



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Scott Warren, Ed.D.
Date: October 23, 2025
Re: Strategic Plan Work Accomplished

The District's Strategic Plan outlined four main goals to guide our work through the 2025-2026 school year, driven by the competencies identified in the Portrait of a Graduate. This memo summarizes the key tasks and accomplishments completed toward these goals. The work for Goal 1 and Goal 2 was formally combined, focusing on Inquiry-Based Learning.

Goal 1: Critical Thinking and Problem Solving

Objective: Provide authentic learning experiences that engage students in asking questions for understanding and addressing complex real-world issues.

Work Completed (Goals 1 & 2 Combined under Inquiry-Based Learning):

- **Professional Development (PD):** Staff attended PD on inquiry, student agency, critical thinking, problem solving, and individualized learning during the 2022-2023 school year.
- **Inquiry Model Implementation:** Staff attended Inquiry-Based Learning training with Trevor MacKenzie in Fall 2023.
- **Curriculum Integration:** Staff studied and implemented the Inquiry-Based Learning model through book studies, sharing ideas, and feedback from lessons taught.
- **Portrait of a Graduate Alignment:** Staff worked to unpack and align student definitions and building skills with the competencies outlined in the Portrait of a Graduate.
- **Assessment Planning:** Staff worked to align building skills with report card language.

Goal 2: Individualized Learning

Objective: Provide opportunities for all students to advance their individual academic knowledge, skills, and abilities through personalized learning experiences.

Work Completed (Goals 1 & 2 Combined under Inquiry-Based Learning):

- **Professional Development:** Staff participated in PD focused on individualized learning strategies and Inquiry-Based Learning (see Goal 1 details).
- **Instructional Model:** The district adopted Inquiry-Based Learning as the model to advance critical thinking and individualized learning.
- **Competency Unpacking:** Portrait of a Graduate competencies were unpacked by grade level to define the skills and abilities students are developing.



Goal 3: Social Emotional Learning (SEL)

Objective: Develop well-balanced citizens through a robust implementation of State SEL standards to create safe, healthy, and just communities.

Work Completed:

- **Curriculum and Screening:** Staff analyzed Tiered curriculum and created a universal SEL screening plan in 2022-2023.
- **Staff Training:** Staff members participated in Kagan SEL training. Sprague staff participated in a Second Step Refresher PD in 2024. Daniel Wright completed several training sessions on Better Together Cubed and the Daniel Wright SEL Leadership Team continues to meet with a Better Together representative monthly.
- **Needs Assessment:**
 - **Panorama surveys** are conducted twice annually (K-8) to gather data on students' social-emotional growth.
 - **Belonging surveys** were distributed to middle school students (Grades 5-8 and 6-8) to identify student feelings of belonging.
- **Support Implementation:** Data driven action plans were created and implemented for students needing SEL support. The MTSS/SEL district committee reviewed and revised these goals at the beginning of the school year. Needs assessment screeners are used to determine further support for students in need.
- **Curriculum Alignment:** Curriculum alignment with State SEL standards and student needs was completed. The CASEL competencies, State SEL standards, and each building's SEL behavioral frameworks were aligned along with the district's Portrait of a Graduate. These SEL characteristics are now reported on each school's report card.
- **Increased SEL instruction** from once a month to twice a month at Daniel Wright and led by staff members instead of students
- **Implemented Better Together Cubed**, a research-based SEL curriculum at Daniel Wright
- **Provided full-day in-service workshop** on Executive Functioning and the role it plays in motivation and behavior (October 2025)
- **Provided half-day in-service workshop** on practical strategies to reduce anxiety in the classroom (January 2026)

Goal 4: Infrastructure

Objective: Create adaptable learning environments that are responsive to enrollment trends, HR needs, and curricular programming.

Work Completed:

- **Facilities Planning:**
 - The Board, administration, and staff reviewed infrastructure needs and space concerns.



- The Facility Matrix was modified to prioritize projects, adjust costs, and was updated/presented to the Board, with the latest update in September 2025.
- Major improvements addressed include updating the univents in classrooms.
- The district has researched options for space, specifically at Sprague School, both on-site and off-site.
- The district works with a real estate advisory group to review properties within district boundaries for potential future expansion.
- **Financial Health:**
 - Financial projections were updated and analyzed to address funding for facility needs.
 - The district maintains a balanced budget and holds 32% of expenditures in reserves.
- **Human Resources/Staffing:**
 - The district conducted in person and online job fairs to recruit potential candidates.
 - The district implemented job training and hosted an internship program for future teachers.
 - Staff members were encouraged to recruit acquaintances and friends, with 75 staff members (not including high school 103 Club staff) residing within district boundaries.

The District has made significant progress toward achieving the Strategic Plan goals, guided by the Portrait of a Graduate competencies. Through professional development, instructional innovation, and a focus on student well-being, D103 continues to foster environments where students think critically, learn independently, and thrive socially and emotionally. Inquiry-Based Learning has become a unifying framework that deepens engagement and personalizes learning, while the district's ongoing work in SEL ensures that students feel supported and connected. Strong financial planning and proactive facilities planning have positioned the district to address enrollment and programming needs. These accomplishments reflect a district that remains committed to continuous improvement, excellence in education, and preparing every student for success in a dynamic and interconnected world.