



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Dr. Katie Reynolds
Alison Finn
CC: Dr. Scott Warren
Date: March 26, 2026
Re: Creative Arts and Physical Education (CAPE) Curriculum Review

Creative Arts and Physical Education (CAPE) Curriculum Review

The 2026 CAPE curriculum review reflects a comprehensive effort to evaluate and enhance the Creative Arts and Physical Education courses at Daniel Wright. The focus is on aligning curriculum, enhancing student experiences, and evolving curriculum across disciplines to meet today's learning needs.

In February, surveys were developed in collaboration with CAPE teachers for both students and parents. The surveys were distributed in March, yielding 382 student responses and 98 guardian responses.

Parents identified the highest-priority skills for students as life skills, specifically problem-solving, teamwork, and communication, as well as creativity, including designing, building, and making. Students identified their highest-priority skills as future preparation, such as career exploration and entrepreneurship, along with life skills like problem-solving, teamwork, and communication.

Individual course survey results were analyzed, and in March, the Curriculum and Instruction Department and the Daniel Wright principal met with each course team to review the findings and identify next steps in the curriculum review process. These conversations focused on current programming, planning for summer curriculum work to support new and enhanced units across CAPE courses, and identifying future priorities, needs, and opportunities for program growth. These initial meetings were brainstorming sessions, where big and small ideas were encouraged. The team will continue to meet to finalize summer curriculum goals and initiatives.

In the area of Physical Education, the primary focus is on ensuring all students have access to a consistent and equitable experience regardless of trimester placement, while intentionally increasing opportunities for student voice and choice within units. This includes exploring

structures like grade-level sequencing, such as which trimester students take health, so students aren't missing the same trimester of PE each year they are at Daniel Wright. Short-term priorities also include strengthening the connection between Health and Physical Education through embedded movement strategies (e.g., walk-and-talk activities), expanding access to key equipment such as treadmills and rock wall harnesses to support instruction, and increasing staff capacity through targeted certifications, including certification of additional staff for rock wall belaying scheduled for August 2026. Long-term planning centers on facility improvements, including upgraded indoor fitness spaces and the exploration of outdoor enhancements.

In Art, Digital Art, and Performing Arts, the work emphasizes integrating modern technology, expanding student choice, career connections, and strengthening cross-curricular connections. Current efforts include exploring enhancements such as digital media integration, video editing and animation, maker-centered learning, and performance technology. Short-term goals focus on incorporating tools like soundboards, developing portfolio systems, and increasing collaboration across disciplines. Long-term goals include establishing a dedicated maker space, expanding technology access, and embedding innovative programming such as podcasting and interdisciplinary projects.

For Family and Consumer Sciences (FCS), the focus is on strengthening student experience, supporting student executive functioning, and increasing cross-curricular, student-driven learning opportunities. Short-term planning includes professional development, curriculum refinement, and budget development for materials and resources, while long-term efforts aim to promote student choice and inquiry-based learning while ensuring systems evolve to meet the demands of these dynamic classrooms.

In STEM, key initiatives include enhancing the 8th-grade Curiosity Lab framework, formalizing a Maker Space proposal, virtual reality curriculum for career exploration, and considering new, innovative furniture pieces to fit the needs of creative thinking processes. Since this curriculum was rewritten this year, we will continue to enhance the new units being implemented for the first time during the 2025-2026 school year.

In the area of Music, the focus is on building on the strengths of the current program while exploring opportunities to broaden student access and engage an even wider range of students. Current work includes reviewing and enhancing existing units such as Ukulele, Guitar, Music First, and Music Around the World, by shortening units and increasing student choice. Additional work potentially could include enhancing the digital audio unit to include songwriting and performance opportunities. Short-term priorities include using summer workshop time and potential consulting support to refine and streamline curriculum, piloting new instructional units, and exploring more flexible participation structures to allow for increased student access and engagement.

Collectively, this work represents a strategic and phased approach to program improvement, with Spring 2026 focused on alignment and planning, April 2026 dedicated to financial review and prioritization, and subsequent implementation designed to support sustainable, future-focused learning experiences that align with district goals for innovation, student engagement, and instructional excellence. Teams will spend summer workshop time working on curriculum enhancements and additions to be implemented during the 2026-2027 school year.