



Lincolnshire-Prairie View School District 103

Memo

To: Board of Education
From: Dr. Katie Reynolds
Dr. Nina Nusbaum
CC: Dr. Scott Warren
Date: October 23, 2025
Re: Curriculum and Instruction Executive Summary

Teacher Institute Day

The districtwide professional development day featured a morning presentation by Sarah Ward, M.S., CCC/SLP, focused on developing executive functioning skills in students. This topic was selected because it directly supports Strategic Goal #3: *Develop well-balanced citizens through a robust implementation of State SEL standards to create safe, healthy, and just communities.* Strengthening students' executive functioning skills, such as independence, self-regulation, and planning, plays a vital role in advancing this goal. All certified staff attended the main presentation through lunch, followed by differentiated afternoon sessions, including K–5 Amplify coaching, an alternative agenda option, or an extended session with Sarah Ward. Evaluations have been very positive and will be reviewed by the Professional Development Committee on November 7.

ECRA Consortium Fall Kick-Off Meeting

The district participates in the EL Program Evaluation Consortium through ECRA, a statewide network of school districts committed to using evidence-based data to assess the impact of bilingual and EL programs. The Consortium's goal is to provide meaningful insights to guide local program decisions and support continuous improvement in EL services across Illinois. Through this partnership, the district will receive a customized analysis of its EL programs compared to statewide data, access to broader Consortium-wide trends, and opportunities to collaborate with other districts via meetings and webinars focused on improving outcomes for English Learners. Jackie Bever, D103 Multilingual Services Coordinator, and I attended the kickoff meeting on October 2, 2025. During the meeting, we analyzed the district's 2024–2025 ACCESS scores and reviewed the projected 2025–2026 ACCESS scores for English Learners.

Required Training for Evaluating Building-Level Leaders

In preparation for evaluating building leaders next year, I completed training on October 20 and 21, 2025, focused on the *School Leader Paradigm*. The sessions emphasized how school leader evaluation supports continuous improvement and student growth. As a result of this training, I am now certified to evaluate Building Leaders for five years.

New Staff Seminar

The first New Staff Seminar was held on September 29. These after-school sessions are designed to support and guide new educators while aligning with the district's vision of being *Leaders in Learning*. The September and October seminars focused on building foundational skills for designing and delivering effective, student-centered instruction. The goal is to foster continuous improvement, reflective practice, and alignment with district core values.

Key objectives included:

- Understanding and applying modern instructional frameworks: New staff were introduced to and engaged with four key instructional frameworks: Understanding by Design (UbD), Brain-Targeted Teaching (BTT), Universal Design for Learning (UDL), and Building Thinking Classrooms (BTC).
- Developing curriculum intelligence: The program emphasizes the importance of making informed curricular decisions based on a variety of factors, including standards, student needs, research, and identity.
- Promoting equity and inclusion: A central theme of the seminars is the importance of creating equitable and inclusive learning environments where all students feel a sense of belonging and have access to high-quality instruction.
- Fostering a professional learning community: The seminars provide a collaborative space for new staff to connect with colleagues, share experiences, and build a supportive professional network.

Multilingual Learners Family Information Night

On October 8, 2025, the district hosted a Multilingual Learners Family Information Night. During this event, representatives from the PTO and the Vernon Area Library presented information about their respective organizations. Furthermore, the Multilingual Learners (ML) teachers provided valuable insights into the program's eligibility criteria, service delivery model, and the support available to students who are multilingual learners.