

CLAYTON PUBLIC SCHOOLS

Strategic Planning

December 6, 2017

Session 3

“How Do We Get There”

On Wednesday, December 6, the Clayton community came together for the third public session for strategic planning. Participants were focused on the identification of possible action steps that could be taken to enable accomplishment of the goal areas identified from Session 2.

During Session 3, the six goal areas of work were carouselled across six groups of participants. In this manner, all participants had an opportunity to contribute action step ideas for all goal areas.

What follows is a summary of the six goal areas and action step ideas contributed during this workshop session.

The next step in the strategic planning process will be to review the work contributed during the three evenings of community engagement and to craft the first draft of a strategic plan. This draft will be reviewed by school administration for revision and expansion for presentation to the Clayton Board of Education.

All Clayton community participants were thanked for their contributions during the three nights of strategic planning.

TEACHERS AND STAFF

- A) Identify through school report card, assessments, teacher survey, evaluations, and lesson plans what content areas are in need of specialized professional development.
- B) Analyze teacher schedules (common planning periods)
 - District calendar
 - Incorporate monthly Vertical Articulation meetings between buildings
 - Reconfigure master schedule to allow more collaboration among teachers
- C) All teachers on the same page (within course level)
 - Create rules for all
 - All schools share common procedures
- D) Re-evaluate effectiveness of current programs
- E) More exposures to universities
- F) Flexible bell schedule to allow teachers to meet/PD during school days
- G) Learn from universities teaching techniques and expectations (see and learn how and what higher-ed professors are teaching)
- H) Educate teachers on how to read and implement IEPs
 - Educate teachers and staff on how to implement programs to meet all students' needs (ie: Dyslexia)

District-wide assessment that follows student year to year
Moore “tools” for teachers to better manage student behavior
Cross communication among case managers, teachers, and families
Training in IEP Direct and fluent understanding of IEP language

Assess gaps during in-service

Career Days – invite parents and students

FACILITIES AND SECURITY

LRFP

Building Expansions

Demographic study to determine needs

i.e. new PS building

Elementary Addition/HS Voc Prog

Community Buy-In – Bond Referendum

Parking – evaluate areas where expansion can occur.

Budget – Cap Res

Funding in Extra State Aid

Security underway – blue lights to alert staff entering building during drills

Cameras – update

Radios two-way – underway – PO in progress

Preschool doors – FOBS

Rekey all buildings

Newly found land for tennis courts – mult. applic. To Arthur Ash Foundation

Pre-School Building – Yes

Install classroom digital door locks or unified key

Fund safety grant money, private/public partnership, pilot

Facilities and Fields – community buy-in

Partner or find grants by professional teams (ex. Eagles to pay for turf fields, etc.)

New camera system all schools

Cattle shoot that directs visitors right into the offices in all schools

SRO Office for school district

Explore funding options

Use greenhouse to grow items to sell for funding

STUDENTS

Career Readiness

Hiring and training staff

Create facilities

Vocational Programs – shared services with area high schools and community colleges

Work with local tradesmen

Consider programs with minimal financial overhead investment (i.e. graphic arts)

ESL HS Students mentor Elementary and Middle School

Gaming day for all students

Movies

Teacher/High School Student Partnerships

Create time in schedule to incorporate an additional class for remediation in math/ELA, gifted and talented, career/college readiness. Create period 10, those teachers that teach period 10 leave 30 minutes early (flex)

Reinforce/define what culture of respect looks like

Change/flex scheduling for students who need additional help

Analyze the student numbers on AP students vs. students that need more help and tailor programs/funds around that percentage of students

Rotating schedule so times vary for different subjects each day (A day, B day, etc.)

PBSIS

Surveys to students and staff

Vertical articulation of expectations (age appropriate and consistent)

MS – training for teachers, funding – fundraising, district support, business donations

Simmons – sustain program, new teacher training

COMMUNITY AND FAMILIES

Holiday events (Santa, Easter bunny) and all denominations

Charitable/community events (dinners, toy drive, parent/student competitions)

Computer/exercise classes – partner and/or lease opportunities w/local community and business

Communication needs classroom liaison/room parent to get parents involved in student/parent incentives for involvement in activities

Police officers mentor students in a school setting in a positive way

Identify parent involvement: social, academic, music/sports

Survey community and parents to identify needs with completing college applications: GED, parent, technology, financial

Who will teach these classes?

Funding?

Student-driven teacher conferences where students talk about their work through portfolios

Provide community outreach programs (example: bring back Big Brothers/Big Sisters)

Career Day

Incentives for parents to attend school meetings/collaborative meetings

Identify parents who are home during the day and accommodate their day schedule with events

Educate educators of appropriate cultural practices and traditions and food

Bring back School Resource Officers (SRO)

TECHNOLOGY

1:1 Laptops High School

Increase, consistently re-evaluate, and stay current on infrastructure

Move 1:1 HS/MS iPads to ES and early MS

Budgeting concerns/how to find the funds

Increase communication with curriculum depart. in regards to paperback vs. digital text books (library)

Increase technology support staff socially appropriate tech use (at home personal use) w/students and families

Chrome books for HS/MS (carts for younger ages; leave at school)

Computer literacy classes (families and students to take social media/technology/internet safety courses)

Online classes (expansion) online learning ties into vocational/trade school

Cutting-edge technology

Purchase and pilot new technology; learn what we already have and how to best utilize it rather than move to something new

Study effectiveness of iPad vs Chromebook technology

Transition to real world skills

Limitations of chrome book assistive technology for special services

Standardize the tool – change the programs/apps per grade (laptops for all – easier to recycle)

Communicate with student body about new technology

Connect with professionals to understand what tools are being used

Idea – don't cost a lot or add personnel

Learn/inventory what we currently have and figure out increased usage

Educate on appropriate/socially acceptable use of technology

Idea – upgrade infrastructure to support 1:1 laptops

CURRICULUM AND INSTRUCTION

Hands-on electives

Books for auto-mechanics (start small w/small models of engines)

Child development elective (half-day preschool program – 3 yr)

Design one academy (4 year) that could lead to certification

Hair/skin (science) for a cosmetology program

Auto CAD – computer-based

Possibly an academy based on food services – “Restaurant” School

Redesign cycles to teach basic skills that are hands-on/fund; start with mathematics

Shared programs

Survey students to assess interests

Explore available resources/districts

Structured learning/internship coordinator position

Populate list of businesses willing to participate

Better advertising for online course offerings

Developing loop with other districts for vocational ed

Course on relating to others/understanding differences

Partner with other schools/universities that offer vocational programs

Incorporate nutria-serve RD and kitchen facility/Aramark (cycle class or academy)

This could tie into science/health – sustainability education

Analyze career statistics showing society’s needs in regards to trade workers (example – not enough masons, HVAC techs, bricklayers, etc. for the needs of society).

Develop programs or send students to exposure them to these trades. Students may not know they would like the profession unless exposed to it.