



Educate. Inspire. Empower.

# Strategic Theme: Academic Excellence

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

# 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		<b><u>WHAT DO WE WANT TO ACHIEVE?</u></b>
	Strategic Themes	<b><u>Strategic Themes</u></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.”
	Objectives	<b><u>WHAT DO WE NEED TO DO TO GET THERE?</u></b> <b><u>Objectives</u></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.
	Indicators	<b><u>HOW WILL WE KNOW WE HAVE ACHIEVED SUCCESS?</u></b> <b><u>Indicators</u></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> ).
Presented to the BOE in August 2014	Initiatives	<b><u>HOW MIGHT WE GET THERE?</u></b> <b><u>Initiatives</u></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.
	Action Steps	<b><u>HOW WILL WE GET THERE?</u></b> 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.
	Administrator	<b><u>WHO WILL GUIDE THE WORK?</u></b> <b><u>Responsible Administrator</u></b> is the administrator or administrators designated to guide the work associated with a specific objective.

# 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
1. Ensure challenging academic experiences that result in identifiable and continuous growth in reading and writing.	<p>Percentage of students reading and writing at or above grade-level annually in grades 3-8 as measured by Missouri Assessment Program (MAP)  <b>Benchmark: 71.9%</b>      <b>Target: 91.9%</b></p> <p>Percentage of students achieving growth in reading and writing in grades 3-8 as measured by Missouri Assessment Program (MAP)  <b>Benchmark: 64.5%</b>      <b>Target: 84.5%</b></p> <p>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: TBD</b>      <b>Target: TBD</b></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>
2. Ensure challenging academic experiences that result in identifiable and continuous growth in math.	<p>Percentage of students performing in math at or above grade-level annually in grades 3-8 as measured by Missouri Assessment Program (MAP)  <b>Benchmark: 76.6%</b>      <b>Target: 96.6%</b></p> <p>Percentage of students achieving growth in math in grades 3-8 as measured by Missouri Assessment Program (MAP)  <b>Benchmark: 80.6%</b>      <b>Target: 100%</b></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  <b>Benchmark: 66%</b>      <b>Target: 91%</b></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>
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>Percentage of curriculum and program documents that clearly communicate measurable grade-level targets and sequence of instruction  <b>Benchmark: 100%</b>      <b>Target: 100%</b></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  <b>Benchmark: 60%</b>      <b>Target: 100%</b></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  <b>Benchmark: 27%</b>      <b>Target: 100%</b></p>	<p>3.1 Develop and implement a guaranteed and viable curriculum across the District.</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>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: TBD</b>      <b>Target: TBD</b></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 parents and teachers understand the data and how to use it to support student learning.	Timeline: 2014-2016
Determine and implement a growth assessment for writing using the anchor papers/exemplars.	Growth assessment in place, data being used, and 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
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
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

## 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	2018	Working to achieve five percent annual increase in students scoring proficient or advanced on MAP.
63%	%	%	%	83%	

# 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
Implement SchoolNet to inform teachers and parents about assessment information and to set personal student goals.	Professional Development plan for SchoolNet implemented to educate teachers and parents on how to use SchoolNet.  Teachers and parents use data from SchoolNet to support students in achieving personal goals.	Timeline: 2014-2016
Refine grade-level problem solving structure in elementary schools.  Introduce grade-level problem-solving structure at middle school and high school.	Teachers at all grade levels using data and student work to make instructional decisions.	Timeline: 2014-2016
Establish and implement common language and practices within problem solving structure.	Problem solving teams are aligned and using similar practices.	Timeline: 2014-2016
Develop and implement systematic and strategic intervention plans for students in grades 3,4,5 who have not met grade level benchmarks.	Intervention plans in place and used by teachers.	Timeline: 2015-2017
Develop criteria to identify students who are not receiving sufficient challenge.  Develop and implement steps at problem solving meetings to ensure that identified students are receiving appropriate challenge or support.	Students identified and plans in place.	Timeline: 2015-2017

# Strategic Theme: Academic Excellence



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

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**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
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
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

# Strategic Theme: Academic Excellence



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

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**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
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	Working to achieve five percent annual increase in students scoring proficient or advanced based on Missouri Assessment Program (MAP).
71.9%	%	%	%	91.9%	

**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%	%	%	%	84.5%	

**Indicator:** 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

Benchmark	Progress			Target	Notes
2014	2015	2016	2017	2018	We will be using local assessments to determine this information. Those assessments have not been developed or implemented yet.
TBD	%	%	%	TBD	

# 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.	Students not meeting benchmarks identified and receiving interventions.  Menu of interventions identified and put in place for students as appropriate.  Human resources are allocated as appropriate.	Timeline: 2014-2016
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 a coaching model.	Targeted and proactive support (including specialist support) being provided, as appropriate, to students not meeting benchmarks.	Timeline: 2014-2016
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.	Timeline: 2014-2016

## 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		Working to achieve five percent annual increase in students scoring proficient or advanced on MAP.
72.6%	%	%	%	92.6%		

# 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
Implement SchoolNet to inform teachers and parents about assessment information and to set personal student goals.	Professional Development plan for SchoolNet implemented to educate teachers and parents on how to use SchoolNet.  Teachers and parents use data from SchoolNet to support students in achieving personal goals.	Timeline: 2014-2016
Refine grade-level problem solving structure in elementary schools.  Introduce grade-level problem-solving structure at middle school and high school.	Teachers at all grade levels using data and student work to make instructional decisions.	Timeline: 2014-2016
Establish and implement common language and practices within problem solving structure.	Problem solving teams are aligned and using similar practices.	Timeline: 2014-2016
Develop and implement systematic and strategic intervention plans for students in grades 3,4,5 who have not meet grade level benchmarks.	Intervention plans in place and used by teachers.	Timeline: 2015-2017
Develop criteria to identify students who are not receiving sufficient challenge.  Develop and implement steps at problem solving meetings to ensure that identified students are receiving appropriate challenge or support.	Students identified and plans in place.	Timeline: 2015-2017

## Strategic Theme: Academic Excellence



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

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**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
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.

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**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
Develop and implement of 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 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%	%	%	%	96.6%	

**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%	%	%	%	100%	

**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%	%	%	%	%	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
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
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
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
Ensure time for teachers to meet across levels to discuss, plan and ensure alignment.  Professional Development time used to focus on content specific vertical alignment.	Professional Development focused on content, student achievement and vertical alignment.	Timeline: 2014-2016
Implement curriculum for all content areas with fidelity.	Common assessments reflect assured learning.	Timeline: 2014-2017
Enhance systems for tracking student learning and respond with appropriate support and enrichment.	Student achievement tracked and supported or extended as appropriate.	Timeline: 2014-2017

# 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%	

**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%	%	%	%	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%	%	%	%	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.

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**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
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
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: 2014-2016

## 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.

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**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
Expand STEM opportunities for middle school.	Additional STEM opportunities offered to students at the middle school.	Timeline: 2015-2017
Identify and implement a computer science course for CHS.	Computer science course offered to students at Clayton High School.	Timeline: 2014-2016
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.

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**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	