



"Strategy is not a starting point, it's a process and a collaborative one at that. It is not written in stone, nor is it ever truly complete. It evolves over time, becomes stronger as it adapts to new challenges even as it remains true to its core principles. Good strategy is never being, it is always becoming."

Greg Satell (Author and Innovation Advisor)

Thank
you!

Amy Baker - Staff

Jamie Bearor - Staff

Bill Brown - Staff

Katie Bruening - Board

Kevin Burrall - Staff

Anne Campbell - Community

Fran Coccozza - Administration

Jim Conway - Administration

Tammy Darby - Staff

Jennifer Dell'olio - Staff

Courtenay Hall - Community

Bonnie Hart - Staff

Lin King - Board

Kyle Manny - Staff

Ginny Mondschein - Staff

Heidi Montville - Staff

Sarah Olson - Staff

Lynne Rutnik - Administration

Mike Varney - Administration

Amy Weihing - Student

Kemm Wilson - Staff

The current Lake George CSD Strategic Plan was a 3-year plan from 2017-2020. As the district approaches the end of this time period, the Board of Education is requesting that the SPARC Committee reconvene and engage in a formal review, refinement and/or revision of the plan and develop a new plan for implementation at the beginning of the 2020-2021 school year.

The Board feels that a strong foundation was built with the existing Mission, Vision, C.R.E.A.T.E. Values and Goals and recommends that the district stay committed to that foundation. The review process should utilize data to inform decisions and take into consideration new state mandates, district priorities, and trends when making decisions about adjustments to the Goal Description and/or Targets.

SPARC Proposal for the Strategic Plan Review and Revision Process

Due to the impact of COVID-19, the immediate focus and priorities of the district must be on responding to and planning for student needs at this time.

Therefore, SPARC proposes:

- The timeline for fully revised goals and targets, along with adjusted action plans, will be moved from September 2020 to September 2021.
- The district will recognize the targets that are recommended for removal by SPARC. These targets and the reasoning for removal are listed below.
- The district will continue to strive for the existing goals and targets, except for those recommended for removal.
- SPARC will complete the action steps outlined for each goal/target that is outlined below.

SPARC Recommendation and Reasoning for Removal of Targets

Target 1D. Increase the number of students who graduate with an Advanced Regents Diploma designation to 65%	Conflicts with the Target 1C, College and/or Career Preparatory experiences. The Advanced Regents courses can be included in the work plan of target 1C.
Target 2B. Improve the graduation rate of SWD to 70%	The district has exceeded this goal every year.
Target 4A. Ensure that 100% of students in grades K-12 participate in at least one Co-curricular activity beyond the traditional classroom each year.	This target did not meet the original intention of "student connection." This intention can be supported in the added focus of SEL in the targets below.
Target 5A. Each grade level (K-12) participates in one community service project each year.	This target did not meet the original intention of building community partnerships. This intention can be supported through the connection with other targets below.
Target 5B. Superintendent and BoE will identify a minimum of two public relations firms to learn more about building strong communication and public relations strategies to promote the Mission of LGCS and support enrollment increase	This target does further the district's efforts in reaching the Mission and Vision. While it is an important initiative, the committee felt that it should be removed as a target as it is specifically assigned to the Superintendent and BoE.

2020 - 2021 Focus and Work

Raise the Bar Empower students to achieve local, national, and global academic standards at essential proficiency levels.	
Target 1A. 85% of K-8 students will meet district grade-level benchmarks in ELA and Math	Actions/Work: <ul style="list-style-type: none">• Keep the Goal and the Goal statement• Combine Target 1A and 1B
Target 1B. 65% proficiency rate in NYS assessments in ELA/Math, 3-8	

Close the Gap Increase proficiency rates of targeted subgroups.	
Target 2A. 50% of SWD/AIS/RTI students in K-8 will improve in ELA/Math by 1 ½ year annually or will meet or exceed state benchmark scores.	Actions/Work: <ul style="list-style-type: none">• Keep the Goal and the Goal statement• Reword the target statement for differentiation between subgroups and clarity of growth measure

Committee worked from
December 2019-February 2020.

Work was stopped in March with COVID.

The proposal was shared with the BoE in
the Spring and presented in October.

The proposal honors the work regarding the
removal of some targets and the actions
needed for the remaining targets, while
adjusting the timeline from Fall 2020 to Fall
2021.

“Strategic planning focuses on the internal and external environment, quantitative and qualitative information, decisions regarding resource commitments, and on integrated, participatory involvement.

Strategic planning assumes an open system in which organizations are dynamic and constantly changing as they integrate information from shifting environmental factors.”

ECRA Group “Creating the Future: Strategic Planning for Schools”

SPARC Proposal to the Board Review and Reflection	2019-2020 "Abridged" Data Dashboard Discussion	What's next?
<p>Jamboard Link (all input)</p> <p>Summarized:</p> <ul style="list-style-type: none"> • Simplify and prioritize • Need data on gaps and trends in academics and SEL to help prioritize. • How much has COVID altered our priorities? How do targets need to be adjusted, removed, added? • What values were most needed to succeed and support each other? • Important targets right now are SEL and Digital Citizenship tweetdeck • Should this be a priority right now? • How do we begin with the constant state of flux? • Begin with the end in mind. • Growth mindset is important - constant reflection and adjustments are important. 	<p>Jamboard Link (all input)</p> <p>Summarized:</p> <ul style="list-style-type: none"> • Environment <ul style="list-style-type: none"> ○ Multiple environments simultaneously. Engaging students in multiple spaces at the same time ○ Physical restrictions 6' and no group activity ○ Students on devices far more, less book reading and paper writing ○ Can't do small group work/collaboration ○ Virtual students - hard to assess, not as engaged • Instruction <ul style="list-style-type: none"> ○ Instructional and curricular gaps? Move at snail's pace ○ Environment prevents using best practices that we know help our students achieve. • Mental Health <ul style="list-style-type: none"> ○ Spikes in mental health concerns ○ Balance mental health and academic achievement is necessary • Assess/Measure/Data <ul style="list-style-type: none"> ○ Authentic assessment is important. It is time consuming and tough to shift. What would we measure? How? Why? What data would give us the best insight? ○ How to measure SEL competencies? ○ Control the controllables - Give our internal assessments and use that data. ○ State Assessments - Will they be given? What conditions to consider? ○ Targets were too centered around state testing. Need to think about what we want our LG Grad to look like. ○ What skills, learning has happened, that we are not currently assessing? ○ Need to be aware of current performance to help us understand gaps. ○ Look to teacher insights on individual students instead of numerical data. 	<ul style="list-style-type: none"> • Targets, in some instances (raise the bar), aren't appropriate in current reality. This is an opportunity to focus on other aspects that have become more important now (SEL, Digital Citizenship). Tweak targets to focus on what is impactful and manageable in current reality. • Innovative learning environments are critical now, we are still working on these within the restrictions • There are various learning environments, we need to "level the field" • How do you assess students to measure true learning? What are we measuring? Is it valid? Why measuring? • How do we gather and capture all that we are learning during this time? INQUIRY - Inquiry cycle is not linear. • Think about the plan in steps/chunks - not linear as it was before. • Length of time for goals is 2 years. Can we/should we add another year? • Will these goals still be meaningful? Do we keep goals? Do we prioritize goals/targets to begin the work? • Knowing what we know now, would we have done it the same way?



Current State of Reality



Gallery Walk

Mission Statement &
Goals/Targets/Areas of Focus

SUMMARY OF PRIORITIES SET:

SEL:

- Programs for ALL students not just those that are outwardly struggling. (10)
- Focus on wellness - not limited to crisis of intervention language, but skills and “tools” to be socially and emotionally well. (6)
- Proactive is crucial vs. reactive (4)
- “Find your adult” students write a letter to adults at the end of year and adults respond, maybe after graduating.(4)

3A Innovative Learning Environments:

- Prioritize Digital Citizenship. (7)

1C College & Career:

- Move away from straight graduation and have students pick pathways and create experiences that are meaningful to their interests. (8)

4B Leadership:

- Rock solid, Leader in Me (4)

Set Priorities

SPARC Proposal for the Strategic Plan Review and Revision Process

Due to the impact of COVID-19 the immediate focus and priorities of the district must be on responding to and planning for student needs at this time.

Therefore, SPARC proposes:

- The timeline for fully revised goals and targets, along with adjusted action plans, will be moved from September 2020 to September 2021.
- The district will recognize the targets that are recommended for removal by SPARC. These targets and the reasoning for removal are listed below.
- The district will continue to strive for the existing goals and targets, except for those recommended for removal.
- SPARC will complete the action steps outlined for each goal/target that is outlined below.

SPARC Recommendation and Reasoning for Removal of Targets

Target 1D. Increase the number of students who graduate with an Advanced Regents Diploma designation to 65%	Conflicts with the Target 1C, College and/or Career Preparatory experiences. The Advanced Regents courses can be included in the work plan of target 1C.
Target 2B. Improve the graduation rate of SWD to 70%	The district has exceeded this goal every year.
Target 4A. Ensure that 100% of students in grades K-12 participate in at least one Co-curricular activity beyond the traditional classroom each year.	This target did not meet the original intention of "student connection." This intention can be supported in the added focus of SEL in the targets below.
Target 5A. Each grade level (K-12) participates in one community service project each year.	This target did not meet the original intention of building community partnerships. This intention can be supported through the connection with other targets below.
Target 5B. Superintendent and BoE will identify a minimum of two public relations firms to learn more about building strong communication and public relations strategies to promote the Mission of LGCS and support enrollment increase	This target does further the district's efforts in reaching the Mission and Vision. While it is an important initiative, the committee felt that it should be removed as a target as it specifically assigned to the Superintendent and BoE.

2020 - 2021 Focus and Work

Raise the Bar Empower students to achieve local, national, and global academic standards at essential proficiency levels.	
Target 1A. 85% of K-8 students will meet district grade-level benchmarks in ELA and Math	Actions/Work: <ul style="list-style-type: none"> Keep the Goal and the Goal statement Combine Target 1A and 1B
Target 1B. 65% proficiency rate in NYS assessments in ELA/Math, 3-8	
Close the Gap Increase proficiency rates of targeted subgroups.	
Target 2A. 50% of SWD/AIS/RTI students in K-8 will improve in ELA/Math by 1 ½ year annually or will meet or exceed state benchmark scores.	Actions/Work: <ul style="list-style-type: none"> Keep the Goal and the Goal statement Reword the target statement for differentiation between subgroups and clarity of growth measure

Save for later!

Create Innovative & Engaging Learning Environments Empower future-ready learners to think in an evolving world. Student Leadership, Engagement & Diversity Cultivate powerful leadership, connection, and engagement of students to develop cultural Competencies.

Target 3A. Measure and increase proficiency in Empowered Learning, Digital Citizenship, Knowledge Construction, Innovative Design, Computational Thinking, Creative Communication, Global Collaboration.	<ul style="list-style-type: none"> The feedback was to "Narrow/focus" this target The target is built on the Learning Standards with the other <p>Link to Innovate</p>
Target 1C. 90% of students will graduate with at least one college and/or career preparatory learning experience.	<ul style="list-style-type: none"> Along with this target was a list of courses and assessments that the district considered to be preparatory for college and/or career. The feedback was to consider the expected levels and consider the humanities and "A Complete Definition of College and Career Readiness" by David T. Conley career readiness describe what we are able to do. These keys connect/overlap with the other targets grouped here. <p>Link to "A Complete Definition of College and Career Readiness" by David T. Conley</p>
Target 4B. Provide opportunities for every student K-12 to learn and apply leadership skills in the school community.	<ul style="list-style-type: none"> The feedback was to focus on skills, and to have language for The skills outlined connect/overlap with the other targets grouped here. <p>Link to the LGHS Leadership Definition</p>
Need a target for Social Emotional Learning	<ul style="list-style-type: none"> The district's focus on Social Emotional Learning has grown since the district first developed this mission, vision, goals and targets. SPARC recognizes the need to incorporate the SEL into the goals and targets. The CASEL Framework is the recognized framework for Social and Emotional Learning competencies connect/overlap with the other targets grouped here. <p>Link to the CASEL Framework</p>
Target 4C. Expand opportunities for students to become aware of diversity with at least one learning experience at each grade level, K-12.	<ul style="list-style-type: none"> Feedback was to focus on activities/experiences The Cultural Competency connects/overlaps with the other targets, especially SEL. <p>Link to the Cultural Competence Definition</p>

Digital Citizenship

Pathways/Experiences

Leader in Me Rock Solid

Proactive, Skills-based programs for ALL students

Action:
One goal
One goal statement

Action:
Review the skill and standards of each target.

Align, narrow, and focus the skills and standards to create priority areas.

Develop no more than 3 targets for priority areas..

Actions:

1. Review the skill and standards of each target.
2. Align, narrow, and focus the skills and standards to create priority areas.
3. Create one goal/goal statement.
4. Develop no more than 3 targets.

Priorities vs. Original Proposal

- What do you notice?
- Where are there connections?
- What is not connected?



SEL

[CASEL Framework](#)
[NYS SEL Benchmarks](#)

Leadership

[LGHS Leadership Definition](#)
[Rock Solid](#)
[Leader in Me](#)

College & Career Ready

[LG College & Career Ready Framework](#)
[Article: "A Complete Definition of College & Career readiness"](#)

Digital Citizenship

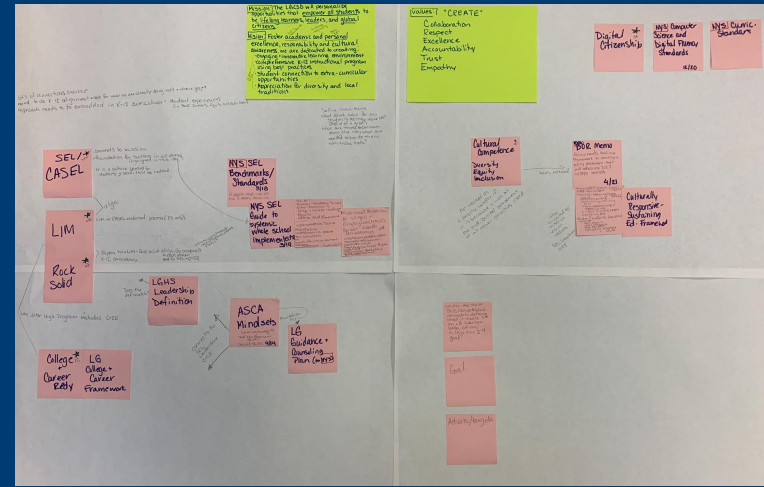
[Innovative & Engaging Standards](#)
[Common Sense Media](#)

Additional

[LGCS D Comprehensive Counseling & Guidance Plan](#)
[ASCA Mindsets & Behaviors](#)

Action Step #1: Review the skill and standards of each target

- There are many connections and overlap (CASEL-LIM-Rock Solid-C&CR).
- Additionally, people saw connection to other items (all NYS documents)
 - [LG K-12 Counseling Plan](#) and [ASCA Mindsets](#)
 - [Diversity, Equity, and Inclusion](#)
 - NYS [SEL Benchmarks/Implementation Guide](#)
- Need K-12 alignment (especially LIM and Rock Solid) then look for what we are already doing well and where there are gaps.
- Approach needs to be embedded in K-12 curriculum and student experiences.



Action Step #2: Align narrow, and focus the skills and standards



MISSION

The Lake George Central School District will personalize opportunities that empower all students to be lifelong learners, leaders and global citizens.



VISION

To foster academic and personal excellence, responsibility and cultural awareness, we are dedicated to creating:

- An engaging and innovative learning environment for each student
- A comprehensive K-12 instructional program using best practices
- Student connections to extra-curricular opportunities
- An appreciation for diversity and local traditions

CORE VALUES

“CREATE”

Collaboration
Respect
Excellence
Accountability
Trust
Empathy

Proposed Goal and Targets

CREATE Values

*Cultivate mindsets
and behaviors for
success and
wellbeing.*

- Foster a community and culture to support success and wellbeing.
 - Create a profile of success and wellbeing for a Lake George student targeting skills and competencies of social-emotional learning, leadership, college and career readiness, equity and inclusion.
 - Align and integrate existing tools, programs, curricula K-12.
 - Determine how success will be measured. Where are we finding success and where are there gaps?
- ** Engage more voices in the process.



MISSION:

WHY - Our fundamental purpose

The Lake George Central School District will personalize opportunities that empower all students to be lifelong learners, leaders, and global citizens.

VISION:

WHAT - The future we seek for our students

To foster academic and personal excellence, responsibility, and cultural awareness, we are dedicated to creating:

- An engaging and innovative learning environment for each student
- A comprehensive K-12 instructional program using best practices
- Student connections to extra-curricular opportunities
- An appreciation for diversity and local traditions

VALUES:

Heart of culture

“CREATE”
Collaboration
Respect
Excellence
Accountability
Trust
Empathy

ACTION PLANNING:

HOW - Specific methods to achieve the vision

PERSONAL

CREATE Values/Culture

Cultivate mindsets and behaviors for success and wellbeing.

- Foster a community and culture to support success and wellbeing.
- Create a profile of success and wellbeing for a Lake George student targeting skills and competencies of social-emotional learning, leadership, college and career readiness, equity, and inclusion.
- Align and integrate existing tools, programs, curricula K-12.
- Determine how success will be measured. Where are we finding success and where are there gaps?
** Engage more voices in the process.

ACADEMIC

Raise the Bar

Empower students to achieve local, national, and global academic standards at essential proficiency levels.

Close the Gap

Increase proficiency rate of target subgroups.

- Gather and analyze data, set cut-point/benchmarks
- Identify areas of need
- Create an intervention plan
- Progress monitor
- Analyze data and conduct regular assessments of progress towards goal (ie. RTI meetings)
- Evaluate and improve existing programs (ie. Tier 1, 2, and 3 programs or ELA & Math curricular programs)

Bringing it all together and creating a plan