

2023 - 2028 SCHOOL YEARS

# LAKE FOREST SCHOOL DISTRICT STRATEGIC PLAN



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# ACKNOWLEDGEMENTS



The following Lake Forest School District stakeholders were involved in the creation of this document at varying points throughout the process.

## **LFSD Strategic Planning Committee**

- Earle Dempsey, President, Lake Forest Board of Education
- James L. Rau, Vice President, Lake Forest Board of Education
- Phillip Thomas, Board Member, Lake Forest Board of Education
- Sarah Starkey, Board Member, Lake Forest Board of Education
- Jordan McCloskey, Board Member, Lake Forest Board of Education
- Steven Lucas, Ed.D., Superintendent
- All Lake Forest Administrators including Supervisors, Principals and Assistant Principals
- Ben Black
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- Mary Voshell
- Ronda Swenson
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- Jessica Piccolo
- Dawn Bradley
- Katie Comegys
- Luke Pierson
- Jordan Dutton
- Andrea Hamilton
- Ashley Crawford

# LETTER FROM THE SUPERINTENDENT



Dear Parents, Staff, Students, and Community Members,

Here in the LFSD, we believe education is one of the greatest factors which effects the quality of life of our citizens and our community. It is our job to be singularly focused on our work to provide all students with a high quality, comprehensive, and equitable education. Our efforts will increase our students' capacity to fully participate in and contribute to the civic, economic, cultural and social progress in our community, our state, our nation, and the world. We feel honored with the responsibility of preparing and producing graduates who are productive citizens, enabling them to have both choices and options for their lives beyond high school.

On the following pages you will find our district's strategic plan for the next 5 years. This strategic plan will serve as a roadmap for the future, identifying our priority areas, goals and action steps, and provide a framework for continuous improvement across the district. This plan will provide focus to our efforts to prepare and graduate every student with the skills and abilities needed to make their own choices for the future.

We are proud of the education we are providing to our students but know we must constantly evaluate our practices and assess outcomes to deliver the world class education our students deserve. This strategic plan will serve to guide us to the best practices which will continuously improve the quality and abundance of educational opportunities that we provide to ensure students have the skills to think critically, act intelligently, and work creatively.

Near the end of school year 2021, we began the strategic planning process. As part of the process, a steering committee was created which included leaders and staff from the Central Business Office, schools, parents, community members, and the Board of Education. This diverse group brought together the unique perspectives needed to ensure the plan we arrived upon is meaningful to all stakeholders.

This strategic plan, while a finished product, is intended to grow and improve over the life of the document. As a part of our commitment to continuous improvement, the steering committee will remain intact over the life of the plan evaluating and assessing outcomes and making adjustments to ensure the plan remains effective and relevant.

Finally, this document marks just the beginning of the future of Lake Forest Schools. The priority areas, goals, objectives and action steps listed herein form a broad vision that affirms our District's commitment to ensuring that our students receive the best education possible.

Sincerely,

*Steven V. Lucas*

# DEFINITIONS



The Steering Committee defined key terms to clarify and coordinate work between members.

1. **Accountability** implies that all staff will play an active role in meeting and addressing each individual student's needs to ensure growth; and students will be held responsible for their personal growth, both academic and social-emotional.
2. **Autonomy** implies building-level leaders are encouraged to make decisions around the needs of their students and school community, within set guidelines.
3. **Career & Technology Education** (CTE) - programs allow Delaware students the chance to earn early college credits, industry-recognized credentials and work experience while still in high school.
4. **College and/or Career Ready** implies students are equipped with tools necessary to make their own choices about their life after high school regardless of their background and post-secondary plans.
5. **DDRT** - Discipline Data Review Tool
6. **Empower** implies resources, supports and tools are provided to enable school-based leadership to make building-level decisions that will enhance their success.
7. **Equity** implies support and access for all students to maximize their potential to achieve at the highest level.
8. **Innovative Approach** implies the ability to explore beyond the status quo and use evidence-based strategies to increase student engagement and learning.
9. **Life Long Learners** describes graduates who understand their quality of life depends on a commitment to continuously learn over the course of their entire lives.
10. **Multi-Tiered Systems of Support** (MTSS) - a framework designed to meet the needs of the whole child through an integrated multi-level prevention system that optimizes team-based leadership and data-driven decision making to meet the academic and non-academic needs of all students.
11. **Responsibility** implies all stakeholders of the District are invested and responsible for each student's growth and outcomes.
12. **Personalized and differentiated** implies staff have choice and access to their teaching and learning opportunities which align with their needs and the needs of their students.
13. **Productive citizen** implies students will be contributing members of the community and will have the skills necessary to be successful in life.
14. **Smarter Balanced Assessment** (SBA) - State assessment used to measure student mastery of standards.
15. **Work-Based Learning** (WBL) - educational experiences directly linked to real-world workplaces.

# DISTRICT PRIORITIES

Lake Forest School District's Priority Areas will help the District in achieving its mission of producing graduates who are college and/or career ready life-long learners. These priorities will be used to align all systems, processes and resources towards this outcome. The priorities for the District and approved in Board Policy are displayed on the following slides.

**PRIORITY I**  
Academic Success  
for  
Every Student

**PRIORITY III**  
School Facilities,  
Culture, and  
Climate

**PRIORITY II**  
Partnerships  
with Families,  
Communities,  
and Businesses

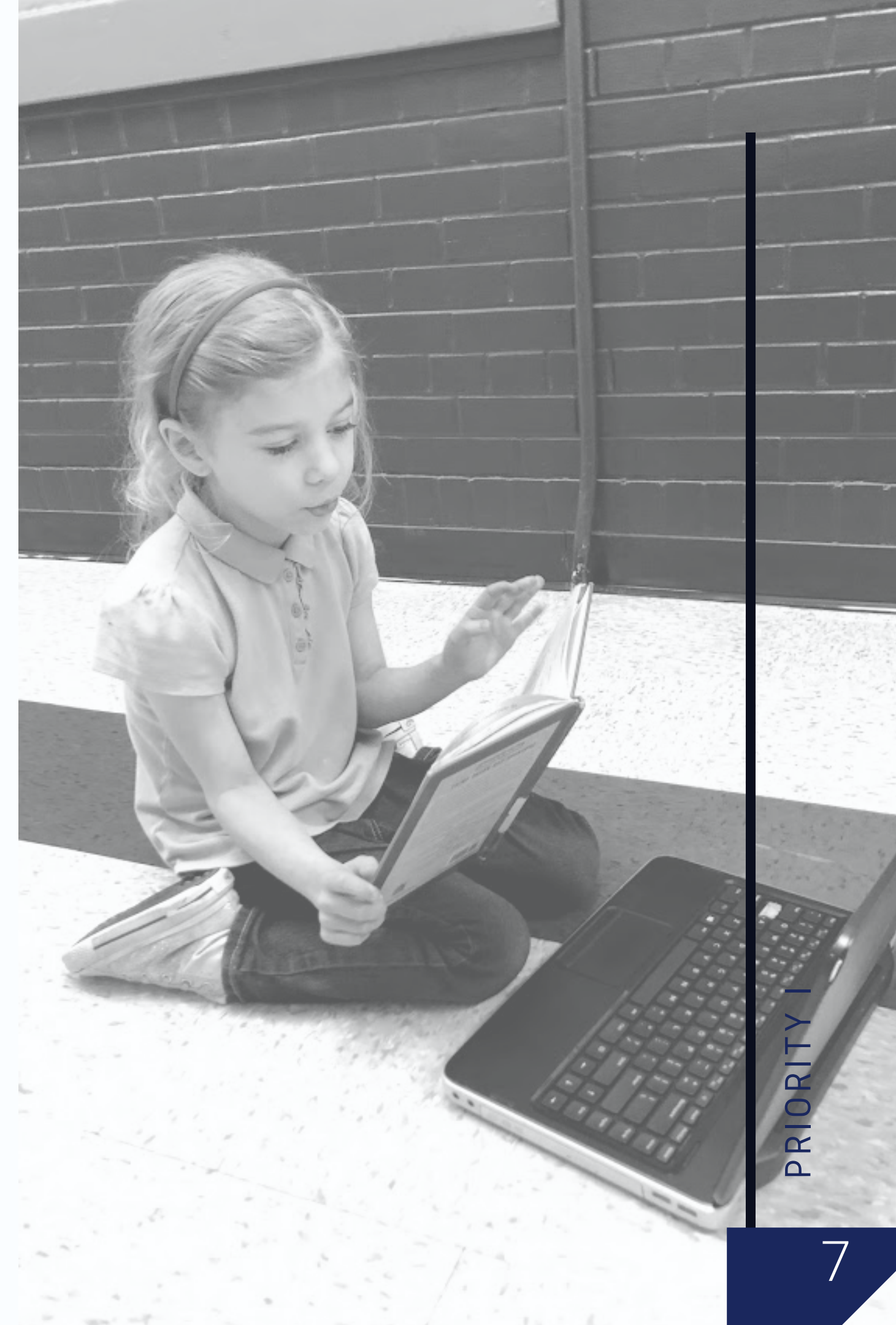
# PRIORITY AREA I

## Academic Success for Every Student

The Lake Forest School District is committed to producing responsible 21st Century citizens who possess the skills and abilities to make their own choices for the next steps in their lives. The District recognizes it plays an integral role in preparing students for their post-secondary life. Students in LFSD will be provided equitable access to academically challenging and enriching learning experiences to help meet this vision. Achieving this end requires delivering innovative and differentiated teaching to drive student growth and performance.

From pre-kindergarten to grade 12, all LFSD students will have access to an abundance of academic and extracurricular opportunities in order to prepare them to be college and/or career-ready. The District is committed to providing opportunities for both high-ability learners and students who need more targeted support across all grade levels. All personnel within the District will use data to differentiate instruction and align lessons to standards. The end goal is to continuously improve quantitative student achievement.

The District's technological capabilities and resources were accelerated during the pandemic of 2019-2021. This will allow us to take advantage of this 21st Century technology to create 24/7 access points to learning for our students. The District will continue to equip our staff and our students with the technology they need to be successful in a modern, connected world.





## Academic Success for Every Student

1. All students possess necessary literacy and mathematical skills in all content areas to be college and career ready by providing rigorous, high quality, differentiated instruction aligned to National and State standards.
2. Continuously track data that measures the academic success of all students and utilize data-driven instruction for student growth.
3. Provide students and staff with continuous technological support.

# Priority Area I - GOALS



1. Percentage of students meeting or exceeding Grade Level Standards in Reading as measured by SBA in grades 3-8 will increase.
2. Percentage of students meeting or exceeding Grade Level Standards in Math as measured by SBA in grades 3-8 will increase.
3. Percentage of students meeting or exceeding Grade Level Standards in English Language Arts as measured by SAT in grade 11 will increase.
4. Percentage of students meeting or exceeding Grade Level Standards in Math as measured by SAT in grade 11 will increase.
5. Percentage of students that graduate High School will increase.

# Priority Area I - ACTION STEPS



**To achieve these student outcomes, the LFSD Staff will:**

1. Ensure all Lake Forest Students grades PreK-12 have access to High Quality Instruction in areas of Literacy and Math.
2. Utilize research-based reading and math programs.
3. Provide differentiated instruction and interventions.
4. Collect, assess, and disaggregate student performance on state and local assessments.
5. Collect and analyze benchmark and progress monitoring data to drive decision making in the MTSS process.
6. Use data to ensure equal access and opportunities are provided to all students.
7. Provide high quality professional development focusing on blended learning models.
8. Review, evaluate and purchase software that meets the needs of diverse 21st Century learners.

# PRIORITY AREA II

## Partnerships with Families, Communities, and Businesses

A rapidly changing world has increased the importance of school partnerships to meet the rising and complex academic, social, emotional, and behavioral needs of our students. Families and the community must be equal partners in helping to address these issues, as well as support students' education as a whole.

Lake Forest is fortunate to have community partners which contribute both time and resources for improving the support and services provided to our students. As an organization, we intend to strengthen these partnerships allowing for students to access opportunities for more hands-on and project-based learning experiences, job shadowing opportunities, and internships. To encourage student success, we, as a community, need to promote and maintain shared interest in our students' development and preparation to become contributing citizens.



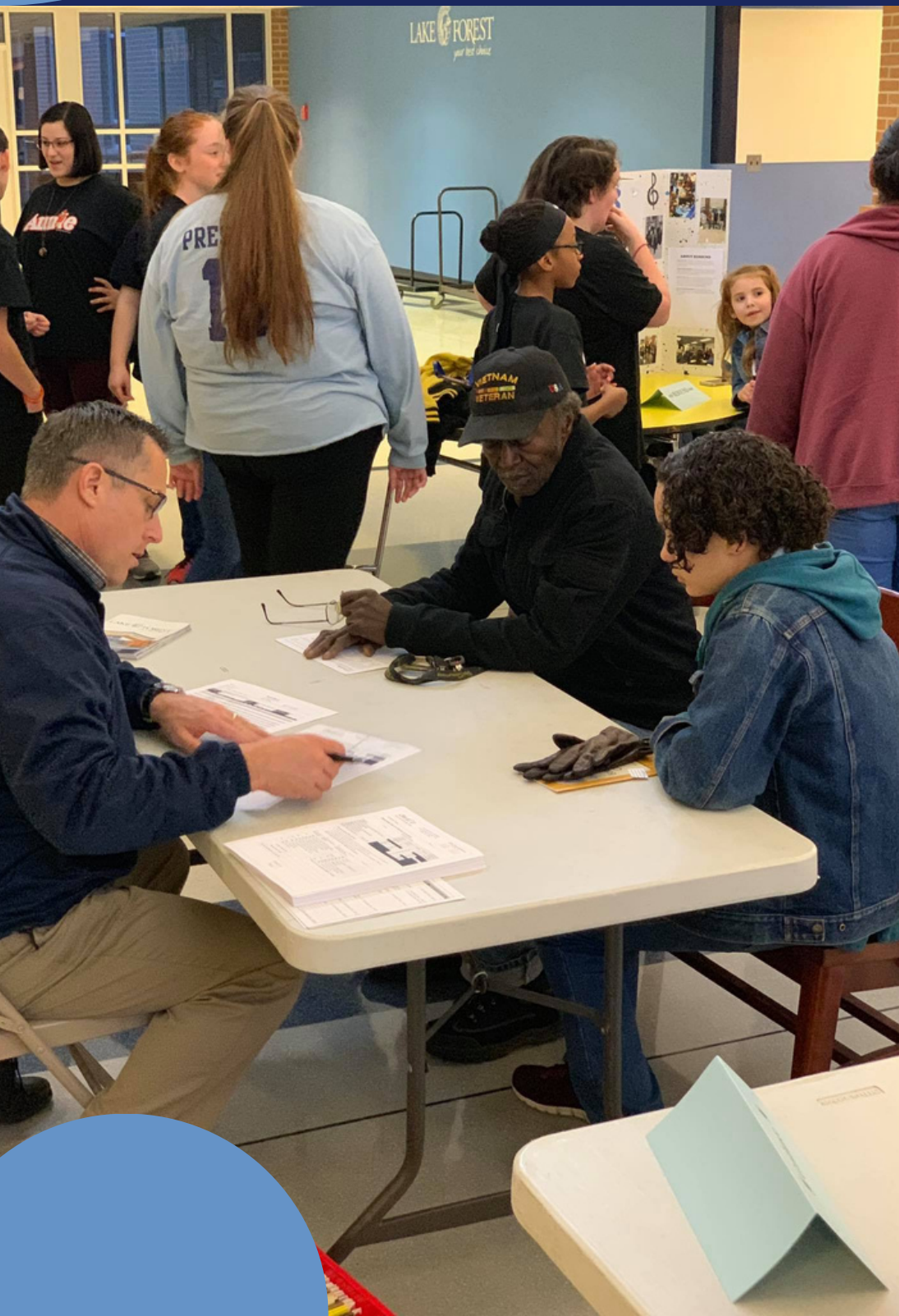
# PRIORITY II



## Partnerships with Families, Communities, and Businesses

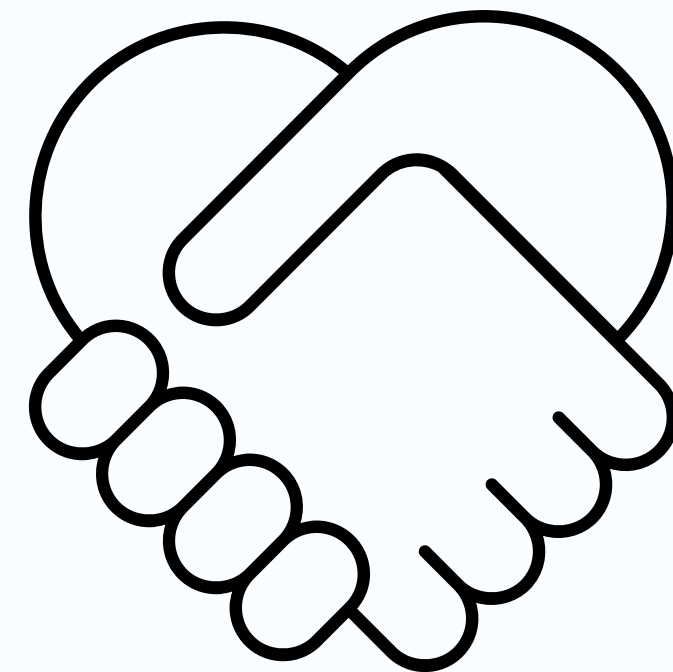
1. Increase meaningful and equitable engagement opportunities that address the interests, strengths, and needs of all stakeholders.
2. Promote a community that builds caring, positive and respectful mutual relationships.
3. Expand equitable opportunities for students to build community and business partnerships through work-based learning and career exploration.

# Priority Area II - GOALS



1. Determine the needs of students and families through the engagement of focus groups that center on students, parents, staff, and community members.
2. Create a resource center at each school where stakeholders can find support and resources to strengthen the school-community connection.
3. Administer brief, targeted and vetted surveys to collect feedback from a broad range of stakeholders.
4. Promote and recognize the diversity of our stakeholders by hosting cultural, community-based, and service-oriented events.
5. Engage with local businesses to promote mutually beneficial advertising and marketing opportunities.
6. Establish community outreach programs to connect stakeholders to our schools.
7. Utilize Career Technical Education and Work-Based Learning programs to promote career options and readiness.
8. Host events that allow students and community members to explore local career opportunities.

# Priority Area II - ACTION STEPS



## **To achieve these student outcomes, the LFSD Staff will...**

1. Gather information and feedback from specific focus groups and identify staff members that help provide family and community support.
2. Establish a Parent Resource Center at every school which will provide stakeholders with opportunities to access resources and support to address specific needs.
3. Create a common and vetted customer service survey that schools can use to evaluate the impact of services and supports as well as adjusting programs to meet changing stakeholder needs.
4. Collect and analyze feedback and data from stakeholders who attend school and community-based events.
5. Establish a social media presence to strengthen the District's branding and provide collaborative opportunities to promote local businesses through marketing strategies.
6. Utilize community service initiatives using school-based clubs and organizations to provide volunteer opportunities to students and strengthen stakeholder relationships.
7. Evaluate CTE and WBL pathways and partnerships to ensure students are completing pathways that lead to successful employment.
8. Strengthening connections between middle and high school programs while streamlining specific events that focus on career opportunities after high school.

# PRIORITY AREA III

## School Facilities, Climate, & Culture

Warm, inviting, highly functioning school facilities are necessary to foster relationships where optimal learning can thrive. The District is committed to maintaining learning spaces where students like to go and staff have the materials and resources they need to succeed. Having highly functioning learning spaces allows the District to maximize and promote a climate and culture which facilitates putting students first.

Nearly all schools across the country are experiencing an increased need for social, emotional, and behavioral supports. The stress on children and families and the prevalence of more severe behavioral challenges are increasing. While the causes are unclear, the impact on teachers, schools and students is evident. Not only is it hard for students to learn when their social and emotional needs are not being met, but behavioral outbursts can also distract other students and consume the teachers' time.

To help develop students into productive 21st century citizens, Lake Forest will strive to support students' social-emotional needs, and teach important skills such as self-regulation. As a part of our commitment to students we intend to foster an environment that is safe and respectful.

Finally, students cannot be fully served if we are not taking care of our staff. The Lake Forest School District will support the needs of our staff by promoting an environment of professionalism, high expectations, and full service.



# PRIORITY III



## School Facilities, Culture, and Climate

1. Create 21st-century learning spaces that ensure safety and security in an innovative environment that supports independent, collaborative and experiential learning for students in PreK – 12. Student learning will be supported by the implementation of both short-term and long-term facilities and maintenance plans.
2. The District will be future-driven and address the needs of the whole learner. All members of the community will be embraced, valued equally, and served equitably regardless of race, religion, ethnicity, sexual orientation, gender, socio-economic circumstances, or disability. All students will have opportunities that are not predicted by social, cultural, and or economic factors.
3. Outward-facing District and school pride is a proven way to grow stakeholder commitment to support the betterment of our students across all facets of education. The District will build a visible positive climate based around the District Vision and Mission (Spartan Pride).

# Priority Area III - GOALS



1. Monitor student enrollment with alignment to enrollment projection data.
2. Student attendance within sub groups such as Special Education, English Language Learners and/or Minority groups will improve.
3. The amount of incoming school choice requests to the Lake Forest School District will increase.
4. Staff hiring practices will work toward alignment with community demographics.
5. Lake Forest staff and students will adhere to the evidenced-based equity practices detailed in the Lake Forest Equity Plan. (Appendix)
6. The District will share the results from the annual Delaware School Climate Survey and implement needs based strategies based on the survey responses.
7. The District will meet 100% of annual Facilities Preventative Maintenance Plan items.
8. The District will conduct bi-annual facilities maintenance meetings.
9. Items within the five (5) year Building Renovations Plan (Roofing, HVAC, and Storage) will be prioritized for completion.
10. 100% of school facilities within the District will implement a visitor management system.
11. Implement the Annual Delaware State Police Facilities Safety Audit recommendations as prioritized by Administration.
12. Continuously maintain and update technology systems and infrastructure based on evolving needs.

# Priority Area III - ACTION STEPS

**To achieve these student outcomes, the LFSD Staff will:**



1. Establish Student Attendance Review Teams and review Truancy Process including the further development of attendance interventions.
2. Ensure staff recruitment and hiring focus on retention of high quality diverse staff, upward movement and increased highly qualified candidates.
3. Develop and implement equitable strategies based on opportunity data.
4. Implement a student code of conduct reflecting an intervention-based model that supports student social development. (MTSS)
5. Analyze disciplinary data using the DDRT (Discipline Data Review Tool) and provide behavioral strategies and/or supports.
6. Promote Spartan Pride through the increase of student, staff and community recognition (Honor Roll press release, Spartan branding, increased offerings of apparel, increased social media presence, up-to-date website information).
7. Engage the Lake Forest Community in District-wide Community Events (I Love LF Day, Kick-Off BBQ, Multicultural events, community outreach).
8. Prioritize 5 year Facilities Improvement Items, review Preventative Maintenance Plan and routinely evaluate technology systems and infrastructure needs.

The Strategic Plan will guide our efforts to meet the needs of our students, prioritize fiscal responsibility, and promote consistency throughout the District.

## HOW WILL WE MONITOR OUR PROGRESS



Specific measures will guide the District as we assess progress and growth as they relate to each of the priority areas. These measures will enable LFSD to monitor improvement, highlight any need for mid-course corrections, and keep our community informed. Over the next five years, the District intends to demonstrate growth and improve the experience for all Lake Forest stakeholders.

# Strategic Plan Progress Checkpoints

Annual Checkpoints	Measuring Window	Events
Checkpoint 1	Between Sep 30-Oct 7	BOY STAR, Attendance, School Choice, K-Registration, Discipline, School Based Events, Survey Data
Checkpoint 2	Between Feb 28-Mar 7	MOY STAR, Attendance, 9th Grade Readiness, Discipline, Grade Distribution, Facilities Inspections
Checkpoint 3	Between Jun 15-22	EOY STAR, Attendance, 9th Grade Readiness, SAT, Graduation, Discipline, Grade Distribution, Survey Data
Checkpoint 4	Between Aug 1-8	SBAC, AP Data, Survey Data

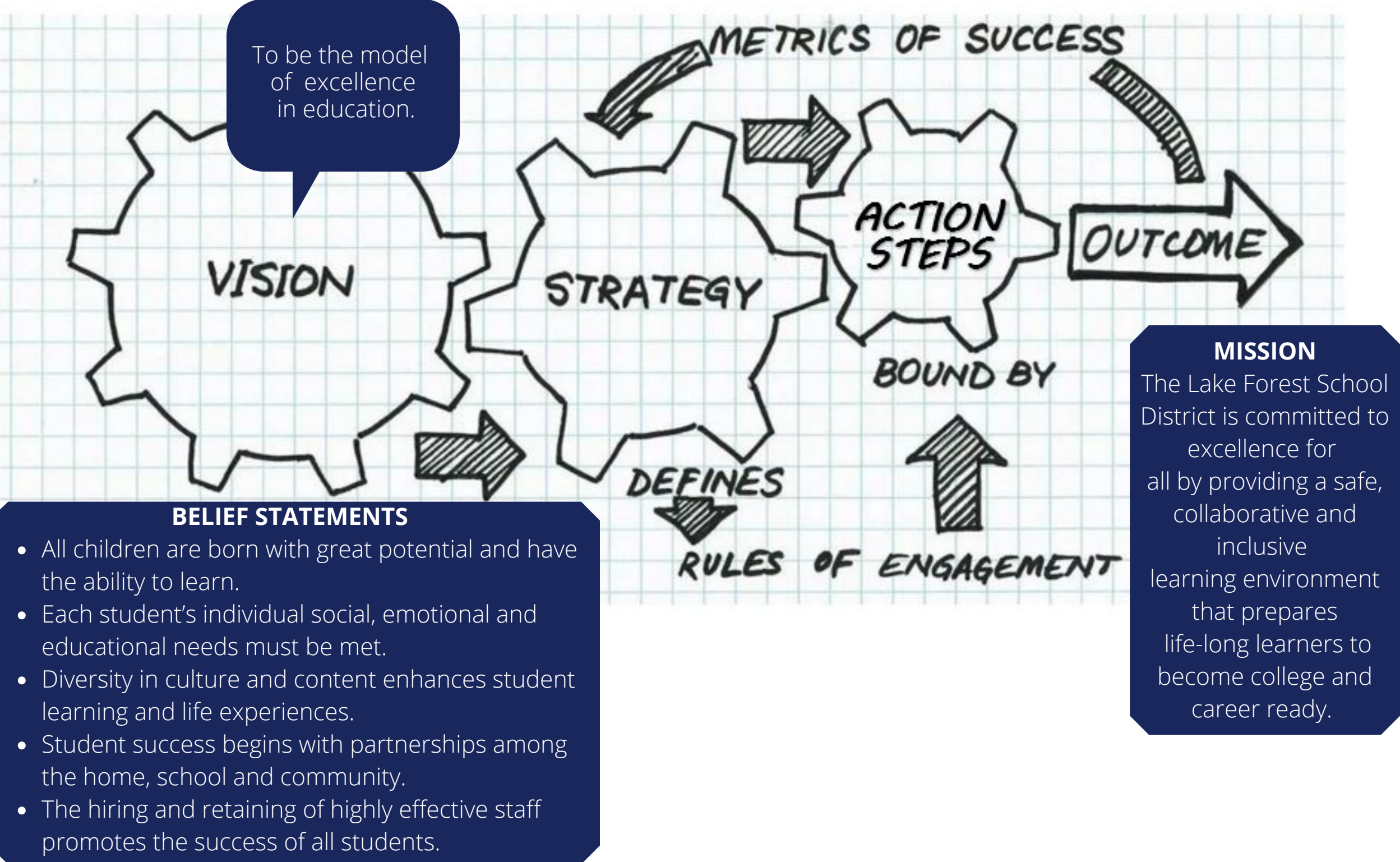
# APPENDIX

The following pages describe how the Strategic Planning Steering Committee operated to evaluate and construct the Strategic Plan.



# WHAT WE HOPE TO ACCOMPLISH

The Lake Forest mission, vision and belief statements served as a foundation for defining what we, as a District, intend to accomplish with the guidance of our Strategic Plan.



# OUR PROCESS

## WHAT WAS OUR PROCESS?

To identify and develop the strategic plan, a five-step process was used, as displayed below.



**1. Analyze** - As a key component of the data gathering phase, surveys and interviews with key District leaders and stakeholders were conducted at the very beginning of this process. Central Office members, principals, District staff, parents, students, and key community members were invited to participate and engage in conversations focused on their experiences and beliefs about the Lake Forest School District.

**2. Design** - The information gathered during stakeholder surveys and Steering Committee meetings, combined with quantitative data provided by the District, was used to identify areas of strength and improvement. Quantitative data included District achievement data, climate and culture surveys and the Delaware State Report Card. Using the data, the Steering Committee created portraits of Lake Forest learners, teachers, community members, and leaders. Ultimately the design phase arrived at three Priority Areas.

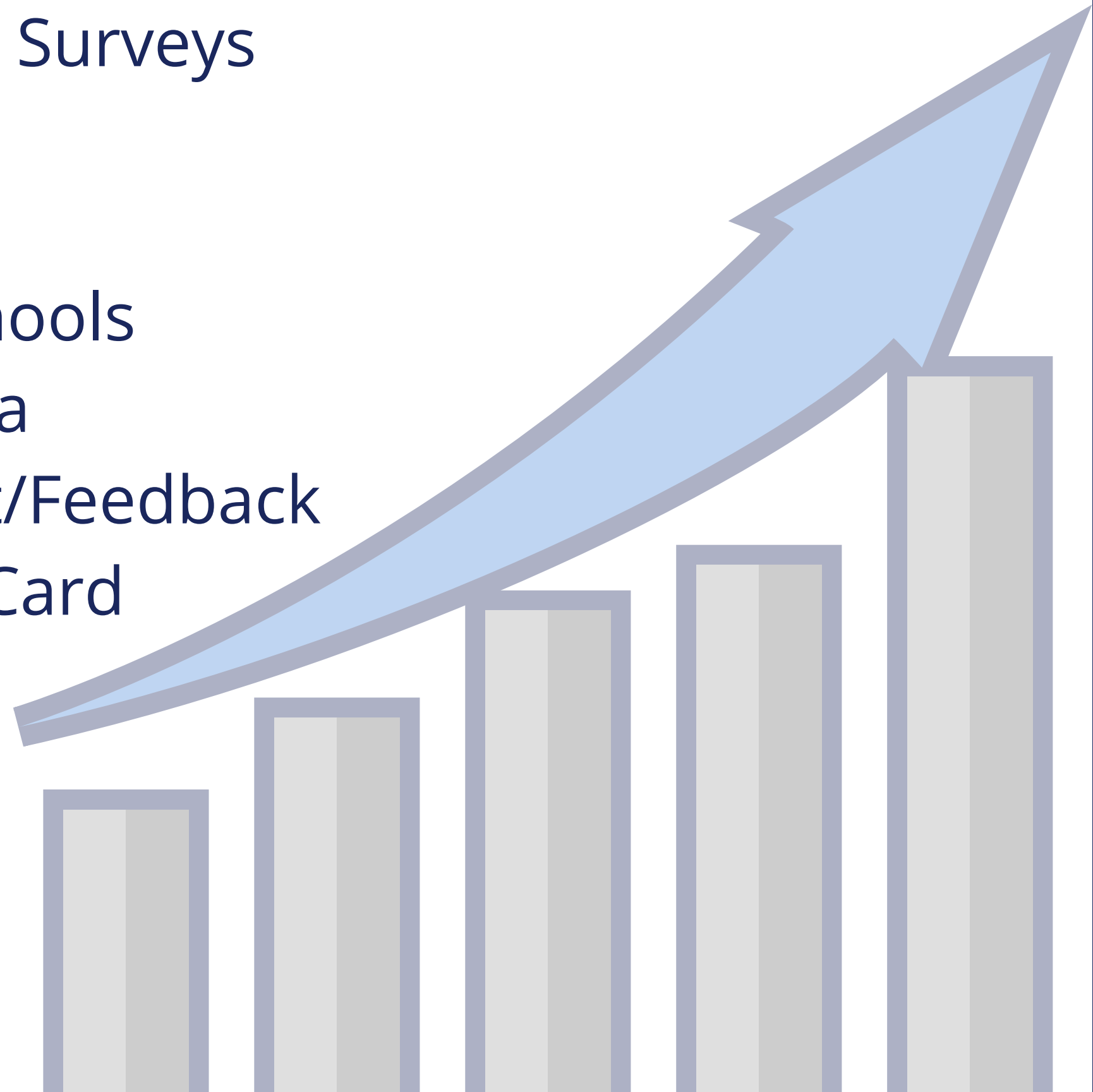
**3. Develop** - Findings from the analysis and design were presented to the Steering Committee members and used to help inform further development of the Priority Areas. Then sub-committees for each priority area were formed to identify goals, action steps, responsible staff, and timelines. The sub-committees engaged in a multi-step process to draft the course of action, key District priorities and related measures for monitoring progress. This phase of the strategic planning consisted of multiple rounds of feedback and revision prior to being shared with the Lake Forest community and Board of Education.

**4. Refine the Plan Based on Feedback** - The draft of the strategic plan was then put forth to the community and Board of Education for review and feedback. The feedback received was used to further refine the strategic plan to ensure the final product allowed for input and reflects the needs of the community.

**5. Implement and Evaluate** - After incorporating the updates to reflect the perspectives from a wide range of stakeholders, the Steering Committee finalized the strategic plan. The strategic plan will be implemented, continuously evaluated, and will serve as a living document that guides District leadership to make decisions which result in meeting the mission and achieving the vision of Lake Forest Schools.

# DATA SOURCES

- Student/Staff/Community Surveys
- Existing Strategic Plan
- Exemplar Strategic Plans
- AASA Vision for Public Schools
- Student Achievement Data
- Steering Committee Input/Feedback
- Delaware District Report Card
- Climate Survey



# ANALYZE

As a key component of the data gathering phase, surveys and interviews with key District leaders and stakeholders were conducted at the very beginning of this process. Central Business Office members, principals, District staff, parents, students, and key community members were invited to participate and engage in conversations focused on their experiences and beliefs about the Lake Forest School District.

## LAKE FOREST'S KEY AREAS OF STRENGTH

<b>Sense of Community Pride</b>	Stakeholders surveyed responded they held high regards for the District and were proud to be a part of the Spartan community.
<b>Dedicated &amp; Passionate Staff</b>	Staff responded they worked well as a team, their roles, responsibilities, and priority areas were clearly defined, and they felt informed about policies, regulations and relevant practices.
<b>Strong Foundation for Technology Integration</b>	The District has made a sizeable investment in one to one technology and upgraded classroom devices.
<b>Students</b>	Students valued relationships with staff, felt respected, valued kindness and equity, and enjoyed coming to school.
<b>Leadership</b>	Stakeholders valued District leaders and felt informed, included in the decision making process, and respected.

# ANALYZE

(continued)

As a key component of the data gathering phase, surveys and interviews with key District leaders and stakeholders were conducted at the very beginning of this process. Central Business Office members, principals, District staff, parents, students, and key community members were invited to participate and engage in conversations focused on their experiences and beliefs about the Lake Forest School District.

## LAKE FOREST'S KEY AREAS OF GROWTH

<b>Communication</b>	While stakeholders listed communication also as a strength, they listed communication as a weakness. This ambiguity suggests District communication should be examined and addressed.
<b>Relevance</b>	Students felt like they are not being adequately prepared for life after high school. Much of the content being taught does not match students' interests.
<b>Staff Professional Development and Professional Opportunities</b>	Some staff members suggested professional development opportunities were limited and there was a lack of advancement opportunities within the District.
<b>District Improvement Plans</b>	Stakeholders responded that plans to improve the District were not adequately implemented or in some cases duplicated causing District leadership to miss opportunities.
<b>Student Achievement</b>	While some Lake Forest students performed at the highest levels in Delaware, other groups did not meet minimum standards for grade level mastery. Lake Forest students graduate in the bottom half of all Delaware public districts and charter schools.

# DESIGN

The information gathered from surveys, interviews, and Steering Committee meetings, combined with quantitative data provided by the district, was used to identify Lake Forest's areas of strength and areas for improvement. Quantitative data analyzed includes district data, climate and culture surveys, and the Delaware State Report Card. The Steering Committee also relied heavily on the previous Strategic Plan as a jump-off point to provoke thought. A sampling of the key takeaways from the data analysis is outlined below. These takeaways ensured the Steering Committee's dialogue was grounded in fact-based research.

# Portrait of Lake Forest Leaders



# Portrait of Lake Forest Teachers



# Portrait of Lake Forest Learners



# Portrait of Lake Forest Community



# DESIGN

(continued)

As a key component of the data gathering phase, surveys and interviews with key District leaders and stakeholders were conducted at the very beginning of this process. Central Business Office members, principals, District staff, parents, students, and key community members were invited to participate and engage in conversations focused on their experiences and beliefs about the Lake Forest School District.

## Key Data Analysis Findings for 2019-2022 SCHOOL YEAR

### Enrollment & Demographics

Student enrollment in the District has decreased gradually from 3,721 in 2018-19 to 3,521 in SY 2021-22. The racial demographics have been fairly consistent and are listed below (approximate):

- White 61%
- African American 22%
- Hispanic 8%
- Multiracial 8%
- Asian 1%
- Native American <1%

### Academic Performance

Data for year one of the prior strategic plan was collected. Unfortunately, year two and three of the plan were interrupted by the pandemic. Year four has not been finished, but the conditions in year four of this plan are different to year one with the two irregular school years in 2020 and 2021. Year four of the current strategic plan will be used as a “jump-off” point for year one of the next strategic plan.

### College & Career Ready

College or career readiness is measured by such things as Advanced Placement (AP) test scores, post-secondary attainment, Scholastic Aptitude Test (SAT) scores, Career Technology Education program completion, and scores attained on the Armed Forces Vocational Aptitude Battery (ASVAB). The percentages of College and Career Lake Forest graduates between 2019 and 2021 are listed here:

<u>Year</u>	<u>Lake Forest</u>	<u>State</u>
2018-2019	55.98%	65.17%
2019-2020	54.55%	58.59%
2020-2021	Unavailable	Unavailable

# DESIGN

(continued)

As a key component of the data gathering phase, surveys and interviews with key District leaders and stakeholders were conducted at the very beginning of this process. Central Business Office members, principals, District staff, parents, students, and key community members were invited to participate and engage in conversations focused on their experiences and beliefs about the Lake Forest School District.

## Key Data Analysis Findings for 2019-2022 SCHOOL YEAR (continued)

### Climate & Culture

Three areas used to gauge the state of school culture and climate are school attendance, school choice, and climate survey responses.

- Daily District attendance was below average during the previous period of the strategic plan hovering between 80-85%.
- Approximately 25 more students per school year chose to attend Lake Forest rather than other schools over the life of the previous strategic plan.
- The Delaware School Climate Survey revealed that student-student relations, student engagement, and teacher-student relations scored below 3 points out of the 4 point scale on the School Climate Survey.

### Teacher-Related Data

<u>Teachers</u>		<u>All Staff</u>		<u>Teacher Education Beyond Bachelors</u>	
White	84.1%	White	80.3%	Doctorate	1.0%
Black	10.3%	Black	15.5%	Masters +45	3.4%
Asian	1.0%	Asian	0.5%	Masters +30	4.3%
Indian	0.3%	Indian	0.2%	Masters +15	5.6%
Hispanic	3.1%	Hispanic	2.0%	Masters	39.0%

# DEVELOP

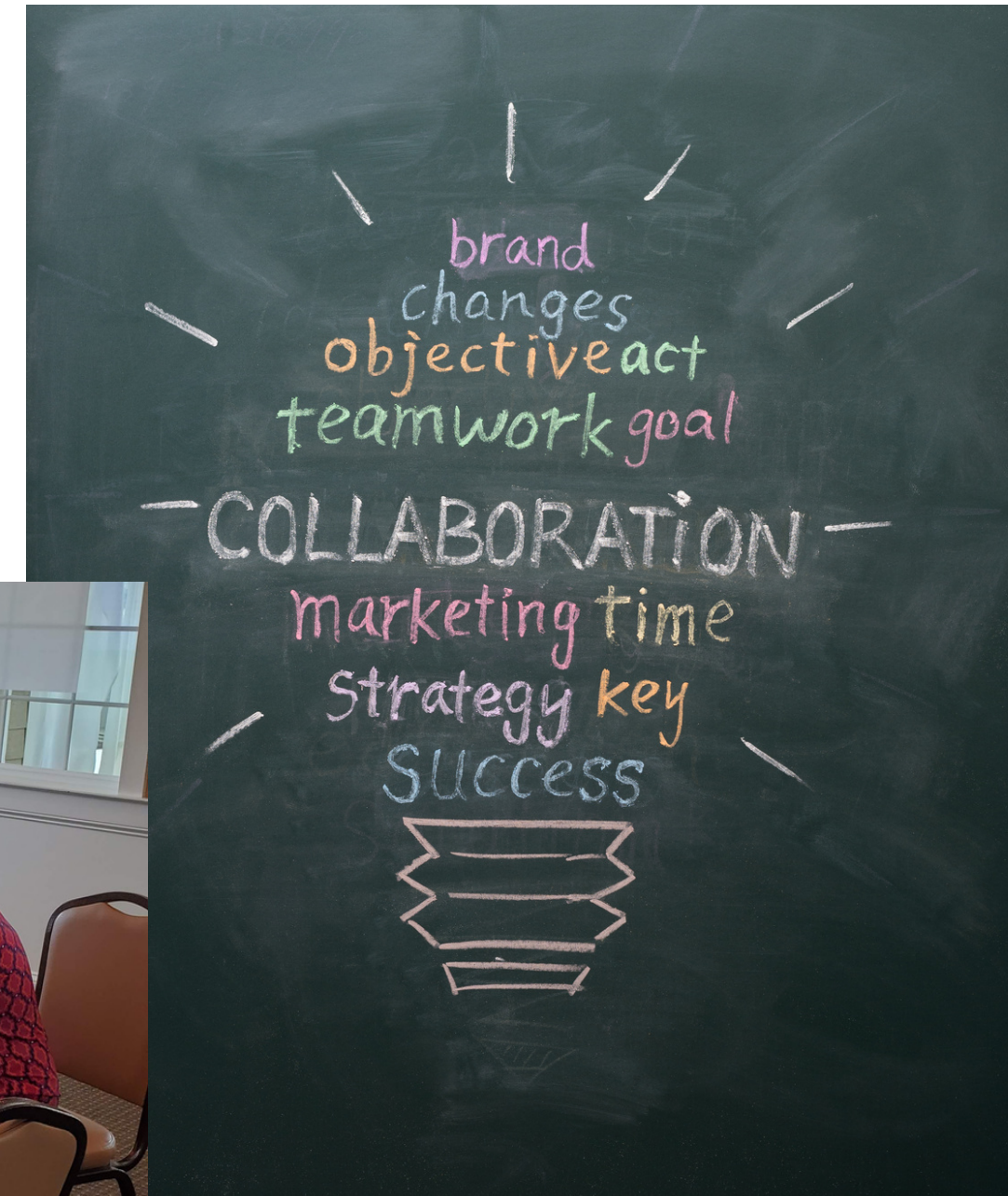
The Steering Committee adopted a framework from which to develop the Strategic Plan. This Strategic Planning Framework ensured a methodological approach to identifying and articulating a broad vision for the District. This broad vision was then the basis for very specific outcomes and action steps which were developed by a sub-committee for each priority area.

The Steering Committee members used the data and input to help inform the planning process. The Steering Committee engaged in a multi-step method to draft the key District priorities and related measures for monitoring progress, all based on the District's vision, mission, and belief statements. This phase of the strategic plan consisted of multiple rounds of feedback and revision prior to being shared with the Lake Forest community at-large.



# REFINE THE PLAN

Each sub-committee continuously reported the results of their work to the Steering Committee for review and feedback. This process allowed for regular review of the plan and created a collaborative, inclusive climate with healthy discourse.



# IMPLEMENT & EVALUATE

The evaluation phase will continue to measure the different elements within the Strategic Plan. Evaluation takes place throughout the life of the plan including within phases, between phases, and especially after implementation. In this phase, the District assesses whether or not the outcomes identified have been achieved, and whether to adjust or even revisit the strategic design process again.

During this phase the District will evaluate data, collect feedback, create a list of improvements, evaluate to what degree objectives were met, communicate the results back to stakeholders and survey their satisfaction with the plan.



# Equity Plan

## Equity Vision

Lake Forest School District is a place where all students' academic, behavioral and social needs are met by providing opportunities that are not predicted by social, cultural, and/or economic factors.

## Educational Equity Definition

"Each child receives what they need to develop to their full academic and social potential." *National Equity Project*

## Foundational Statements

Equal is not equitable. The equity plan is part of the District's overall strategic plan. Lake Forest School District accepts the responsibility of addressing inequities and ensuring that all students are provided with the opportunity to succeed in school and reach their full potential.

# Equity Commitment

- We will implement culturally responsive teaching and leadership practices that reflect the contributions and perspectives of all people.
- We will identify and address barriers that perpetuate opportunity and achievement gaps by utilizing data analysis to provide strategies and support.
- We will foster inclusive relationships across our diverse communities to create an atmosphere that values diversity within the school environment.

# Equity Commitment

- We believe that positive relationships build and engage communities.
- We believe that opportunities to learn, lead, and collaborate unleash potential
- We believe that personalizing learning creates engagement and ownership.
- We believe that reflection on data creates a drive for improvement.

**[Click Here to View the Equity PowerPoint.](#)**

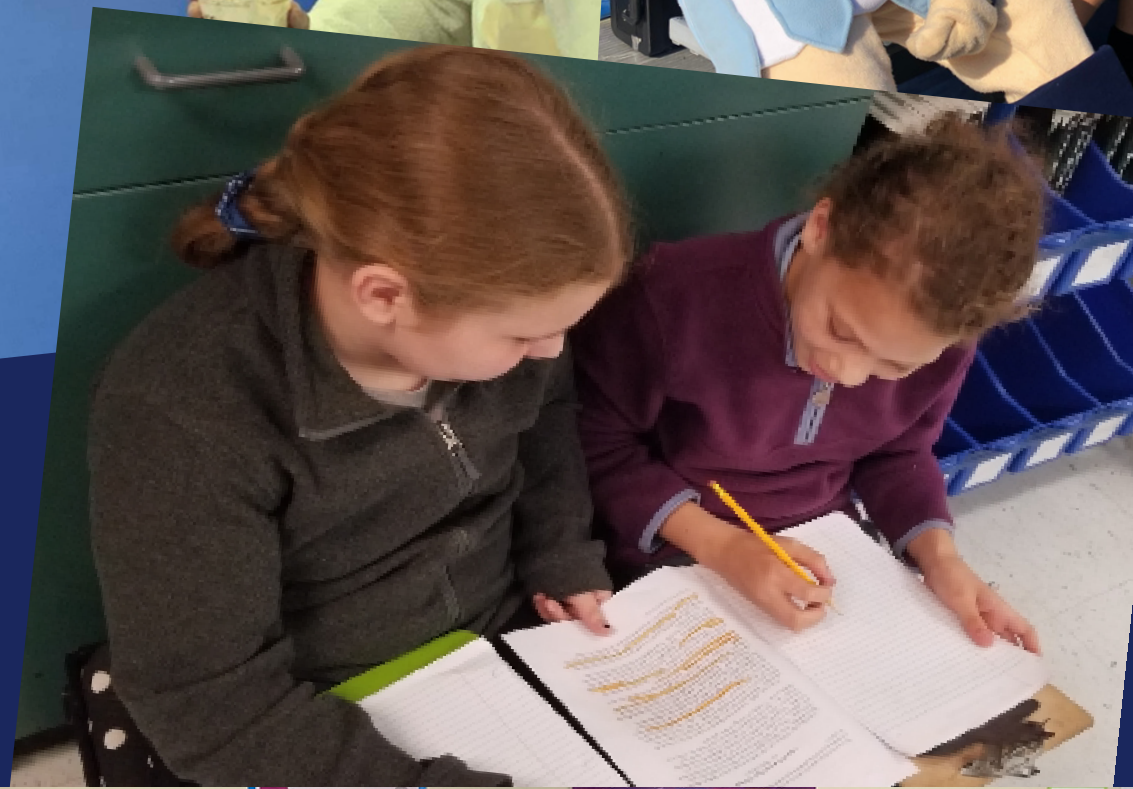
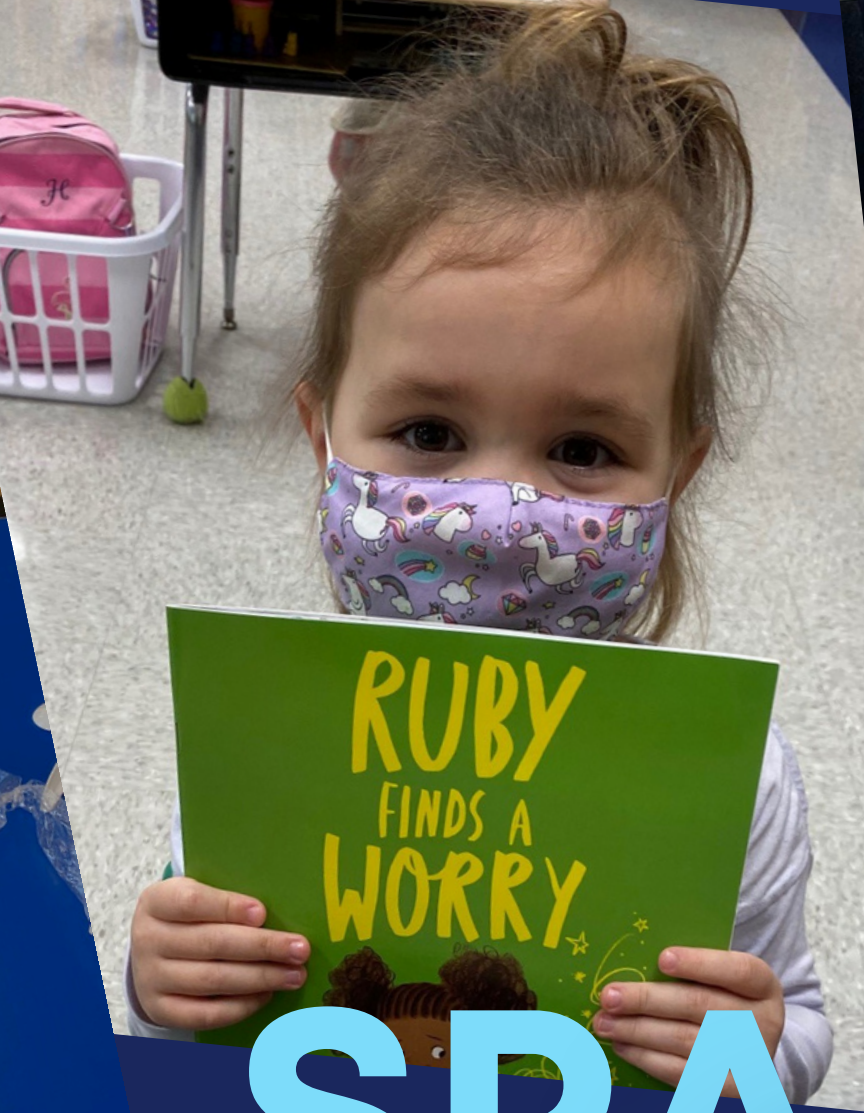
# WHAT'S NEXT?



It is the expectation that this Strategic Plan guides thoughtful decision making in every functional area throughout the District. All Lake Forest personnel are charged with following the spirit and intent of the Strategic Plan as they perform their duties to help Lake Forest students experience a world class education. Simply stated the Strategic Plan should guide us all in the performance of our duties and all Lake Forest personnel must explicitly understand how their function contributes to the outcomes of the Strategic Plan.

As always input from community members, staff and students is encouraged and welcomed in order for the plan to maintain relevance over the course of its life.

Inquiries can be directed to Mr. James Dick, Chief Academic Officer at [james.dick@lf.k12.de.us](mailto:james.dick@lf.k12.de.us) or 302-284-3020.



# SPARTAN *Pride*