



**Mission. Vision. Action.**

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

Approved on November 6, 2013

# 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. Absent from this initial version of the 2013 strategic plan are the **initiatives** that will be put into place to achieve certain objectives. All initiatives will be developed following the approval of the plan by the Board of Education.

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

The School District of Clayton ... Setting the standard for a world-class education.

## Table of Contents

Long-Range Planning Process.....	2-3
Strategic Plan Components.....	4
Strategic Themes.....	5
Strategic Plan.....	6-9
Appendix.....	10-13

# 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 February 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'd)



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
Slated for BOE approval in November 2013	Strategic Themes	<p><b>WHAT DO WE WANT TO ACHIEVE?</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>WHAT DO WE NEED TO DO TO GET THERE?</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>HOW WILL WE KNOW WE HAVE ACHIEVED SUCCESS?</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>). (Benchmarks and targets will be established by January 2014.)</p>
Developed after strategic plan is approved in November 2013	Initiatives	<p><b>HOW MIGHT WE GET THERE?</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>
	Building and Department Plans	<p><b>HOW WILL WE GET THERE?</b></p> <p><b>Building and Department Plans</b> 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><b>WHO WILL GUIDE THE WORK?</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 standalone theme. Initiatives and building plans will work to develop 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	Initiatives (Priorities from SWOT Analysis will be used to generate initiatives.)	Indicators
Ensure challenging academic experiences that result in identifiable and continuous growth in reading and writing.	<b>Strength</b> - Academic Rigor <b>Weakness</b> - Academic Equity; Kids in the Middle <b>Opportunity</b> - Common Core <b>Threat</b> - Achievement Gap	<ul style="list-style-type: none"> <li>Percentage of students reading and writing at or above grade-level annually*  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>Percentage of students achieving growth in reading and writing*  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>Percentage of students achieving a minimum of one year's growth in reading and writing annually as measured by individual growth assessments and/or compared to grade-level/course learning outcomes for each student  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> </ul>
Ensure challenging academic experiences that result in identifiable and continuous growth in math.	<b>Strength</b> - Academic Rigor <b>Weakness</b> - Academic Equity; Kids in the Middle <b>Opportunity</b> - Common Core <b>Threat</b> - Achievement Gap	<ul style="list-style-type: none"> <li>Percentage of students performing at or above grade-level annually*  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>Percentage of students achieving growth in math*  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>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  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> </ul>
Ensure curriculum identifies the content, knowledge and skills students are expected to master and is aligned vertically, grade-to-grade and PK-12.	<b>Strength</b> - Quality of Curriculum/Challenging/Rigorous/Adaptive; High Expectations of Excellence <b>Weakness</b> - PK-12 Articulation of Curricular and Non-Curricular Objectives; Kids in the Middle <b>Opportunity</b> - Individualization/Equity of Opportunity <b>Threat</b> - Achievement Gap	<ul style="list-style-type: none"> <li>Percentage of curriculum and program documents that clearly communicate measurable grade-level targets and sequence of instruction  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>Percentage of curricular areas that have effective tools to measure content, knowledge and skills expected at each grade level  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>Percentage of curriculum and program areas that support and extend student learning by integrating cross-disciplinary subject matter content, ideas and skills where appropriate  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> </ul>
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.	<b>Strength</b> - Development of Problem-Solvers <b>Weakness</b> - Technology <b>Opportunity</b> - Individualization/Equity of Opportunity; 21st Century Learning; ISTE-NETS; Innovation <b>Threat</b> - Technology Usage	<ul style="list-style-type: none"> <li>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  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> </ul>

*\*as measured by District-selected assessments*

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

# 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	Initiatives (Priorities from SWOT Analysis will be used to generate initiatives.)	Indicators
<p>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>	<p><b>Strength</b> - High-Quality Teachers  <b>Weakness</b> - Replacing Master Teachers  <b>Opportunity</b> - Teachers - Growing/PD and Retaining and Recruiting  <b>Threat</b> - Addressing Underperforming Teachers</p>	<ul style="list-style-type: none"> <li>• Percentage of teachers with content-specific majors and minors or equivalent coursework  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>• Percentage of performance evaluations meeting or exceeding District expectations  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>• Percentage of teachers whose performance evaluations indicate they have received substantive feedback to support their ongoing growth  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>• Percentage of student and parent surveys that indicate satisfaction on teacher client surveys  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>• Percentage of teachers whose students demonstrate identifiable and continuous growth as measured by District-selected assessments  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> </ul>
<p>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>	<p><b>Strength</b> - Teachers/Administrators/Counselors  <b>Weakness</b> - Replacing Master Teachers  <b>Opportunity</b> - Teachers - Growing/PD and Retaining and Recruiting  <b>Threat</b> - Addressing Underperforming Teachers</p>	<ul style="list-style-type: none"> <li>• Percentage of performance evaluations meeting or exceeding District expectations  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>• Percentage of student and parent surveys that indicate satisfaction on administrator client surveys  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>• Percentage of administrators whose students demonstrate identifiable and continuous growth as measured by District-selected assessments  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> </ul>
<p>Ensure ongoing, job-embedded and responsive professional learning for all teachers and administrators that supports individual student growth, teacher growth and organizational growth.</p>	<p><b>Strength</b> - Professional Development  <b>Weakness</b> - Replacing Master Teachers  <b>Opportunity</b> - Job-Embedded PD/Strong PD  <b>Threat</b> - Addressing Underperforming Teachers</p>	<ul style="list-style-type: none"> <li>• Percentage of teachers and administrators who provide evidence that their professional learning has had a positive impact on student learning  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> </ul>

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



# 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	Initiatives (Priorities from SWOT Analysis will be used to generate initiatives.)	Indicators
<p>Provide an environment that fosters academic growth in which each student experiences a sense of belonging and well-being.</p>	<p><b>Strength</b> - Student Support for Individualized Education Plans/Diverse Population  <b>Weakness</b> - Social/Emotional Needs of Students  <b>Opportunity</b> - Social/Emotional Needs of Students  <b>Threat</b> - Supporting Social/Emotional/Mental Health Needs</p>	<ul style="list-style-type: none"> <li>Percentage of students who report they feel physically and emotionally safe in school as measured by school climate surveys and other District-selected instruments  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>Percentage of student and family data that indicates sense of belonging and being valued as measured by school climate surveys and other District-selected instruments  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>Percentage of student and family data that indicates positive perception of school experience across all subgroups as measured by school climate surveys and other District-selected instruments  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>Percentage of student and family data that indicates each student and family has the knowledge of and feels welcome to participate in District, school and community events, services and programs as measured by school climate surveys and other District-selected instruments  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> </ul>
<p>Provide the resources needed to support the social, emotional and mental health needs of each student to foster academic growth.</p>	<p><b>Strength</b> - Student Support for Individualized Education Plans/Diverse Population  <b>Weakness</b> - Social/Emotional Needs of Students  <b>Opportunity</b> - Social/Emotional Needs of Students  <b>Threat</b> - Supporting Social/Emotional/Mental Health Needs</p>	<ul style="list-style-type: none"> <li>All students can identify at least one adult with whom they have a positive relationship in their building as measured through student survey data  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>Percentage of students and their families who are satisfied with the District's resources to support their social, emotional and mental health needs as measured through survey data  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>Percentage of staff who are satisfied with the District's resources to support their students' social, emotional and mental health needs as measured through survey data  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>Percentage of students accessing District resources to support their social, emotional and mental health needs who demonstrate academic growth  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> </ul>

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

# 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	Initiatives (Priorities from SWOT Analysis will be used to generate initiatives.)	Indicators
Ensure effective financial performance, leadership and management of resources.	<b>Strength</b> - Strong Tax Base/Economic Stability <b>Weakness</b> - Budget/Financial Restraint <b>Opportunity</b> - Financial Management <b>Threat</b> - Doing More with Less Money	<ul style="list-style-type: none"> <li>• Budget is developed to align with District priorities for instructional practices and organizational needs  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>• Number of annual audit adjustments proposed by auditors  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>• Bond rating level  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> </ul>
Increase public and private support and community partnerships.	<b>Strength</b> - Parent and Community Support <b>Weakness</b> - Budget and Financial Restraint <b>Opportunity</b> - Community Partnerships <b>Threat</b> - Long-Term Financial Planning/Budget Concerns	<ul style="list-style-type: none"> <li>• Percentage of respondents who indicate they are satisfied with the District's performance as measured by public opinion surveys  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> <li>• Percentage of public and private partnerships that support District programs and activities  <b>Benchmark:</b> _____ <b>Target:</b> _____</li> </ul>

**Responsible Administrator:** Chief Financial Officer, Chief Communications Officer

# 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'd): 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'd): 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

## STAFF

### Family Center

Lucinda Dillon

### Captain Elementary

Tom Bober\*  
Carolyn O'Dea

### Glenridge Elementary

Cara Barnes  
Diana Haydon  
Heather Nichols

### Meramec Elementary

Anthony Henderson  
June Kay

### Wydown Middle School

April Fulstone  
Dave Powers  
Paul Varley

### Clayton High School

Carolyn Blair\*  
Angela Caracciolo  
Mike Howe  
Jennifer Sellenriek  
Chris Vodicka

## COMMUNITY LIAISONS

Craig Owens\*  
Lily Raymond  
Steve Simon

## ADMINISTRATORS

Sharmon Wilkinson\* - *Co-Chair*  
Greg Batenhorst  
Devin Davis  
Milena Garganigo  
Mary Jo Gruber  
Chris Tennill\* - *Co-Chair*  
Tim Wonish

## HUMAN RESOURCES CONSULTANT

Kim Harding

## BUILDING LEADERS

Matt Balossi  
Sean Doherty  
Mary Ann Goldberg  
Dan Gutchewsky\*  
Lisa Jackson-Terry  
Ryan Luhning  
Marcie Pieper  
Debbie Reilly  
Beth Scott\*  
Doug Wehner

## BOARD OF EDUCATION

Jane Klamer\*  
Susan Buse\*  
Kristin Redington\*  
Brad Bernstein  
Sonny Buttar  
Darryl Higuchi  
Omri Praiss

## CHS STUDENTS

John Howard  
Abby Kohmetscher  
Eudora Olsen  
Oji Onwumere  
Kaleb Reddick  
Emma Riley

## RETIRED TEACHERS

Darlene Castelli  
Nick Otten  
Donna Rogers-Beard

## PARENTS OF GRADUATES

Hal Goldsmith  
Steve Singer  
Rita Waldman

\*Steering Committee member