

Classified Rep. Notes
October 22, 2019

Melanie Kranz: Opening Comments

Called the meeting to order.

Jeanine Johnson, Chief Human Resources Officer: October's Question of the Month

"What can all stakeholders do to help improve employee retention?" See page 5 for responses.

Mr. Millard House, Director of Schools: Comments

Hope everyone had a pleasant Fall Break. For us, especially Jim Sumrell, it has been crunch time. As you all know, CMCSS is a fast growing school district which is why it is crucial we find space for future growth. What you will see in the months ahead will be critical as a school district to ensure we find a secure facility for our students. We will be submitting resolutions for various facilities and expansions at some of our schools that we will present to the County Commission. In planning for the next campus, Jim Sumrell and County Mayor Durrett have been working hard searching for and negotiating with potential property owners for a new school complex. Currently, the focus is on one piece of land. Progress is being made and we are moving forward. By January 2020, we need to have a piece of land defined and architectural design approved in order to open a new middle school in August 2022. Having said that, one of the things that hasn't been discussed publically, and perhaps the most painful piece of this work, is that when we move forward with a new middle school there will be a major redistricting. That can be very uncomfortable. We will begin conversations with families a year ahead of time explaining that we are a growing school district and with that comes shifting in many directions. The next few months are critical with regard to architectural design, funding and communication with the public. Even though challenging, our vision looking forward is exciting and we are embracing this great opportunity in preparation for the future of CMCSS.

Jeanine Johnson, Chief Human Resources Officer: Market Analysis

This school year educational and media assistants are currently going under market analysis, we're still looking at job descriptions and finalizing them. If there is market movement, it will go into effect July 1, 2020, pending budget approval. Every 5 years each group will be reviewed.

2020/2021 Child nutrition, Warehouse and Book processing

2021/2022 Technology, Transportation and Vehicle Maintenance

2022/2023 Facilities, Maintenance, Communications and Records

2023/2024 Accounting, Administration Support and Health Services

Erica Christmas, Human Resources Coordinator: Substitute Teacher Data Review

Thank you to all the POC in each school for all you do to help fill absences. Fill rate can sometimes be a point of contention between the sub department and schools. I really hope to change how we view the fill rate as we work to increase the accountability of our substitutes and strengthen our processes of efficiency. We're seeing a growing fill rate, it isn't just the sub department fill rate, but our fill rate because we're a team and it is a group effort. Staff is helpful in covering absences, making sure the substitute is in the right place and letting us know when they are able to find coverage from within. Historically, CMCSS is trending above the national average for the number of teacher absences. For 2018/2019 school year, the national average for teacher absences was 13.5 days compared to CMCSS which was 15.1 days. Nationally, Monday and Friday tend to be higher absences. For our district, Friday is the most requested day off. Professional leave has increased teacher absent, we're going to be working closely with Instruction and Curriculum as we look to provide the outstanding professional development opportunities while balancing scheduling throughout the district. The national trend continues to show that about 60% of substitutes in a school sub pool don't work on any given day. At CMCSS, we still have 50% not working on any given day. At least 90% of subs are working at least one day during the time frame of 30 calendar days. Total absences from

the beginning of the school year to Fall Break was 9,755. Every day the sub program begins filling or maintaining 70 absences. Currently, we have 425 substitute teachers. National average work days per month for substitutes is 7 days and our district average is 8.5 days. The fill rate for the month of August was 99%, September 90% and October 93%. Schools have been hiring a lot of subs. In the first 9 weeks of the school year, 108 subs were hired for certified or classified positions. Last year, a total of 149 subs were hired for certified or classified positions. Developing two joint initiatives, the first initiative is to increase our expectations for our substitutes and second is to create a campaign to increase teacher attendance. In January 2020, policies will be changing to help reduce the amount of last-minute cancellations. Right now we are assigning the subs their first 5 jobs according to their preference. We are developing professional opportunities for our subs. Our first opportunity will be on November 11th and will provide some classroom management and de-escalation training. Working on a schedule for Adrienne White to go into schools to meet with accounting techs and front office staff to make sure the school understands the process and we're working as efficiently as possible.

Dr. Sean Impeartrice, Chief Academic Officer: Teacher Pipeline

Presented a power point on the Teacher Pipeline, to view see pages 6-22. To view video that was shown during presentation click [here](#).

Jeanine Johnson, Chief Human Resources Officer: Classified Staff Appreciation Day

Announced Staff Appreciation Day October 23rd for OnSite and Volunteer Recognition. Please take time to say thank you for all they do.

Sharing a positive story from your school/location

West Creek High School- During Homecoming week, we were short on custodians. On my way into work Principal Slight was outside helping to pick up trash from the bonfire from the night before.

Montgomery Central Middle School- We are a safety drilling school and our SRO is big on drills and safety. We evacuated 853 students to our baseball field in 7 minutes, every student accounted for in 10 minutes, and our SRO won an award for it.

West Creek Middle School- Just started with CMCSS at WCMS and it has been a great experience for me. The entire staff is very helpful.

Hazelwood Elementary School- This is for Ms. Christmas. We have a wonderful long term sub that you placed in our school. She has been doing a wonderful job. I had to step in for her one day and she had everything printed and planned out for me.

Kenwood Middle School- Had a Kennedy Center teacher come in and do the hip hop for the 8th grade social studies class. The all loved it and they learned how to write differently.

Questions and Rumors

Question: Will this year's suicide prevention training will be changing again? Several people complained about how difficult this year's online training was difficult to navigate.

Answer: **Dr. Sean Impeartrice, Chief Academic Officer:** Staci Sohn oversees the suicide prevention online training. The intent was to make the suicide prevention training more engaging and interactive. If you would like to share feedback regarding the course please reach out to Staci Sohn, staci.sohn@cmcss.net.

Question: Why are the discipline outcomes less or little to none for students who use racial slurs towards staff and other students than there are for other offenses? Why aren't there any sensitivity training or cultural/diversity awareness educational classes given to staff and students that are mandatory? We live in a different world now and these things need to be addressed and addressed by those professionally trained in and experienced in the matter.

Answer: Dr. Sean Impeartrice, Chief Academic Officer: For the past few years, we have had a focus on social and emotional learning. The most profound cultural and social economic training has been the poverty simulation with some principals, assistant principals, and academic coaches. This is an area we are investing more time and funding into. As Dr. Huff and Dr. Gist continue to lead us through the code of conduct work, you are going to see more restorative justices. The way I describe restorative justices is when something happens, we ask "What do we need to do to make it right?" and "How do we replace this behavior with a more appropriate behavior?" It doesn't mean there isn't a consequence, but we try to understand what is going on with the student. If you feel a student needs help getting to a more empathic place, we have school counselors to help them. We have increased the amount of counselors throughout the district to help with isolated and small group situations.

Question: Why does the new sub program AESOP, not transfer absences to Kronos in a timely manner? Is there a reason it is not done nightly?

Answer: Jeanine Johnson, Chief Human Resources Officer: Yes, we have a scheduled implementation with Kronos; much of what needs to be done to automate this has to be done through them. Unfortunately, they have a backlog so we are working to import these manually. It is a time consuming process to test and import from FrontLine to Kronos, but we feel like we have made strides internally and can manually import these much more quickly going forward until we are able to work with Kronos to automate them on a nightly basis, which is the goal.

Question: Is there going to be a budget where each elementary school gets their own SRO?

Answer: Jeanine Johnson, Chief Human Resources Officer: CMCSS applied for the School Resource Officer Grant for the 2019-20 school year. This grant along with the Montgomery County Sheriff's Office will provide additional SROs to achieve a 1:1 ratio. As of October 15th, 36 of 45 positions have been filled and October 28th there will be 42 of 45 positions filled.

Question: Why can't Ed. Assistants get money to help purchase things for the classroom, since a lot are purchasing things out of pocket?

Answer: Marica Demorest, Chief Financial Officer: Every teacher receives \$200 for instructional supplies for their classroom. The school also gets allocations for instructional supplies. Uncertain what circumstances would require an educational assistant to purchase items and needs to be brought up with the principal then up to instruction for review.

Dr. Sean Impeartrice, Chief Academic Officer: When I was a level director, sometimes people would purchase items and think they could get reimbursed for the items. Because they didn't follow the procurement process [ISA-P001](#) they can't get reimbursed. If there are educational assistants purchasing items, it is something we want to know so we can exam the budget.

Question: Administrative Assistants moved up a pay grade, but went down in steps. Can you better explain how this is calculated? Someone new starting is only making a dollar and half less than someone who has been doing it for over 5 years.

Answer: **Jeanine Johnson, Chief Human Resources Officer:** There is an actual policy called Classified Employee Compensation Plan [HUM-A046](#). If there is market movement, we take what your rate of pay would have been on July 1st without market movement, then add 5% to that and move you to the next grade. If your rate of pay isn't in a step, you're moved up to the next step up. Whenever, you go up a grade your steps will go down. Your steps don't always correlate with how many years with CMCSS, unless your position has never had market movement or you never had a promotion, then your steps may correlate with how long you have been employed. If you have ever received a promotion, then this is the same way the market analysis is handled. Market analysis is looking at the value of your position, not looking at your years or seniority. If you feel your market analysis step increase was done incorrectly please email me at Jeanine.johnson@cmcss.net.

October's Question of the Month

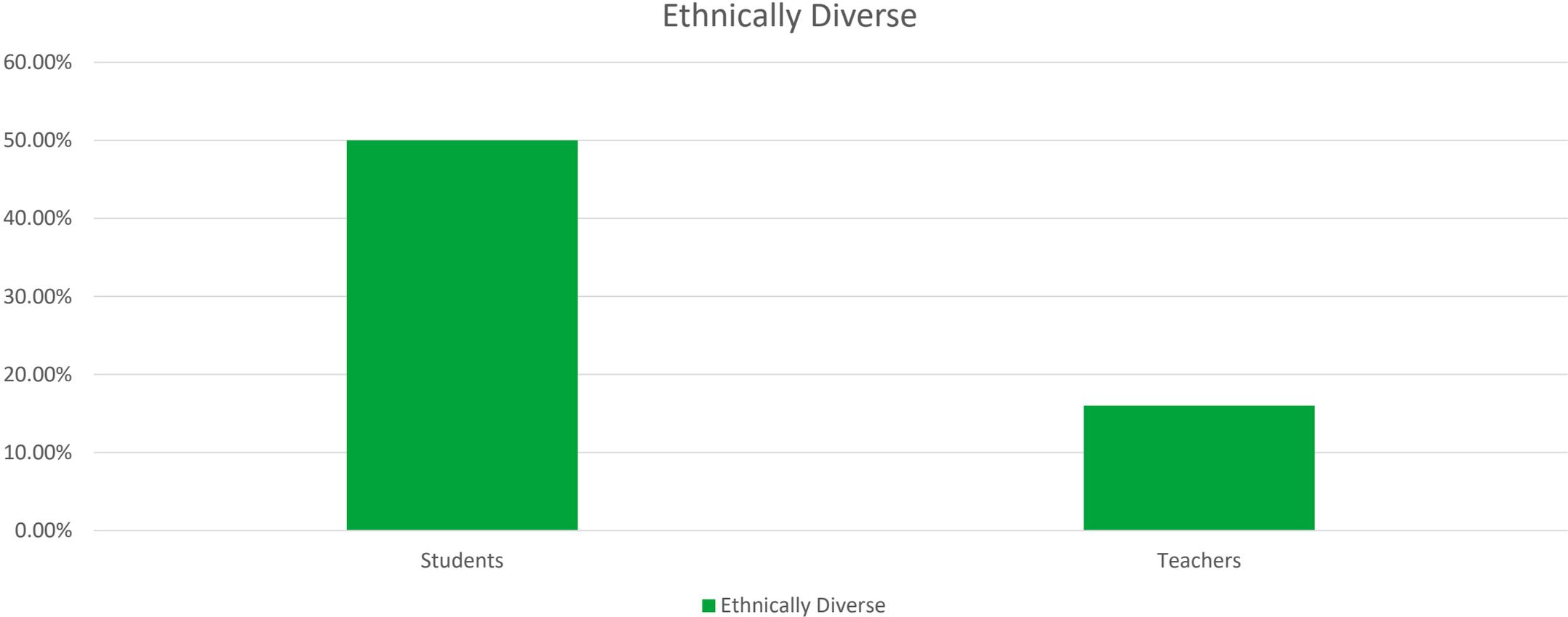
“What can all stakeholders do to help improve employee retention?”

More money!



Building Multiple Pathways to the Classroom: Increasing Diversity Through Successful Residency Experiences

Teacher & Student Demographics



STRATEGIC WORK OVERVIEW

Clarksville-Montgomery County School System

2018-2019

Our mission is to educate and empower our students to reach their potential.
 Our vision is all students will graduate college and career ready.



IMPROVE STUDENT ACHIEVEMENT

- Provide resources and supports to meet students' social and emotional needs
- Personalize student learning through a blend of direct instruction and technology
- Enhance early learning opportunities
- Strengthen portfolio of academic offerings
- Refine and realign district ready-graduate initiatives

MAXIMIZE EMPLOYEE CAPACITY

- Continue focus on recruitment and diversity
- Boost social media presence for employee recruitment
- Enhance curriculum resources and individualized professional learning opportunities



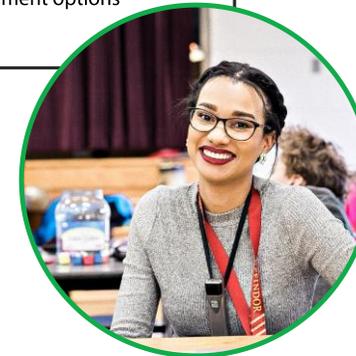
IMPROVE EFFICIENCY AND EFFECTIVENESS

- Implement automated on-boarding and electronic employee files
- Improve student transportation services
- Address school capacities
- Implement electronic medical records (EMR) for school nurses and expand Onsite Clinic EMR capabilities
- Improve organizational efficiency through technology
- Implement acceptance of debit and credit card payment options



ENGAGE THE PUBLIC IN SUPPORT OF STUDENT ACHIEVEMENT

- Focus on expansion of community partnerships
- Continue developing online resources for stakeholders





2019-2020

STRATEGIC WORK OVERVIEW

Clarksville-Montgomery County School System



IMPROVE STUDENT ACHIEVEMENT

Provide resources and supports to meet students' social and emotional needs

Strengthen early learning instruction and programming

Broaden choice in academic offerings to align with ready-graduate initiatives

Enhance standards-based curriculum, instruction, and assessment resources



MAXIMIZE EMPLOYEE CAPACITY

Develop and support multiple pathways into the teaching profession

Explore the impact of employee attendance

Develop differentiated employee recognition practices

Examine the expansion of Onsite services and diversification of employee wellness opportunities

Increase individualized professional learning opportunities



IMPROVE EFFICIENCY AND EFFECTIVENESS

Refine Student Services Department processes

Address school capacities

Improve student transportation services

Improve organizational efficiency through technology



ENGAGE THE PUBLIC IN SUPPORT OF STUDENT ACHIEVEMENT

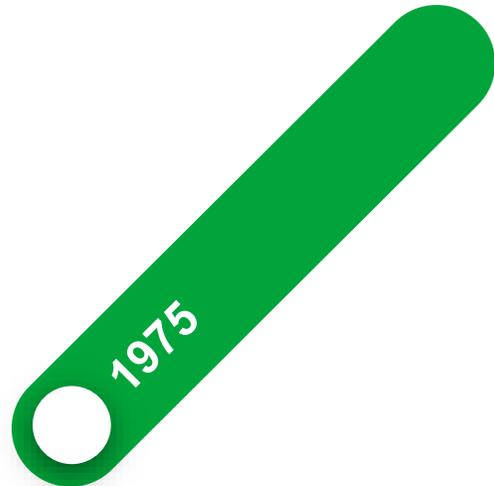
Equitably align community resources to district needs

Our mission is to educate and empower our students to reach their potential. Our vision is all students will graduate college and career ready.



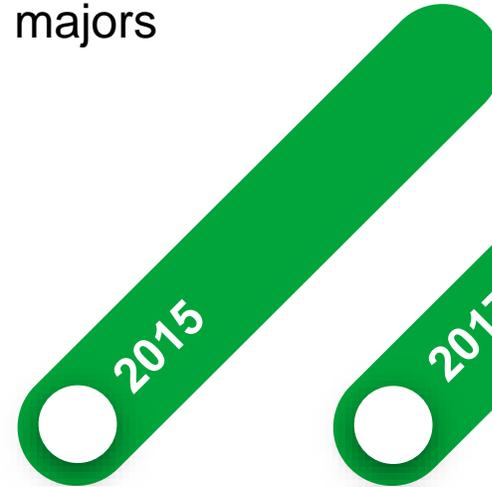
Recruit and Retain High Quality, Diverse Teachers

National Trend Data



22% of freshman college students declared as education majors

10% of freshman college students declared as education majors



4.6% of freshman college students declared as education majors

Tennessee Teacher Preparation Program Enrollment

Year	# APSU Enrollees	# State Enrollees
2014-15	450	7825
2015-16	350	6301
2016-17	380	TBA

Teacher Preparation Program Completion

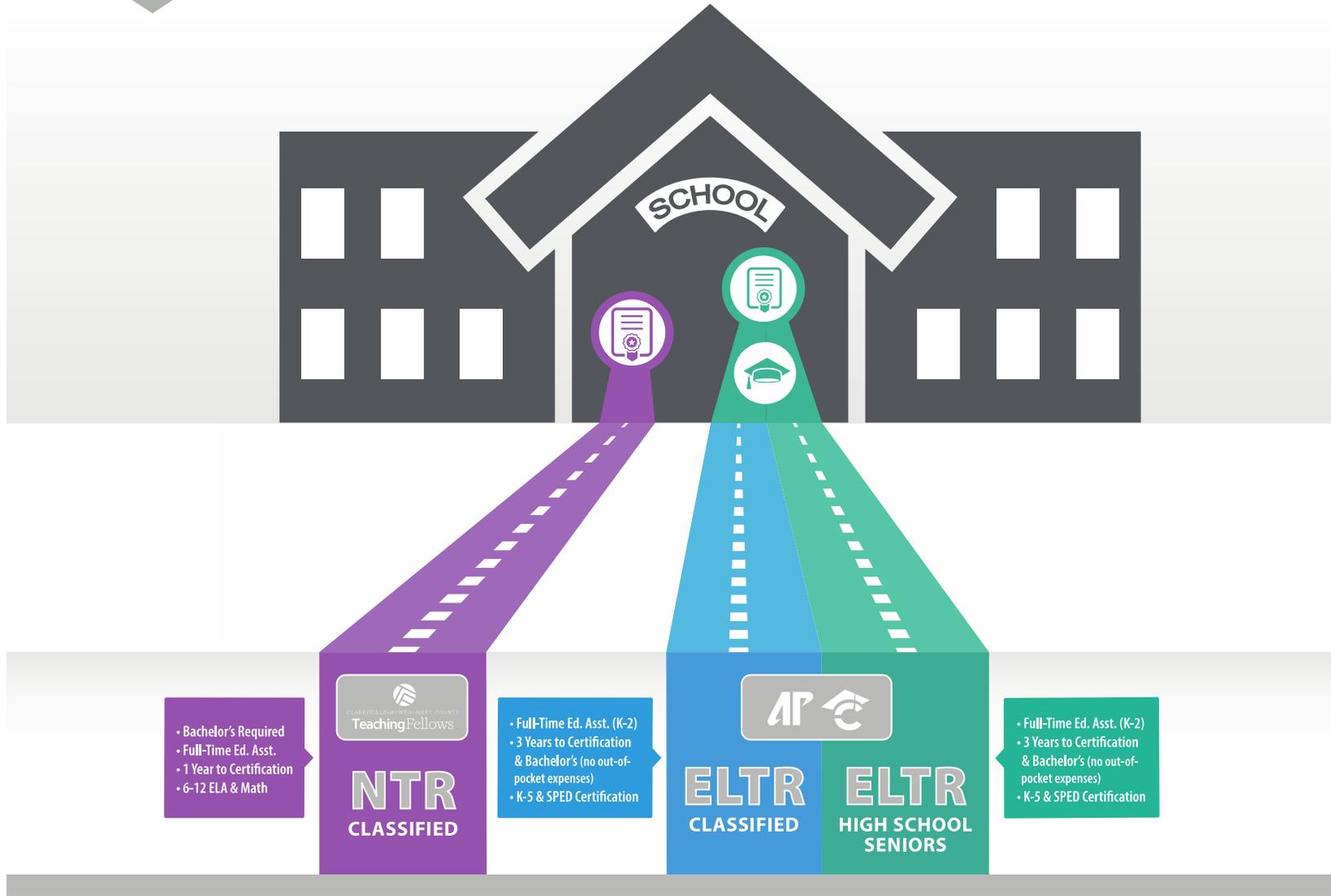
Year	# APSU Graduates
2014-15	207
2015-16	162
2016-17	166

CMCSS hires 400 teacher per year, on average.



CMCSS TEACHER RESIDENCY PATHWAYS

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM



Teacher Residency Supports

- Director of Federal Projects
- Opportunity Culture (MCL)
- AVID
- CMCEA
- CMCSS adjunct professors
- Education Committee/DOE





Opportunity Culture Model

Opportunity Culture

- Reach all students with excellent teaching and all educators with outstanding career opportunities.
- CMCSS wants to tackle the problems associated with the Equity Gap through a 3-pronged approach:
 - Multi-Class Leaders
 - Team Teacher
 - Teacher Resident



Clarksville-Montgomery County School System

OPPORTUNITY CULTURE

ELEMENTARY SCHOOL MODEL



MCL Multi-Classroom Leader: certified teachers who teach part of the time and lead small, collaborative teams of Team Teachers (TT) and Teacher Residents (TR) in the same grade to meet each MCL's standards of excellence.

TT Team Teacher: certified teachers who, under the guidance of the MCL, collaborate with other TTs to provide outstanding instruction to students.

TR Teacher Resident: educational assistants who contribute to excellence by providing instructional and noninstructional support and who are learning to teach under the TT's and MCL's leadership while earning a degree or certification.

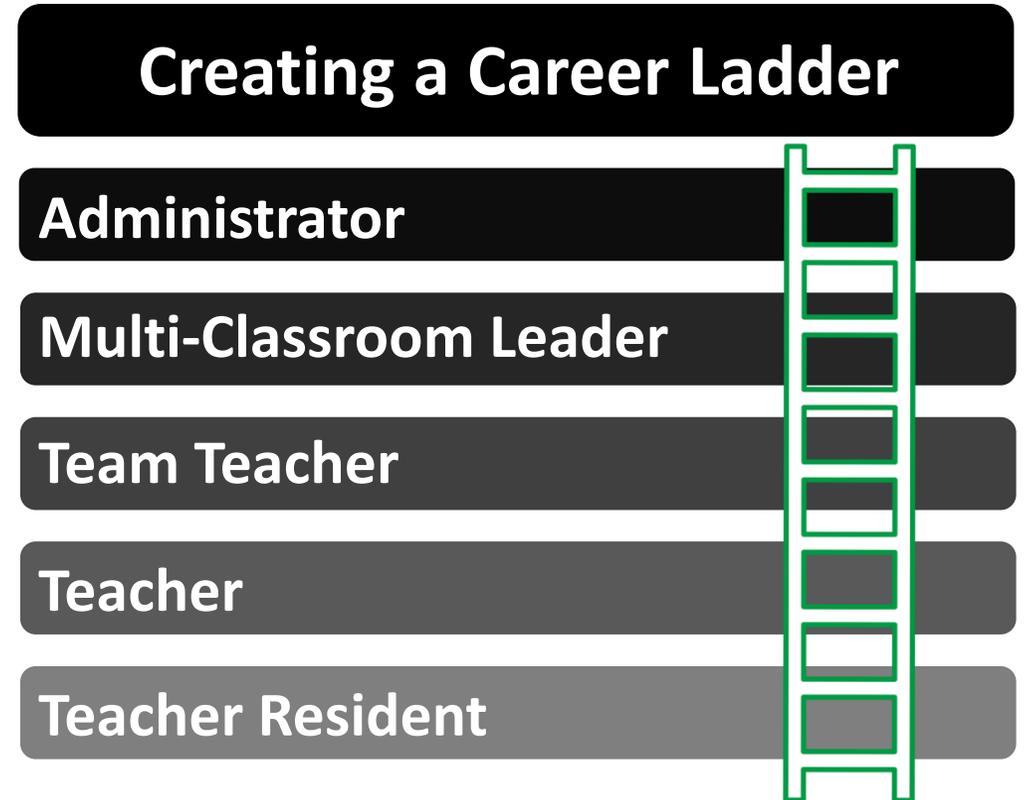
Opportunities for Teachers

Opportunity Structure:

- Administrator
- Multi-Classroom Leader (MCL)
- Team Teacher
- Teacher
- Teacher Resident

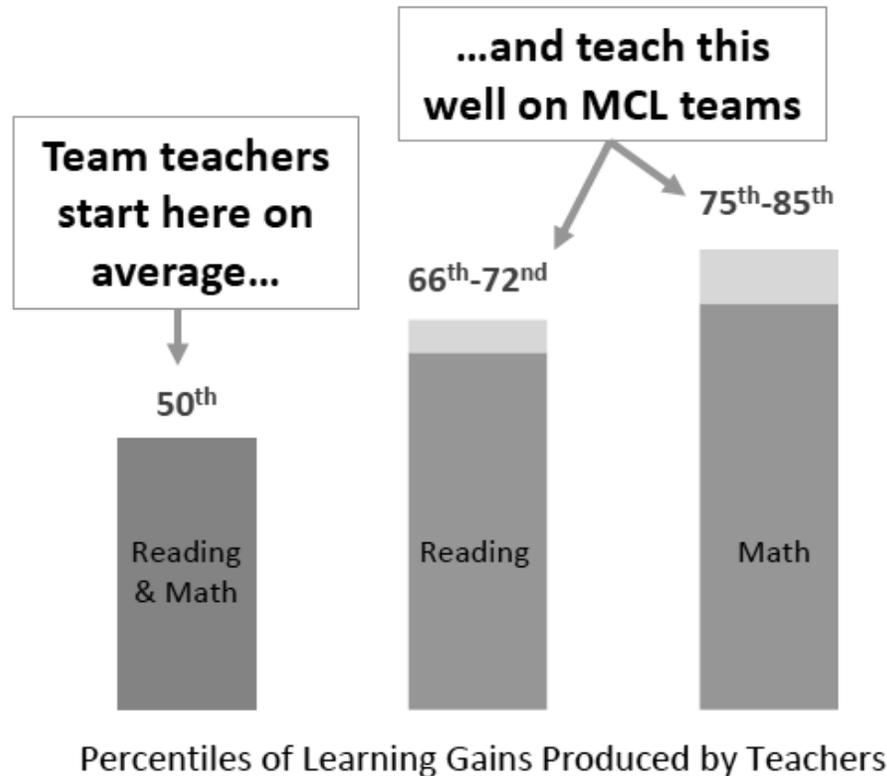
Current Structure:

- Administrator
- Teacher



Opportunities for Students

Research says: Teachers on MCL teams produced gains equal to top-quartile teachers in math, nearly that in reading.



Scope of the Study

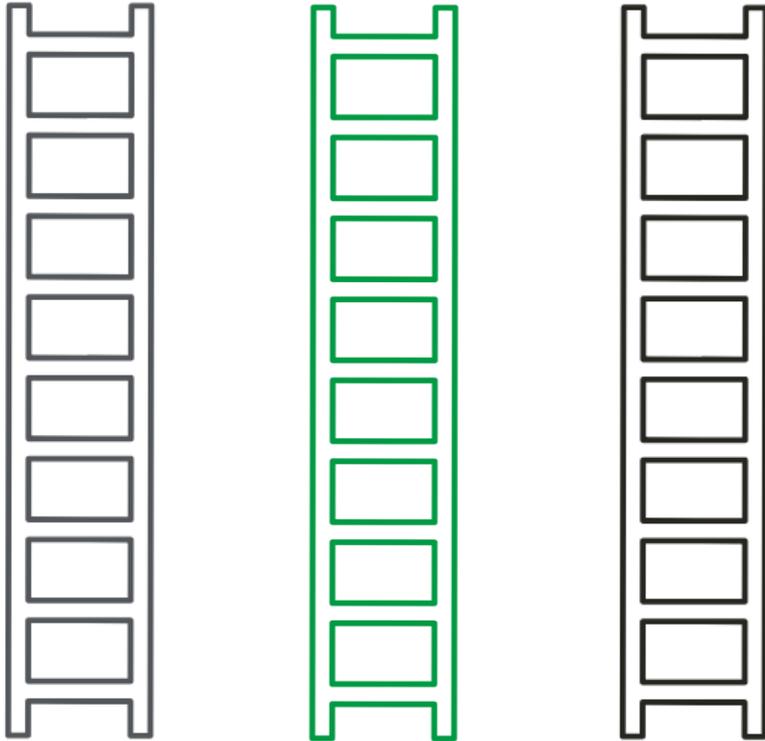
- 15,000 students
- 300 teachers
- 3 districts, 2-3 years
- 74% of schools Title I

Backes, B., & Hansen, M. (2018). *Reaching Further and Learning More?* CALDER Center: Washington, DC.

Reading range based on 6 of 7 models with statistically significant gains.

Opportunities for Students

WHAT THIS MEANS FOR STUDENTS



And then have increased potential to access advanced coursework and EPSO.



have a significantly higher chance of catching up by the end of 2nd grade...



Students who enter 1 year or more behind in RLA or Math...

QUESTIONS?

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