



LAKE BLUFF SCHOOLS
DISTRICT 65



The Road to *success*

STRATEGIC PLAN

Mission:

Ensure academic achievement and personal growth for all students through innovative and engaging educational opportunities.



Motto:

Excellence in Education,
Enthusiasm for Life, Every
Student, Every Day.



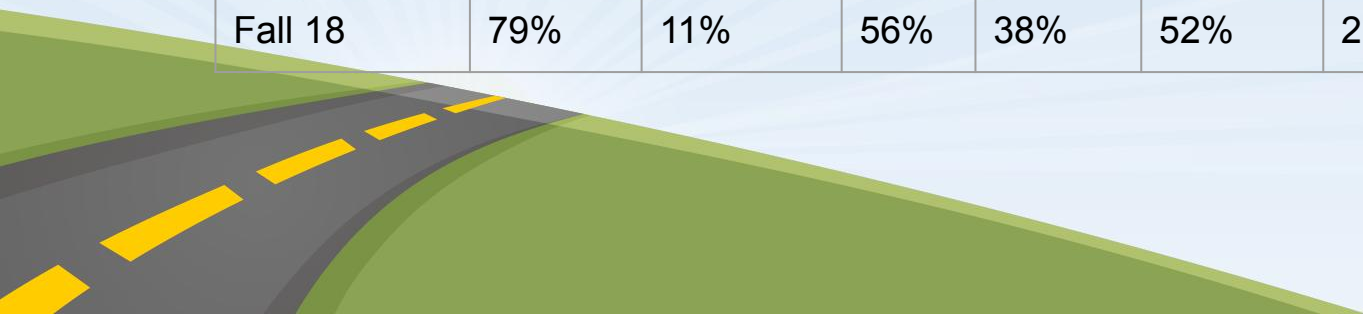
Vision:

An inclusive community of motivated learners who are inspired to change the world through exploration and collaboration.

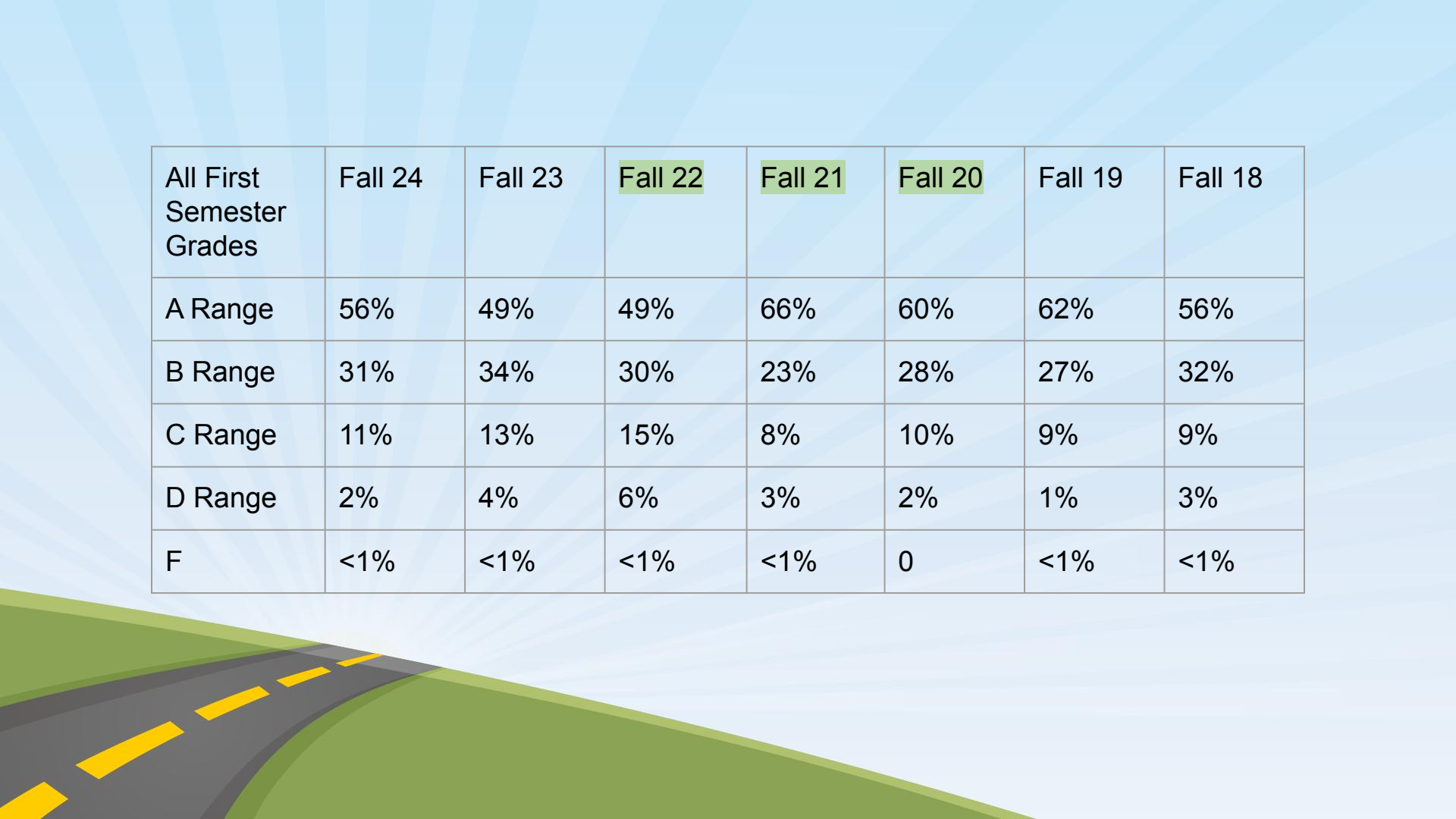
Outcomes for this Presentation:

- Review Freshman Placement and Achievement trends for Lake Bluff students from 2018-Present
- Review survey data from the current 9th grade students and parents
- Review highlights of the focus group experience with 65,67 and 115 Board and students.





Above Level Placement Percentages	Math	Science	ELA	Social Studies	Spanish	French	Other Language Placement
Fall 24	63%	9%	41%	24%	40%	34%	5 Students
Fall 23	47%	5%	37%	48%	46%	29%	1 Student
Fall 22	39%	3%	29%	38%	41%	15%	7 Students
Fall 21	52%	10%	50%	51%	48%	24%	10 Students
Fall 20	59%	10%	55%	42%	50%	30%	10 Students
Fall 19	59%	11%	60%	29%	52%	26%	16 Students
Fall 18	79%	11%	56%	38%	52%	23%	17 Students

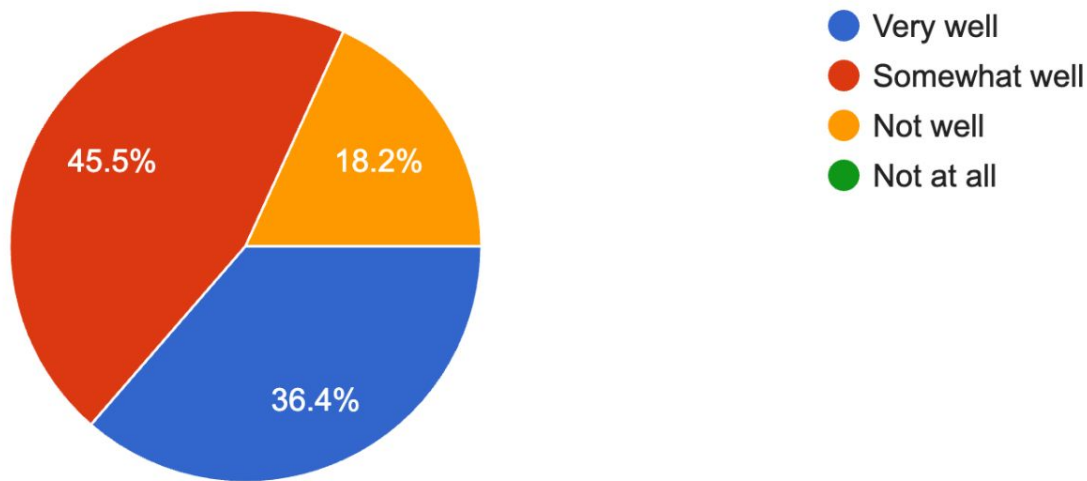


All First Semester Grades	Fall 24	Fall 23	Fall 22	Fall 21	Fall 20	Fall 19	Fall 18
A Range	56%	49%	49%	66%	60%	62%	56%
B Range	31%	34%	30%	23%	28%	27%	32%
C Range	11%	13%	15%	8%	10%	9%	9%
D Range	2%	4%	6%	3%	2%	1%	3%
F	<1%	<1%	<1%	<1%	0	<1%	<1%

Parent Data

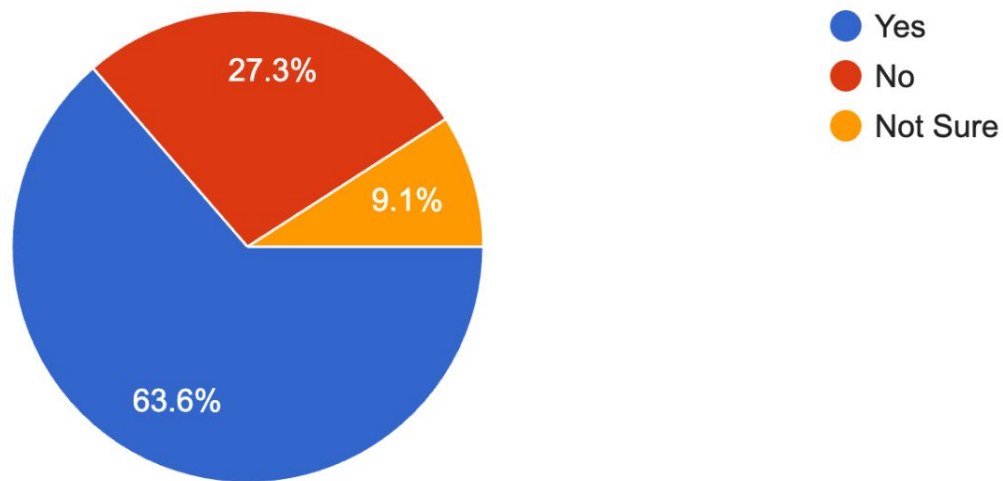
Question 1 of 14: How well did your child's 6th to 8th grade education prepare them for high school coursework?

11 responses



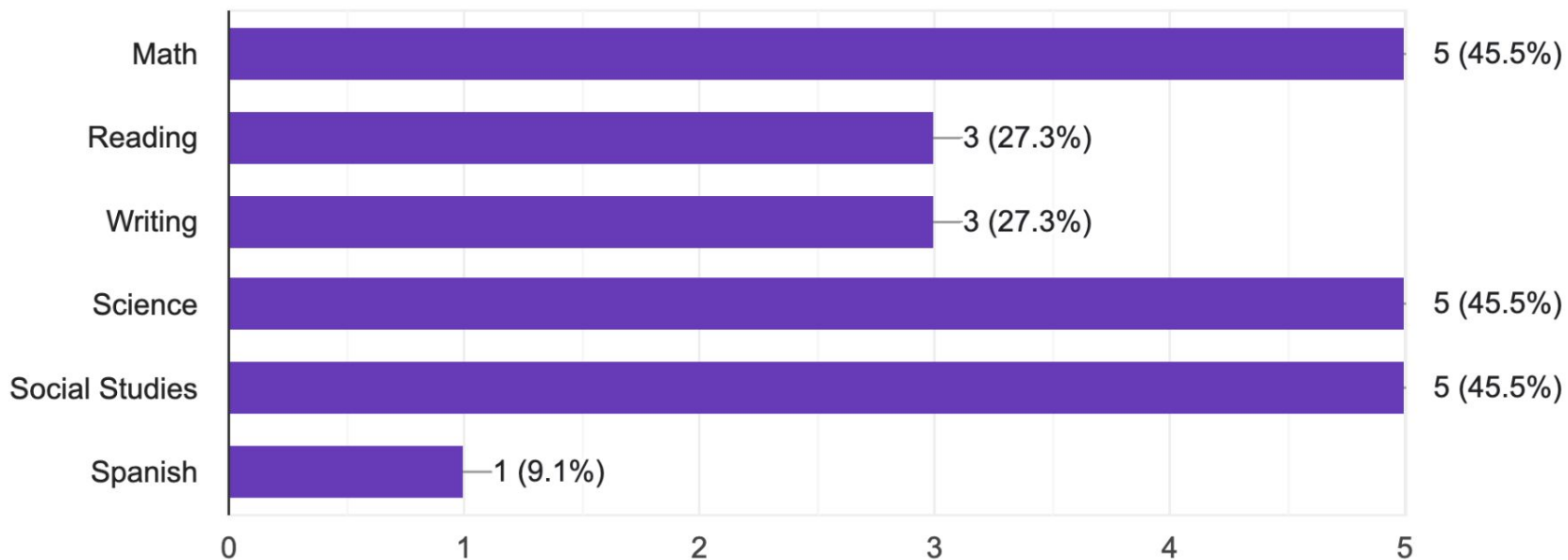
Question 2 of 14: Do you feel your child's recommended courses were a good fit for them?

11 responses



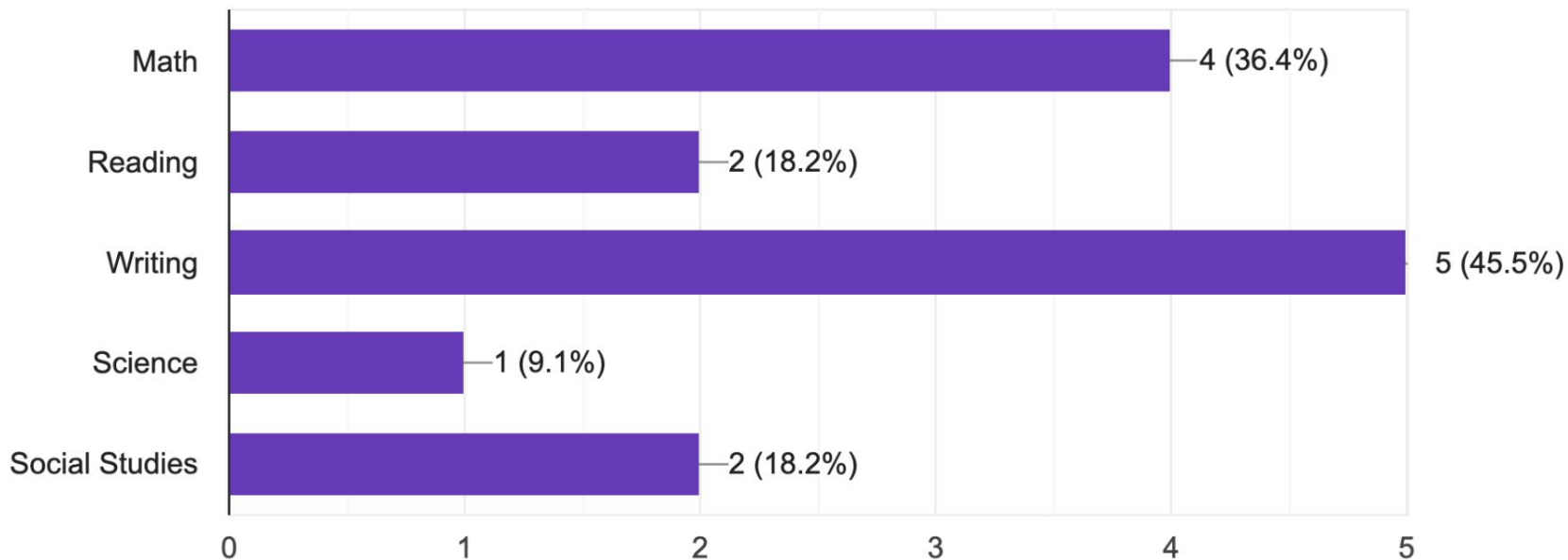
Question 3 of 14: Which areas do you feel your child was most prepared for when starting high school? (Select all that apply)

11 responses



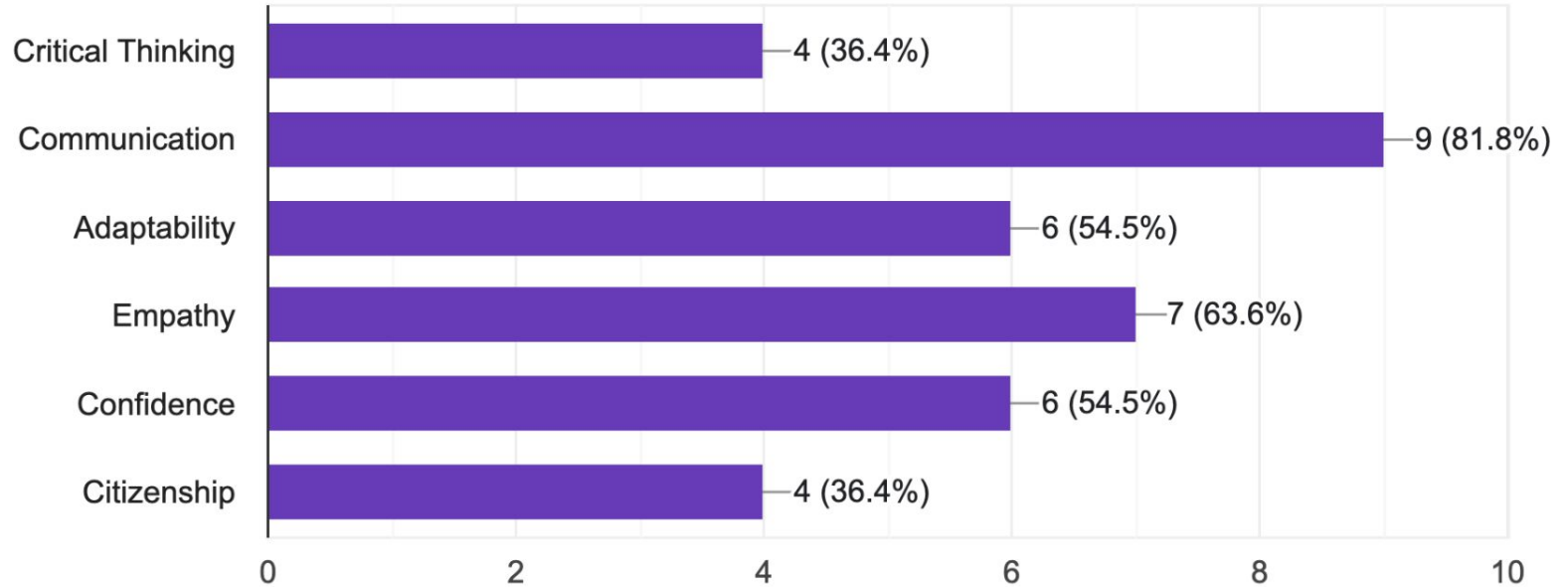
Question 4 of 14: Which areas do you feel your child was least prepared for when starting high school? (Select all that apply)

11 responses



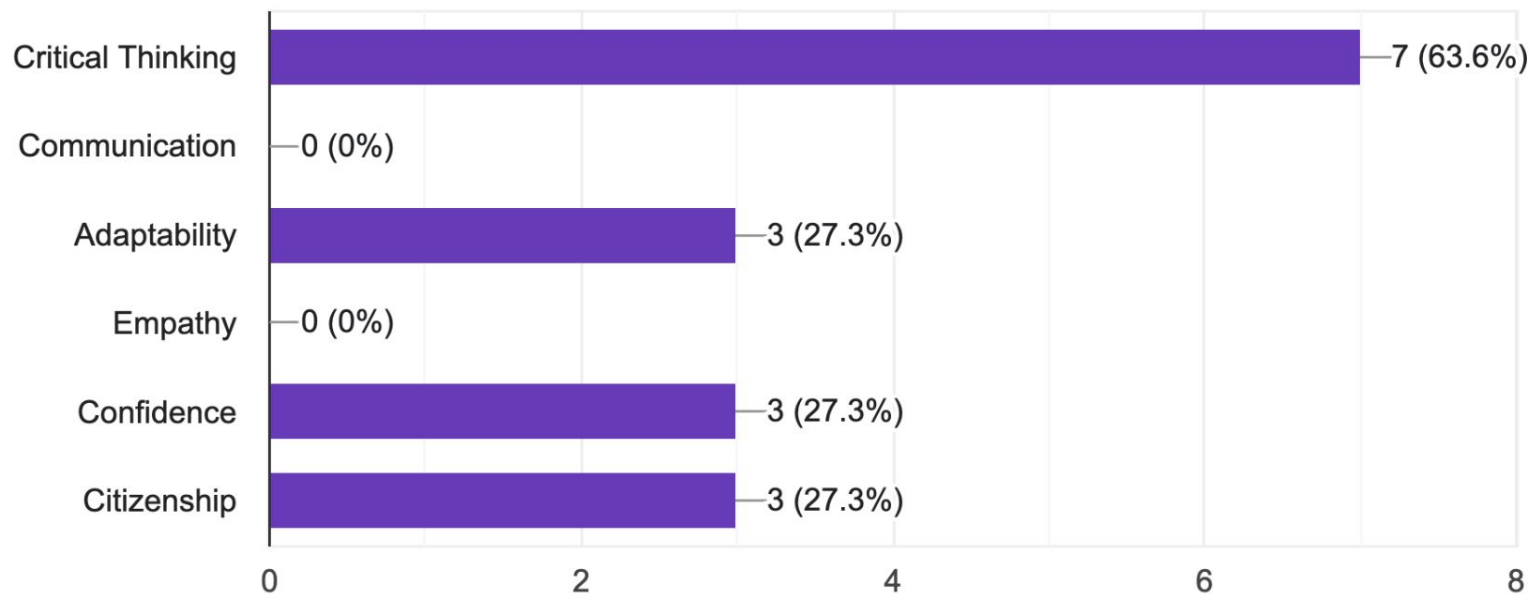
Question 5 of 14: Which of the following competencies do you feel were most supported during your child's middle school experiences? (Select all that apply)

11 responses



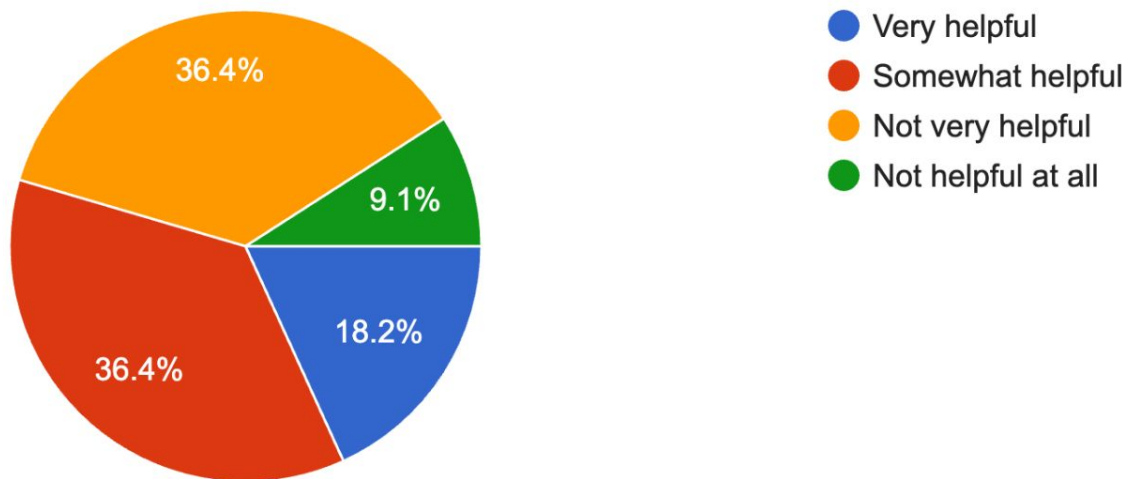
Question 6 of 14: Which of the following competencies do you feel were least supported during your child's middle school experiences? (Select all that apply)

11 responses



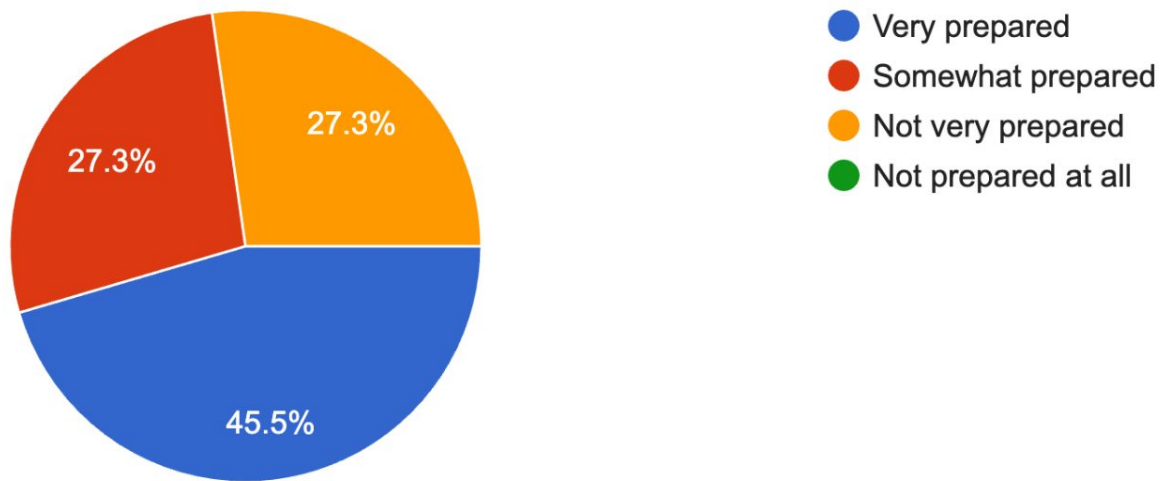
Question 7 of 14: To what extent did middle school experiences help your child develop study skills and time management habits?

11 responses



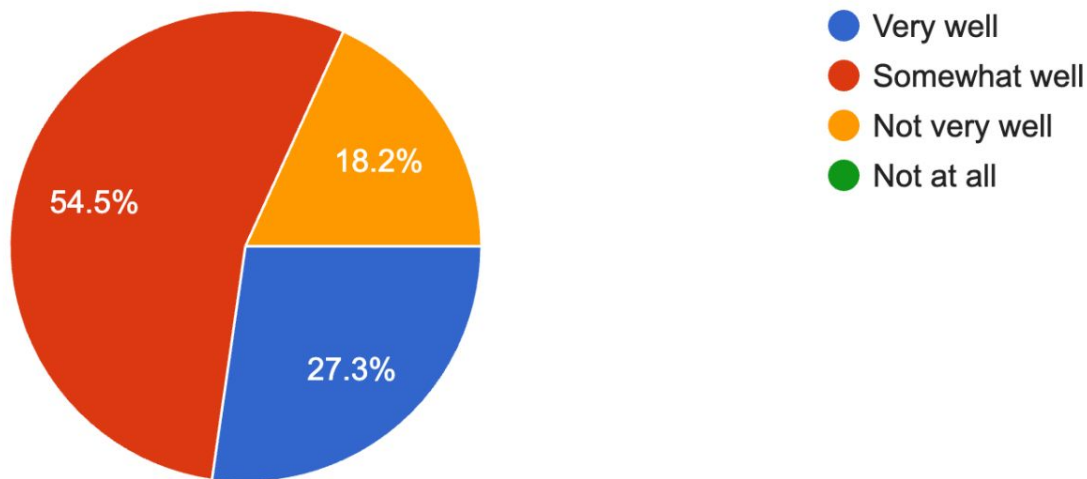
Question 8 of 14: How do you feel your child was prepared to handle the increased independence and responsibility in high school?

11 responses



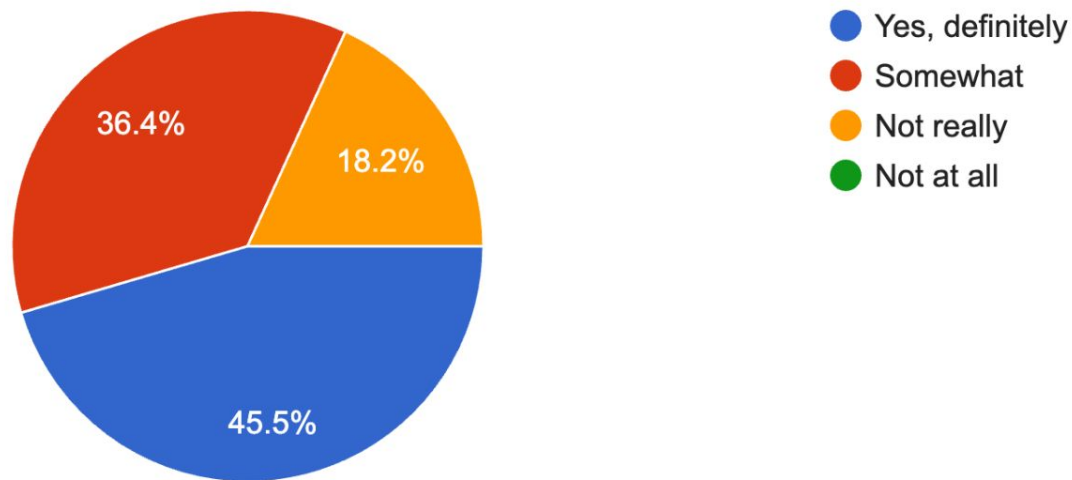
Question 9 of 14: How well did your child's previous school experiences help them develop social and emotional skills (e.g., handling stress, working in groups)?

11 responses



Question 10 of 14: Did you feel that your child's teachers in District 65 provided adequate support in preparing them for high school expectations?

11 responses



Some comments:

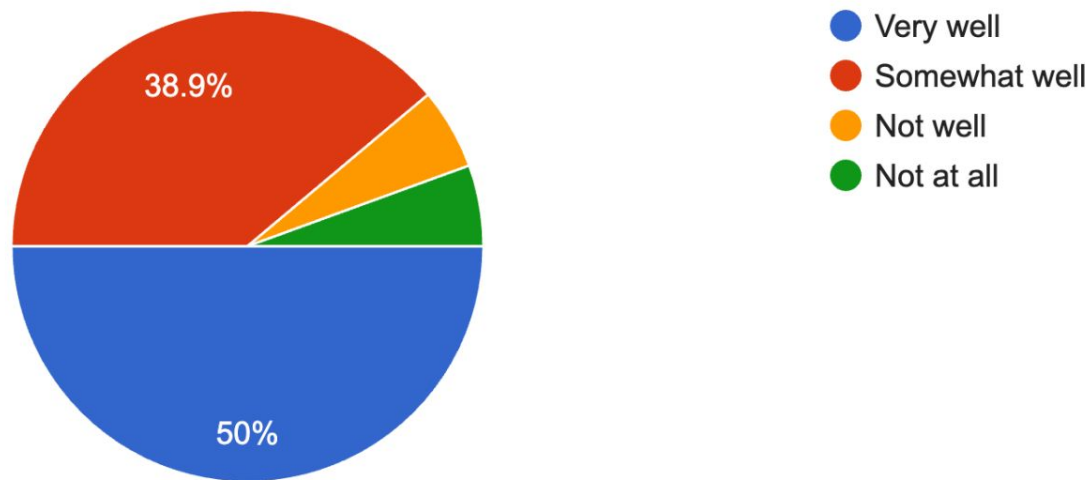
- More writing, spelling, grammar and vocabulary instruction
- More socialization opportunities with LF students
- Less packets and videos and more study skill instruction
- More support for time management
- More support with self advocacy
- Very positive feelings about the LBMS experience



Student Data

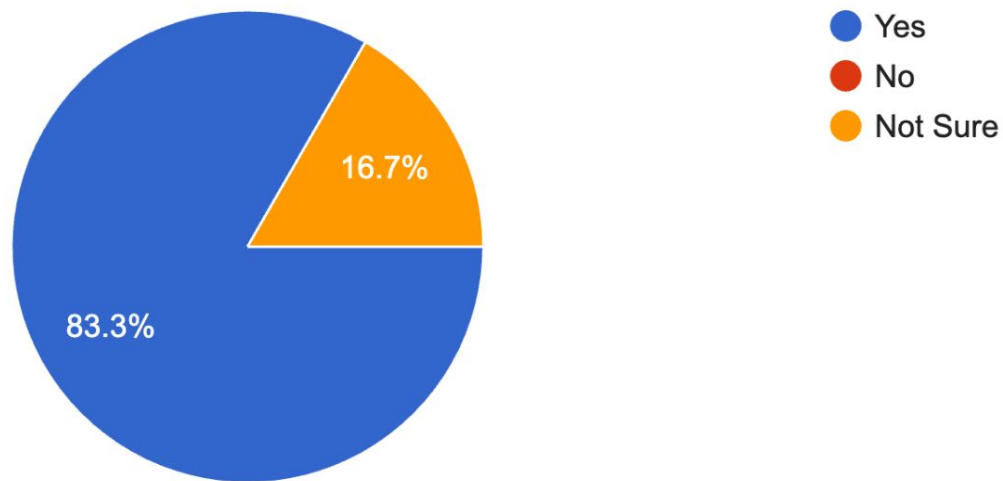
Question 1 of 12: How well did your 6th to 8th grade education prepare you for high school coursework?

18 responses



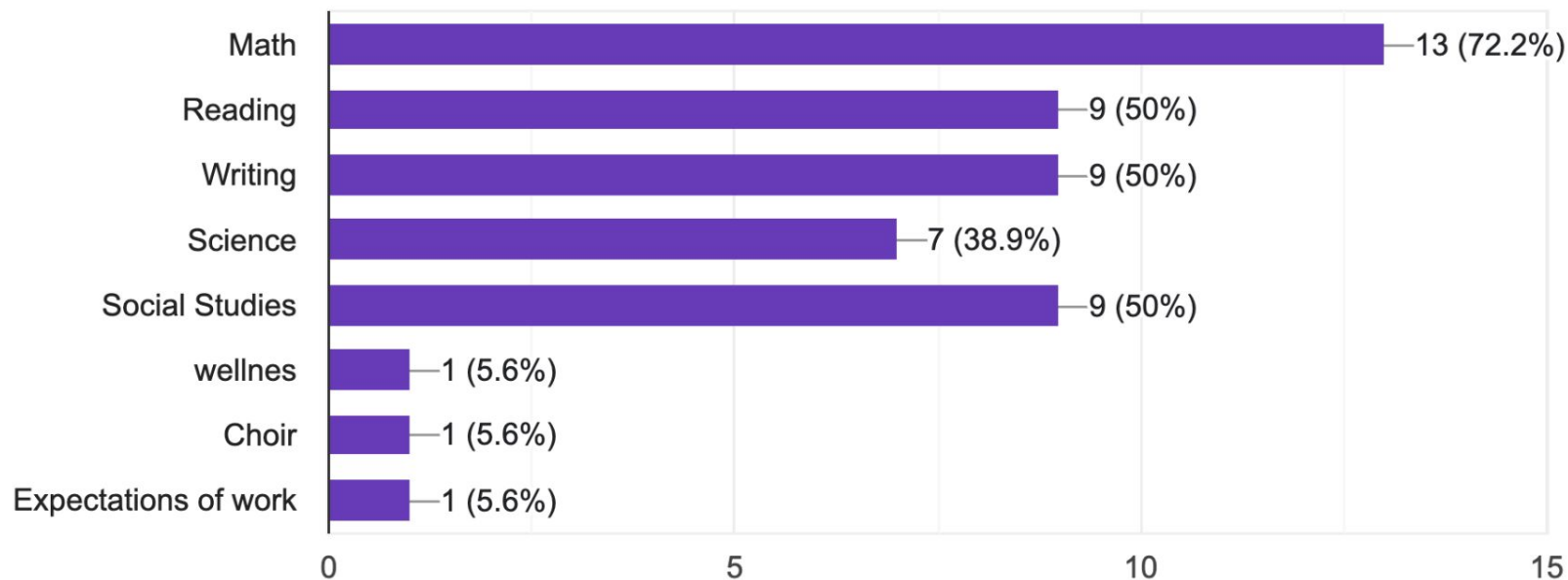
Question 2 of 12: Do you feel your recommended courses were a good fit for you?

18 responses



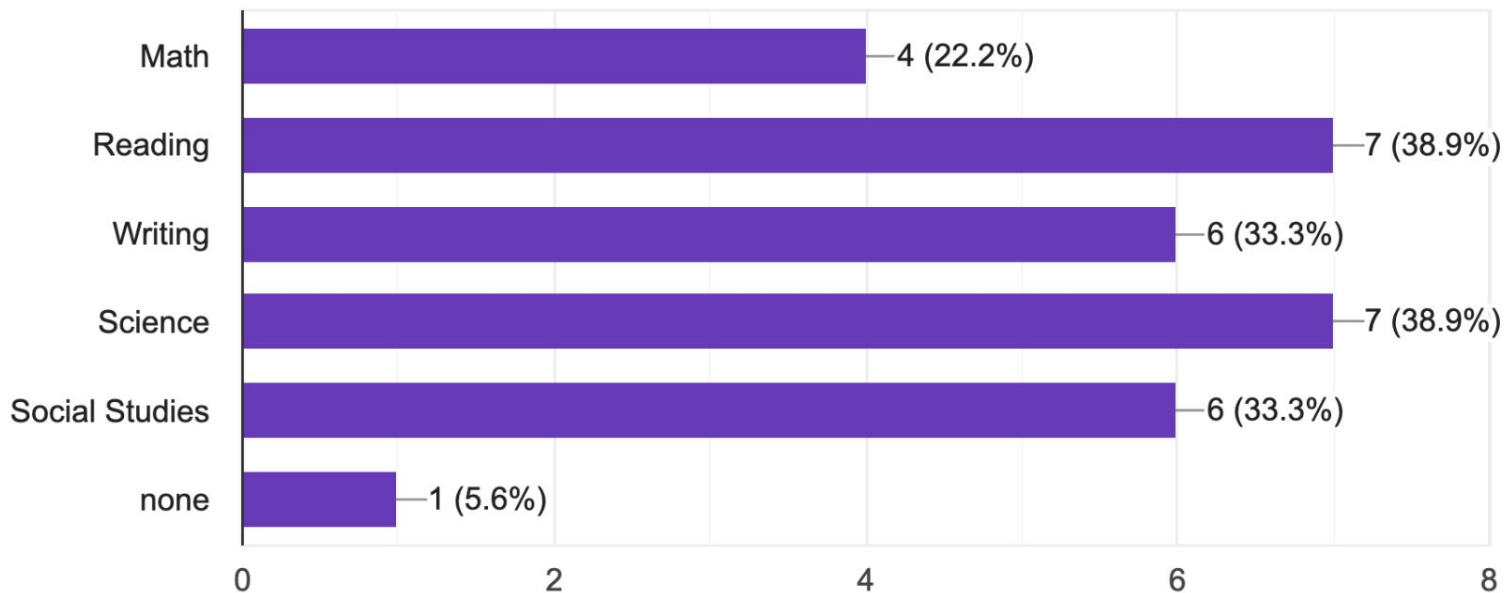
Question 3 of 12: Which areas did you feel most prepared for when starting high school? (Select all that apply)

18 responses



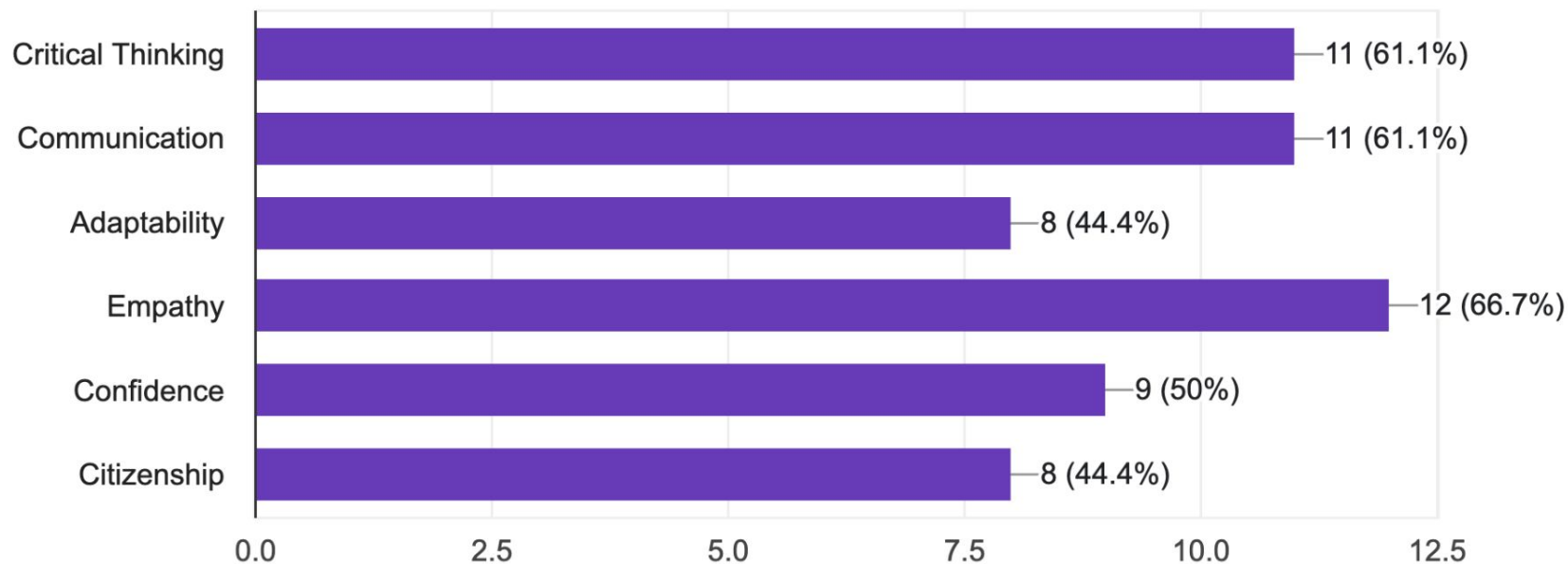
Question 4 of 12: Which areas did you feel least prepared for when starting high school? (Select all that apply)

18 responses



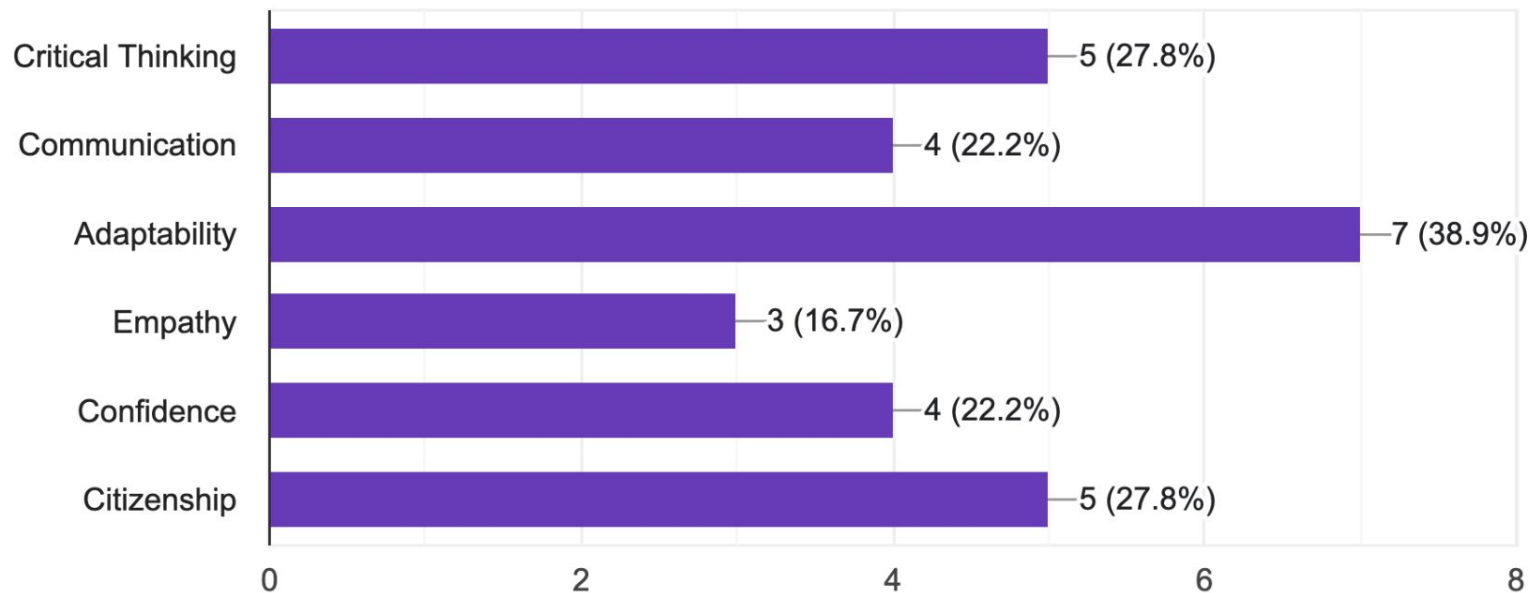
Question 5 of 12: Which of the following competencies do you feel were most supported for you during your middle school experiences? (Select all that apply)

18 responses



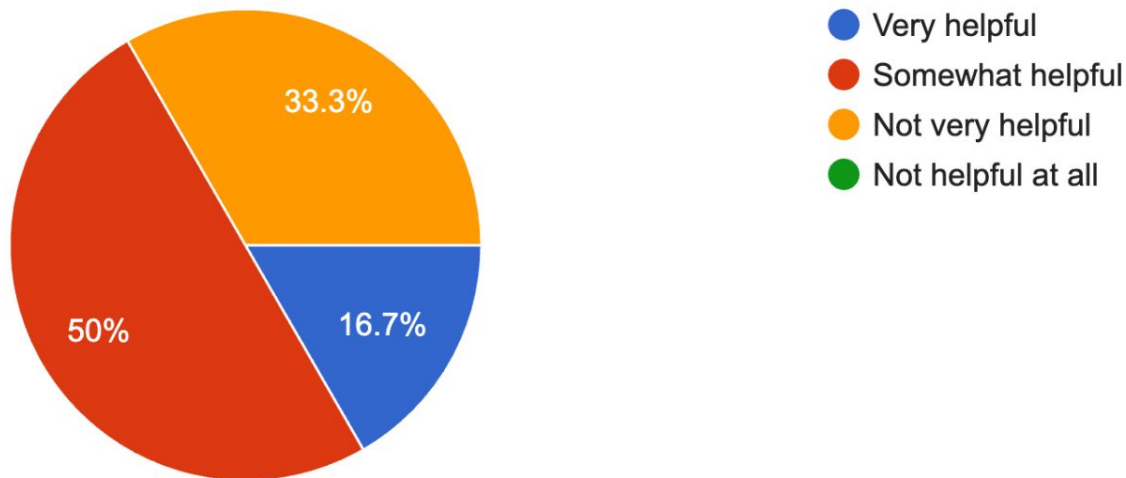
Question 6 of 12: Which of the following competencies do you feel were least supported for you during your middle school experiences? (Select all that apply)

18 responses



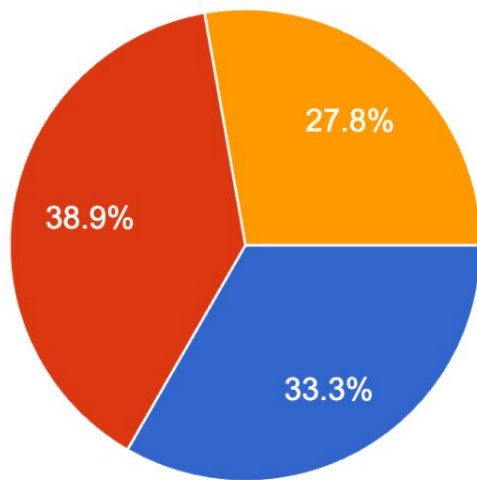
Question 7 of 12: To what extent did your middle school experiences help you develop study skills and time management habits?

18 responses



Question 8 of 12: How prepared did you feel to handle the increased independence and responsibility in high school?

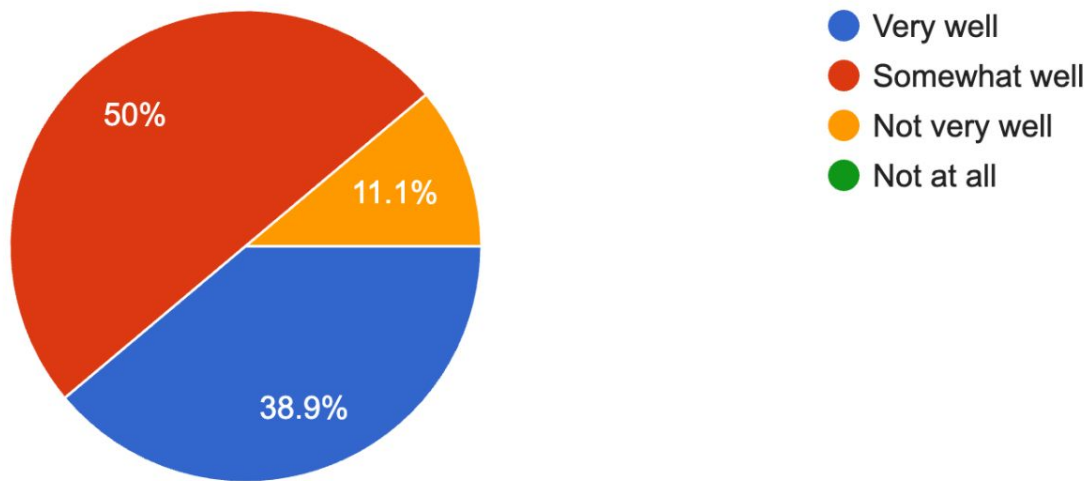
18 responses



- Very prepared
- Somewhat prepared
- Not very prepared
- Not prepared at all

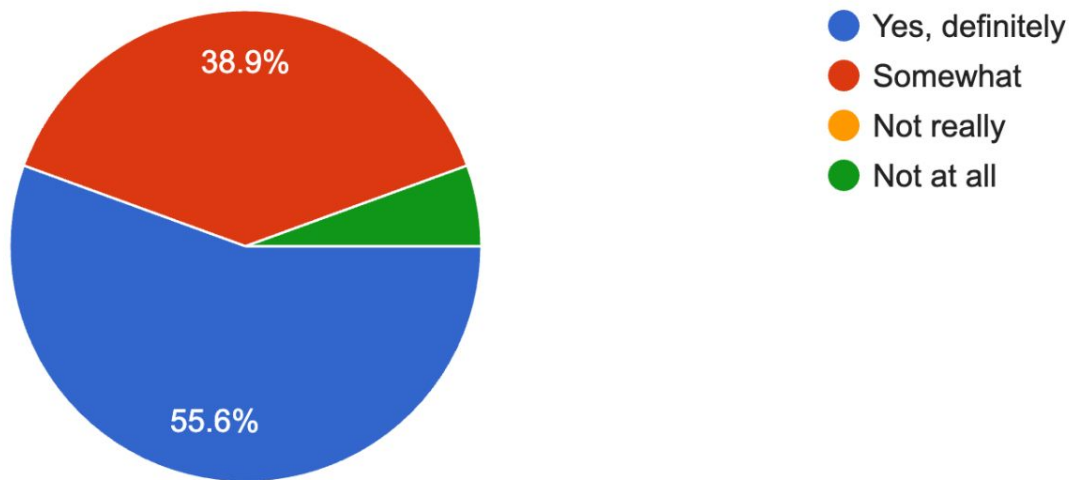
Question 9 of 12: How well did your previous school experiences help you develop social and emotional skills (e.g., handling stress, working in groups)?

18 responses



Question 10 of 12: Did you feel supported by your Lake Bluff District 65 teachers in preparing for high school expectations?

18 responses



Some comments:

- More support for time management and working with deadlines
- More support for talking with people and thinking before you talk
- More explicit explanations of homework and expectations
- More strict due dates
- More preparation for the constant demand for thinking and ideas at the HS
- More study preparation
- More preparation for the “reality” of high school
- Request for an advanced ELA program
- Much gratitude for the teachers being nice and building relationships and supporting them with their social and emotional needs

The background features a stylized illustration of a grey road with yellow dashed lines curving from the bottom left towards the center. From the horizon where the road ends, a series of light blue rays radiate upwards and outwards, creating a sunburst effect against a light blue sky. The foreground consists of green rolling hills.

Focus Group Data

Three Common Themes for Improvement

1. Strengthening Executive Functioning and Study Skills

- Concerns about preparedness in **executive functioning (EF) skills** including time management, note-taking, studying, and self-advocacy.
- Students reported challenges with identifying important information when taking notes.
- General education students needed nearly a full freshman year to adjust to high school expectations.
- Board members observed reliance on study guides without teaching effective study strategies.
- **Action Step:** Embed EF skills directly into coursework for real-time application.

2. Improving Transition from Middle School to High School

- Concerns over **academic rigor, placement accuracy, and workload expectations**.
- LBMS students felt more prepared than DPM students, particularly in **math, science, and English**.
- Noted gaps in **nonfiction writing, research skills, and chemistry/physics readiness**.
- Perception that DPM's curriculum lacked challenge for high-achieving students.
- **Action Step:** Standardize homework policies and enhance curriculum rigor across feeder schools.

3. Enhancing Communication and Awareness of Resources

- Students were unclear on **where to go for support**, both academically and emotionally.
- Inconsistent mental health support and lack of awareness of **referendum projects**.
- Board members suggested shifting from digital to **in-person communication methods**.
- **Action Step:** Implement **monthly assemblies** or **advisory meetings** to keep students informed.

Three Common Themes for Celebration

1. Strong School Culture and Student Experience

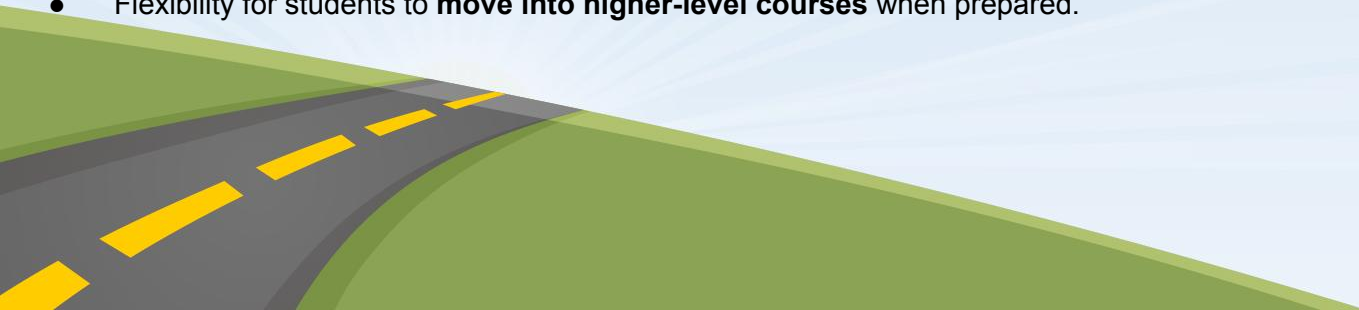
- Broad agreement on LFHS's **positive, inclusive, and engaging school culture**.
- Praise for **teachers, custodial staff, and security teams** in creating a welcoming environment.
- Wide appreciation for **extracurricular activities**, including **clubs, sports, and leadership opportunities**.

2. Wide Variety of Course Offerings

- High-quality academic opportunities in **electives and advanced coursework**.
- Standout programs: **Business Incubator, journalism, computer science, photography**.
- Students value numerous **AP and honors options** and **career-prep courses**.

3. Successful Transition Support Programs

- Programs like **Freshman Orientation Day** and **Scout Seminar** help students acclimate.
- Strong support for students with **504 and IEP plans**, with potential to expand strategies to all students.
- Flexibility for students to **move into higher-level courses** when prepared.





Questions?