# Outcomes

- **Examine the Change Process** – Review the district's approach to managing change and its alignment with strategic priorities.

- **Analyze Growth Opportunities & Proposal Impact** – Highlight district growth areas and how the proposals support these objectives.

- **Present Research & References** – Review the evidence and sources guiding district teams' recommendations.

- **Clarify Start/End Time Order** – Provide key details and rationale for the proposed scheduling adjustments.

- **Update on Proposal Timeline & Implementation** – Share the latest timeline, professional learning outcomes, and implementation plan.

# Strategic Focus 1

FOCUS203 Strategic Blueprint 2022-2027

## 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.
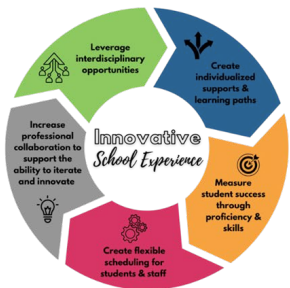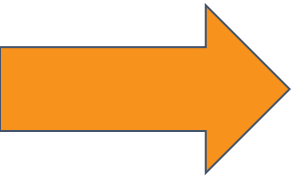
# PROFILE OF A LEARNER

## 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.
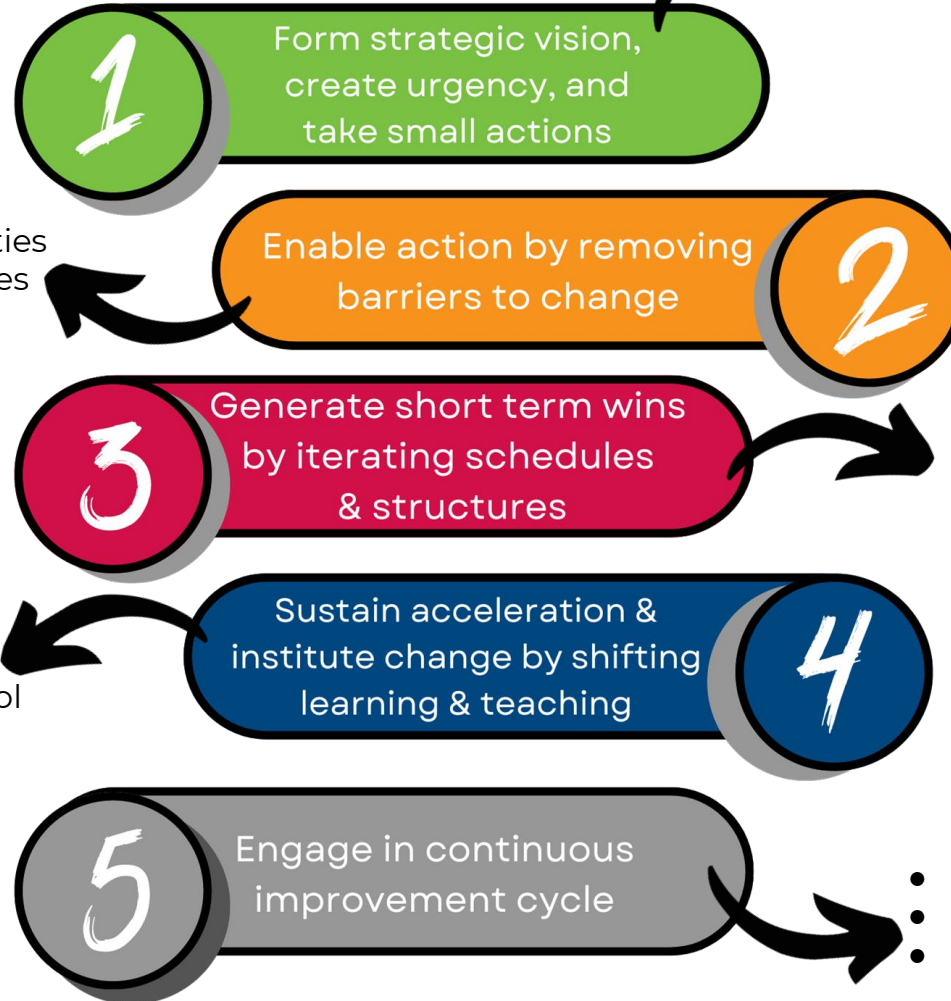- Elicit diverse perspectives and contributions.

Naperville 203
Community Unit School District

**INNOVATIVE** *School Experience*

- 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

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

**4** Sustain acceleration & institute change by shifting learning & teaching

**5** Engage in continuous improvement cycle

- Measure effectiveness
- Analyze results
- Innovate & reiterate

Naperville 203 Community Unit School District

# 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** | **Staff Surveys & 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 surveyed staff, reviewed research, analyzed neighboring school structures, developed core beliefs and designed innovative structures. |

# Engagement Opportunities

Staff Surveys

Student Surveys

Community Focus Groups

November Focus 203

Staff Design Teams

Staff Focus Groups

January Focus 203

Staff Listening Sessions

Student Focus Groups

Let's Talk

Board Meetings

# District Data: Growth Opportunities

→ Middle School Math data based on NWEA MAP Growth:

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

→ In English Language Arts and Mathematics, achievement gaps among disadvantaged groups range from 21 to 58% as measured by district accountability assessments

→ 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

# High Leverage Proposal Considerations

- **School Improvement**
  - BOE's charge to think differently about;
    - Decreasing Achievement Gaps
    - Decreasing behavior incidents and disproportionality
- **MTSS**
  - Guaranteed, dedicated time for targeted support and personalized learning
- **SEL**
  - Decreasing chronic absenteeism
  - Increased sense of belonging
- **Equity**
  - Access to meaningful participation
  - Removing barriers: transportation and unstructured time
- **Research/Best Practice**
  - ALL decisions and recommendations are grounded in best practices, research and students first

MTSS · SEL · EQUITY

Inclusive School Communities

Educational equity is when **educational policies, practices, interactions, and resources** are **representative** of, constructed by, and responsive to all people so that each individual has **access** to, **meaningfully participates** in, and has **positive outcomes** from high- quality learning experiences, regardless of individual characteristics and group memberships (Fraser, 2008; Great Lakes Equity Center, 2012, n.p).
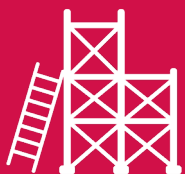
# Educational Mandates
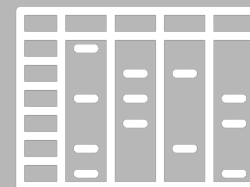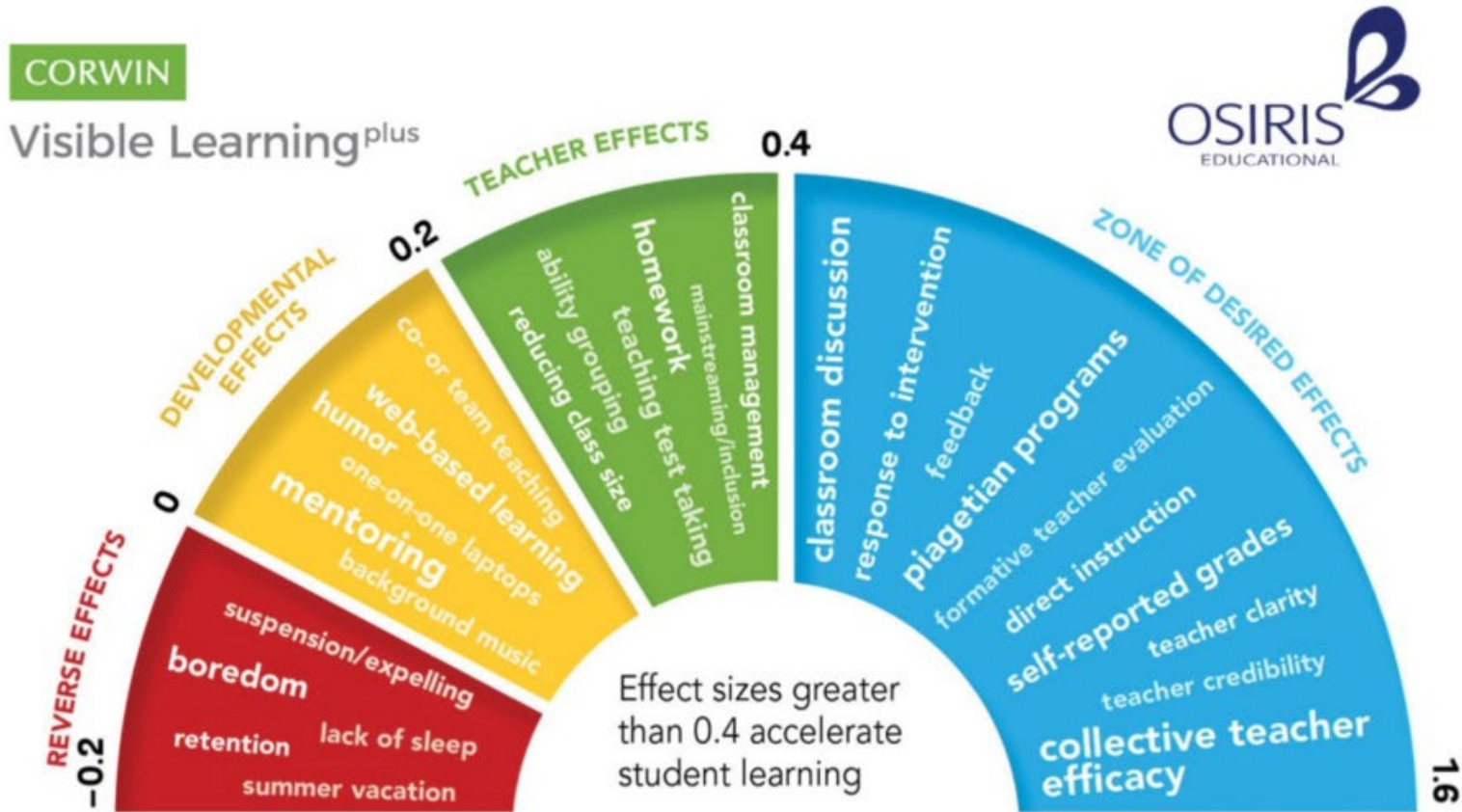


**Number of Educational Mandates**
(Total = 699)
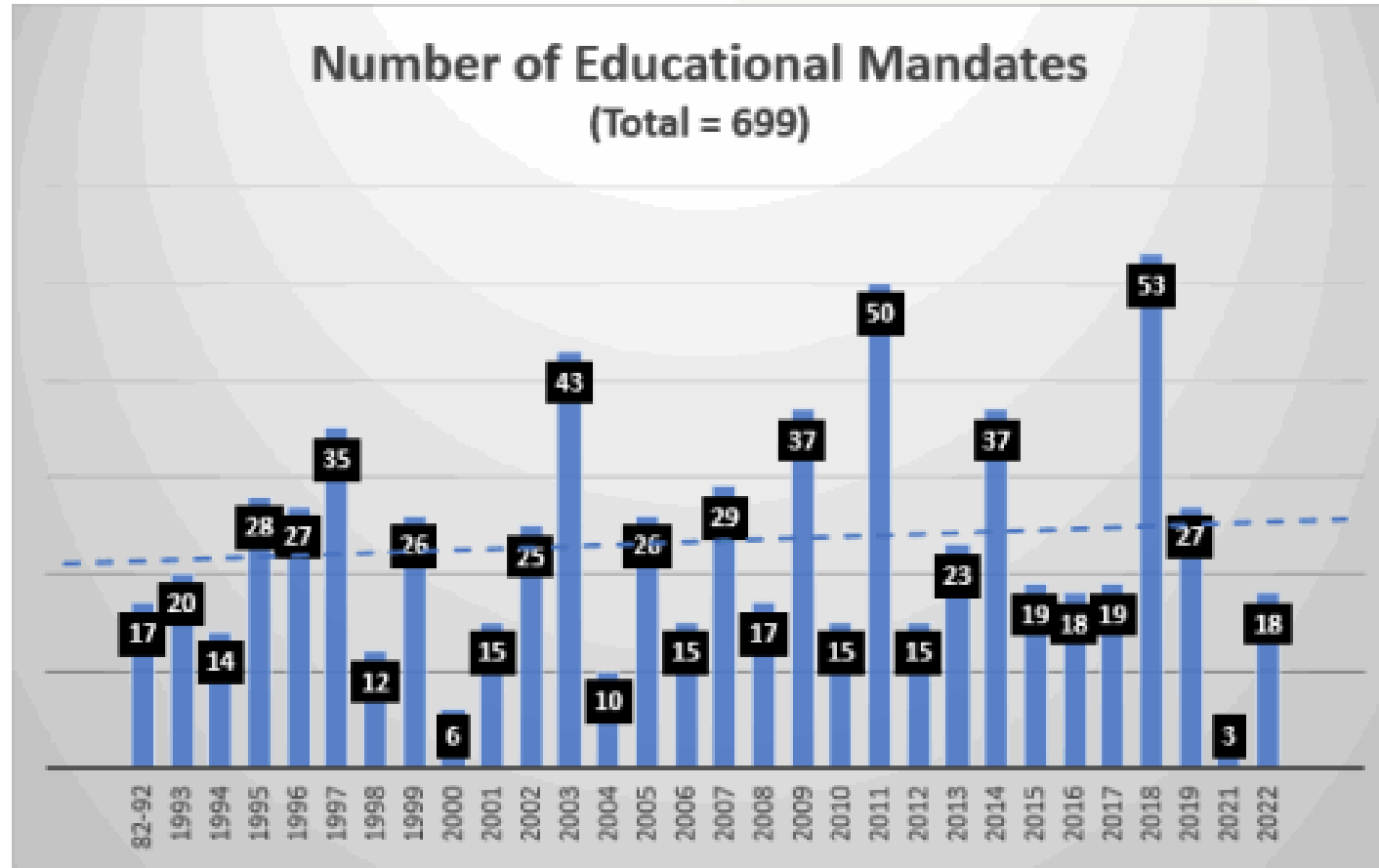
*Data source: Illinois State Board of Education Educational Mandates Reports; 2020 omitted due to being a duplicate report of 2019. Realignment of reporting timeline initiated the duplicate report.
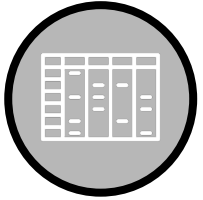
IASB
Illinois Association of School Boards
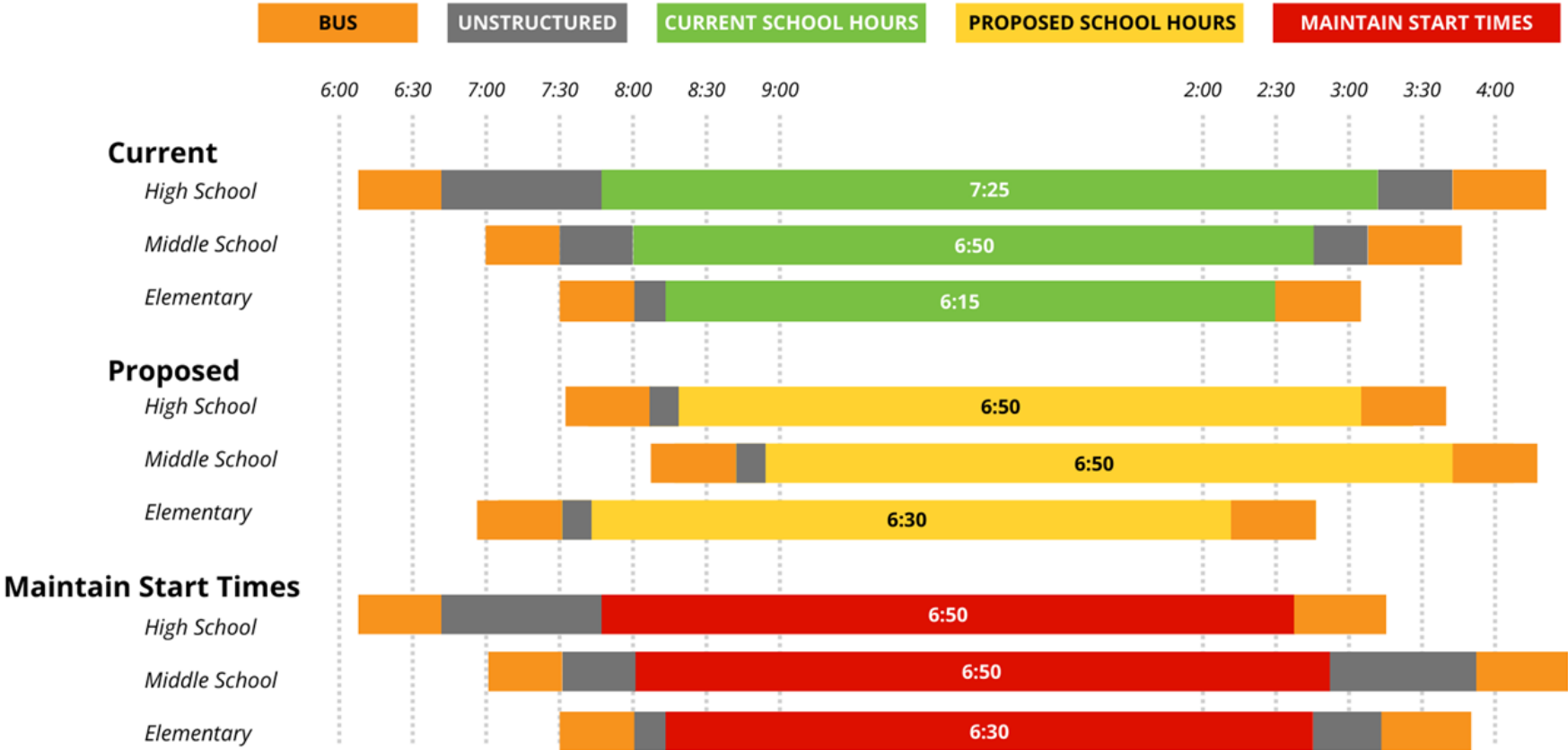
# Educational Effect Size

# Visible Learning - Effect Sizes

→ **1.57** - Collective Teacher Efficacy → **Increase teacher collaboration**

→ **1.29** - Response to Intervention → **What I Need (WIN)**

→ **0.88** - Microteaching → **WIN**

→ **0.83** - Deep Motivation & Approach → **MS Exploratory**

→ **0.82** - Classroom Discussion → **Modified Block**

→ **0.77** - Interventions for students with learning needs → **WIN**

→ **0.72** - Help Seeking → **WIN**

→ **0.68** - Problem solving teaching → **Modified Block**

→ **0.59** - Mathematics Programs → **Increase math minutes**

→ **0.56** - Concentration/Engagement → **ALL Schedules**

→ **0.55** - Cooperative Learning → **Modified Block**

→ **0.52** - Teacher/Student Relationships → **Modified Block, WIN, & Morning Meetings**

# Why Change the Start/End Times?

**BUS** **UNSTRUCTURED** **CURRENT SCHOOL HOURS** **PROPOSED SCHOOL HOURS** **MAINTAIN START TIMES**

6:00  6:30  7:00  7:30  8:00  8:30  9:00  2:00  2:30  3:00  3:30  4:00

**Current**
High School — 7:25
Middle School — 6:50
Elementary — 6:15

**Proposed**
High School — 6:50
Middle School — 6:50
Elementary — 6:30

**Maintain Start Times**
High School — 6:50
Middle School — 6:50
Elementary — 6:30

*We cannot continue to make our students bear the weight of logistical challenges*

# Staggered Student Day Order

- If *Elementary were to shift to last*, it would be a more significant schedule disruption to families who require the largest amount of childcare, and the later dismissal time would not allow for buses for middle or high school extracurriculars until after 4:30 p.m. (**Elementary would run from 9:15-3:45 or 9:30-4:00 due to routing needs**)

- If *Elementary were to shift to the middle time,* this would extend the earliest start or latest end for other levels due to their day being 20 minutes shorter than MS or HS and (and does not address adolescent sleep cycles)

- If *High School were to shift to last*, this would limit district participation in conference events and impact student internships and their paid employment **(watching HB 2951)**

- Adding buses to our fleet is not possible due to infrastructure (land, staffing, financial, and partnership) constraints

- Minimizing the gaps between proposed start/end times would create new and significant supervision issues

# Additional Local Examples

- On November 14th, 2022 - District 87, Glenbard, proposed moving to a block schedule at their high school and has since implemented the structure

- On January 8th, 2024 - District 303, St. Charles, announced changes to their start/end times for their elementary schools due to supervision/transportation concerns similar to ours

- On February 10th, 2025 - District U-46, Elgin, announced that beginning next school year, elementary students will receive an additional 20 minutes of instruction each day and announced a shift to their start/end times (7:50-2:10 or 8:20-2:40 depending on school of attendance)

- On February 18th, 2025 - District 129, West Aurora, recommended the addition of 15 minutes to their Elementary school day and a shift in start/end times to 7:50 a.m. - 2:25 p.m.

- On February 27th, 2025, District 202, Plainfield, announced a change to their high school day to allow more access to career pathway courses.

- On March 4th - HB2951 was sent to the Education Policy Committee (Amends the School Code. Prohibits a public high school from having a start time earlier than 8:45 a.m.).

# Professional Learning Outcomes & Implementation Expectations

- Three year professional learning plan aligned to the leveled ISE implementation recommendations

- Measurements of success aligned to the professional learning outcomes and key components of the ISE plan

- 2025-2026 school year will focus on preparing staff for the proposed changes and implementation
  - Institute Day learning
  - Building and department based professional learning
  - C203 courses and brick opportunities

# Comprehensive Innovative School Experience

- **Recommended Innovative School Experience learning structures:**
  - Early Childhood Plan
  - Elementary Plan
  - Middle School Plan
  - High School Plan

- **Recommended School Start and End Times**

| Level | Proposed Student School Day Hours |
|---|---|
| Early Childhood | 3 year olds - 8:15–10:15 AM<br>4&5 year olds - 12:05–2:35 PM |
| Elementary | 7:45 AM–2:15 PM |
| Middle School | 8:50 AM–3:40 PM |
| High School | 8:20 AM–3:10 PM |
| Connections | 8:30 AM - 2:30 PM |

- **Recommend this transition is implemented at the start of the 2026-2027 school year**

# Thank You!

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