

# Lake Forest School District Equity Plan 2022-2028



# Equity Questions

The following Equity Questions will be utilized by the District to ensure equity is a component of our decision-making process to ensure systems, practices and or events are equitable.

1. How does the investment, program, or purchase serve all members of the community?
2. How does this investment, purchase, or program benefit students from the most underrepresented groups and highest represented groups?
3. List the ways all access barriers to the investment, program, or purchase will be overcome or mitigated?

# LF Student and Staff Demographics

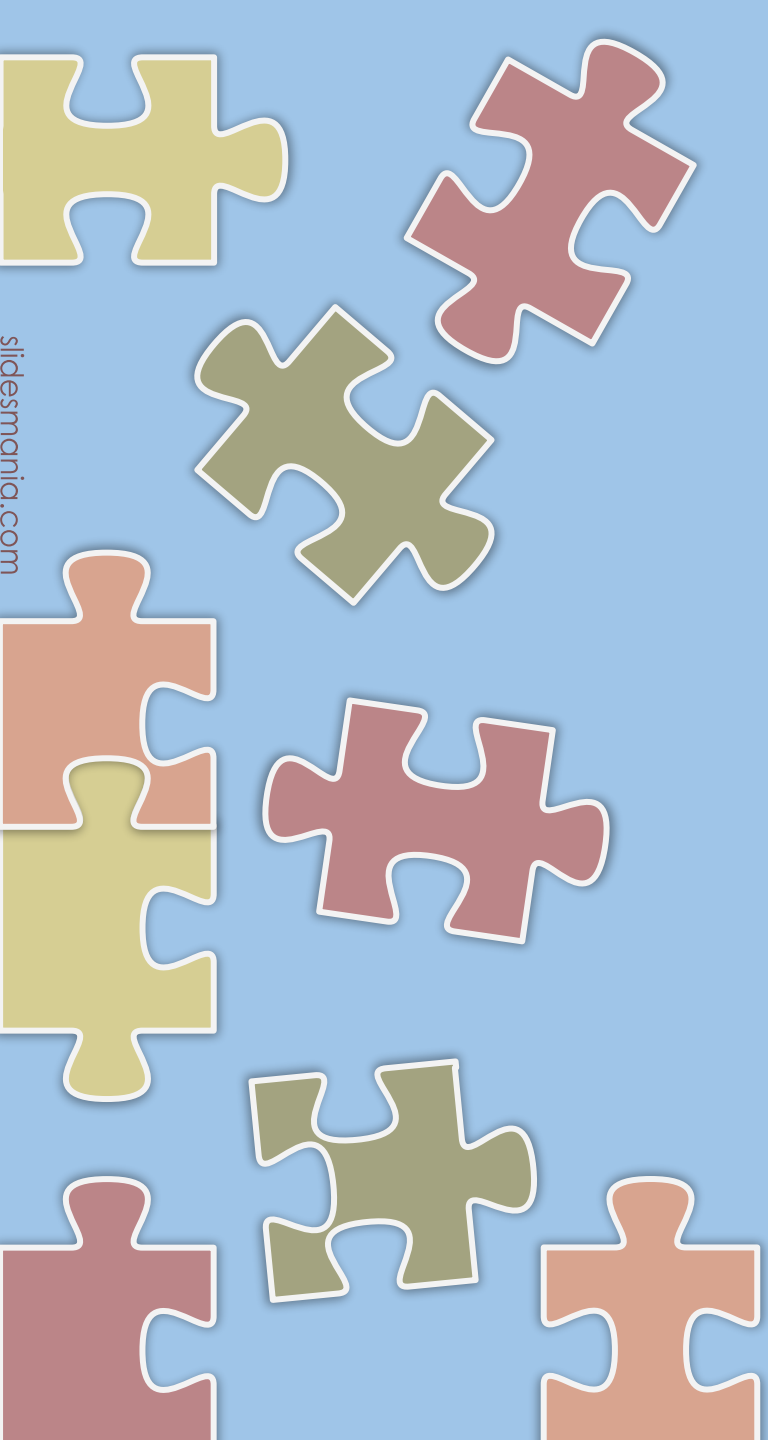
Lake Forest School District serves approximately 3,544 students. Lake Forest employs 445 employees. 80.2% of employees are caucasian which is 357 employees, 15.5% of the employees are African American which is 86 employees, 0.5% of the employees are Asian which is 3 employees, 2.0% of the employees are Hispanic which is 11 employees, 0.2% of the employees are American Indian which is 1 employee. Lake Forest employs an instructional staff of 270 84% of the instructional staff is caucasian which is 227 employees. 10.3% of the instructional staff is African American which is 33 employees. 0.9% of our instructional staff is Asian which is 3 employees. 3.1% of the instructional staff is Hispanic which is 10 employees.

The District operates three elementary schools, an intermediate elementary, an early childhood center, one middle school, and one high school. Approximately 61% of its students are white, 22% are African-American, 8% are Hispanic, 1% are Asian, and 8% are identified by the state of DE as 'Multi-Racial.' Around 30% of Lake Forest School District's students qualify for free or reduced-priced meals. All of the district's 7 schools receive some level of supplemental federal funding support under Title I, calculated by economic need criteria. The purpose of the equity plan is to provide equitable educational opportunities for our community of diverse learners.



# LF Equity Plan 5- year goals

The equity plan addresses three areas **Professional development, Curriculum and Instruction and Recruiting and Hiring**. The plan provides action steps in each area to provide information to our school community in the area of equity.



# Curriculum and Instruction

- Each school will have an equity team that meets to discuss the information that is shared at the District Equity meetings to provide each building with equity support.
- There will be an equity policy that will be developed.
- There will be multicultural events that are planned to provide the school community with knowledge regarding diverse cultural groups.
- Students of diverse subgroups will be provided with the opportunity to participate in a variety of courses with support for success.
- Information on diverse cultural groups will be embedded throughout the K-12 curriculum to equip students with knowledge regarding diverse cultural groups.
- Schools will have access to supplemental reading materials that equip students with knowledge regarding diverse cultural groups.
- The District will utilize District equity questions in order to ensure that equity is a component of the decision-making progress.



# Professional Development

- Professional development will be provided to support staff with research-based strategies based on culturally responsive strategies to meet the needs of our diverse learner groups( special education, EL learners, etc.)
- There will be a District equity plan that will be created that provides guidelines to address equity across the school community.
- There will be a district equity team that meets regularly to provide data-driven research-based strategies to support schools in the area of equity.
- There will be an equity newsletter that will be available on the district website that provides information regarding equity support for staff and families which includes monthly observance information.



# Recruitment and Hiring

- A recruitment team will support HR at job and college fairs which should include HBCU fairs to hire and retain a diverse population of employees.
- The District will establish partnerships with colleges, universities, and nontraditional platforms (including ARTC & HBCUs) to assist with hiring and retaining a diverse workforce.
- The District will focus on branding that promotes the District & area to attract a more diverse applicant pool.
- Interview committees will be made up of diverse interview members.





# Equitable Classroom Practices

*Provided by the Great Lakes Equity Center*

Culturally and Linguistically Responsive Pedagogy requires a foundational understanding and competency in the use of Equitable Classroom Practices (ECPs).

ECPs are 27 observable and measurable teacher behaviors that reflect culturally relevant teaching practices. They include the following classroom habits:

1. Welcomes students by name as they enter the classroom.
2. Uses eye contact with high- and low-achieving students.
3. Uses proximity with high- and low-achieving students equitably.
4. Uses body language, gestures, and expressions to convey a message that all student's questions and opinions are important.
5. Arranges the classroom to accommodate discussion.
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students.
7. Uses a variety of visual aids and props to support student learning.
8. Learns, uses and displays some words in students' heritage language.
9. Models use of graphic organizers.
10. Uses class building and team building activities to promote peer support for academic achievement.

*Continued on next page.*





# Equitable Classroom Practices

*Provided by the Great Lakes Equity Center (Cont.)*

11. Uses random response strategies.
12. Uses cooperative learning structures.
13. Structures heterogeneous and cooperative groups for learning.
14. Uses probing and clarifying techniques to assist students to answer.
15. Acknowledges all students' comments, responses, questions, and contributions.
16. Seeks multiple perspectives.
17. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content.
18. Identifies students' current knowledge before instruction.
19. Uses students' real-life experiences to connect school learning to students' lives.
20. Uses Wait Time.
21. Asks students for feedback on the effectiveness of instruction.
22. Provides students with the criteria and standards for successful task completion.
23. Gives students effective, specific oral and written feedback that prompts improved performance.
24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard.
25. Explains and models positive self-talk.
26. Asks higher-order questions equitably of high- and low-achieving students.
27. Provides individual help to high- and low-achieving student.