

KEY AREAS OF *FUTURE FOCUS* FOR DISTRICT 203

(Emerging Themes from *Future Focus 203* Community Engagement Program)

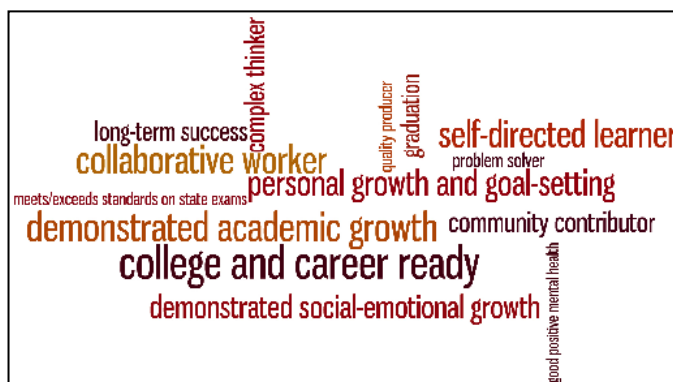
Naperville Community Unit School District 203 leadership should give priority consideration to the following concepts in creating and implementing initiatives and action plans for the future.

FOCUS AREA: STUDENT SUCCESS

INDICATORS OF SUCCESS

Top phrases noted as indicators of success for D203 students include the following:

- “College & Career Ready”
- “Demonstrated Academic Growth”
- “Self-Directed Learner”
- “Personal Growth & Goal Setting”
- “Demonstrated Social-Emotional Growth”
- “Long-Term Success”



Combined - Adult "Wordle"



High School Students "Wordle"

ASSESSING/REPORTING SUCCESS

In addition to the traditional methods of assessing and reporting student success, engagement participants suggested the potential use of the following:

Surveys

- “Post high school graduation survey.”
- “Survey alumni on post-high school career and college completion.”
- “Student survey regarding school climate.”
- “Create some sort of survey to assess student’s social-emotional growth.”
- “Student self-efficacy survey to measure social-emotional growth.”
- “Measure alumni success (jobs), college graduation rate. Ask how D203 helped to develop skills employers are looking for.”
- “Assess student participation in extracurricular activities through parent/student surveys.”

Portfolios

- “Students have a body of work – a portfolio.”
- “Student creation of portfolio with various genres, work samples to show growth and areas of concern/weaknesses.”
- “An on-going portfolio which would provide continuous parent communication regarding a student’s academic, social-emotional, and mission statement growth.”
- “Increase qualitative measures and demonstrate growth over time, i.e. portfolios, anecdotal information, writing samples.”

Common Core

- “Standards based reporting—categories Common Core.”
- “Common Core articulation report: where the student was, where she is now, what she should work on next.”
- “Progress on benchmarks aligned to Common Core State Standards.”
- “Common Core assessment results.”

Communication

- “Change elementary report card to make them easier to understand/interpret.”
- “Communicate individual goals and progress to parents.”
- “Systematic measurement and communication of benchmarks established at the beginning of the year to track progress on academic & social-emotional development.”
- “When reporting out student assessment information, be diligent and purposeful in communication to all stakeholders about content and how to interpret.”
- “Clear communication”

Self-Assessment

- “Students identify and report on goals through a self-assessment (academic and social-emotional).”
- “Student lead parent/teacher conference to demonstrate growth.”
- “Student self-assessment (both affective and performance pieces) archived for later access.”
- “Students involved in how they are showing success.”

Social-Emotional Growth

- “Assessment of social-emotional well being.”
- “Report on social/emotional growth.”
- “Unknown measure of social/emotional growth.”
- “Develop assessment for social-emotional growth.”
- “Parent, teacher, student conference to discuss growth toward social-emotional goals—‘well being check’”
- “Social-Emotional assessment tool—teacher to use measurable tool from elementary thru high school years.”
- “Measure student personal, social-emotional growth over time.”
- “Access and report social-emotional growth. Don’t sacrifice mental health for grades and academic performance.”

FOCUS AREA: PROGRAMS OF STUDY

Programs or services the District should *continue*, *refresh* or *start* were identified for the respective educational levels—elementary, junior high and high school. Following is a listing of those themes and, for the sake of example, a couple of words or phrases directly from session participants are provided to support the theme.

ELEMENTARY

In considering existing programs that should be continued and/or refreshed, or new opportunities that should be implemented the responses can be organized into the following categories or themes.

- Gifted/Honors/Enrichment Education
 - “Honors Math Project Idea”
 - “PI+ “ (4-8th grade Gifted Language Arts)
- Intervention/Special Support
 - “LEAP” (grades K-1 reading)
 - “Early Childhood” (early intervention for at risk students)
- Instructional Delivery Methods
 - “Push In Support,” “Differentiated Instruction”
 - “Professional Learning Communities (flexible groups by grade level)”

- Fine Arts
 - “Band/Orchestra outside academic time”
 - “Fine Arts—gives many students new opportunities they would not otherwise have”
- Technology
 - “Update technology to address future needs”
 - “Technology implemented more consistently”
 - “technology and training”
- Home-School Connection
 - “Home and School/SFCP collaboration”
 - “Making a deeper connection with parents”
- Social-Emotional Curriculum
 - “Empathy social-emotional—encourage these programs, empower teachers”
 - “Nurtured Heart—to the entire school...catches kids doing positive things”
- Dual Language
 - “Dual language—increased curriculum support”
 - “Expand Dual Language—consider eligibility for PI for DL students to better meet their needs”
- Foreign Language
 - “Expand foreign language—consider different languages (Chinese)”
 - “Foreign language—research shows need to start at an early age”

There was no particular theme or emphasis on existing elementary programs the District should cease though responses did seem to suggest less focus on extensive testing and more attention on designing programs to be flexible to more readily meet the needs of *all* students.

JUNIOR HIGH

These themes or categories seemed to be repeated by participants in each of the “continue, refresh and start” areas.

- Math/Science
 - “STEM (Science, Technology, Engineering and Mathematics)”
 - “PLTW (Project Lead The Way)”
- Gifted Education
 - “PI+ (rationale: rigor)”
 - “Movement from regular to gifted—more flexibility/fluidity in placement decisions”

- Teams
 - “Core Teams—can PI+ strategies be co-opted in the on-level classroom”
 - “Team approach to Jr. H. education—kids feel part of a group; helps teachers coordinate individual approach”
- Technology
 - “On-Line learning opportunities”
 - “Technology —need for more access to tech learning, incorporate into core classes”
 - “Social Media—understand and educate parents and more knowledgeable on staff levels...”
- Foreign Language
 - “FACS/Music/Foreign Language—wide variety of choices”
 - “Split up FACS—don’t choose between Foreign Language and Tech/Arts”
 - “Foreign Language—earlier exposure while still keeping it optional”
 - “Start WCL program earlier”
- Parent Involvement/Connection
 - “Parent Involvement—incorporating parents more into the process”
 - “Communicating with parents—parents wanting to know more about their child’s learning/work product”
- Intervention/Enrichment
 - “Special Education Services—support for most vulnerable learners”
 - “Enrichment period for extra learning opportunities”
- Social/Emotional
 - “Social-emotional learning—create an all-inclusive outlet for families/students to address s-e leaning”
 - “Social-emotional & parent linkage program—look at what issues students are struggling with...”
- Fine Arts
 - “Band—not being pulled out from academic classes...”
 - “Music—relook at 6th grade rotation...is it impacting students enough”
- PE/Sports
 - “PE—continue everyday PE for high school and middle school; add elementary”
 - “Intramurals—motivates increased diversity of groupings and experiences”
 - “Sports/extra-curricular activities cultures aligned—culture spirit & pride, leadership supports student athletes”

HIGH SCHOOL

While responses regarding “continue, refresh and start” did not result in pronounced themes as they did for the elementary and junior high focus areas, there were some programs/activities that received repeated mention.

- Fine Arts
 - “Music Program—needs equal funding as core curriculum”
 - “Music Fine Arts—develop leadership skills both curricular and non-curricular”
- Team Work
 - “Team Work—opportunities to collaborate, skills needed to be a resilient teen-adult”
 - “Professional learning & collaboration for teachers time”
- Parent Involvement/Community Connection
 - “Engaging parents/community,”
 - “More connection to adults—intentionally connecting adults to kids”
 - “Community release instructional special needs—increase opportunities to develop job skills, community experiences along with academic”
 - “Parent Education & Connection—SFCP programs to teach parents how to help children increase attendance & connect information to all”
- Rigor/Honors Programs
 - “Rigor—it preps kids to be college ready,” “AP classes—more advanced knowledge, college ready”
 - “Enhancing Foreign Language—assist students to be prepared for global environment/workplace”
 - “AP course rigor—move to all courses”
- Technology
 - “More on-line course offerings”
 - “On-line independent learning”
 - “Virtual backpack”
 - “Support teachers with technology & integration with instruction”
- Social-Emotional
 - “Start earlier for students...students can’t succeed at college because emotions...”
 - “Social-Emotional learning—the whole person matters...teach resiliency”

MAJOR EMPHASIS FOR D203 IMPROVEMENT IN THE FUTURE

The chart below shows participant response when asked to identify the program areas of emphasis/themes that should receive the greatest attention and concentration for District 203 improvement in the future.

IMMEDIATE (2013-14 SCHOOL YEAR)	INTERMEDIATE/SHORT-TERM (2 – 3 YEARS)	LONG-TERM (3 – 5 YEARS)
ELEMENTARY		
Intervention/Special Support	Social-Emotional Curriculum	Technology
Social-Emotional Curriculum	Gifted/Honors/Enrichment Education	World Classical Languages
Instructional Delivery Methods (Common Core)	Technology	Intervention/Special Support
Technology	Parent Involvement/Connection	Instructional Delivery Methods
JUNIOR HIGH		
Intervention/Enrichment	Math/Science	Technology
Parent Involvement/Connection	Social/Emotional	Intervention/Enrichment
Math/Science	Intervention/Enrichment	World Class Languages
World/Classical Language	Parent Involvement/Connection	PE/Sports/Fine Arts
Social/Emotional	Technology	Teams
HIGH SCHOOL		
Rigor/Honors Programs	Rigor/Honors	Technology
Social-Emotional	Technology	Fine Arts
	Social-Emotional	Rigor/Honors
		Parental Involvement/Connection

FOCUS AREA: FINANCES

COMMENDATION

Engagement participants commended D203 officials for making wise decisions in the management of District funds creating financial stability. Comments included:

“excellent leadership in the District with regard to finances—we capture all available dollars”

“we are pleased about our current financial picture and the work that has been done”

CHALLENGE

Participants cautioned District leadership that sustaining existing and implementing new programming to meet the needs of all students could result in a financial challenge in the future. Changing community dynamics and the uncertainty of state and federal funding also are contributing factors to the potential financial challenge. The threat of shifting pension costs to Illinois districts was on the mind of several participants as they considered the future financial status of the District.

OPPORTUNITY/ADVANTAGE

While dwindling, and potential further loss, of state and federal funding was acknowledged by participants, they also recognized that Naperville CUSD 203 has strength in its current tax base and the value placed on public education by its constituents. That means outside sources do not have to control or dictate the opportunity for progress in D203. Because such a large amount of funding for the District comes from local sources Naperville District 203 residents have the advantage of considering funding for programs, initiatives and services that will continue to move the District forward.

FOCUS AREA: FACILITIES

Future Focus 203 leadership commends the District 203 Board of Education in moving forward with a program to develop a comprehensive Facilities Master Plan (FMP) and giving the community opportunities to provide input regarding priorities to be addressed in the Plan.

During Community Engagement Sessions 1-4 several statements emerged that were related to facilities. In Community Engagement Session 5 a list of those statements was given to participants, and in their small groups, they were asked to come to consensus regarding those statements/factors that should be given the greatest allegiance or importance when considering the development of a FMP.

Here are the statements that received top ratings.

- Enhance safety, security, and accessibility at all school facilities.
- Provide dedicated spaces for flexible instruction, small groups and collaboration.
- Address the facility impact of adding all-day kindergarten.
- Plan to adequately support learning and the changing expectations for the future.
- Improve the flexibility in learning spaces and classrooms.

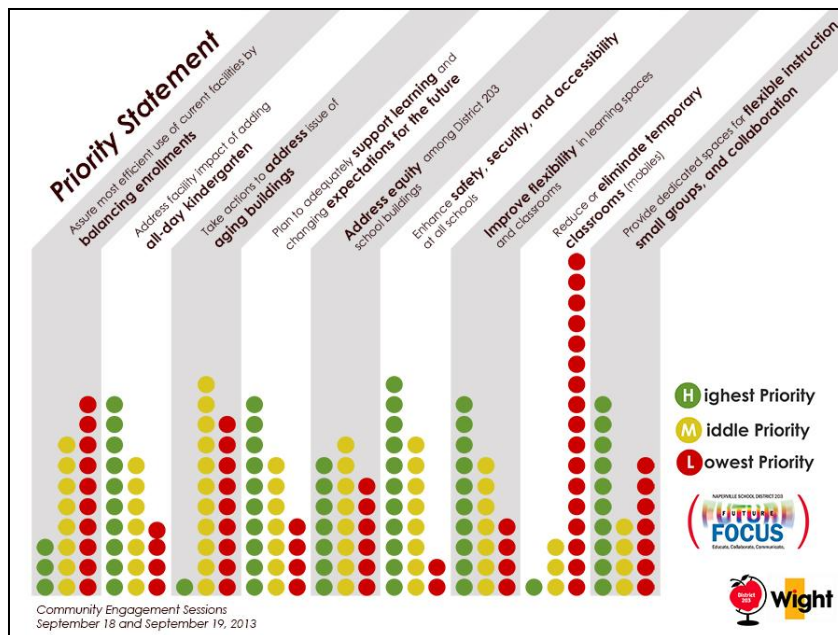
Receiving a strong middle rating was this statement: take actions to address the issue of aging buildings.

Receiving a rating in the lower priority category were the following statements.

- Assure the most efficient use of current facilities by balancing enrollments.
- Reduce or eliminate existing temporary classrooms (mobiles).

See the chart below for the priority rating of each statement.

STATEMENTS	Total Green (G) High Priority	Total Yellow (Y) Middle Priority	Total Red (R) Low Priority
Assure most efficient use of current facilities by balancing enrollments	3	8	10
Address facility impact of adding all-day kindergarten	10	7	4
Take actions to address issue of aging buildings	1	11	9
Plan to adequately support learning and changing expectations for the future	10	7	4
Address equity among all District 203 school buildings	7	8	6
Enhance safety, security, and accessibility at all school facilities	11	8	2
Improve flexibility in learning spaces and classrooms	10	7	4
Reduce or eliminate existing temporary classrooms (mobiles)	1	3	16
Provide dedicated spaces for flexible instruction, small groups, and collaboration	11	3	7



The following statements received high priority ratings among a list of “Additional Community Considerations” that should be addressed in a Facilities Master Plan.

- Assure sufficient and appropriate spaces for special needs programs.
- Provide sufficient space in each school to support music and arts programs.
- Create appropriate space(s) that support technology’s increasing role in student learning.
- Create spaces to enhance student access to, and use of, online or virtual learning tools.
- Re-invent our libraries to better align with the needs of today’s and tomorrow’s students.

Several participants expressed some difficulty in actually separating items such as space for technology, online learning and re-invention of libraries noting that they were components of the same concept. Combined, these statements received the highest priority ranking.

<p>FOCUS AREA: OTHER STATEMENTS OF RECOMMENDATION/ OBSERVATIONS OF <i>FUTURE FOCUS 203</i> LEADERSHIP</p>
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COMMUNICATION

- Increased push-out to parents
- Increase the use of technology to keep parents informed

CHANGE

- Stay relevant in a rapidly changing global and national environment
- Change is constant—create a flexible school environment for adjustments
- Maintain D203 core strengths—mission statement is still relevant
- Be proactive in attracting a diverse teaching population

<p>OTHER STATEMENTS COULD BE ADDED HERE.</p>
