plan, much like our current one, was created using stakeholder feedback that was collected via surveys, focus groups, community forums and outreach. There were also quarterly progress reports provided during board meetings.

2013-18

The district shifted from the use of a multi-year planning process to the creation of annual goals at the board and superintendent levels. These goals were usually shared with the community in the fall and helped guide the district's work during the school year. Although there is no documentation showing what role stakeholders may have played in developing the goals or whether progress reports were provided, a report about the academic health of the district was and still is presented to the board on an annual basis.

2017-24

During the 2017-18 school year, District 86 partnered with the Consortium for Educational Change (now known as the Catalyst for Educational Change) on the creation of a five-year strategic plan. As part of this process, the district formed a strategic plan team composed of students, staff, parents/guardians and community members; completed a SWOT (strengths, weaknesses, opportunities and threats) analysis; and collected stakeholder feedback via an online survey and community engagement sessions. These activities played a pivotal role in defining the key aspects/elements (e.g., mission and values, vision, goals and strategies, etc.) of the current plan, which was adopted by the board of education on May 21, 2018.

Common Areas of Focus

While the information on the previous page highlights the differences in the planning and reporting processes that were utilized during the past 15 years, there are several goals/areas of focus that were consistent throughout them all and were identified by our stakeholders as priorities for our current plan. They include:



A focus on all students that includes challenging them, providing them with opportunities, increasing standards and expectations, and striving to meet their needs.



Closing the achievement gap for Black and Hispanic students, students from low income families and students with disabilities.



Curriculum equity and alignment.



Equitable distribution of resources and opportunities.



Employee satisfaction.



Amplifying the voices of stakeholders through the collection of feedback.



Creation and implementation of a Master Facilities Plan.



Improvement of technology and communication tools/resources, most notably the website.

Components of the Strategic Plan

As we complete the fourth year of the five-year strategic plan, we want to share the progress we have made and accomplishments we have amassed on the components we are using to advance our mission and vision. These components, which are pictured below, were chosen based on feedback from students, staff, parents/guardians and community members.

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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.

Coherent System

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Progress/Accomplishments



Made significant progress on the alignment of the curriculum across our buildings. The work was led by program teams whose research, analysis, and outreach resulted in the creation of a unified mission statement and program goals, the identification of recommended revisions to the core sequence, and the development of key performance indicators (KPIs).



Created a unified program of studies for the district that will be implemented during the 2023-24 school year. This is a goal the district has been striving to achieve for a number of years.



Made significant progress on the alignment of grading practices across the district. The work was conducted by the teachers, department chairs and administrators who serve on the Learning Leadership Team (LLT). LLT's efforts to date have resulted in the creation of a common grading philosophy, scale and framework for grade weight categories.



Created an equity statement for the district that is helping to guide the work of the strategic plan and ensure that all students have what they need to meet their learning and well-being requirements.



Reorganized the technology services department, which included the creation of an information management team.



Adopted and implemented a new student information system.

Coherent System

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Progress/Accomplishments



Reorganized the human resources department and standardized its processes in order to improve consistency and efficiency.



Revised the teacher evaluation plan through the Performance Evaluation Reform Act (PERA) committee.



Worked through the Hinsdale Township High School Support Staff Association Evaluation committee to redesign the evaluation plan in order to simplify the process and foster better communication between employees and supervisors.



Implemented a support staff new hire orientation and peer mentoring program to help onboard and engage new staff.



Upgraded the employee self service portal to provide better information about pay and time off.



Completed a comprehensive review and customization of the district's policy manual with the help of the Illinois Association of School Boards.



Improved the structure of board committees to include committee charters and a regular schedule of working meetings that are held on a monthly basis.

Critical Competencies

District curriculum, foundational knowledge, and competencies required for success after high school links 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.

Progress/Accomplishments



Identified and communicated the critical competencies that are common among similar courses.



Worked through social and emotional learning (SEL) coaches to provide department leaders with guidance on how to incorporate SEL in the curriculum.



Organized monthly SouthPride and Red Devil Reflections lessons to help increase every student's self-management, self-awareness, social management, responsible decision-making, and relationship skills.



Provided professional development opportunities that were focused on helping teachers integrate SEL into academic instruction and lesson delivery.



Implemented lessons in PE classes to help students recognize, understand, label, express, and regulate their emotions (RULER).



Customized SEL lessons to incorporate elements and standards of equity and culturally responsive education principles.

Multiple Measures for Success

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Progress/Accomplishments



Continued producing an annual academic report that features data from the Illinois Report Card. This report has been modified in recent years to reflect the impact of the pandemic and include data about equity and opportunity gaps.



Made significant progress on the development of a profile that features the qualities and characteristics students should possess when they leave District 86. The stakeholder-led Portrait of a Graduate Committee created a draft profile composed of characteristics and traits that were collected via a community survey (sent to 10,000 people) and focus groups.



Added a data and analytics coordinator to help assess and analyze measures of success.



Conducted professional development on assessment literacy to help ensure that assessments (formative and summative) are accurately measuring what a student knows and can do at the end of a unit of instruction.



Collected and analyzed data to aid discussions about potential changes to the district's schedule.



Partnered with Panorama Education to administer surveys that were used to collect SEL data from students and staff.

Student Well-Being

Students feel safe, challenged, confident, and responsible for their own learning. District 86 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.

Progress/Accomplishments



Identified and communicated the three pillars of grading practices - accountability, action, and accuracy.



Continued to explore different secondary instructional models and frameworks through the work of the stakeholder-led Secondary Instructional Schedules committee. The group is currently exploring the potential benefits and challenges of moving to a modified block schedule.



Launched a pilot that is providing students with an opportunity to earn honors credit through more challenging coursework inside of their regular level class.



Provided students with the opportunity to help develop the monthly SouthPride and Red Devil Reflections lessons in order to amplify their voices and enable them to guide their own learning.



Utilized surveys and focus groups to collect student feedback about the district's return to school plans during the pandemic.



Administered school-level and SEL surveys to students through the Panorama platform in order to help us better understand how they think and feel.

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.

Progress/Accomplishments



Continued to explore blended learning instructional strategies and flexible models of instruction. Blended learning provides teachers with an opportunity to explore ways for students to be active participants in their learning. During the pandemic, this work shifted to a focus on remote instruction and then remote instruction in a block schedule.



Adapted instruction during remote learning to include tools (e.g., Zoom, Canvas, Flip Grid, Actively Learn, Kami, etc.) that allowed students to experience school in multiple formats and locations.



Realigned the induction programming for new teachers in years one through four to mirror the district's instructional priorities - i.e., focus on transformative SEL practices in year one, culturally responsive education practices in year two, assessment literacy in year three, and advanced instructional technology in year four.



Helped teachers utilize the core elements of the Canvas learning management system to communicate daily learning activities to students and parents/guardians.



Provided teachers with opportunities to learn advanced assessment methods during early release days that included the use of aligned formative and summative assessments, advanced coaching techniques, relearning and reassessment practices, and self-assessment techniques.

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.

Progress/Accomplishments



Started a pilot that provides individuals who have not thought of themselves as “honors” students with an opportunity to earn honors credit by completing more challenging coursework in their regular-level class. The classes that are involved in the pilot include Exploring Visual Arts, Introduction to Business, Creative Non-Fiction and Psychology in Literature.



Worked on the integration of SEL competencies and standards across the academic day to demonstrate the link between SEL and the content areas.



Incorporated principles of SEL learning for students into the evaluation of staff.



Utilized Elementary and Secondary School Emergency Relief (ESSER) funds to establish a learning recovery program at each school (Excel at Hinsdale Central and Student Support Center at Hinsdale South) that has helped us locate and serve/support students who are struggling academically, socially and/ or emotionally.



Launched the “Inside the Classroom” video series to highlight the work/learning our students and staff are engaged in on a daily basis.



Created a video to educate people about the offerings in our world language department and provide guidance to students who might be interested in studying a language in the 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.

Progress/Accomplishments



Provided all students with Chromebooks.



Used the Sprint 1 Million Grant to provide students in need with hotspots.



Began offering the Technology Support Internship program to provide students with the opportunity to gain valuable hands-on learning experience by assisting their classmates with a variety of Chromebook/technology issues.



Purchased creative software applications to support teaching and learning during the pandemic.



Renovated learning spaces (e.g., classrooms, libraries, fine arts, career and technical education, etc.) at Hinsdale Central and Hinsdale South in conjunction with the Future Ready Facilities plan.



Organized panel discussions at Hinsdale Central and Hinsdale South that provided students with the platform and opportunity to share their thoughts about strengths and areas of improvement.

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.

Progress/Accomplishments



Used the \$139.8M from the referendum that passed on April 2, 2019, and operational dollars to complete upgrades and improvements to classrooms, instructional spaces, athletic fields and facilities, and common areas at Hinsdale Central and Hinsdale South.



Formed the special committee regarding community engagement with construction to help support the construction process the district is undertaking in conjunction with our Future Ready Facilities plan. This is a joint committee with Facilities that is made up of community members who have experience in industries such as construction, architecture and finance.



Created new curriculum, engagement and career pathway opportunities for students on both campuses through the renovation of spaces for subject areas such as career and technology education.



Piloted 21st century flexible furniture in six classrooms on each campus to identify a standard classroom design for the master facility building referendum. This design was used to remodel classrooms at Hinsdale South in conjunction with the Future Ready Facilities plan.



Provided written updates and video updates about the work being done in conjunction with the district's Future Ready Facilities plan.



Leased, renovated and opened the Transition Center's Burr Ridge location to expand the services for our students.

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.

Progress/Accomplishments



Hired a director of security and created security officer positions that were filled with people who have extensive experience in law enforcement.



Upgraded or improved the district's technology-related security resources, which included creating fully-operational command centers at both high schools, expanding the BluePoint Alert system, and installing a new security camera system, a door access control system and emergency call buttons in all classrooms.



Installed a new intercom system at both high schools.



Integrated annual ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training for all students and employees into the district's security practices, procedures and protocols.



Began evaluating the implementation of a weapons detection system at both high schools.



Installed a new fiber optic network backbone to replace the one that was installed in the 1990s. This was done to eliminate bottlenecks in the network and provide enough bandwidth for the new security camera system.

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.

Progress/Accomplishments



Expanded the size and scope of the Parent-Teacher Advisory Committee (PTAC) to include more parents/guardians with students in grades 6-12 who could help guide the work of the district, and to have it serve as a sounding board for all curriculum adoption proposals.



Approved calendars that provided staff with time via flexible learning days or early release Wednesdays to collaborate on initiatives such as the alignment of curriculum and grading practices. The implementation of early release Wednesdays is also providing students who stay on campus following dismissal with access to opportunities/resources such as retaking exams, meeting with student services staff, working with a peer tutor, etc.



Organized a series of Community Conversations that are aligned with the work of PTAC and are providing community members with the chance to learn about and discuss topics (multi-tiered system of supports/MTSS, early release Wednesdays, grading practices, final exams, earned honors credit, etc.) that are critical to the success of our students, staff and schools.



Launched a partnership with SchoolLinks that will create greater opportunities to communicate with graduates about their success during and post high school, as well as with families during the course selection process.

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.

Progress/Accomplishments



Established the Culture and Equity Leadership Team (CELT) to provide a collaborative space to amplify student voice and serve as an accountability measure to live out our commitment to equity and inclusivity.



Launched the Youth Equity Summit (YES) to promote student agency, student-centered decision-making, and improved student experiences.



Continued to build positive labor relations through the successful completion of bargaining with employee groups on contracts and individual issues such as early release Wednesdays.



Established a “Be Well D86” initiative that focuses on the physical, mental, financial and social wellness of employees.



Continued to partner with the Transition Family Groups to host monthly seminars that feature information about adult agency resources in the transition areas of post-secondary education, training, employment, and independent living.



Launched the Updates from 86 weekly email series to highlight/celebrate the accomplishments of our students and staff and keep stakeholders updated about what is happening across our district.

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Progress/Accomplishments



Launched and produced several editions of the district's print newsletter, which helps educate and inform people about what is happening in our schools. The publication is mailed to all residences and businesses in the community.



Launched the Superintendent's Roundtable, which is a group composed of staff members that discusses a variety of important issues and topics and solves challenges that are associated with working in the district.



Met with parent groups (PTO and Boosters) and student leaders (Principal-Student Advisory Council, Student Council, etc.) to provide updates and answer questions about what is happening in the district.



Updated content across the district's family of websites in anticipation of the website redesign project. As part of the redesign project, we met/communicated with different groups (e.g., department chairs, parent groups, Principal-Student Advisory Council, administrative assistants, etc.) to get feedback about the strengths and opportunities for improvement on the district's websites. We also collected thoughts on the proposed sitemap for the sites, the mobile app and the Tip Line. The new websites were launched in July 2022.



Launched a free mobile app our students, staff, and families can use to quickly and easily access important school and district information.

Collaboration and Communication

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Progress/Accomplishments



Created special webpages (e.g., back to school, summer school, etc.) to provide families with a central location to access important and time-sensitive information.



Held two information sessions in November 2019 (recorded one for people who could not attend) and created a frequently asked questions document about changes to the science program.



Formed the Recovery-Revitalization-Restore Committee (R3), which was composed of teachers, department chairs, and building and district administrators who were charged with developing plans from an instructional and operational standpoint that enabled students and staff to safely return to school in the fall of 2020.



Developed a variety of resources that students, staff and parents/guardians could use to stay informed or provide input about the district's return to school efforts during the pandemic. These resources included a return to school website, a COVID dashboard and feedback surveys.



Partnered with Panorama Education to administer a series of surveys to students, staff and parents/guardians that enabled us to collect feedback about a variety of important subjects/topics (e.g., safety, communication, SEL, etc.).

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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.

Progress/Accomplishments



Held virtual Math Pathway Community Forums in September 2020 (recorded both for people who could not attend) and created a frequently asked questions document about the proposed implementation of an integrated math pathway.



Continued to utilize the district's various communication platforms to publicize the ways in which people can get involved in or help guide the work of the district - e.g., board vacancy, openings on PTAC, substitute teaching, etc.



Created a brochure (print and electronic version) to help recruit people to work or student teach in our district.



Changed the type and amount of content that is featured in Board Briefs, which highlights what was talked about at the board of education meetings.



Created and distributed update emails with content geared specifically toward employees.



Provided parents/guardians and community members with a link to an online training that ALICE created to help educate people about its program.

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.

Progress/Accomplishments



Created a team composed of curriculum leaders from all of our feeder districts that met once a month during the pandemic to share information and team build.



Worked closely with the Technology Center of DuPage (TCD) and DuPage Area Occupational Education System (DAOES) to establish career pathway opportunities for students. These partnerships helped us develop career pathways in several of our career and technology education fields and give students the opportunity to earn Illinois diploma endorsements in two to three career fields.



Partnered with ARCON, the architecture firm hired for the district's Future Ready Facilities projects, to provide students with internship opportunities.



Leveraged the transition to SchoolLinks to provide students with additional ways to connect their goals with careers and internship experiences.



Served as leaders in county-wide and national SEL work.



Increased community partnerships to provide Transition Center students with access to community-based vocational learning experiences.

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Progress/Accomplishments



Engaged in a discussion about SEL curriculum and programming with our feeder districts.



Formed a partnership with The Community House to provide social work services for students who may not be able to access them outside of the school day.



Worked with Osco, feeder districts and village governments to organize, promote and host COVID-19 vaccination clinics.



Partnered with Northshore Clinical Labs to provide on-site COVID-19 testing services for students, staff and community members.

Next Steps

This section of the milestone report features next steps for each component that are scheduled for completion this year, during the 2023-24 school year and/or during the 2024-25 school year. Please note, however, that this list is not final. We anticipate that other items may be added in conjunction with the work that is scheduled to take place in the months ahead.

As for the future of strategic planning in the district, the board of education will need to provide the administration with direction on how it wants to proceed. With the exception of some of the work on curriculum alignment that has been extended into the 2024-25 school year, the current five-year strategic plan is scheduled to end at the conclusion of the 2023-24 school year.



Coherent System

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Next Steps



Continue to make progress on the alignment of the curriculum - develop common course sequences for all content areas; align special education courses (with modified skills, outcomes and assessments) to common course sequences; finalize work on Phase 3 of the continuous improvement plan; and continue to develop a coherent, common, articulated curriculum along with course sequences that will aid curriculum and instructional decisions and support curriculum collaboration with our feeder districts and bridge programs in targeted areas (i.e., math).



Continue to examine the schedule to identify opportunities to increase support of students' academic and SEL needs.



Examine existing and identify additional opportunities to amplify student voice.



Continue refinement of the district's multi-tiered system of supports (MTSS).



Continue to customize the district's administrative procedures manual in an effort to align it with the policy manual that was updated in 2020. The goal is to complete this process and publish the manual for staff and the board in 2023.

Critical Competencies

District curriculum, foundational knowledge, and competencies required for success after high school links 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.

Next Steps



Continue offering SEL lessons across the content areas that utilize student and staff input and are integrated within a student's day.



Continue to utilize the SEL coaches to lead the SEL work in the buildings.



Use the Portrait of a Graduate criteria to help evaluate revisions to curriculum and instruction.



Use standardized testing data to recommend personalized student supports, including targeted SAT preparation and virtual tutoring.



Utilize feedback from the pilot to determine the continuation and possible expansion of earned honors credit course offerings.



Implement Career Pathways diploma endorsements and associated coursework.



Add RULER mood meter and CASEL competencies to all classrooms.

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.

Next Steps



Continue refinement of the district's multi-tiered system of supports (MTSS) and corresponding criteria.



Continue the work on curriculum and grading alignment in order to use common assessments to collect student feedback and make decisions about instruction.



Use grades and standardized test scores to identify academic success and areas for revision.



Use the College Board's AP Potential program to identify and enroll Black, Hispanic and low-income students, as well as those with IEPs, in AP level classes.



Use SchoolLinks and National Clearinghouse data to better understand post high school success and address gaps identified by graduates.



Define the traits that make up the draft Portrait of a Graduate profile and present those definitions to the Portrait of a Graduate Committee, PTAC and board of education for review and discussion. This work is being guided by students leaders from across the district.

Student Well-Being

Students feel safe, challenged, confident, and responsible for their own learning. District 86 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.

Next Steps



Continue to examine the schedule to identify opportunities to increase support that will help meet the academic, social and emotional needs of students.



Continue offering SEL lessons that utilize student voice and staff input and are integrated into a student's day.



Continue to offer professional development on identified areas that are related to SEL learning and student need. This will include induction training for all first-year staff.

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.

Next Steps



Continue to examine the schedule to identify opportunities to increase support that will help meet the academic, social and emotional needs of students.



Continue to integrate SEL competencies (CASEL) into all content areas.



Continue to produce the “Inside the Classroom” video series to showcase the work/learning our schools are engaged in on a daily basis, and highlight some of the ways in which we support the growth, development and success of our students.

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.

Next Steps



Update the Master Facilities Plan following the completion of the referendum work.



Continue to evaluate the capital replacement plan and prioritize projects on an annual basis.



Continue to explore opportunities to improve accessibility within our schools and across the district.



Continue to evaluate the weapons detection systems.



Reevaluate and revise the five-year technology replacement plan.



Continue to provide written and video updates of the work being done in conjunction with the district's Future Ready Facilities plan. These updates will be produced through the conclusion/completion of the work, which is scheduled to take place at the end of summer 2023.

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.

Next Steps



Continue to use the Panorama surveys to give students, staff and parents/guardians the chance to share their thoughts on a variety of topics.



Continue to produce the Updates from 86 weekly emails and print newsletters (twice per year) to help educate and inform people about what is happening across the district, and highlight/celebrate the accomplishments of our students and staff. Reevaluate elements/aspects of the weekly emails (e.g., content, design, formatting) and determine if changes should be made going into the 2023-24 school year.



Continue to work with our website editors to keep the content on our sites updated. Also, explore ways to improve the overall accessibility on the sites.



Revisit the content that is featured on our mobile app to determine if information needs to be added, updated or removed.



Explore the possibility of moving to ParentSquare, which is a communications platform that is being utilized by an increasing number of school districts. If we make the transition, which would happen during the 2023-24 school year, we would be able to consolidate several of the communication systems we currently use (e.g., Blackboard, Constant Contact and Remind) and save money.

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.

Next Steps



Explore the possibility of using SchoolLinks to support alumni relations at the district level.



Continue to utilize groups such as the Superintendent's Roundtable, PTAC, Principal-Student Advisory Council, CELT and YES to amplify the voices of our students, staff and parents/guardians and provide them with the opportunity to help guide the work of the district.



Examine existing and identify additional opportunities to amplify student voice.

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.

Next Steps



Examine new and existing partnerships with respect to the opportunities that are available to support the academic, social and emotional needs of students.



Begin to examine the transition process for students moving from middle school to high school.



Partner with feeder districts to establish 'high school ready' expectations and create bridge programs where testing data indicates a need.



Partner with local and regional businesses and professional organizations to establish internship and volunteer opportunities for College and Career Ready Indicator metrics and Career Pathways programming.



Continue to leverage construction partners to provide internship opportunities for students.