



Strategic Plan

Comprehensive School Improvement Plan (CSIP)



A Message from the Superintendent



In Clayton, strategic planning is not about moving from good to great. It is about moving from **excellent to transformational**. Strong academics, outstanding teachers and fiscal responsibility have long been the foundation of our District and those values continue to guide everything we do.

To help us remain focused on what matters most, we created the **Profile of a Clayton Graduate**. Developed with input from students, staff, alumni and community members, this framework serves as both our compass and our inspiration. It shapes how we teach, how we support our students and how we prepare them to make a positive impact on the world.

As we continue to help students develop the core competencies outlined in our profile, we also recognize that true progress is measured by results. That commitment to continuous improvement is reflected in our most recent outcomes: **the School District of Clayton earned a 94.5% score on our Annual Performance Report**—the highest since the Missouri Department of Elementary and Secondary Education introduced the MSIP 6 model in 2022. This achievement reflects the incredible dedication and passion of our educators and staff who go above and beyond every day to support our students and help them succeed.

To ensure we are able to support students for generations to come, we are engaging in community conversations about modernizing our learning environments. This work is guided by our **Long-Range Facilities Master Plan** and it focuses on identifying clear steps to address our aging facilities. Our goal is to create future-ready spaces that sustain our tradition of excellence and meet the needs of learners today and in the future.

Throughout this report, you will see examples of how we are bringing our **Strategic Plan** to life and making steady progress toward our goals. As a District, we remain committed to upholding our community's high expectations while ensuring that **Clayton continues to be a place where everyone can grow as learners in both head and heart**.

— **Dr. Nisha Patel**, Superintendent

Clayton by the Numbers

STUDENT ACHIEVEMENT

1189/1600

District Average SAT Score

948/1600 NATIONAL AVERAGE

97.1%

4-Year Graduation Rate

MISSOURI 90.8%

STAFF

11:1

Students Per Classroom Teacher

AT ALL GRADE LEVELS

MISSOURI 16:1

96.7%

Teachers with a Master's Degree or Higher

MISSOURI 58.1%

285

Certified Staff

19.2 Years

Average Experience

MISSOURI 12.7 YEARS



R.M. CAPTAIN
ELEMENTARY SCHOOL



GLENRIDGE
ELEMENTARY SCHOOL



MERAMEC
ELEMENTARY SCHOOL



WYDOWN
MIDDLE SCHOOL



CLAYTON
HIGH SCHOOL



THE FAMILY
CENTER

Understanding the District's Approach to Education

In a District where excellence is expected and high achievement is the norm, true success is measured by the lives students lead after graduation. With that vision in mind, the District set out to define the skills, mindsets and values needed to ensure every student is prepared not just for graduation but for life.

The result is the **Profile of a Clayton Graduate**—six key competencies identified through an extensive community engagement process centered on one essential question: **What attributes matter most for our graduates, and why?**

More than a list, our Profile guides instruction, shapes school culture and challenges traditional models of learning. It is embedded in daily experiences to ensure every student is not only academically prepared but also self-aware and empowered to make a positive impact on the world.

PROFILE OF A Clayton Graduate



Self-Actualized

- Engages in **healthy practices** and relationships
- Practices **self-improvement**, advocacy and resilience
- Enjoys life with authenticity, purpose and **happiness**



Empathetic

- Shows **compassion** and understanding of others
- Demonstrates **kindness** and respect



Intellectually Curious

- Sees risks and mistakes as **opportunities**
- Asks **questions** that help solve problems
- Always seeks to **learn more**



Creative Thinker

- **Generates solutions** to complex problems
- Explores possibilities and **challenges the status quo**
- **Expresses self** through design, arts, writing and speaking



Culturally Conscious

- Understands that people hold **differing world views**
- Welcomes **cultural differences**
- **Challenges prejudices** and looks for shared values



Collaborative

- **Respects opinions** of others
- **Listens carefully** to suggestions
- Uses **strong communication skills** to help shape change





Mission, Vision & Core Values

As a community, the students, staff, parents and patrons of the School District of Clayton are united in our commitment to student learning. Our mission, vision and core values define why we are here, what we want our students to become and the principles that guide our work.

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.



We are a District with a commitment to continuous improvement.



Why do We Need a Strategic Plan?

As a nationally-recognized school district, we can't be complacent with good or even great. We have to challenge ourselves to move from excellent to transformational, to ask ourselves the hard questions and take risks that make us uncomfortable. We owe nothing less than our best thinking to the students and families who trust us with their learning. A strategic plan provides a road map for action that will help answer those hard questions and push us to take those uncomfortable risks. It also provides us with bookends that help sharpen our focus and keep us from getting overloaded with too many ideas or initiatives.

Our Theory of Action

In order to develop the graduates who possess the attributes we believe are necessary to have an impact in the world, we need to provide them with the opportunities they need to develop those skills identified in our Profile. Not all of the attributes in our Profile are easily measured, but that doesn't mean they should be thought of as soft skills. They are anything but soft - they are critical. Therefore, you may find objectives or action steps in this plan that may not seem to directly connect to our Profile of the Graduate and that's okay. Whether directly or indirectly, everything within this plan is a means to an end that has one singular focus: **our learners.**

Where will it take us?

The School District of Clayton envisions having graduates who are **self-actualized, intellectually curious, culturally conscious, empathetic, creative thinkers and collaborative.** The journey to those attributes starts as soon as students enter our schools. We want to develop students who are not only academically prepared, but also aware of how they can improve the world.



Our goals reflect our commitment to continuous improvement and our belief that excellence is not a destination, but an ongoing pursuit.



Strategic Goals

Our Strategic Goals are broad, overarching key areas of focus identified as priorities to achieve our mission and vision. The Goals represent the aspirations that the District intends to realize under a specific strategic direction.

Objectives - Our What

Objectives describe what success looks like as we work toward our goals. They are specific, measurable milestones that help us determine whether we are making progress. Meeting all the objectives connected to a goal does not always mean the goal is fully achieved—it often marks the completion of one phase of ongoing work that will continue with new objectives and action plans.

Objectives provide clear direction and are realistic in both timeline and scope. District staff are responsible for developing and carrying out the specific action steps needed to meet each objective.

Measures of Success

Data informs every decision we make. The District collects information from multiple sources and reviews it regularly to evaluate progress, identify trends and guide improvement. Our Measures of Success serve as key indicators of how effectively we are meeting our objectives. By monitoring data over time and tracking progress toward our goals, we ensure accountability and continuously strengthen our work on behalf of students.

Our Learners

We use the term “learners” throughout this document. It is important to know exactly what we mean when we refer to learners. We define learners as all individuals in the school system, which includes students, staff and parents.



Self-Actualized



Intellectually Curious



Culturally Conscious



Empathetic



Creative Thinker



Collaborative

A Place for Everyone...

We will ensure all learners, regardless of identity, feel supported and respected.

Meeting these objectives will ensure Clayton graduates are:



Culturally Conscious



Empathetic




Self-Actualized




Collaborative

We will know we have achieved this goal when...


School is a safe place for all learners to thrive no matter their identity or ability.

 Measurement: Panorama-positive feelings survey data


Discipline disparities among students are reduced.

 Measurement: Three-year analysis of referrals and suspensions


The District is a learning community where our learners feel connected to others.

 Measurement: Panorama-sense of belonging


The diversity of Clayton's teaching staff reflects the racial diversity of its students.

 Measurement: Staff and student demographics


The District's commitment to becoming an equitable, anti-bias and anti-racist learning community is reflected in the actions of our students, teachers, administrators and the Board.

 Measurement: Panorama-diversity and inclusion survey data

Clayton students have a strong sense of self efficacy.

 Measurement: Panorama-self-efficacy survey data

Every student has someone within the school they consider a trusted adult who they can go to when needed.

 Measurement: Panorama-supportive relationships survey data

We will ensure all learners, regardless of their identity, feel safe and valued.

Goal One is rooted in the belief that a strong sense of belonging is essential to student success. It focuses on creating school environments where every learner feels safe, valued and seen. Through purposeful efforts that celebrate identity and foster inclusion, the District is dedicated to helping every learner thrive. Meaningful initiatives, such as displaying international flags, hosting cultural events and offering

immersive programs that promote inclusion and academic excellence, are central to this work. Partnerships with civic organizations further enrich learning by deepening understanding of identity, history and social justice.

Beyond this, equity-focused topics are thoughtfully integrated throughout the K–12 social studies curriculum. At the elementary level, the CharacterStrong program, introduced in 2024, helps foster empathy, respect and safety. At the

secondary level, student unions, affinity groups and leadership initiatives empower students to use their voices and promote belonging. In 2025, the District launched a community speaker series designed to promote inclusion and understanding through open dialogue. The series highlights the unique histories and experiences of the Jewish, African American, LGBTQ+ and Asian American communities. Together, these efforts advance the District’s ongoing work to develop culturally competent, empathetic and collaborative graduates.

While this is only a snapshot of the work taking place, these ongoing and emerging initiatives—along with the completed activities listed below—reflect Clayton’s deep commitment to fostering an inclusive and supportive environment for all learners.

COMPLETED ACTIVITIES

School is a safe space for learners to thrive no matter their identity and ability.

- Identity focused Professional Learning for all staff (Students with disabilities, racial focus, Gifted Students, LGBTQ+ students).
- Rewrite of Humanities Curriculum to reflect multiple identities in content.
- The creation of Building Equity Walkthroughs.
- Strengthening student support by expanding its focus to include Equity and Student Services.
- The hiring of a Director of Student Support and Director of Safety and Security.

Discipline disparities among students are reduced.

- A decrease in disproportionality in discipline (over the last two years) when it comes to Black Students at Clayton High School.
- Professional Learning focus around Culturally Responsive Teaching and Pedagogy.
- The infusion of Restorative Practices at the elementary level.

The District is a learning community where our learners feel connected to others.

- School building goals predicated around a sense of belonging.
- Sense of Belonging data consistently being around 80% over the last three years.

The diversity of Clayton’s teaching staff reflects the racial diversity of its students.

- Between 2020-25, the hiring of Diverse staff has been proportionate (or more) in terms of racial demographics.
- Staff affinity spaces to help with diverse staff retention.
- Annual hosting of a Diversity Hiring Fair.

The District’s commitment to becoming an equitable, anti-bias and anti-racist learning community is reflected in the actions of our students, teachers, administrators, and the Board.

- Revamped Professional Learning Structure where Equity is the main emphasis.

- The creation and implementation of affinity spaces for multiple groups of students.

- The formation of the Clayton Cares series to highlight and celebrate the diversity of the Clayton community.

- Equity audits of multiple content areas to gauge access and representation in content.

Clayton students have a strong sense of self efficacy.

- Self efficacy being at the heart of school building goals and improvement plans.

Every student has someone within the school they consider a trusted adult who they can go to when needed.

- Coupled with a sense of belonging, buildings have worked to identify this trusted adult for each of its students.
- More than 92% of students have consistently reported they have a trusted adult over the last five years.



The Power of Home-School Partnerships

One way families in Clayton are leading the charge to promote inclusion is through the **Parent Advisory Council for the Education of Students with Disabilities (PAC.ED)**. This group connects parents, educators and administrators to advocate for inclusive practices and ensure students—especially those with disabilities—have the tools they need to succeed.

“Inclusion starts at home,” said Megan Lenihan, Glenridge parent and PAC. ED advocate. “When we talk with our kids about kindness, respect and celebrating differences, we are reinforcing the values they see at school. We all have a role to play in creating a community where everyone belongs.”

INCLUSION IN ACTION

Building a Culture Where Every Child Belongs

In Clayton, inclusion is more than a goal. It is a commitment to creating a school environment where every child feels a true sense of belonging. Creating this kind of environment takes ongoing effort, strong partnerships and a thoughtful, student-centered approach. With the support of the Special School District (SSD), the District is making that vision a reality.

? **What does inclusion look like in action?**
Johnicka Turner, SSD director, explains how inclusion shows up in the everyday experiences of students and educators.

Q: What does inclusion mean in everyday school life?

A: Inclusion is about making sure every student has access to the same learning opportunities, experiences and school community—regardless of their abilities. It is not about separating students by labels, but about asking, “How can we make this space work for everyone?”

Q: How do educators support students with different learning needs while keeping classrooms inclusive?

A: It starts with knowing the student, what supports they need, how they learn best and what helps them feel successful. We use tools like co-teaching, differentiated instruction, assistive technology and classroom accommodations. But more than that, we focus on relationships and creating a climate of respect and understanding.

Q: What role do peers play in fostering an inclusive environment?

A: Students learn from one another. When students show empathy, offer help and make space for differences, they build a community where everyone feels welcome. And the beauty of it is that everyone benefits, not just students receiving support.



GOAL 1

PANORAMA DATA

	2023	2024	2025
GRADES 3 - 5			
Positive Feelings	71%	75%	75%
Self Efficacy	70%	71%	74%
Supportive Relationships	92%	93%	92%
GRADES 6 - 8			
Positive Feelings	60%	65%	66%
Self Efficacy	62%	65%	64%
Supportive Relationships	89%	89%	91%
Diversity and Inclusion	84%	85%	80%
GRADES 9 - 12			
Positive Feelings	60%	65%	66%
Self Efficacy	60%	62%	61%
Supportive Relationships	87%	90%	90%
Diversity and Inclusion	77%	80%	82%

All data from Fall of each year

Goal 1:

We will ensure all learners, regardless of their identity, feel safe and valued.

MSIP Indicators:
TL4, TL5, TL6,
CC1, CC4, DB4,
EA4

Action Step	Evaluation Strategy	Person(s) Responsible	Timeline	Funding Source
Develop processes that addresses incidents of student safety (suicide assessment, threat assessment, postvention)	Work group minutes Process Protocol documents & tools Observation of protocol implementation	Director of Student Support, Director of Safety and Security	2026	Local funding
Provide multi-disciplinary training to staff on safety processes	Training materials Training attendance/participation	Director of Student Support, Director of Safety and Security	2026 & annually	Local funding
Develop and implement Professional Learning geared around student identities and experiences.	Learning Materials Professional Learning Schedule Professional Learning Attendance	Assistant Superintendent of Equity and Student Services	2025, 2026, 2027 (annually)	Local Funding
Implement classroom Equity Walkthroughs to ensure Culturally Relevant Instruction and Pedagogy are taking place.	Equity Walkthrough Data Professional Learning Schedule	Assistant Superintendent of Equity and Student Services	2025, 2027 (biennially)	Local funding
Develop a District-designed Anti-Hate Curriculum and learning opportunities for students.	Learning materials and lessons	Assistant Superintendent of Equity and Student Services, K-12 Social Studies Curriculum Coordinator	2025, 2026, 2027	Local funding
Development of the Clayton Cares Series - this series brings in outside experts to share their insights on identity and inclusion.	Event invites and promotional materials	Assistant Superintendent of Equity and Student Services	2025, 2026, 2027	Local funding
Development of Anti-Hate led student groups at the Middle and High School level.	No Place for Hate Designation Student-Driven activities and Intercultural Dialogue	Assistant Superintendent of Equity and Student Services, Building Principals	2025, 2026, 2027	Local funding
Continuous assessment for the need for affinity spaces as it pertains to identity.	Student/parent surveys and questionnaires. Wellness Survey Data	Assistant Superintendent of Equity and Student Services, Building Principals	2025, 2026, 2027	Local funding
Recruitment and retention of Diverse Staff	Diversity Recruitment Fair Diversity Gatherings and Events	Assistant Superintendent of Equity and Student Services, Assistant Superintendent of Human Resources	2025, 2026, 2027	Local funding

To Grow as Learners...

We will commit to the educational growth of our learners through an equitable, personalized and individualized learning experience.

Meeting these objectives will ensure Clayton graduates are:



**Culturally
Conscious**




**Intellectually
Curious**




**Creative
Thinker**

We will know we have achieved this goal when...


Teaching and learning experiences will empower learners while also ensuring academic growth for all students.

 Measurement:
Student achievement data

Barriers to and disparities in equitable educational opportunities and access to programming are eliminated for students.

 Measurement: Student achievement data and program participation

Our students see historically accurate representations where our learning community's cultures are celebrated and reflected in curricula and materials.

 Measurement:
Equity audits

AP EXAM TRENDS

	2023	2024	2025
Total Tests Administered	796	902	947
Number of Students	283	299	300
Percent of Passing Scores (3,4,5)	87%	90%	91%

We will commit to the educational growth of our learners through an equitable, personalized and individualized learning experience.

Goal two reflects the District’s dedication to understanding each learner and providing tailored supports to meet their unique needs. These efforts are evident at every level, from first grade students building instruments in science to explore sound, to educational technology specialists guiding students through the Hour of Code and student-led lessons in the Kid Zone program. In each setting, students are empowered to think critically and tackle challenges in a supportive academic environment.

Empowering Learners Through Commitment and Growth

These daily experiences highlight the stories behind the District’s strong performance on the Missouri Department of Elementary and Secondary Education’s Annual Performance Report (APR). In the most recent report, Clayton earned its highest score since the state introduced the MSIP 6

accountability model in 2022. “This achievement reflects the powerful learning happening across the District,” said Dr. Milena Garganigo, assistant superintendent of teaching and learning. “More importantly, it demonstrates the community’s deep commitment to empowering every learner to thrive.” While celebrating achievement is important, data also guides efforts to ensure every learner makes meaningful progress—not just those meeting grade-level



expectations. The math program at Wydown Middle is an example of this commitment. When data revealed a need for increased intervention in eighth grade, school leaders identified spotlight students, implemented targeted supports and adjusted schedules to maximize learning time. These focused efforts have led to improved local assessment scores. Similarly, this data-driven approach to equity and excellence continues at Clayton High, where the



Record AP Enrollment: More students than ever are embracing the challenge of AP courses.

Expanded Testing Opportunities: CHS had a notable increase in the number of AP exams administered.

Impressive Performance: In 2025, 91% of CHS students who took AP exams earned a passing score.

District is advancing Goal 2 by expanding access to rigorous academic opportunities like Advanced Placement (AP) courses. Research shows that participation in AP classes benefits students far beyond exam scores, enhancing college readiness, academic skills, confidence and self-esteem. CHS’s AP exam performance demonstrates this commitment in action.

Assessments

Assessment is an integral part of the learning process and is closely connected to both curriculum and instruction. In the School District of Clayton, assessments are not just about measuring performance; they are powerful tools that help us understand each student’s strengths, needs and growth over time.

The District’s comprehensive assessment plan reflects our belief that data should drive action. Assessment results are reviewed regularly by teachers, administrators and support teams to identify trends, celebrate successes and tailor supports where they are needed most. This collaborative, data-informed approach ensures that every decision we make—whether at the classroom, school or District level—is student-focused.

Below is an overview of the assessments used throughout the District. The data helps inform our ongoing commitment to continuous improvement and student success.

MAP ASSESSMENT

	2022	2023	2024
English/Language Arts	436.3	440.2	439.9
Math	431	435.3	441.8
Science	420.7	437.1	437.6
Social Studies	419.6	419.1	415.1

MPI Range 1-500. District Average is higher in ALL Category Scores of 400 or more.

LOCAL MATH ASSESSMENT

	2023	2024	2025
NWEA	80.1%	82%	81.9%

Percentage of Students Meeting Benchmark

READING ASSESSMENT

	2022-23	2023-24	2024-25
Star	–	91.7%	91.6%

Percentage of Students Meeting Benchmark

Goal 2:

We will commit to the educational growth of our learners through an equitable, personalized and individualized learning experience.

MSIP Indicators:
TL1, TL2, TL3, TL6,
CC2, DB2, DB4,
AS2, EA4

Action Step	Evaluation Strategy	Person(s) Responsible	Timeline	Funding Source
Align PLC practices across District using the District Strategic Implementation Guide (SIG) as a model	Walk Thru Data collected using SIG in Kickup	Building Principals, Department Heads, District PDC	2025	Local funding
Align MTSS practices across District using the District Strategic Implementation Guide (SIG) as a model	Walk Thru Data collected using SIG in Kickup	Asst. Supt of Teaching and Learning (ASTL) and Director of Assessment and Professional Learning (DAPL) in partnership with Principals, District PDC	2025, 2026	Local funding, Title II
Track longitudinal data Tier 1,2,3 across District in eduCLIMBER	eduCLIMBER data	Building Principals and MTSS teams	2025, 2026, 2027	Local Funding
Increase percent of students meeting benchmark standards in Reading, Math, Science and Social Studies by reviewing Tier I strategies and alignment of courses to Missouri Learning Standards	Assessment Results Assessment Report	ASTL	2025, 2026, 2027	Local funding
Decrease the number of Clayton students on a State Reading Success Plan by focusing on Tier 2/Tier 3 instructional practices	eduCLIMBER data	ASTL, Principals, Literacy Team	2025, 2026, 2027	Local funding, Title I funding
Review Honors/AP placement to ensure opportunities are presented to maximum number of students	AP/Honors Numbers from SIS	CHS Principal and Department Heads	2025, 2026	
Implement Clarity for Learning assured learning for all staff	PD agendas/slide decks	ASTL, DAPD, Coordinators	2025	Local funding
Develop Proficiency Scales at all levels with all courses	Curriculum Committee Minutes	ASTL, DAPD, Coordinators	2025	Local funding
Provide Professional Learning specific to empowered learning	PD agendas	ASTL, DAPD	2025, 2026, 2027	Local funding, Title II
Explore the integration of Market Value Assets in secondary curriculum	Public facing documentation	ASTL, CHS Principal, Coordinators	2025, 2026	Local funding
Develop new District Data Dashboard	Public facing dashboard	ASTL, DAPD	2025, 2026	Local Funding
Continue to explore Real World Learning opportunities for students	Public facing documentation	ASTL, Coordinators	2025, 2026, 2027	Local Funding

...In Head and Heart

We will be dedicated to the personal growth of our learners in their social, emotional and physical well-being.

Meeting these objectives will ensure Clayton graduates are:



Empathetic




Self-Actualized



Collaborative

We will know we have achieved this goal when...


Students demonstrate belief in self and engage in self-improvement and advocacy.

 *Measurement: Panorama self-management and social awareness survey data*


Students and staff incorporate habits and practices that foster lifelong wellness.

 *Measurement: Missouri State Student Survey*

Students demonstrate kindness, compassion and respect of others by engaging in the District designed social/emotional learning curriculum.

 *Measurement: Panorama self-management and social awareness survey data*

Students make anti-oppressive choices and use their gifts and talents to build a more inclusive community.

 *Measurement: Panorama sense of belonging survey data*



GOAL 3

We will be dedicated to the personal growth of our learners in their social, emotional, and physical well-being.

In a District where academic excellence is the norm, intentional steps are taken to nurture students' social, emotional and physical well-being. This dedication is evident across classrooms, from the District's youngest learners at the Family Center, who engage in activities that help them identify and express emotions, to middle school students at Wydown who collaborate in small groups to strengthen relationships with their peers.

Beyond these daily experiences, the District continues to prioritize student well-being in meaningful ways. One example is the Wellness Center, the first of its kind in the Midwest, which offers students a dedicated space to focus on mental health. Located on the lower level of Clayton High School, this welcoming space provides opportunities for brain breaks, wellness events and easy access to resources that support mental and emotional health.

At the elementary level, the CharacterStrong program is driving

meaningful social and emotional growth. Through engaging lessons that include songs, games and activities, students learn empathy, kindness, interpersonal skills and resilience. For those needing additional support, teachers and staff can connect students with extra resources through program referrals.

These efforts are making a measurable difference. According to the District's 2024 data dashboard, more than 77% of students in grades 3–5 report feeling a strong sense of belonging—a score significantly higher than the national average and one that has continued to rise since the District began participating in the Panorama survey in 2022.

While progress toward these goals is ongoing, these achievements, along with the list of completed activities below, reflect the District's intentional and focused commitment to supporting every student's well-being.

COMPLETED ACTIVITIES

Students demonstrate belief in self and engage in self-improvement and advocacy.

- Curricular focuses shifting to empowered learning and student voice.
- The creation of a K-12 Counseling Overview and Curriculum, that is skill-based.
- The creation of a Mental Wellness Center at Clayton High School.

Students demonstrate kindness, compassion and respect of others by engaging in the District designed social/emotional learning curriculum.

- The adoption of Character Strong, as the foundation for our Mental Wellness Curriculum.

Students and staff incorporate habits and practices that foster lifelong wellness.

- The infusion of Professional Learning centered around mental health and wellness for all staff.
- The implementation of restorative circles and justice, centered around empathy and perspective, for students.

Students make anti-oppressive choices and use their gifts and talents to build a more inclusive community.

- The hiring of a Director of Safety and Security and Director of Student Support, to build systems around the prevention of anti-oppressive choices.
- The creation of lessons centering around anti-hate and identity K-5.

Goal 3:

We will be dedicated to the personal growth of our learners in their social, emotional and physical well-being.

MSIP Indicators:
TL1, TL2, TL3, TL6,
CC2, DB2, DB4,
AS2, EA4

Action Step	Evaluation Strategy	Person(s) Responsible	Timeline	Funding Source
Identify Social Emotional Standards aligned to the Profile of a Graduate	Work group minutes District SEL Standards document	Director of Student Support	2026	Local funding
Develop a District-designed Social Emotional Curriculum	SEL Curriculum meeting minutes Finalized District SEL Curriculum document	Director of Student Support	2026, 2027	Local funding
Develop and align processes to identify and support students who need more than Tier 1 practices	Care Team (Problem-solving Team) process documents Observation of process implementation	Director of Student Support	2026	Local Funding
Develop a multi-tiered menu of interventions, aligned to the District Social Emotional Standards	A resource outlining a menu of interventions	Director of Student Support	2026	Local funding
Develop a system of data collection and progress monitoring that measures student progress on District Social Emotional Standards	Panorama data points that align to District SEL standards EduCLIMBER progress monitoring tools and data points that align to District SEL Standards	Director of Student Support	2026	Local funding
Develop and implement professional development for staff to promote learner growth socially, emotionally & physically.	Student Services staff input survey on learner social, emotions & behavioral needs PD slide decks & training certificates	Director of Student Support	2027	Local funding
Collaborate with District staff and community members to assess the degree to which we are supporting student, staff and community wellness	SEL & Wellness Committee Minutes Triennial Assessment report	Director of Student Support	2025, 2026	Local funding
Collaborate with District staff and community members to address needs as identified in the wellness assessment.	SEL & Wellness Committee goals and implementation plan document	Director of Student Support	2026, 2027	Local funding



Long-Range Facilities Plan Aims to Modernize Schools



The District is taking bold, strategic steps to transform its already exceptional schools into truly transformational learning environments. This work is guided by the District’s Long-Range Facilities Master Plan—a strategic roadmap shaped by extensive community input and expert evaluation. The plan directs facilities investments designed to enhance academic excellence and better meet the evolving needs of students and educators. Current efforts focus on three key goal areas.

GOAL 1

Modernizing Elementary Schools and The Family Center

Top priorities include upgrading R.M. Captain, Glenridge and Meramec—which face challenges from aging infrastructure and limited space. The Family Center, home to early childhood programs, is also under review.

To determine whether renovation or new construction is the best path forward, the District launched a comprehensive feasibility study in June.

This study, led by Perkins & Will in partnership with Paragon Architecture, will leverage community feedback and expert guidance.

GOAL 2

High School Academic Enhancements

Perkins & Will and Paragon Architecture are also developing preliminary plans for CHS. The project includes building a new academic wing to expand career and technical education programs and renovating the auditorium.

GOAL 3

Athletic Upgrades

For athletic facilities, BLDD Architects has been selected to design improvements across the District. Key priorities include installing turf at Wydown Middle and adding a new press box and dugouts at Adzick Field. Additionally, the District is exploring options to enhance safety and accessibility at Gay Field.

DOLLARS AND CENTS

Investing in Our Mission

The School District of Clayton is one of Missouri's top-performing districts, serving 2,400 students with highly qualified staff, small class sizes and expanded learning opportunities.

The Board of Education, staff, families and community are united in a shared commitment to student learning.

Our **mission** — to inspire each student to love learning and embrace challenge within a rich and rigorous academic culture — and our **vision** — to develop leaders who shape the world through independence, creativity and critical thinking — **set the standard for our work.**

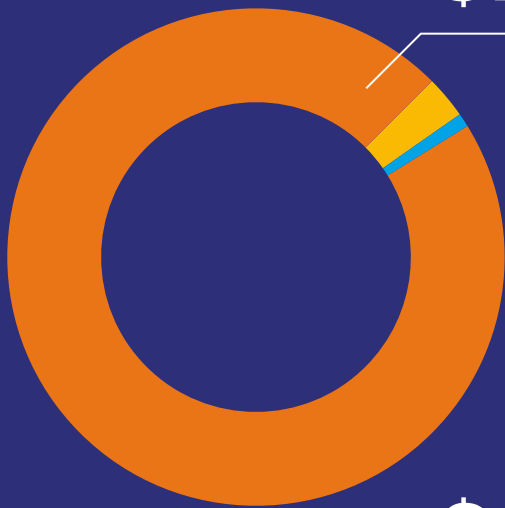
The Profile of the Clayton Graduate further defines the attributes we strive to develop in every graduate: self-actualized, intellectually curious, culturally competent, empathetic,

collaborative and creative. This profile guides instructional design and daily practice.

We value the community's trust in our stewardship of public resources and believe that strong academic results are built on **disciplined financial management.** Through multi-year forecasting and long-term planning, the District manages rising costs, allocates resources strategically and ensures every dollar aligns with our Strategic Plan at the goal level and objective level. Beyond this, our distinction as one of only four districts in Missouri to hold a **"AAA" bond rating** from S&P affirms our record of fiscal responsibility and long-term financial health.

Take a look at the charts below to explore how we funded our six schools and supporting programs for the fiscal year ending June 30, 2025.

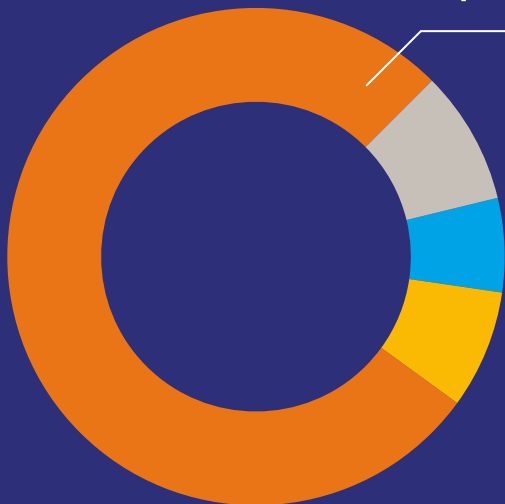
\$71,121,799



OPERATING REVENUES

Local Funds	\$68,719,239 or 96.6%
State Funds	\$1,833,280 or 2.6%
Federal Funds	\$569,280 or 0.8%

\$68,448,722



OPERATING EXPENDITURES

Employee Salaries & Benefits	\$52,950,010 or 77.4%
Purchased Services	\$5,982,770 or 8.7%
Supplies	\$4,258,329 or 6.2%
Equipment/Capital Outlay	\$5,257,613 or 7.7%



School Resource Officer Jack Boeger welcomes students to Wydown Middle.

Focus on Safety

The District continues to invest in creating a safe and supportive learning environment for all students and staff. As part of this commitment, Clayton has implemented several strategic safety measures.

Investing in Campus Security

One of the most significant additions to the District's safety measures is the **Centegix Crisis Alert System**, which was fully implemented at the start of the 2024–25 school year. This system equips each staff member with a wearable badge that allows them to send real-time alerts to designated responders with the simple click of a button. The system ensures rapid intervention in medical, behavioral or safety-related emergencies, facilitating a swift, coordinated response. Training on the new

system has been ongoing to ensure staff feel confident and prepared to respond effectively in an emergency.

Beyond the Centegix system, the District has made several other key investments to further enhance security across its schools.

Upgraded Camera Systems:

To enhance school safety, the District has invested in upgraded camera systems at Wydown Middle and Clayton High. Work began over the summer to prepare for the new school year. This new technology provides school resource officers with improved tools to help prevent potential issues and respond more quickly when concerns arise.

Controlled Access Improvements:

At Clayton High School, the District prioritized safety with the addition of a vestibule entrance connecting the school to the Center of Clayton. This improvement enhances control

over access to the shared space, creating a more secure environment for students and staff. Construction is on track to be completed by late fall 2025.

The District also strengthened its overall commitment to safety with the creation of a director of safety and security position. In January 2025, Michael R. Parkinson joined the District in this role, overseeing safety across all schools. His work includes coordinating emergency preparedness, advancing technology systems that support safety and partnering closely with local first responders. This dedicated role represents a proactive step toward ensuring the safety and well-being of all students and staff.



Safety Starts with Speaking Up

Creating a safe and supportive school environment is a shared responsibility, and that includes knowing when and how to speak up. The District offers two confidential reporting tools, **Clayton Quick Tip** and **Courage2Report**, that empower students, staff and families to report concerns related to threats, bullying or any behavior that could put someone at risk.

CRISIS RESPONSE PLANS

As part of its ongoing commitment to safety, the Board of Education regularly reviews the District's safety plans to ensure policies and procedures remain current and effective. These reviews include updates on emergency preparedness, facility security measures and collaboration with local law enforcement and first responders. By maintaining a consistent focus on safety at the governance level, the Board reinforces its dedication to protecting students, staff and visitors across all District schools.

Board Presentations:

May 15, 2025

Aug. 12, 2025