

U.S. Department of Education
2021 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 Mr. William C Walsh
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hinsdale Central High School
(As it should appear in the official records)

School Mailing Address 5500 South Grant Street
(If address is P.O. Box, also include street address.)

City Hinsdale State IL Zip Code+4 (9 digits total) 60521-4578

County Dupage County

Telephone (630) 570-8000 Fax (630) 570-8209

Web site/URL https://d86.hinsdale86.org/Domain/8 E-mail wwalsh@hinsdale86.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* Ms. Tamela Prentiss E-mail tprentiss@hinsdale86.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hinsdale Township High School District 86 Tel. (630) 655-6500

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 Ms. Terri Walker
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 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.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. 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.
9. 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.
10. 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.
11. 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 current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

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

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

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	278	308	586
10	335	333	668
11	344	318	662
12 or higher	339	323	662
Total Students	1296	1282	2578

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.1 % American Indian or Alaska Native
 - 19.7 % Asian
 - 2.2 % Black or African American
 - 7.6 % Hispanic or Latino
 - 0.2 % Native Hawaiian or Other Pacific Islander
 - 68.1 % White
 - 2.1 % 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 2019 - 2020 school year: ≤1%

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, 2019 until the end of the 2019-2020 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1, 2019	2578
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):

Afrikaans (Taal), Albanian/Tosk (Albania), Algonquin, Arabic, Armenian, Bengal, Bulgarian, Cantonese (Chinese), Cebuano (Visayan), Chaochow/Teochiu (Chinese), Ewe, Farsi (Persian), French, German, Greek, Gujarati, Hindi, Hungarian, Italian, Kannada (Kanarese), Lithuanian, Luganda, Macedonian, Malayalam, Mandarin (Chinese), Mandingo (Mandinka), Marathi, Mongolian, Pashto (Pushto), Panjabi (Punjabi), Pilipino (Tagalog), Polish, Portuguese, Romanian, Russian, Serbian, Shanghai (Chinese), Samoan, Serbian, Spanish, Swedish, Taiwanese/Formosan/Min Nan, Tamil, Telugu (Telegu), Thai, Ukrainian, Urdu, Vietnamese, Yoruba,

English Language Learners (ELL) in the school: 2 %
55 Total number ELL

7. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 129

8. Students receiving special education services: 11 %

289 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

44 Autism

2 Multiple Disabilities

1 Deafness

3 Orthopedic Impairment

0 Deaf-Blindness

126 Other Health Impaired

0 Developmental Delay

111 Specific Learning Disability

46 Emotional Disturbance

35 Speech or Language Impairment

4 Hearing Impairment

0 Traumatic Brain Injury

8 Intellectual Disability

0 Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 5

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	10
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	166
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	40
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	30

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 25:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	96%	95%	94%	94%	94%
High school graduation rate	97%	96%	94%	95%	95%

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 2020.

Post-Secondary Status	
Graduating class size	716
Enrolled in a 4-year college or university	88%
Enrolled in a community college	9%
Enrolled in career/technical training program	1%
Found employment	1%
Joined the military or other public service	1%
Other	0%

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.

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

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Hinsdale Central has been operating in a hybrid learning environment since October 1, 2020. By April 6, 2021 we had 75% of our students on campus from 8:00 a.m. - 3:00 p.m. From August 17, 2020 - September 30, 2020 we operated in a remote learning environment.

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

PART III - SUMMARY

Hinsdale Central High School is set in a western suburb of Chicago, Illinois. Our high school enrolls students from four public middle schools and three community private schools. Our community has a rich tradition of valuing public education and supporting our school to meet the needs of all students. The strength of our community is the student and family engagement in our academic programs as well as the support for our student-athletes and students participating in our activities. The community commitment, involvement and investment is embodied by our many different parent organizations that actively support our school system. The Hinsdale Central Parent Teacher Organization, the Hinsdale Central Foundation, and the Hinsdale Central Boosters as well as the individual athletic teams and their parent groups all partner with our school to support students and staff. We are fortunate to have such an active and supportive community.

To achieve a graduation rate of 95%, the Hinsdale Central staff and community focus on meeting the social, emotional, and academic needs of our students. Hinsdale Central also has an expectation that students are an active part of the school system. Our Red Devil Culture is rooted in participation and engagement, Students have the choice and opportunity to find a path that enables them to explore their interests with over 30 varsity sports and 99 clubs, A challenge at Hinsdale Central High School is the demographic makeup of our school. With our student population being 68% white, it takes structured and intended purpose to celebrate all of our students. We purposefully celebrate our students of color throughout the school year and intentionally run clubs that support our students of color. This family approach to our students and staff is why “it is a great day to be alive and a Red Devil”.

The global pandemic has required the staff and community to adapt from our traditional school system and find new ways to connect students to our campus and Red Devil culture. Each one of our clubs transitioned from an in-person environment to a virtual environment. The staff seized opportunities to keep students engaged in activities and understand that the maturation process from teenager to an adult is an active lifestyle. Our athletic program reorganized as well. We increased the opportunities for students to be active. Starting in the fall of 2020, our Athletic Department began offering seasonal camps where students could come on campus or participate virtually in the sport of their choice. While we hosted in-season athletic programs, we also opened seasonal camps for other athletic programs, thereby giving our student-athletes a mechanism to actively participate with their peers and with their sport.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

In Hinsdale Central High School, student learning is our primary focus. As a part of this emphasis, we require that all students take a minimum course load of six credits and up to eight credits per school year. This allows them to be actively engaged in the learning process for most of their school day. Furthermore, we encourage students to select a course sequence that is rigorous and relevant in a manner that will allow them to maximize their academic potential.

Hinsdale Central High School students sequence of courses is a traditional path in our English and Social Studies curriculum. However, through our Strategic Plan initiative and curriculum alignment work, our Science and Math Departments have transitioned to a sequence of courses that will enable students to connect their curriculum experiences across departments and year over year. A first year high school student will enroll in our science course Physics in the Universe / Physics in the Universe Honors course, followed by Chemistry of Earth Systems / Chemistry of Earth Systems Honors. In the students third year of science, a student will enroll in Biology of the World, AP Biology. In a student's fourth year of science, the student has elective options ranging from AP Environmental Science, AP Physics C, or Earth Science. This integrated curriculum model enables students to learn all four sciences; physics, chemistry, biology and earth science in a three year period. A student is, therefore, able to explore a more targeted science during the student's fourth year of science. Our Math Department has taken a similar approach to a math sequence that does not follow a traditional math path. Hinsdale Central's Math Department sequence is Math 1, Math 2, Math 3. This is an integrated approach that weaves algebra, geometry and statistics into a students curriculum all three years of math. The objective is to connect math standards across the curriculum and enable a student to build on their learning each year without a gap year occurring between a student's curriculum experience. This curriculum sequence approach enables our students to have a firm understanding of what each student has learned the previous year and to build on a student's strengths while offering differentiated instruction for students who struggled with math and / or science standards.

Capitalizing on our programmatic curriculum, Hinsdale Central utilizes interventionists in each of our core departments. Our interventionists are licensed teachers in a given department who move between classes to support the instructional learning targets as well as pull students for immediate & personalized instruction. Our interventionists also serve as coaches for our classroom teachers. They can provide our staff with professional development around technology in the classroom, assessment feedback, culturally responsive teaching, and social emotional learning standards. A classroom teacher may use formative assessments to identify students who need an interventionist. The interventionist will provide targeted instruction based on the formative assessment to prepare a student for an upcoming summative assessment.

Under our strategic planning and curriculum alignment, Hinsdale Central teachers across curriculum teams are identifying the common core standards and curriculum standards that all students will learn during a course. Teachers, as a department, have identified the standards and designated them to be taught through the sequence of courses a student will enroll throughout the student's high school tenure. Daily lesson plans are communicated to students, including the learning targets which align with the curriculum standards. This critical step enables a teacher and / or interventionist to reteach a lesson should a student demonstrate a gap in their learning. We see massive gains when a teacher and student know what they're supposed to learn & understand.

Teaching during a global pandemic when remote learning and in-person learning was taking place, required teachers to be creative and intentional in their daily lesson planning. Understanding that each student's learning environment, while remote, was not ideal and that an in-person student experience could be exponentially different from a remote learning student required our teachers to rethink summative assessments. In previous years, our summative assessments would be used to grade a students understanding of content and demonstration of skills. In the 2021 school year, our teachers focused more on formative assessments because the summative assessment environment is not a controlled environment. Students who are remote may have more resources available to them than an in-person student who has a teacher standing in the classroom.

1a. For secondary schools (middle and/or high school grades):

Approximately 13% of our students enroll in a 2-year community college or seek outside employment upon graduation. While this is a small percentage of students compared to the 87% that attend a 4-year university, the academic programs we design are aimed at supporting the ideal future of these students. We have relationships with local community colleges and 4-year colleges to provide dual credit options and trade programs. In addition, we offer a robust Advanced Placement curriculum so that students can optimize their college experience upon graduation from Hinsdale Central. For the 20201 school year, Hinsdale Central offered 27 Advanced Placement courses and 5 dual credit courses. We have dual credit classes in our Science, World Language and Career & Technical Education Departments; Business, Family & Consumer Sciences, and Technology Education. We actively and financially support our teaching staff to acquire a master's degree in their subject area so that we can maintain and sustain a Dual Credit program as required by both community and 4-year colleges. In addition to our dual credit and Advanced Placement courses, our CTE Department provides internship courses. These courses enable a student to pursue an experience in a career path of their choice. Students are actively engaged in job experiences in career paths such as teaching, investing, medicine and engineering. Our supportive community and the available resources create a network that our staff can access so that our students can pursue their ideal future.

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

A robust and well rounded curriculum map must include elective opportunities. Hinsdale Central High School offers four languages; Spanish, French, German, Latin, with an opportunity for a fifth language; American Sign Language, at our sister school Hinsdale South. Our Art Department focuses learning on the physical arts with most students taking a ceramics class. Our Music Department has a large concert band class that supports and honors programs where student experiences outside of the classroom enable them to demonstrate their art. Our Physical Education Department is the core of our social emotional learning instruction. Students enrolled in our Freshmen PE course will experience 12 lessons that target the Collaborative for Academic, Social and Emotional Learning (CASEL) standards. Working with the Yale Center for Emotional Intelligence, our teachers instruct using the RULER curriculum. RULER is an acronym for the five skills of emotional intelligence: Recognizing emotions in oneself and others Understanding the causes and consequences of emotions, Labeling emotions with a nuanced vocabulary, Expressing emotions in accordance with cultural norms and social context, Regulating emotions with helpful strategies. RULER skills help people of all ages to use their emotions wisely, opening opportunities for us to succeed in school, at work, and in life. The RULER skills taught by our Physical Education teachers support a students academic, personal and social well-being, preparing them for life after high school.

Together the curriculum programming at Hinsdale Central provided to our students through the core departments and our elective departments develops a student's academic and social emotional learning goals while preparing them to pursue their ideal future.

3. Academic Supports:

A successful school recognizes that not all students grow at the same pace and need the same instructional design. Hinsdale Central sees the need to provide all students with an equality of opportunity and an equality of outcome. At Hinsdale Central High School our program of studies supports students beyond the traditional school environment. We have a robust Special Education Department, At Risk program, 504 Plan supports, honors curriculum and Advanced Placement courses. Our Special Education Department offers co-teaching courses in all graduation requirement courses, educational service curriculum for students performing below grade level, as well as a Foundations level curriculum for students who have severe disabilities. To support our

general education students who are performing below grade level, we offer an EXCEL, EXCEL-ERATE, and Student Service Center (SSC). Our EXCEL program is an intervention program that has paraprofessionals provide targeted support for students during the school day. Our EXCEL-ERATE program enables students who are credit deficient to enroll in online courses under the direct supervision of a paraprofessional who communicates with classroom teachers to ensure the online course is aligned with the Hinsdale Central curriculum of the equivalent course. Our Student Support Center is led by a Special Education LBS1 teacher who supports all students, including students with an IEP or 504 plan when the student's behavioral choices may prevent the student from being in the classroom setting everyday. The SSC coordinator collaborates with the classroom teacher to provide targeted instruction to a student assigned to the SSC for a given day(s). Hinsdale Central also provides an English Language program for students whose primary language is not English. We offer an EL1, EL2, and EL3 courses along with EL resource classes.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Student voice is critical to creating a healthy school environment that is for the students. Our Principal Student Advisory Council, Student Council, Athletes Committed to Excellence, Cultural Equity Leadership Team, Student Graduation Planning Team, Student Prom Planning Team, and a Student Liaison to the Board of Education are examples of how we engage students through an ongoing basis. Each one of these teams meets regularly or convenes when the time is relevant to the program. The student teams provide feedback and suggestions for change.

A major way we engage our students is through our Peer Leadership / Link Crew. This HC Activity is composed of multiple sponsors and a large group of students / peer mentors. The peer mentors are trained by the sponsors to engage our grade 9 students once a month. Each month our peer mentors meet with freshmen through our Physical Education (PE) classes. They engage in fun activities to acclimate the freshmen to the school and build positive relationships with each other. In addition, the students check-in with each other and provide them with resources to help them navigate our school system. Finally, our peer mentors collaborate with our PE teachers to co-teach our SEL RULER program throughout the school year. This version of student voice and student engagement has been a successful practice for us to onboard our students and set the climate for our Hinsdale Central campus.

The global pandemic created an obstacle for gathering authentic student feedback in a productive and timely manner. While we incorporated virtual meetings and in-person meetings outside the school day, there is not one solution that captured the authentic voice in a timely manner.

2. Engaging Families and Community:

Hinsdale Central has an enormous amount of community and family support for our school system. This translates into engaged parents and local businesses who want to give back to their local school, Hinsdale Central. The first step we have found to be most effective at engaging our parents and local businesses is being available to them. We do this by inviting them into the school house and having face-to-face meetings. Meetings are centered on student success. In addition, we have increased our time allocated for parent teacher conferences and prioritized conferences for parents of a student with a D or a F. These parents get priority for scheduling parent teacher conferences. As the principal states in the subsequent questions, having an active PTO and Boosters program that connects with parents and brings them into the school culture is another example of bridging the communication and engagement gap.

In addition to these organized parent teams, Hinsdale Central schedules parent informational sessions through our Counseling Department, our Special Education Department and our Community Speaker Series. The Hinsdale Central Counseling Department holds student / parent programs throughout the school year. The Freshman Parent Night, Sophomore Parent Night, our Financial Aid Night, our College & Career Fair are all held in the early part of the school year. Each program is a face-to-face event that is supported by our Counseling Department but run by our counselors. Each counselor meets with the parents and/or students that are on the counselors caseload. The event is a wonderful opportunity to connect parents with a person that is the students strongest advocate. In addition to our Counseling Student / Parent events, our Special Education Department collaborates with our Parent Network to host special education events and build relationships with parents of students who have an Individualized Educational Plan (IEP). These event topics focus on different strategies that may help a student be successful in a high school and life situation. The events also may focus on protocols Hinsdale Central has in place to navigate our Special Education Department.

3. Creating Professional Culture:

Hinsdale Central's Instructional Innovation Coordinator has been instrumental in leading our teaching staff through professional development and answering questions they have about teaching in the hybrid

classroom environment. He has collected numerous resources, tutorials, and links in this course to help teachers prepare for the hybrid instructional environment. While our Instructional Innovation Coordinator has done his best to anticipate which strategies and tools will be most useful, he recognizes that a teacher's needs will likely evolve as our teachers and our students navigate the school year. The Instructional Innovation team is committed to continuing to support our teachers throughout the year. That being said, Hinsdale Central's Instructional Innovation Coordinator and a team of Instructional Innovation Coaches have provided professional development to enhance a teachers skills and strategies to prepare them for some of the ways in which they will need to adapt teaching and lesson planning during a global pandemic and a hybrid learning environment. The materials communicated throughout the school year and housed in our Learning Management System, Canvas, come from a variety of sources. The materials were also informed by the input and survey feedback the IIC Team received from students, parents, and teachers. Providing a home for these materials in Canvas enables our staff the opportunity to revisit them in the company of members of their department and instructional teams. It also provided our teachers with the chance to work together to problem solve and plan for the Fall and Spring Semesters. While we were in a hybrid learning environment for both of these two semesters, the number of students and the daily schedule continued to change. Our IIC Team met the needs of our teachers and never relented on providing the tech support to make our teaching and learning environment the best it can be for our students. The Instructional Innovation Coordinator and his team of coaches prepared professional development for teaching in a hybrid learning environment with a focus on these themes; Introduction to Hybrid, Videoconferencing Best Practices, Organize Your Course for Hybrid Instruction, Align Objectives to Lesson Content, Brainstorm Station Types, Maximize the Teacher Led Station, Effectively Group Students, Target Your Intended Audience, Frame Learning Tasks, and Flipping Your Lessons.

4. School Leadership:

Hinsdale Central High School has two leadership teams, the Building Leadership Team (BLT) and the Department Chair Team (DCT). BLT consists of directors and assistant principals and DCT consists of directors, assistant principals and department chairs. BLT organizes the school framework while DCT works to ensure implementation of our course curriculum and adherence to our standardized instructional practices. This structure has been productive in communicating information and gathering feedback as it is based on trust and fidelity. Our department chairs hold department staff meetings at least once a month, more likely once a week while operating school during a global pandemic. Then the principal holds DCT meetings weekly. Because of the global pandemic, the DCT meetings shifted to virtual meetings to discuss curriculum, instruction, return to school plans, good news and staff feedback.

In addition to leadership voices in the building, the principal meets quarterly with the Parent Teacher Organization (PTO) in a PTO Conversations forum. This structure enables the principal to build sustainable relationships with parents in the community and schedule conversations on particular topics that reinforce the practices occurring within the school. Hinsdale Central's Activities & Athletic Directors meet monthly with the Hinsdale Central Boosters. Boosters provide an avenue to support both financially and structurally the athletic and clubs the school runs. In addition, the Activities Director and Principal meet quarterly with the Hinsdale Central Foundation. The HC Foundation offers teacher grants and manages the school Hall of Fame program. These opportunities for voices to be heard and discussed is a healthy environment for a school system that is focusing its discussions and actions in the best interest of students.

5. Culturally Responsive Teaching and Learning:

Hinsdale Central has been training our staff in culturally responsive teaching and learning for 3-years. Initially we began working with the Pacific Education Group and their Courageous Conversations professional development. The global pandemic shut down PEG's training, so we contracted with trainers from PEG to continue our professional development and meet the needs of our students and staff. To ensure our professional development is sustainable and includes all staff, we have integrated our culturally responsive teaching and learning into our new staff induction program. In July 2020, Hinsdale Central and District 86 began holding Cultural Equity Leadership Team meetings. CELT is a team of 40+ members who represent our school

community; teachers, students, parents, administrators and board of education members. CELT will meet quarterly and serve as the overarching umbrella of our strategic plan. CELT will oversee that we progress through our strategic plan with an equity lens. One of our first actions was to write, produce and communicate an equity statement. This was a collaborative approach and it outlines our expectations to ensure all students have equality of opportunity and equality of outcomes in their academic programming, while also laying out action steps for each goal of the strategic plan. A second step is to ensure all first year teachers at Hinsdale Central High School will have exposure to culturally responsive teaching and learning throughout their non-tenured career. Tenured staff may sign-up for induction programs as either refreshers or an opportunity to expand their learning. Lastly, Hinsdale Central has hired a Director of Equity to collaborate with departments and teachers and bring culturally responsive teaching and learning to the classroom. The Illinois State Board of Education (ISBE) has approved culturally responsive learning standards for all grade levels. These standards will guide the work we do in our classrooms and with our staff as we continue our strategic plan and curriculum alignment initiatives.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

As mentioned in the OTHER CURRICULUM section of this application, Hinsdale Central has developed a professional relationship with CASEL and the Yale Center for Emotional Intelligence (YCEI). This professional relationship has enabled Hinsdale Central to set a standard across the country for meeting the social and emotional needs of high school age students. Hinsdale Central's Physical Education teachers have been trained to use the YCEI RULER program. As mentioned earlier, RULER is an acronym for the five skills of emotional intelligence; Recognizing emotions in oneself and others, Understanding the causes and consequences of emotions, Labeling emotions with a nuanced vocabulary, Expressing emotions in accordance with cultural norms and social context, Regulating emotions with helpful strategies. RULER skills help people of all ages to use their emotions wisely, opening opportunities for us to succeed in school, at work, and in life. The RULER skills taught by our Physical Education teachers support a students academic, personal and social well-being, preparing them for life after high school. The 22 lessons designed by Hinsdale Central's Physical Education teachers in conjunction with YCEI, enables students to build positive professional relationships with staff and peers, while learning critical social emotional learning standards as outlined by CASEL. This program has been critical in addressing the needs of our students and providing our students with the skills to navigate their emotions during a global pandemic.

While this program has been successful in ensuring all students get the skills necessary to navigate their emotions, we have learned that PE cannot be the only place that students learn these skills. Under our strategic planning and curriculum alignment initiative, we have incorporated the SEL standards. We now target a specific CASEL SEL competency in each department. Each curriculum department may teach the CASEL SEL competencies throughout their curriculum, but they should be specific in targeting an assigned SEL competency throughout their curriculum. This targeted and purposeful redesign of our SEL competency curriculum provides a more consistent approach that communicates to students that a complete student / citizen / human understands their emotions and can regulate their emotional well-being at all times.