

D86 *Defining Excellence* FORWARD



Spring 2023



Dear District 86 Community,

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. As year four of this plan draws to a close, we have produced this special edition of our newsletter to highlight where we have been, what we have accomplished and what we hope to achieve in the final year.

While the board-approved plan from 2018 has directed the work we have done and progress we have made the past four years, our district's strong commitment to strategic planning dates back to 2007. At that time, we partnered with a research and analytics consulting firm called the ECRA Group to develop a three-year action plan. Six years later, we shifted from the use of a multi-year planning process to the establishment of annual goals at the board and superintendent levels. Then, in the fall of 2017, we collaborated with the Consortium for Educational Change (now known as the Catalyst for Educational Change) on the creation of the plan that is guiding our current efforts to help our students learn, grow and lead.

What is equally important to note is that despite utilizing different planning methods and approaches, several of our goals/areas of focus have remained consistent over the past 15 years. These goals/areas of focus, which were identified as priorities by our stakeholders, 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.

As I look back on the past four years, I am very proud of everything that we have accomplished in conjunction with our strategic plan. This includes the progress we have made in areas such as curriculum alignment, facility improvement, social and emotional learning, equity, staff development and communications. I am also excited about the work that is scheduled for next year and understand the critical role it will play in ensuring the long-term health and viability of our schools. Most importantly, I am incredibly grateful to the thousands of stakeholders who helped create our plan and have contributed to its success.

I hope you enjoy this special edition of our newsletter, and truly appreciate all you do to help our students thrive both in and out of the classroom.

Sincerely,

Tammy Prentiss, Ed.S.

Superintendent of Schools

**HISTORY OF
STRATEGIC PLANNING**
District 86 has engaged
in different forms of
strategic planning during
the past 15 years.

2007 - 2013 : 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 - 2018 : 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 - 2024 : 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.

Below are the **mission, vision, values, goals and strategies** that make up the district's five-year strategic plan (2019-2024). Nearly 2,000 stakeholders (i.e., students, staff, parents/guardians and community members) contributed to the creation of the plan by serving on the district's strategic planning team, participating in community engagement sessions and/or providing feedback via an online survey.

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.

VALUES

What We Stand For

Access
Accountability
Diversity
Equity
Excellence
Perseverance
Resiliency
Respect
Trust

VISION

Where We Are Headed

District 86 will set the standard for excellence by inspiring passion, confidence and excellence.

GOALS AND STRATEGIES

What We Will Achieve

GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5
Student Growth + Achievement	Learning Environment	Work Environment	Family + 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

What Is Our Priority Work

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

COMPONENTS OF THE STRATEGIC PLAN

| Accomplishments and Next Steps

As part of the process for creating the strategic plan, stakeholders identified eight components that the district is using to monitor, measure, and assess our progress in advancing our mission and vision.

- ▶ **COHERENT SYSTEM**
- ▶ **CRITICAL COMPETENCIES**
- ▶ **MULTIPLE MEASURES FOR SUCCESS**
- ▶ **STUDENT WELL-BEING**
- ▶ **FACILITIES**
- ▶ **INNOVATIVE TEACHING AND LEARNING PRACTICES**
- ▶ **COLLABORATION AND COMMUNICATION**
- ▶ **PARTNERSHIPS**

The following pages of this publication feature a summary of what has been accomplished under each component during the first four years of the plan, as well as next steps heading into the final year. Please note that the list of next steps may change given the work that is scheduled to take place in the months ahead.

► COHERENT SYSTEM

Definition

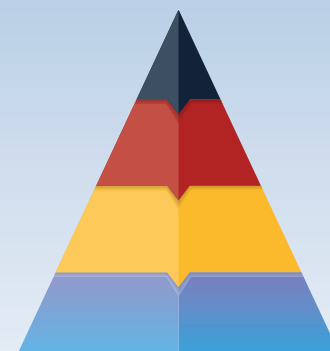
District 86, its two high schools, and communities are one coherent, unified system. Collaboration fosters respect, voice, and engagement among all stakeholders. Commitment to a shared mission, vision, and goals unites the district resources and opportunities are equitably provided to ensure that needs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

| 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.
- Achieved parity in the courses the district offers in art, business, physical education and technical education.
- 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.
- 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.



D86 CURRICULUM ALIGNMENT PROCESS



WRITING TEAM

Department Chairs • Content Teachers •
Special Education Teachers •
Sender Schools if Appropriate

DEVELOPMENT TEAM

Department Chairs • Content Teachers •
Special Education Teachers

PROGRAM TEAM

Administrators • Department Chairs • Teachers

D86 STRATEGIC PLAN

Community Members • Parents •
Students • Board Members • Administrators •
Department Chairs • Teachers • Consultants

- 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.

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 (e.g., math).
- Continue working toward achieving course parity in all of the district's subject areas by the start of the 2025-26 school year.
- Continue to examine the schedule to identify opportunities to increase support of students' academic and social and emotional learning (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

Definition

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.

| Accomplishments

- Identified and communicated the critical competencies that are common among similar courses.
- Provided 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 awareness, 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 physical education classes to help students recognize, understand, label, express, and regulate their emotions (RULER).
- Created customized SEL lessons that featured elements and standards of equity and culturally responsive education principles.

| 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 having the SEL coaches lead the SEL work in the buildings.
- Use standardized testing data to recommend personalized student supports, including targeted SAT preparation and virtual tutoring.
- Implement Career Pathways diploma endorsements and associated coursework.
- Add RULER mood meter and CASEL competencies to all classrooms.



MOOD METER
How are you feeling?

ENRAGED	PANICKED	STRESSED	JITTERY	SHOCKED	SUPPRESSED	UPBEAT	FESTIVE	ENLIGHTENED	ECSTATIC
LIVID	FURIOUS	FRUSTRATED	TENSE	STUNNED	HYPED	CHEERFUL	MOTIVATED	INSPIRED	ELATED
FUMING	FRIGHTENED	ANGRY	NERVOUS	RESTLESS	ENERGIZED	LIVELY	ENTHUSIASTIC	OPTIMISTIC	EXCITED
ANXIOUS	APPREHENSIVE	WORRIED	IRRITATED	ANNOYED	PLEASED	HAPPY	FOCUSSED	PROUD	THRILLED
REPULSED	TROUBLED	CONCERNED	UNEASY	PROVED	PLEASANT	JOYFUL	HOPEFUL	PLAYFUL	BLESSED
DISGUSTED	GLUM	DISAPPOINTED	DOWN	APATHETIC	NOTHING	EASYGOING	CONTENT	LOVING	FULFILLED
PESSIMISTIC	MOROSE	DISCOURAGED	SAD	BORED	CALM	SECURE	SATISFIED	GRATISFUL	TOUCHED
ALIENATED	MISERABLE	LONELY	DISHEARTENED	TIED	RELAXED	CHILL	RESTFUL	BLESSED	BALANCED
DEPENDENT	DEPRESSED	SULLEN	EXHAUSTED	FATIGUED	MELANCHOLIC	THOUGHTFUL	PEACEFUL	COSY	CAREFREE
DESPAIR	HOPELESS	DESOLATE	SPENT	DAUNED	SLEEPY	COMPLACENT	TRANQUIL	COZY	SERENE

← PLEASANTNESS →

FIVE KEY AREAS OF SEL

- SELF-AWARENESS
- SELF-MANAGEMENT
- SOCIAL AWARENESS
- RELATIONSHIP SKILLS
- RESPONSIBLE DECISION-MAKING

► MULTIPLE MEASURES FOR SUCCESS

Definition

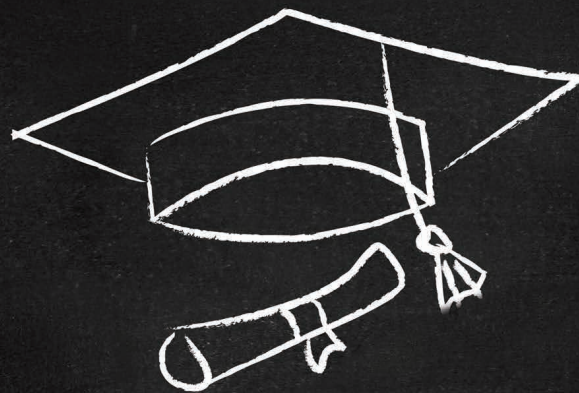
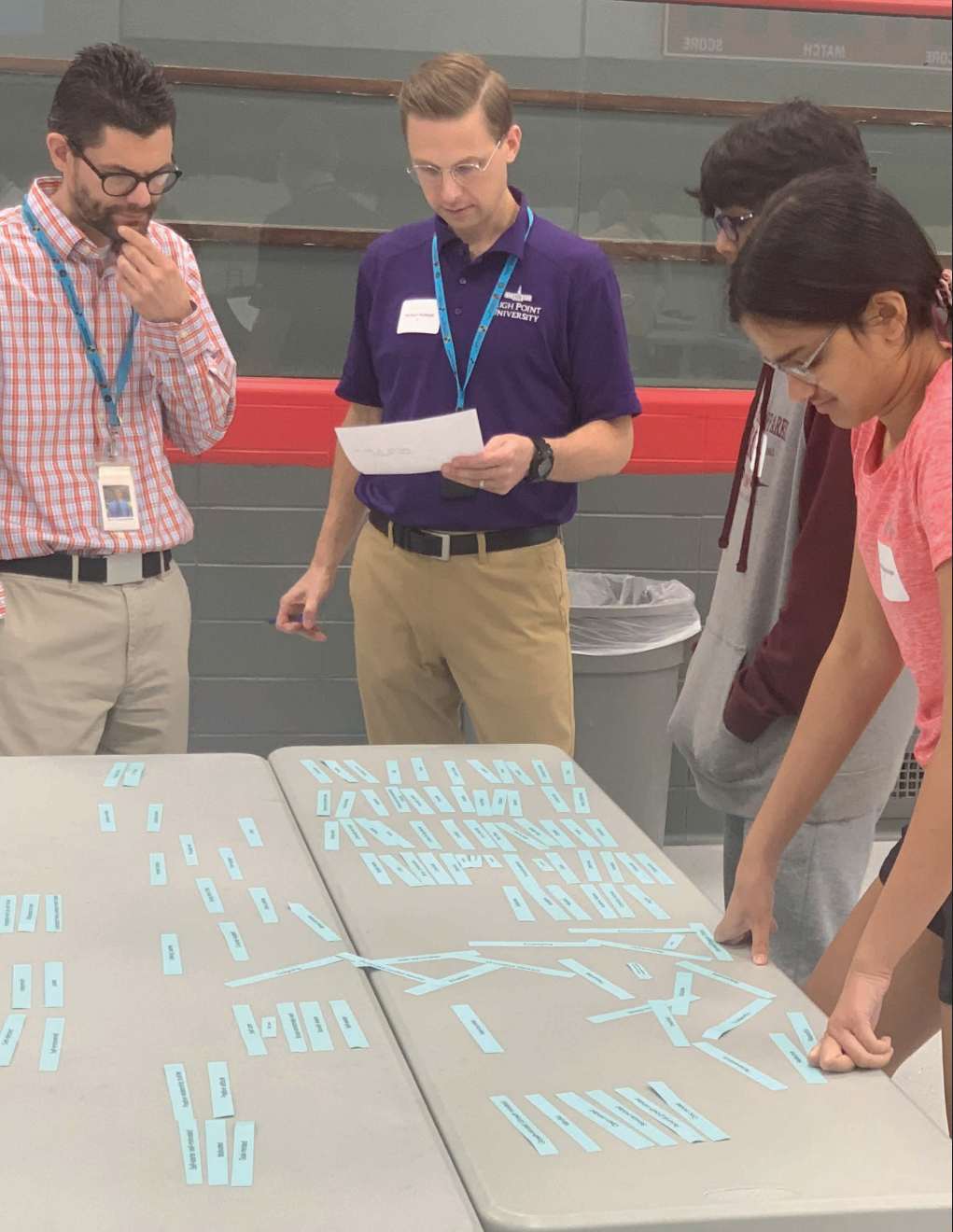
Student, team or department, school, and District 86 success links to a meaningful data and information system consisting of multiple measures for goal setting, reflection, analysis, and improvement of performance. Multiple measures are used at all levels to periodically assess and report progress. Improvement is the first criterion of success.

| 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 approximately 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.

| Next Steps

- Continue refinement of the district's MTSS program 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, Parent-Teacher Advisory Committee (PTAC) and board of education for review and discussion.



PORTRAIT OF A GRADUATE *critical attributes*

COMMUNICATION

CRITICAL THINKING

CURIOSITY

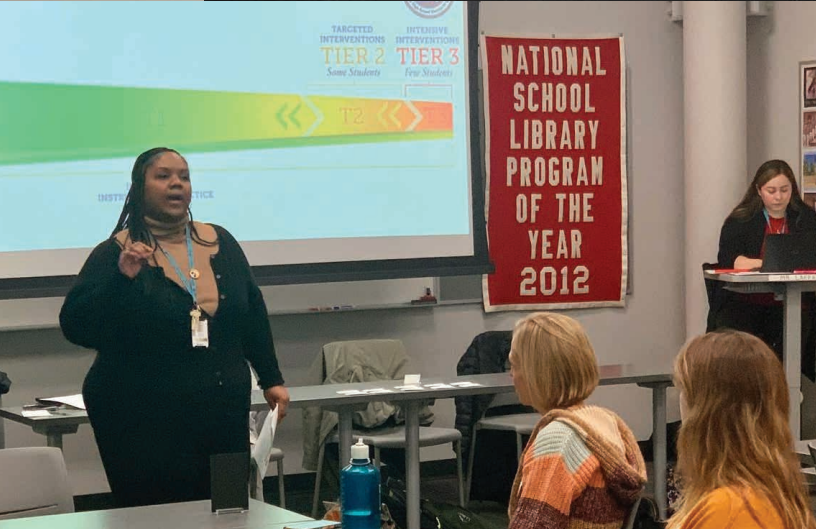
COLLABORATION

RESILIENCE

EMPATHY

ADVOCACY

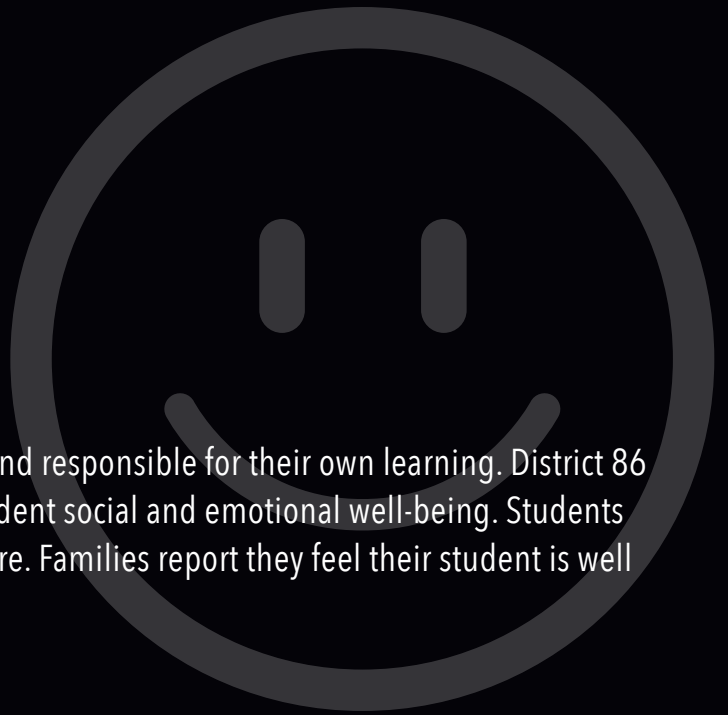
WORK ETHIC



► STUDENT WELL-BEING

Definition

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.

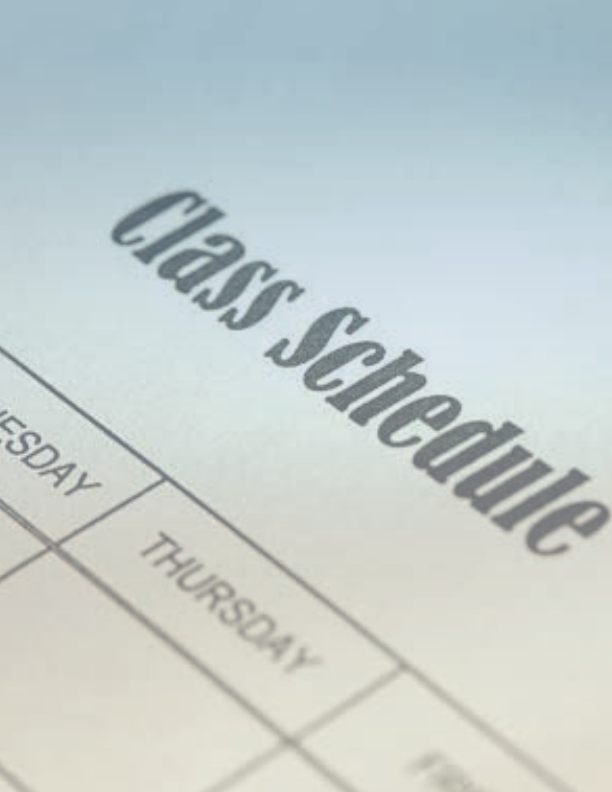


| Accomplishments

- 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 assessing 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. The classes that are involved in the pilot include Exploring Visual Arts, Introduction to Business, Creative Non-Fiction and Psychology in Literature.
- 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.

| 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.
- Utilize feedback from the earned honors credit pilot to determine the future of the concept, including whether to continue it and possibly add more course offerings.
- 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 the needs of students. This will include induction training for all first-year staff.



THREE PILLARS *of grading practices*

ACCOUNTABILITY

ACTION

ACCURACY

► FACILITIES

Definition

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.

| Accomplishments

- Used the \$139.8 million 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.
- Leased, renovated and opened the Transition Center's Burr Ridge location to expand the programming and services that are available to our students.
- 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.
- 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.
- Provided written and video updates about the progress/status of the work that was done in conjunction with the district's Future Ready Facilities plan.



Next Steps

- Update the Master Facilities Plan following the completion of the referendum work.
- Continue to evaluate the weapons detection systems.
- Reevaluate and revise the five-year technology replacement plan.
- Continue providing written and video updates about the progress/status of the district's Future Ready Facilities work. These updates will be produced through the conclusion/ completion of the work, which is scheduled to take place at the end of summer 2023.
- Continue to explore opportunities to improve accessibility within our schools and across the district.
- Continue to evaluate the capital replacement plan and prioritize projects on an annual basis.



► INNOVATIVE TEACHING AND LEARNING PRACTICES

Definition

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.

| 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.
- Launched a pilot that is providing students with an opportunity to earn honors credit through more challenging coursework inside of 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.
- 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.
- 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.

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.
- Utilize feedback from the earned honors credit pilot to determine the future of the concept, including whether to continue it and possibly add more course offerings.
- Use the Portrait of a Graduate criteria to help evaluate revisions to curriculum and instruction.
- 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.

► COLLABORATION AND COMMUNICATION

Definition

Internal and external communication and collaboration activate student, teacher, and parent voice and improve 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.

| Accomplishments

- Expanded the size and scope of PTAC to include more parents/guardians with students in grades 6-12 who could help guide the work of the district, and have the group 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 (e.g., 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 provide opportunities to communicate with graduates about their success during and post high school, and with families during the course selection process.
- 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.
- 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 of staff members that discusses a variety of important issues and topics and solves challenges associated with working in the district.
- Redesigned the district's family of websites (launched July 2022). As part of this project, we updated content across all of our sites. We also met/communicated with different groups (e.g., department chairs, parent groups, Principal-Student Advisory Council, administrative assistants, etc.) to get feedback about our existing sites, the proposed sitemap for our new sites, and the new mobile app and Tip Line we would be launching at the start of the 2022-23 school year.
- Launched a free mobile app our students, staff, and families can use to quickly and easily access important school and district information.
- Formed the Recovery-Revitalization-Restore Committee, which was composed of teachers, department chairs, and building and district administrators who developed plans (instructional and operational) 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.).

Next Steps

- Continue to give students, staff and parents/guardians opportunities to share their thoughts and provide feedback on a variety of topics.
- Continue to produce the Updates from 86 weekly email and reevaluate the elements/aspects of that email (e.g., content, design and formatting) to determine if any improvements can be made going into the 2023-24 school year.
- Continue to enhance the functionality of our websites by collecting user feedback from our stakeholders and working with our website editors to keep the content updated. Also, explore ways to improve the overall accessibility on our sites.
- 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).
- 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.

► PARTNERSHIPS

Definition

District 86 cultivates partnerships with businesses, agencies, and other community organizations to further learning, career, and workplace experiences for students. District 86 cultivates partnerships with feeder districts to further college, career, and life experiences for students.

| 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 and DuPage Area Occupational Education System 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.
- 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

- 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.





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Superintendent of Schools

DISTRICT 86

Future of Strategic Planning



The future of strategic planning in the district will be based on direction provided by the board of education. 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.

In the meantime, anyone who is interested in learning more about the recent history of strategic planning in District 86 can visit <https://bit.ly/3S45BF0> to access reference materials and resources from the past 15 years.

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