



Educate. Inspire. Empower.

Strategic Theme: Resource Management

School District of Clayton • Strategic Plan 2013-2018 • Updated August 29, 2018

Strategic Plan Components



The table below illustrates the main components of a strategic plan and the timeline in which they have and will be developed.

	Strategic Plan Components	Description
Approved by the BOE in November 2013	Strategic Themes	<p><u>WHAT DO WE WANT TO ACHIEVE?</u></p> <p>Strategic Themes are broad, overarching key areas of focus that have been identified as priorities to achieve our mission and vision. The Environmental (SWOT) Analysis identified the “so what” of the District’s current situation; the Strategic Themes are the “now what” because they are broad in scope and set the strategic directions for moving forward. They provide the trajectory to achieve the District’s mission and vision. Strategic Themes are sometimes referred to as “pillars of excellence.”</p>
	Objectives	<p><u>WHAT DO WE NEED TO DO TO GET THERE?</u></p> <p>Objectives are identified for each Strategic Theme (or key area of focus) and are designed to focus the work in that area. Objectives are specific, measurable statements of what will be done to achieve each theme. Objectives are achieved through work plans, which delineate who will do what by when, and include targets and measurements of success or desired outcomes, called performance indicators. The best objectives are SMART – specific, measurable, achievable, relevant and time-limited.</p>
	Indicators	<p><u>HOW WILL WE KNOW WE HAVE ACHIEVED SUCCESS?</u></p> <p>Indicators are the targets and measures that will be used to determine if the District is successful in achieving its objectives. These statements represent the desired end-state for each objective. Performance indicators are stated in such a way that success should be clearly recognized. They will also be used for monitoring and reporting progress toward the achievement of objectives. Each indicator has a starting point (benchmark) and a stretch point (target).</p>
Presented to the BOE in August 2014	Initiatives	<p><u>HOW MIGHT WE GET THERE?</u></p> <p>Initiatives are the statements of major approach or method of attaining strategic themes and objectives and resolving specific issues. Major initiatives describe a general approach or method; they don’t describe specific activities or projects. Specific action steps will be detailed in building and District plans.</p>
	Action Steps	<p><u>HOW WILL WE GET THERE?</u></p> <p>Building and Department Plans identify the action steps that will be taken at the building and department level to achieve the stated objectives. Specific student data will be used to generate building plans.</p>
	Administrator	<p><u>WHO WILL GUIDE THE WORK?</u></p> <p>Responsible Administrator is the administrator or administrators designated to guide the work associated with a specific objective.</p>

Strategic Themes



The District's strategic plan is organized around four* Strategic Themes. These key areas of focus have been identified as priorities to achieve the District's mission and vision.

Strategic Themes	Description
Academic Excellence	We will promote excellence in learning experiences and outcomes, fostering intellectual and personal development for each student.
Teacher and Administrator Excellence	We will attract and retain high-quality, diverse teachers and administrators and encourage career-long growth and development to foster a culture that positively impacts student learning.
Growth and Development of the Whole Child	We will foster students' intellectual and personal development by supporting their physical, social and emotional well-being.
Resource Management	We will be prudent stewards of our resources through rigorous planning and budgeting and by working to enhance community, public and private support.

***Innovation** was originally included as a fifth strategic theme until nearly the end of the strategic planning process. The Steering Committee and retreat participants identified innovation as an important area of focus for the District over the next three-to-five years but struggled with how to include innovation into the strategic plan. After numerous discussions and revisions, and in order to provide more direct focus to the work of the strategic plan, it was determined that the elements of innovation should be incorporated into the initiatives and building-level plans for each theme instead of included as a stand alone theme. Initiatives and building plans have been developed to include creative and sustainable approaches to enhance our work, challenge assumptions and promote strategies to advance student learning and success by:

- using best practices in technology to support learning,
- providing opportunities for research and project-based experiential and creative learning and
- integrating community and extracurricular educational opportunities.

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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:

<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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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.