



Educate. Inspire. Empower.

School District of Clayton Strategic Plan 2013-2018

Approved on November 6, 2013

Updated on January 11, 2017

Overview



This document summarizes the work that was accomplished from January to November 2013 to develop a strategic plan for the School District of Clayton. The development of this plan represents the second phase of a two-year, long-range planning process. Phase one, known as CLAYTON360, was completed in November 2012 and provides a revised and refined mission, vision and core values (included to the right). Clayton's new strategic plan will guide the District for the next three-to-five years and provide the necessary direction to carry out its new mission and achieve its new vision.

Opening with an **overview of the process** that guided the development of the strategic plan, these pages detail how more than 70 students, parents, teachers, administrators and community members came together to provide the feedback and direction that shaped the plan. The District's strategic plan is built upon four **strategic themes**. These pillars of excellence provide focus and direction toward achieving organizational excellence and providing District students with the best possible education so they are equipped to do what they want to do and be who they want to be.

A number of **objectives** and **indicators** are associated with each strategic theme. These 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.

One key aspect of a good strategic plan is where it is kept, or, more importantly, where it is not kept. A strategic plan cannot be effective if it sits in a three-ring binder on someone's shelf. The District will ensure accountability for this plan by providing **annual updates** to the Board of Education and its school community, along with working to ensure that building and department plans reflect and support the intentional focus on organizational excellence provided by this plan.

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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Long-Range Planning Process



The School District of Clayton began a two-year, long-range planning process in January 2012. The process was separated into two distinct phases. Phase one, also known as CLAYTON360, focused on mission, vision and core values. Phase two worked to develop a strategic plan that will guide the District for the next three-to-five years and provide the direction to carry out its new mission and achieve its new vision.

Phase One

CLAYTON360 represented phase one of the long-range planning process. It focused on articulating and refining the District's mission, vision and core values. During the first five months of CLAYTON360, hundreds of community members participated in a thoughtful conversation about who we are (mission), what we want to be (vision) and the fundamental ideals we embrace as we do our work (core values). A team of community members, parents, staff, administrators and students led the process and relied heavily on participation from the entire community to develop mission, vision and core values statements to guide the work of the District and the Board of Education.

The following key themes (*italicized*) emerged throughout many one-on-one interviews, telephone surveys, online surveys, focus groups and community meetings:

- *Academic excellence* must remain the District's priority.
- Hiring and retaining the most competent, innovative *teachers* is the most effective way to prepare students.
- Providing *individualized education* allows the District to maximize an individual's potential during his/her years in school and beyond.
- *Measures of achievement* must include more than just test scores, grades, APs and class schedules.
- *Integrity and openness* are non-negotiables and the centerpiece of a successful District-community relationship.

A team of community members, parents, staff, administrators and students presented initial drafts of the mission, vision and core values to the Board in June 2012. The final, revised statements reflected input from the community that was collected via the District's website and focus groups and input from the Board of Education expressed at their Oct. 24, 2012, meeting. These final statements, which appear on the first page of this document, were approved by the Board of Education on Nov. 7, 2012.

Phase Two

The School District of Clayton began strategic planning, the second phase of its two-year, long-range planning effort, in January 2013. On Feb. 22 and 23, more than 70 students, parents, teachers and community members (a list is included in Appendix Two of this document) converged to begin developing the District's strategic plan. The strategic plan will provide the purposeful direction needed for the District to achieve its new mission and vision.

Strategic planning is a basic function for any organization. Successful organizations routinely chart a long-term course, take action, monitor progress and modify plans over time as conditions and assumptions change. Strategic planning is a process through which individuals knowledgeable about and intimately involved with an organization conduct an analysis of the organization's strengths, weaknesses, position within the external environment and opportunities for improvement in order to develop a long-range plan for continual improvement.



Long-Range Planning Process (cont.)



The School District of Clayton's strategic planning process has one primary premise that provides the context for all of its activities: **Organizational Excellence**. The students are the core of this District's Organizational Excellence. The District must provide them with the best possible education so they are equipped to do what they want to do and be who they want to be.

Strategic Planning Process

The District used the following key steps in its process to develop a new strategic plan.

1. An **Environmental Scan** gathers a large amount of background information that will influence the development of future objectives. It is designed to allow those participating in the planning process to take stock of current conditions and future aspirations within all major areas of the District. It helps answer the questions: Where are we now? What could we do over time?
2. The **Environmental Analysis** is a systematic evaluation of the District's internal/external environment based on the information collected in the Environmental Scan. It is designed to put problems and concerns in perspective by identifying key issues and facilitating a strategic approach to addressing those issues. A SWOT analysis is used in this step to begin to identify priorities by focusing on:
 - a. Strengths (assets to build on)
 - b. Weaknesses (areas for improvement)
 - c. Opportunities (may promote growth)
 - d. Threats (may inhibit growth/objective attainment)
3. **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."
4. **Indicators** are the targets and measures identified for each strategic theme and are designed to focus the work in that area and allow the District to monitor its forward progress as objectives are achieved. Indicators have a starting point (**benchmark**) and a stretch point (**target**).
5. **Initiatives** are developed once priorities have been established and Strategic Themes have been identified and supported by multiple objectives and performance indicators. Initiatives are supported by building and District goals.

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>

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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.

Strategic Theme: Academic Excellence

We will promote excellence in learning experiences and outcomes, fostering intellectual and personal development for each student.

Objectives	Indicators	Initiatives
<p>1. Ensure challenging academic experiences that result in identifiable and continuous growth in reading and writing.</p>	<p>Percentage of students reading and writing at or above grade-level annually in grades 3-8 as measured by Missouri Assessment Program (MAP) Benchmark: 71.9% Target: 91.9%</p> <p>Percentage of students meeting college and career readiness bench marks on ASPIRE and ACT (Reading) ASPIRE - 8TH GRADE Benchmark: 70.2% Target: 85.2% ASPIRE - 10TH GRADE Benchmark: 71.6% Target: 86.6% ACT Benchmark: 67.6% Target:</p> <p>Percentage of students meeting college and career readiness bench marks on ASPIRE and ACT (English) ASPIRE - 8TH GRADE Benchmark: 87.7% Target: 95.0% ASPIRE - 10TH GRADE Benchmark: 86.5% Target: 95.0% ACT Benchmark: 78.7% Target:</p> <p>Percentage of students meeting college and career readiness bench marks on ASPIRE (Writing) ASPIRE - 8TH GRADE Benchmark: 54.9% Target: 69.9% ASPIRE - 10TH GRADE Benchmark: 84.0% Target: 95.0%</p> <p>Percentage of students achieving a minimum of one year's growth in reading annually as measured by individual growth assessments and/or compared to grade-level/course learning outcomes for each student Benchmark: 66.3% Target: 86.3%</p> <p>Percentage of students scoring proficient or advanced in reading on the SRI in grades 2-10 Benchmark: 79.9% Target: 94.9%</p>	<p>1.1 Increase percentage of students at or above grade level in grades 1-3 in reading and writing.</p> <p>1.2 Establish data teams (problem-solving teams) in each building (elementary, middle and high school).</p> <p>1.3 Determine common practices and expectations around writing 9-12.</p> <p>1.4 Assess middle school students at the end of each year regarding progress made towards essential learnings in reading and writing to support student growth.</p>
<p>2. Ensure challenging academic experiences that result in identifiable and continuous growth in math.</p>	<p>Percentage of students performing in math at or above grade-level annually in grades 3-8 as measured by Missouri Assessment Program (MAP) Benchmark: 76.6% Target: 96.6%</p> <p>Percentage of students meeting college and career readiness bench marks on ASPIRE and ACT (Math) ASPIRE - 8TH GRADE Benchmark: 69.2% Target: 84.2% ASPIRE - 10TH GRADE Benchmark: 61.1% Target: 76.1% ACT Benchmark: 64.3% Target: 79.3%</p> <p>Percentage of students achieving a minimum of one year's growth in math annually as measured by individual growth assessments and/or compared to grade-level/course learning outcomes for each student Benchmark: 66% Target: 91%</p>	<p>2.1 Increase percentage of students at or above grade level in grades 1-3 in math.</p> <p>2.2 Establish data teams (problem-solving teams) in each building (elementary, middle and high school).</p> <p>2.3 Determine common practices and expectations in math 9-12.</p> <p>2.4 Assess middle school students at the end of each year regarding progress made towards essential learnings in math to support student growth.</p>

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Strategic Theme: Academic Excellence

We will promote excellence in learning experiences and outcomes, fostering intellectual and personal development for each student.

Objectives	Indicators	Initiatives
<p>3. Ensure curriculum identifies the content, knowledge and skills students are expected to master and is aligned vertically, grade-to-grade and PK-12.</p>	<p>Percentage of curriculum and program documents that clearly communicate measurable grade-level targets and sequence of instruction Benchmark: 100% Target: 100%</p> <p>Percentage of math, literacy, social studies and science curricula K-12 that have effective tools to measure content, knowledge and skills expected at each grade level Benchmark: 60% Target: 100%</p> <p>Percentage of curriculum and program areas that support and extend student learning by integrating cross-disciplinary subject matter content, ideas and skills where appropriate Benchmark: 27% Target: 100%</p>	<p>3.1 Develop and implement a guaranteed and viable curriculum across the District.</p>
<p>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.</p>	<p>Percentage of curriculum and program documents that provide assured experiences for students to analyze and apply integrated science, technology, engineering and mathematics content, and other content as appropriate, to answer complex questions, investigate global issues and develop solutions for challenges and real world problems Benchmark: TBD Target: TBD</p>	<p>4.1 Establish and implement a Technology Curriculum Plan for the District.</p> <p>4.2 Establish and implement a plan for increasing STEM related opportunities for students.</p>

Responsible Administrators: Assistant Superintendent of Teaching and Learning, Building-Level Administrators

Strategic Theme: Academic Excellence



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

Initiative 1.1: Increase percentage of students at or above grade level in grades 1-3 in reading and writing.

Action Steps	Evidence of Progress	Progress Update
Determine and implement a growth assessment for Literacy.	Growth assessment in place, data being used, and students, parents and teachers understand the data and how to use it to support student learning.	Timeline: 2014-2016 2015: The Literacy committee agreed to continue with SRI as growth assessment. In 2015-2016 we will begin working with teachers on information to share with parents at conferences. Additionally, an assessment plan will be determined to establish the frequency with which we will administer the assessment to different groups of students.
Determine and implement a growth assessment for writing using the anchor papers/exemplars.	Growth assessment in place, data being used, and students, parents and teachers understand the data and how to use it to support student learning. Common assessments and scoring guides developed and/or refined and implemented.	Timeline: 2014-2016 2015: Assessments have been written K-5. Teachers will begin implementing during the 2015-2016 school year. Baseline data will be collected as well as anchor papers.
Evaluate the elementary schedule to determine the best fit for our interventions based on curricular and student needs.	Current elementary common schedule modified based on curricular and student needs.	Timeline: 2014-2016 2015: Survey was given to all elementary teachers. During the fall of the 2015-2016 school year, principals and the assistant superintendent of teaching and learning will determine possible changes for the 2016-2017 school year.
Design and implement an early intervention model at the elementary level to support students who are not meeting benchmarks.	Students not meeting benchmarks identified and receiving interventions. Human resources allocated based on student need.	Timeline: 2014-2016 2015: New assessments in reading and math will be used in kindergarten and first grade. These assessments will be universal screeners that will help determine instruction for all students.

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Strategic Theme: Academic Excellence



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

Initiative 1.1: Increase percentage of students at or above grade level in grades 1-3 in reading and writing.

Success Measures and Improvement Targets

Percentage of third-graders scoring proficient or advanced in English Language Arts (Reading and Writing) as measured by the Missouri Assessment Program (MAP):

Benchmark	Progress			Target	Notes
	2014	2015	2016	2017	
63%	82.9%	85.56%	%	83%	Working to achieve five percent annual increase in students scoring proficient or advanced on MAP.

Strategic Theme: Academic Excellence



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

Initiative 1.2: Establish data teams (problem-solving teams) in each building (elementary, middle and high school). The focus of Problem Solving Teams is student achievement and student learning.

Action Steps	Evidence of Progress	Progress Update
<p>Implement SchoolNet to inform teachers and parents about assessment information and to set personal student goals.</p>	<p>Professional Development plan for SchoolNet implemented to educate teachers and parents on how to use SchoolNet.</p> <p>Teachers and parents use data from SchoolNet to support students in achieving personal goals.</p>	<p>Timeline: 2014-2016</p> <p>2015: A significant amount of data has been entered into SchoolNet. Principals and instructional coordinators have received the first round of training. Teachers will begin to be trained starting in the fall of 2015-2016.</p> <p>2016: Streamlined intervention data is being entered in at all elementary buildings. We are currently working with the middle school and high school to replicate this work.</p>
<p>Refine grade-level problem solving structure in elementary schools.</p> <p>Introduce grade-level problem-solving structure at middle school and high school.</p>	<p>Teachers at all grade levels using data and student work to make instructional decisions.</p>	<p>Timeline: 2014-2016</p> <p>2015: Structures are more aligned between the three elementary schools with problem solving. Instructional coordinators meet with the assistant superintendent of teaching and learning (ASTL) before each Problem Solving Team meeting to plan and debrief. The ASTL attends these meetings periodically to provide feedback on the process.</p> <p>A problem solving structure at the middle school level will begin to be implemented during the 2015-2016 school year.</p> <p>2016: Problem solving continues to evolve. The secondary schools have been working on a process that has similar goals but better meets the needs of the school.</p>

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Strategic Theme: Academic Excellence



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

Initiative 1.2: Establish data teams (problem-solving teams) in each building (elementary, middle and high school). The focus of Problem Solving Teams is student achievement and student learning.

Action Steps	Evidence of Progress	Progress Update
Establish and implement common language and practices within problem solving structure.	Problem solving teams are aligned and using similar practices.	<p>Timeline: 2014-2016</p> <p>2015: Instructional coordinators and assistant superintendent of teaching and learning have developed a District-wide system for tracking interventions and have been co-planning and sharing information and resources to use during problem solving meetings.</p> <p>Currently, there is a common purpose to problem solving, a common definition of intervention and a shared structure for determining student need based on data and using data to track student progress.</p> <p>2016: This continues to be refined and the structure is quite parallel across the three elementary buildings. The secondary schools are developing their plans and beginning to implement structures.</p>
Develop and implement systematic and strategic intervention plans for students in grades 3, 4 and 5 who have not met grade level benchmarks.	Intervention plans in place and used by teachers.	<p>Timeline: 2015-2017</p> <p>2015: Using problem solving meetings, individual students are identified, interventions are identified and progress assessments are determined.</p>
<p>Develop criteria to identify students who are not receiving sufficient challenge.</p> <p>Develop and implement steps at problem solving meetings to ensure that identified students are receiving appropriate challenge or support.</p>	Students identified and plans in place.	<p>Timeline: 2015-2017</p> <p>2016: New structure in place for gifted services (150 minutes a week) across the District. Discovery time has been added to the schedule to enable time for student driven projects focusing on critical thinking and problem solving. Teachers and gifted specialists working in tandem to address needs of particular students.</p>

Strategic Theme: Academic Excellence

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



Initiative 1.3: Determine common practices and expectations around writing 9-12.

Action Steps	Evidence of Progress	Progress Update
Utilize consistent rubrics across like courses to ensure consistent expectations and assured writing experiences.	Rubrics in place and used across like courses.	Timeline: 2015-2017 2015: Working with the Literacy coordinator, common rubrics will be implemented K-5 and 6-12 during the 2015-2016 school year.
Engage in collaborative processes to grade written assignments as a department to achieve inter-rater reliability in grading practices and to promote consistency in grading.	Increase consistent inter-rater reliability.	Timeline: 2015-2017 2015: Vertical collaborative grading is currently taking place with one assignment between eighth and ninth grade and will begin K-5 in the fall of 2015-2016.
Develop and implement a common writing rubric that can be utilized across disciplines (English and Social Studies).	Rubrics in place and used across disciplines (English and Social Studies).	Timeline: 2015-2017 2015: Teachers have been identified to do the work. Work will begin at umbrella meetings in May and continue during summer curriculum writing. In the fall, writing prompts will be used at all grade levels as common assessments. At transitional grades (second, fifth, eighth) papers will be scored with vertical teams of teachers. At other grades, papers will be co-scored horizontally within buildings.

Strategic Theme: Academic Excellence



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

Initiative 1.4: Assess middle school students at the end of each year regarding progress made towards essential learnings in reading and writing to support student growth.

Action Steps	Evidence of Progress	Progress Update
Identify essential learnings in reading and writing.	Learning goals identified and communicated in curriculum documents.	Timeline: 2014-2016 2015: The Literacy coordinator and subject manager have identified common learnings. Team will begin working on common assessments.
Develop and implement common assessments and common rubrics for each unit.	Rubrics and assessments developed with data being used to support student learning.	Timeline: 2014-2016
Develop and administer End-of-Year assessments based on the skills/content at each grade level.	Data from assessments used to support student learning.	Timeline: 2015-2017

Success Measures and Improvement Targets



Strategic Theme: Academic Excellence

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

Indicator: Percentage of students reading and writing at or above grade-level annually in grades 3-8 as measured by Missouri Assessment Program (MAP)

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	
71.9%	76%	83.57%	%	91.9%	Working to achieve five percent annual increase in students scoring proficient or advanced based on Missouri Assessment Program (MAP).

Indicator: Percentage of students achieving college and career readiness benchmarks on ASPIRE and ACT (Reading)

	Benchmark	Progress			Target	Notes
	2014	2015	2016	2017	2018	
ASPIRE – 8TH GRADE	n/a	70.2%	75.85%	%	85.2%	Working to ensure that each child meets college and career readiness benchmarks. Replacing EXPLORE/PLAN with ASPIRE beginning in 2015.
ASPIRE – 10TH GRADE	n/a	71.6%	61.57%	%	86.6%	
ACT	67.6%	71.0%	76.0%	%	80.0%	

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Success Measures and Improvement Targets



Strategic Theme: Academic Excellence

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

Indicator: Percentage of students achieving college and career readiness benchmarks on ASPIRE and ACT (English).

	Benchmark	Progress			Target	Notes
	2014	2015	2016	2017	2018	
ASPIRE – 8 TH GRADE	n/a	87.7%	87.98%	%	95.0%	Working to ensure that each child meets college and career readiness benchmarks. Replacing EXPLORE/PLAN with ASPIRE beginning in 2015.
ASPIRE – 10 TH GRADE	n/a	86.5%	84.72%	%	95.0%	
ACT	78.7%	84.0%	85.0%	%	%	

Indicator: Percentage of students achieving college and career readiness benchmarks on ASPIRE (Writing)

	Benchmark	Progress			Target	Notes
	2014	2015	2016	2017	2018	
ASPIRE – 8 TH GRADE	n/a	54.9%	41.83%	%	69.9%	Working to ensure that each child meets college and career readiness benchmarks. Replacing EXPLORE/PLAN with ASPIRE beginning in 2015.
ASPIRE – 10 TH GRADE	n/a	84.0%	82.33%	%	95.0%	

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Success Measures and Improvement Targets



Strategic Theme: Academic Excellence

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

Indicator: ~~Percentage of students achieving growth in reading and writing in grades 3-8 as measured by Missouri Assessment Program (MAP)*~~

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	Working to ensure that each child shows growth annually based on the Missouri Assessment Program (MAP) until we reach 100 percent.
64.5%	n/a	%	%	84.5%	

**Due to changes in the State assessment program, these results can no longer be used to determine growth.*

Indicator: Percentage of students achieving a minimum of one year's growth in reading annually as measured by individual growth assessments and/or compared to grade-level/course learning outcomes for each student

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	Using SRI data.
66.3%	63.5%	69.5%	%	86.3%	

Indicator: Percentage of students scoring proficient or advanced in reading on the SRI in grades 2-10

Benchmark	Progress			Target	Notes
2013	2014	2015	2016	2017	2018
79.9%	71.8%*	71.1%	73.7%	%	94.9%
*Cut scores were adjusted to better align with Common Core State Standards.					

Strategic Theme: Academic Excellence



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

Initiative 2.1: Increase percentage of students at or above grade level in grades 1-3 in math.

Action Steps	Evidence of Progress	Progress Update
Design and implement an early intervention model at the elementary level to support students who are not meeting benchmarks.	<p>Students not meeting benchmarks identified and receiving interventions.</p> <p>Menu of interventions identified and put in place for students as appropriate.</p> <p>Human resources are allocated as appropriate.</p>	<p>Timeline: 2014-2016</p> <p>2015: Assistant superintendent of teaching and learning and instructional coordinators have developed a District-wide system for tracking interventions.</p> <p>A common definition of intervention is being used at the elementary level. Students without foundational skills are being discussed and plans put into place.</p> <p>Students are being identified through problem solving. Resources are being put into place to address needs.</p> <p>Work is continuing in this area through problem solving meetings.</p>
Evaluate the use of the specialists, e.g. math specialist, to provide proactive support in grades K-2. Determine their roles in providing ongoing job-embedded professional coaching or development. Implement coaching model.	Targeted and proactive support (including specialist support) being provided, as appropriate, to students not meeting benchmarks.	<p>Timeline: 2014-2016</p> <p>2015: Discussions have begun on aligning the roles of specialists across the three elementary buildings.</p>
Use NWEA data and Math in Focus common assessment data to determine instructional practices necessary to support struggling students.	Data profiles of struggling students used to identify and target support.	<p>Timeline: 2014-2016</p> <p>2015: NWEA data is used throughout the District to support struggling learners, including determining growth during summer school. NWEA is being added in ninth grade for general sequence students.</p>

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Strategic Theme: Academic Excellence



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

Initiative 2.1: Increase percentage of students at or above grade level in grades 1-3 in math.

Success Measures and Improvement Targets

Percentage of third-graders scoring proficient or advanced in math as measured by the Missouri Assessment Program (MAP):

Benchmark		Progress			Target	Notes
2014	2015	2016	2017	2018		
72.6%	75%	80.22%	%	92.6%	Working to achieve five percent annual increase in students scoring proficient or advanced on MAP.	

Strategic Theme: Academic Excellence



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

Initiative 2.2: Establish data teams (problem-solving teams) in each building (elementary, middle and high school). The focus of Problem Solving Teams is student achievement and student learning.

Action Steps	Evidence of Progress	Progress Update
<p>Implement SchoolNet to inform teachers and parents about assessment information and to set personal student goals.</p>	<p>Professional Development plan for SchoolNet implemented to educate teachers and parents on how to use SchoolNet.</p> <p>Teachers and parents use data from SchoolNet to support students in achieving personal goals.</p>	<p>Timeline: 2014-2016</p> <p>2015: A significant amount of data has been entered into SchoolNet. Principals and instructional coordinators have received the first round of training. Teachers will begin to be trained starting in the fall of 2015-2016.</p>
<p>Refine grade-level problem solving structure in elementary schools.</p> <p>Introduce grade-level problem-solving structure at middle school and high school.</p>	<p>Teachers at all grade levels using data and student work to make instructional decisions.</p>	<p>Timeline: 2014-2016</p> <p>2015: Structures are more aligned between the three elementary schools with problem solving. Instructional coordinators meet with the assistant superintendent of teaching and learning (ASTL) before each Problem Solving Team meeting to plan and debrief. The ASTL attends these meetings periodically to provide feedback on the process.</p> <p>A problem solving structure at the middle school level will begin to be implemented during the 2015-2016 school year.</p>

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Strategic Theme: Academic Excellence



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

Initiative 2.2: Establish data teams (problem-solving teams) in each building (elementary, middle and high school). The focus of Problem Solving Teams is student achievement and student learning.

Action Steps	Evidence of Progress	Progress Update
<p>Establish and implement common language and practices within problem solving structure.</p>	<p>Problem solving teams are aligned and using similar practices.</p>	<p>Timeline: 2014-2016 2015: Assistant superintendent of teaching and learning and instructional coordinators have developed a District-wide system for tracking interventions.</p> <p>A common definition of intervention is being used at the elementary level. Students without foundational skills are being discussed and plans put into place.</p> <p>Students are being identified through problem solving. Resources are being put into place to address needs.</p> <p>Work is continuing in this area through problem solving meetings.</p>
<p>Develop and implement systematic and strategic intervention plans for students in grades 3, 4 and 5 who have not met grade level benchmarks.</p>	<p>Intervention plans in place and used by teachers.</p>	<p>Timeline: 2015-2017 2015: Using problem solving meetings, individual students are identified, interventions are identified and progress assessments are determined.</p>
<p>Develop criteria to identify students who are not receiving sufficient challenge.</p> <p>Develop and implement steps at problem solving meetings to ensure identified students are receiving appropriate challenge or support.</p>	<p>Students identified and plans in place.</p>	<p>Timeline: 2015-2017</p>

Strategic Theme: Academic Excellence



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

Initiative 2.3: Determine common practices and expectations in math 9-12.

Action Steps	Evidence of Progress	Progress Update
Continue use of common assessments in math to ensure an assured learning experience for all students in specific math classes.	Common assessment data used to support student learning.	Timeline: 2015-2017 2015: Continued use of common assessments and common homework/syllabi.
Analyze assessment data including ASPIRE, ACT, PSAT and SAT, EOC data to identify strengths and areas of concerns for individual math students.	Teachers using data to make instructional decisions.	Timeline: 2015-2017

Strategic Theme: Academic Excellence



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

Initiative 2.4: Assess middle school students at the end of each year regarding progress made towards essential learnings in math to support student growth.

Action Steps	Evidence of Progress	Progress Update
Identify essential learnings in math.	Learning goals identified and communicated in curriculum documents.	Timeline: 2014-2016 2015: Teachers wrote curriculum during summer 2015, including agreed upon pacing, essential learnings, aligned homework and common assessments.
Develop and implement of common assessments for each unit.	Rubrics and assessments developed with data being used to support student learning.	Timeline: 2014-2016 2015: Common assessments have been developed and are being implemented.
Develop and administer End-of-Year assessments based on the skills/content at each grade level.	Data from assessments used to support student learning.	Timeline: 2015-2017 2015: End of year assessment developed and used for the first time in 2014-2015.

Success Measures and Improvement Targets



Strategic Theme: Academic Excellence

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

Indicator: Percentage of students performing in math at or above grade-level annually in grades 3-8 as measured by Missouri Assessment Program (MAP)

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	Working to achieve five percent annual increase in students scoring proficient or advanced based on Missouri Assessment Program (MAP).
76.6%	75.3%	77.06%	%	96.6%	

Indicator: Percentage of students achieving college and career readiness benchmarks on ASPIRE and ACT (Math)

	Benchmark	Progress			Target	Notes
	2014	2015	2016	2017	2018	Working to ensure that each child meets college and career readiness benchmarks. Replacing EXPLORE/PLAN with ASPIRE beginning in 2015.
ASPIRE – 8TH GRADE	n/a	69.2%	62.02%	%	80.0%	
ASPIRE – 10TH GRADE	n/a	61.1%	57.6%	%	70.25%	
ACT	64.3%	65.0%	70.0%	%	79.3%	

Indicator: Percentage of students achieving growth in math in grades 3-8 as measured by Missouri Assessment Program (MAP)*

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	Working to ensure that each child shows growth annually based on the Missouri Assessment Program (MAP) until we reach 100 percent.
80.6%	n/a	%	%	100%	

**Due to changes in the State assessment program, these results can no longer be used to determine growth.*

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Success Measures and Improvement Targets



Strategic Theme: Academic Excellence

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

Indicator: Percentage of students in grades 3-8 achieving a minimum of one year's growth in math annually as measured by individual growth assessments and/or compared to grade-level/course learning outcomes for each student

Benchmark	Progress					Target	Notes
2013	2014	2015	2016	2017	2018	Using the NWEA MAP assessment.	
66%	66.2%	55.4%	57.8%	%	91%		

Strategic Theme: Academic Excellence



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.

Initiative 3.1: Develop and implement a guaranteed and viable curriculum across the District.

Action Steps	Evidence of Progress	Progress Update
Create curriculum maps of assured experiences for all content areas.	Curriculum maps completed and used by teachers to inform instructional decisions.	Timeline: 2014-2016 2015: Curriculum maps are nearly complete. 2016: Curriculum maps are updated each summer where new curriculum has been written.
Develop website tool for parents, community and outside public that outlines Clayton curricula and how it relates to standards.	Website completed and communicated to the public.	Timeline: 2014-2016 2015: The curriculum website is complete.
Ensure that all curriculum writing work has a vertical component to ensure appropriate and challenging skill/concept building in our curriculum.	All curriculum writing work includes vertical team members to ensure appropriate, grade-to-grade progression of challenging skills and concepts.	Timeline: 2014-2016 2015: Vertical curriculum writing occurs each time curriculum is being written.
Ensure that all teachers have access to new curriculum and professional learning around the teaching of the new curriculum.	Teachers have access to the tools they need to implement curriculum. Professional learning time dedicated to work with new curriculum.	Timeline: 2014-2016 2015: All curriculum is in shared Google folders, and all teachers have access. 2016: Coordinators working with teachers on best way to use the curriculum folders.

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Strategic Theme: Academic Excellence



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.

Initiative 3.1: Develop and implement a guaranteed and viable curriculum across the District.

Action Steps	Evidence of Progress	Progress Update
<p>Ensure time for teachers to meet across levels to discuss, plan and ensure alignment.</p> <p>Professional Development time used to focus on content specific vertical alignment.</p>	<p>Professional Development focused on content, student achievement and vertical alignment.</p>	<p>Timeline: 2014-2016</p> <p>2015: Time dedicated to content professional development is included in the calendar.</p> <p>2016: Addition of specialist umbrella meetings this year to help alignment across the District in specialist areas.</p>
<p>Implement curriculum for all content areas with fidelity.</p>	<p>Common assessments reflect assured learning.</p>	<p>Timeline: 2014-2017</p> <p>2015: Coordinators are working with teachers to ensure implementation.</p>
<p>Enhance systems for tracking student learning and respond with appropriate support and enrichment.</p>	<p>Student achievement tracked and supported or extended as appropriate.</p>	<p>Timeline: 2014-2017</p> <p>2015: Beginning problem solving at the middle school.</p> <p>2016: Data profiles for all students in both math and literacy help track the individual data.</p>

Success Measures and Improvement Targets



Strategic Theme: Academic Excellence

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.

Indicator: Percentage of curriculum and program documents PK-12 that clearly communicate measurable grade-level targets and sequence of instruction

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	Next steps will involve teachers implementing the documents as written.
100%	100%	100%	%	100%	

Indicator: Percentage of literacy, social studies, math and science curricula K-12 that have effective tools to measure content, knowledge and skills expected at each grade level

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	Math department has common assessments District-wide. Other departments are in varying stages of development of common assessments.
60%	70%	80%	%	100%	

Indicator: Percentage of curriculum and program areas that support and extend student learning by integrating cross-disciplinary subject matter content, ideas and skills where appropriate

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	Four areas have some common goals as an outcome of the curriculum review process. Each content area as it goes through review will have some common goals with other departments (example: Humanities, STEM).
27%	30%	60%	%	100%	

Strategic Theme: Academic Excellence



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.

Initiative 4.1: Establish and implement a Technology Curriculum Plan for the District.

Action Steps	Evidence of Progress	Progress Update
Develop and implement a technology curriculum for K-12 to ensure student have technology skills necessary for success in other content areas.	Written curriculum with assured experiences implemented at each grade level.	Timeline: 2015-2017 2015: Curriculum is written.
Determine and implement a plan for assessment and remediation for technology literacy.	Assessment tool identified and used, and individual student data used to provide remediation as appropriate.	Timeline: 2015-2017 2016: Currently, District technology curriculum is being rewritten to align to the new ISTE standards for students.
Determine the hardware necessary at grade spans (K-2, 3-5, 6-8, 9-12) to implement the technology curriculum.	Hardware identified, in place and used to implement curriculum.	Timeline: 2014-2017 2016: January 2017 marks the time that the new toolkit will be presented to the Board of Education for approval.

Strategic Theme: Academic Excellence



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.

Initiative 4.2: Establish and implement a plan for the integration of STEM related opportunities for students.

Action Steps	Evidence of Progress	Progress Update
Continue to refine STEM day for all District fifth-graders to provide an assured STEM related experience.	STEM Day activities reflect enhanced learning experiences for all students.	Timeline: 2014-2016 2015: STEM day continues to expand.
Expand STEM opportunities for middle school.	Additional STEM opportunities offered to students at the middle school.	Timeline: 2015-2017 2015: Examined Project Lead The Way (PLTW) for middle school discussion of possible implementation in 2016-2017. 2016: PLTW is being implemented at the middle school and piloted at the elementary level.
Identify and implement a computer science course for CHS.	Computer science course offered to students at Clayton High School.	Timeline: 2014-2016 2015: Computer Science course offered for the first time in 2015-2016. 2016: Additional courses being considered for the middle school level.
Explore coding opportunities for students PK-12.	Coding opportunities in place within District as assured experiences.	Timeline: 2015-2017
Expand robotics program across the District.	Increased number of robotics opportunities available to students across District.	Timeline: 2014-2016
Explore university partnerships for research opportunities for our students, specifically with Washington University.	Partnerships in place to strengthen our curriculum and student learning experiences.	Timeline: 2015-2017

Success Measures and Improvement Targets



Strategic Theme: Academic Excellence

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.

Indicator: Percentage of curriculum and program documents that provide assured experiences for students to analyze and apply integrated science, technology, engineering and mathematics content, and other content as appropriate, to answer complex questions, investigate global issues and develop solutions for challenges and real world problems

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	Development of information during the STEM self-study process.
TBD	%	%	%	TBD	

Strategic Theme: 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.

Objectives	Indicators	Initiatives
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.	<p>Percentage of teachers with content-specific majors and minors or equivalent coursework Benchmark: Target: 100% Clayton High School: English 97% Math 100% Social Studies 100% Science 100% Wydown Middle School: Literacy 73% Math 50% Social Studies 53% Science 80%</p> <p>Percentage of performance evaluations meeting or exceeding District expectations Benchmark: 98% Target: 100%</p> <p>Percentage of student and parent surveys that indicate satisfaction on teacher client surveys Benchmark: 85% Target: 100%</p> <p>Percentage of teachers whose students meet or exceed the growth target of the teacher's plan for student growth Benchmark: Developing: 73% Target: 100% Applying: 13% Applying or Innovating Innovating: 13%</p>	<p>1.1 Develop and implement a comprehensive and progressive recruitment plan for highly-qualified teachers.</p> <p>1.2 Develop partnerships with diverse universities that have rigorous teacher education programs that support strong pedagogy development, offer degrees in high-need fields and emphasize content knowledge.</p> <p>1.3 Develop and implement a new teacher evaluation model aligned with the State Educator Evaluation System that incorporates measurements based on student growth data.</p> <p>1.4 Develop and implement a comprehensive and progressive retention plan.</p>
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.	<p>Percentage of performance evaluations meeting or exceeding District expectations Benchmark: 98% Target: 100%</p> <p>Percentage of student and parent surveys that indicate satisfaction on administrator client surveys Benchmark: 88% Target: 100%</p> <p>Percentage of administrators whose students demonstrate identifiable and continuous growth as measured by administrator-selected assessments Benchmark: TBD Target: 100%</p>	<p>2.1 Develop and implement a comprehensive and progressive recruitment plan for highly-qualified administrators.</p> <p>2.2 Develop and implement a new administrator evaluation model aligned with the State Educator Evaluation System that incorporates measurements based on student growth data.</p> <p>2.3 Develop and implement a comprehensive and progressive retention plan to support and maintain excellent building leaders.</p>
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.	<p>Percentage of teachers who feel the substantive feedback they received from their evaluator supported their ongoing growth to become a more effective educator Benchmark: 68% Target: 100%</p> <p>Percentage of teachers and administrators who feel their professional learning always impacts student learning Benchmark: 79% Target: 100%</p>	<p>3.1 Design and implement a comprehensive professional learning program.</p> <p>3.2 Design and implement professional learning model for building administrators on providing teachers with effective and meaningful feedback.</p>

Responsible Administrators: Assistant Superintendent of Human Resources, Assistant Superintendent of Student Services, Assistant Superintendent of Teaching and Learning, Building-Level Administrators

Strategic Theme: Teacher and Administrator Excellence



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.

Initiative 1.1: Develop and implement a comprehensive and progressive recruitment plan for highly-qualified teachers.

Action Steps	Evidence of Progress	Progress Update
Develop a succession plan for potential vacancies.	Spreadsheet developed and maintained that highlights potential needs for the District.	Timeline: 2014 (updated each year) 2015: Spreadsheet has been developed and will be refined each year. The spreadsheet has informed recruitment decisions – especially for positions where viable candidates are difficult to find.
Analyze and refine job descriptions to ensure they match the current needs of the District.	Refined job descriptions that match current District priorities - emphasizing the need for teachers with specific content knowledge or participation in appropriate courses.	Timeline: 2014-2015 2015: Job descriptions have been refined and include the preference for content specific degrees.
Develop a “talent pipeline” of highly-qualified teachers by offering informal screenings with candidates in the fall and winter. The District faculty will be solicited for potential candidates.	“Talent Pipeline” list generated for teaching positions and meetings are established. Monitor the percentage of teachers who are hired and retained through this process.	Timeline: 2014-2018 2015: The Office of Human Resources has developed a talent pipeline and has had recruitment meetings throughout the school year. Informal meetings with viable candidates will be held in the fall and spring. A diversity recruitment fair is being planned for 2016. 2016: The diversity recruitment fair will be held again in 2017.

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Strategic Theme: Teacher and Administrator Excellence



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.

Initiative 1.1: Develop and implement a comprehensive and progressive recruitment plan for highly-qualified teachers.

Action Steps	Evidence of Progress	Progress Update
Study and compare compensation, professional learning and benefits with comparable school districts.	Comparable data report generated and analyzed to inform decisions.	Timeline: 2014-2015 2015: Market study was completed in the fall of 2014. The market study informed the negotiations process. A compensation/benefits retreat is being held in September 2016 with the Board of Education. 2016: Market study will be conducted again in the fall of 2016. The part-time temporary employment (PTTE) scale will be re-examined in 2016-2017.

Strategic Theme: Teacher and Administrator Excellence



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.

Initiative 1.2: Develop partnerships with diverse universities that have rigorous teacher education programs that support strong pedagogy development, offer degrees in high-need fields and emphasize content knowledge.

Action Steps	Evidence of Progress	Progress Update
<p>Research and target specific universities to solicit partnerships with rigorous teacher education programs, degree programs for high-need fields, and diverse student populations.</p>	<p>Meetings established and visits with deans of education become ongoing practice.</p>	<p>Timeline: 2014-2018 2015: Contacts were established through job fairs in universities within Missouri and Michigan. These contacts will potentially lead to partnerships with universities. The District has continued its partnership with Truman State University. 2016: The District will refine the partnership program with Truman State University in 2016-2017. The District will also meet with universities with historically diverse populations to discuss partnerships in 2016-2017.</p>
<p>Research potential value-added partnerships/work study programs for university (both in and out of state) students (practicum experiences, student teaching, residencies, participation in career fairs, value-added programs and posting of positions on university websites).</p>	<p>Establish and maintain valued-added partnerships/work study programs within schools. Data maintained and analyzed about numbers of student participants and university contacts impacting District hiring.</p>	<p>Timeline: 2014-2018 2015: Still in progress. Specific universities will be targeted and meetings will be set with university deans and department heads.</p>

Strategic Theme: Teacher and Administrator Excellence



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.

Initiative 1.3: Develop and implement a new teacher evaluation model aligned with the State Educator Evaluation System that incorporates measurements based on student growth data.

Action Steps	Evidence of Progress	Progress Update
<p>District administrators will participate in training modules to learn high leverage Missouri Educator Standards.</p>	<p>Administrators will complete training modules and demonstrate understanding through teacher evaluation model.</p>	<p>Timeline: 2014-2016 2015: The Office of Human Resources and school administrators have attended training modules about student learning objectives, which were led by Education Plus.</p> <p>The Educator Evaluation Cadre has developed an Educator Plan for Student Growth. District administrators have been trained in developing these plans with faculty members.</p> <p>The 2015-2016 school year will be the first year the District will use student data as a part of the evaluation model.</p> <p>2016: Training will continue for all administrators to build leadership capacity.</p>
<p>Develop comprehensive plan for development and implementation of teacher evaluation plan.</p>	<p>District Evaluation Cadre developed and implementing revision process for teacher evaluation system based on current research and state expectations.</p>	<p>Timeline: 2014-2016 2015: New Standards of Professional Practice have been developed.</p> <p>A new principal's summary has been developed using rubrics that focus on individualized growth.</p> <p>The timelines for educator evaluation have been revised.</p> <p>Mini-observations have been implemented for the 2015-2016 school year. This will allow administrators to be in classrooms and allowing for more ongoing substantive feedback.</p> <p>2016: Mini-observations will continue during the 2016-2017 school year.</p>

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Strategic Theme: Teacher and Administrator Excellence



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.

Initiative 1.3: Develop and implement a new teacher evaluation model aligned with the State Educator Evaluation System that incorporates measurements based on student growth data.

Action Steps	Evidence of Progress	Progress Update
Revise current client surveys with input of school community (parents, teachers, principals and students).	New surveys developed and implemented. Surveys will provide specific input to teachers about their performance.	Timeline: 2014-2016 2015: The Evaluation Cadre has researched the benefit of client surveys and has set initial plans for revision. During the 2015-2016 school year, the surveys will be revised. Focus groups with students, teachers, and parents will be utilized to provide input about the development of new surveys.
District administration will be trained on new model and the effectiveness will be monitored for consistency of implementation.	Establish high inter-rater reliability among building administrators as evidenced through teacher evaluations.	Timeline: 2014-2017 2015: All of the principals were trained on the new model. Professional development around educator evaluation will be incorporated into the District Leadership Council meetings throughout the school year. 2016: Other frameworks for feedback will be explored.

Strategic Theme: Teacher and Administrator Excellence



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.

Initiative 1.4: Develop and implement a comprehensive and progressive retention plan for high-quality teachers.

Action Steps	Evidence of Progress	Progress Update
<p>Reevaluate and improve the District mentoring model – aligned with Missouri Mentoring Standards.</p>	<p>Mentoring program outlined with specific refinements focused on improved retention.</p>	<p>Timeline: 2014-2017 2015: The mentoring model for the new teachers has been revised to allow for more ongoing support. The mentors will participate in ongoing meetings that are part of the new teacher induction. 2016: First year support now includes monthly meetings with a Central Office administrator and two min-observations made by Central Office staff.</p>
<p>Collect data from current teachers about induction process and ongoing support to enhance career growth in every stage of their careers.</p>	<p>Data collected from interviews/surveys to determine what has contributed to classroom success, potential changes for the new teacher induction program, and to support decisions for enhanced career growth. Initiate and implement plan to respond to data.</p>	<p>Timeline: 2014-2018 2015: Data has been collected about the new teacher induction process and has been used to make adjustments along the way. All teachers who are in their second year were interviewed about the induction process. Their input has been used to make adjustments for 2015-2016. 2016: Adjustments for 2016-2017 include monthly individual meetings with a Central Office administrator and two mini-observations conducted by a Central Office administrator. It also includes sessions focusing ISTE standards and the SAMR method.</p>

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Strategic Theme: Teacher and Administrator Excellence



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.

Initiative 1.4: Develop and implement a comprehensive and progressive retention plan for high-quality teachers.

Action Steps	Evidence of Progress	Progress Update
Review and refine new teacher induction and ongoing support to strengthen classroom practice.	New teacher induction program and ongoing support programs revised based upon input from new teachers.	Timeline: 2014-2017 2015: The new teacher induction has been revised for a teacher's first two years within the District. The induction will be revised each year based on the data collected.
Embed ISTE-Nets for teachers within their probationary years.	Teacher demonstrates competency in ISTE-Nets skills in applying skills within classroom practice.	Timeline: 2014-2018 2015: Still in progress. 2016: Current exploration is reviewing the implementation of the ISTE standards within the first three years of a teacher's hiring. Initial implementation has occurred in the first year support for the 2016-2017 school year.
Develop and implement teacher leadership program.	Collect and analyze data from new and experienced teachers about potential needs. Outline of course and modules are developed and initiated for teacher leadership cohort.	Timeline: 2014-2018 2015: Still in progress. 2016: An Aspiring Leadership Program will be developed for the 2017-2018 school year.

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Strategic Theme: Teacher and Administrator Excellence



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.

Initiative 1.4: Develop and implement a comprehensive and progressive retention plan for high-quality teachers.

Action Steps	Evidence of Progress	Progress Update
Research effective employee wellness programs.	Gather and analyze data from educators about specific needs for wellness. Research and develop list of school districts that are implementing employee wellness programs effectively. Gather data about the use of the Center of Clayton by employees and determine impact.	Timeline: 2014-2018 2015: Still in progress. 2016: The District has started to send out mass communications to our employees regarding the many offerings The Center of Clayton provides throughout the year to encourage greater participation.
Develop pathways for teachers to gain National Board Certification	Increase the number of teachers with National Board Certification.	Timeline: 2014-2018 2015: As part of the negotiations process, market research was conducted on National Board Certification. There were a number of local school districts promoting National Board by providing salary compensation. Teachers will be compensated for National Board Certification starting in 2016-2017. Professional development units (PDUs) have been discontinued as a means for salary advancement.
Research sustainable alternative incentive systems for teachers.	New strategic incentive systems are potentially developed based on research and input from the teachers and administrators. Incentives could include pathways for professional learning, alternative compensation or funding for innovations benefitting students.	Timeline: 2014-2018 2015: Still in progress A compensation retreat is being held September 2015 with the Board of Education. 2016: A market study will explore what similar districts do to support versus compensate employees for development.

Success Measures and Improvement Targets



Strategic Theme: Teacher and Administrator Excellence

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.

Indicator: Percentage of teachers with content-specific majors and minors or equivalent coursework

	Benchmark	Progress			Target	Notes
	2014	2015	2016	2017	2018	
	CHS	CHS	CHS	CHS	CHS	*Expectation to maintain 100% of teachers at CHS with content specific majors. 2016: Analyzing the current staffing at Wydown, it is not likely the District will reach the target of 100% by 2018. Content-specific majors or minors will continue to be a factor in the hiring of new staff members at Wydown.
English	97%	100%	100%	%	100%	
Math	100%	100%	100%	%	100%	
Social Studies	100%	100%	100%	%	100%	
Science	100%	100%	100%	%	100%	
	WMS	WMS	WMS	WMS	WMS	
Literacy	73%	75%	70%	%	100%	
Math	50%	78%	90%	%	100%	
Social Studies	53%	53%	50%	%	100%	
Science	80%	75%	88%	%	100%	

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Success Measures and Improvement Targets

Strategic Theme: Teacher and Administrator Excellence

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.



Indicator: Percentage of performance evaluations meeting or exceeding District expectations

Benchmark		Progress			Target	Notes
2014	2015	2016	2017	2018		
98%	97%	95%	%	100%	<p>2014: In disaggregating the data, there is a need to work on stronger inter-rater reliability. The educator evaluation model will be revised, thus the percentage could potentially fluctuate.</p> <p>2015: The School District of Clayton has developed new Educator Evaluation model focused on teacher growth, student impact and substantive feedback. A new scale for the summative evaluation has been developed and implemented for the 2015-2016 school year. Continuous growth is an integral component of the new evaluation model, so the target benchmark target will not be at the highest level of the scale for all indicators. Baseline data will be collected at the end of the 2015-2016 school year to determine a new target goal.</p> <p>2016: The educator evaluation model was revised in 2015-2016 and is the likely reason for the fluctuation in the percentage of teachers meeting or exceeding District expectations (reaching the applying or innovating stages).</p> <p>A need still remains for stronger inter-rater reliability and additional training for administrators on providing effective feedback.</p>	

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Success Measures and Improvement Targets



Strategic Theme: Teacher and Administrator Excellence

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.

Indicator: Percentage of student and parent surveys that indicate satisfaction on teacher client surveys

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	
85%	91%	92%	%	100%	

Indicator: Percentage of teachers whose students meet or exceed the growth target of the teacher's plan for student growth

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	
n/a	n/a	Developing: 73% Applying: 13% Innovating: 13%	%	100% Applying or Innovating	

Strategic Theme: Teacher and Administrator Excellence



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.

Initiative 2.1: Develop and implement a comprehensive and progressive recruitment plan for highly-qualified administrators.

Action Steps	Evidence of Progress	Progress Update
Develop a succession plan for potential vacancies.	Spreadsheet developed and maintained that highlights potential needs for the District.	Timeline: 2014-2016 2015: Spreadsheet has been developed and will be refined each year.
Analyze and refine job descriptions to ensure they match the current needs of the District.	Refined job descriptions that match current District priorities.	Timeline: 2014-2016 2015: Still in progress.
Develop a “talent pipeline” of highly-qualified administrators by offering informal screenings with candidates in the fall and winter.	“Talent Pipeline” list generated for administrative positions and meetings are established. Monitor the percentage of administrators who are hired and retained through this process.	Timeline: 2014-2018 2015: The Office of Human Resources has developed a talent pipeline and has had recruitment meetings throughout the school year. Informal meetings will be held in the fall and spring.
Study and compare compensation, professional learning and benefits with comparable school districts.	Comparable data report generated and analyzed to inform decisions.	Timeline: 2014-2015 2015: Market data was collected for all administrative positions. This influenced compensation for the 2015-2016 school year. 2016: A similar study will be conducted in the fall of 2016 for teaching positions.

Strategic Theme: Teacher and Administrator Excellence



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.

Initiative 2.2: Develop and implement a new administrator evaluation model aligned with the State Educator Evaluation System that incorporates measurements based on student growth data.

Action Steps	Evidence of Progress	Progress Update
Develop and implement a new evaluation model with a data collection component for all school administrators.	District Evaluation Cadre established to offer input, research, and development of new administrator evaluation system. Evaluation model for administrators developed based on current research and state expectations. The model will include indicators for supporting the District strategic plan, managing a zero-based budget, and prioritizing teacher time in the classroom.	Timeline: 2015-2017 2015: Still in progress. The new administrator evaluation model will be aligned with new standard for school leaders. Will be complete by fall of 2016.
Revise current client surveys with input of school community (parents, teachers, principals and students).	New surveys developed and implemented.	Timeline: 2015-2017 2015: Still in progress. Starting process in the 2015-2016 school year. 2016: Surveys will be reexamined and redesigned in 2016-2017 with stakeholder input.
District administration will be trained on new model and the effectiveness will be monitored for consistency of implementation.	Establish high inter-rater reliability for high-quality instruction among District administrators as evidenced through building administrator evaluations.	Timeline: 2015-2017 2015: The District principals have been trained in the new Educator Evaluation Model. It incorporates the use of substantive feedback strategies, as learned through the Marzano Research Laboratory. An increase in providing substantive feedback is evident in the evaluations completed for the 2014-2015 school year. 2016: Training will continue in 2016-2017.

Strategic Theme: Teacher and Administrator Excellence

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.



Initiative 2.3: Develop and implement a comprehensive and progressive retention plan to support and maintain excellent building leaders.

Action Steps	Evidence of Progress	Progress Update
Develop and implement a two-year induction program for new administrators.	Administrator induction program includes induction days and two years of ongoing support.	Timeline: 2015-2017 2015: Still in progress.
Develop and implement a first year mentoring program for all new administrators (not dependent on years of experience).	Mentoring program outlined and implemented for new administrators. Documentation of growth and impact of mentoring.	Timeline: 2015-2017 2015: All new administrators are provided with a year of mentoring from a consultant outside of the District.
Develop and implement annual professional learning plans with building leaders.	Professional learning plans enacted by building leaders. Evidence of professional learning benefits demonstrated through school growth.	Timeline: 2015-2017 2015: Still in progress.
Collect input data from current administrators about induction process and ongoing support.	Data collected from interviews/surveys to determine what contributed to school success, changes for the induction program, and support to enhance continued career growth. Initiate and implement plan to respond to data.	Timeline: 2015-2017 2015: Still in progress. Feedback will be collected from the new administrators about the effectiveness of first year mentor.

Success Measures and Improvement Targets



Strategic Theme: Teacher and Administrator Excellence

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.

Indicator: Percentage of performance evaluations meeting or exceeding District expectations

Benchmark		Progress			Target	Notes
2014	2015	2016	2017	2018	2015: The Administrator Evaluation Model will be revised during the 2015-2016 school year. This will result in a new target set for the administrators.	
98%	100%	n/a	%	100%		

Indicator: Percentage of student and parent surveys that indicate satisfaction on building administrator client surveys

Benchmark		Progress			Target	Notes
2014	2015	2016	2017	2018	2015: Surveys will be reviewed and revised with input from the school community. 2016: Currently these surveys are distributed every other year.	
88%	86%	n/a	%	100%		

Indicator: Percentage of building administrators whose students demonstrate identifiable and continuous growth as measured by administrator-selected assessments

Benchmark		Progress			Target	Notes
2014	2015	2016	2017	2018	2016: Student growth measures will be incorporated into the new Administrator Evaluation Model.	
TBD	TBD	TBD	%	100%		

Strategic Theme: Teacher and Administrator Excellence



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.

Initiative 3.1: Design and implement a comprehensive professional learning plan.

Action Steps	Evidence of Progress	Progress Update
Evaluate and redesign the new teacher and administrator induction process using a blended professional development model.	<p>New teacher/administrator inductions are developed and implemented.</p> <p>Develop a differentiated development system to focus on the specific needs of each new teacher or administrator using a combination of face-to-face and online professional learning opportunities.</p> <p>Virtual learning site - videos of our own teachers teaching, websites links, media sharing, other professional resources and a blog.</p>	<p>Timeline: 2014-2018</p> <p>2015: The new teacher induction has been modified to meet the needs to the group. Year two has incorporated differentiated support, which has included face-to-face meetings and coaching.</p> <p>A Google community has been established for new teachers to share their own learning.</p> <p>2016: Monthly face-to-face meetings for first-year teachers, along with two mini-observations, are conducted with Central Office administrators.</p>
Increase content specific professional development opportunities across the curricular areas.	<p>Development and implementation of professional learning focused on content specific pedagogy and content to strengthen classroom learning.</p> <p>Increase percentage of content-specific professional learning opportunities offered.</p> <p>Increase the percentage of participation in content-specific professional development.</p>	<p>Timeline: 2014-2018</p> <p>2015: Content specific training for algebra has been incorporated into the new teacher induction process.</p> <p>Still in progress for other curricular areas.</p> <p>2016: A writing assessment is now required for all teacher candidates.</p>

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Strategic Theme: Teacher and Administrator Excellence



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.

Initiative 3.1: Design and implement a comprehensive professional learning plan.

Action Steps	Evidence of Progress	Progress Update
Seek professional learning partnerships with other school districts in Missouri and throughout the nation.	Partnerships with other districts are researched and established – focusing on potential ways to expand knowledge, pool resources, and provide professional learning opportunities. New structures for professional development, data management, instructional practices and Professional Learning Community models.	Timeline: 2014-2018 2015: Still in progress.
Develop and implement a leadership program for teachers.	Teacher leadership cohort is developed and implemented.	Timeline: 2014-2018 2015: Still in progress. Input has been collected from varied teacher leaders throughout the District as data for informing the development of a program. 2016: An Aspiring Leadership Program will be developed in 2016-2017.

Strategic Theme: Teacher and Administrator Excellence



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.

Initiative 3.2: Design and implement professional learning model for building administrators on providing teachers with effective and meaningful feedback.

Action Steps	Evidence of Progress	Progress Update
Establish an ongoing professional learning model on providing substantive feedback to classroom teachers.	Increase the percentage of teachers who receive substantive feedback on formative evaluations and summary reports.	Timeline: 2014-2017 2015: The District Leadership Council has learned a model for providing substantive feedback for the teachers from the Marzano Research Laboratory. There has been growth in the total number of the evaluations that contain substantive feedback.
Establish an ongoing professional learning model for building administrators to strengthen inter-rater reliability and consistency on teacher evaluations.	Increase in the number of opportunities for administrators to strengthen inter-rater reliability in evaluating teachers on the professional standards. Increase the consistency of how teachers are evaluated and held to high quality standards as evidenced by summary reports.	Timeline: 2014-2018 2015: Still in progress. Inter-rater reliability has been incorporated into the training with District administrators.
Establish an ongoing professional learning model for building administrators on developing effective student learning objectives with teachers.	Learning objectives are developed for each teacher with a focus on student growth using varied data sources. Data collected from student learning objectives will be incorporated into teacher evaluation.	Timeline: 2015-2018 2015: Administrators have received training on developing Student Learning Objectives (Educator Plan for Professional Development). Administrators have been given protocols to use in the development of student growth measures.

Success Measures and Improvement Targets



Strategic Theme: Teacher and Administrator Excellence

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

Indicator: Percentage of teachers who feel the substantive feedback they received from their evaluator supported their ongoing growth to become a more effective educator

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	
15%	27%	68%	%	100%	

Indicator: Percentage of teachers and administrators who feel their professional learning always impacts student learning

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	
79%	71%	84%	%	100%	This benchmark was calculated on the data section of the learning forward professional learning survey.

Strategic Theme: Growth and Development of the Whole Child

We will foster students' intellectual and personal development by supporting their physical, social and emotional well-being.

Objectives	Indicators	Initiatives
<p>1. Provide an environment that fosters academic growth in which each student experiences a sense of belonging and well-being.</p>	<p>Percentage of students who report they feel part of their school as measured by school climate surveys and other District-selected instruments including focus groups with students. Benchmark: Elementary School 75% Target: 100% Middle School 70% Target: 100% High School 85% Target: 100%</p> <p>Percentage of students who can identify at least one adult with whom they have a positive relationship in their school as measured through student survey data. Benchmark: Elementary School 90% Target: 100% Middle School: 80% Target: 100% High School: 90% Target: 100%</p>	<p>1.1 Ensure the conditions are present in all classrooms and schools that result in students feeling connected to the school environment.</p> <p>1.2 Establish and maintain positive teacher-student relationships.</p>
<p>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.</p>	<p>Percentage of parents who share they are aware of school-based and community-based resources that address social, emotional, and mental health issues. Benchmark: 84% Target: 100%</p> <p>Number of students and families who access school-based and/or community-based resources to address social, emotional, and mental health issues. Benchmark: 71%</p> <p>Number of school referrals to community-based resources to assist students and families with social, emotional, and mental health issues. Benchmark: 250 average per year</p>	<p>2.1 Ensure parents, students, and staff members are aware of and have access to the resources available both in the District and community to support the social, emotional and mental health needs of students.</p> <p>2.2 Ensure protocols are in place to document student and parent concerns as they relate to accessing resources in both the schools and community.</p> <p>2.3 Ensure communication systems are in place for staff to be aware of students being impacted by social-emotional issues while also respecting the confidentiality rights of the students.</p>
<p>3. Provide a positive school-wide and classroom environment that is free of bullying and harassment.</p>	<p>Percentage of students who report they feel physically and emotionally safe in school as measured by school climate surveys and other District-selected instruments. Benchmark: Elementary School: 75% Target: 100% Middle School: 75% Target: 100% High School: 90% Target: 100%</p> <p>Percentage of students who report they have been bullied, harassed, insulted, teased, or made fun of or have seen fellow students be victims of such behavior. Benchmark: 50% Target: 0%</p> <p>Percentage of students who self-report the ability to self-advocate and advocate for others when issues of bullying and harassment take place Benchmark: 70% Target: 100%</p>	<p>3.1 Ensure practices and programs are present in all schools that help prevent bullying and harassment in all areas of the school and support the social-emotional security of each child.</p>

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Strategic Theme: Growth and Development of the Whole Child
We will foster students' intellectual and personal development by supporting their physical, social and emotional well-being.

Objectives	Indicators	Initiatives
<p>4. Provide classroom learning environments that are free of disruption and empower all students to be active and confident participants in class activities.</p>	<p>Percentage and number of classroom disruptions as reported in school discipline reports. Benchmark: 750 (36%) Target: 500 referrals (30%)</p> <p>Percentage of teachers showing the ability to effectively deal with classroom disruptions as reported through the teacher evaluation and supervision system. Benchmark: N/A Target: N/A</p>	<p>4.1 Monitor the conditions that support the social-emotional security of each student and ensure a positive learning environment in all classrooms.</p>
<p>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.</p>	<p>Percentage of students and families who indicate having a positive perception of the school experience across all sub-groups as measured by school climate surveys and other District selected instruments. Benchmark: Elementary School: 80% Target: 100% Middle School: 75% Target: 100% High School: 85% Target: 100%</p> <p>Percentage of students and families who indicate they have knowledge of and feel welcome to participate in District, school, and community events, services, and programs as measured by school climate surveys and other District-selected instruments. Benchmark: 88% Target: 100%</p> <p>Percentage of parents of African American students who report consistent involvement in the school community Benchmark: 65% Target: 100%</p> <p>Percentage of parents of African American students who report that their children are consistently engaged in challenging academic opportunities Benchmark: 78% Target: 100%</p> <p>Percentage of parents of students with special needs who report consistent involvement in the school community Benchmark: 62% Target: 100%</p> <p>Percentage of parents of students with special needs who report that their children are consistently engaged in challenging academic opportunities Benchmark: 82% Target: 100%</p>	<p>5.1 Develop and maintain systems and programs that enhance and guarantee parent engagement at the school and District level.</p> <p>5.2 Ensure communication systems are in place that allow parents to effectively and confidentially discuss social, emotional, and mental health concerns impacting a child in order to be able to access needed resources in a timely and discreet manner.</p>

Responsible Administrators: Assistant Superintendent of Student Services, Building-Level Administrators

Strategic Theme: Growth and Development of the Whole Child



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

Initiative 1.1: Ensure the conditions are present in all classrooms and schools that result in students feeling connected to the school environment.

Action Steps	Evidence of Progress	Progress Update												
Determine the indicators and collect data that can be used to ascertain if students feel connected to the school environment (e.g. attendance, participation in school activities, parent and teacher client surveys, etc.).	Data compiled and shared with building staff and school community.	Timeline: 2015-2017 <u>2014-2015 and 2015-2016 Data:</u> Daily attendance rate: 95%+ Student participation rate in activities: 90%+ Student and parent feedback on client surveys remains largely positive												
Develop systems of support in all schools to promote all students feeling they are part of the school.	Increase in percentage of students who feel they are part of the school.	Timeline: 2015-2017 Percentage of students feeling they are part of the school: <table border="1" data-bbox="1360 906 1768 1042"> <thead> <tr> <th></th> <th><u>2013</u></th> <th><u>2015</u></th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>75%</td> <td>78%</td> </tr> <tr> <td>Middle</td> <td>70%</td> <td>72%</td> </tr> <tr> <td>High</td> <td>85%</td> <td>85%</td> </tr> </tbody> </table>		<u>2013</u>	<u>2015</u>	Elementary	75%	78%	Middle	70%	72%	High	85%	85%
	<u>2013</u>	<u>2015</u>												
Elementary	75%	78%												
Middle	70%	72%												
High	85%	85%												

Strategic Theme: Growth and Development of the Whole Child



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

Initiative 1.2: Establish and maintain positive teacher-student relationships.

Action Steps	Evidence of Progress	Progress Update												
Develop and implement systems of support to promote all students having a caring and trusting relationship with at least one adult in the building.	Increase in the percentage of students who can identify at least one adult with whom they have a positive relationship in their building as measured through student data.	Timeline: 2015-2017 Percentage of students who can identify at least one adult with whom they have a positive relationship: <table border="1"> <thead> <tr> <th></th> <th><u>2013</u></th> <th><u>2015</u></th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>n/a</td> <td>90%</td> </tr> <tr> <td>Middle</td> <td>80%</td> <td>85%</td> </tr> <tr> <td>High</td> <td>90%</td> <td>92%</td> </tr> </tbody> </table>		<u>2013</u>	<u>2015</u>	Elementary	n/a	90%	Middle	80%	85%	High	90%	92%
	<u>2013</u>	<u>2015</u>												
Elementary	n/a	90%												
Middle	80%	85%												
High	90%	92%												
Maintain a school climate where all students feel their teachers believe in them as learners.	Increase in the percentage of students who report they feel the school and the teachers understand them as learners.	Timeline: 2015-2017 Percentage of students who feel their teachers understand them as learners: <table border="1"> <thead> <tr> <th></th> <th><u>2013</u></th> <th><u>2015</u></th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>n/a</td> <td>88%</td> </tr> <tr> <td>Middle</td> <td>n/a</td> <td>92%</td> </tr> <tr> <td>High</td> <td>n/a</td> <td>91%</td> </tr> </tbody> </table>		<u>2013</u>	<u>2015</u>	Elementary	n/a	88%	Middle	n/a	92%	High	n/a	91%
	<u>2013</u>	<u>2015</u>												
Elementary	n/a	88%												
Middle	n/a	92%												
High	n/a	91%												

Success Measures and Improvement Targets



Strategic Theme: Growth and Development of the Whole Child

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

Indicator: Percentage of students who report they feel like a part of the school as measured by school climate survey and other District selected instruments.

	Benchmark	Progress			Target	Notes
	2014	2015	2016	2017	2018	
Elementary School	75%	78%	%	%	100%	Benchmark established from 2012-2013 school climate surveys; surveys were replicated in 2014-2015 and 2016-2017.
Middle School	70%	72%	%	%	100%	
High School	85%	85%	%	%	100%	

Indicator: Percentage of students who can identify at least one adult with whom they have a positive relationship in their school as measured through student survey data.

	Benchmark	Progress			Target	Notes
	2014	2015	2016	2017	2018	
Elementary School	n/a	90%	%	%	100%	Benchmark established from 2012-2013 school climate surveys; surveys were replicated in 2014-2015 and 2016-2017.
Middle School	80%	85%	%	%	100%	
High School	90%	92%	%	%	100%	

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.

Initiative 2.1: Ensure parents, students and staff members are aware of and have access to the resources available both in the District and community to support the social, emotional and mental health needs of students.

Action Steps	Evidence of Progress	Progress Update
Complete research on social, emotional and mental health needs of District students and families within the context of a community profile, including data on budget impact, the number of students served and expected outcomes.	Social, emotional and mental health profile of the school community completed.	Timeline: 2015-2017 2015: Research ongoing in 2015-2017 2016: Profile completed in 2016.
Provide materials and programs to students, parents and staff that make them aware of school-based and community-based resources available to assist students and families working through social, emotional and/or mental health issues.	Increase in percentage of students, parents and staff who indicate they are aware of school-based and community-based resources to address social, emotional and mental health issues.	Timeline: 2015-2017 2015: Progress data to be collected in the 2015-2016 school year. 2016: Data collected in January 2016.
Make appropriate referrals to outside resources when students and families could benefit from assistance that is beyond the purview of the school and District.	Records maintained by school personnel that show information about resources outside the District provided to students and families as appropriate.	Timeline: 2015-2017 2015: Record-keeping to begin in the 2015-2016 school year.
Provide students, parents and staff with opportunities where they may share their experiences with school-based and/or community-based resources to address the social, emotional and mental health needs of students.	Increase in satisfaction of parents when accessing District and community resources to address social, emotional and mental health needs.	Timeline: 2015-2017 2015: Parent satisfaction data to begin to be collected in the 2015-2016 school year. 2016: Parent satisfaction data collected in January 2016.
Conduct and review health survey data, exit survey data and counseling program data to measure effectiveness of District programs in addressing the social, emotional and mental health needs of all students.	Counselors self-report that they have knowledge of resources to address the social, emotional and mental needs of the students and families. Survey data and other District-selected instruments completed and used to develop and refine coordinated programs of service.	Timeline: 2015-2017 2015: Data to be collected beginning with the 2015-2016 school year. 2016: Data collected in January 2016.

Success Measures and Improvement Targets



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.

Indicator: Percentage of parents who share they are aware of school-based and community-based resources that address social, emotional and mental health issues

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	Data most recently collected in January 2016.
n/a	80%	84%	%	100%	

Indicator: Percentage of students and families who access school-based and/or community-based resources to address social, emotional and mental health issues

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	Data most recently collected in January 2016.
n/a	70%	71%	%	TBD	

Indicator: Number of referrals to community-based resources to assist students and families with social, emotional and mental health issues

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	Data collected by counselors at each school.
n/a	250	235			

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.

Initiative 3.1: Ensure practices and programs are present in all schools that help prevent bullying and harassment in all areas of the school and support the social-emotional security of each child.

Action Steps	Evidence of Progress	Progress Update												
Develop a common definition of bullying to share with all District stakeholders in order to distinguish bullying behaviors from behaviors that may be considered rude and mean.	Shared understanding across the school community of what constitutes bullying behaviors.	Timeline: 2014-2016 2015: Common definition of bullying to be developed during the 2015-2016 school year. 2016: Common definition of bullying developed in the spring of 2016.												
Provide school wide programs and develop systems of support to reduce and ultimately eliminate bullying behaviors in all schools.	Percentage of students who report they feel physically and emotionally safe in school as measured by school climate surveys and other District-selected instruments. Elimination of any families leaving the District due to the bullying or disruptive behaviors of other students.	Timeline: 2014-2016 Percentage of students reporting feeling physically and emotionally safe: <table border="1"> <thead> <tr> <th></th> <th><u>2013</u></th> <th><u>2015</u></th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>75%</td> <td>74%</td> </tr> <tr> <td>Middle</td> <td>75%</td> <td>77%</td> </tr> <tr> <td>High</td> <td>90%</td> <td>86%</td> </tr> </tbody> </table> 2015: Less than 10% of families leaving the District from 2011-2015 are due to reasons related to bullying or related issues.		<u>2013</u>	<u>2015</u>	Elementary	75%	74%	Middle	75%	77%	High	90%	86%
	<u>2013</u>	<u>2015</u>												
Elementary	75%	74%												
Middle	75%	77%												
High	90%	86%												
Support students in developing the ability and confidence to advocate for themselves and other students who may be targets of bullying behaviors.	Increase in the number of students who demonstrate the ability to self-advocate as well as advocate for others.	Timeline: 2014-2016 2015: Data to be collected during the 2015-2016 school year. 2016: Baseline data collected through student focus groups in the spring of 2016.												

Success Measures and Improvement Targets



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.

Indicator: Percentage of students who report they feel physically and emotionally safe in school as measured by school climate surveys and other District-selected instruments.

	Benchmark	Progress			Target	Notes
	2014	2015	2016	2017	2018	
Elementary School	75%	74%	%	%	100%	Benchmark established from 2012-2013 school climate surveys; surveys were replicated in 2014-2015 and 2016-2017.
Middle School	75%	77%	%	%	100%	
High School	90%	86%	%	%	100%	

Indicator: Percentage of students who report they have been bullied, harassed, insulted, teased, or made fun of or have witnessed fellow students be victims of such behavior.

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	Benchmark established from 2012-2013 school climate surveys; surveys were replicated in 2014-2015 and 2016-2017.
50%	48%	%	%	0%	

Indicator: Percentage of students who self-report the ability to self-advocate and advocate for others when issues of bullying and harassment take place.

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	Data based on focus groups with students in grades 3-12 in spring of 2016.
70%	n/a	70%	%	TBD	

Strategic Theme: Growth and Development of the Whole Child



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

Initiative 4.1: Foster the conditions that support the social-emotional security of each student and ensure a positive learning environment in all classrooms.

Action Steps	Evidence of Progress	Progress Update
Determine professional learning needs related to classroom management	Professional learning needs determined and used to plan professional learning experiences that are differentiated by individual teacher needs.	Timeline: 2014-2017 2015: Professional learning needs to be determined in conjunction with the use of the new teacher evaluation system in 2015-2016. 2016: Needs Assessment to be completed with staff in fall of 2016.
Provide teachers and administrators with the resources to adequately address classroom management.	Reduction in the number and percentage of disruptions to the classroom environment as reported in school discipline reports. Feedback from teachers' self-assessments indicate that they are receiving the supports they need to work with disruptive students. Measurements in the evaluation/supervision process for teachers and administrators documenting that these professionals have access to behavior management resources and are using them effectively to improve student behavior and engagement.	Timeline: 2014-2017 2015: Data to be collected in 2015-2016 and 2016-2017.

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Strategic Theme: Growth and Development of the Whole Child



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

Initiative 4.1: Foster the conditions that support the social-emotional security of each student and ensure a positive learning environment in all classrooms.

Action Steps	Evidence of Progress	Progress Update
Building principals and other building and District personnel will utilize teacher evaluation resources along with regularly observing classrooms to monitor the classroom environment and offer feedback and training to teachers to ensure classroom disruptions are reduced and ultimately eliminated.	<p>Reduction in the number and percentage of disruptions to the classroom environment as reported in school discipline reports</p> <p>Reduction in the number of parent concerns regarding classroom disruptions by students.</p> <p>Increase in teachers' competence in addressing classroom disruptions as measured through the teacher evaluation reports for individual teachers.</p>	<p>Timeline: 2014-2017</p> <p>2015: Data to be collected in 2015-2016 and 2016-2017.</p>
<p>Ensure students who are identified as frequently disrupting the classroom environment are being referred for assistance and interventions in a timely manner.</p> <p>Parents will be given information for accessing community resource support as appropriate.</p>	<p>Reduction in the number and percentage of disruptions to the classroom environment as reported in school discipline reports.</p>	<p>Timeline: 2014-2017</p> <p>2015: Data from 2014-2015 is currently being reviewed and will serve as baseline data.</p> <p>2016: Data from 2014-2015 used as baseline data.</p>

Success Measures and Improvement Targets



Strategic Theme: Growth and Development of the Whole Child

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

Indicator: Percentage and number of classroom disruptions as reported in school discipline reports

Benchmark		Progress			Target	Notes
2014	2015	2016	2017	2018		
749 (36%)	701 (34%)	882 (42%)	%	TBD	Percentage shown is the percentage of the overall discipline referrals that are referrals representing classroom disruption issues.	

Indicator: Percentage of teachers showing the ability to effectively deal with classroom disruptions as reported through the teacher evaluation system

Benchmark		Progress			Target	Notes
2014	2015	2016	2017	2018		
n/a	n/a	n/a	n/a	n/a	Current evaluation tool does not allow for quantification of this data point; building principals address any concerns with teacher response to classroom disruption on a case-by-case basis.	

Strategic Theme: Growth and Development of the Whole Child



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.

Initiative 5.1: Develop and maintain systems and programs that enhance and guarantee parent engagement at the school and District level.

Action Steps	Evidence of Progress	Progress Update												
Use data collected from school climate surveys and other District selected instruments to identify parent perceptions of their child's academic and social experiences.	Increase in percentage of students and families who indicate having a positive perception of the school experiences across all sub-groups as measured by school climate surveys and other District-selected instruments.	<p>Timeline: 2015-2017</p> <p>Percentage of students and families indicating a positive perception of school experience:</p> <table border="1"> <thead> <tr> <th></th> <th>2013</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>80%</td> <td>94%</td> </tr> <tr> <td>Middle</td> <td>75%</td> <td>86%</td> </tr> <tr> <td>High</td> <td>85%</td> <td>85%</td> </tr> </tbody> </table>		2013	2015	Elementary	80%	94%	Middle	75%	86%	High	85%	85%
	2013	2015												
Elementary	80%	94%												
Middle	75%	86%												
High	85%	85%												
Develop systems and programs to assure that all students and families are given the opportunity to be part of events that acclimates them to, and keep them involved in, various activities of the school and District.	Increase in percentage of students and families who indicate they have knowledge of and feel welcome to participate in District, school, and community events, services, and programs as measured by school climate and other District-selected instruments.	<p>Timeline: 2015-2017</p> <p>2015: Baseline data to be gathered during the 2015-2016 school year.</p> <p>2016: 95%</p>												
Assist parent support groups including PAAS and PacEd in accessing support and assistance at the building level to ensure parent involvement in support of challenging academic opportunities for all students.	Increase in percentage of parents of African American and special needs students who report consistent involvement in the school community, and who report that their children are consistently engaged in challenging academic opportunities.	<p>Timeline: 2015-2017</p> <p>2015: Baseline data to be gathered during the 2015-2016 school year.</p> <p>2016:</p> <ul style="list-style-type: none"> African American parent involvement in community - 65% African American engagement in challenging academic opportunities - 78% Special education parent involvement in community - 62% Special education engagement in challenging academic opportunities - 82% 												

Strategic Theme: Growth and Development of the Whole Child



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.

Initiative 5.2: Ensure communication systems are in place that allow parents to effectively and confidentially discuss social, emotional and mental health concerns impacting a child in order to be able to access needed resources in a timely and discreet manner.

Action Steps	Evidence of Progress	Progress Update
Review all building communication protocols to ensure systems are in place to allow students, parents and staff to share information regarding social, emotional, and mental health issues that may ultimately lead to accessing services to address these concerns.	Improved communication protocols addressing social, emotional and mental health issues.	Timeline: 2014-2016 2015: New protocols to be put into place during the 2015-2016 school year. 2016: Parents report being able to share information with school officials; new Quick Tip reporting system put in place in fall of 2016.
Provide opportunities for parents to share their perceptions of the services available in the District to address social, emotional, and mental health concerns as well as discussing the level of satisfaction of parents and students when accessing such services.	Positive feedback from parents regarding the overall services in the District and community that address the social, emotional and mental health needs of students.	Timeline: 2014-2016 2015: Feedback to be gathered during the 2015-2016 school year. 2016: Feedback gathered through survey in January 2016.

Success Measures and Improvement Targets



Strategic Theme: Growth and Development of the Whole Child

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.

Indicator: Percentage of students and families who indicate having a positive perception of the school experience across all sub-groups as measured by climate surveys and other District-selected instruments

Benchmark		Progress			Target	Notes
2014	2015	2016	2017	2018		
80%	88%	%	%	100%	Benchmark established from 2012-2013 school climate surveys; surveys were replicated in 2014-2015 and 2016-2017.	

Indicator: Percentage of students and families who indicate they have knowledge of and feel welcome to participate in District, school, and community events, services, and programs as measured by school climate surveys and other District-selected instruments

Benchmark		Progress			Target	Notes
2014	2015	2016	2017	2018		
n/a	n/a	95%	%	100%	Data collected in January 2016.	

Indicator: Percentage of parents of African American students who report consistent involvement in the school community

Benchmark		Progress			Target	Notes
2014	2015	2016	2017	2018		
n/a	n/a	62%	%	100%	Data collected in January 2016.	

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Success Measures and Improvement Targets

Strategic Theme: Growth and Development of the Whole Child



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.

Indicator: Percentage of parents of African American students who report that their children are consistently engaged in challenging academic opportunities

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	Data collected in January 2016.
n/a	n/a	78%	%	100%	

Indicator: Percentage of parents of students with special needs who report consistent involvement in the school community

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	Data collected in January 2016.
n/a	n/a	62%	%	100%	

Indicator: Percentage of parents of students with special needs who report that their children are consistently engaged in challenging academic opportunities

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	Data collected in January 2016.
n/a	n/a	82%	%	100%	

Strategic Theme: 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.

Objectives	Indicators	Initiatives
1. Ensure effective financial performance, leadership and management of resources.	<p>Budget is developed to align with District priorities for instructional practices and organizational needs Benchmark: Incremental Target: Zero-Based Budget</p> <p>Number of annual audit adjustments proposed by auditors Benchmark: Zero Target: Zero</p> <p>Bond rating level Benchmark: AAA Target: AAA</p>	<p>1.1 Develop and implement a zero-based budget approach to financial management, which maintains long-term financial viability.</p> <p>1.2 Define the ongoing role of the Long-Term Financial Planning Committee that was created during the Long-Term Financial Planning process.</p> <p>1.3 Create a budget document that meets the standards of excellence in budget presentation and apply for the Meritorious Budget Award from the Association of School Business Officials International. This award sets the standards for excellence in school district budgeting including openness and transparency of school finances.</p>
2. Increase public and private support and community partnerships.	<p>Percentage of respondents who indicate they are satisfied with the District's financial performance as measured by public opinion surveys Benchmark: 65.4% Target: 75%</p> <p>Percentage of public and private partnerships that support District programs and activities Benchmark: TBD Target: TBD</p>	<p>2.1 Develop and implement an effective finance communication/engagement plan designed to connect with administrators, staff, students, parents and the community.</p> <p>2.2 Identify and develop community partnerships that support the ongoing work identified in the District's Strategic Plan.</p> <p>2.3 Cultivate sustainable private resources to support student success.</p>

Responsible Administrators: Chief Financial Officer, Chief Communications Officer

Strategic Theme: Resource Management



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

Initiative 1.1: Develop and implement a zero-based budget approach to financial management, which maintains long-term financial liability.

Action Steps	Evidence of Progress	Progress Update
<p>Create Building and Department Decision Units to identify budget efficiencies and ensure prudent use of resources.</p> <ul style="list-style-type: none"> • Define purpose. • Define membership. • Determine structure. 	<p>Building and Department based units determined, membership identified and clearly communicated and structure defined.</p>	<p>Timeline: 2014-2015 February 2015: Building and department decision units were created and the chief financial officer attended staff and decision unit meetings to clearly communicate the zero-based budgeting process. A zero-based budget planning guide was created and reviewed with staff at these meetings to define terminology, discuss how staff can participate in the budget process, and communicate key dates of the budget process.</p> <p>February 2016: Building and department decision units continued to meet to build the 2016-2017 budget requests. The chief financial officer attended meetings as needed to gain understanding on the different decision units processes and assist when necessary.</p>
<p>Identify Building and Department Needs.</p> <p>(Definition of Needs: Resources required to provide only the most fundamental services essential to execute the written curriculum, ensure adequate support services and operate the buildings.)</p>	<p>Building and Department “needs” identified by building decision units.</p> <p>District level Decision Unit reviews and approves Building and Department “needs”.</p>	<p>Timeline: 2014-2015 Feb. 20, 2015: Building and departments submit needs to CFO.</p> <p>Feb. 24, 2015: DLC review of needs and approve as a Decision Unit at a District-wide level.</p> <p>Timeline: 2015-2016 Jan. 20, 2016: Building and departments review prior needs and submit any changes to CFO.</p>

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Strategic Theme: Resource Management



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

Initiative 1.1: Develop and implement a zero-based budget approach to financial management, which maintains long-term financial viability.

Action Steps	Evidence of Progress	Progress Update
<p>Determine, document and justify Wants.</p> <p>(Definition of Wants: Resources essential to provide educational services, which expands the written curriculum and achieves the level of excellence provided by District.)</p>	<p>Building and Department “wants” determined, documented and justified by building decision units.</p> <p>District level Decision Unit reviews and approves Building and Department “wants.”</p>	<p>Timeline: 2014-2015 Feb. 27, 2015: Building and departments submit wants to CFO.</p> <p>March 5, 2015: DLC review of staffing needs and prioritize building and department Decision Unit wants at a District-wide level.</p> <p>Timeline: 2015-2016 March 11, 2016: Building and departments submit wants to CFO.</p> <p>March 31, 2016: DLC prioritize building and department Decision Unit wants at a District-wide level.</p>
<p>Determine, document and justify Enhancements.</p> <p>(Definition of Enhancements: Resources that will expand educational services and opportunities for students in alignment with Strategic Plan.)</p>	<p>Building and Department “enhancements” determined, documented and justified by building decision units.</p> <p>District level Decision Unit reviews and approves Building and Department “enhancements.”</p>	<p>Timeline: 2014-2015 Feb. 27, 2015: Building and departments submit enhancements to CFO.</p> <p>March 5, 2015: DLC review of staffing needs and prioritize building and department Decision Unit enhancements at a District-wide level.</p> <p>Timeline: 2015-2016 March 11, 2016: Building and departments submit enhancements to CFO.</p> <p>March 31, 2016: DLC prioritize building and department Decision Unit enhancements at a District-wide level.</p>

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Strategic Theme: Resource Management



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

Initiative 1.1: Develop and implement a zero-based budget approach to financial management, which maintains long-term financial viability.

Action Steps	Evidence of Progress	Progress Update
Identify replacement cycles of assets and associated costs.	Asset replacement cycles and associated costs identified and used to project budget needs.	<p>Timeline: 2014-2015 2015: Identification of replacement cycles of assets and associated costs is considered a next step for completion during the 2015-2016 school year.</p> <p>Timeline: 2015-2016 2016: Continue to review and update asset and textbook replacement cycles and associated costs to properly project budget needs.</p>
Information from Decision Packages (Needs, Wants and Enhancements) used to develop budget for 2015-2016.	Budget document presented to Board of Education in draft form in May 2015 for review and discussion and in June 2015 for approval.	<p>Timeline: 2014-2015 May 20, 2015: Budget draft presented to Board of Education.</p> <p>June 10, 2015: Final budget approved by Board of Education.</p> <p>Timeline: 2015-2016 May 18, 2016: Budget draft presented to Board of Education.</p> <p>June 6, 2016: Final budget approved by Board of Education.</p>
Develop a communications plan, with appropriate supporting graphic materials, for increasing understanding of the zero-based budgeting process.	<p>Communications plan is developed.</p> <p>Surveys show increased understanding of ZBB process.</p>	<p>Timeline: 2014-2015 2015: A zero-based budget planning guide was created and reviewed with staff at the meetings to define terminology, discuss how staff can participate in the budget process, and communicate key dates of the budget process.</p> <p>A next step is to survey staff to determine if there is an increased understanding of the zero-based process.</p>

Strategic Theme: Resource Management



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

Initiative 1.2: Define the ongoing role of the Long-Term Financial Planning Committee that was created during the Long-Term Financial Planning process.

Action Steps	Evidence of Progress	Progress Update
Define the purpose and role of the Long-Term Financial Planning Committee to the financial management of the District. Identify membership for committee to ensure committee is representative of stakeholders.	Purpose and role defined and stakeholder representative groups identified and approved by Board of Education.	Timeline: 2014-2015 2015: On Dec. 12, 2014, and Jan. 9, 2015, the Board was provided a draft document summarizing the purpose, actions and membership of the LTFP Committee for review and comments. On Jan. 16, 2015, the final document was sent to BOE.

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Strategic Theme: Resource Management



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

Initiative 1.2: Define the ongoing role of the Long-Term Financial Planning Committee that was created during the Long-Term Financial Planning process.

Action Steps	Evidence of Progress	Progress Update
<p>Solicit names of individuals to invite to serve as members of this committee.</p>	<p>Potential members identified and invited to serve on the Long-Term Financial Planning Committee.</p>	<p>Timeline: 2014-2015 2015: Began work with Office of Communications to solicit community volunteers.</p> <p>Communications advertising committee sent and posted on Jan. 23, 2015. Deadline for community members to express interest was Feb. 20, 2015.</p> <p>Superintendent is assigned as chair of the LTFP Committee and the chief financial officer as co-chair.</p> <p>Seven community members representing all school buildings with various educational backgrounds were selected out of 27 applications.</p> <p>Community members who were not selected to serve on the committee will be invited to participate in future subcommittee work.</p> <p>Three teacher members representing elementary, middle and high school levels were selected out of six applications.</p> <p>Two principals representing elementary and secondary levels were selected.</p> <p>The director of facilities was selected to represent maintenance staff and facilities.</p> <p>Timeline: 2015-2016 2016: Applicants who were not selected for the larger LTFP Committee were contacted and asked to serve on one of the three subcommittees. An additional Board member, 12 residents, three staff and four administrators served on the subcommittees, along with the 15 other members of the original LTFP Committee.</p>

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Strategic Theme: Resource Management



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

Initiative 1.2: Define the ongoing role of the Long-Term Financial Planning Committee that was created during the Long-Term Financial Planning process.

Action Steps	Evidence of Progress	Progress Update
<p>Establish meeting dates and meeting agendas.</p>	<p>Committee meetings held, minutes maintained and input and feedback communicated with Board of Education.</p>	<p>Timeline: 2014-2015 2015: The first meeting was held on April 16, 2015. Agenda topic was School Finance 101.</p> <p>The second meeting was held on May 13, 2015. Agenda topic was Proposed 2015-2016 Budget and Financial Planning.</p> <p>Three-to-four meetings throughout 2015-2016 will be set at a later date after committee determines topics to present.</p> <p>Timeline: 2015-2016 2016: The LTFP Committee met several times this school year. A review of the District finances as well as a SWOT of analysis of District finances was performed. Subcommittee themes of budget and finance, demographics and enrollment, and facilities and grounds were identified and additional members were invited to participate to perform in-depth studies around guiding questions developed by the committee members and the Board of Education.</p> <p>The subcommittees of the LTFP Committee met monthly to study guiding questions surrounding their topics and present options to the Board for consideration related to specific initiatives, including a demographic study, as well as improvements to the Wydown Play Field and Field 7.</p> <p>LTFP Committee meetings throughout 2016-2017 will be set at a later date after topics are determined.</p>

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Strategic Theme: Resource Management



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

Initiative 1.2: Define the ongoing role of the Long-Term Financial Planning Committee that was created during the Long-Term Financial Planning process.

Action Steps	Evidence of Progress	Progress Update
<p>Educate the Long-Term Financial Planning Committee of the District’s Zero-Based Budgeting Process and respond to questions.</p> <p>Seek input to improve the efficiencies and allocation of resources to maintain long-term financial viability of the District.</p>	<p>Committee meetings held and input and feedback summarized and communicated with Board of Education.</p>	<p>Timeline: 2014-2015</p> <p>2015: Zero-based budgeting process was discussed with the Long-Term Financial Planning Committee at the first meeting on April 16, 2015. Input from the committee was to ensure that the portion of the District’s budget that was prepared through this process is clearly communicated.</p>

Strategic Theme: Resource Management



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

Initiative 1.3: Create a budget document that meets the standards of excellence in budget presentation and apply for the Meritorious Budget Award from the Association of School Business Officials International. This award sets the standards for excellence in school district budgeting including openness and transparency of school finances.

Action Steps	Evidence of Progress	Progress Update
<p>Ensure financial management practices meet the high standards of performance and align with the requirements established to apply for the Pathway to the Meritorious Budget Award (two of the four sections of the Meritorious Budget) for the 2016-2017 school year.</p> <ul style="list-style-type: none"> • A Meritorious Budget has four sections: <ul style="list-style-type: none"> ○ Introductory (mandatory for Pathway Award) ○ Organizational ○ Financial ○ Informational 	<p>Standards of excellence are met and the Introductory Section and Financial Section completed and submitted to the Association of School Business Officials International.</p>	<p>Timeline: 2016-2017 2016: The 2016-2017 budget was submitted to the Association of School Business Officials (ASBO) for the Pathway to the Meritorious Budget Award (MBA). The Pathway to the MBA is designed for first- and second-time applicants as the first step in preparing for the more rigorous MBA. Applicants complete just two of the four sections of the complete MBA criteria checklist. To view the submitted budget, please click on the following link: http://www.claytonschools.net/Page/615 and select the 2016-2017 Pathway Budget document.</p>
<p>Ensure financial management practices meet the high standards of performance and align with the requirements established to apply for the Meritorious Budget Award (all four sections completed) for the 2017-2018 school year.</p> <ul style="list-style-type: none"> • The Meritorious Budget Awards Program was established in 1995 to encourage and recognize excellence in school system budgeting. <ul style="list-style-type: none"> ○ Provides clear budget presentation guidelines. ○ Defines state-of-the-art budget practices. ○ Encourages both short and long-range budget goals. ○ Promotes sound fiscal management practices. ○ Promotes effective use of educational resources. 	<p>Standards of excellence are met and the Introductory Section, Financial Section, Organizational Section and Informational Section completed and submitted to the Association of School Business Officials International.</p>	<p>Timeline: 2017-2018</p>

Success Measures and Improvement Targets



Strategic Theme: Resource Management

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

Indicator: Budget is developed to align with District priorities for instructional practices and organizational needs

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	
Incremental Budget	Zero-Based Budget	Zero-Based Budget		Zero-Based Budget	

Indicator: Number of annual audit adjustments proposed by auditors

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	
0	0	0		0	

Indicator: Bond rating level

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	
AAA	AAA	AAA		AAA	

Strategic Theme: Resource Management



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

Initiative 2.1: Develop and implement an effective finance communication plan to increase understanding of the District’s work with Resource Management and connect with administrators, staff, students, parents and the community.

Action Steps	Evidence of Progress	Progress Update
Assess current perception of District finances among: <ul style="list-style-type: none"> Community members via the District’s biennial public opinion survey. Staff via an online, email survey 	Survey results reviewed and summarized.	Timeline: 2014-2015 2015: Community survey completed May 2015. Staff survey to be completed Sept. 2015.
Develop a communications plan, with appropriate supporting graphic materials, for increasing understanding of the District’s finances and resource management.	Communication gaps/issues identified based on survey research. Key audiences, messages, strategies and tactics identified and used in communications.	Timeline: 2014-2016 2015: Community survey analysis completed Aug. 2015. Staff survey analysis to be completed Sept. 2015. Communication plan to be developed Oct. 2015.
Provide regular finance updates and outreach to the following groups: <ul style="list-style-type: none"> Community Staff 	Community outreach scheduled, completed and summarized. Staff outreach scheduled, completed and summarized.	Timeline: 2015-2018
Develop steps to measure the effectiveness of financial communications.	Follow up surveys/evaluations indicate effectiveness of finance communication plan.	Timeline: 2015-2018

Strategic Theme: Resource Management



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

Initiative 2.2: Identify and develop community partnerships that support the ongoing work identified in the District’s strategic plan.

Action Steps	Evidence of Progress	Progress Update
Create an inventory of all current District partnerships and how they support the learning/mission/vision.	Current partnerships/community support efforts at each school identified and categorized by type and/or purpose, students served and connection to student learning.	Timeline: 2017
Conduct a comprehensive assessment to identify areas where partnerships are needed/could benefit student learning.	Rubric developed for comprehensive assessment. Assessment completed. Potential areas of support are identified for future exploration.	Timeline: 2016-2018
Assemble a committee to analyze needs assessment and explore/evaluate potential partnerships for the District that support the strategic goals of the District.	Committee members identified Meetings scheduled. Analysis of potential partnerships compiled by committee.	Timeline: 2016-2018

Strategic Theme: Resource Management



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

Initiative 2.3: Cultivate sustainable private resources to support student success.

Action Steps	Evidence of Progress	Progress Update
Develop a formal operating agreement/memorandum of agreement with the Clayton Education Foundation (CEF).	<p>Priorities to include in agreement identified by BOE and CEF.</p> <p>Draft agreement developed.</p> <p>Agreement approved by BOE and CEF.</p>	<p>Timeline: 2014-2016</p> <p>2015: CEF strategic plan completed.</p> <p>By-laws and operating agreement to be drafted in fall 2015.</p> <p>2016: Bylaws were adopted in the fall of 2016.</p>
Work with CEF to identify priority areas of support that align with District focus.	Regular updates of District goal work and current curricular focus provided to CEF.	<p>Timeline: 2015-2018</p> <p>2015: CEF 2015-2016 grant cycle aligned with STEM initiatives/action steps from District's strategic plan.</p> <p>2016: Grant cycle aligned to the strategic plan.</p>
Provide support, as needed, to CEF in their efforts to secure private resources to fund initiatives associated with District goals.	<p>Opportunities for the District to support fundraising initiatives identified.</p> <p>Expectations/parameters for support defined.</p> <p>CEF secured private resources.</p>	Timeline: 2015-2018
Work with PTOs to identify priority areas of support that align with District focus.	Regular updates of District goal work and current curricular focus provided to PTOs.	<p>Timeline: 2015-2018</p> <p>2015: Met with representative of the PTO council to begin the process of identifying priority areas at each school.</p> <p>PTO Council will inform individual school PTO representatives at the 2015-2016 Kickstart meeting of the need to identify priority areas within their respective schools.</p> <p>2016: Work is ongoing.</p>
Provide support, as needed, to PTOs in their efforts to secure private resources to fund initiatives associated with District goals.	<p>Opportunities for the District to support fundraising initiatives identified.</p> <p>Expectations/parameters for support defined.</p> <p>PTOs secured private resources.</p>	Timeline: 2015-2018

Success Measures and Improvement Targets



Strategic Theme: Resource Management

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

Indicator: Percentage of respondents who indicate they are satisfied with the District’s financial performance as measured by public opinion surveys

Benchmark	Progress			Target	Notes
	2014	2015	2016	2017	
TBD	65.4% (E/G) 21.3% (DK)	n/a	%	75%	2015: Percentage reflects Excellent/Good rating for District’s performance on managing finances. 21.3% of respondents indicated they did not know enough information to answer the question. 2016: Next survey will be conducted in the fall of 2017.

Indicator: Percentage of public and private partnerships that support District programs and activities

Benchmark	Progress			Target	Notes
	2014	2015	2016	2017	
TBD	TBD	TBD	%	TBD	Benchmark and target will be developed based on the partnership inventory completed in the spring of 2017.

Appendix One: Strengths, Weaknesses, Opportunities and Threats



The **Environmental (or SWOT) Analysis** was the planning exercise that helped uncover the key themes and concepts that would eventually become the Strategic Themes or pillars of excellence upon which this strategic plan was built. The analysis was a systematic evaluation of the District's internal/external environment based on the information collected in the Environmental Scan. It is a planning exercise that allows participants to put problems and concerns in perspective by identifying key issues and facilitating a strategic approach to addressing those issues. A SWOT analysis was used in this step to begin to identify priorities by focusing on:

- Strengths (assets to build on)
- Weaknesses (areas for improvement)
- Opportunities (may promote growth)
- Threats (may inhibit growth/objective attainment)

Strengths

Priorities among list of strengths

1. High-Quality Teachers
2. Academic Achievement
3. Curriculum/Quality of Curriculum/Challenging/Rigorous/Adaptive
4. Academic Rigor
5. Teachers/Administrators/Counselors
6. Strong Tax Base/Economic Stability
7. High Expectations of Excellence
8. Parent and Community Support
9. Development of Problem-Solvers
10. Professional Development (PD)
11. Student Support for Individualized Education Plans/Diverse Population

Strengths identified to realistically target in next three-to-five years

1. High-Quality Teachers
2. Academic Achievement
3. Curriculum/Quality of Curriculum/Challenging/ Rigorous/Adaptive
4. Professional Development (PD)
5. Academic Rigor
6. Teachers/Administrators/Counselors
7. High Expectations of Excellence
8. Student Support for Individualized Education Plans/Diverse Population

Appendix One (cont.): Strengths, Weaknesses, Opportunities and Threats



Weaknesses

Priorities among list of weaknesses

1. Budget/Financial Restraint
2. Replacing Master Teachers
3. Social-Emotional Needs of Students
4. Kids in the Middle
5. Complex Needs of Students
6. Creation of Inequities/Meeting the Needs of All
7. Technology
8. Stress
9. Academic Equity
10. PK-12 Articulation of Curricular and Non-Curricular Objectives

Weaknesses identified to realistically target in next three-to-five years

1. Budget/Financial Restraint
2. Replacing Master Teachers
3. Social-Emotional Needs of Students
4. Kids in the Middle
5. Technology
6. Initiative Overload/Too Many Goals
7. Complex Needs of Students
8. Stress
9. Science and Technology
10. Safety/Security
11. Academic Equity
12. PK-12 Articulation of Curricular and Non-Curricular Objectives

Opportunities

Priorities among list of opportunities

1. Teachers – Growing/PD and Retaining and Recruiting
2. Financial Management
3. Enhance/Embrace Higher Order Thinking
4. Social-Emotional Needs of Kids
5. Innovation
6. Higher Expectations for All Students
7. Community Partnerships
8. Technology
9. 21st Century Learning/Global Education
10. Individualization/Equity of Opportunity
11. Experiential Learning
12. Job-Embedded PD/Strong PD

Opportunities identified to realistically target in next three-to-five years

1. Teachers – Growing/PD and Retaining and Recruiting
2. Social-Emotional Needs of Kids
3. Innovation
4. Community Partnerships
5. Service Learning
6. 21st Century Learning/Global Education
7. Technology
8. Experiential Learning
9. Common Core State Standards

Appendix One (cont.): Strengths, Weaknesses, Opportunities and Threats



Threats

Priorities among list of threats

1. Long-Term Financial Planning/Budget Concerns
2. Kids in the Middle (Need to Focus on)
3. Stress on Students and Teachers
4. Supporting Social/Emotional/Mental Health Needs
5. Achievement Gap
6. Doing More with Less Money
7. Initiative Overload/Need to Follow Through
8. Addressing Underperforming Teachers

Threats identified to realistically target in next three-to-five years

1. Supporting Social/Emotional/Mental Health Needs
2. Achievement Gap
3. Kids in the Middle (Need to Focus on)
4. Long-Term Financial Planning/Budget Concerns
5. Addressing Underperforming Teachers
6. Stress on Students and Teachers
7. Technology Usage

Appendix Two: Strategic Planning Retreat Participants



PARENTS

Family Center
Pam Washington

Captain Elementary
Suzanne Langlois
Sarah Melinger
Aaron Perlut

Glenridge Elementary
Jen Falk*
Greg Siwak
Sole Van Emden

Meramec Elementary
Ann Marie Kerr
Lisa Mooney
Tim Poor

Wydown Middle School
Laurie Brown
David LaGesse*
Mike Steinbaum

Clayton High School
Sonia Beard
Tim Elliott
Jan Goodman
Valerie Greene

**Steering Committee member*

STAFF

Family Center
Lucinda Dillon

Captain Elementary
Tom Bober*
Carolyn O'Dea

Glenridge Elementary
Cara Barnes
Diana Haydon
Heather Nichols

Meramec Elementary
Anthony Henderson
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