



THE SCHOOL DISTRICT OF  
**CLAYTON**

Educate. Inspire. Empower.

# Strategic Theme: Teacher and Administrator Excellence

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

# Strategic Plan Components



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

	Strategic Plan Components	Description
Approved by the BOE in November 2013	Strategic Themes	<p><b><u>WHAT DO WE WANT TO ACHIEVE?</u></b></p> <p><b>Strategic Themes</b> 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><b><u>WHAT DO WE NEED TO DO TO GET THERE?</u></b></p> <p><b>Objectives</b> 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><b><u>HOW WILL WE KNOW WE HAVE ACHIEVED SUCCESS?</u></b></p> <p><b>Indicators</b> 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 (<b>benchmark</b>) and a stretch point (<b>target</b>).</p>
Presented to the BOE in August 2014	Initiatives	<p><b><u>HOW MIGHT WE GET THERE?</u></b></p> <p><b>Initiatives</b> 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><b><u>HOW WILL WE GET THERE?</u></b></p> <p>Building and Department Plans identify the <b>action steps</b> 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><b><u>WHO WILL GUIDE THE WORK?</u></b></p> <p><b>Responsible Administrator</b> is the administrator or administrators designated to guide the work associated with a specific objective.</p>

# Strategic Themes



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

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

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

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

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

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

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

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

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

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

### **Next Steps**

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

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

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

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

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

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

### **Next Steps**

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

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

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



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

### **Next Steps**

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