

# PTO Conversations

September 2023





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

## **OUR VALUES**

### **WHAT WE STAND FOR**

**Access  
Accountability  
Diversity  
Equity  
Excellence  
Perseverance  
Resiliency  
Respect  
Trust**

## **OUR MISSION**

### **WHY WE EXIST**

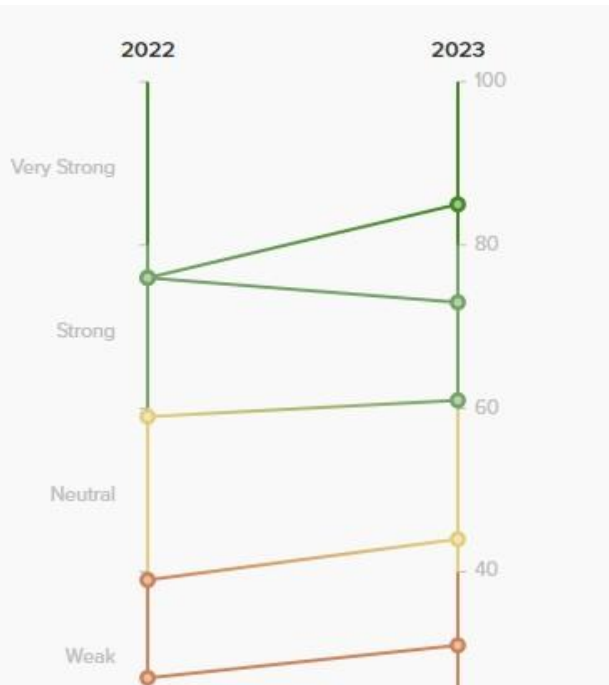
**Empowering students to pursue their ideal future by acquiring critical skills and knowledge to collaborate, create and connect with an ever-changing world**

# 5Essentials Report and Panorama Survey

2023 Data

***“we should celebrate our work and continue the work we  
are doing”***

# How has performance changed?



The 5Essentials	Change	Performance
Involved Families	+9	85-Very Strong
Collaborative Teachers	+5	44-Neutral
Effective Leaders	+4	31-Weak
Ambitious Instruction	+2	61-Strong
Supportive Environment	-3	73-Strong

## + Collaborative Teachers

## + Effective Leaders

Essential	Change	Performance	
<b>Collaborative Teachers</b>	+ 5	44 Neutral	

In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:

- active partners in school improvement,
- committed to the school, and
- focused on professional development.

Measures	Change	Performance	Respondent
School Commitment	+ 12	26 Weak	Teacher
Teacher-Teacher Trust	+ 6	56 Neutral	Teacher
Quality Professional Development	+ 4	39 Weak	Teacher
Collaborative Practices	+ 3	56 Neutral	Teacher
Collective Responsibility	- 3	42 Neutral	Teacher

Essential	Performance	
<b>Effective Leaders</b>	31 Weak	

In schools with Effective Leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:

- practice shared leadership,
- set high goals for quality instruction,
- maintain mutually trusting and respectful relationships,
- support professional advancement for faculty and staff, and
- manage resources for sustained program improvement (not measured).

Measures	Performance	Respondent
Teacher-Principal Trust	45 Neutral	Teacher
Instructional Leadership	29 Weak	Teacher
Program Coherence	27 Weak	Teacher
Teacher Influence	21 Weak	Teacher

## - Supportive Environment

Essential	Change	Performance	
<b>Supportive Environment</b>	-3	73 <b>Strong</b>	

In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools:

- students feel safe in and around the school,
- they find teachers trust-worthy and responsive to their academic needs,
- and they are well-supported in planning for college and other post-high school experiences.

Measures	Change ↓↑	Performance	Respondent
Expectations for Postsecondary Education	+ 4	88 <b>Very Strong</b>	Teacher
School-Wide Future Orientation	+ 3	66 <b>Strong</b>	Student
Student-Teacher Trust	-1	85 <b>Very Strong</b>	Student
Safety	-19	51 <b>Neutral</b>	Student

## + Involved Families

Essential	Performance
<b>Involved Families</b>	85 <b>Very Strong</b>

In schools with Involved Families, the entire staff builds strong external relationships. Such schools:

- see parents as partners in helping students learn,
- value parents' input and participation in advancing the school's mission, and
- support efforts to strengthen its students' community resources.

Measures	Performance ↓↑	Respondent
Parent Influence on Decision Making in Schools	94 <b>Very Strong</b>	Teacher
Parent Involvement in School	81 <b>Very Strong</b>	Teacher
Teacher-Parent Trust	79 <b>Strong</b>	Teacher

# Hinsdale Central **SY 2023-2024 Initiatives**

Shared GOAL 1: Challenge students through rigorous curriculum so that they are prepared for their ideal future.

- Annual curriculum review
- Regular collaboration on curriculum alignment
- Common standards and assessments within course teams

## Key Performance Indicators

- 9th Grade On Track
- Early College Coursework
- Equity: Eliminating the Achievement Gap

# SAT Benchmark Performance

Class of 2024 - SAT April 2023

Meets / Exceeds State Standards

	Students	Meets/Exceeds 540+
<b>Math</b>		
2x Honors / AP	157	100%
1x Honors	219	93%
At Grade Level	102	37%
General Level	14	7%
Below Grade Level	40	3%
<b>Overall</b>	<b>564</b>	<b>71%</b>
	Students	Meets/Exceeds 540+
<b>English</b>		
Honors / AP	333	95%
At Grade Level	198	46%
Below Grade Level	0	0%
<b>Overall</b>	<b>564</b>	<b>76%</b>

# Hinsdale Central: SY 2023-2024 Initiatives

Shared GOAL 2: Strengthen our multi-tiered system of supports (MTSS) to provide improved and equitable tier 2 support for students—while also supporting educators to more effectively and efficiently help students.

- Freshman Academy
  - Grade 9 Supported Study Hall
- Seminar
  - Core Department Intervention
- Student Support Center (SSC)
- Achieve
- AP / Honor Trailblazers
- Belonging Group

## Key Performance Indicators

- 9th Grade On Track
- Early College Coursework
- Equity: Eliminating the Achievement Gap

# SAT Benchmark Performance

Class of 2024  
SAT April 2023

Approaching  
&  
Strengthening Skills

Math	Students	Approaching	Strengthening Skills
		450-530	Below 450
2x Honors / AP	157	0%	0%
1x Honors	219	7%	0%
At Grade Level	102	50%	13%
General Level	14	57%	36%
Below Grade Level	40	45%	53%
<b>Overall</b>	<b>564</b>	<b>18%</b>	<b>11%</b>
English	Students	Approaching	Strengthening Skills
		450-530	Below 450
Honors / AP	333	5%	0%
At Grade Level	198	38%	16%
Below Grade Level	0	0%	0%
<b>Overall</b>	<b>564</b>	<b>16%</b>	<b>8%</b>

# Hinsdale Central: SY 2023-2024 Initiatives

Shared Goal 3: Improve our professional learning community model by providing instructional feedback and collaboration that is focused on professional growth.

- Instructional Coaching
- Equity Coaching
- Course Team

## Key Performance Indicators

- 9th Grade On Track
- Early College Coursework
- Equity: Eliminating the Achievement Gap

### School Commitment

Teachers are deeply committed to the school.

### Teacher-Teacher Trust

Teachers are supportive and respectful of one another, personally and professionally.

### Quality Professional Development

Professional development is rigorous and focused on student learning.

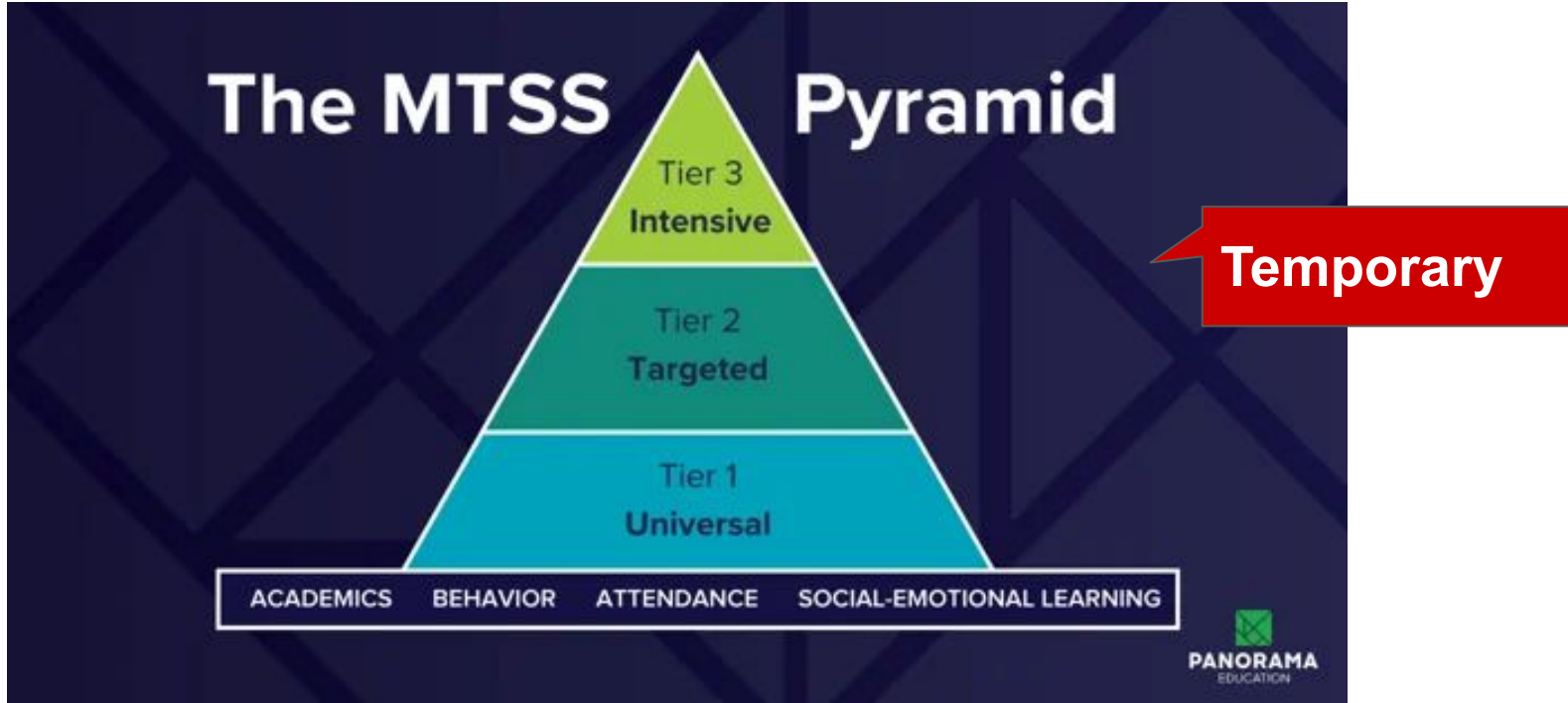
### Collaborative Practices

Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.

### Collective Responsibility

Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

# Academic MTSS



# Academic MTSS

## TIER I SUPPORTS: CORE

Universal Academic Supports  
(benefits ALL students)

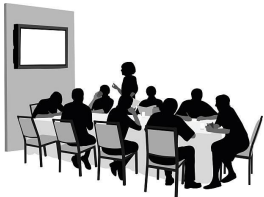


<b>Classroom Practices</b>	<ul style="list-style-type: none"><li>● Classroom practices that are focused on high-quality instruction that is provided to all students in a general education classroom.</li><li>● Calling home to build relationships with families</li></ul>
<b>Academic Resource Room (ARC)</b>  <b>Room 161</b>	<ul style="list-style-type: none"><li>● Just-in-time support for students to drop in during lunch periods</li><li>● W &amp; F - English help with preference to English 1/1H</li><li>● M, T, TH- Math Help with preference to Algebra 1, Geo, Algebra 2/Trig</li></ul>

# Academic MTSS

## TIER II SUPPORTS: TARGETED

Supplemental Academic Interventions  
(targeted for 20% of students)

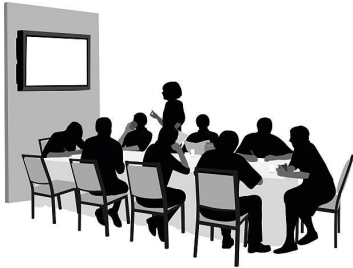


<b>Math Lab (Room 226) &amp; English Lab (Room 248)</b>	<ul style="list-style-type: none"><li>● Scheduled skill intervention paired with study hall</li><li>● <b>MATH:</b> W &amp; F for Freshmen in Algebra &amp; Geo students 6-week intervals.</li><li>● <b>ENGLISH:</b> M, T, &amp; TH for English 1/1h students broken into 4 quarters</li></ul>
<b>Freshman Academy</b>	<ul style="list-style-type: none"><li>● Guided study hall for Freshmen</li><li>● Offered every period of the day</li><li>● Focused on weekly grade checks limited executive function skills</li><li>● <b>Staff:</b> <i>Jenn Jaczak</i></li></ul>
<b>Champions</b>	<ul style="list-style-type: none"><li>● Students identified by GESST team during 6 week data pull (grades/attendance/test scores)</li><li>● Team member assigned as “champion” (mentor) for interval</li></ul>

# Academic MTSS

## TIER III SUPPORTS: INTENSIVE

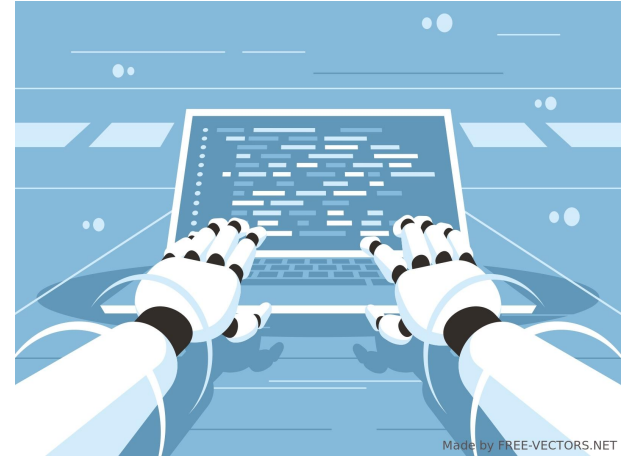
Intensified Academic Intervention  
(targeted for 5% of students)



<b>Achieve (Excel 3)</b>	<ul style="list-style-type: none"><li>● Academic and SEL Support for:<ul style="list-style-type: none"><li>○ hospitalized non-IEP students</li><li>○ credit deficient students</li><li>○ students with low motivation and/or low attendance</li></ul></li><li>● <b>Staff:</b> <i>Allie Fish &amp; Whitney Wilda</i></li></ul>
<b>Excel-erate</b>	<ul style="list-style-type: none"><li>● Traditional Credit Recovery via Edgenuity for motivated students</li><li>● <b>Staff:</b> <i>Jenn Jaczak</i></li></ul>
<b>Student Success Center (SSC)</b>	<ul style="list-style-type: none"><li>● Homebound/ hospitalized IEP students</li><li>● Students in ISS</li><li>● Medical conditions and concussions</li><li>● <b>Staff:</b> <i>Heather Cullnan</i></li></ul>

# Academic Dishonesty / Honor Code

Board Policy 7:190, Student Behavior, explicitly prohibits, “Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.”



## Artificial Intelligence (AI)

Unless otherwise directed by your instructor, representing the work of these tools as your own constitutes cheating and / or plagiarism and violates the Academic Dishonesty / Honor Code and Board Policy 7:190, Student Behavior.

# D86 Building Referendum

Thank you for the generous support of your local school. Hinsdale Central has been the recipient of about \$80M in taxpayer funding to support our building referendum.

Athletic Facilities

Student Service Center

Fine Arts Center

Classrooms

Infrastructure

