District 115 Board of Education - President's Report
2026-2027 School Year – November 10, 2026

Welcome everyone, thank you for being here. Thank you, Dewey, Jenn, Brittany and Dan, for your continued leadership with our Finance and Operations committee.

As I have spoken about in my past couple president's reports we would be coming to this month's meeting to share progress on multiple fronts, all of which I am excited to be a part of as we continue the momentum and success of the past. I have the pleasure to have a unique opportunity along with my fellow board members to be on the inside and see the countless selfless contributions from so many that have made these results realities.

I continue to think about why I see what I see, and the perspective of culture and team and why that is so important. There are countless stories of great athletes and great leaders, but without a philosophy of culture and team those stories become all about the individual and their journey. Those stories can be great and moving, always a wonderful example for people to look to, admire and strive to become or achieve even more. But the stories I think that are more rewarding to see, are the ones where we see individuals when they are inside a working culture and part of a team. In those stories we get to see the best of so many, not just the "One". This is what I believe we are seeing and experiencing here at LFHS. It does not mean every day is an "A", and it does not mean there are no mistakes or challenges, not at all. Every day and every challenge have a choice that comes with it and it is in that moment we move forward and learn. It is the strength of the culture and the support of the team that drives the momentum of the next step of success.

One powerful example of this was from two Saturdays ago (October 31st, Halloween). I witnessed my first state championship in more than 30 years, and I think my first Field Hockey game. Spoiler alert, we lost to New Trier 2-0, but honestly that was not the lesson. I know it did matter to the so many involved winning or losing, but truly, the impact and lessons and measure of our success come from someplace else. It is "in" the absolute commitment to compete for the TEAM and honor each part the team has invested (TEAM is not just the athletes). The team is everyone who invests. Parents, families, friends, coaches, managers, trainers, athletic department, school administration, student body and the community.

Watching the celebrations of both teams you saw very little difference in the example of what a team is, there were certainly more tears on our side, but as I watched our coach present each player, their state medal, you could see the memory and experience imprint happening on their soul and in turn, everyone who is a part of each of them. I see as a parent and how it touches us and helps us be better and when they get older how it will likely move them forward as well. Respect, effort and reward are what I see at the end of journeys like this and those are the lessons for a lifetime.

It was a special day that I was lucky enough to see and be witness too (I thank my freshman daughter who wanted to me to take her and her friend to support her other friend's important day). These events and opportunities do not always come to us as a participant, but I hope we can know in both small and large ways this district and community have an absolute role in shaping them.

The next thing I would like to call out before we have our other report is to bring some information forward from a few months back during our education committee discussions in August and September as they highlight the commitment, responsibility and enthusiasm in the culture being built right now.

(MTSS – Added below from Ryan A., David H., & Corey H.) A couple measurements of culture moving in the right direction, for me, are the buy-in, acceptance, and participation of students, teachers and staff. Top-down ideas and structure are necessary items but without the full flow down to the student and feedback loop back to the top, change becomes just change, not success.

- Students are using our resource centers like never before. Before 2021, Math Resource Center visits were in the hundreds each year and Science Resource Center visits were under 100. Last year, students recorded nearly 5,800 math visits and nearly 3,400 science visits.
- Among freshmen in Scout Seminar, 95.5% report having a trusted adult at LFHS, and 87.1% say they feel they belong here.
- Students with matched fall and spring ACT results raised their average composite from 22.55 to 25.58, with gains in every subject.

That is what it looks like when asking for help becomes a normal part of being a student.

(SIIP, PD, JLT – Erin) I want to ask Dr. Lenart to speak to the participation of the admin, teachers and staff in the active learning and curriculum environment that is happening. My words will fall short and when I think of TEAM, I feel what is in motion currently needs to be called out as often as we can.

Belief in how change happens for me and this board, comes from Investment, because when done right investment drives opportunity and with a commitment of the culture, those opportunities can drive success. This is not an accident nor is it because of a simple saying or bumper sticker it comes from a relentless focus on strategy and execution.

Thank you to our community (LFHS teachers, staff, administration, families and the residents of Lake Forest, Lake Bluff, and Knollwood) and the trust/responsibility placed upon us to bring value to the personal and financial investments to drive our district to function at an exceptional level.

[This concludes my report]

John Noble, LFHS District 115 Board President

MTSS – Attachment

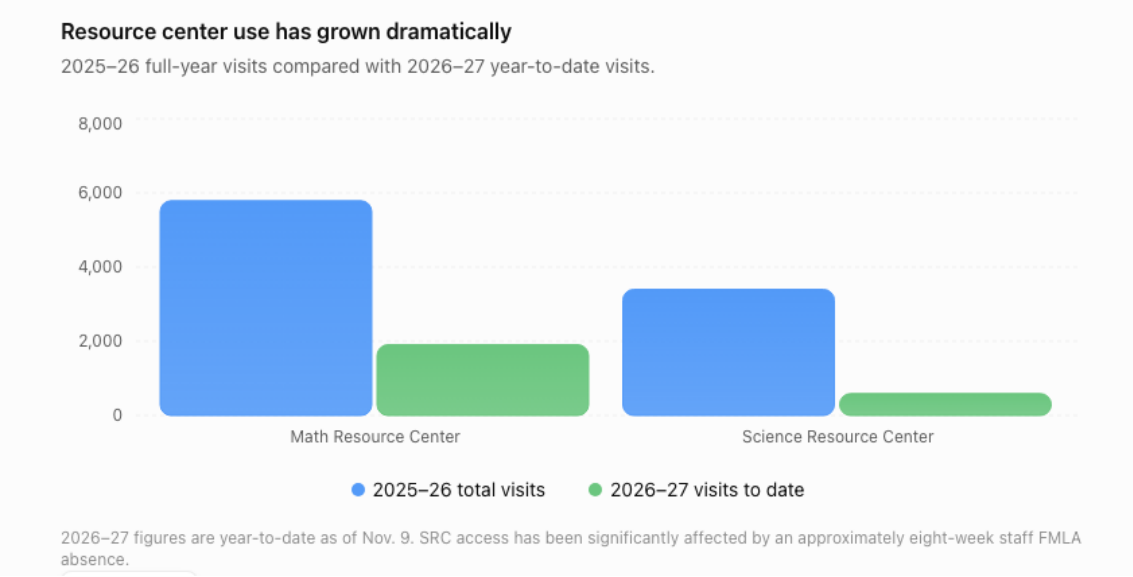
LFHS has spent several years building a Multi-Tiered System of Supports that moves beyond simply offering programs. The goal is to identify student needs earlier, make academic support easier to access, and create a culture in which asking for help is a normal part of being a student. The data are beginning to show that shift: students are using our resource centers at dramatically higher levels, peer tutoring is expanding access, freshmen report strong connections to adults and academic supports, fewer students are earning semester D/F grades, and students are demonstrating meaningful growth on college-readiness measures.

1. "One of the clearest signs of cultural change at LFHS is that academic support is no longer something students avoid—it is something they use."

Before 2021, LFHS resource-center usage was far more limited: **MRC visits were in the hundreds annually, and SRC visits were under 100 per year**. That has changed dramatically. In **2025–26**, students recorded **5,787 Math Resource Center visits** and **3,397 Science Resource Center visits**. As of today (11-6-2026) in **2026–27**, students have already logged **1,906 MRC visits** and **589 SRC visits**.

We expect SRC utilization to increase again once normal staffing resumes.

Resource Center	2025–26 Total Visits	2026–27 Visits to Date (11-6-2026)
Math Resource Center (MRC)	5,787	1,906
Science Resource Center (SRC)	3,397	589



2. Peer tutoring creates another low-barrier path to help

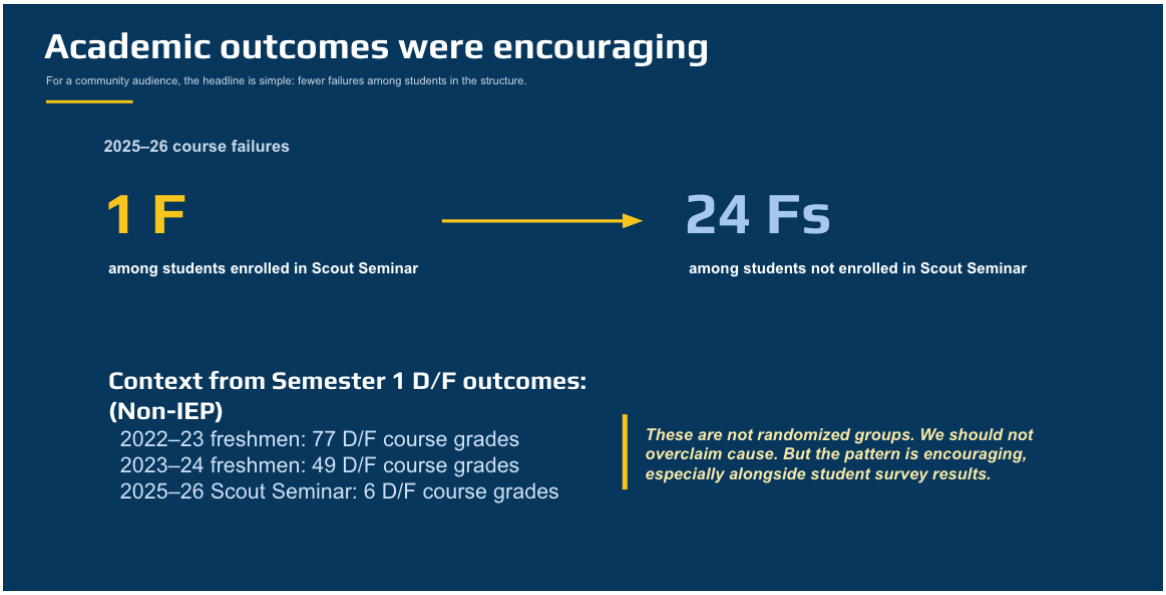
Peer tutoring has become another important access point within the LFHS support system. The school reported approximately **100 available peer tutors** and an average of about **20 tutoring sessions each week**, with sessions typically lasting **30–60 minutes**. MTSS Noble Outline

The model is especially powerful because it gives students another way to ask for help that may feel less formal than an adult intervention. Scout Guides further strengthen that approach by helping students connect directly with a peer tutor or resource center instead of simply being told where to go.

3. "Students should not have to fail before they receive support."

Scout Seminar was designed to help freshmen build the relationships, habits, and knowledge needed to navigate high school successfully. The student feedback suggests that this early-support structure is working: **95.5% reported having a trusted adult at LFHS, 93.8% were comfortable asking their Scout Seminar teacher for help, 89.3% knew where to go for academic help, and 87.1% reported feeling that they belong at LFHS.**

Those outcomes matter because MTSS works best when students know **who to ask, where to go, and how to get help before a concern becomes a failure.**



4. “See the student. Understand the need. Deliver the support.”

LFHS has expanded ACT preparation into a broader system of diagnostic testing, classroom practice, study-hall instruction, Saturday sessions, after-school support, and individualized digital practice. Among students with matched fall and spring results, the average ACT composite increased from **22.55 to 25.58**, with gains in every tested subject.

Participation also matters. Students who used **three or more different types of ACT support averaged a +4.63-point composite gain**, compared with +2.63 among students with no recorded support type. That is an association rather than proof that the supports alone caused the difference, but the pattern reinforces the value of providing multiple pathways for students to engage.