Naperville 203
Community Unit School District

Innovative School Experience
BOE Update: Part 1

January 21, 2025

Outcomes

- **Provide Context for Innovation:** Present the rationale behind Naperville 203's commitment to innovating experiences, structures, and learning opportunities for both staff and students, highlighting the need for transformation in education.

- **Share Progress of Design Teams:** Update the Board of Education on the work of the Innovative School Experience Design Teams through a two-part presentation series, showcasing key developments and insights.

- **Foster Cross-Level Understanding:** Build a comprehensive understanding of each grade level's current state, including stakeholder feedback, innovative proposals, structural design choices, and unique elements driving their plans for the future.

We need to prepare our students for success in **their future, not our past.**

Students of today will be in the workforce into the 2080s

Ongoing Blueprint Commitments

➜ **Implement a multi-tiered system of support** to promote all students' academic, social-emotional, and behavioral development for college, career, and life readiness.

➜ **Implement a comprehensive social emotional learning plan** that will support students' ability to demonstrate the skills needed to be competent in their families, with their peers, in school, at their work settings, and in their community.

➜ **Implement a Comprehensive Equity Plan** that focuses on educational equity to ensure that every student has access to exemplary learning opportunities with the support they need to develop a learner's mindset, demonstrate adaptability, communicate effectively, think critically and become global citizens.

Strategic Focus 1

STRATEGIC FOCUS 1

Design and implement effective practices that enhance academic, social-emotional, and college, career, and post-secondary readiness for all students

Commitments:

1. Design and embed college and career skill building across all disciplines to enhance academic, SEL, and workplace readiness for all students.

2. Conduct an analysis and update the junior high school exploratory programs and experiences to ensure relevance, rigor, and alignment to current student interests and industry trends.

3. Conduct an analysis of innovative school day models that support effective MTSS and flexible use of time and space that responds to the student of the future.

4. Conduct an analysis of student services support systems to ensure students' exceptional needs are met through an efficient and effective resource model.

5. Conduct an analysis of early childhood experiences, facilities, resources, staffing, and outcomes to make recommendations for future programming.

6. Conduct an analysis of the current alternative education programs and consider recommendations for effective in-district programming.

7. Design and implement relevant, high quality learning models that foster personalized environments to meet diverse students' interests and needs through blended and online learning structures.

8. Conduct an analysis of the current gifted/advanced programming in the district and consider recommendations for future practice.
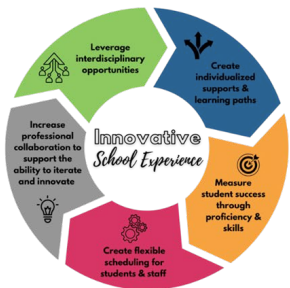
PROFILE OF A LEARNER

ADAPTABILITY

COMMUNICATION

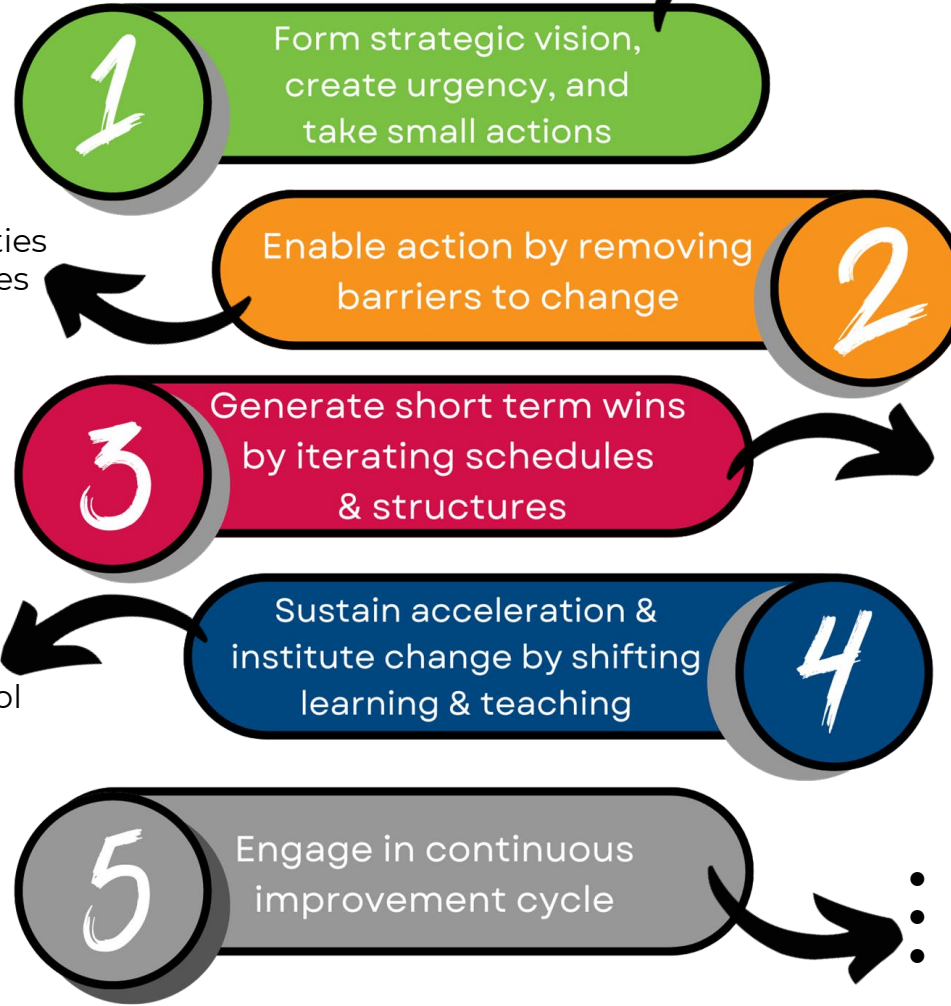**CRITICAL THINKING**

LEARNER'S MINDSET

GLOBAL CITIZEN

1
- Work effectively in a climate of ambiguity and changing priorities, roles, and situations.
- Demonstrate flexibility and resilience in thoughts and actions.
- Respond productively to feedback, praise, setbacks, and criticism.
- Understand, negotiate, and balance diverse views and beliefs to reach workable solutions.

2
- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions.
- Use communication for a range of purposes and audiences including to inform, instruct, motivate, connect, and persuade.
- Seek, contribute, and respond to feedback to achieve collective outcomes.

3
- Understand the broader context and propose solutions that consider the effects on the whole system.
- Consistently improve the quality of one's thinking by skillfully analyzing, assessing, and reconstructing.
- Apply disciplined thinking that is clear, rational, open-minded, and informed by evidence.
- Access, evaluate, and integrate information effectively, using appropriate tools and resources ethically, and efficiently.

4
- Embrace curiosity to experience new ideas, while developing positive attitudes and beliefs about learning.
- Possess the desire to learn, unlearn, and relearn.
- Find and maximize opportunities to actively listen and elicit diverse perspectives from others.
- Adopt a dynamic mindset, embracing flexibility and taking ownership, with intrinsic motivation and an eagerness to evolve.

5
- Demonstrate awareness, sensitivity, concern, and respect to connect with others' feelings, opinions, experiences, and culture.
- Value and embrace diverse cultures and unique perspectives through mutual respect and open dialogue.
- Demonstrate personal, civic, social, local, and global responsibility through ethical and empathetic behaviors.
- Elicit diverse perspectives and contributions.

Naperville 203
Community Unit School District

INNOVATIVE *School Experience*

Leverage interdisciplinary opportunities

Create individualized supports & learning paths

Increase professional collaboration to support the ability to iterate and innovate

Innovative School Experience

Measure student success through proficiency & skills

Create flexible scheduling for students & staff

- Developed Strategic Blueprint
- Modified HS Schedules
- Innovated Course Offerings
- Developed Profile of a Learner

1 Form strategic vision, create urgency, and take small actions

- Instructional time
- Collaboration opportunities
- Transportation Challenges
- Contractual limitations

2 Enable action by removing barriers to change

3 Generate short term wins by iterating schedules & structures

- Test Conditions
- Innovate experiences
- Iterate schedules
- Align grading practices

4 Sustain acceleration & institute change by shifting learning & teaching

- Personalized learning
- Experiences beyond school walls
- Cross-curricular designs

5 Engage in continuous improvement cycle

- Measure effectiveness
- Analyze results
- Innovate & reiterate

Naperville 203
Community Unit School District

Celebrations

→ Across all academic accountability assessments, relative to all Illinois unit districts, Naperville's overall proficiency equals the **99th percentile rank** in English Language Arts (ELA) and Mathematics, and **98th percentile rank** in Science

→ Post-pandemic elementary and middle school **proficiency recovery achieved** in ELA and within ~3% in Mathematics

→ Over **95% graduation rate** at 4, 5, and 6 years

→ **Post-secondary education enrollment exceeds 85%** after graduation

→ New **career focused courses** at our high school level have the **highest rate of growth** over any course of study
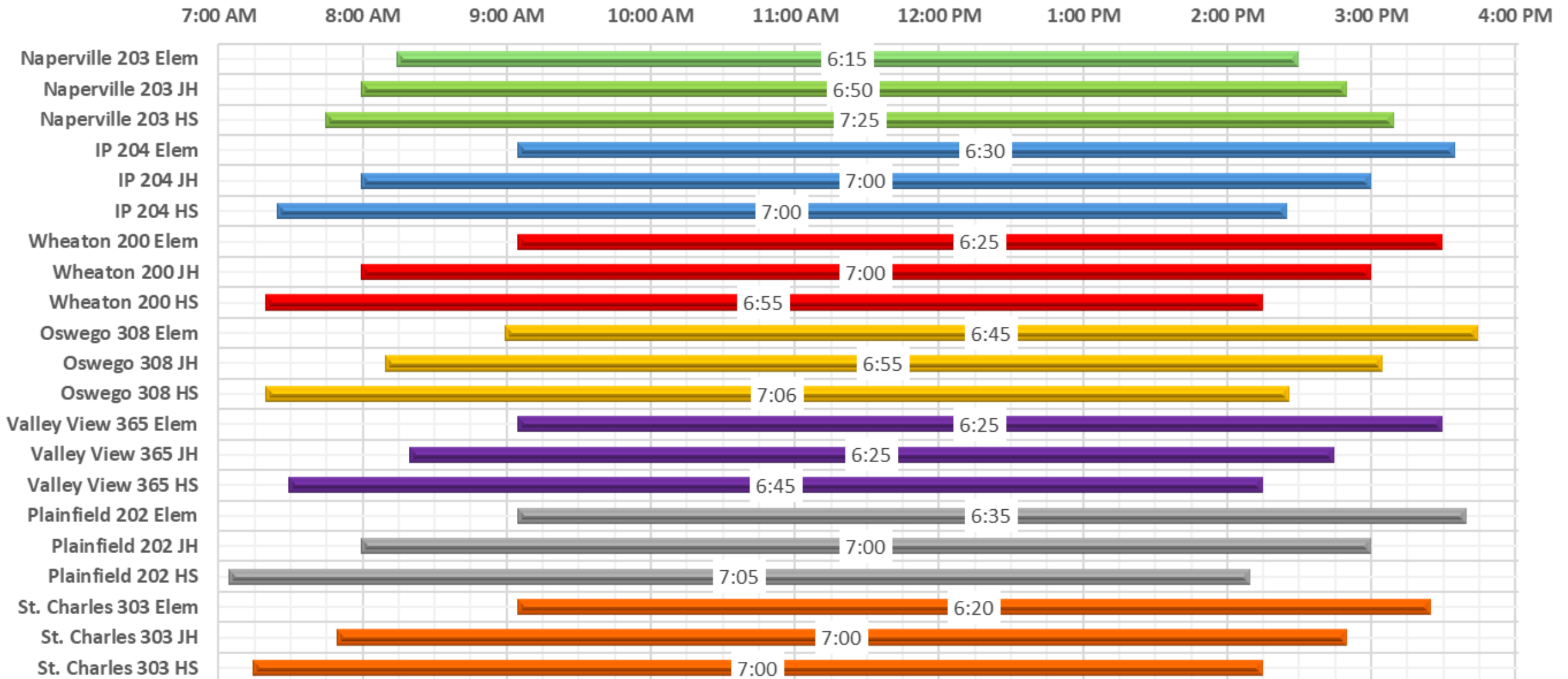
District Data: Growth Opportunities

→ Middle School math growth data:

  ◆ ***Average level of achievement***: 74th percentile rank; however, ***student growth percentile***: 42nd percentile

→ Approximately 30% of incidents resulting in exclusionary discipline *occur during unstructured time*

→ Chronic absenteeism is at 15%

→ First period tardies: HS 50% of tardies; Middle School 45% of tardies

→ Student Sense of Belonging - perceptions of understanding, support, respect, and feelings of belonging at school

   67% of third through fifth graders

   55% of sixth through twelfth graders

→ Approximately 50% of our graduates obtain a post-secondary degree within four years

School Day Comparison

School	Start	End
Naperville 203 Elem	8:15 AM (6:15)	2:30 PM
Naperville 203 JH	8:05 AM (6:50)	3:00 PM
Naperville 203 HS	7:45 AM (7:25)	3:10 PM
IP 204 Elem	8:40 AM (6:30)	3:15 PM
IP 204 JH	8:00 AM (7:00)	3:00 PM
IP 204 HS	7:25 AM (7:00)	2:25 PM
Wheaton 200 Elem	8:40 AM (6:25)	3:05 PM
Wheaton 200 JH	8:05 AM (7:00)	3:05 PM
Wheaton 200 HS	7:30 AM (6:55)	2:25 PM
Oswego 308 Elem	8:30 AM (6:45)	3:15 PM
Oswego 308 JH	7:55 AM (6:55)	2:50 PM
Oswego 308 HS	7:25 AM (7:06)	2:30 PM
Valley View 365 Elem	8:40 AM (6:25)	3:05 PM
Valley View 365 JH	8:20 AM (6:25)	2:45 PM
Valley View 365 HS	7:35 AM (6:45)	2:20 PM
Plainfield 202 Elem	8:40 AM (6:35)	3:15 PM
Plainfield 202 JH	7:20 AM (7:00)	2:20 PM
Plainfield 202 HS	7:05 AM (7:05)	2:40 PM
St. Charles 303 Elem	8:40 AM (6:20)	2:55 PM
St. Charles 303 JH	7:55 AM (7:00)	3:00 PM
St. Charles 303 HS	7:25 AM (7:00)	2:45 PM

→ Our high school students who take the bus arrive at school over an hour before school begins, getting on the bus as early as 6:15 am.

→ Our elementary school day is one of the shortest in the state, shorter than all of our comparison districts.

→ Our middle school schedules have fewer minutes for mathematics instruction than what is recommended by research and the state average.

→ Instructional time is currently blocked at 82 minutes at the middle school, and up to 150 minutes for literacy at the elementary level.

→ We have continuous enrollment throughout the year for 3-year-olds at our Early Childhood program, welcoming new students every week.

Did You Know?
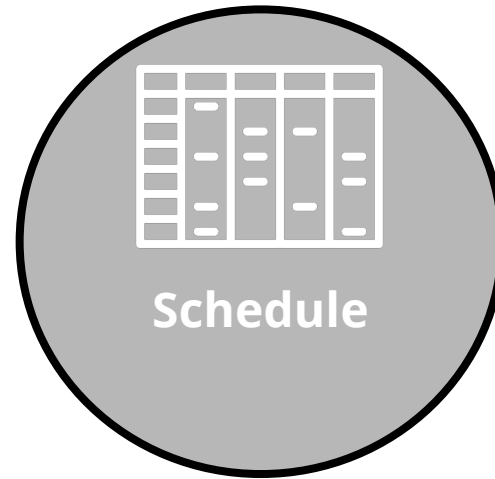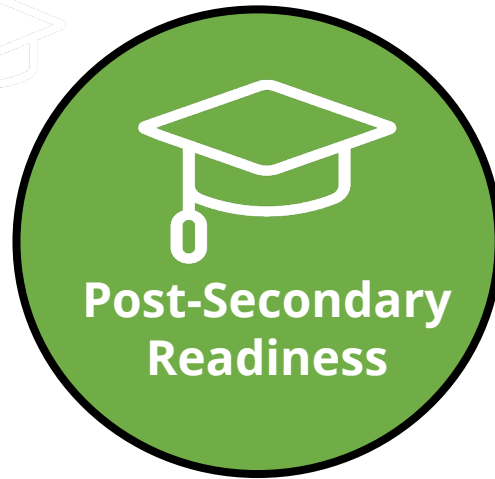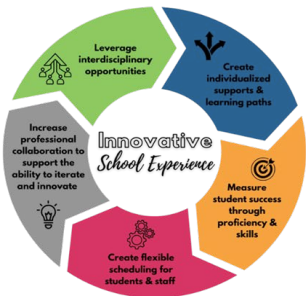
Problem of Practice

Transform learning experiences and create flexible scheduling to meet the needs of all students for the future:

- Increase opportunities for interdisciplinary learning experiences focused on skills
  - Promote the Profile of a Learner skills
- Allow for individualized supports and learning paths
- Increase opportunities for students to access work-based learning or career pathways
- Address the social emotional wellbeing of students
  - Increase teacher collaboration and connection with students
- Increase professional collaboration to support the ability to iterate and innovate

Timeline of Innovative School Day Work

2018	2019-2022	Summer 2023	Winter 2023	Spring & Fall 2024
Review of School Day	Shift in Learning	Administrator Learning	Profile of a Learner Developed	Leveled Design Teams
Teams analyzed surveys & school day structures to determine proposals for structural changes. Changes were not implemented due to a variety of constraints.	The district expanded blended learning opportunities, changed high school schedules, developed the strategic plan and reviewed and revised MS exploratory offerings.	Administrators across the district engaged in learning & participated in an Innovation Summit regarding the impact of generative AI and other emerging technology on the future work force.	A team of parents, students, staff, administrators, community members and business leaders developed our Profile of a Learner.	Leveled Design Teams reviewed research, analyzed neighboring school structures, developed core beliefs and designed innovative structures.

- Design Teams were created by level

- Design Teams featured diverse representation of NUEA, NESPA and administrative positions

- Design Teams began meeting in the spring of 2024 and continued to meet throughout this school year

- Regular meetings were held with district administration and updates provided to union leadership

- Representatives from each design team came together as a district level team to share insights, compare proposals, ensure alignment to priorities, and gather feedback.

- Ongoing work and consistent communication shared with staff through a responsive & comprehensive internal ISE Google Site

Design Teams

Work of the Design Teams

➔ Reviewed the current conditions against lived experiences, requirements & unit district constraints

➔ Identified core values and beliefs about the student experiences, structures and future considerations

➔ Developed recommendations that transform the school experience in a manner that best supports the academic, social-emotional, & behavioral development of our students

➔ Determined & recommended a schedule structure that best supports & facilitates our priorities for students & staff with accompanying rationale & examples

Design Team Considerations

2018 School Day Work

Research & Best Practices

Profile of a Learner Skills & Attributes

Current Challenges

Staff & Student Surveys / Morale

Societal Changes

Early Childhood - Transition

Staff Feedback

✓ Increase opportunities for staff planning, collaboration, and co-teaching roles

✓ Expand developmental play-based learning structures and experiences for students

✓ Consider systematic processes for screening of all students to inform educational supports

✓ Design targeted classroom supports to meet diverse student needs based on revised diagnostic process

✓ Adopt aligned Tier 1 literacy and SEL curricula to support consistent, high-quality teaching and learning targeted to developmental stages

✓ Provide tailored parent collaboration, supports, and education opportunities

Early Childhood Core Values & Beliefs
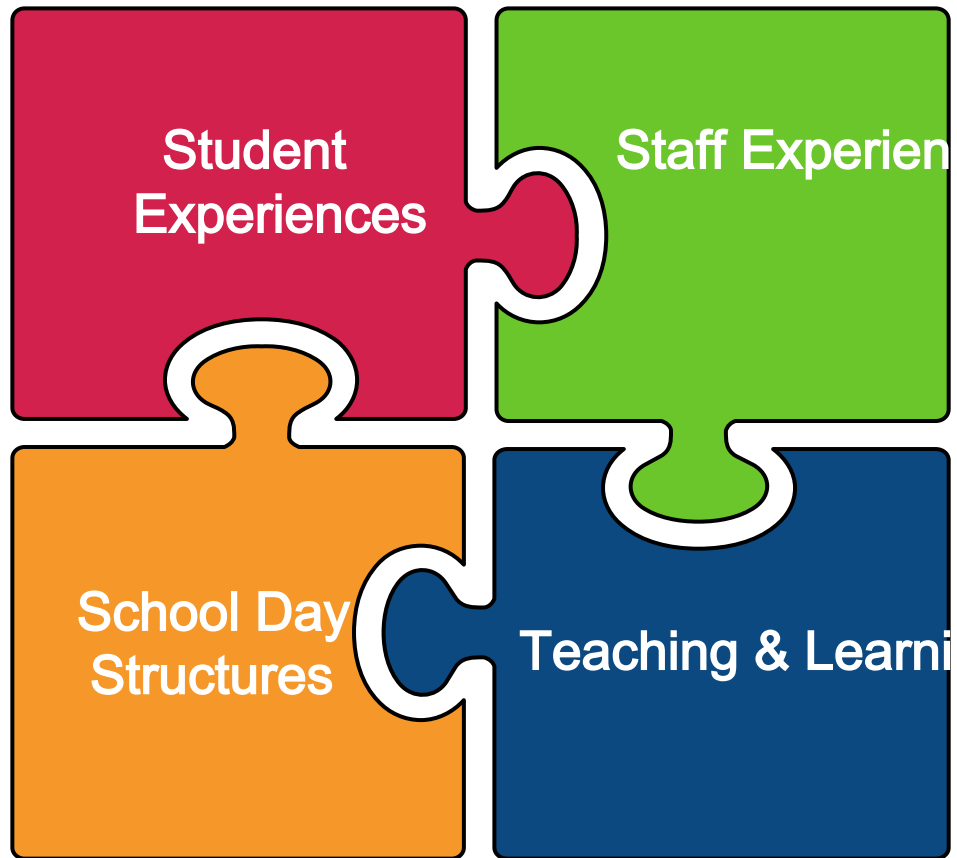
Student Experiences
- Foster inclusive, supportive environments where every child belongs.
- Provide balanced, play-based and teacher-directed learning.
- Establish families as partners in nurturing student growth

Teaching & Learning
- Ensure curriculum alignment for consistent, cohesive learning.
- Deliver research-based instruction that integrates SEL and academics.

Staff Experiences
- Support staff through collaboration, balanced workloads, and professional growth.
- Embed planning time and role-specific development to enhance teaching quality.

School Day Structures
- Ensure equity through streamlined processes and flexible learning environments.
- Promote consistency in instructional practices and collaborative planning.

Student Experiences

Staff Experien

School Day Structures

Teaching & Learni

Early Childhood - Current State

→ Our program serves students with disabilities, students who are at risk for academic challenges, and community paid-tuition students

→ All students attend for 2.5 hours in an a.m. or p.m. session in 3-5 year old multi-age classrooms

→ Early childhood teachers serve as:
- General education teacher
- Learning behavior specialist for students with IEPs, and
- Multilingual specialist for English learners

→ Only 25 min. between sessions daily, with 60 minutes of special time weekly for educators to plan for students' unique needs and innovative learning experiences

→ Only 5 non-student attendance days to allow for home visits, community events, and collaboration

Early Childhood - Proposal

Revise the early childhood program structure by offering dedicated AM sessions for 3-year-olds and PM sessions for 4-5-year-olds to ensure the following:

- More **tailored instruction to students' developmental stages** by **differentiating the time students attend** by age level.

- **Play-based preparation for kindergarten** for children transitioning from early childhood to kindergarten

- **Increased planning and collaboration** time to innovate and design instruction to meet students' unique needs and align to EC standards
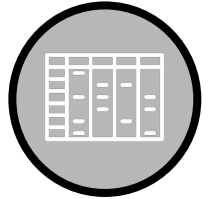
Proposed Early Childhood Plan

Early Childhood Proposed Model					
Model	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-10:15 Morning Session **ONLY 3 year olds**	Targeted Attendance	All	All	All	Out Fridays for Home Visits, Community Events and Collaboration
10:30-11:25 - Planning & Collaboration					
11:25-12:05 -Staff Lunch					
12:05-2:35 Afternoon Session **ONLY 4&5 year olds**	Targeted Attendance	All	All	All	All

Elementary

Staff Feedback & Priorities

✓ Increase staff collaboration and plan time

✓ Increase dedicated time for student support, intervention, and extension

✓ Integration of core content areas

✓ Create authentic and personalized learning experiences for students

✓ Increase time for SEL and morning meetings

✓ Protect instructional minutes

Elementary Core Values & Beliefs
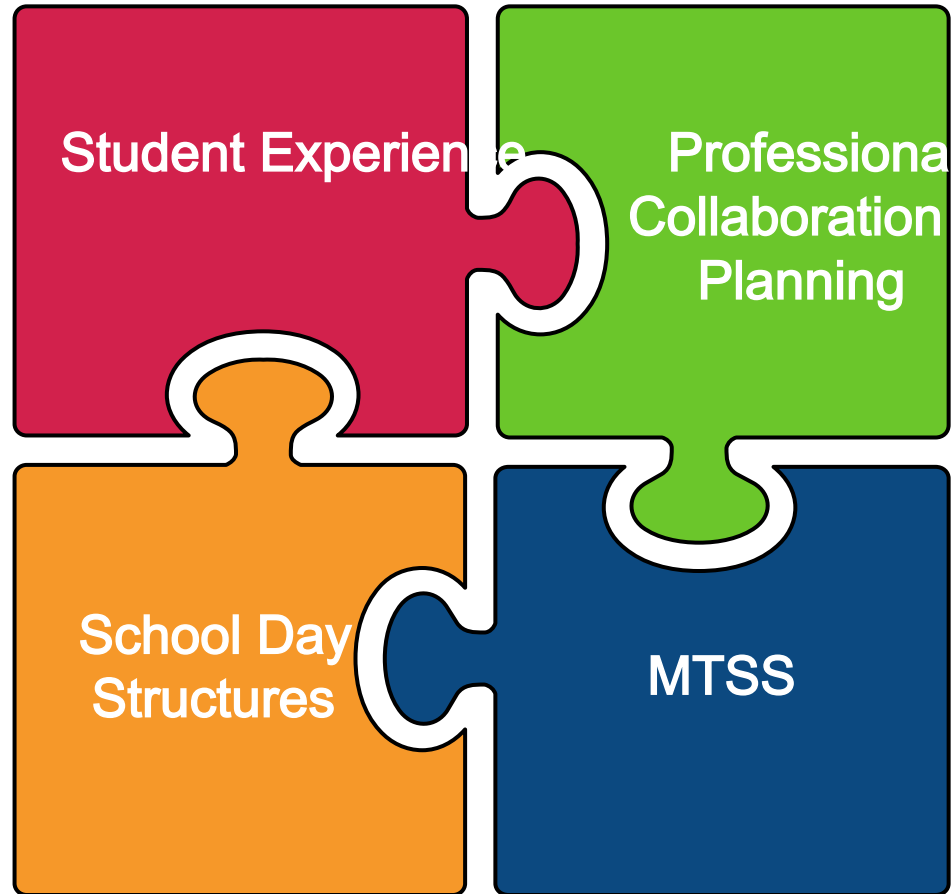
Student Experience
- Prioritize explicit SEL instruction and morning meetings to build life skills and foster a sense of belonging.
- Foster student engagement, ownership, and achievement through personalized, authentic learning tied to MTSS.

Professional Collaboration
- Prioritize collaboration to foster innovation, reduce workload, and enhance collective efficacy through responsive best practices.

School Day Structures
- Integrate learning experiences across subjects to increase differentiation, engagement, and achievement.
- Ensure core instructional minutes support foundational skills, state standards, and equity across schools.

MTSS
- Establish a consistent, dedicated WIN block to address academic and social-emotional needs and ensure equitable access to support.

Elementary - Current State

➡ Students attend for 6 hours and 15 minutes

➡ Inconsistencies in structures used to provide interventions and extension for students

➡ Schedules do not reflect time for non-instructional tasks

➡ Time for morning meetings or class meetings is inconsistent across classrooms and schools

➡ Time dedicated for collaboration & planning differs across schools

Elementary - Proposal

Add 15 minutes to the school day to address the following identified needs:

- Built in time for **individualized interventions and extensions** for students

- Ensure a **daily morning meeting** routine and explicit social and emotional learning

- **Maximize use of instructional time** by accounting for non-instructional tasks (i.e. snacks, transitions)

- Add opportunities for **collaboration** within schools and across the district
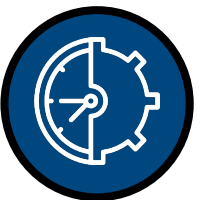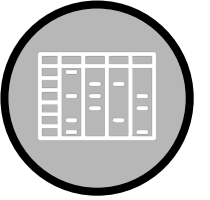
Sample Elementary Schedule

| SAMPLE Grade 1	Monday	Tuesday	Wednesday	Thursday	Friday
Student Arrival ~ 15 Minutes					
School Day Begins					
15 minutes	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
60 minutes	Math	Math	Math	Math	Math
20 minutes	**Recess** (15 min.)	**Recess** (15 min.)	**Recess** (15 min.)	**Recess** (15 min.)	**Recess** (15 min.)
100 minutes	Literacy	Literacy	Literacy	Literacy	Literacy
45 minutes	**Lunch**-20min. / **Recess**-20min.	**Lunch**-20min. / **Recess**-20min.	**Lunch**-20min. / **Recess**-20min.	**Lunch**-20min. / **Recess**-20min.	**Lunch**-20min. / **Recess**-20min.
30 minutes	SEL	WIN	WIN	WIN	WIN
60 minutes	Literacy	Literacy	Literacy	**Literacy** (45 min.)	**Literacy** (45 min.)
30 minutes	**Music** (25 min.)	**Art** (50 min.)	**LC** (50 min.)	**Science** (40 min.)	**Science** (40 min.)
25 minutes	**PE** (25 min.)			**PE** (25 min.)	**Music** (25 min.)
5 minutes	Closing	Closing	Closing	Closing	Closing
School Day Ends - Student Dismissal 15 Minutes					

Middle School

Student Feedback

✓ Increased opportunities for social connections
✓ Expanded course offerings and extracurricular activities
✓ Flexible and engaging learning methods
  ○ Hands-on, project-based, interactive
✓ Balanced academic workload and stress reduction
✓ Increased choice and autonomy
✓ Later start times or shorter days

Staff Feedback

✓ Limit or structure the unstructured
✓ Increase math minutes
✓ Dedicated time for SEL activities & fostering a Sense of Belonging
✓ Teacher autonomy within a schedule for best practices & delivery model
✓ Exploratory professional collaboration time
✓ Enhance access to students for intervention and special education services
✓ Minimize student pull out from core classes for Band & Orchestra
✓ Expand exploratory offerings
✓ Ensure recess and daily physical education

Middle School Belief Statements
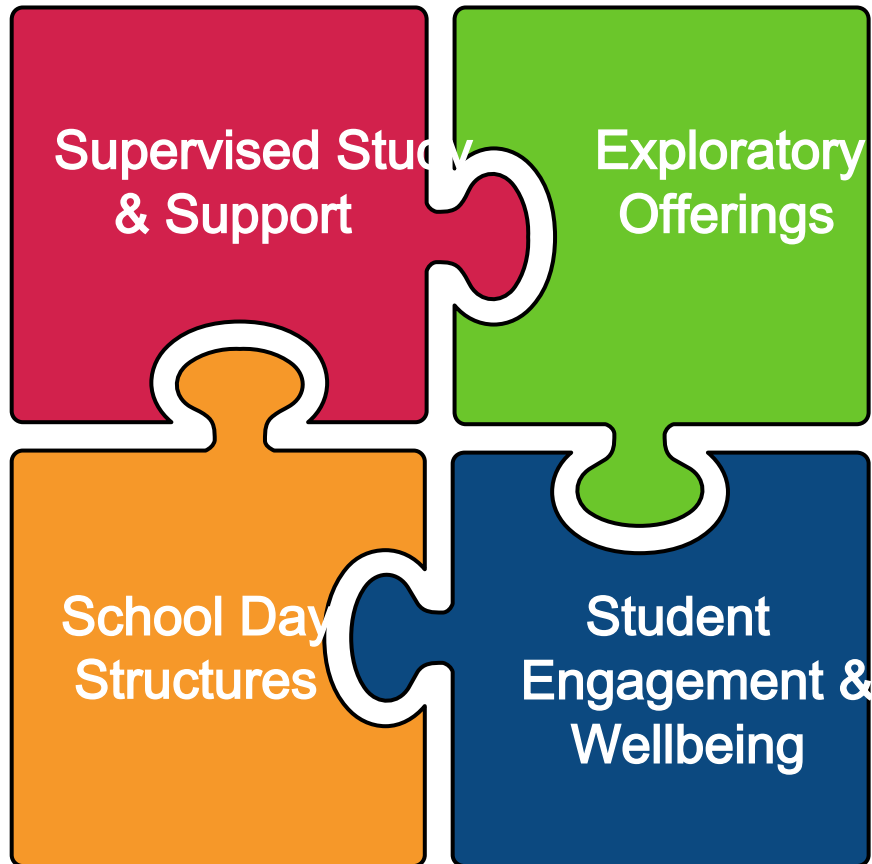
School Day Structures
- Implement fewer transitions and structured arrival processes to increase focus and readiness.
- Utilize a flexible modified block schedule to foster deeper learning, personalized support, and strong teacher-student relationships. This allows students to have different lengths of classes throughout their day to build stamina and deeper learning, but also provide movement and responsive to adolescent needs.

Student Engagement & Well-Being
- Create a safe, inclusive environment that promotes student choice, engagement, and well-being.
- Incorporate interdisciplinary learning to enhance real-world learning and social interaction.
- Maintain daily physical education and recess opportunities.

Exploratory Course Opportunities
- Offer diverse, interest-driven exploratory options with a structure that allows expansion of offerings and student choice.
- Provide opportunities for students to accelerate, explore interests, and earn high school credit when appropriate.

Supervised Study & Support (MTSS)
- Dedicate daily & weekly support to support SEL, Academic & Executive Function skills.
- Ensure purposeful staff collaboration to deliver differentiated supports through core instruction and targeted interventions.

Middle School - Current State

→ Students experience 9 periods per day at 41 minutes per period, with 10 transitions of unstructured time

→ Currently no weekly advisory period

→ Students only have 1 exploratory and some must give up that time to receive interventions

→ There are 82 minutes for ELA instruction and only 41 for math each day

→ Students in Band & Orchestra miss core classes for instruction

1st	8:00 - 8:46
2nd	8:50 - 9:31
3rd	9:35 - 10:16
4th	10:20 - 11:01
5th	11:05 - 11:46
6th	11:51 - 12:32
7th	12:37 - 1:18
8th	1:22 - 2:03
9th	2:07 - 2:50

Current Middle School Schedule

Middle School - Proposal

Implement a flexible modified block with an anchor day structure designed to do the following:

- **Increase math** instructional minutes

- Incorporated time for **individualized interventions** while maintaining access to exploratory offerings

- **Add weekly anchor day with advisory** and all classes to support content and connection **and build community, SEL, and Profile of a Learner skills**

- Allow **opportunities for deeper learning** in math, science, and social studies

- **Ensure flexible time** for hands-on projects, interdisciplinary connections, and collaboration

- Add innovative **exploratory choices**

Sample MS Student Schedule

| Period Length	Monday	Tuesday	Wednesday	Thursday	Friday
SAMPLE Grade Level Schedule	Daily Math & Literacy Block Modified Block (A/B) Science & Social Studies		**Anchor Day** Advisory & 35 min. periods	Daily Math & Literacy Block Modified Block (A/B) Science & Social Studies	
41 minutes	Math / WIN	Math / WIN	**Advisory** (30 min.)	Math / WIN	Math / WIN
			Math (35 min.)		
38 minutes			**Math / WIN** (35 min.)		
38 minutes	Literacy	Literacy	**Literacy** (35 min.)	Literacy	Literacy
38 minutes			**Literacy** (35 min.)		
38 minutes	Lunch/Recess	Lunch/Recess	**Lunch/Recess (** 35 min.)	Lunch/Recess	Lunch/Recess
38 minutes	Science (A)	Social Studies (B)	**Science** (35 min.)	Science (A)	Social Studies (B)
38 minutes			**Social Studies** (35 min.)		
38 minutes	Exploratory 1	Exploratory 1	**Exploratory 1** (35 min.)	Exploratory 1	Exploratory 1
38 minutes	PE	PE	**PE** (35 min.)	PE	PE
38 minutes	Exploratory 2	Exploratory 2	**Exploratory 2** (35 min.)	Exploratory 2	Exploratory 2

High School

Student Feedback

✓ Start school later/end earlier to better align with life needs

✓ More project-based and independent learning options for engagement

✓ More flexible scheduling for choice & personalization

✓ Increase and deepend teacher-student interactions

✓ Improve facilities

Staff Feedback

✓ Schedule designed for flexibility & personalization

✓ Genuine time for student supports (academic, SEL) & professional collaboration

✓ Student-centered instruction with authentic assessments & experiences

✓ Consider block scheduling for more consistent daily schedules that reflect these priorities

High School Belief Statement

Engagement

Autonomy

Connections
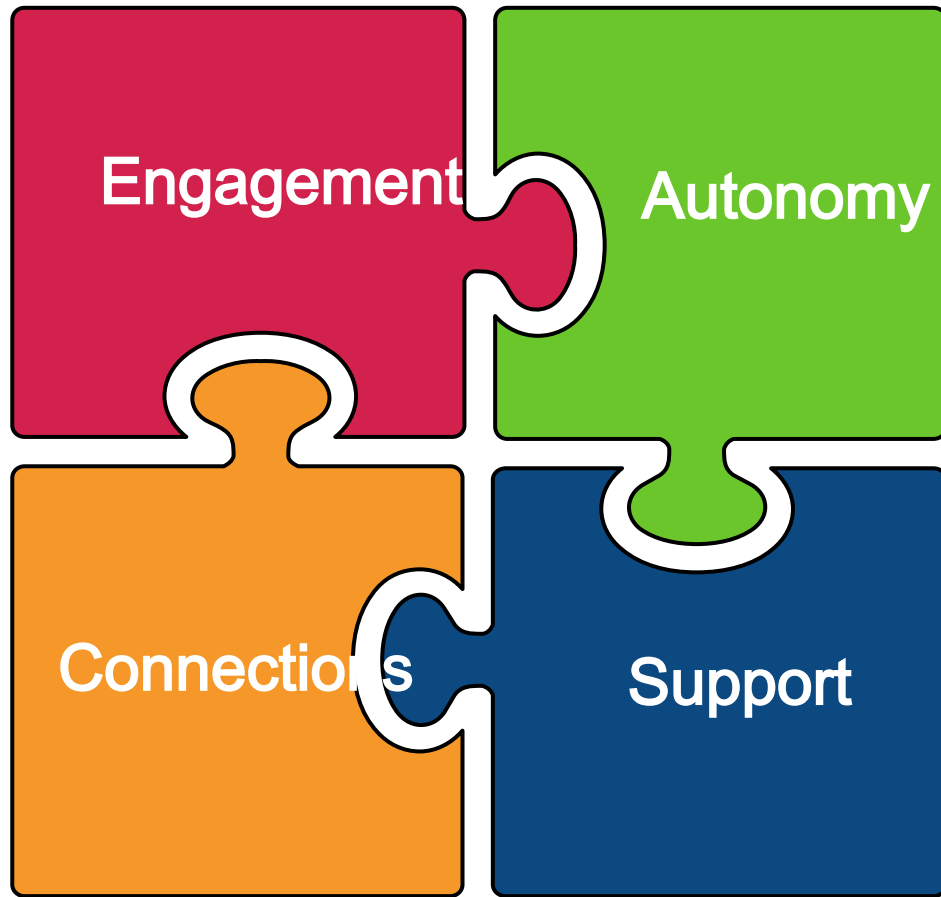
Support

We believe in fostering a dynamic learning environment focused on **engagement**, **autonomy**, **connection**, and **support**. By prioritizing authentic, student-centered learning, meaningful relationships, and flexible, modernized spaces, we aim to create conditions for **responsive change** that enhance both the student experience and staff morale.

High School - Current State

➔ Students experience 3 different schedules with 2 different start times

➔ Students experience 8/9 periods per day with between 42-50 minutes

➔ There are 7/8 passing periods equaling between 35-42 min each day

➔ Wednesday late starts allows for formal teacher collaboration only once per week

➔ Transportation logistics add another 60-90 minutes onto the day

| Monday Regular Schedule	Tuesday Homeroom	Wednesday Late Start	Thursday Homeroom	Friday Regular Schedule
Period 1 (7:45 - 8:35)	Period 1 (7:45 - 8:30)	Period 1 (9:00 - 9:42)	Period 1 (7:45 - 8:30)	Period 1 (7:45 - 8:35)
Period 2 (8:41 - 9:34)	Period 2 (8:35 - 9:20)	Period 2 (9:47 - 10:29)	Period 2 (8:35 - 9:20)	Period 2 (8:41 - 9:34)
	HOMEROOM (9:25 - 10:10)		HOMEROOM (9:25 - 10:10)	
Period 3 (9:40 - 10:30)	Period 3 (10:15 - 11:00)	Period 3 (10:34 - 11:16)	Period 3 (10:15 - 11:00)	Period 3 (9:40 - 10:30)
Period 4 (10:36 - 11:26)	Period 4 (11:05 - 11:50)	Period 4 (11:21 - 12:03)	Period 4 (11:05 - 11:50)	Period 4 (10:36 - 11:26)
Period 5 (11:32 - 12:22)	Period 5 (11:55 - 12:40)	Period 5 (12:08 - 12:49)	Period 5 (11:55 - 12:40)	Period 5 (11:32 - 12:22)
Period 6 (12:28 - 1:18)	Period 6 (12:45 - 1:30)	Period 6 (12:54 - 1:36)	Period 6 (12:45 - 1:30)	Period 6 (12:28 - 1:18)
Period 7 (1:24 - 2:14)	Period 7 (1:35 - 2:20)	Period 7 (1:41 - 2:23)	Period 7 (1:35 - 2:20)	Period 7 (1:24 - 2:14)
Period 8 (2:20 - 3:10)	Period 8 (2:25 - 3:10)	Period 8 (2:28 - 3:10)	Period 8 (2:25 - 3:10)	Period 8 (2:20 - 3:10)

Example High School Schedule

High School - Proposal

Implement a block schedule with an anchor day designed to do the following:

- **Maximize instructional time**
- Built in time for **individualized interventions** for students
- **Decrease unstructured time** and **increase engagement & attendance**
- Increase **opportunities for teacher collaboration**
- Allow **opportunities for deeper learning** in **all content areas**
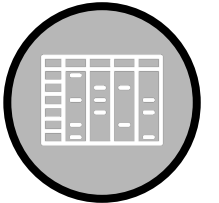
Proposed High School Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Block A (85 min.)	**Block B (85 min.)**	**Anchor Day (46 min.)**	**Block A (85 min.)**	**Block B (85 min.)**
Course 1	Course 2	Course 1	Course 1	Course 2
		Course 2		
Course 3	HR/WIN/SOAR/TIER II– Two 40 min. periods	Course 3	Course 3	HR/WIN/SOAR/TIER II– Two 40 min. periods
		Course 4 or Lunch		
Course 5 w/ 52 min. **Lunch** (137 min. total)	**Course 4** w/ 52 min. **Lunch** (137 min. total)	**Course 4, 5, or Lunch**	**Course 5** w/ 52 min. **Lunch** (137 min. total)	**Course 4** w/ 52 min. **Lunch** (137 min. total)
		Course 5 or Lunch		
Course 7	Course 6	Course 6	Course 7	Course 6
		Course 7		
School Day Ends				

77%

of courses at the **University of Illinois, Urbana-Champaign** are longer than 50 minutes

Most are 80-180 minutes.

Connections

Connections Innovation

Unit District Differences: Instructional

Instructional Time Imbalance Across Levels:
- Middle school daily instructional minutes align with regional averages, but Naperville 203 has fewer middle school math minutes compared to peer districts.
- Elementary schools have significantly fewer instructional minutes compared to other districts, while high schools have significantly more.
- The gap between daily instructional minutes for elementary and high school (70 minutes) is the second-largest in the area (CUSD 300 has 73 minutes).
- Elementary has limited, dedicated PLC and personal plan time due to the school day schedule

Impact on Equity and Academic Opportunities:
- The imbalance in instructional minutes across levels impacts equitable access to learning opportunities, particularly in elementary and middle school subjects like math and targeted interventions.

Why Block Learning?

- **Allows for deeper exploration of content** by providing extended periods for hands-on learning, projects, and in-depth discussions.

- **Reduces cognitive overload** by focusing on fewer subjects per day, improving students' ability to retain information.

- **Provides opportunities for differentiated instruction** with more time for individualized support, small-group work, and personalized learning.

- **Encourages the development of critical thinking and problem-solving skills** by allowing time for complex tasks and inquiry-based learning.

- **Reduced Instructional Fragmentation**: Traditional schedules with short periods can fragment instruction, limiting the depth of content coverage. Block scheduling reduces this fragmentation, allowing for cohesive lesson plans and comprehensive coverage of material within a single class session.

- **Enhances student engagement** through varied instructional strategies, such as collaborative activities, labs, and experiential learning.

- **Improved Teacher-Student Relationships**: Extended class times enable teachers to spend more time with each student, facilitating stronger relationships and personalized instruction. This individualized attention can address diverse learning needs and contribute to a supportive classroom environment.

Unit District Differences: Operational

Order of School Start and End Times:
- Naperville 203 is the only district where the first school to start (high school) is the last to end, and the last school to start (elementary) is the first to end.
- In 11 of 16 districts, schools end in the same order they start. In 9 of these, high schools start first, followed by middle schools, then elementary schools.

"Nested" School Day Structure:
- Elementary school days are nested within middle school days, and middle school days within high school days, creating operational inefficiencies.
- Start and end times are only 15 minutes apart, while bus routes require 25–30 minutes, excluding drive time to the first stop.

Supervision Challenges:
- High school students are dropped off as early as 6:45 a.m. for a 7:45 a.m. start, leading to extended unsupervised time.
- Middle school students are dropped off approximately 30 minutes prior to the start of school.
- Close scheduling across levels limits supervision efficiency, particularly at middle and high schools.

Comparison to Other Districts:
- In most other districts, schools that start later (e.g., elementary schools) also end later, avoiding operational inefficiencies.
- Other districts where middle schools start last structure their schedules to minimize conflicts and maximize operational efficiency.

Proposed Structural Changes

Structures alone aren't innovative, but they allow us to innovate and iterate.

- Shift to a **staggered school day**
- Add **15 minutes to the Elementary** day
- Shift **MS and HS to later start times** to address physiological needs of teens
- Shift **Elementary to start first and MS to start last**
  - Ensure students arrive to school as close to the start as possible
- Shift to have no school day start before 7:30 a.m. or end later than 4:00 p.m
- **Change schedules** to
  - Embed individualized support time within the day
  - Extend time for MS mathematics
  - Ensure opportunities for deeper learning
  - Ensure non-instructional time is appropriate to the level
  - Implement extended blocks of time for deeper learning and fewer transitions

Thank You!

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