

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Chala Holland Ed.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lake Forest High School
(As it should appear in the official records)

School Mailing Address 1285 North McKinley Road
(If address is P.O. Box, also include street address.)

City Lake Forest State IL Zip Code+4 (9 digits total) 60045-1371

County Lake County

Telephone (847) 234-3600 Fax (847) 582-7797

Web site/URL https://www.lakeforestschools.org/schools/lfhs E-mail elenart@lfschools.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Matthew Montgomery Ph.D. E-mail mmontgomery@lfschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lake Forest Community High School District 115 Tel. (847) 234-3600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Ms. Jenny Zinser
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 1 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	176	179	355
10	178	184	362
11	187	182	369
12 or higher	206	198	404
Total Students	747	743	1490

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.2 % American Indian or Alaska Native
 - 4.2 % Asian
 - 1.3 % Black or African American
 - 9.6 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 79.8 % White
 - 4.8 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2019	1545
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Dutch/Flemish

English Language Learners (ELL) in the school: 1 %

14 Total number ELL

7. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 43

8. Students receiving special education services: 12 %
186 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|-----------------------------------|--|
| <u>23</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>85</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>83</u> Specific Learning Disability |
| <u>34</u> Emotional Disturbance | <u>24</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>16</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	15
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	105
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	39
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	20
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	16

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	96%	93%	93%	93%	93%
High school graduation rate	98%	99%	97%	96%	94%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

Post-Secondary Status	
Graduating class size	399
Enrolled in a 4-year college or university	88%
Enrolled in a community college	4%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	8%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Developing compassionate, confident, and accomplished students. Our vision is to inspire the passion to learn, the insight to know oneself, and the courage to make a difference.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Our school began the year focused on the transition for freshmen. We held in-person experiences like freshmen orientation and events for students new to our district. We had a gradual opening by classes of students -freshmen, sophomores, juniors, and seniors. From November 2020 to January we were remote, due to the holiday season, travel, and increased exposure. In mid-January, we transitioned to our hybrid model and engaged students in in-person learning by alpha-splits (last name) twice per week. Wednesdays remained remote days. Following Spring Break, all students engaged in a week of remote learning to participate in testing. School is now open to all students interested in in-person learning for five days per week. 75% of our students are attending every day and 25% have continued to opt for remote learning.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Lake Forest High School (LFHS) serves the communities of Lake Forest, Lake Bluff, and Knollwood in the northern suburbs of Chicago. LFHS takes pride in developing compassionate, confident, and accomplished students. LFHS faculty and staff are committed to student growth with dedicated adults who respect and value the individual. Students are guided by talented professionals who are passionate about their work of providing academic excellence for all learners.

A rigorous curriculum and an inclusive learning environment are supported by innovative and multifaceted ways of learning. Students are encouraged to take risks and explore new ideas, knowing that they will be supported throughout their educational journey through our multi-tiered system of support (MTSS). In addition to comprehensive academic choices, LFHS students grow through participation in clubs, music programs, team and intramural sports, and community service programs that help build character and strengthen collaboration and life-readiness skills. LFHS offers a well-rounded school experience while being mindful of each student's social-emotional growth allowing students to be their best selves as they move forward with the tools for life-long success.

LFHS focuses on honoring the multiple identities of our students and centering them in the educational experiences we shape around them. We have a wide range of courses that we offer to students. We believe in supporting students in accessing their next level of challenge across our departments. We prioritize opportunities for students to learn with their peers while choosing their level of engagement (i.e. honors credit). An essential part of our work is focused on creating and fostering an inclusive learning environment, where students are grouped heterogeneously. In these spaces, our teachers and departmental leaders have engaged in extensive work focused on curriculum design, differentiation, instructional scaffolds, and modifications. Our leadership team hand-schedules these courses to better understand the gifts and needs of each student. Likewise, we are intentional about making sure that our classes have natural student proportions. This means that we eliminate disproportionality in our planning and placement. Finally, our instructional coaching model provides a layer of professional support and growth for teachers. Our coaches work specifically with teams of teachers to address the needs of students in their classes in the areas of literacy, social-emotional learning, behavior, expeditionary learning, and math. Resting on our core values to maximize the learning potential of every student, this major shift in our instructional model prioritizes the learning needs of students within the classroom. Teaching and learning are tailored to the individual learning needs of students.

Prior to COVID-19 our work to clarify learning objectives - what we want students to know, understand and be able to do - greatly assisted with our immediate transition into remote learning. Additionally, our focus on creating different ways for students to demonstrate their learning, through alternative assessments, was magnified and accelerated during this time. We took a targeted and collaborative approach to identify students who experienced academic, social, and/or emotional challenges during the pandemic. We created a Student Learning Cadre, which included general education and special education teachers, a counselor, a social worker, and our MTSS coordinator to provide wrap-around support for students and their families. Making use of digital scheduling, record keeping, communication apparatus, and a variety of digital teaching tools, systematized interventions were adapted to fully remote and hybrid learning situations.

School-to-home communication looping became more important than ever, while resources like executive function tutoring, peer tutoring, content area resource centers, and daily scheduled tiered interventions were adapted to support students both remotely and in person. The team worked with individual students, their teachers, and other members of the support team to address the needs of students and to assist with learning and growth across their courses. With targeted, intentional, and need-based support, most students ended the year with limited learning loss and were positively positioned to launch in the fall.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Our core curricula, instruction, and assessments are founded on the district milestones that drive our work. We have designed experiences that foster student-centered learning, are inquiry-based, and rigorous, to meet the varied needs of our students. Additionally, we have designed curricula that promote opportunities for students to take risks, persevere when challenged, and to do so in collaboration with each other. These foundational principles manifest across all core areas and in our electives.

Much of this work began ten years ago, as our district developed and delivered uniquely rigorous, and adaptive curricula. Our initial steps minutely mapped the content of each curriculum, including unit course objectives, daily learning targets, and learning activities that enable students to access core content, skills, and concepts. Formative and summative assessments, and other learning materials.

After identifying the core components of each course, we developed purposeful and meaningful approaches that ensure curricula, content, skills, and concepts are accessible to all students. Extensive professional development produced inclusive classroom communities, differentiation that meets the needs of all learners, effective co-teaching models, heterogeneous student groups, and inclusive practices. Professional development also facilitates innovative assessment strategies across all departments, and implementation of executive functioning instruction helps students get and stay organized. Additionally, we digitized curricula and provide tiered supports that increase accessibility. This enables students to reach their next level of challenge.

Much of our work in recent years has been dedicated to meeting the needs of a diverse set of learners within one classroom space. We began with planning and preparation to heterogeneously group students of different learning identities, then provided professional development and leadership to our teams of teachers and staff to support the diverse needs of our students. This work has been guided by “Universal Design for Learning.” Our teachers exhibit the flexibility to deliver content in differentiated modalities, and in turn, empower students to use creative means to demonstrate their learning.

The pandemic has demanded innovation in many areas. One of the greatest areas of focus in 2020-2021 has been partnering with teachers and staff to rethink how students demonstrate learning. The need for alternative assessment strategies that provide students with a myriad of options with which they can demonstrate their learning has been an opportunity for innovation that has challenged and enriched our instructional practices. So, for example, rather than a math student taking a pre-pandemic ‘paper and pencil’ assessment, they may demonstrate their learning by submitting a short video or audio clip that explains how or why they concluded that they did along with their answer.

Using our Learning Management System (LMS) and other digital tools we have expanded our communication apparatus. This allows our students, families, and teachers to communicate and share curricula, content, skills, and concepts more efficiently than ever before. The pandemic has also empowered teachers to re-envision how curricula, content, skills, and concepts are delivered to our students. Materials are accessed using more student-centered methodologies. Tools like EdPuzzle, WeVideo, FlipGrid, Screencastify, and unique digital strategies developed by our staff, have provided students with a variety of ways to communicate and learn.

Our instructional model has shifted to focus on topics like digital workflow, communication, organization, feedback, and online and cooperative learning. Much of this has been refined through the use of our Learning Management System. Online and cooperative learning have become more sophisticated over the course of the year. We have found that when teachers establish clear roles and expectations, online learning can be a place where students feel comfortable collaborating and can thrive.

In many ways, the pandemic has helped us accelerate and re-envision our instructional delivery. We have spent the last twelve months anticipating challenges and shifting practices in a manner that allows students to continue to learn. What has emerged is a new and improved way of ‘doing school’ that will continue well

after the pandemic is over. Continuing this momentum of innovation has been our key message to administrators, teachers, and staff. We strive to accelerate and evolve with the flexibility, ingenuity, and progressive approaches the pandemic has brought out of us.

1a. For secondary schools (middle and/or high school grades):

Lake Forest High School seeks to provide as many opportunities as possible that help our students become college and career-ready. In addition to offering 36 Advanced Placement courses, we have expanded to dual credit courses as well. Currently, we are running a dual credit, college-level Spanish culture course through Lake Forest College with almost 100 of our students taking part. Similarly, we have 2 sections of Dual Credit Financial Accounting through the College of Lake County. Thirdly, we also have 2 sections of students earning college credit, also through the College of Lake County, for Dual Credit New Media. Next year, we are preparing to provide a Dual Credit CPR class through our Wellness Department.

As examples of real-world applications within the curriculum, Lake Forest's Business Incubator program partners with community businesses to mentor our students in the creation of businesses, the development of products based on an identified market, and the planning and implementation of a marketing plan. Our AP Computer Science classes foster a spirit of inquiry and innovation that results in student-initiated and student-created applications based on real-world needs. Lake Forest High School partners with the College of Lake county Tech campus to provide our students with high-interest, hands-on experiences leading to, in some cases, earned industry credentials.

Our school also provides Woodshop and Home Improvement courses where students increase their skill sets with real-world experiences building models which give them experiences that often lead to apprenticeship opportunities post-high school. Similarly, we provide CAD Engineering, CAD Architecture, and Robotics with Physics courses that make students college ready to pursue degrees in similar fields.

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Lake Forest High School values students as unique learners and places emphasis on rich, meaningful curricula additional to core classes. Our robust arts, physical education, world language, and technology curricula give students the opportunity to explore their talents and interests and consider career alternatives. Students are encouraged to participate in these electives starting in grade 9 and we offer advanced courses in multiple areas. Our World Languages program includes pathways in Spanish, French, Latin, and Mandarin. We also offer the Seal of Biliteracy. We have unique elective opportunities in media production, robotics, and guitar making, and outdoor education.

Multiple musical ensemble opportunities are available for students, including multi-leveled ensembles and an AP Music Theory class. The art program provides instruction in both traditional and contemporary styles and techniques, with opportunities for students to exhibit their work. The New Media program is based on an academic progression, giving students the opportunity to acquire expertise with professional-grade equipment, software, and access to professionals in the field. Multiple drama classes produce a variety of serious and comedic productions throughout the school year and provide an opportunity for students to explore various facets of life through their productions.

Our Business Incubator is expansive and designed to promote a flow of ideas. It supports a variety of classes that teach students real business skills and provides them with access to entrepreneurs and businesspersons from many different professional areas, with a focus on local and community-based mentors. Classes produce, market, and sell real products, and create business plans with authentic entrepreneurial potential. Our students are able to pitch their business ideas to a panel of professionals for full or partial funding for their start-up businesses. Our library functions as a fully staffed and resourced research center including classrooms for large and small group instruction, technology centers, whiteboard tables, and multiple spaces

for students to work alone or collaboratively. During the pandemic, the role of the library has expanded beyond its usual mission to include direct academic and executive function support, and managing book pickup and dropoff.

Managing media, art, and music classes during the pandemic has been a challenge we have addressed via meticulous organization. To handle the constant flow of materials necessary for media-based classes, a drop-off and pick-up station was established within the school. The station was created to provide a buffer zone between home and school. Students were able to continue their work on ceramics, carpentry, graphic art, and other elective areas throughout the year. Music classes used online technology to practice, record, share, and perform from home. As full quarantine gave way to hybrid instruction, practices were developed that allowed ensembles to rehearse and perform safely.

Our Wellness department (physical education) has been pivotal as we worked to support students this year. Teachers adapted lessons and exercise plans to address each student's unique situation, providing multiple opportunities, and motivators to help students remain physically active. Wellness classes helped address the social and emotional health of students, teaching meditative techniques, self-awareness, and biofeedback.

3. Academic Supports:

Lake Forest High School utilizes a Multi-Tiered System of Support (MTSS) to organize instructional and emotional interventions. This framework provides team-based support profiles for each student and includes universal, secondary, and tertiary supports. Executive function support, for example, is provided at the universal level (in classrooms), at the secondary level (in small groups), and at the tertiary level (team-based, wrap-around support). Tiered interventions include subject area support centers, executive function tutoring, peer tutoring, check-and-connect, strategic reading and math support courses, and executive function and academic support classes in general education and Special Education. Digital data systems and team decision-making are used to create, monitor, and modify tiered support plans.

Instructional coaching is woven into daily practices and a professional development plan that facilitates Universal Design for Learning, differentiated instruction, and inclusion. Coaches help develop innovative practices in literacy, mathematics, English Language Learning, assistive technology, behavioral skills, and social and emotional supports. These and other differentiated supports are the bedrock principle of Lake Forest's instructional practice and extend from the universal to very targeted interventions. Students achieving below grade level are quickly identified using academic and other data and provided with interventions that are targeted to their unique needs.

Professional collaborative teams utilize summative and formative to quickly identify students who are experiencing or may experience academic challenges. Through these collaborative review processes, course alike teams adjust and plan future instruction and pacing to meet the needs of their students. Internally developed data tools also provide individual and school-wide reports on tiered support utilization. The MTSS team over time has identified indicators of academic success (e.g., resource center attendance) and risk (e.g., missing assignments). The collaborative team uses these data to identify students in need of academic or emotional support, determine which supports are appropriate, and how effective those interventions are.

Schoology is our Learning Management System that provides a universal platform for teachers to organize curriculum and materials and provide students with a single place to access information. All students at Lake Forest High School have access to a rigorous curriculum that is closely aligned to their current levels of performance to prepare them for their next level of challenge.

Lake Forest High School has created and expanded its Co-Teaching model over the last 4 years to

provide students with more support. While identified students are placed in these as recommended, these courses are open to students of all ability ranges. Heterogeneous groupings within our two universal freshman experiences provide all students the opportunity to experience a rigorous curriculum while learning with and from their peers. Targeted freshman core curricular teams embed the Rush University Executive Function Curriculum to their core instruction. The Rush curriculum is also taught in Enriched Studies, a credit-bearing executive function and academic support class.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

It is essential for students to have a well-rounded educational experience that is inspiring, affirming, and humanizing. Our weekly schedule includes time for students to receive support from their teachers through Personalized Learning Time. Students needing support can meet with their teacher and other students to improve academically. Students can access our student support teams of counselors, social workers, school psychologists, and case managers.

Our staff meets weekly in course-alike teams to embed relevant instructional practices and learning experiences into the course curriculum. Digital literacy is a core component of our courses. We leverage the interests and access that students have to technology and various media forums to support their learning. This work is a part of how we support students socially and emotionally. Throughout our courses and departments, we strive to amplify the voices of our students by providing opportunities for them to share their learning and the application of it with peers and a broader community in a digital manner. Our Behavioral and SEL coaches partner with teachers to tackle issues of anxiety, depression, and other emotional needs that impede learning, engagement, and motivation. Coaches work with classes of students on ways to self-regulate during moments of turmoil and conflict. Coaches partner with teachers to embed routines and practices that support the emotional well-being of students.

Our extracurricular offerings provide experiences that are highly motivating to our students. These experiences also support students in developing life-readiness skills. We have themed days and events through our counseling department that provide opportunities for students to learn about post-secondary opportunities and life after high school. We invite panels of young alumni to share and we have mixer events for students to hear from college reps and program coordinators.

Our supports were reframed for a virtual setting during the pandemic. We revised our daily schedule to consider the sleep patterns of young adults and embedded a later start to the school day. The schedule utilizes Wednesdays as days for teachers to meet with students to discuss their progress, engage in community-building and SEL activities with students. Student announcements were shifted to virtual announcements, where students created fun videos. Social media was utilized to create a variety of themed days for our students and staff to participate in. Activities continued to meet during the remote period, as well. We have continued to offer virtual and in-person experiences to engage and connect more students.

2. Engaging Families and Community:

Engaging families and community members as a way to enhance our learning community continues to be a priority at LFHS. We work to connect students to the community through our Career Connections committee. The committee consists of staff, parents, and community members working to connect students to industry partners. We strive to meet the needs of all students at our events, ranging from freshmen looking for volunteer opportunities to seniors looking for summer jobs or internships. As Covid-19 prohibited in-person events, we instead offered virtual events over Google Meets. This fall, the committee hosted the Career Connections Professional Panel which highlighted 10 different industries ranging in professions from jobs in law to jobs in the arts to a specialized Google panel that highlighted a variety of different jobs within one major organization. Panelists shared experiences and answered student questions. Afterward, we learned that our students were overwhelmingly interested in the virtual platform and plan to include this event even after we are permitted to host in-person experiences.

Additionally, the Career Connections committee considered how we could support student success through our community partnerships, and, overwhelmingly, students were most concerned about gaining summer employment and volunteer opportunities. In response, we hosted a Summer Opportunity Fair where we started by preparing our students to apply for positions and then hosted sessions where our business partners shared summer opportunities. The morning began with 109 students joining sessions about how to write a resume, how to interview for a job, and how to navigate LinkedIn. We partnered with the Lake County

Workforce Department and they presented while also highlighting their organization's purpose.

During the afternoon, over 300 students participated while 15 businesses shared job and volunteer opportunities. Students heard about local businesses and the presenters could walk our students through the application process and answer questions.

Our newest community partnership is working with two elementary districts to create Project F_LL - It only works with U. Project FULL is a tri-district effort to raise awareness about food insecurity and has created an ongoing food and monetary donation drive in an effort to distribute 200 bags of food each month. We have partnered with the Northern Illinois Food Bank to become a distribution point in the county. Our distribution efforts have helped us consistently distribute food to those in need and have raised almost \$10,000 for the cause across seven schools and three districts.

3. Creating Professional Culture:

Faculty and staff development is an important facet of our work. We have an extensive professional development model that was created 5 years ago, alongside an overhaul of our instructional day. Faculty collaboration is embedded in our weekly schedule. We intentionally structure time within the day that is devoted to growth and learning for our staff. Our staff participates in course-alike teams, department and all-staff professional development, or staff-led focused sessions on topics directly related to school-wide goals and areas of focus. Staff members may also use the designated time to meet with colleagues for interdisciplinary and student-centered work.

In addition to our embedded faculty collaboration structure, targeted groups of teachers participate in intensive professional development focused on differentiation and inclusive practices. Instructional coaches also support teachers in the areas of reading/literacy, SEL, behavior, math, and EL. Another team of teachers works very closely with our consultant focusing on inclusive learning practices to make instructional changes to courses that are still operating in a segregated manner. Our teaching assistants have also participated in year-long professional development focused on inclusive learning practices, to better prepare them for their work with students and contributions within the classes they support. They have also participated in a book study to reflect, learn, and engage in dialogue regarding their work with students, their values, and beliefs when addressing the needs of diverse learners. Every year, the principal works closely with the support staff union president to provide professional learning experiences and opportunities for support staff members to assist with work engagement, efficiency, and production. We also offer Kessler Teaching Institute credits for our teachers to take courses authorized by the school. Teachers are expected to actively engage, complete assignments, and coursework associated with the experience. Upon completion, teachers can choose lane credit or compensation for participating in these professional growth experiences that take place outside of the school day.

Because our professional development model prioritized teachers on a consistent and regular basis, we were able to build on experiences underway when we had to shift to remote learning and also use intentionally designed time and learning experiences to assist teachers with shifting to a virtual learning community and students to virtual learning, as well. Our professional development focused on utilizing instructional tools, strategies, and virtual platforms to engage and assess student learning and the creation and use of alternative formative and summative assessments.

4. School Leadership:

Leadership at LFHS is structured and organized in a manner to meet the academic, social, emotional, and life-readiness needs of students and staff. As a one-school district, building leadership responsibilities often overlap between building and district, with many leaders in "director" roles. The principal serves as the instructional leader of the school, providing guidance and direction for the instructional landscape and the overall learning environment. Members of the leadership team all lead by serving students, staff, and families across the entire school community.

The entire team works to identify and eliminate achievement and opportunity gaps. The team reviews

policies and practices that contribute to disparities in achievement as identified by grades, course enrollments, and standardized assessments. As we engaged work focused on equity, we noticed that there were attendance disparities across grade levels and also by race. This resulted in revising our attendance procedures to clarify expectations and provide tiered support to students and families.

We provide support and programming focused on career connections through an annual career fair, thorough professional speaker panels, internships, and a mentoring program. We also provide student and family counseling focused on a range of post-secondary opportunities for students. We also prioritize courses and experiences created to address targeted areas of support for students, such as reading/literacy, math, and executive functioning support.

During the pandemic, the principal has taken the lead in creating and communicating a comprehensive plan for staff and students throughout the entire pandemic. The Director of Educational Services has collaborated with student support teams to ensure that the social and emotional needs of students, staff, and parents are a priority. The Director of Teaching and Learning worked with the instructional directors to help teachers modify learning objectives and targets, focusing on identifying essential targets for learning with aligned alternative assessments. Partnering with the Director of Special Education, both directors have provided leadership for our heterogeneous courses and instructional coaching. The Director of Special Education focused on ensuring that all students with IEPs had learning plans with clearly outlined goals. The Director of Safety and Security took on many new responsibilities including developing protocols for health and safety across the school, aligning all movement patterns and safety processes throughout the entire school, and setting up all testing procedures. The Athletic Directors and Student Activities Director partnered with coaches and sponsors to keep students connected and engaged, reaching 90% participation in extracurricular activities.

5. Culturally Responsive Teaching and Learning:

At LFHS, we believe that all students belong and are valuable members of our learning community. Culturally responsive teaching and learning centers the identities of our students and leverages the assets they bring into the learning space every day. We have greatly focused on relationship building between students and staff, recognizing the value and importance of teachers knowing more about the students they attempt to educate. Teachers are encouraged and expected to find ways to ensure that the curriculum incorporates various narratives, ways of being, and perspectives. They are also expected to ensure curriculum centers around multiple voices so that students can think critically about topics as well as understand more about themselves and the world. Our teachers have participated in several professional development courses and opportunities focused on a culturally relevant learning environment, an inclusive learning environment, anti-racism, and other instructional workshops that incorporate culturally responsive teaching, implicit bias, and identifying and addressing microaggressions.

Our clubs, activities, and sports also support our work to create an equitable and inclusive environment for students and staff. Whether it is Special Olympics, Alliance (LGBTQ), Embrace (racial justice), Religious Diversity, Human Rights Club, Cultural Awareness Club, or Hispanic Heritage club to name a few, there are various ways for students to also collaborate with peers outside of the classroom in support of fostering understanding, awareness, and support. While the district does not formally take a stance on social issues or movements, the district does inform and support staff members in exercising their rights for a more just world.

Fostering respect and cultural awareness are areas that the district continues to improve upon through a range of efforts. Through the administration of our cultural and climate survey (CSCI) and the Panorama SEL survey, which includes questions regarding diversity, we have been able to identify areas for improvement, consideration, and growth. We continue to make this work a significant aspect of our school-wide goals.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Lake Forest High School excels in crucial instructional strategies, social-emotional learning, extracurricular connections, and strategic school safety plan. However, inclusive practices are the heart of the school's instructional philosophy. At Lake Forest High School, we define inclusion as the right of all students to learn alongside the general education population, be treated with respect, access engaging curricula with appropriate support, and experience a sense of belonging within the school community. Lake Forest's inclusive practices began with a mission and vision, "to inspire the passion to learn, the insight to know oneself, and the courage to make a difference." The school's core values guide inclusive practices: all students belong, all students benefit from a rigorous general education, all students are competent and able to learn, and all students learn from each other.

Lake Forest High School began aligning our strategic plan with inclusive practices during the 2019-2020 school year. Despite the pandemic, all students have been welcomed into a responsive, dynamic teaching and learning system. Targeted, research-based professional development created through partnerships with nationally recognized consultants has facilitated co-teaching, differentiation, inclusive practices, and trauma-informed care. Included in this strategic plan has been the challenging work of desegregating self-contained special education courses. Last Spring, staff began hand scheduling freshman into Science and Social Studies classes based on their educational profiles. This year, a cadre of specially trained instructional coaches have worked with course-alike teams to build capacity for inclusive instructional and social-emotional strategies. In March 2020, feedback from all stakeholders was used to create a sophisticated hybrid learning system with increased in-person learning days for struggling students. All students will return to in-person learning in March of 2021. A new Leadership for Equity group was created to identify disparities and inequities within the school, develop a common language to discuss equity issues, learn more about the student experience, and eliminate student learning barriers. Building goals, and the school district's strategic plan, are constantly revisited for alignment and progress monitored based on established metrics to create a climate of belonging and learning for all students and keep students at the center of all practices.

As instructional practices and support systems are refined, inclusion remains a fundamental organizing principle. Heterogeneous groupings and engagement options will continue in subsequent years to embed inclusive practices and instruction levels.