

MINUTES OF A MEETING OF THE BOARD OF EDUCATION, NAPERVILLE COMMUNITY UNIT SCHOOL DISTRICT 203, DUPAGE AND WILL COUNTIES, ILLINOIS, HELD AT District Administration Center, 203 West Hillside Road, Naperville, IL 60540
September 23, 2024 AT 7:00 P.M., CLOSED SESSION 5:00 p.m.

Call to order

President Kristine Gericke called the meeting to order at 5:00 p.m.

Board members present: Kristine Gericke, Kristin Fitzgerald, Melissa Kelley Black, Donna Wandke, Joe Kozminski, Amanda McMillen, and Charles Cush. (arrived at 5:09pm)

Administrators present were:

Dan Bridges, Superintendent,

Michael Frances, Chief Financial Officer,

Dr. Mark Cohen, Deputy Superintendent/High Schools,

Dr. Meredith Haugens, Assistant Superintendent for Human Resources

Closed Session

Donna Wandke moved, seconded by Joe Kozminski to go into Closed Session at 5:00 p.m. for consideration of:

1. Pursuant to 5 ILCS 120/2(c)(21) Discussion of minutes lawfully closed under the Open Meetings Act, whether for purposes of school board approval of the minutes or semi-annual review of the minutes as mandated by the Act. 08/19/2024, 09/09/2024.
2. Pursuant to 5 ILCS 120/2(c)(1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees or legal counsel, including hearing testimony on a complaint lodged against an employee or legal counsel to determine its validity.
3. Pursuant to 5 ILCS 120/(c)(7) The sale or purchase of securities, investments, or investment contracts.
4. Pursuant to 5 ILCS 120/2 (c)(11) Litigation, when an action against, affecting or on behalf of the school board has been filed and is pending before a court or administrative tribunal or when the school board finds an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting.
5. Pursuant to 5 ILCS 120/2 (c)(2) Collective negotiating matters between the school board and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.
6. Pursuant to 5 ILCS 120/(c)(9) Student Disciplinary Cases.

Those voting yes: Gericke, Fitzgerald, Kelley Black, Kozminski, McMillen, and Wandke. Those voting no: None.

The Board of Education entered closed session at 5:01 pm.

Meeting Opening

Charles Cush made a motion, Joe Kozminski seconded by to return to Open Session at 7:01pm. A roll call vote was taken. Those voting yes: Fitzgerald, Wandke, Kelley Black, Kozminski, McMillen, Gericke, and Cush. Those voting no: None. The motion carried

Welcome and Mission

Kristine Gericke welcomed all and read Naperville Community Unit School District 203's Mission Statement.

Roll Call

Board members present: Kristine Gericke, Kristin Fitzgerald, Charles Cush, Melissa Kelley Black, Joe Kozminski, Amanda McMillen, and Donna Wandke.

Student Ambassadors present: Nina Mantel, Arwa Hameed.

Administrators present: Dan Bridges, Superintendent, Allison Boutet, Assistant Superintendent for Administrative Services, Mark Cohen, Deputy Superintendent/High Schools, Michael Frances, Chief Financial Officer/CSBO, Chuck Freundt, Assistant Superintendent for Leadership and School Services, Meredith Haugens, Assistant Superintendent for Human Resources, Rakeda Leaks, Executive Director for Diversity, Equity, Inclusion and Belonging, Katie Matthews, Assistant Superintendent for Elementary Education, Melissa McHenry, Assistant Superintendent for Student Services, Patrick Nolten, Assistant Superintendent for Assessment and Accountability, Jayne Willard, Assistant Superintendent for Curriculum and Instruction, and Lisa Xagas, Assistant Superintendent for Strategy and Engagement.

Pledge of Allegiance:

Led by Highlands Elementary School Students.

Good News

Naperville 203 proudly supported the Naper Pride Festival on Saturday, September 14th at Naper Settlement. Now in its third year, this vibrant event brought the community together in celebration and support of the LGBTQIA+ community. As a district, we remain committed to fostering an environment where diversity and inclusion are at the heart of who we are and what we do, ensuring that all individuals feel seen, valued, and respected.

A big thank you to our SUCCESS leaders for making the Back to School Cookout a tremendous success! We are so grateful to this amazing group of parent leaders for organizing such a fun and welcoming event for our District 203 families. It was wonderful to see so many students, parents, administrators, and staff come together, creating a strong sense of community and belonging! Your hard work truly made this event special!

We had over 200 guests attend our Partners in Growth Breakfast! This event brought us together to celebrate the new school year, recognize the invaluable contributions of our community partners, and highlight ways to enhance student opportunities. Together, we set a powerful example of service for our students, inspiring them through our collective efforts. Your support makes it all possible!

We are thrilled to announce that the U.S. Department of Education has named Scott Elementary School and Naperville Central High School as 2024 National Blue Ribbon Schools! This prestigious recognition highlights their excellence in academics and commitment to student success. **With these two awards, our district has now earned a total of 12 National Blue Ribbon School honors since 2002.** Congratulations to the students, staff, and families for this outstanding achievement!

Student Recognition

2025 National Merit Semi Finalists
National African American Recognition Award
National Hispanic Recognition Award
National Indigenous Recognition Award
National First-Generation Recognition Award

Superintendent Bridges introduced Naperville Central Principal Jackie Thornton. Principal Thornton introduced 30 NCHS students who are being recognized.

Student Ambassador Reports

Nina Mantel-NNHS

Introduction

- Second year as a NNHS student ambassador
- Ran for this position to provide student voice in executive decisions on the district level to ensure that decisions made are as beneficial to the student body as possible

● Athletics

- Fall sports underway
- New athletic director: Jon Pereiro took over for Bob Quinn, who was our AD for 10 years. Excited to see all that he can do for our athletic department
- Boys' soccer is having a successful season, ranked 1st in state and 15th nationally. Undefeated
- Football is 2-2 this season, worked hard and played against some tough teams.
- Other fall sports (volleyball, cross country, swim, tennis, golf, and field hockey) continue to compete in the middle of their seasons as their championship seasons begin in just under a month.

● Arts

- Fresh soph play sept 6-8
- Show choir homecoming concert sept 19

● Activities

- All NNHS clubs are underway
- Clubs for every student's interest
- Jamboree: students walked around fieldhouse full of representatives from all clubs and sports to find activities they are interested in

● Homecoming

- Homecoming last Saturday held outside along with homecoming week leading up to dance itself
- Las Vegas themed dance
- Spirit days each day
- Senior sunrise Friday before homecoming
- Homecoming assemblies where grade levels compete against each other in games: seniors win
- Assembly also includes special ed homecoming dance

● School wide

- Open house earlier this year for parents to get to know staff and general school year events + expectations, especially helpful for freshmen parents

Arwa Hameed-NCHS

- The start to the school year has been wonderful- we had senior sunrise, and although the sun wasn't very visible, it was lots of fun!
- There has been a focus on appropriate language in Central- which has been beneficial in keeping Central as a respectful space.
- Homecoming was two days ago, the theme being Vacation to Greece- and there was a lot of enthusiasm the week of. Everyone had fun with the dress up days and assemblies, and the Freshman went above and beyond- almost winning spirit week until the seniors won the tug of war.
- The fall play has started rehearsal of "Into the Woods" and the Black Box Production has

started "Deadline."

- College visits have started in the PARC- and it has been great to hear about all of our future options. I
- In regards to fall sports- we're about halfway through the season for most sports.
- Golf has been wrapping up- with girl's golf having an amazing season for far.
- Our new student entrance for home games has been installed.
- The Redhawks have won 4-0, recently winning against NN (sorry, but we had to do what we had to do :))
- The Rowdies have been leading the school with great leadership- taking charge in chants and encouraging respectful cheering at student events.
- New teachers are acclimating to the school- and students who were part of the interview experience are excited to see them around.
- Minga has had mixed results, but there have been routine adjustments to the new process- and students are transitioning well.

Public Comments

President Gericke gave the parameters for public comment.

Several staff members spoke on behalf of NESPA employees. Most noted that these assistants do this work because it is their passion even if it means taking a second job to make ends meet. The certified staff who spoke noted they could not do their jobs without the NESPA assistants. There are some assistants who have received additional training to support student with significant behavioral issues. All spoke that NESPA assistants need to be paid a living wage and be paid a wage commiserate with neighboring districts.

Ken Sterling parent of students at Ranchview Elementary spoke on behalf of family. Wanted to take a few minutes to praise psychologists and social works at Ranchview and other staff. These individuals came alongside our daughter and saved her education. Today our daughter is happy to go to school. This is a daily effort and we get an email every day. We understand this level of support is not the same at every school. We would like to see this happen at every school.

President Gericke reminded the Board and Community that because questions raised during Public Comment address District Operational matters the board has designated our Superintendent as the spokesperson for the District. As our designate to respond to Public Comment, he will apprise the Board accordingly.

Monthly Reports

- Treasury Report- The Board received the July Treasurer's Statement
- Investments- The Board received the July Investment Report
- Insurance-The Board received the July Insurance Report
- Budget-The Board Received the July Budget Report

Board Questions/Comments:

None.

President Gericke reminded the Board and Community of the board agreements. She noted that it is each Board member's responsibility to prepare for each meeting and to effectively express our concerns either to the Superintendent or the Board President in a timely manner. Board members have also agreed that avoiding surprises is paramount in displaying respect to all District Administration. The Board has tasked itself to send questions in advance of each meeting to the Superintendent to allow the provision of the best possible response for the

community. It also allows for efficiency during the community’s meeting. Those same questions as well as new ones may be asked in Open Session. For transparency, please note if any questions were asked earlier. Mr. Bridges did you receive questions from Board members? Superintendent Bridges responded that he received questions from five Board members.

Mrs. Patton confirmed that emails with a link for the Board agenda were sent and delivery confirmed at 4:36 pm, Thursday, September 19, 2024.

1. **Bills and Claims** from WARRANT NO. 10603114 THRU 1063748 AND WARRANT NO. 9000000087 TOTALING \$12,588,673.55 FOR THE PERIOD OF August 20, 2024 TO September 23, 2024.

2. **Adoption of Personnel Report**

	Effective Date	Location	Position
RETIREMENT-CERTIFIED			
Ann Kirincich	12/20/2024	NCHS	School Counselor
RESIGNATION-CERTIFIED			
Zachary Taylor	9/27/2024	NNHS	Band Director
REVISED-CONTRACT-CERTIFIED FULL-TIME			
Jacqueline Hampton	1/6/2025	NCHS	Math Teacher
LEAVE-OF-ABSENCE-CERTIFIED			
Erica Boyle	10/18/24 - 5/27/25	River Woods	Physical Education Teacher
RESIGNATION-CLASSIFIED			
Anusree Saha	8/13/2024	Madison	Special Education Assistant
Zarina Masih	9/20/2024	Scott	Behavior Support Parapro
Trevor Pavelka	6/28/2024	Elmwood	Computer Support Associate
Amari Gordon	8/22/2024	NNHS	Literacy/Writing Center Assistant
Emily Dunckle	9/11/2024	Ann Reid	LC Assistant
EMPLOYMENT-CLASSIFIED FULL-TIME			
Cheryl Fundakowski	9/12/2024	NNHS	Dean Senior Secretary
Allison Kraft	9/9/2024	NNHS	Department Secretary
Kathleen Melvin	9/11/2024	Kingsley	Special Education Assistant
Angela Hotchkiss	9/11/2024	Lincoln	Special Education Assistant
Jennifer Hoover	9/12/2024	NCHS	Campus Supervisor

Erin Nolan	9/16/2024	Elmwood	Dual Language Assistant
Sierra DeBolt	9/17/2024	Kingsley	Special Education Assistant
Amity Caile	9/19/2024	Jefferson	Senior Secretary
EMPLOYMENT-CLASSIFIED PART-TIME			
Sheryl Malbon	9/16/2024	Mill Street	Instructional Assistant

Amanda McMillen made a motion to approve the Bills and Claims and the Personnel Memo as presented seconded by Joe Kozminski. Those voting yes: Kelley Black, Wandke, Gericke, Cush, McMillen, Kozminski, and Fitzgerald. No: None. Absent: McMillen. The motion carried.

3. Board Meeting Minutes: 08/19/2024, 09/09/2024

Amanda McMillen made a motion to approve the Open Session Minutes of August 19, 2024 as presented seconded by Charles Cush. Those voting yes: Cush, Kelley Black, Fitzgerald, Wandke, Kozminski, McMillen, and Gericke. No: None. The motion carried.

Amanda McMillen made a motion to approve the Open Session Minutes of September 9, 2024 as presented seconded by Charles Cush. Those voting yes: Fitzgerald, Kozminski, Gericke, Kelley Black, and Cush. Abstain: McMillen and Wandke. No: None. The motion carried.

4. Closed Session Minutes: 08/19/2024, 09/09/2024

Amanda McMillen made a motion to approve the Closed Session Minutes of August 19, 2024 as presented seconded by Joe Kozminski. Those voting yes: Wandke, Fitzgerald, Kozminski, Gericke, Cush, and Kelley Black. Abstain: McMillen. No: None. The motion carried.

Amanda McMillen made a motion to approve the Closed Session Minutes of September 9, 2024 as presented seconded by Charles Cush. Those voting yes: Cush, Kelley Black, Fitzgerald, Kozminski, and Gericke. Abstain: McMillen and Wandke. No: None. The motion carried.

5. Student Discipline as Discussed in Closed Session

Amanda McMillen made a motion to approve Student Discipline as discussed in Closed Session as presented seconded by Charles Cush. Those voting yes: Kozminski, Cush, Wandke, Fitzgerald, Kelley Black, and Gericke. No: McMillen. The motion carried.

Communications

Written Communications

Freedom of Information Requests:

- Jorstad Freedom of Information Act Request-Transportation Department Information
- Russell Freedom of Information Act Request-Transportation Department Information
- KT Law Freedom of Information Act Request-Business Office Information
- Smart Procure Freedom of Information Act Request-Business Office Information
- Cunningham Freedom of Information Act Request-Business Office Information
- Erkenswick Freedom of Information Act Request-Human Resources Information
- NBC Freedom of Information Act Request-Business Office Information

Board of Education Reports:

Board member Wandke reported that NEF is in the process of awarding all school appreciation grants. \$1000 per school for the Principals to use for unique needs for each building. October 20 Team NEF. Can designate a school for raised fund to support.

COSSBA-attended the federal advocacy conference in DC. Federal Communications commissioner. Talked about Wifi on buses. Learned how to advocate on behalf of education. Youth mental health and gun violence. Demographer spoke about population changes.

Board member McMillen noted they partnered with IASB and coordinated schedules for all the Board of Education members from IL in attendance. Were able to speak to Senators and Representatives. Used talking points from first day. Supported full funding for IDEA. Supposed to be 40% funding. No districts are receiving 40%. We only receive 8%. Talked about broadband connectivity. Cyber security as well. Shared same ideas with Representative Bill Foster. Interested in AI and Cell phones. Felt their support. President Gericke thanked them for taking time away from their families and work to advocate for our District.

Board member McMillen also reported on attending the LEND meeting. Spoke with legislators, raising awareness in IL Evidence based funding model, Tier 1-Tier 4. Looking for alternative places for poling other than schools. Looking for Dual Credit providers. Having a separate type of certification for bus drivers. With a CDL, bus drivers can get higher paying jobs driving trucks. Well run and efficient. Vice President Fitzgerald added her appreciation of the attendance of the state legislators at the LEND meeting. She also reported on the IASB group who meets quarterly with State Superintendent Tony Sanders. Focus on assessment.

Board member Kelley Black reported on her visit to the Home and School meeting at Ellsworth. Enjoyable. Love to see the connections. She mentioned the ALMAS student panel at NCC. AAUW-Oct 19, women in STEM at NNHS. Drop in girls in STEM since 1980.

President Gericke reminded Board member Kelley Black that these reports are to be reports from the committees you serve on.

Board member Kelley Black responded part of our oath is to engage in the community.

President's Report

None.

Superintendent/Staff/School Report

Annual Administrator and Teacher Salary Report

Superintendent Bridges noted that this reporting is required by School Code. Information is posted in Board Docs.

I noticed that Principal Posey was included.

Superintendent reminded that this is one year in arrears so this is for the 2023-2024 school year.

Annual Posting of Board of Education Approved Resources

Superintendent Bridges noted that this reporting is also required by School Code.

Discussion without Action:

School Improvement Plans and School Improvement Process Overview

KG gave parameters.

Superintendent Bridges stated that annually as per policy we are to give a snapshot of school improvement plans. Each of these plans is supported by central office admin. Superintendent Bridges certified that each of these plans meets the criteria as established by policy set for continuous improving, including alignment to our Focus 203 Strategic Blueprint.

Each plan embraces its own local context. Focus on the overall process and how laser focused these SIP teams are. Invested in continuous improvement. Recommend approval at the October 7 Board of Education meeting.

School Improvement Plans and School Improvement Process Overview

- We are joined by three Principals, to explain the comprehensive school improvement process, talk through school improvement actions by level and recommend the SIP for the 2024-2025 school year for Board Approval. We would like to thank all our building administrators and educators for the thoughtful planning and considerations that are put into each plan to ensure positive results for students.
- School improvement is beyond a single measure, it provides us opportunities to implement actions that create an inclusive environment where every student's unique experiences and needs are met, acknowledged and valued. Our goal is not just to increase academic performance, but to lift every single student's sense of belonging. When we talk about success, it's when ALL members of our community are represented, have access to meaningful participation, are safe and genuinely feel like they belong here and are a respected part of our community.
- Our School Improvement Process is deeply aligned with our district's Strategic Focus 1: to design and implement effective practices that enhance academic, social-emotional, and college, career and post-secondary readiness for all students. The SIP serves as a roadmap to achieve this focus.
- At the start of the 2021-2022 school year, we came together as a district to intentionally explain the alignment between MTSS, SEL, and Equity. As a district we know that the real work cannot take place until all three of these areas work in tandem. This targeted, intersection takes work, carefully facilitated professional learning, and building stakeholder involvement and ownership.
- During the 22-23 school year our District Leadership Team worked diligently to redesign the school improvement process to more clearly align to the whole child, create alignment across the district, plan and respond using a timeline that better mirrors the school year, and to ensure that all efforts are approached through a lens of equity. We recognize that student success and a positive sense of belonging are multifaceted outcomes that cannot be fully captured by a single metric. Our commitment to measuring progress remains steadfast, utilizing benchmark data. We have recently implemented an end-of-year progress summary to transparently communicate our achievements to the Board. Our three year plans are informed by benchmark data, current accomplishments, and identified areas for growth. School improvement is an ongoing, collaborative process that engages the entire school community.
- School improvement is a four-step process that our schools engage in all year. Each step is critical in helping us identify where we are, determine where we need to go, and ensure that our actions lead to positive outcomes for all students.
- At the elementary level we look carefully at MAP achievement and growth data, IAR data, and classroom and benchmark assessments. For SEL, we look at our Student Perception Data, 5 Essential data along with a school created SEL survey, Tier 1 SEL curriculum data and school behavioral data.
- Using this data, rigorous 3 year academic and SEL goals are set with a focus on continuous improvement for all, closing gaps and ensuring that we create a school climate that equitably supports all students and their social emotional wellbeing.
- SIP teams develop evidence-based strategies and actions that help us achieve our goals. These action steps may require a variety of resources such as professional development for staff, curriculum adjustments or instructional changes.

- In the spring of 2022 at Naper, our SIP team analyzed Student Perception Survey data and we noted that 68% of students reported feeling safe at school. This was a school wide decline of approximately 10%. We determined that the concern was primarily on the playground during recess.
- A team researched possible solutions and programs to help ensure and increase student safety on the playground. After careful consideration we drafted and implemented school wide core values of safety, kindness and respect and purchased a program called Peaceful Playground. Peaceful Playground's vision is to ensure that youth of all races, income levels and abilities have a fun, educational and safe play environment with a focus on many choices for play plus embedded conflict resolution instruction.
- All staff received PD on Peaceful Playground and our Core Values and recess supervisors received comprehensive training throughout the year. We purchased new games and had our playground painted with games and activities. All students were explicitly taught our core values, recess game rules and conflict resolution strategies.
- We monitored our progress through 3 school wide surveys that showed students understood the core values and recess expectations. Benchmark data shows that in 22-23 73% of students indicated that they feel safe at school on the Student Perception Survey and in 23-24 78% of students indicated they feel safe at school on the Student Perception Survey. Our careful planning, choice of resources and action plan for implementation has us on track to reach our goal of 80% or more students feeling safe at school.
- The critical implementation phase brings the plan to life and moves the school toward its improvement goals.
- Ongoing training and job-embedded professional learning are crucial to ensure staff have the skills and knowledge to implement the plan effectively. Teachers engage in professional learning related to academic strategies, SEL practices, and specific interventions like MTSS.
- Schools allocate necessary resources in a fiduciary responsible manner, which include: time, staff, technology, and curriculum materials—to support implementation.
- Successful implementation relies on collaboration across all levels of the school. Professional Learning Communities work together to implement common instructional practices, assess their effectiveness, and make adjustments as needed.
- As the plan is being implemented, school leaders and teams monitor the fidelity of execution. Grade-level comprehensive data reviews, weekly PLC meetings, and Instructional Support Team meetings ensure discussions are by student, by standard.
- The monitoring phase is a continuous process through which we determine student successes and needs across a variety of measures.
- Frequent progress monitoring
 - Our educators, both individually and in PLC teams, continuously monitor student progress. We have a number of benchmark assessments that we use at specified intervals that give a real time measure of student achievement and belonging status. Many of the benchmark assessments we rely on are district developed and used across schools, but others are standardized assessments that provide us with norming data beyond our school and district such as MAP and Panorama. Progress monitoring assessments and resulting evidence are used to determine the effectiveness of Tier 2 and Tier 3 interventions for each enrolled student. IST or intervention teams use this progress monitoring data to determine whether the student is making progress and should remain in the intervention
- Data-based decision making and reflection

- Our educators at all levels meet in PLC teams. Making decisions based on evidence of student learning is an important part of the PLC process. When common assessments are administered, educators examine the evidence of student learning by-student-by-standard to determine for which standard students have met the desired level of proficiency, for which standards individual students need additional instruction or support in order to attain the desired learning, and for which standards students have exceeded the standard and extension is appropriate. Each day and for each lesson, teachers use formative assessment data and evidence collected through their observations to determine the best next step in the learning process for the class and for individual students.
- Sustain and Scale Effective Practices
 - The continuous progress monitoring and data analysis provides important insight into instructional practices across all three Tiers that result in positive student learning outcomes.
- At the elementary level all SIP tasks are grounded in MTSS and increasing student growth and belonging at school.
- High leverage ACADEMIC action steps include:
- PLC's, Data Reviews and other collaborations allow teachers to analyze data and essential standards. The data review process allows us to identify and implement data driven Tier 2 interventions to close learning gaps. The Student Success Platform will allow for more efficiency when analyzing data at the student level.
- Professional learning focused on Literacy and Math shifts will promote best practice instruction and student growth.
- High Leverage SEL action steps at the elementary level include:
- Professional Learning Opportunities from Behavior Solutions focused on SEL MTSS will drive elementary schools to implement an SEL MTSS process that is data driven and promotes Tier 2 interventions for students not showing expected growth.
- All elementary schools will provide strong Tier 1 support for SEL growth and development.
- Professional Learning and explicit implementation around Trauma Informed Practices, Restorative Practices, Conflict Resolution will improve students' sense of belonging and feelings of safety at school.
- All Middle Schools are engaging educators in job-embedded professional learning, focusing on key instructional strategies like SIOP (Sheltered Instruction Observation Protocol) to support EL students receiving services in their home school, High Impact Teaching Strategies, Co-Teaching, restorative practices, and trauma-informed practices.
- Successfully implementing Tier 2 and Tier 3 interventions for students, including English Language Learners (EL) and those needing academic support, especially in ELA and Math, is key. Monitoring tools such as IXL, MAP data, and classroom assessments enable staff to efficiently track and respond to student progress toward meeting standards. Targeted reteaching and co-teaching strategies, designed to reduce student-to-teacher ratios, further allow staff to effectively support and monitor individual student progress.
- Schools integrate a Multi-Tiered System of Supports (MTSS) process with fidelity. We emphasize personalized student success plans, such as MAP goal-setting conferences, differentiated small-group instruction, and progress monitoring of targeted sub-groups.
- A positive school culture is the foundation for improved student performance and a sense of belonging. Character-building programs like PBIS, WEB, and PAWS reinforce positive behavioral expectations, while the school fosters equity and inclusion through various student leadership opportunities, providing a forum for student voice, and Social-Emotional Learning (SEL) activities and lessons. Based upon the data, Middle schools identified chronic

absenteeism as a concern and have collectively taken a proactive approach to address chronic absenteeism which has already shown marked improvement.

- At Washington, we have implemented a multi-Tiered program that addresses chronic absenteeism. This approach includes regular communication home, student attendance groups, support staff check-ins, and a focus on connecting students to school activities beyond the classroom. Over the past three years, we have seen an overall decrease of 10% in chronic absenteeism as defined as missing more than 10% of school days and a 14% increase with satisfactory attendance, which is missing less than 5% of school days. In addition, we have witnessed improved attendance for our Hispanic and Black student sub groups. Over three years our Hispanic students have seen a 4% decrease in chronic absenteeism and 23% improvement with satisfactory attendance. Our Black students saw chronic absenteeism decrease from 44% down to 25% and improve satisfactory attendance up 4%.
- Both high schools have set two school improvement targets to which our goals, measures and action steps are aligned.
- In order to increase postsecondary readiness for all students, Naperville Central and Naperville North educators are engaging in the following actions.
- For the past two school years, our department chairs have engaged in a learning process that is evidenced in the course audit process and expansion of career pathway and diploma endorsement opportunities. We are seeing changes and additions to the courses available for high school students that are relevant and provide students with authentic learning opportunities that prepare students for postsecondary success. Additionally, our action steps include ensuring that we provide communication and learning for students and families that increase awareness of career pathways and diploma endorsements and encourage students to make purposeful course selections aligned to their individual postsecondary goals.
- An important action step is the development of proficiency scales & success criteria aligned to the rigor of the state standards. This will ensure that course standards are consistently assessed with appropriately defined levels of rigor, preparing ALL students effectively for state testing and post-secondary opportunities.
- We are excited that both high schools will welcome EL students to their home school beginning next fall. We will implement Tiered instruction and intervention aligned to best practices matched to the needs of multilingual learners and ensure SIOP training is provided for all high school educators.
- Our high schools are intensifying efforts to support students who are struggling academically through increased and intentional use of progress monitoring data across all MTSS Tiers. One of the challenges we face is that in our current school day, Tier 2 supports are offered during the lunch period thus creating a conflict for students in need of this support.
- In the past two school years, our high schools have focused intentionally on Tier 1 instruction and Tiered interventions for academic and social behaviors, specifically aligned to attendance and cell phone goals. We have intentionally taught and measured Tier 1 social behaviors to all students that emphasize the importance of in-person, on time attendance and remaining in the classroom for the duration of the class period and creating classrooms that are cell phone free zones in order to maximize engagement. Based on student and staff feedback, each school added a third Tier one behavior goal that is unique to the needs of our schools. At Central, we are focusing on school appropriate language and North is focusing on responsible decision-making, self-management/ awareness & relationship skills.
- Each student feeling that they belong in our high schools is an important shared goal and we continue to be disappointed with the mismatch between our school-based survey and the sense of belonging results on the Panorama Survey. We are continuing to focus on increasing the number of students involved in extracurricular activities across all demographic groups. We will also increase reported sense of belonging through efforts to increase daily attendance and intentional homeroom lessons that help students identify ways in which they belong in our school and classroom communities.

- Our approach to teaching and learning is driven by our Instructional Mindset, a framework that guides educators in delivering purposeful and impactful instruction for every student. The Instructional Mindset captures what makes our curricular and instructional approach unique by answering key questions: Who are we? What do we do? And why do we do it this way? At its core, it emphasizes purposeful instruction designed to accelerate learning for ALL students. This mindset is deeply rooted in our commitment to educational equity and aligns closely with our focus on Multi-Tiered System of Supports (MTSS) and Social-Emotional Learning (SEL), ensuring a strong sense of belonging for every student.
- In Naperville 203, our teaching and learning practices go beyond just mastering content; they are personalized to meet the diverse needs of our students, foster essential skills articulated in our Profile of a Learner and ultimately, prepare them to be college and career ready. By embracing this mindset, we ensure that our instructional practices are consistently grounded in best practices across all levels and subjects. It serves as a cornerstone of each school's School Improvement Plan and guides our ongoing professional development, helping us create personalized educational experiences in every classroom.

Board Questions/Comments:

Thank you for that report. Having you three here and showing us what happens at the building. This is the best presentation of SIP we have ever had. When schools exceed their goals, do we have room for them to change those goals?

Dr. Nolten noted that changing goals annually because we would lose data, we changed to three-year goals a few years ago. We like trend data so we are not changing all the time. We have a couple of factors coming into play. We have some renorming happening next summer. Hoping for clarity from ISBE.

When we focus all out efforts, we can achieve our goals. I want to see this progression in our achievement gap areas.

Thank you to Dan, Administration and team as I feel so heard. Last year we were critical about the data. The videos were helpful as were the examples. Appreciate the data driven components.

Slide 6 equity team participation-how is that ingrained in this process.

Mrs. Willard noted that equity teams have been in existence for about 4 years at each school. Dr. Leaks pulled some of the members and did some professional learning that they took back to the building. It is layered on top of the SIP plans.

Echo thanks. Much more readable. Noted some schools that have met goals. At the building level you have other goals. Can you talk about the level of goalsetting you set within your building?

Mr. Vogel stated we do look at trends. Subgroups are always our focus. In some cases, our subgroups exceeded our overall groups. Teachers really hone in on tasks that support those goals. It goes to student by standard. We re adaptable. SEL is the foundation of all of our work. Good SEL we see growth.

Student by student within classrooms. Are those set by grade levels or are they district assessments?

Mr. Vogel noted that MS changed to standards-based grading. Look at the responses in PLC weekly. Sometimes reteach. Based on standard with PLC input.

Thank you. Love the document, the summary plan document. Love that it ladders, lists goals and why we are focusing on those.

Would like to see some more consistency in all of them. Some are more detailed than others. Naper is a great example.

When we look at qualitative data, how do we maintain consistency?

Mr. Vogel responded; we use Rubrics for sure. Not just a quick response to an assessment.

Mrs. Dvorchak added there are lots of opportunities on a daily basis for students to provide feedback, entrance and exit slips. In terms of SEL it is harder. We created a school based survey that is more kid friendly in language.

Mrs. Willard noted that a lot of it is observation and conversation. A lot is gathered from student-to-student conversations.

Mrs. Thornton added that conversations with other teachers. Teachers knowing students so well and recognizing when something might be off with a student, what supports can they provide.

Loved the emphasis on sense of belonging and will see that pay more dividends. How do we evaluate the goals set by schools?

Mrs. Thornton stated she appreciated the shift in the process. We do have aggressive targets. We are still trying to navigate the post pandemic experience. We can adjust the action steps to get us to where we need to be. Tried to narrow those actions that are most tightly aligned to what we are trying to achieve.

The growth in the process is a good example for our students.

Thank you to you and your teams. It is clearer in what we have accomplished and where we want to go. This is a better time for us to hear this report. All of you have assessment data. How did that data help you translate into predicting what your progress will be in November?

Mrs. Thornton stated they have chosen to use grades as the day to day measure. We have chosen to use a C or better. Every course is important in the course of their career. There is some correlation to SAT score. Instruction and grades seem to be matched to the rigor of the standard.

Mrs. Dvorchak added all levels when students have a sense of belonging and a feeling of safety so we closely monitor that data. If that data is improving, the academic data will improve. We want to see that 80% of kids are on track to succeed.

We continue that improvement to the greatest we can.

Mr. Vogel stated the standards based grading has helped us and it helps students see where they are in meeting the standard. Map Assessments have given us a roadmap.

Mrs. Thornton added student services has also helped us to do the analysis in real time. The Student Success Platform is very helpful is helping us see it quickly.

What would you say are the most impactful action in closing gaps?

Mrs. Dvorchak noted at all levels-by student by standard. Happens at data reviews. We look at each student individually.

Mr. Vogel noted that at the MS we create an environment of students taking responsibility to where they are learning. Set realistic goals with them. Creating the ownership piece.

Mrs. Thornton added emphasis on on-time consistent attendance, students seeing themselves as a learner.

Very happy to see more data. Do we have a data set across our district standards?

Mrs. Willard asked for clarification.

You have individual goals. Parents want their schools to have the same progress as other schools.

Mrs. Willard stated yes, they create rubrics. A second-grade standard.

SIPs are attached to the report card. Does each school have the same level of expectation?

Mrs. Willard repeated that is what I was explaining.

Would be nice if a parent knew what our goal are by grade level.

Mrs. Willard stated that standards are our goals.

What is our big goal of how many kids will meet the standard?

Superintendent Bridges noted that each school and classroom is a unique environment. An equity-based approach is looking at what the students sitting in front of us needs.

I base my questions off of ISBE's plans. What is acceptable to us as a district and is there a consistency across the district?

Mrs. Willard stated that per ISBE each school has to have their own plans.

All are supposed to be data driven so we know if what we are doing is working or not working. How do we know if the actions are impactful? In ISBE they actually list the action plan. What are

the steps and how are we gathering the data and are we sharing these strategies across the district?

Superintendent Bridges stated our planning process is aligned to the continuous improvement process. What you are looking at are the requirements based on summative designation.

With the action plan, the templates are required by schools who do not meet the same summative. Good for parents. Plans are not as specific. Nice to use a format that is consistent across our schools.

President Gericke noted these are accessible to our parents even if they are not watching this meeting. There is communication from the schools.

Superintendent Bridges added that our SIP teams do have action plans and they are aligned in great detail to their work.

Do we have a set standard of what would trigger support across the district?

Mrs. Willard stated that the schools gave good examples in their plans. We talked about all the data that is reviewed in the presentation tonight.

As a safety net do we have a consistent trigger that a student is not meeting a standard?

Mr. Vogel stated we flag kids at our data dives we do. Every other week, the counselor meets with the team and we discuss students who may be on the bubble.

Is that standardized across levels?

Mrs. Dvorchak stated that using the data dives at the elementary level, we can see growth and it would allow us to pivot.

What measurements are you using to see the growth?

Mrs. Willard noted that these were all covered in the presentation.

Superintendent Bridges added that every plan is very specific.

Our role here is a global view.

All of my basis is on the ISBE plans.

These plans do meet the requirements of ISBE.

Superintendent Bridges stated, our schools are all doing an exemplary job at meeting the needs of students. No one is doing it better than we are right now.

Were these questions sent ahead?

Superintendent Bridges stated, absolutely not.

We follow IASB and send questions ahead because this is a best practice for governance, otherwise it can appear that we are working against the administration. We have an impact on student achievement when we are working well with Administration. Want to remind all of us that is why we have the best practice of sending questions ahead. We have worked tirelessly to come up with a format. It is important that we follow our own best practices.

Love the individualism of our SIP plans. The student success software is amazing to give almost real time data. These allow us to focus on each individual student.

In listening to the presentation, the three of you mentioned each student several times. I see you as spokespersons for our staff. You are making it so every student has buy-in to their learning. They are viewed as individuals not just a building or a classroom.

I don't get Board prep

President Gericke noted you refuse to get Board Prep.

Discussion with Action:

PRESS Update 116

Superintendent Bridges noted that these policies have been presented to the Board for review at the last several meetings. He recommends approval. The names of the complaint managers have been added.

Board Questions/Comments:

None.

Donna Wandke made a motion to approve PRESS 116 updates as presented seconded by Charles Cush. Those voting yes: Wandke, Gericke, Fitzgerald, McMillen, Cush, Kozminski, and Kelley Black. No: None. The motion carried.

New Business:

None.

Old Business:

I have given a list of items I would like to be added to the agenda.

We have the lists.

Some are over a year old.

Upcoming Events

Next Board of Education meeting on Monday October 7.

Adjournment

Charles Cush moved, seconded by Joe Kozminski to adjourn the meeting at 9:50pm. A roll call vote was taken. Those voting yes: Fitzgerald, Wandke, Kelley Black, Kozminski, McMillen, Gericke, and Cush. Those voting no: None. The motion carried.

Approved: October 21, 2024

Kristine Gericke, President, Board of
Education

Susan Patton, Secretary, Board of
Education