## HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT 86

Strategic Plan: Getting Started with Goal 1

## Grading and Assessment Practices

For Students, Teachers, and Community

| Goal One | Goal Two | Goal Three | Goal Four | Goal Five |
| :---: | :---: | :---: | :---: | :---: |
| Student Growth and Achievement | Learning Environment | Work <br> 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 <br> 2. Students explore big ideas, leverage technology, make realworld connections, and use authentic ways to demonstrate their knowledge and interests <br> 3. Students use their individual data to shape decisions about career and life readiness | 4. Optimize the school day and calendar to meet individual student needs and promote student wellbeing <br> 5. Students have opportunities for participating in school decisions, engagement, and responsibility for school outcomes <br> 6. Best practices improve student social and emotional skills, and reduce excessive stress | 7. Staff have new opportunities for engagement and input into critical decisions that lead to improved collaboration, communication, professional development, and system coherence <br> 8. A meaningful data and information system improves goal setting, analysis, progress monitoring, and reporting of performance across all functions <br> 9. District 86 and sender $K-8$ districts collaborate to inform instruction and to develop a pathway linking elementary, middle, and high school experiences | 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 <br> 11. Partnerships with the community enhance student vocational, career, and life readiness | 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 <br> 13. Facilities make both schools equitable and optimal for teaching and learning practices <br> 14. Infrastructure, accessibility, and safety-deficiencies are addressed <br> 15. A sustainable maintenance and technological infrastructure plan is implemented |

## District 86 Strategic Plan Goal 1

## Goal One

## Student Growth and <br> Achievement

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

1. Course and instructional units include common critical competencies, aligned assessments between the two high schools, and multiple measures of success
2. Students explore big ideas, leverage technology, make realworld connections, and use authentic ways to demonstrate their knowledge and interests
3. Students use their individual data to shape decisions about career and life readiness

## OUR MISSION

## 86Forward <br> HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT

 Defining excellence.
## OUR VISION

WHERE WE ARE HEADED

## 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

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 <br> Competencles | 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 <br> Measures for <br> 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 WellBeing | Students feel safe, challenged, confident, and responsible for their own learning. District $\mathbf{8 6}$ 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 <br> Teaching and <br> Learning <br> 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 knowiedge. 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 plovides 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. |

## We are beginning our work by aligning grading and assessments practices:

## The purpose of this is to:

- Provide consistent communication of academic standing for students and parents
- Align course teams grading practices
- Provide consistent communication of student progress to parents
- Increase equity in grading and reporting practices.


## Process and Timeline

Formation of Learning Leadership Team to involve teacher voice in the decision making process in alignment with Goal 3, Strategy 7 of the D86 Strategic Plan:

Staff have new opportunities for engagement and input into critical decisions that lead to improved collaboration, communication,professional development, and system coherence.

## Learning Leadership Team Members

| Amy Piccoli (WorldLang Teacher, South) | Jessica Hurt (Assistant Principal -C-/Dir of Humanities) |
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| Andrea Ellexson (SpecEd Director, Central) | John Madden (CTE DC) |
| April McPhillips (CTE Teacher, Central) | Julie Gaubatz (Science DC, South) |
| Arwen Pokorny Lyp (Principal, South) | Julie May (Science DC, Central) |
| Becky Wilcox (SpecEd Teacher, Central) | Kathy Lencioni (SocStudies DC, South) |
| Bill Walsh (Principal, Central) | Katie Walker (Math Teacher, Central) |
| Billson Rasavongxay (SocStudies DC, Central) | Kerin Sancken (Math DC, South) |
| Caitlin Delacey (WorldLang Teacher, Central) | Kimberly Kim (Science Teacher, Central) |
| Courtney Wallace (PE Teacher, Central) | Kristin Marks Pascavage (SpecEd Director, South) |
| Crystal Conley (CEC) | Kurt Vonnahme (Math DC, Central) |
| David Anderson (English DC, South) | Matt Swedko (CTE Teacher, South) |
| David Lange (English DC, Central) | Nick Chavarria (SocStudies Teacher, South) |
| David Lapetino (Instructional Innovation) | Patrick Maag (Art-Music DC) |
| Eric Martzolf (Assistant Principal -S-/Dir of STEM\&PHD) | Rick Cazzato (Math Teacher, South) |
| Evan Haase (Art Teacher, Central) | Sanskruti Patel (SocStudies Teacher, Central) |
| Gina Chandler (English Teacher, Central) | Sarah Lombard (WorldLang DC, South) |
| Janelle Marconi (PHD DC) | Stephanie Fox (SpecEd Teacher, South) |
| Jarrod Amolsch (PE Teacher, South) | Steve Moore (English Teacher, South) |
| Jay Lawrence (WorldLang DC, Central) | Tracy McDonald (Science Teacher, South) |
| Jennifer Belmonte (Art Teacher, South) |  |
|  |  |

## Learning Leadership Team

- The team has met five times to plan each Flex Learning Day. On each Flex Learning Day, every classroom teacher engages with the work of four current researchers studying best practices in grading and assessment.
- At the February 18 meeting, the LLT will recommend which practices will be included in the District 86 Grading and Reporting Philosophy that all teachers will adhere to at the course team, department, or district levels.
- The team will also work on a timeline and process for designing professional development and creating streamlined procedures for implementing district-level unified practices.


## Highlights of Current Research and Best Practices: Bowers, Dueck, Guskey, O'Connor

| A C C |
| :--- | :--- |
| GRADING |
| SMARTER |
| NOT HARDER |
| B D D |



## Questions We've Been Exploring*:

*These pre-decisional guiding questions are not all encompassing of the four researchers and may or may not be topics the LLT decides to incorporate into D86 Grading and Reporting Philosophy.

- How should we grade summative assessments vs. formative assessments?
- What is the appropriate combination of "academic knowledge" and the "engagement process" (like how to study, take notes, participation) in the determination of a final grade?
- How should zeroes be used in the gradebook?
- Should test retakes be allowed so that students have multiple opportunities to demonstrate proficiency?
- Should "non-achievement" factors - extra credit, class attendance, 'the tissue grade' - be calculated a final grade?


## Next Steps

- On February 18, LLT will use teacher feedback from FLDs to make the recommendation for which practices will be included in the District 86 Grading and Reporting Philosophy.
- On March 2, LLT will present their recommendation to Executive Cabinet.
- The LLT recommendation will be presented to teachers at the March 18 FLD where department chairs and teachers will begin to discuss the implementation process with full implementation by the onset of the 2024-2025 school year.
- Members of LLT will present the recommendation to the Board of Education at the March 26 meeting.


## HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT 86

## Strategic Plan: Getting Started with Goal 1

## D86 Math Program

For Students, Teachers and

## Community

## Purpose

Our team's purpose is to develop the vision of our District 86 math program and determine what course pathways will allow us to realize that vision.


## D86 Math Pathways Team

| Arwen Pokorny Lyp | Principal - South |  |
| :--- | :--- | :--- |
| Bill Walsh | Principal - Central | Eric Martzolf <br> Assistant Principal of Instruction - South <br> South High School; Algebra, Geometry, Geometry Honors, <br> Algebra 2/rig 200, Algebra 2/Trig, Algebra 2/Trig Honors, <br> Pre-Calculus, Pre-Calculus Honors, College Prep Math |
| Kerin Sancken | Math Department Chair - South | Algebra 1 Part 1,Algebra 1 Part 2,Algebra 1 Block, <br> Algebra 1,Algebraic Reinforcement,Advanced Algebraic <br> Topics, Algebra 2 Trig Honors, Pre-Calculus Honors, AP <br> Calculus AB, Math Intervention |
| Kurt Vonnahme | Math Department Chair - Central | Algebra 1,Algebra 1 Block, Geometry, <br> Algebra 2/Trig Honors, Pre-Calculus, Pre-Calculus Honors, <br> AP Calculus BC |

## D86 Math Pathways Team

| Melanie Galich | Math Teacher - Central | College Prep Math, Intro to Stats <br> Alg 1 Part 2/Geometry Block, Geometry, Pre-Calculus |
| :--- | :--- | :--- |
| Abbey Green | Math Teacher - Central | AP Calculus AB, Intro to Calculus, Intro to Stats, <br> Algebra 2/Trig Honors, Algebra 2, Integrated Honors, Geometry Honors, <br> Geometry, Geometry Excel, Algebra 2 Excel, Algebra 1 Honors, Senior <br> Advanced Algebra, TA for Stats 100 (AP Stats) |
| Lexi Miuccio | Math Teacher - South | Algebra 1, Algebraic Reinforcement, <br> Honors Geometry, Geometry, Math Intervention |
| Sarah Porod | Math Teacher - Central | Geometry, Geometry/Alg 2/Trig. Block, Algebra 1, Pre-Calculus, Geometry <br> G, Intro to Stats, College Prep Math |
| John Richerson | Math Teacher - South | Geometry, Geometric Analysis, Advanced Algebraic Topics, Algebra 2, Math <br> Intervention |
| Heddi Sirovatka | Math Teacher - South | Algebra 1 Part 1,Algebra 1 Part 2, Algebra 1, Geometry, Advanced <br> Algebraic Topics, Algebra 2 Trig H, Pre-Calculus, AP Calculus BC |

## Teacher Impact: <br> Communication and Dates

- $(11 / 14 / 19)$ Building Principals email their respective math departments inviting teachers to express interest in our pathways team
- $(12 / 17 / 19)$ Phone meeting w Principals, Director of STEM and both DCs to establish purpose, number of teachers on team, \& pick meeting date for team to meet first time
- $(12 / 20 / 19)$ Math DCs brainstormed pathways team plans
- $(1 / 7 / 20)$ DCs meet w Eric to discuss $1 / 23$ plans
- $(1 / 7 / 20)$ DCs email the 6 teachers identified by them inviting them for this work
- $(1 / 8 / 20)$ All 6 teachers accept invitation
- $(1 / 21 / 20)$ DCs emails departments preview of meeting on $1 / 23$
- $(1 / 23 / 20)$ DCs emails departments summary of the work done at the Pathway Team Meeting \#1
- $(1 / 27 / 20)$ Summary of work is sent to the community in District News
- $(1 / 31 / 20)$ DCs met with building admin to plan
- $(2 / 3 / 20-2 / 5 / 20)$ DCs shared pathway team overview \& summary of vision brainstorm at respective department meetings. Teachers had opportunity to review our visioning brainstorm and provide feedback
- $(2 / 6 / 20)$ DCs email departments summary of work done at Pathway Team Meeting \#2


## Meetings and Tasks

January 7: AP STEM, DCs
January 23: Full team
February 6: Full team
February 13: BoE Presentation
February 28: Full team
March 18: Full team
March TBD: Full team
March 26: BoE Presentation
April 15: Full team
April 21: PTAC Feedback
April 29: Full Team
May 14: BoE Presentation

1. Determine D86 Math Program goals
2. Analyze numerous math pathways
3. Incorporate math teacher feedback
4. Incorporate Counseling \& Special Ed Department feedback
5. Gather feedback from a selection of D86 students and parent leaders (PTAC/PSAC)
6. Gather feedback and work with sender school districts
7. Refine D86 Math Program

## Structure of the Curriculum-Building Process



## D86 Strategic Plan

Community members, Parents, Students, Board Members, Administrators, Department Chairs, Teachers, Consultants

## Development Team

Department Chairs, Teachers
Dent
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## Why Examine Our Math Courses?

- 1892 The Committee of Ten recommended that at the high school Level, students should learn Algebra and then Geometry with Algebra the next two years
- 1957 Algebra Il gets revised to cover trigonometry, linear and quadratic equations, functions, exponential and logarithmic expressions


## It Is Time

- Math underlies almost all of the fabric of our society
- Polling and data mining in politics
- Algorithms to target advertising to specific groups on social media
- Mathematical models of financial instruments
- Global warming trends

> Impact on Community


# A 2017 IBM study outlined that 90\% of the world's data had been generated in the past two years. 

## January 23rd Meeting

- Established Group Norms
- Reviewed District 86 Strategic Plan and Purpose of our Team
- Framed discussion and activity with:
"What do we want our math learners to acquire in their math experiences in D86?"


## "What do we want our math learners to acquire in their math experiences in D86?"

## Equity and Opportunity

- Equitable opportunities to access rigorous math classes, experience success and have options.
- Mastery of college and career readiness standards as set by ISBE (Common Core State Standards) and D86

Benefit to Students

## "What do we want our math learners to acquire in their math experiences in D86?"

## Content Understanding

- Knowledge of order of operations
- Numerical literacy/number sense
- Manipulate algebraic expressions with ease
- Complete Algebra $2 /$ Trigonometry
- A greater understanding of statistics
- Ability to analyze and interpret data
- Ability to approximate
- Retention of content
- Mathematically coherent program

Benefit to Students

## "What do we want our math learners to acquire in

 their math experiences in D86?"
## Skills

- Confidence
- Perseverance
- Analyze situations through a math lens
- Think mathematically
- Problem-solving ability / flexible problem solvers
- Collaborate with peers
- Organize thoughts
- Communicate mathematically
- Construct coherent arguments
- Self determine errors
- Assessment capable learners / self-assessment
- A growth mindset towards mathematical learning
- Use technology to make mathematical decisions

Benefit to Students

## "What do we want our math learners to acquire in their math experiences in D86?"

## Experiences

- How to apply math to the real world
- Life balance
- How to work on a team
- Understand the importance of math
- Math that is applicable to their interests / post secondary plans
- See mathematical connections with other topics and with other subject areas
- Tools to accomplish future goals


## February 6th Meeting

- Reviewed department feedback regarding what we want our math learners to acquire and experience in D86
- Brainstormed department goals as they connect with the District Strategic Plan
- Began conducting a SWOT analysis (identifying strengths, weaknesses, opportunities and threats) of our current math programs

Next Steps: Share and gather feedback from the SWOT analysis with math teachers and explore alternative course pathways

## Current Program Strengths

- Teachers are motivated, dedicated, and student-centered
- Teachers are invested and willing to try new things, willing to take risks
- Collaborative school-wide teams
- Teacher content knowledge and awareness of SEL skills
- Students are motivated for success after high school
- There are resources and supports available to help students
- Teachers are willing to help students outside of class
- Current course offerings are rigorous


## Benefits to Students, Teachers and Community

## Traditional Math Pathways: Our Current Model



## Process Improvement for Every Department

- The process described tonight for math will be mirrored in every department between now and full implementation in 2024-2025.
- As each department begins the work, we will
- Work with department chairs to form the alignment team to develop a timeline for the work with the completion date being the 2024-2025 school year.
- After each meeting, formal updates will be communicated to staff and community.
- A process will be developed to gain feedback from students and parents (ie, PTAC/PSAC).
- A process will be developed to engage special education, counseling, and sender school districts.
- Regular updates will be communicated to the Board of Education.
- A formal recommendation will be made to the Board of Education at the conclusion of the work.

Benefits to Students, Teachers and Community <br> \section*{\title{
Structure of the Curriculum-Building Process
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Structure of the Curriculum-Building Process
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Writing Team

Department Chairs, Content

## Development Team

Department Chairs, Teachers
Teachers, Special Education
Teachers, Sender Schools if
Appropriate


N Chairs, teachers, Consultants $\square$

# 86Forward 

 HINSDALE TOWNSHIP HIGH SCHOOL DISTRICT Defining excellence.