Naperville 203
Community Unit School District

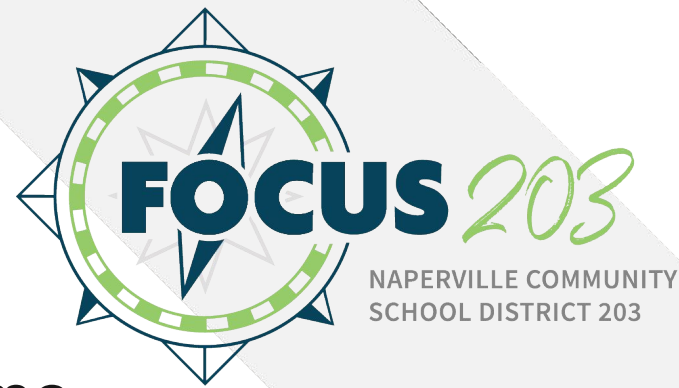# Focus 203

January 2025

naperville203.org

FOCUS 203

NAPERVILLE COMMUNITY
SCHOOL DISTRICT 203

Session Schedule

01 Welcome

02 Data / Informational Presentation

03 Instructions for Small Group Work Activity

04 Small Group Work and Online Participation

05 Small Group Reporting to Large Group

06 Closing

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

What is school for?

2:00

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

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.
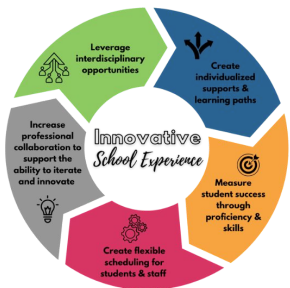
2
- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions.
- Use communication for a range of purposes and audiences including 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

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
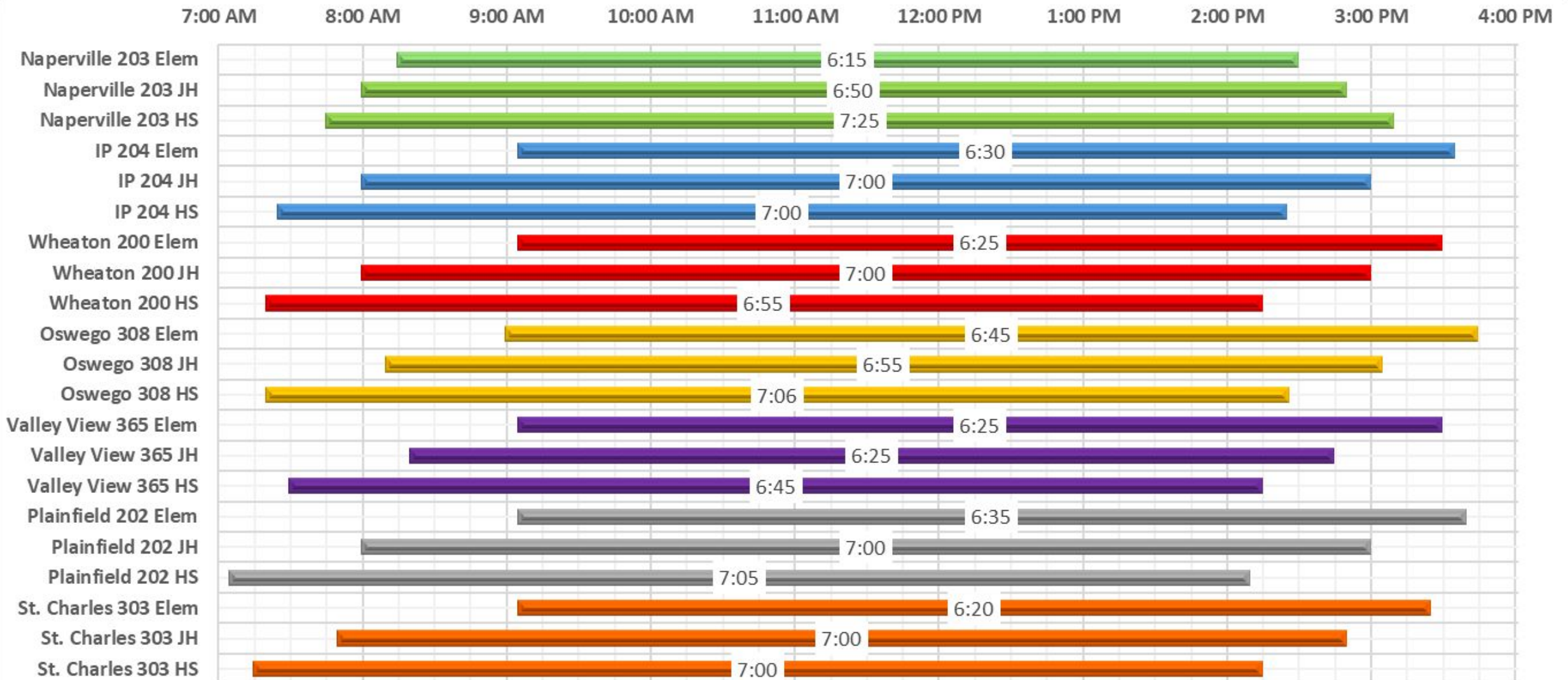
District Data: Growth Opportunities

➔ 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; JH 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	Time
Naperville 203 Elem	6:15
Naperville 203 JH	6:50
Naperville 203 HS	7:25
IP 204 Elem	6:30
IP 204 JH	7:00
IP 204 HS	7:00
Wheaton 200 Elem	6:25
Wheaton 200 JH	7:00
Wheaton 200 HS	6:55
Oswego 308 Elem	6:45
Oswego 308 JH	6:55
Oswego 308 HS	7:06
Valley View 365 Elem	6:25
Valley View 365 JH	6:25
Valley View 365 HS	6:45
Plainfield 202 Elem	6:35
Plainfield 202 JH	7:00
Plainfield 202 HS	7:05
St. Charles 303 Elem	6:20
St. Charles 303 JH	7:00
St. Charles 303 HS	7:00

→ 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?

2:00

Engagement: Attendance & Tardiness

Instructional Minutes and Mandates

Professional Collaboration
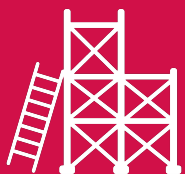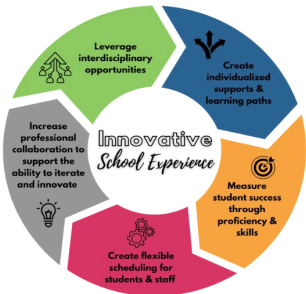
Individualized Supports

Post-Secondary Readiness
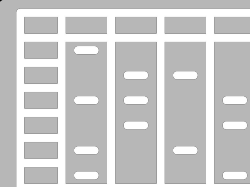
Schedule

Nested Transportation & School Days

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 JH exploratory offerings.	Administrators across the district engaged in learning & participated in an Innovation Summit regarding the impact of emerging technology and innovation on the future workforce.	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.

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.

01

02

03

04

05

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.

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

Early Childhood - Current State

➔ The program serves students with disabilities, students who are at risk for academic challenges and community paid tuition based 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 specialists for students with IEPs, and

- Multilingual specialist for english learners

➔ Only 25 min. between sessions daily and 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

Increased planning and collaboration time to innovate and design instruction to meet students' unique needs and align to EC standards

More **tailored instruction to students' developmental stages** by **differentiating the time students attend** by age level.
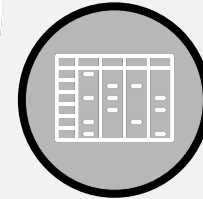
Play based preparation for kindergarten for children transitioning from early childhood to kindergarten
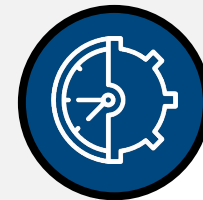
Proposed Early Childhood Plan

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
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 - 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

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

Add 15 minutes to the school day to address all of the identified needs
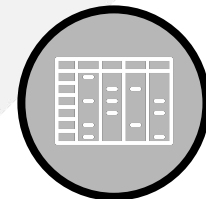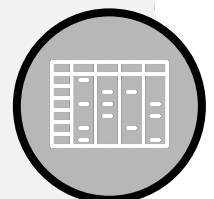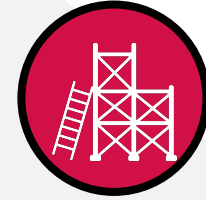
Sample Elementary Schedule

Sample-Grade 1	Monday	Tuesday	Wednesday	Thursday	Friday
	Student Arrival - 15 min.				
	School Day Begins				
15 min.	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
60 min.	Math	Math	Math	Math	Math
20 min.	Recess (15 min.)	Recess (15 min.)	Recess (15 min.)	Recess (15 min.)	Recess (15 min.)
100 min.	Literacy	Literacy	Literacy	Literacy	Literacy
45 min.	Lunch-20/Recess-20	Lunch-20/Recess-20	Lunch-20/Recess-20	Lunch-20/Recess-20	Lunch-20/Recess-20
30 min.	SEL	WIN	WIN	WIN	WIN
60 min.	Literacy	Literacy	Literacy	Literacy (45 min.)	Literacy (45 min.)
30 min.	Music (25 min.)	Art (50 min.)	LC (50 min.)	Science (40 min.)	Science (40 min.)
25 min.	PE (25 min.)			PE (25 min.)	Music (25 min.)
5 min.	Closing	Closing	Closing	Closing	Closing
	School Day Ends				
	Student Dismissal 15 min.				
	Staff Meeting (45 min)		Plan/Collaboration (60 min)		

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

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 Schedules

Period Length	Student 1	Student 2	Student 3
(41 min)	English Language Arts	Physical Education	Math/WIN
(38 min)	English Language Arts	Art	Math/WIN
(38 min)	Math/WIN	Supervised Study	Social Studies/Science
(38 min)	Math/WIN	Math/WIN	Physical Education
(38 min)	Lunch/Recess	Math/WIN	Art
(38 min)	Social Studies/Science	Lunch/Recess	PLTW
(38 min)	Social Studies/Science	English Language Arts	Lunch/Recess
(38 min)	Band	English Language Arts	Social Studies/Science
(38 min)	Spanish	Social Studies/Science	English Language Arts
(38 min)	Physical Education	Social Studies/Science	English Language Arts

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	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Regular Schedule	Homeroom	Late Start	Homeroom	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
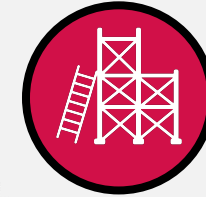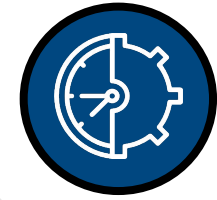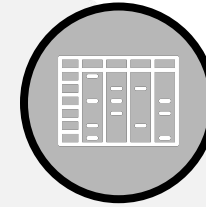
High School - Proposal

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**
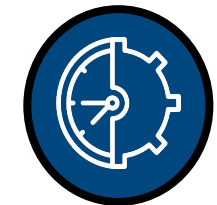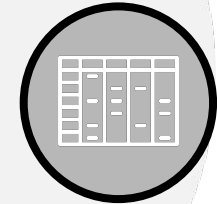
Proposed High School Schedule

Block Day A (85 min)	Block Day B (85 min)	Anchor Day (46 min)	Block Day A (85 min)	Block Day B (85 min)
Course 1	Course 2	Course 1	Course 1	Course 2
		Course 2		
Course 3	HR/WIN/SOAR/TIER II - 2-40 minute periods	Course 3	Course 3	HR/WIN/SOAR/TIER II - 2-40 minute 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 6		
Course 7	Course 6	Course 7	Course 7	Course 6

77%

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

Most are 80-180 minutes.

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

Next Steps

➡ Collect, analyze, & consider feedback

➡ Continue ongoing professional learning for staff

➡ Plan for implementation
- ◆ Systems
- ◆ Transportation

➡ Presentations to the Board of Education

- ◆ January 21st: **Why Innovate**
- ◆ February 3rd: **Recommendations for Innovating the School Experience**

➡ Collective Bargaining
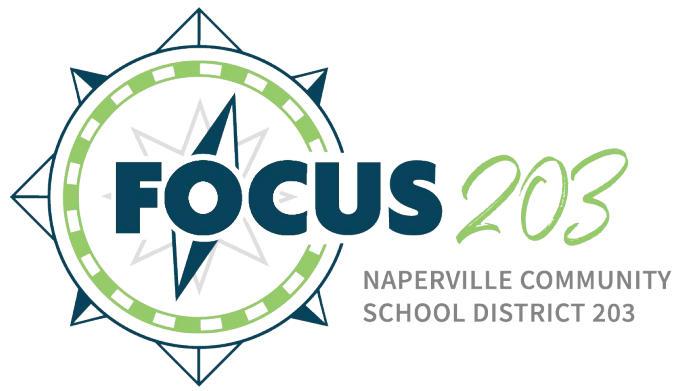
Select a Recorder and Facilitator

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

Next Steps

→ Collect, analyze, & consider feedback

→ Continue ongoing professional learning for staff

→ Presentations to the Board of Education

- ◆ January 21st: **Why Innovate?**

- ◆ February 3rd: *Recommendations for Innovating the School Experience*

→ Collective Bargaining

→ Plan for implementation

- ◆ Systems

- ◆ Transportation

THANK YOU

https://tejoin.com/scroll/441653357

What additional information do you need to support these plans?

Thank You!

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@Naperville Community Unit
School District 203

Naperville 203
Community Unit School District

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