



Educate. Inspire. Empower.

*August 2018
Update*

**School District of Clayton
Strategic Plan
2013-2018**

Overview



This document provides an update on the work that was accomplished on the School District of Clayton’s strategic plan during the 2017-2018 school year. Clayton’s current strategic plan has guided the District since 2013, providing the necessary direction to carry out its mission and achieve its vision.

The District’s strategic plan is built upon four strategic themes:

- Academic Excellence
- Teacher and Administrator Excellence
- Growth and Development of the Whole Child
- Resource Management

These themes provide focus and direction toward achieving organizational excellence and providing District students with the best possible education.

A number of **objectives** and **indicators** are associated with each strategic theme. These components provide focus for the work that must be completed within a given theme as well as indicate how the District will track its progress toward achieving that objective. The **initiatives** included in this plan have been put into place to guide the achievement of each objective. **Action steps** and their corresponding evidence of progress have been developed to implement and track the progress of each initiative.

The following pages provide a summary, organized by theme, of the progress that was made this past year. Progress on the plan is only possible through alignment of goal work throughout the District. Everything from department goals to school improvement plans to superintendent goals need to align to the strategic themes in order to move the work forward.

Mission Statement

We inspire each student to love learning and embrace challenge within a rich and rigorous academic culture.

Vision Statement

We develop leaders who shape the world through independence, creativity and critical thinking.

Core Values

We model and promote

- **excellence** by challenging our students and ourselves to meet the highest expectations of our community.
- **trust** by building relationships based on integrity, mutual respect and open communication.
- **inclusiveness** by valuing individual differences and the contributions of a diverse student body and staff.
- **innovation** by encouraging ideas and practices that foster adaptability.
- **accountability** by aligning our actions and resources with our stated objectives and taking responsibility for the outcomes.

Tagline

Educate. Inspire. Empower.

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Strategic Theme: **Academic Excellence**



Much of the work during the 2017-2018 school year in the area of academic excellence centered on continuing to refine systems to better identify, track and report individual student progress. Data profiles of students have been put into place to track individual student data to help inform instruction. During the summer, departments continued to populate the District curriculum housing format and to refine curriculum.

Objective 1. Ensure challenging academic experiences that result in identifiable and continuous growth in reading and writing.

- 80% of eighth-grade students achieved college and career readiness benchmarks on the Reading ASPIRE assessment. (The ACT College Readiness Benchmarks represent the level of achievement required for students to have a 50% chance of obtaining a grade of B or higher, or about a 75% chance of obtaining a C or higher, in corresponding credit-bearing first-year college courses.)
- 65.4% of 10th-grade students achieved college and career readiness benchmarks on the Reading ASPIRE assessment.
- 89.3% of eighth-grade students achieved college and career readiness benchmarks on the English ASPIRE assessment.
- 88% of 10th-grade students achieved college and career readiness benchmarks on the English ASPIRE assessment.
- Elementary teachers participated in content professional development that focused on collected reading data in the classroom through accountable talk, reading conferences and classroom assessments tied to the K-5 learning standards.
- First- through fifth-grade teams worked together, and with their literacy coaches, to score District writing assessments to increase inter-rater reliability on the District writing assessments, making the scores more valuable in assessing growth of individual students.
- Some classroom teachers participated in building-level training, and some “side by side administration,” of the “Teachers College Benchmark” as part of the a continued examination of our reading assessments.
- Elementary reading specialists piloted the Fountas and Pinnell Benchmark Assessment System and found the results to be more helpful and specific than the DRA2.

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- K-5 teachers continued to refine lessons and assessments to align with specific standards of focus by unit as documented during 2017 summer curriculum writing.
- CHS implemented a yearlong senior English course to replace the semester electives to assure a senior English experience that includes critical reading and writing curriculum for all students not enrolled in AP courses. Our shared texts included *Hamlet* and *Handmaid's Tale*, which are currently being taught in AP Lit, as well as *Between the World and Me*.
- After careful consideration, the CHS English department recommended that the junior level class Topics and Themes not be offered during the 2017-2018 school year. We added two cotaught classes at the junior level – one cotaught by a special educator and the other by a reading specialist.

Next Steps

- We will suspend the use of the DRA2 in favor of the Teachers College Benchmark as part of our continued examination of reading assessment.
- Elementary classroom teacher will pilot the Fountas and Pinnell Benchmark Assessment System.
- K-12 teams will continue to examine student works as teams to assure like-experiences and expectations.

Objective 2. Ensure challenging academic experiences that result in identifiable and continuous growth in math.

- 73.1% of eighth-grade students achieved college and career readiness benchmarks on the Mathematics ASPIRE assessment.
- 62.2% of 10th-grade students achieved college and career readiness benchmarks on the Mathematics ASPIRE assessment.
- 55.6% of students District-wide in grades 3-7 achieved a minimum of one year's growth in mathematics as measured by the NWEA-MAP. (In July 2015, the norms for NWEA-MAP changed.)

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Strategic Theme: **Academic Excellence**



- Teachers at the secondary level analyzed assessment documents to ensure students are being held to mastery of essential algebra skills at each point in the progression. Curriculum writing work was completed to ensure these skills are being taught and tested accordingly throughout the college prep progression.
- Elementary and secondary teachers participated in professional development around the alignment of major curriculum topics as well as to share language and assessment expectations of these topics.
- Secondary teachers participated in professional development around the use of technology to increase student engagement, empowerment and progress monitoring.

Next Steps

- Use of pre-assessment and NWEA data for flexible grouping among K-5 students.
- Differentiate through targeted mini lessons in K-5 small groups.
- Use of low floor high ceiling anchor tasks to engage all K-5 learners.
- Rethink the structure of our lessons for students in grades 6-8 by leading with a challenging situation and backfilling with the skills necessary to reach a solution.
- Increase the use of NWEA data to develop lessons that meet 9-12 students at their instructional level and move them to expected mastery.
- Teachers will provide students with greater opportunities for problem solving with an emphasis on richer tasks and conversations.
- All teachers will participate in best practices around metacognition.

Objective 3. Ensure curriculum identifies the content, knowledge and skills students are expected to master and is aligned vertically, grade-to-grade and PK-12.

- Development of learning progressions in math in counting and cardinality, addition and subtraction, multiplication and division. (K-5)

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- Professional learning in math around learning progressions and their role in instruction and student learning.
- Work to identify and mitigate overlaps and gaps in the taught content in math 6-12.
- Align content in Career and Technical Education courses between Wydown Middle School and Clayton High School.
- Working to incorporate more student choice within courses.
- Alignment of Health course content between Wydown Middle School and Clayton High School.
- EL teachers increasing collaboration with classroom teachers to help differentiate and to focus EL instruction more closely on academic language and vocabulary.
- Exploring the use of digital portfolios to maintain a longitudinal view of the learning of EL students.
- Exit goals have been developed in each of the fine arts courses. These goals allow for a clearly articulated K-12 curriculum.
- Last year, historical thinking skills (comparison, change and continuity over time, causation, contextualization) for grades 4-7 with Dr. Burke; this year, the same historical thinking skills in grades 8-10 for vertical alignment.
- Historical thinking skills aligned within both ninth and 10th grade. They are now included in each unit outline. These identified skills that are then part of the assessment
- Sixth grade team worked on review items for end of fifth grade - created new review at beginning of year (two weeks) to align with fifth grade and horizontally within sixth grade
- Fourth grade team updated assessments last summer on history and government units and aligned more consistently between the three buildings
- Elementary leadership team developed a writing rubric for grades K-5 that articulates writing standards for each grade level across genres.
- Secondary literacy teachers participated in professional development sessions focusing on critical thinking within the reading curriculum to identify essentials at each grade level.
- Secondary teachers continue to examine shared reading as a 6-12 experience to identify both gaps and redundancies in both content and critical thinking opportunities to build a richer vertical experience. Grade level teams at sixth, eighth, ninth, 10th and 11th grades are piloting new choice titles based on needs we have identified through this study.

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- The development of common assessments for the new course, College Prep. English IV, permitted our examination of skill-mastery of all seniors enrolled in the college prep. sequence, as opposed to the assessments from the previous elective selections. As a result, we revisited research and presentation skills in our 9-12 sequence.
- Ninth-grade teachers rewrote the “Persuasive Speech” to better align with the demands of the senior class.

Next Steps

- Review most recent changes to the curriculum to ensure that we are being responsive to new skills and knowledge students are exposed to in previous grades.

Objective 4. Ensure integration of science, technology, engineering and mathematics (S.T.E.M.) education by emphasizing student engagement in inquiry, logical reasoning, collaboration and investigation throughout our curricula PK-12.

- STEM committees share long-range goals.
- Developed calculator competencies for sixth through eighth grade and an electronic resource for teachers to house TI-Nspire activities that can be used for investigating, practicing or enriching student learning objectives.
- Continue curriculum alignment between math and science to share the teaching of topics and generate common language to use with students around these topics.
- Continued development of a computer science sequence from seventh through 12th grade.
- Final phase of roll out of a new technology integration plan including a significant increase in the fleet of student devices in the schools PK-12.
- Anchor task development in math to allow for inquiry, reasoning, collaboration and investigation.
- Continued practice of STEM Day for all 5th graders in the District in partnership with Clayton High School.

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Strategic Theme: **Academic Excellence**



Next Steps

- Rethinking how to incorporate Discovery type activities into the general curriculum.
- Using the learning from John Spencer and Empower to give students more agency in their learning.

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Strategic Theme: **Teacher and Administrator Excellence**



The strategic theme of teacher and administrator excellence focuses on having the very best individuals serving our students and being deliberate in providing them with ongoing professional development. The 2017-2018 school year focused on the recruitment and retention of a highly qualified and diverse teaching staff that included a diversification of our recruitment techniques to broaden our pool of candidates. This year also saw continued growth in building leadership capacity through workshops and an Assistant Principal PLC model. A new and comprehensive Educational Technology Specialists Evaluation Model, the establishment of NEW university partnerships, and refining the New Teacher Induction Program, and development and delivery of assured Equity Experiences throughout a teacher's career in the District were also highlights of this strategic theme in 2017-2018.

Objective 1. Recruit and retain a high-quality and diverse teaching staff who possess deep content knowledge, use a broad range of strategies to meet learning needs and engage with students.

- A recruitment team attended the 45th Annual Conference of the National Alliance of Black School Educators (NABSE) and hosted a recruitment booth in the exhibit hall. The NABSE is the nation's premier association of African American educators and hosts over 2,500 attendees from across the country each year at its annual conference.
 - From that event connections to establish future educator pipelines were made with Eastern Tennessee State University and Lincoln University in Missouri. A database to collect candidate information was also designed and used at the event and all openings in the spring of 2018 were emailed to candidates who shared their contact information at the NABSE conference.
- The Office of Human Resources re-examined the Part Time Temporary Employment (PTTE) schedule for coaches and made minor adjustments to keep our coaches' salaries competitive with the market.
- The Office of Human Resources began implementing the 5sight software platform to make data based, analytical decisions. This platform allows Human Resources to analyze the allocation of the budget to personnel costs and the allocation of personnel spending between classroom staff, administration and support personnel, it also affords the District an opportunity to view personnel decisions through a lens of peer districts both at the state and national levels and to make more informed decisions using data and analytics.
- To increase employee engagement, build upon the strengths of the District and reduce employee turnover, faculty job satisfaction and engagement was assessed by conducting listening tours in each building in partnership with the District NEA representative.

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- To continue to measure employee engagement and satisfaction the School District of Clayton also distributed a third-party survey administered by research partner Energage, LLC (formerly WorkplaceDynamics), a leading provider of technology-based employee engagement tools. The anonymous survey measured several aspects of workplace culture, including alignment, execution, and connection. Based on the results of the survey the District was awarded a 2018 Top Workplaces honor by The St. Louis Post-Dispatch.
- The District continued its partnership with Truman State University and established a NEW partnership with Missouri State University that will provide the District with five additional interns in 2018-2019 at no cost to the District. These interns will provide additional human resources to Glenridge elementary school to maintain a lower adult to student ratio.
- For a second straight year the District welcomed Truman State sophomores and juniors to the District for a day of professional learning and recruitment to the Truman-Clayton intern partnership program.
- Continued to develop a “talent pipeline” by informally meeting with potential teaching candidates.
- Offered a Resume Review for current education students at local universities.
- A Diversity Recruitment Fair was held for the third consecutive year in 2017-2018 to create a talent pipeline of qualified candidates for future openings. Additional hiring components were included this year to make our database more comprehensive when searching for future candidates.
- In 2017-2018 additional coaching meetings continued for first- and second-year teachers, a focus on equity and creating culturally responsive classrooms is part of the New Teacher Induction Program and became an assured learning experience embedded throughout the teacher evaluation program.
- New recruitment tools were analyzed and employed in 2017-2018. This included partnering with Education Week/TopSchooljobs to distribute our job postings automatically through their online platforms. Education Week’s website and job board draws 1.5 million visitors a month.
- As part of the hiring process, content knowledge has continued to be a focus. Each candidate for the elementary level is given a math content assessment and writing performance task. The District has continued to make content specific major/minors or coursework factors for hiring at the middle school level and required for the high school.
- As part of the hiring process all candidates must complete an Educator's Professional Inventory (EPI). The EPI administered to candidates is research-driven and provides immediate results to the Office of Human

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Strategic Theme: **Teacher and Administrator Excellence**



Resources, the candidates, and building administrators. Candidates complete an intuitive, easy-to-navigate online assessment, their scores are instantly sorted and ranked with other job candidates and a predictive score of success is assigned based on comparative national data and researched based analytics. This service also provides an interview guide of suggested suggests questions to ask each candidate based on his or her assessment responses — so interviewers can gather in-person insights into each candidate’s unique strengths and opportunities for improvement.

- In 2017-2018 a revised evaluation tool was created in collaboration with the District’s Educational Technology Specialists and will be implemented in the 2018-2019 school year.
- The Administrator Evaluation Model continued to be refined in 2017-2018 and will be finalized in the 2018-2019 school year.

Next Steps

- In 2019 The Office of Human Resources will attend the Teachers of Color Recruitment Fair in Atlanta, Georgia. This is the 20th year for this recruitment event that is sponsored by the Black Parents Forum of Atlanta, Georgia. All districts that participate also receive access to a database of resumes and candidates for one year. The Office of Human Resources also plans to hold individual campus interviews for potential educators at nearby universities on the day(s) preceding and following the Teachers of Color Recruitment Fair to expand our reach to highly qualified and diverse educators across the country.
- A new learning component will be added to our New Teacher Induction model. This year all Year 1 and Year 2 teachers will attend two afternoon/evening workshops to continue their learning on: equity and excellence, the professional learning benefits that exists through National Board Certification, Legal Issues for Educators and Common Sense Online Practices.
- The Office of Human Resources will continue to reexamine the Part Time Temporary Employment (PTTE) schedule for coaching and before- and after-school commitments. A presentation to the Board regarding the findings of the study will take place in 2018-2019.
- A market study to gather data about compensation, benefits and calendar will occur during the fall of 2018. The market study will serve as a resource during salary negotiations during the 2018-2019 school year.

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Strategic Theme: **Teacher and Administrator Excellence**



- The District will continue its partnership with Truman State University and begin its NEW partnership with Missouri State University.
- Continue to develop a “talent pipeline” by informally meeting with potential teaching candidates.
- Continue to offer a Resume Review for current education students at local universities.
- A Diversity Recruitment Fair will be held again in 2018-2019 to create a talent pipeline of qualified candidates for future openings.
- The Office of Human Resources will use its succession plan to recruit for specific positions as needed.
- A market study to gather data about compensation, benefits and calendar will be completed in 2018-2019. The market study will serve as a resource during salary negotiations during the 2018-2019 school year to develop and a highly competitive salary schedule for our teachers, which contributes to the recruitment of the best teachers.
- Teacher surveys will be studied, redesigned and aligned to our Standards of Professional Practice.

Objective 2. Recruit and retain excellent administrators who use a broad range of strategies to meet learning needs, engage with students and support individual student growth, teacher growth and organizational growth.

- The District hired a NEW principal for Meramec Elementary during the 2017-2018 school year.
- New recruiting efforts continue to be effective in recruiting administrators from market districts and nationally.
- The Office of Human Resources presented a documentation workshop for all administrators to empower the District administration to grow and develop their faculty and staff by providing some clarity and structures to the process of documenting teacher behavior and performance. The workshop also provided administrators with legally defensible and morally ethical structures and processes to grow teachers.
- The Principal Evaluation Model has been refined to meet new state standards, align with the Teacher Evaluation Model and provide a meaningful system for evaluating administrators. The revisions include new standards of professional practice, student growth measures and more substantive feedback provided by evaluators. The hallmarks of the new evaluation model are mission, vision and core values, teaching and

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learning, assessment and data analysis, collaboration and communication with stakeholders, growth mindset and professional learning, community of care and support for each student, and ethics.

- A professional learning community (PLC) was established with the District assistant principals and the Assistant Superintendent of Human Resources to continue the growth and development of our Assistant Principals.
- All Central Office surveys were redesigned in collaboration with Central Office administrators and their departments. The revised surveys now include opportunities for stakeholders to give feedback to the departments as a whole in addition to the Central Office administrator.

Next Steps

- The new Principal Evaluation Model will be finalized and implemented. The model will be evaluated at the end of the school year and revised as needed.
- A professional learning community (PLC) will continue with the District assistant principals and the Assistant Superintendent of Human Resources.
- Continue research and develop an Aspiring Leadership Program of Study (ALPS) to improve the “principal pipeline” by adopting strategies for recruitment, induction and preparation of aspiring school leaders within our District.
- Continue to develop a “talent pipeline” by informally meeting with potential administrator candidates.
- The Office of Human Resources will use its succession plan to recruit for specific positions as needed.
- Through the District Leadership Council, administrators will continue to receive development on building leadership capacity.

Objective 3. Ensure ongoing, job-embedded and responsive professional learning for all teachers and building administrators that supports individual student growth, teacher growth and organizational growth.

- Our District’s new Teacher Induction Program has been aligned with the State of Missouri’s Beginning Teacher Assistance Program (BTAP) and now credits all teachers in the District with the state requirements necessary to receive career certification without having to attend outside professional learning or absorb costs to the District.

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- The Assistant Principal PLC afforded building administrators an opportunity to collaborate and discuss issues and decisions current and relevant to their job-alike positions and to be supported by a District-level decision maker as part of an ongoing coaching process.
- The Office of Human Resources presented a documentation workshop for all administrators to empower the District administration to grow and develop their faculty and staff by providing some clarity and structures to the process of documenting teacher behavior and performance. The workshop also provided administrators with legally defensible and morally ethical structures and processes to grow teachers.
- In 2017-2018 additional coaching meetings continued for first- and second-year teachers, a focus on equity and creating culturally responsive classrooms is part of the New Teacher Induction Program and became an assured learning experience embedded throughout the teacher evaluation program.

Next Steps

- Job-embedded professional development will continue to be provided to teachers and administrators. This will include providing feedback that focuses on growth.
- In 2018-2019 an intentional focus will continue on making equity a consistent learning path for all teachers in the district. Additionally, all teachers will receive mandated training on dyslexia, signs of suicide prevention, and trauma informed care.
- A new learning component will be added to our New Teacher Induction model. This year all Year 1 and Year 2 teachers will attend two afternoon/evening workshops to continue their learning on: Equity and Excellence, the professional learning benefits that exists through National Board Certification, Legal Issues for Educators and Common Sense Online Practices.
- The implementation of the Educator Evaluation Model will continue to be monitored and evaluated at the end of the school year. The District will also monitor changes in expectations from the state.
- The implementation of the Principal Evaluation Model be monitored and evaluated at the end of the school year.
- The EdTech Evaluation Model will be implemented, monitored and evaluated at the end of the school year.
- A professional learning community will continue for assistant principals in the District. This will provide them with ongoing support.

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Strategic Theme: **Growth and Development of the Whole Child**



The School District of Clayton continues its focus on the social and emotional well-being of its students as a needed foundation for students to excel academically. The District is engaged in numerous initiatives related to the Growth and Development of the Whole Child that are outlined in this progress report in conjunction with the implementation of the District's strategic plan.

Objective 1. Provide an environment that fosters academic growth in which each student experiences a sense of belonging and well-being.

- Percentage of students scoring Proficient and Advanced on the 2017 MAP test increased in most tested areas and at the majority of grade levels.
- 90% of students share that their teachers understand them as learners.
- 90%+ of students share that they can identify at least one adult with whom they have a trusting and caring relationship.
- District Daily Attendance rate continues to exceed 95%.
- All schools have 85-90% student participation in activities outside the classroom.
- 85% of parents surveyed reported being satisfied or very satisfied with community-based and school-based resources connected to the social and emotional growth of students.
- Student and parent surveys of teachers remain consistently positive, with more than 90% of students and parents providing positive feedback regarding the performance of teachers.

Next Steps

- A comprehensive school climate and culture survey will be administered to students in the fall of 2018.
- District engaged in a comprehensive study of the Achievement Gap in the District.
- All schools continue to assess feelings of belongingness of students and developing programs to enhance belongingness of students.

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Strategic Theme: **Growth and Development of the Whole Child**



Objective 2. Provide resources and/or access to resources to support the social, emotional, and mental health needs of each student in order to foster academic growth.

- Almost 80% of parents surveyed shared they were aware of school-based resources available to students and families to support the social, emotional and mental health needs of students, while 60% shared they were aware of community-based resources available.
- 85% of parents surveyed reported being satisfied or very satisfied with community-based and school-based resources connected to the social and emotional growth of students.
- School counselors and District social workers made 250 referrals to outside agencies for students and parents to access in order to address social, emotional and mental health issues.
- District has developed definitions of medical and mental health disorders that impact students and has identified the education, intervention, parenting and communication resources that support students dealing with any of these disorders.

Next Steps

- District will continue to increase the number of partnerships with outside agencies whom students and families can access to address social/emotional and mental health concerns, while also using these agencies to provide programs and professional development opportunities for students and schools.
- District social workers continue to work with schools to deepen the levels of social emotional interventions and provide a wrap around continuum of services for students and families.
- District to conduct a social emotional learning (SEL) overview with all schools to promote a common language around SEL, increase the awareness and understanding of SEL as well as create a systems approach to intervention through SEL.
- Listening Sessions to be completed with staff to identify areas of future professional development in supporting the social and emotional growth of students.

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Strategic Theme: **Growth and Development of the Whole Child**



Objective 3. Provide a positive school-wide and classroom environment that is free of bullying and harassment.

- Over 80% of District students report they feel physically and emotionally safe at school while about one-third of students report having been bullied, harassed, insulted, teased or made fun of (Approximately 50% of students share they have either been bullied or have witnessed bullying behavior.).
- Anti-bullying Task Force has developed a common definition of bullying for the District and has developed a comprehensive definition of the types of bullying that may impact students, delineating between behaviors that meet the definition of bullying and those that are mean or rude in nature.
- Schools have anti-bullying lessons built into the curriculum, including using resources from the National Council on Alcohol and Drug Abuse and CHAD's Coalition.

Next Steps

- Continue to follow the recommendations outlined by the Anti-bullying Task Force.
- Continued professional development to be offered to staff to address social/emotional issues impacting students.
- A comprehensive school climate and culture survey will be administered to students in the fall of 2018 to assess the school environment and students' sense of belonging.

Objective 4. Provide classroom learning environments that are free of disruption and empower all students to be active and confident participants in class activities.

- Review of discipline data reveals that classroom disruptions are infrequent in nature and addressed through clearly established classroom and building behavioral expectations.
- Review of discipline data reveals that the District has a suspension rate at a significantly lower level than the majority of school districts in Missouri.
- District resources and resources through the St. Louis County Children's Resource Fund continue to be utilized to address more significant behavioral concerns.
- All schools have in place a Care Team model that is used to address behavioral concerns as they arise.
- Training in Mental Health First Aid completed with support staff.

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Strategic Theme: **Growth and Development of the Whole Child**



Next Steps

- Listening Sessions to be completed with staff to identify areas of future professional development in supporting the social and emotional growth of students.
- Teacher evaluation/supervision tool being used to more thoroughly assess teacher work with at-risk students.

Objective 5. Provide programs and resources that enhance and raise expectations for parent engagement in school and District activities in order to foster academic excellence for all students.

- Percentage of students and families indicating they have a positive perception of the school experience across all sub-groups has increased at the elementary and middle level while remaining consistently high at the high school level.
- Parent Education classes and services being provided by parenting specialists in the District.
- Parent Engagement/Speaker Series offered by All-In Coalition, Clayton PTO and the Family Center on various topics of interest and information for all District parents.
- Several buildings using home visits with many families and providing transportation to key events to enhance connection of non-resident students and parents to the school community.
- Equity and Excellence Steering Committee continues to address the Achievement Gap in the District.

Next Steps

- Parent Engagement/Speaker Series offered by All-In Coalition, Clayton PTO and the Family Center on various topics of interest and information for all District parents.
- Equity and Excellence Steering Committee continues to address the Achievement Gap in the District.
- Home visits continuing in 2018-2019.

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Strategic Theme: **Resource Management**



The Resource Management strategic theme is based on a foundation of transparency and accountability in financial reporting. Obtaining input from all stakeholders is an important aspect this foundation; therefore, the zero-based budget approach to financial management was implemented during the 2014-2015 school year to better align District priorities for instructional practices and organizational needs. In addition, representative members of the community and District staff were solicited to participate on a standing, Long-Term Financial Planning Committee.

Objective 1. Ensure effective financial performance, leadership and management of resources.

- The Long-Term Financial Planning Committee (LTFP) met several times this school year to help administration gather information and also provide feedback that will help inform the BOE’s decision on how to address the District’s financial situation.
- In December 2017, the District’s S&P Global Rating was affirmed as a AAA/stable rating.

Objective 2. Increase public and private support and community partnerships.

- A random-sample public opinion survey of District residents was completed in May 2018. Data can now be compared to the baseline results from 2015. Survey data used to track work on this objective (bolded numbers below which show movement larger than the margin of error) does show increased awareness of the District’s financial condition:

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| <ul style="list-style-type: none"> • The District spends tax dollars efficiently. <ul style="list-style-type: none"> ○ 2015 <ul style="list-style-type: none"> ■ 24.2% strongly agree ■ 74.1% strongly/somewhat agree ○ 2018 <ul style="list-style-type: none"> ■ Did not ask. (Dropped to make room for other questions.) | <ul style="list-style-type: none"> • The District’s performance in “managing finances.” <ul style="list-style-type: none"> ○ 2015 <ul style="list-style-type: none"> ■ 14.9% excellent ■ 65.4% excellent/good ■ 21.3% don’t know enough to respond to the question |
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| <ul style="list-style-type: none"> ● The District’s performance in “spending tax dollars cost effectively.” <ul style="list-style-type: none"> ○ 2015 <ul style="list-style-type: none"> ■ 17.9% excellent ■ 68.4% excellent/good ■ 15.9% don’t know enough to respond to the question ○ 2018 <ul style="list-style-type: none"> ■ 20.2% excellent ■ 71.0% excellent/good ■ 10.1% don’t know enough to respond to the question | <ul style="list-style-type: none"> ○ 2018 <ul style="list-style-type: none"> ■ Did not ask. (Dropped to make room for other questions.) ● Awareness of the District’s financial condition <ul style="list-style-type: none"> ○ 2015 <ul style="list-style-type: none"> ■ 20.6% More than adequate funding ■ 45.7% Just enough funding ■ 14.8% Not adequate ■ 18.9% don’t know enough to respond to the question ○ 2018 <ul style="list-style-type: none"> ■ 24.7% More than adequate funding ■ 37.9% Just enough funding ■ 20.1% Not adequate ■ 17.3% don’t know enough to respond to the question |
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Next Steps

- Develop a strategy and plan to engage the Clayton community in conversation about the District’s current financial status and the need for a referendum.
 - increase level of financial throughout engagement process.
- Evaluate community support for a potential referendum and present that information to the Board of Education.
- The Clayton Education Foundation (CEF) completed a new strategic plan in the 2014-2015 school year and updated its by-laws in the 2015-2016 school year. In adopting their strategic plan, the CEF agreed to align

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Strategic Theme: **Resource Management**



their funding priorities with the themes and initiatives identified in the District's strategic plan. In 2017-2018 the CEF increased their support of District staff by awarding a record \$40,000 during their grant funding cycle. This past year also saw the CEF add six additional board members to increase the breadth, depth and expertise of the CEF board.

Next Steps

- Through continued partnership with Centene and with new support from the Crawford-Taylor Foundation, the CEF plans to award \$65,000 of grants in Oct. 2018.
- Finalize draft memorandum of understanding (MOU) between the District and the CEF.
- The CEF started a major capital campaign to fund the installation of artificial turf and facility renovation at Adzick Field. As of Aug. 2018, approximately 65 percent of the funds needed have been raised.

- In 2018, the District partnered with the Clayton Chamber of Commerce to establish a Mentor Program. The program pairs current students with professionals who provide career advice, assistance in the development of the student's interpersonal skills, guidance in the internship and job search process, and networking opportunities, all in hopes of better preparing our students for their professional lives.
 - Mentors must have an interest and the ability to nurture a student's professional development and have access to a network of individuals, both professional and personal, from whom the mentor can draw on as resources to assist the student.
 - Students who participate in the mentor program must be self-motivated individuals who have an honest desire for learning and enjoy being actively involved in their education. The students active participation in the program creates and molds the program's reputation and standing in the community.
 - Mentors and students are expected to communicate with each other at least once per month during the academic year.