



Educate. Inspire. Empower.

Strategic Theme: Growth and Development of the Whole Child

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

Strategic Plan Components



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

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

Strategic Themes



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

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

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

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

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

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

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

Next Steps

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

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

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

Next Steps

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

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

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

Next Steps

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

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

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

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Next Steps

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

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

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

Next Steps

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