FOCUS 203
NAPERVILLE COMMUNITY SCHOOL DISTRICT 203

Session Schedule

Naperville 203
Community Unit School District
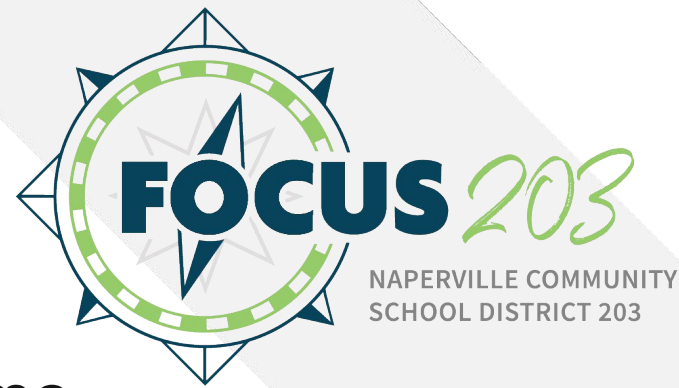
Questions/Comments

- Submit a **Let's Talk!**® →

- Call: (630)420-6475

- Ask questions during Small Group time

FOCUS 203
NAPERVILLE COMMUNITY
SCHOOL DISTRICT 203

Today,
8 year olds are
asking for the
latest iPhone.
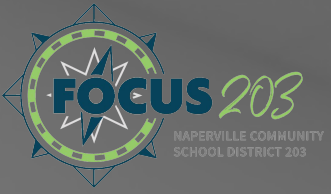
When I was 8
I felt like I'd
won the lottery if
I had this pen.

Before Snapchat and Instagram was around, this is where you showed off your shoes/outfit. Never forget where you came from 😂

THE
FUTURE OF WORK

The Future of Work

Introductions

Please introduce yourself to your group & share why you are here.

What about the video resonated most with you?

FOCUS 203

NAPERVILLE COMMUNITY
SCHOOL DISTRICT 203
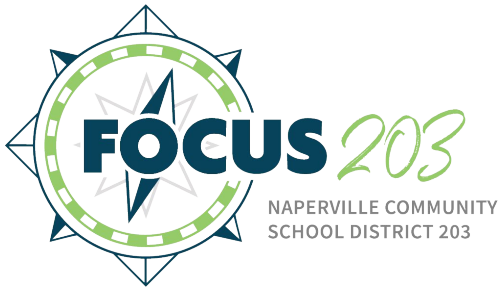
The primary aim of education is not to enable students to do well in school...

FUTURE DRIVEN MINDSET

FOCUS 203
NAPERVILLE COMMUNITY
SCHOOL DISTRICT 203
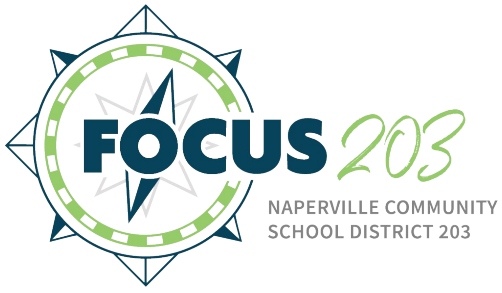
The primary aim of education is not to enable students to do well in school, **but to help them do well in the lives they lead outside of school.**

FUTURE DRIVEN MINDSET

Percentage of 12ᵗʰ Graders Who Have:

Drivers License
Tried Alcohol
Dated
Worked for $
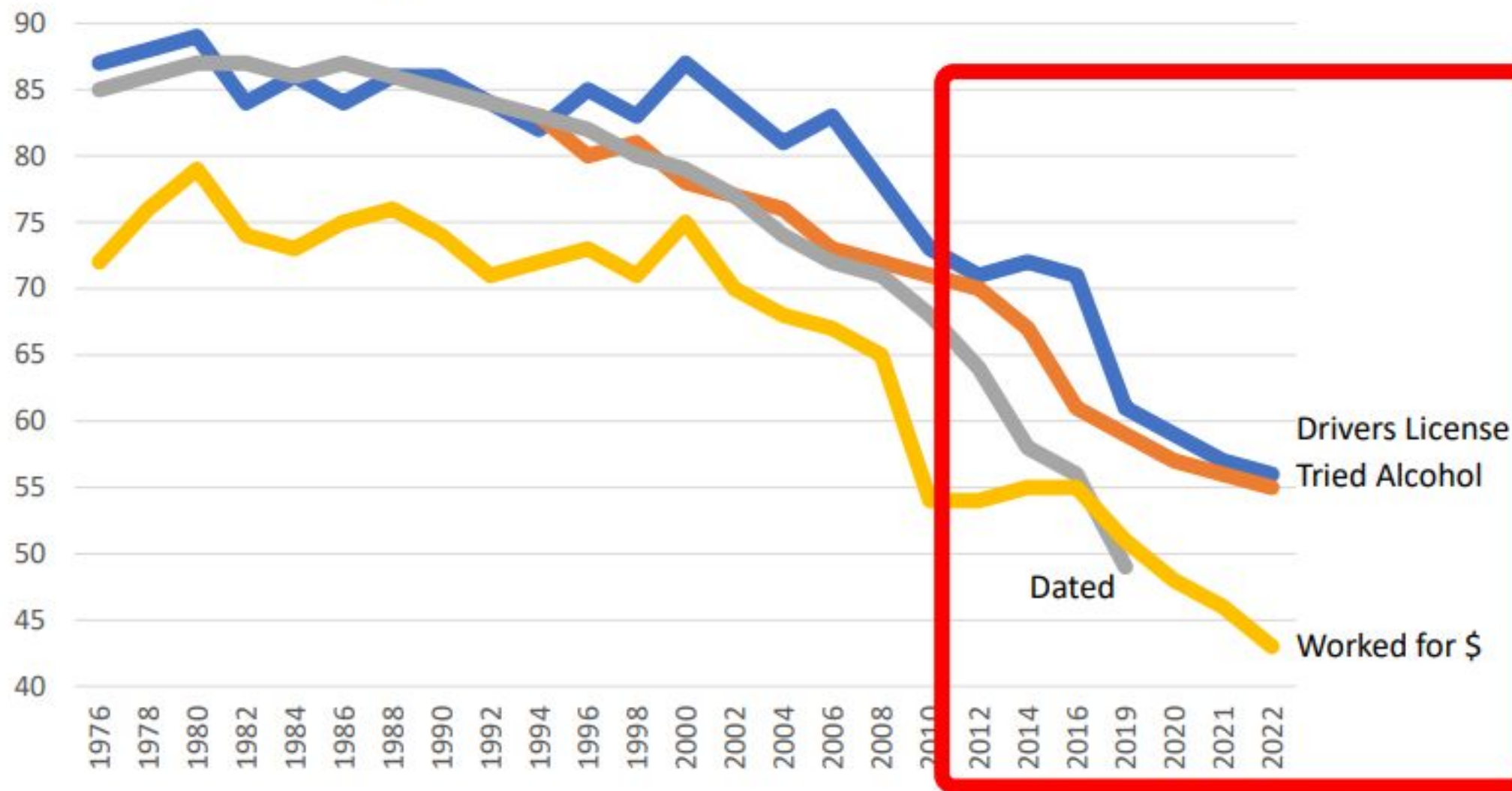
Source: Monitoring the Future Study (Twenge, 2019, 2022 fig 1.13)

For every 100 students entering 9th grade...

➔ **18** Fail to graduate high school on time

➔ **25** Don't enroll in college after high school

➔ **15** Enroll in 2-yr college but fail to graduate

➔ **14** Enroll in 4-yr college but fail to graduate

➔ **12** Take jobs they don't need college degrees for

➔ Only **16** travel the path from high school to college to work
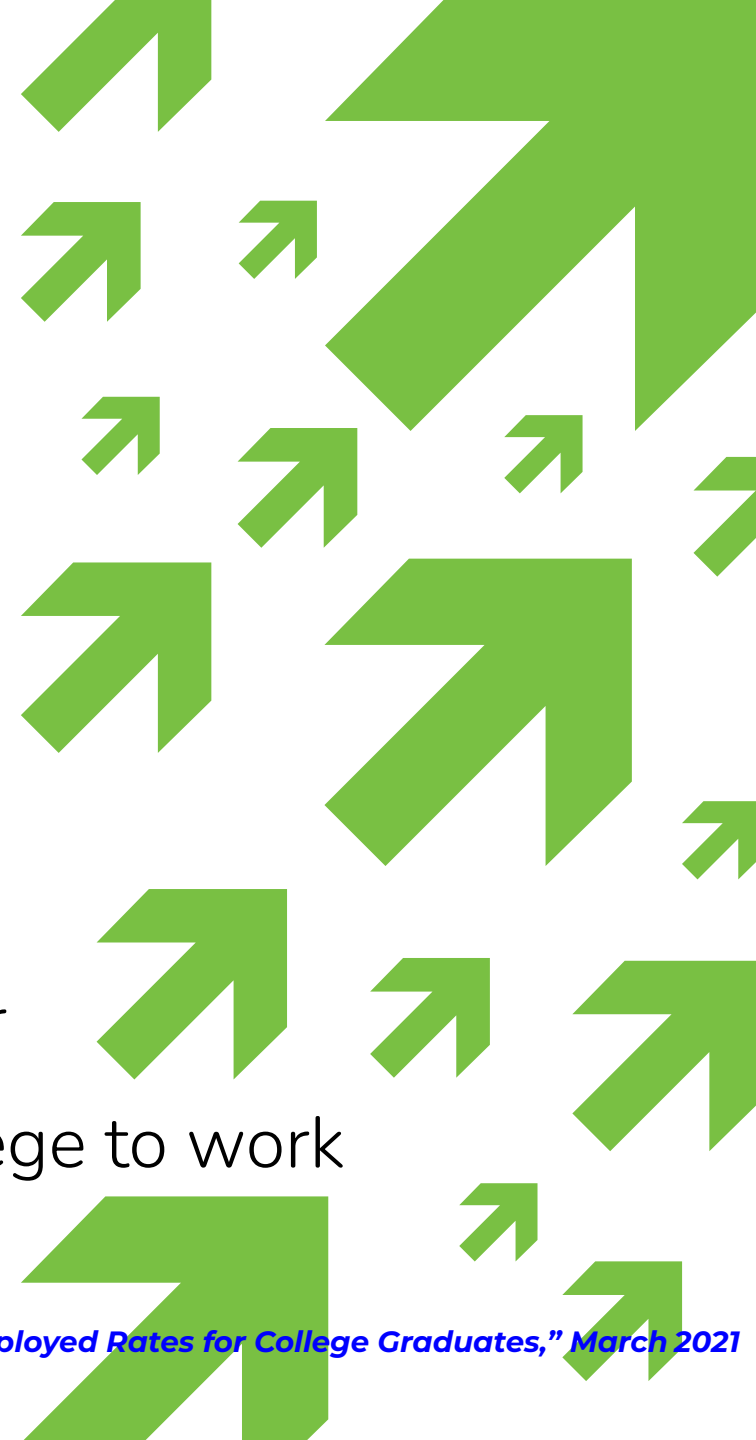
Before turning 40 years old, today's youngest workers are likely to have

12-15
jobs

Answering WhY
UNLEASHING PASSION, PURPOSE, and Performance in YOUNGER GENERATIONS
Mark C. Perna

The WHY GENERATION

Inquisitive
Desire to understand purpose

Nurtured, praised, stimulated
Potential

Contributors

Explain, spell it out, be clear

Find better way

Rewards experiences rather than just $$

Job-hop for perfect fit

BRIDGE THE GAP AND REACH THE WHY GENERATION.

Belief they have something unique, special, & important to bring

What we know:

→ **Kids are demanding different**

→ Technology is changing

→ **Knowledge and skill requirements are evolving**

→ *Workplace and production are transforming*

CHANGE Underway

→ Demographics

→ Experiences

→ OUTCOMES

→ Needs

Change Brings Opportunit y

Motivation for Change

➢ Despite our overall high-academic achievement patterns, we are aware of persistent racial, ethnic, ableism, and economic related disparities and inequities in our students' learning and comprehensive school experiences

➢ We also know many students, staff and community feel a sense of belonging and connectedness to the school community but this is not the lived experience of all

We will meet our goals when ALL people are represented in, have access to, meaningfully participate in, and have a true sense of belonging and connectedness in every aspect of the Naperville 203 community

We must adapt to the world that we now live in to engage our youth, respond to their needs and prepare them for the next iteration of the workforce and future

Care for
the Present

Enable
the Future
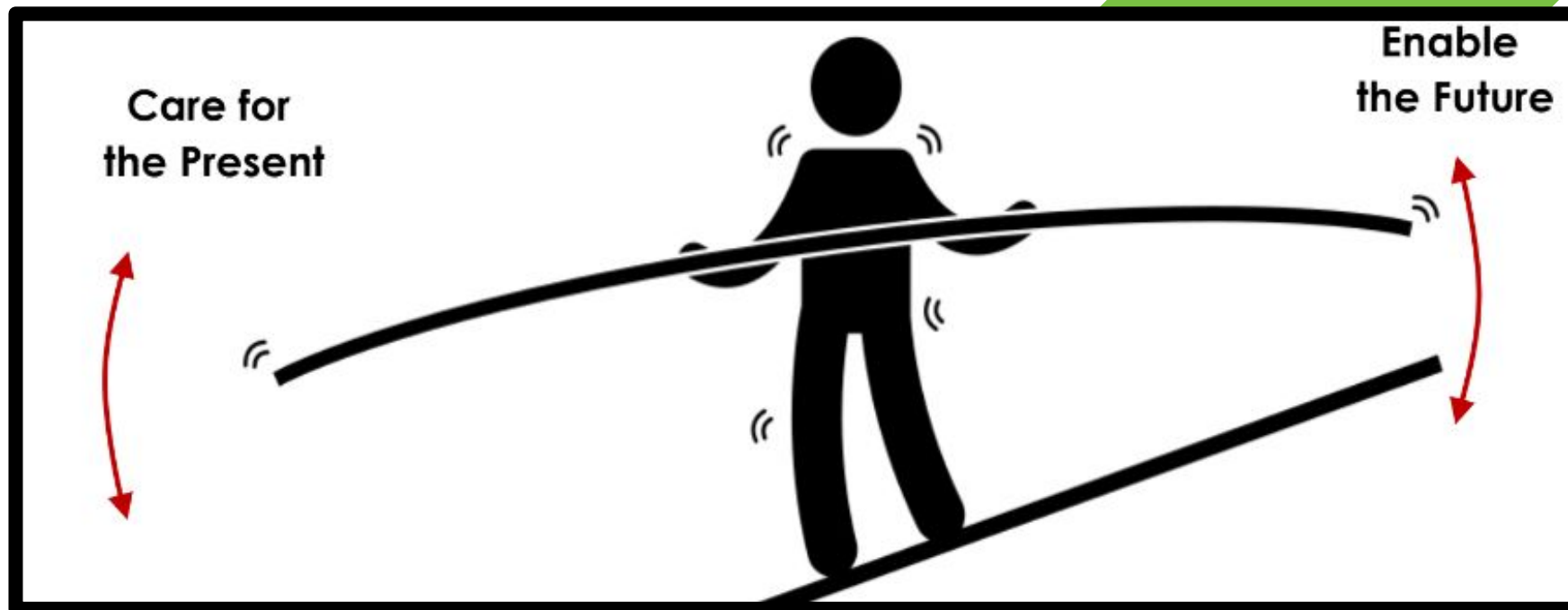
Landscape Shift...

➔ How do we ensure our students have a jobs in growth areas?

➔ What entrepreneurial skills do students need to have to be able to take advantage of growing careers?

➔ What is our willingness to create access for ALL students?

➔ What skills do students need to best meet the shifting challenges?
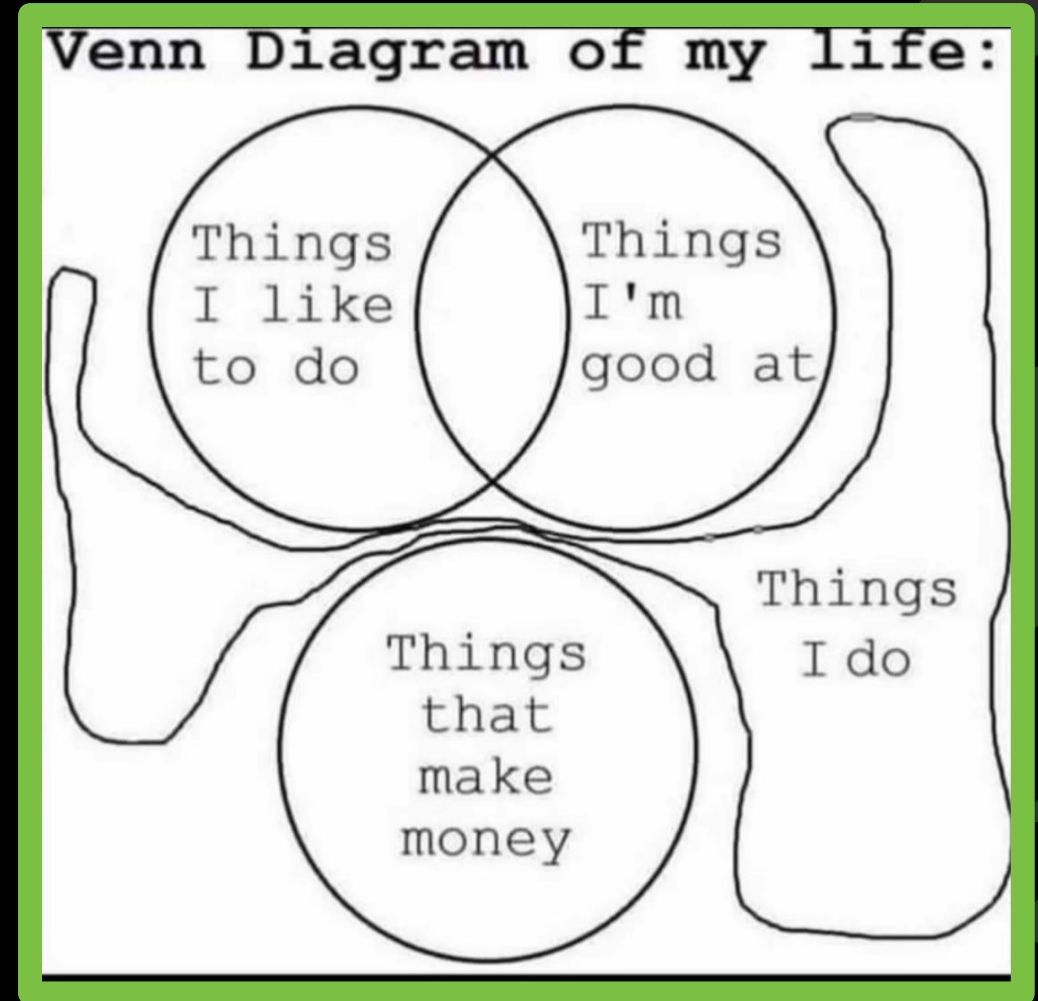
"47% of jobs to be automated within a decade or two"

The question young people are considering for themselves is not,

"What do you want to be when you grow up?"

The question young people are considering for themselves is not,

"**What do you want to be when you grow up?**"

Instead it is...

"WHAT DO YOU WANT YOUR LIFE TO BE LIKE IN THE FUTURE?"

~Jobs For The Future

Students struggle to understand career options, navigate our education systems, and position themselves to reach career goals.

75%	**72%**	**53%**
of high school graduates don't feel prepared for life after graduation	of high school graduates had minimal exposure to career opportunities in high school	of high school graduates who pursue a postsecondary pathway have changed majors 2+ times

*Study by YouScience of >500 high school graduates who graduated between 2019-2022

"Too many young people are leaving high school without clarity on where they're going next or how to get there."

Judy Goldstein, American Student Assistance
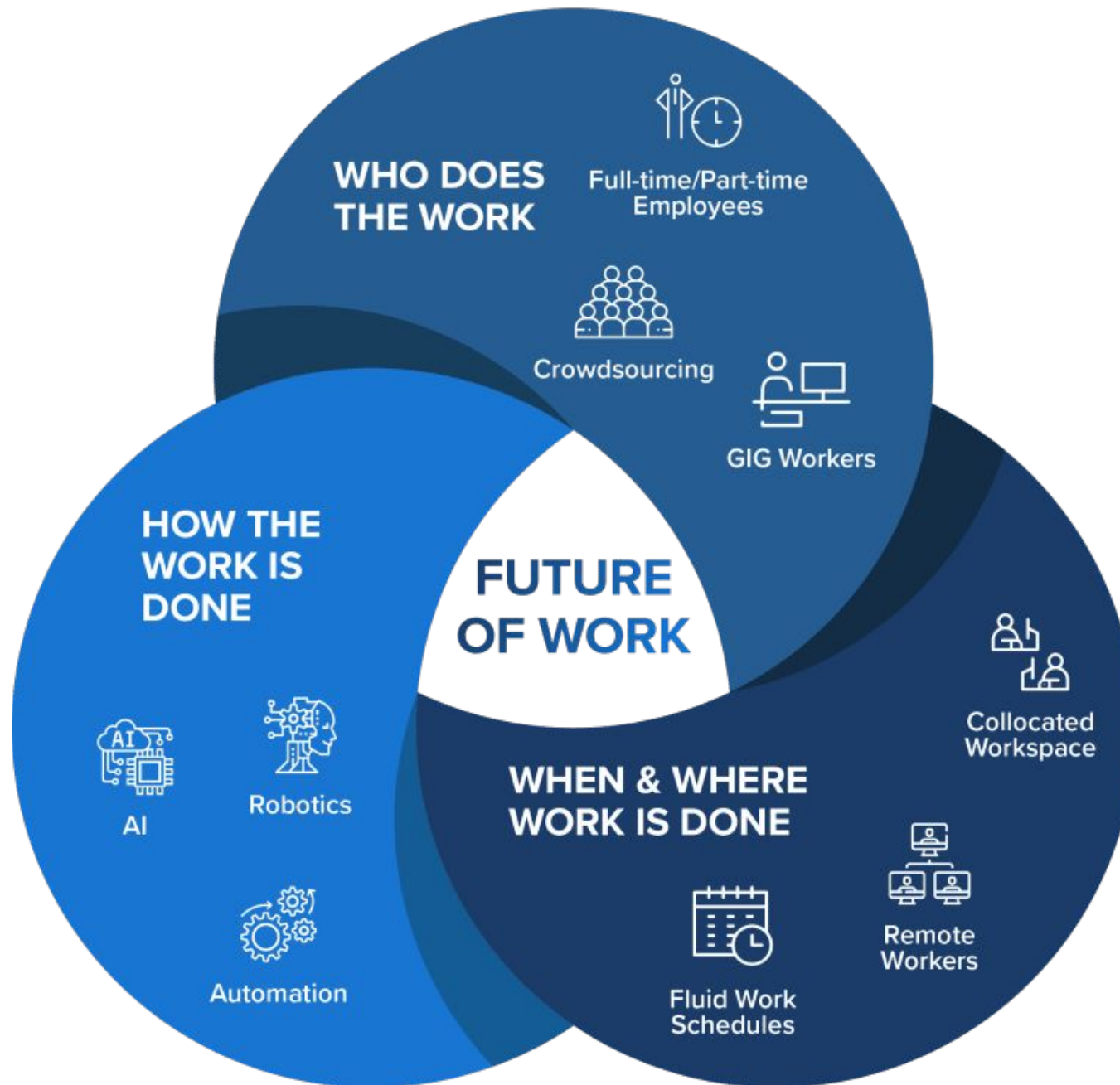
Who does the work

When & where work is done

How the work is done

SHRM - Society for Human Resource Management

Future of Jobs

Workforce strategies, 2023-2027

Share of organizations surveyed planning
to adopt these workforce strategies

WORLD
ECONOMIC
FORUM

Strategy	Share
Invest in learning and training on the job	81%
Accelerate the automation of processes	80%
Transition existing staff from declining to growing roles	46%
Outsource significant areas of work	25%
Expand the use of contract work	24%

TOP WORKFORCE STRATEGY:

INVEST in learning
and training
ON THE JOB

The better we help our students develop SKILLS the better we help set them up for success in the workforce.

Future of Jobs

Reskilling needs

44%

of workers' core skills are expected to change in the next five years

WORLD ECONOMIC FORUM

Source: World Economic Forum, *Future of Jobs Report 2023.*

Top 10 Skills of 2025

01	Analytical Thinking & Innovation		06	Leadership & Social Influence
02	Active learning & learning strategies		07	Technology Use, Monitoring & Control
03	Complex Problem-Solving		08	Technology Design & Programming
04	Critical Thinking & Analysis		09	Resilience, Stress Tolerance & Flexibility
05	Creativity, Originality & Initiative		10	Reasoning, Problem-Solving & Ideation

"For every **1** job requiring a Master's degree or higher, **2** Bachelor degree jobs will be available, and **7** Associate degree or Certificate jobs will be available."

Percent of Time Using Various Skills
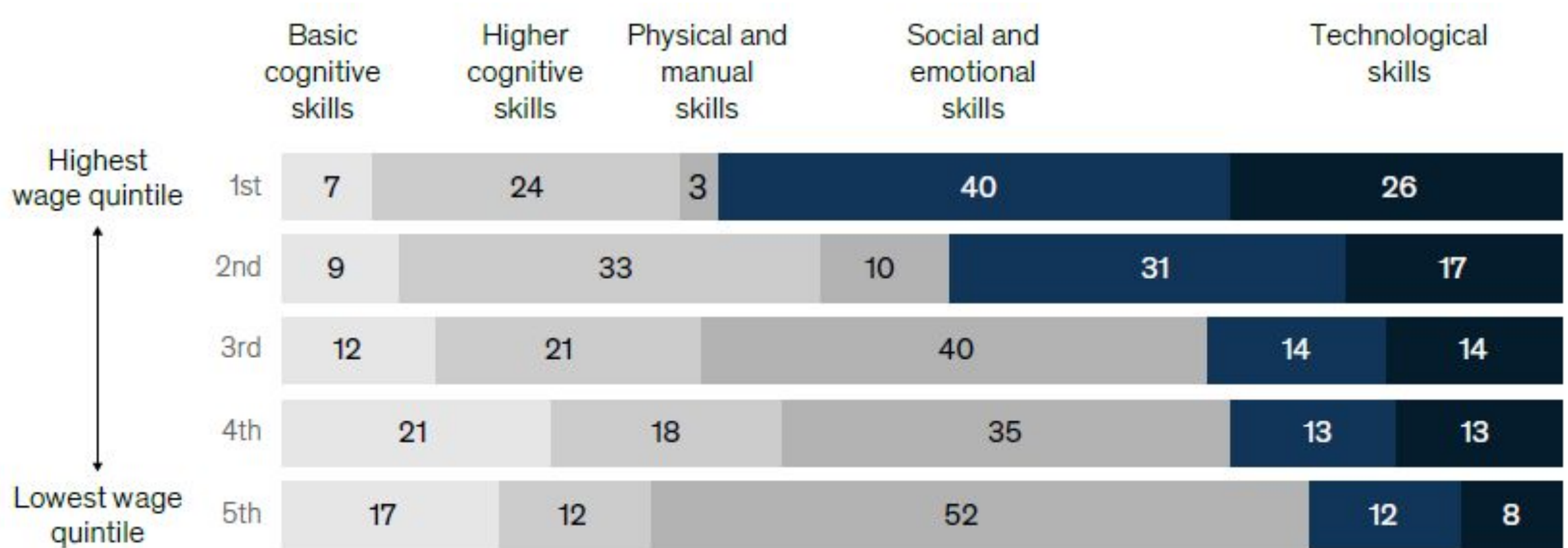
		Basic cognitive skills	Higher cognitive skills	Physical and manual skills	Social and emotional skills	Technological skills
Highest wage quintile	1st	7	24	3	40	26
	2nd	9	33	10	31	17
	3rd	12	21	40	14	14
	4th	21	18	35	13	13
Lowest wage quintile	5th	17	12	52	12	8

NAPERVILLE 203 PROFILE OF A LEARNER

ADAPTABILITY

CRITICAL THINKING

COMMUNICATION

Naperville 203

LEARNER'S MINDSET

GLOBAL CITIZEN
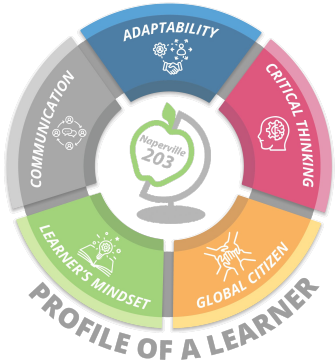
Naperville 203 - Profile of a Learner

"Locally developed and globally positioned, a school system's Portrait of a Graduate is developed with the community to identify the skills, dispositions, and competencies students need for success in this rapidly changing, complex world."
Battelle for Kids

What is the Profile of a Learner?

Our current mission strands were developed in the late 1990's and launched in 2000; the skills needed for today's workforce have changed. This Profile of a Learner will act as our north star for system transformation as we ensure innovative experiences for all.

Why was it developed?
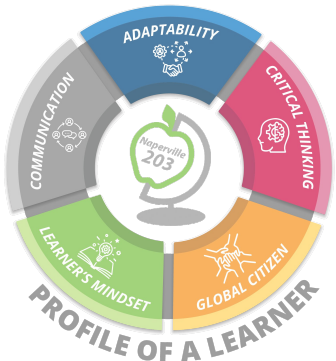
Naperville 203 - Profile of a Learner

How was the Profile developed?
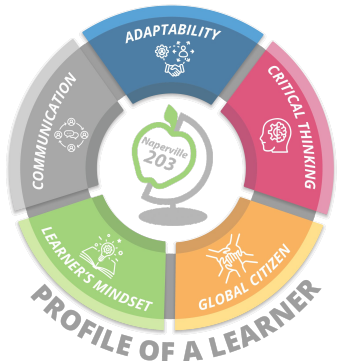
In spring 2024, a dedicated Profile Design Team—comprising students, guardians, community members, staff, and administrators—collaborated over four days. The process included:

- **Visioning Sessions**: Discussing the future of education and necessary student skills.
- **Data-Driven Discussions**: Reviewing educational trends and community priorities.
- **Collaborative Workshops**: Defining and refining competencies.
- **Facilitated Conversations**: Professional facilitators guiding consensus-building.
- **Drafting and Refining**: Creating and refining competencies based on feedback.

ADAPTABILITY

- 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.
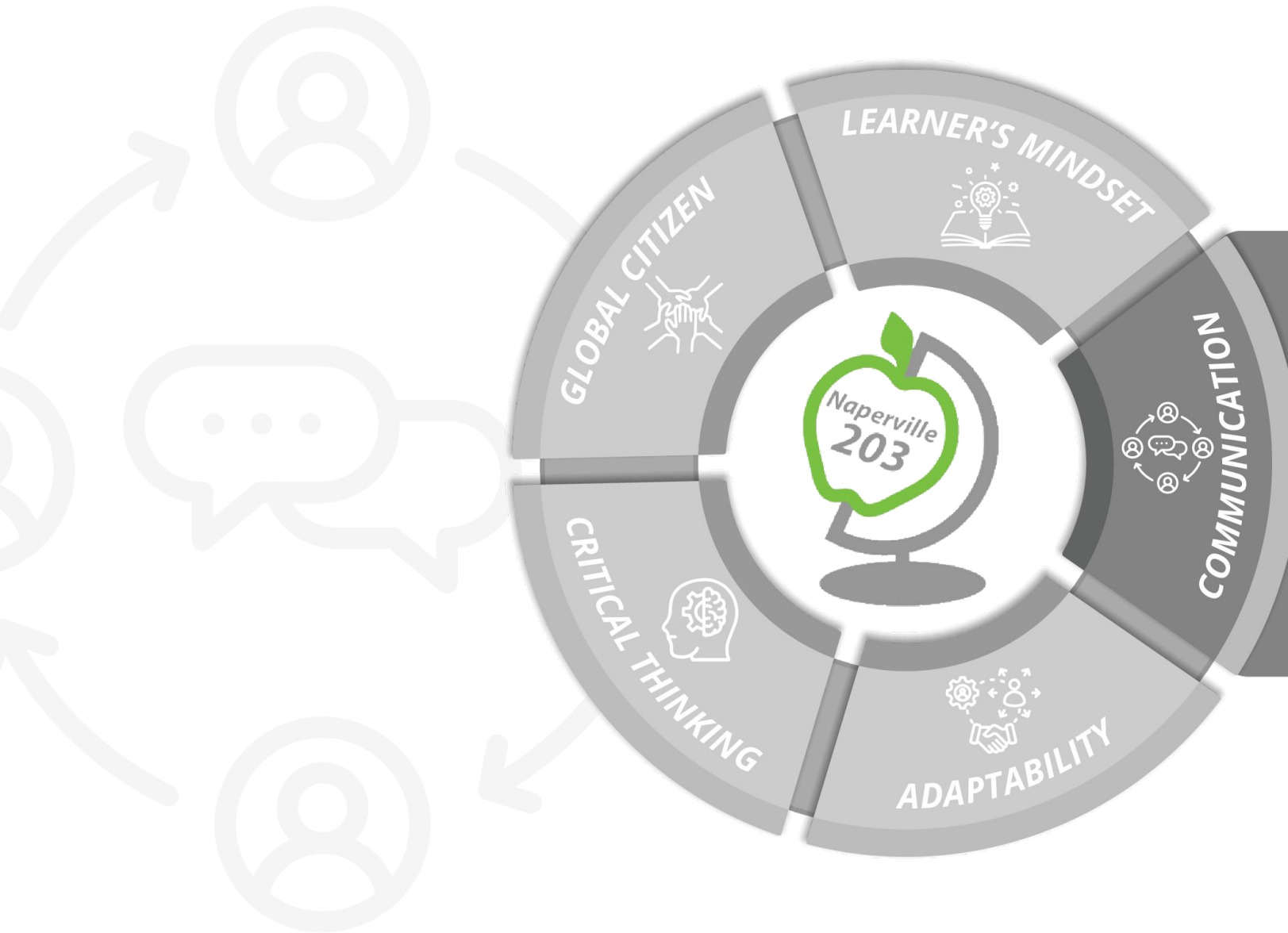
COMMUNICATION

- 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 to inform, instruct, motivate, connect, and persuade.
- Seek, contribute, and respond to feedback to achieve collective outcomes.

CRITICAL THINKING

- 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.

LEARNER'S MINDSET

LEARNER'S MINDSET

- 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.

PROFILE OF A LEARNER

ADAPTABILITY

CRITICAL THINKING

COMMUNICATION

Naperville 203

LEARNER'S MINDSET

GLOBAL CITIZEN

IMPLEMENTATION PLAN

1 **Communication and Professional Learning:** Share the Profile with all stakeholders and provide training for staff to integrate the competencies into their teaching practices.

2 **Innovative School Experiences**: Review and adjust our curriculum and school experiences to ensure alignment with the Profile of a Learner. **Expanded Profiles:** Develop Profile of a Leader and Profile of an Educator.

3 **Assessment and Evaluation**: Develop and implement assessment tools to measure student progress in these competencies.

4 **Continuous Improvement**: Regularly review and refine our practices based on data and feedback to ensure ongoing growth and alignment with the Profile.

Strategic Blueprint

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.

INNOVATIVE
School Experience

CREATE
A SENSE OF URGENCY

INSTITUTE
CHANGE

BUILD
A GUIDING COALITION

SUSTAIN
ACCELERATION

THE BIG
opportunity

FORM
A STRATEGIC VISION

GENERATE
SHORT-TERM WINS

ENABLE
ACTION BY REMOVING BARRIERS

ENLIST
A VOLUNTEER ARMY
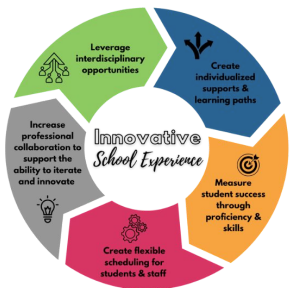
8 Step Process for Leading Change - Dr. John Kotter
https://www.kotterinc.com/methodology/8-steps/

Profile *in action*

- Developed Strategic Blueprint
- Modified HS schedules
- Innovated course offerings
- Developed online/blended
- Created Profile of a Learner

- Instructional time
- Collaboration opportunities
- Transportation challenges
- Contractual limitations
- Instructional spaces

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

2 Enable action by removing barriers to change

- Test conditions
- Innovate experiences
- Iterate schedules
- Grading practices

3 Generate short term wins by iterating schedules & structures

4 Sustain acceleration & institute change by shifting learning & teaching

5 Engage in continuous improvement cycle
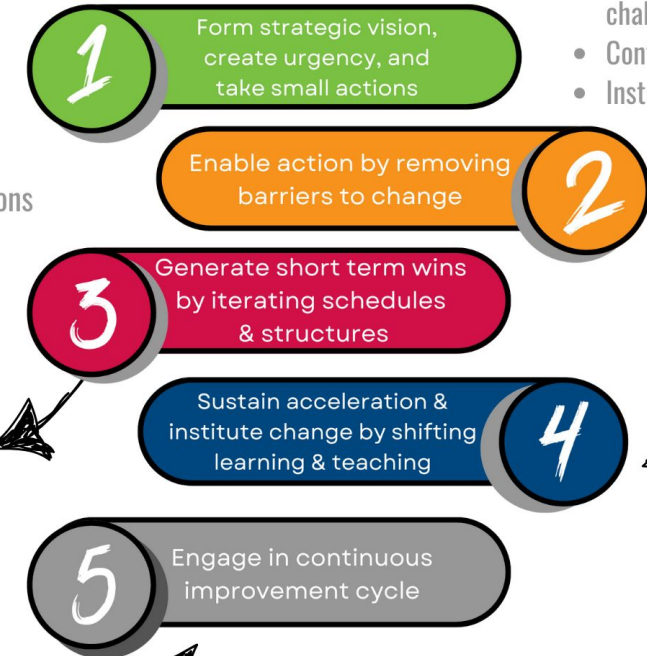
- Personalized, innovative learning
- Experiences beyond school walls
- Cross-curricular designs

- Measure effects on academics & belonging
- Analyze results
- Innovate & reiterate

Innovative
School Experience

Innovative School Experience Timeline

Summer 2024

Steering committee develops a comprehensive project plan. The plans will then undergo a thorough feasibility analysis at all levels to evaluate the practicality and potential impact of the proposed innovations.

Spring 2025

Preparation and Communication to All Stakeholders: The project will move into the preparation phase. Clear and transparent communication will be established with all stakeholders, to ensure everyone is informed and onboard with the upcoming changes.

O1 **O2** **O3** **O4** **O5**

Spring 2024

Leveled design teams, will initiate the project by conducting in-depth research and brainstorming sessions. These teams will focus on identifying key areas for innovation and gathering input from various stakeholders to ensure diverse perspectives are considered.
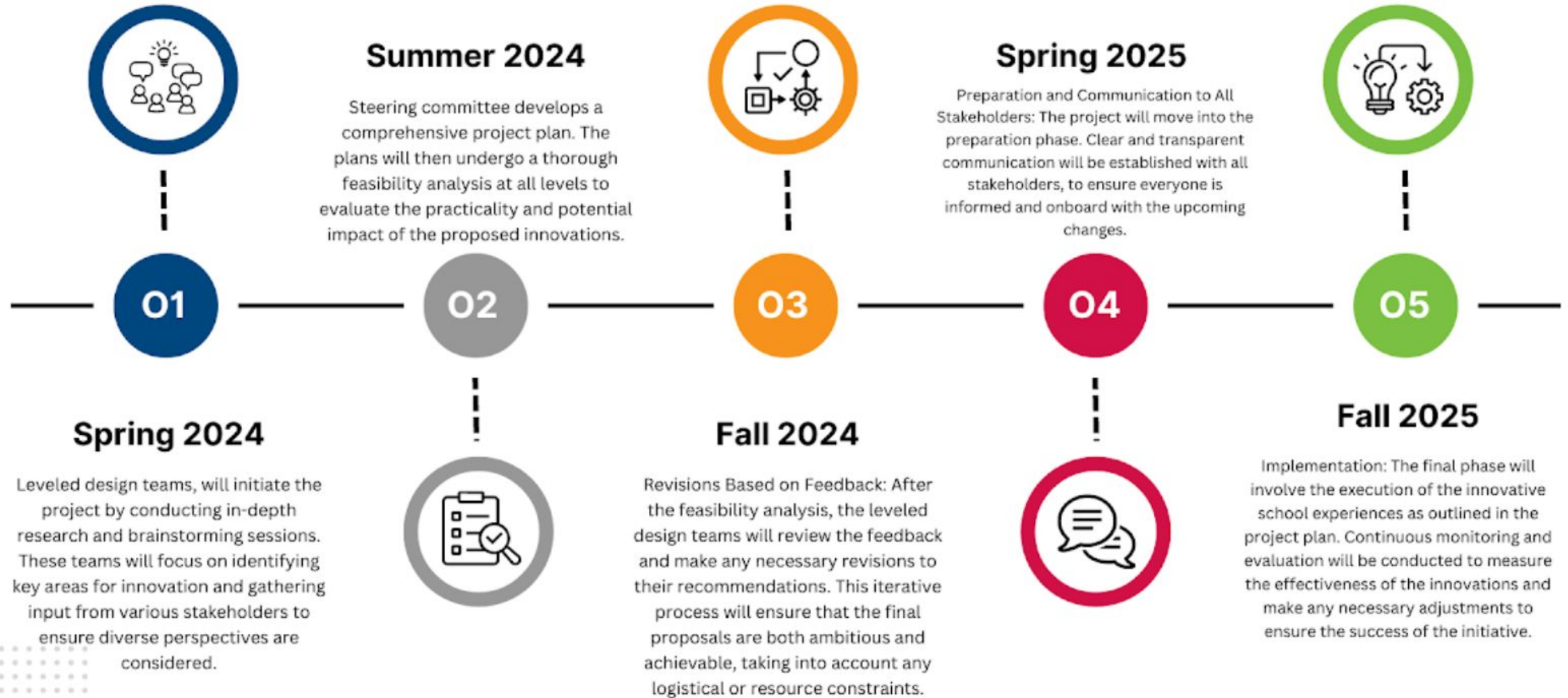
Fall 2024

Revisions Based on Feedback: After the feasibility analysis, the leveled design teams will review the feedback and make any necessary revisions to their recommendations. This iterative process will ensure that the final proposals are both ambitious and achievable, taking into account any logistical or resource constraints.

Fall 2025

Implementation: The final phase will involve the execution of the innovative school experiences as outlined in the project plan. Continuous monitoring and evaluation will be conducted to measure the effectiveness of the innovations and make any necessary adjustments to ensure the success of the initiative.

What has been our approach in this College, Career, Life Ready work ?

Naperville 203
Community Unit School District

Naperville 203 graduates are prepared to navigate and compete in the ever changing global economy. Students gain a competitive advantage by having well developed postsecondary plans and a diverse set of skills to help prepare for academic and career success. Students understand postsecondary options and the importance of continued education. Students graduate prepared for postsecondary endeavors by engaging in academic readiness coursework, college & career preparation activities, experiential learning, and social emotional wellness and life-ready skills.

Academic Readiness: Students demonstrate competency in core academics and are eligible to transition into postsecondary credit bearing coursework with proficiency in academic reporting indicators.

College and Career Readiness: Students engage in diversified coursework and authentic learning opportunities to develop knowledge and skills necessary for postsecondary and career success.

Workplace Readiness: Students develop college, career, and life skills; learning beyond the classroom in settings that require independence, mentorship, and career exploration. Students develop college, career, and employability skills through workplace experiences.

Wellness & Life Readiness: Students have opportunities to develop resilience through activities, leadership, and collaboration throughout their educational experiences; building social emotional competence and understanding of wellness for life.

Who are We?

Our Schools

23 LOCATIONS

Early Childhood:	1
Elementary:	14
Junior High:	5
High School:	2
Connections:	1

Post-Secondary Education

86%

86% of graduates pursue post-secondary education after high school

8th Largest District in Illinois

32 square miles
Naperville, Bolingbrook, Lisle, Woodridge

Our Students

16,073 Students

17% Low-Income Students
11% Students with Disabilities
8% English Learner Students

Student Racial/Ethnic Diversity

60% White
18% Asian
12% Hispanic
6% Two or more races
5% Black

2,896 Total Staff

1,604 Full-time Certified Staff
84% Master's Degree or Higher

Naperville 203
Community Unit School District

College, Career, & Life Ready in Naperville 203

→ **86%** of our students enroll in college during the first year post high school
  ◆ *50% complete a degree within 4 years post high school*
  ◆ *70% complete a degree within 6 years post high school*

→ **97%** of students completed a **career interest inventory**

→ **90%** of 10th graders **selected a career goal** and **2,300** high school students **identified career pathway** to pursue

→ **25%** earned an **industry credential**

→ **5%** of seniors held **consistent employment** for a year & **5%** held **consecutive summer employment**

→ **57%** of our seniors participated in **two+ co-curricular activities** during high school

→ **94%** of seniors have set up **at least one college application**

→ **7,000+** college applications managed & **24,000+** application materials sent last year, including **7,635+** teacher recommendations

→ **1,150** students completed a dual credit course last year

→ **#1** post-secondary institute where graduates attend is **College of DuPage**

"Imagine graduating high school with college credits, real-world experience, and a clear path forward."

➔ **166 Naperville graduates** earned the ISBE College & Career Pathway Endorsement over last two years
   - *48 in Education*
   - *71 in Entrepreneurship*
   - *44 in Information Technology*
   - *3 in Animal Science*
   - *2 in Plant Science*

FINANCE & BUSINESS SERVICES

INFORMATION TECHNOLOGY

HEALTH SCIENCES & TECHNOLOGY

MANUFACTURING, ENGINEERING, TECHNOLOGY & TRADES

AGRICULTURE FOOD & NATURAL RESOURCES

HUMAN & PUBLIC SERVICES

ARTS & COMMUNICATIONS

PROFILE OF A LEARNER

ADAPTABILITY

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.

COMMUNICATION

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.

CRITICAL THINKING

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.

LEARNER'S MINDSET

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.

GLOBAL CITIZEN

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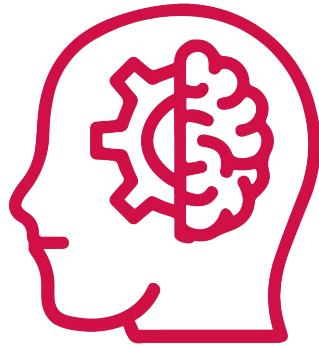
We need to prepare our students for success in **their future, not our past**.

Naperville 2●3
Community Unit School District
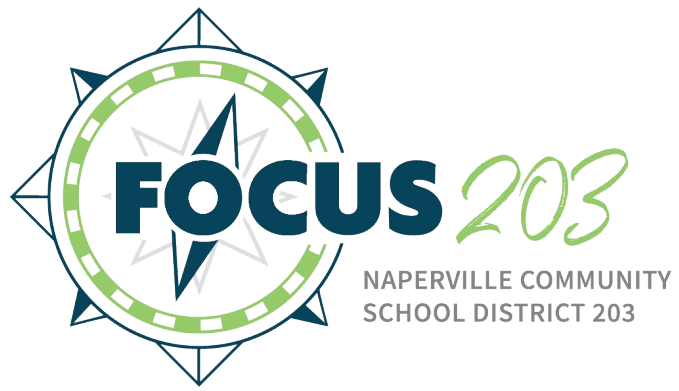
Small Group Work Activities

Select a Recorder and Facilitator

Recorder Responsibilities –

- Complete the information on the group's worksheet (PINK)

Facilitator Responsibilities—

- Facilitate Discussion
- Keep Group Focused/On Task
- Report Group's Information

Small Group Work Activity Roles

- Recorded information should reflect **consensus/general agreement** of group members
- **Monitor** progress to complete the tasks in allotted **time**
- Only group recorder's worksheet will be **collected**

Small Group Work Activity Instructions
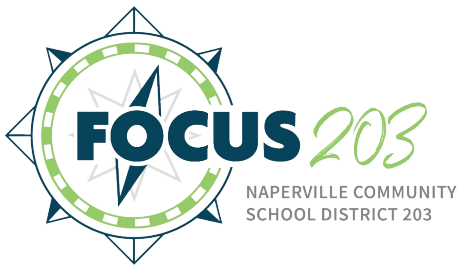
Bringing our Profile to Life

→ Thursday, repeat of this session at 9:00 a.m. at NIU Naperville Campus

→ Recording & engagement opportunity posted on our website

→ Summary of feedback posted on our website & shared with design teams

→ EC-12 design teams continue working

→ Focus 203 **session 2**

◆ January 14th at 7:00 p.m. OR

◆ January 17th at 9:00 a.m.

Next Steps

Thank You!

203 West Hillside Road
Naperville, IL 60540
(630) 420-6300
Naperville203.org

@Naperville203

@naperville203

@napervilledistrict203

@Naperville Community Unit School District

Naperville 203
Community Unit School District