

U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Stephanie Posey

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Naperville North High School

(As it should appear in the official records)

School Mailing Address 899 N. Mill Street

(If address is P.O. Box, also include street address.)

Naperville IL 60563-4255
City State Zip Code+4 (9 digits total)

County Dupage

Telephone (630) 420-6484

Fax (630) 420-4255

Web site/URL https://www.naperville203.org/nrhs E-mail sposey@naperville203.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Dan Bridges

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail dbridges@naperville203.org

District Name Naperville CUSD 203 Tel. (630) 420-6400

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Kristin Fitzgerald

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 14 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 21 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	324	331	655
10	315	340	655
11	330	343	673
12 or higher	365	335	700
Total Students	1334	1349	2683

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 21 % Asian
 - 7 % Black or African American
 - 13 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 54 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 2%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	28
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	31
(3) Total of all transferred students [sum of rows (1) and (2)]	59
(4) Total number of students in the school as of October 1, 2016	2744
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 3 %
91 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Uzbek, Spanish, French, Mandarin, Taglog, Albanian, Hindi, Korean, Japanese, Gujarati, Arabic, Turkish, Persian, Urdu, Bulgarian, Mongolian

7. Students eligible for free/reduced-priced meals: 18 %
Total number students who qualify: 479

8. Students receiving special education services: 9 %
248 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|-----------------------------------|--|
| <u>43</u> Autism | <u>4</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>52</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>91</u> Specific Learning Disability |
| <u>19</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>5</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>19</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	11
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	171
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	40
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	22
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	25

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	94%	95%	94%	96%	96%
High school graduation rate	98%	98%	98%	97%	96%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	674
Enrolled in a 4-year college or university	80%
Enrolled in a community college	14%
Enrolled in career/technical training program	1%
Found employment	1%
Joined the military or other public service	2%
Other	2%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

To produce students who are self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Naperville North High School is a comprehensive, suburban institution serving over 2,700 students. It is one of three high schools in Naperville, Illinois, a community of 144,000 that sits along the high-tech corridor west of Chicago. The school has been in existence for nearly 50 years, changing and growing with the once-rural village, and has emerged as a state leader in academic programming, student support services, athletics, and activities. Although diverse, the students, staff, and community bond under the name of “Huskies” and the blue-and-orange brand name has long been a bastion of excellence nationwide.

Students come from all backgrounds and ethnic groups (61% Caucasian; 5.7% African-American; 10.9% Hispanic, and 18% Asian) and include 17% low-income, which is a threefold increase since the mid-2000s. While Naperville North is not immune to the achievement gap that exists in the United States, it has devoted much time and resources into embracing - and correcting - the phenomenon. Our goal for our young Huskies is one of inclusivity, which includes access to a viable curriculum, opportunity to participate in well-developed and meaningful extra-curriculars, and the fluid development of a “life-after-high-school” plan. And, as of 2017, 98% of graduating students report that their plan lead to matriculation to a 2- or 4-year post-secondary institution.

When talking about the history of the high school, a walk through the 450,000 square-foot building provides a visual summary of what’s important - and what has been important - since the doors opened in 1970. Student-designed and painted murals, art displays, an enormous state champion trophy case, photographs of former athletes participating at the next level, “What’s Happening at North” billboards, a National Merit celebration wall, signs that promote oneness (i.e. “We love the freshmen!”), and student lockers adorned with spirit - and recently - notes that champion individuality and acceptance (i.e. “You are loved - just the way you are”) tell the story of being a Huskie and what it’s like to be part of the family. Add in a peace garden that commemorates the high school’s fallen soldiers, an organic garden that supplies our local food pantry with fresh vegetables, and a newly-designed courtyard that provides outdoor space for students to relax, contemplate, collaborate, or celebrate . . . and you have the idea.

Naperville North is certainly about academics, but research indicates that if students feel connected, supported, and cared for, they will persist in their studies and accept challenges that they may have not otherwise accepted. At North, we are in the midst of this very thing: inviting students with potential and drive into the AP realm and adding incentives such as a “new to AP” group, subsidized AP testing, and mentorship. We are strategically targeting those students that are first generation-to be and/or economically disadvantaged so that a student’s plight is lifted and the achievement gap is thwarted. For some students, this is “the road less traveled,” but every child deserves to be introduced to the path of possibility.

Additionally, the high school supports programming for all freshmen (LINK Crew) which teaches kids how the school works - and where students can go for help. This is led by upperclassmen who have been in those shoes before; and, as we all know, sometimes hearing information, anecdotes, and suggestions from other kids reinforces what Moms, Dads, and teachers have said since the beginning of time. We also have First Class, a student-designed character program for all that reiterates the values and beliefs that Naperville North holds dear. While this program has certainly been renovated, we feel good about the real topics that we are currently discussing as a school: social media, suicide, stress, to name a few. Our students are smart and have insisted that we spend time talking about “what matters” in an environment of sharing and safety. We plan to grow these sessions in the future as part of our Multi-Tiered Systems of Support initiative. Huskie staff is acutely aware that if students don’t focus on their social-emotional health during the teenage years, we are setting them up for potholes on their road to adulthood.

A school administrator has a placard in her office that reads, “Nothing is worth more than this day,” which is a mantra that Naperville North accepts. Staff is responsible for cultivating and honing the culture of excellence that permeates 899 North Mill Street in Naperville, and our students are seen as equal partners in our mission: To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors. We do this one day a time, every period, every day, every month, every semester, every year. This is the Huskie way.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Naperville North High School curriculum focuses on what we want students to learn. In order to do that, collaborative (PLC) teams identify the Essential Learning for each curricular area. Our Communication Arts Department offers a wide variety of courses that focus on developing students' reading, writing, speaking, listening, and viewing skills. In addition, students learn how to acquire, assess, and utilize information from a variety of sources. Its goal is to foster students who are critical thinkers that use their literacy skills to make meaning of the varied texts that they encounter. Department curriculum "recognizes the recursiveness of literacy skills... and fosters increased independence of the learner" (District 203 Literacy Philosophy). Students complete a series of core classes that provide a solid foundation in reading and analyzing fiction and nonfiction texts, writing and speaking in various modes (narrative, expository, and persuasive), and assessing information for merit. Students have many weighted and non-weighted course offerings to choose from; furthermore, intensive reading courses and seminars exist to help students reach success. Within the curriculum, students also have the opportunity to take courses that foster an interest in film, creative writing, and journalism. In addition, two Advanced Placement (AP) courses (AP Language and Composition and AP Literature and Composition) provide students with opportunities to take exams that may lead them to earn college credit. Implementing the pedagogical shifts of the Common Core in Communication Arts (balancing information and literary text, knowledge in the disciplines, text complexity, text-based answers, writing from sources, and academic vocabulary) we have worked to embed the shifts into our practice and specifically address the issue of text complexity and non-fiction exposure.

NNHS provides a comprehensive and cohesive mathematics curriculum in which mathematical topics are explored and analyzed with significant depth. The environment in every mathematics classroom provides active and responsible engagement in the learning of mathematics, an atmosphere of risk taking, in-depth investigation and analysis of intriguing situations and problems, ample opportunities for reflection and interaction, and connections to everyday life. Instruction in every mathematics classroom provides a rich variety of cognitively appropriate strategies and resources so that all students have opportunities to experience both success and challenge. Naperville North students will experience the utility, power and beauty of mathematics as they become proficient in using and applying fundamental mathematical concepts and skills including: computation, critical thinking, reasoning, and resourceful problem solving. Concepts are introduced and taught, then strategically revisited and reinforced over the course of the year to guide students toward achieving mastery and long-term retention.

Naperville North provides an inquiry and standards based comprehensive curriculum in life science, earth and space science, and physical science. An integral part of this curriculum is to promote an understanding of the interconnections within the sciences and the interactions among science, technology, society, and the environment. Instruction in every science classroom models and provides opportunities for students to participate in scientific inquiry as they experience the wonders of science. A rich variety of cognitively appropriate strategies and resources is utilized so that all students have opportunities to experience both success and challenge. Using inquiry implies involvement that leads to understanding. The environment in every science classroom has students actively constructing knowledge by being engaged in observing, questioning, investigating, problem solving, and predicting, evaluating, and communicating ideas. As a result of this curriculum, instruction and environment, Naperville North provides students the opportunity to be scientifically literate students who ask and investigate scientific questions, evaluate claims and evidence, and make responsible decisions in a rapidly changing world.

The Naperville North social studies department encourages students to investigate themes in social studies through an inquiry based curriculum. Through their social studies classes, students explore compelling questions using primary and secondary sources to engage in scholarly debate concerning current issues. The social studies curriculum requires students to develop reading and writing skills in the areas of History, Geography, Economics, Civics and Behavioral Sciences to ensure students are both career and college ready, and are active, responsible, reflective global citizens. The social studies curriculum allows students to explore diverse peoples and new perspectives.

The curriculum at Naperville North is a strong college preparatory program, while also offering extensive opportunities for student to explore career paths through electives. Students have access to 30 Advanced Placement (AP) and 33 Honors/weighted courses throughout their time at Naperville North. There are 18 different courses that students can complete for dual credit with College of DuPage. Naperville North also prepares students for different collegiate learning options, offering both blended (33) and fully online (13) courses. By providing students with Chromebooks, teachers are able to utilize the digital learning environment, augmenting their lessons, and training students to be responsible digital citizens.

2. Other Curriculum Areas:

Outside the core curriculum at Naperville North, students have a wide variety of opportunities that support the district mission and vision. Graduation requirements include coursework in Fine Arts, Career and Technical Education, Physical Education, Health, and Consumer Economics although many students exceed the minimum credits in these areas. Each course is aligned to state and/or national standards and many courses are supported by a Professional Learning Community team that identifies essential standards and works toward ensuring that all students acquire necessary knowledge and skills. Most elective coursework is supported by extracurricular opportunities for students outside of the normal school day.

Students are required to complete .5 credits in Fine Arts. Courses are offered in visual art, music and theatre. Visual art courses include Drawing, Painting, Ceramics, Digital Art, Jewelry/Metals, and Photography. Visual Art offerings are designed to develop in all students: visual sensitivity; creative talents; cultural appreciations; and, lifelong skills that can enhance career and personal potentials. Music courses include Band, Orchestra, and Choir. Music offerings are designed to develop in all students: the professional practices of a working musician; the kinesthetic aspects of music making; the skills necessary to be savvy consumers of music; to perform, produce and analyze the language of music; to be self-motivated collaborators in pursuit of group oriented goals; and, lifelong skills that can enhance career and personal potentials. Theater courses are offered in Acting and Play Production. Students have the opportunity to enroll in four levels of most strands and capstone options include Advanced Placement or student-designed independent coursework.

Students are required to complete 1.0 credits in Career and Technical Education and .5 credits that meet the Consumer Economics requirement. Career and Technical Education or CTE is subdivided into five curricular areas: Business, Family & Consumer Science (FACS), Technology & Engineering Education (TEE), Agriscience, and Consumer Economics. CTE courses provide students with the opportunity to pursue depth of study in a chosen pathway or pursue a variety of courses to gain a better understanding of career opportunities that are available as post-secondary options. CTE programs provide authentic experiences to prepare students for college and career success. Over 70 course offerings allow students the opportunity to explore multiple career options and develop professional skills in a particular area of interest.

Students are required to take 3.5 credits in Physical Education and .5 credits in Health Education. Students enroll in Physical Education courses during all four years at Naperville North with the exception of sophomore year when they take one semester of PE and one semester of Health Education. Naperville North has made a commitment to prepare students to live healthy, productive and physically active lives for the 21st Century. Physical education provides every student with a variety of challenges that will contribute to the development and maintenance of their physical, cognitive, and effective well-being. Students are provided with the foundation for making informed decisions that will empower them to achieve and maintain a healthy lifestyle. Physical Education is a lifelong process, which is the primary responsibility of the student, shared by home, district and community.

Many students at Naperville North take two or more years of Foreign Language. Language options include: French, German, Latin, Mandarin Chinese and Spanish. The goals of our instruction of world and classical languages department are to enable students to communicate effectively in the second language, to understand the cultures that support the language, to see connections between language study and other disciplines, and to appreciate what it means to be college-, career-, and world ready. The world and classical languages classroom provides an environment conducive to a successful language experience. A rich variety of standards- based strategies and resources are utilized so that all students can experience both

acquisition and learning. Instruction includes realistic and meaningful learning opportunities which provide challenging, engaging, and authentic activities that promote increased proficiency in listening, speaking, reading and writing in the target language. At each of the four or more levels of each language, students will have the opportunity to develop increased proficiency in the target language and a deeper insight into their own language, while growing in their respect for the cultures and beliefs of others.

Freshmen students participate in Link Crew one day a week during their lunch period. Link Crew is a transitional program led by upper-class students to build relationships with a smaller group to assist in providing a comfortable environment within the larger high school. Link Leaders serve as role models as they mentor our newest students in acquiring important knowledge and skills to be successful in high school.

3. Instructional Methods, Interventions, and Assessments:

Naperville North High School takes an inclusive approach to educating all students with regard to content standards as well as social and emotional learning standards. Through Professional Learning Communities (PLCs), teachers and administrators at Naperville North are committed to learning for all students and use a Multi-Tiered System of Support in order to provide an appropriate challenge for everyone.

Tier 1 supports begin in the classroom as teachers working within PLCs engage in creating and analyzing student responses on formative assessments. Using these assessments, teachers are able to effectively differentiate depending on student need while also relying on other teachers to extend lessons or re-teach when student assessment results reflect a need. When measuring student growth toward essential standards, PLC groups do take on a “by student, by standard” approach in order to address individual student needs.

When student needs go beyond a Tier 1 environment, Naperville North does offer a number of Tier 2 interventions. In addition to formative and summative assessments from core academic classrooms and PLCs, there are also a number of specific data points that may be considered when adding such supports for students at Naperville North. Teachers and teams have access to the Performance Series, ACCESS test (for ELs), and the SAT suite for high school. Each data point provides unique information allowing staff to consider areas of need for students. The differences in these tests allow staff to determine the need for content support or the need for Executive Functions support. The Performance Series is untimed and computer-based while the SAT suite is timed and paper/pencil. Each test also covers specific content areas that can be compared to help determine the skill in need of additional support.

PLC data and formal testing help to determine if a particular student could benefit from a Tier 2 environment. Naperville North offers numerous Tier 2 supports through the Academic Support department. Academic Reading: Freshmen are eligible to take Academic Reading and Assisted Study Hall which include two 50-minute periods of intervention in disciplined literacy and the application of support in each content area through direct contact and support from a math, social studies, science, reading, and English teacher.

Academic Cohort: For sophomores and juniors, the Academic Cohort is available. This grant-funded program provides a co-taught environment in the core four content areas as well as access to those teachers again in a study hall environment. Students in the Cohort also have contact time with a school psychologist and counselor as they work on their Executive Functioning needs and set both academic and personal goals.

Supported Study Hall: For students in need of either prolonged or targeted support in a particular content area, there is the Supported Study Hall option. This is offered during all three lunch hours and counselors are the individuals responsible for adding students to these small classes. Teams of teachers from math, science, social studies, and English teach the students and progress monitor them as they work on specific goals set with the counselors.

Students meeting content or social and emotional standards early on are eligible for additional targeted opportunities as well. The Peer Tutoring Program offered through the Literacy Center is one such opportunity. This program is staffed and supported by student leaders. These students vet, hire, train, and maintain over 100 tutors who are available before school and during all three lunch periods to tutor students in content area classes, help test prep for standardized tests, and also work with teachers on providing test

correction opportunities for students prior to taking reassessments. Peer tutors are an integral part of working with students in the Tier 2 Supported Study Halls and are scheduled near Tier 2 interventions to make access easier.

As PLCs continue to grow and develop their formative assessment process, the ability to identify and swiftly address student need, by standard will follow suit. Regardless of the need for extension or additional time and support, students are treated as individuals who are unique.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Naperville North High School's vision is "building a passion for lifelong learning," and that is not relegated to the classroom. With every move, every curricular redesign, every class proposal, every program, and every all-school message, we are thinking about the enrichment and overall development of the 2,700-plus Huskies that call this building "home."

With fully-embedded SEL standards and goals for Executive Functioning, we want all students to be introduced to the softer skills that will be required for post-secondary success. Chances are, if we see a student struggling in any area of his or her teenage life, we have already developed a plan-of-attack that will not only assist that particular student in need but the ones that follow as well.

North offers academic supports throughout the day, starting with early-bird tutoring 45 minutes before school starts. And the support continues: from science and math drop-in centers to the centralized Literacy Center to assisted and supported study halls to our after-school program, Supervised Open Study (SOS), Naperville North is committed to backing-up its belief that all students can - and will - succeed. We are strategic about using our resources and staffing to maximize exposure for students, irrespective of "where they are."

With respect to social development, NNHS plans a number of events - ranging from College Week to Senior Week to Homecoming Week to Spring Week. Each is carefully designed to bring the student body together through Class Olympics, spirit assemblies, common causes (supporting and raising money for the Swifty Foundation, St. Baldrick's, Feed my Starving Children, and the National Alliance on Mental Illness), and reflection. Students are welcome to create their own events as well, and North recently devoted a week to mental health, complete with speakers, therapy dogs, and discussions - which was fully organized by students.

Naperville North High School staff is also celebrated throughout the year. A Staff Re-charge Week with giveaways and dress-up days, a tug-o-war team, an Airband group, planned outings after Parent/Teacher Conferences, institute days that include both wellness and pedagogy, and a year-end celebration of the work that they do, every day, reminds staff that North is powered by motivated and dedicated adults who prepare meaningful lessons and activities for our most precious resource.

Together with the school community, our students and staff make North High School a place, an institution, an entity, and a home where people feel embraced, supported, and loved.

2. Engaging Families and Community:

Engaging Naperville North parents in the academic and social emotional growth of our students takes many forms and avenues, through social media, email, phone calls and face to face presentations that encourage feedback and collaboration to increase the knowledge and input from our parent community.

Our community is high achieving in all facets of education and extra-curricular activities; however, our staff does not accept any student being below average without giving their all to increase their achievement. Any failure at North, we all own and address as a school community. Parents will receive information from the school via email phone call. Recently, we have engaged our at risk students and parents in parent teacher conferences by personally making contact and inviting them in as a family to meet with staff to address any accolades or concerns that will improve student achievement on a student by student basis. We were able to increase our attendance of at risk students and parents to conferences by 50% by identifying and having personal conversations with them.

We are also reaching out to our at risk junior students to invite them to attend and participate in our test prep program for SAT. They have been individually worked with on enrolling in College Board and Khan

Academy so they have all the advantages of our less at risk students, including offering transportation home so that this does not become a barrier to the preparation that is accessible to our other students.

Naperville North also incorporates two way communication with the parent community through our parent groups that support different aspects of the school life. The principal collaborates with our NNHS Booster Club to support our athletics and activities, ensuring that all students, regardless of means, have the opportunity to participate in structured activities. She also works with our Home and School and School-Family-Community-Partnership group that actively participates in the school improvement process and helps to bring innovative and pertinent speakers to the school for parent/school education on relevant topics.

Our student groups such as, Black Student Leadership Association, Latin American Leadership Organization, Student Government and other such student led groups continue to give insight and direction to our faculty and staff as we face mental health pressures, keeping our administration and staff abreast of student feelings and needs. Overall, the NNHS school community is a tight knit group that actively seeks to make Naperville North a place where all students can reach their potential while enjoying an experience that makes them proud to be a Huskie.

3. Professional Development:

Naperville North is committed to a systematic approach for professional learning and implementation providing an array of efforts focused on school improvement. Job-embedded coaching, District 203 courses, consultants, mentors, workshops, webinars, and personal learning networks all work together to impact learning and teaching. We provide both online and face to face trainings. Examples of this are institutes, workshops, courses, conferences and webinars. Self-paced tools are another way Naperville North provides professional development. This is illustrated through curriculum maps, online research, books and tutorials. Finally, we offer ongoing, collaborative job-embedded professional learning through professional learning communities, coaching, peer observations, and action research. Naperville North provides a comprehensive system of support for all new educators. Naperville North recognizes the responsibility of all stakeholders to invest in the support of each new educator in all domains of the Danielson Framework. Professional learning is provided in multiple settings and structures to prepare each educator for success with an ultimate goal of increasing student learning. Based on need, new educators also receive the support of well-trained mentors who coach new educators on best practices and current standards that align to district goals and mission. Naperville North has 4 full-time instructional coaches who work within the following four roles: classroom supporter, instructional specialist, data coach, and learning facilitator. Learning Support Coaches partner with teachers and teams to provide job-embedded and ongoing professional learning. We also have a math specialist who collaborates with teachers to provide additional job-embedded and ongoing professional learning. Additionally, Naperville North has teachers who support their peers in informal and formal ways helping to build consistency and sustainability of learning. Teacher leaders also serve as instructors and designers of District 203 Course offerings. Our professional development is designed to promote continuous, ongoing, and connected adult learning that is focused on increasing student learning.

4. School Leadership:

The Naperville North Leadership Team consists of eleven administrators, four learning support coaches and ten Instructional Coordinators, all of whom have very specific roles in the larger school improvement philosophy and vision. Naperville North spends a great deal of time contemplating the needs of students at all points on the spectrum, then building professional development, reviewing and revising structures and services to students, and providing best instructional practice to ensure a rigorous and relevant experience for all of our students.

Over the past few years, our foci for professional development have been in relation to implementing professional learning communities through learning about essential standards that include our social emotional standards, interventions and extensions for students through data driven identification of students, and multi-tiered system of supports. Each role on the leadership team has specific tasks to insure

implementation from the general overview of the purpose and outcomes for the entire building, to understanding and daily practice at the classroom level. The check and balance system through our school improvement team, enables us to review and revise our plan for adult learning and student support and achievement, building a cohesive and collaborative structure from year to year, consistently meeting the needs of all learners in the building.

We also are cognizant of the stakeholders outside of the classroom that affect student achievement and experiences, creating extensions for learning and sharing through collaboration and sharing with families, extra curricular staff, support staff members and the community of agencies we work with as they all play a role in the outcomes we identify as imperative to the success of our students.

Using Professional Learning Communities as an example, our timeline for implementation went as follows: Professional development created by district level personnel for the NNHS staff learning encompassing the “why” and “what” of PLC’s.

Professional development reviewed and revised to meet the specific needs of the building personnel, creating connection to established professional development foci through the school improvement goals.

Teacher leaders lead the professional development for all staff, assessing the understanding and implementation of the “what”, “why”, and “how” of PLC’s.

Ongoing professional development over multiple years, increasing the deeper understanding, implementation and assessment of the success of the school improvement initiative, rooted in the increase in student achievement as measured with data points and levels of engagement.

Supplementation of the learning, through content specific activities and discussion at the department level to further explored the initiative.

Each teacher chooses and discusses goals related to the school improvement initiatives to support their own learning and growing in conjunction with the school wide focus.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Through the efforts of district-wide professionals, students, and community members, the Naperville District 203 Social-Emotional Curriculum was developed and fully-embedded in all curricular areas in the Fall of 2017. While the Illinois State Board of Education had already designed and posted SEL standards prior to this, the Naperville District 203 curriculum (and thus Naperville North High School curriculum) focused on building- and district-specific wants and needs. This process involved community events (which solicited input and feedback), student and parent surveys, discussion among teachers and administrators, and conversations with area mental health providers. Additionally, the core team explored existing standards in other states, meticulously looking for standards that should be considered in our own community. The overarching belief was - and still is - that if a student could strengthen his social-emotional health and standing by being asked to do so with purpose and integrity, then he or she would almost certainly be better equipped to manage the rigors of academic work.

While the standards at the high school level have “probably been taught” before 2017, we concurred that the language - and instruction - should be deliberate. For instance, a student’s exposure and understanding of standards such as, “Students will recognize the feelings and perspectives of others,” will no longer be assumed.

Designing, embedding, and implementing meaningful and age-appropriate standards involves the entire high school. From teachers to coaches to para-professionals and everyone in-between, this is unquestionably an “all-hands-on-deck” initiative. The speech teachers may be working on a student “demonstrating an ability to prevent, manage, and resolve interpersonal conflicts in a constructive ways,” while the same student’s basketball coach may be reinforcing “identifying and managing one’s emotions and behavior” after a tough loss. The standards are not new by any means, but coordinating the efforts of all involved - and implementing a consistent vocabulary - has changed the way Naperville North does business.

The proof that SEL instruction is working, however, can be seen in day-to-day student endeavors. On March 14, 2018, the student body (although certainly divergent in political positions and personal beliefs) planned an on-campus walk-out to honor the lives lost in the Parkland, Florida, school shooting. With no direction from school personnel, the students were able to unite the school, move their peers quickly and successfully to the stadium, and acknowledge the tragedy with insight and compassion. The students did not engage in personal rhetoric or “counter-protesting,” but rather allowed for collective and individual reflection as a school community.

While it is nearly impossible to isolate and measure the SEL standards during day-to-day activities of the students, Huskie staff has certainly seen a concerted and positive move toward inclusivity and the celebration of uniqueness at Naperville North High School.