



2012-2013

End of Year Review of

Strategic Work

July 2013



End of Year Review of 2012-2013 Strategic Work

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Foreword

The Clarksville-Montgomery County School System's vision for 100% of our students to graduate is our focus daily. From the first day of school until graduation day, we are determined that our students have the opportunity to graduate from our schools college or career ready. Our staff is committed to our students and realizes the importance they have on each and every student they see daily. Thanks to our many stakeholders for the support they provide the district and their realization that it takes all of us working together to have a thriving and prosperous community.

We develop this End of Year Review for our stakeholders to recap the work that has taken place throughout the school year as we seek to provide a quality educational experience for our students. Our commitment is to continually improve in all aspects of the organization with the central theme being improved student achievement. This review provides an overview of the annual strategic work, along with available student data. Our intention is to inform our stakeholders of what progress we have made toward achieving our vision.

Clarksville-Montgomery County School System: Who We Are

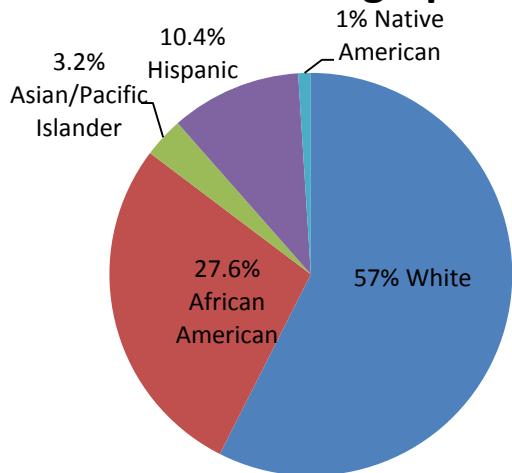


The strong letter "C" represents CMCSS and the mortar board that rests atop it continues the theme of the commitment to graduating students college or career ready. The tagline "The Defining Difference" was developed based on focus group feedback of how CMCSS sets itself apart in delivering a quality educational experience to students, and providing a quality workplace for staff.



The district has grown by approximately 200 new students. There are currently 38 schools throughout the district; 23 Elementary Schools, 7 Middle Schools, 7 High Schools and 1 Middle College.

CMCSS Demographics



Montgomery County, TN has a population of over 184,000, while CMCSS has an enrollment of 30,644 students from Pre-K through 12th grade. The ethnic make-up of the student population is 57% White, 27.6% African-American, 10.4% Hispanic, 3.2% Asian/Pacific Islander, and 1% Native American.



CMCSS is the largest employer in Montgomery County with over 4,000 certified and classified employees. CMCSS is honored to have been named “Favorite Employer” the past two years in the Leaf-Chronicle Readers Choice Awards.



There are thirty-four different languages spoken throughout our district with 2.7% of the total student population limited in their English proficiency.



More than 49% of our student population meets the criteria to receive assistance from federally funded programs offering free and reduced meal cost.



The district's special needs population continues to grow. Currently, students with disabilities make up 14% of our student population. CMCSS offers education services for special needs students from ages three to twenty-two.

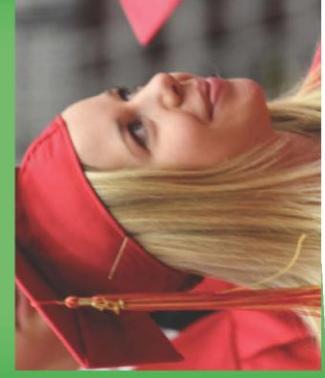


The CMCSS student population consists of 27.3% military dependents.

2012-13 Strategic Work

Our mission is to educate and empower students to reach their potential.

Improve Student Achievement



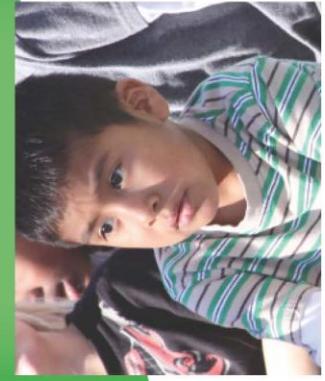
Maximize Employee Capacity



Improve Efficiency and Effectiveness



Engage the Public in Support of Student Achievement



- Improve the quality of student interventions
- Continue the implementation of common core standards
- Align Balanced Assessment with common core implementation
- Expand STEM integration in K-9
- Study and recommend new technology to assist in student achievement
- Deepen the use of Balanced Leadership principles through job embedded application
- Increase the number and quality of teacher and administrator candidates
- Study and recommend changes to selected pay schedules
- Develop and field test an evaluation tool for classified middle management positions
- Implement system resource management software
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- Automate travel reimbursement procedure
- Develop and implement a clear process for stakeholders to provide useful recommendations for district improvements
- Expand access to information through the use of on-line tools
- Conduct a communications audit

Key Performance Indicators

Improve Student Achievement

- Student achievement targets
- Student retention/promotion
- Student suspensions/expulsions
- Student attendance
- Student TAAS targets
- Students scoring proficient/advanced in writing
- Students meeting ACT, PLAN, EXPLORE benchmarks
- Students meeting graduation targets
- Students passing advanced placement exams

Maximize Employee Capacity

- Teacher retention rate
- Quality of teachers hired
- Employee absentee rates
- Lost time employee injuries
- High quality staff development
- Student meal participation
- State financial audit findings
- Enrollment projection accuracy
- Preventable school bus accidents
- Work order completion rates
- Implement recommendations for improvement
- Cafeteria health inspection scores
- Textbook order turnaround time
- Bus breakdown ratio (per miles driven)
- On-time bus performance
- Energy use by facility
- Capital projects within budget
- Budget forecast accuracy

Engage the Public in Support of Student Achievement

- Unique visit to website
- Community contributions of time and resources
- Parents and students using student information system



Our vision is that each student will graduate from high school career or college ready.

Improve Student Achievement

- *Improve the Quality of Student Interventions*
- *Continue the Implementation of Common Core Standards*
- *Align Balanced Assessment with Common Core Implementation*
- *Expand STEM Integration in K-9*
- *Study and Recommend New Technology to Assist in Student Achievement*

Improve the Quality of Student Interventions

A district goal for improving student achievement for the 2012-13 school year was to improve the quality of student interventions especially in the areas of math, reading and ACT preparation. Principal Professional Learning Communities (PLCs) targeted academic focus areas based on achievement and trend data. Principals indicated the smaller PLC format encouraged greater collaboration and provided more opportunity to share best practices while focusing on the data. TestDrive was modified so student benchmark data could be sorted by subgroup to help principals focus on appropriate interventions for their special populations. Learning Links was studied and determined to replace the district benchmark in grades 3-8 for English/language arts and math. Data analysis protocols were developed and will be implemented next school year. High school expanded their use of Learning Links for interventions in the areas of Algebra I and English II.

Interventions for students in special education included Language!, Read 180, ReadWell, LiPS, Visualize and Verbalize, Inclusion, Modified Math, Carnegie Math and Initial Line of Inquiry (ILI). Improvement in the S-Team process focused on providing consistent training with what constitutes an appropriate intervention, intervention selection, and monitoring the implementation of effective interventions. End of year reports from Modified Math, Read 180, Read Well, and Language! indicate increased student proficiency.

Imagine Learning, a computerized program that improves literacy achievement and builds vocabulary for academic success in all content areas for English Language Learners (ELL), was piloted in two elementary schools and one middle school. Imagine Learning will continue to be piloted with delivery adjusted to maximize the amount of time students spend with language acquisition.

Continued work on ACT prep at the high school level has resulted in increased composite scores as compared to two years prior to implementation. Three-year averages in math, reading, and science/reasoning observed scores were above predicted scores for students who took the ACT. The district surpassed the state in the percentage of students who met all subject area benchmarks and overall composite.

The level of rigor presented in the content was examined during the academic year. The rigor of advanced classes in middle school will be increased in the coming year through a newly-developed process for monitoring advanced classes.

Next Steps:

- Align current S-Team process with state RTI model
- Continue collaborative inclusion training for general education and special education teachers and special education aides
- Continue providing quality intervention training, appropriate student placement, and monitoring fidelity of implementation of district intervention programs at the school level
- Explore interventions for students who do not qualify for Read180 but are not reading on grade level (e.g., a Tier 1, Tier 2 and Tier 3 reading intervention succession)
- Continue smaller PLC format for principals to ensure greater collaboration while focusing on data

Next Steps (Continued):

- Continue to monitor Imagine Learning for ELL students to determine effectiveness
- Continue to monitor the fidelity of ACT prep at the high school level
- Continue to expand the use of Learning Links to include formative data analysis

Continue the Implementation of Common Core Standards and Align Balanced Assessment with Common Core Implementation

Feedback from principals, consulting teachers, and academic coaches indicates that teachers are gaining the content knowledge and knowledge of instructional practices necessary for successful implementation of the Common Core, particularly in English-language arts, writing and math K-8. However, it is evident that continuing support for teachers and administrators will be necessary. Challenges include understanding and making the changes in mathematical practices necessary for full implementation of the Math Common Core Standards. In addition, transitioning to text-based writing and close reading will create additional challenges.

Classroom assessments are becoming aligned with those contained in the Balanced Assessment System. Information from writing and constructed response data indicates there is much room for improvement in these areas. The scoring of state constructed response assessments created an increased sense of urgency for implementation of mathematical practices at the elementary and middle school levels. Principal Professional Learning Communities in the high schools led to professional development to address text-based writing and close reading with English and History teachers.

Communications with stakeholders about the Common Core State Standards implementation are ongoing at both the district and school levels.

Next Steps:

- District curriculum guides reflect eliminated standards for third grade through applicable high school courses in ELA and math
- K – 2 ELA 100% transition to Common Core (ELA and math)
- Third grade through Algebra II math instruction includes Common Core math focus clusters/standards
- K – 12 writing shifts to text-based, focused on opinion (K-5)/argument (6-12), informative/explanatory, and narrative genres as defined by the grade-specific Common Core standards and reflected in TN rubrics
- By end of year of 2013-14 develop, use, and score constructed response items based on math Common Core (grades 3 – Algebra II)
- By end of year of 2013-14 develop, use, and score tasks (writing, instructional, and performance) based on clear targets from ELA/math Common core (K-2)
- By end of year of 2013-14 develop, use, and score tasks (writing, instructional, and performance) based on clear targets from existing curriculum and ELA/math Common Core (3 – 12)

Expand STEM Integration in K-9

CMCSS STEM Value Added Data 2011 - 12			CMCSS Non-STEM Value Added Data 2011 - 12		
Grade/Content	Cohort Growth	Grade Level Growth	Grade/Content	Cohort Growth	Grade Level Growth
3rd Science		7.4 NCE	3rd Science		5.8 NCE
3rd Math		6.9 NCE	3rd Math		4.8 NCE
4th Science	3.8 NCE	3.6 NCE	4th Science	3.3 NCE	3.5 NCE
4th Math	5.9 NCE	4.7 NCE	4th Math	5.7 NCE	3.3 NCE
5th Science	5.7 NCE	4.3 NCE	5th Science	3.7 NCE	1.6 NCE
5th Math	6.6 NCE	5.0 NCE	5th Math	3.9 NCE	1.4 NCE
8th Science	4.1 NCE	2.2 NCE	8th Sc 2010/11	-1.7 NCE	2.2 NCE
8th Math	2.7 NCE	0.9 NCE	8th Math 2010/11	1.3 NCE	4.9 NCE

Data for 2011-2012 was evaluated comparing grades that implemented STEM last year with matched classes in schools without STEM. Scores indicated a greater increase in student growth for classes that taught science and math through STEM integration. The only group that did not show a large gain was 8th grade Math. This may have been because 2011 TCAP scores did not include the students in Algebra I in 8th grade Math.

All traditional high schools had STEM integration in Physical Science and Algebra I classes as well as Physical World Concepts and Algebra I. All seven middle schools fully implemented STEM integration in seventh and eighth grades. All 23 elementary schools fully implemented STEM integration in two grades (3rd, 4th, or 5th).

During summer 2012, differentiated training was provided to teacher teams new to STEM and those who implemented STEM in 2011-2012. New STEM teams learned the components of successful STEM integration and how to write problem-based units, and they developed STEM units based on integrated math and science standards to solve a relevant real world problem. Returning teams evaluated STEM challenges used with students in 2011-2012 to build deeper understanding of the five components of successful STEM integration. Schools submitted challenges improved after first implementation and these were shared on the district server in January, 2013.

STEM teacher leaders were selected in April to develop and lead grade level specific training in June 2013. One component of these trainings included modeling an integrated STEM unit from the set/hook (entry point) of the challenge, followed by scaffolding activities to develop concepts and skills in math and science, and ending with the solution to the challenge. The challenge units modeled by trainers and then developed by teachers will include a math task and close reading lesson. The second component of the training provided explicit instruction on STEM processes that teachers could participate in if there were a need. The final part of the training was the development of new challenges or improvement of a previously used one with the help to the STEM teacher leaders.

The STEM coordinator continued STEM trainings at individual schools. STEM administrators participated in monthly PLC meetings. Thirty-four high school math and science teachers participated in externships with local businesses and industries during the summer. STEM teams extended externships through student visits to workplaces, speakers from local businesses, tackling challenges from externship experiences, utilizing equipment borrowed from businesses for use in scaffolding activities, and providing content support to teachers and students. In early spring 5th, 7th, and 9th grade teachers were invited to participate in weeklong externships. Plans were made and implemented to recruit and train businesses to host 100 externs.

This year STEM focused on the development of 21st Century Skills. Students demonstrated these skills through challenge solutions, collaboration in scaffolding activities, and public presentations. These included Moore Magnet's invitation exhibitions, Business after School at NWHS with feeder schools, visitors from Sumner County and Metro Nashville, and field experiences to community businesses and government offices.

Kenwood Middle School's sixth grade piloted STEM integration and gathered data on math and science pacing guides to train all sixth grade science and math teachers. These teams hosted visits from other sixth grade science and math teachers.

Next Steps:

- Evaluate 2012-2013 TCAP and EOC scores to determine effectiveness of STEM
- Deliver differentiated grade-specific professional development for 3rd through 9th grade science and math teachers built around content development and problem-based learning
- Monitor STEM externships for high school Algebra I, physical science, and physical world concepts teachers, eighth grade teachers, and fifth grade teachers throughout the summer and encourage integration of extern experiences in lessons, activities, challenges, and relationships with businesses
- Develop vertical alignment within feeder groups and build collaborative relationships through high school teachers mentoring fifth and eighth grade teachers participating in externship program
- Continue development of 21st Century skills of students through more explicit instruction and additional opportunities to demonstrate skills
- Work with high school guidance departments to design master schedules to ensure pairing of PWC and Algebra I teachers and physical science and Algebra I teachers with the same students
- Expand bank of challenge ideas posted on server
- Infuse use of technology in STEM classes with training on I-pads, LabQuest-2 interfaces, and additional sensors and probes
- Build STEM administrators' capacity to maintain fidelity to STEM and determine ways to allocate teacher time for planning through additional trainings
- Integrate Common Core Math and ELA standards in STEM challenges through well-designed math tasks and close reading lesson
- Develop additional integrated math and science lessons to improve fidelity to STEM as a way to teach science and math, and not just an event associated with a challenge
- Expand STEM externships for 4th grade STEM teachers and 7th grade math and science teachers in summer 2014

Study and Recommend New Technology to Assist in Student Achievement

The district asked all employees to complete an online Technology Use Survey in September. Response to this survey was limited, making it necessary to further expand data-gathering in this area to select groups such as the STEM teams, building administrators, etc. In summarizing all related feedback, the district is exploring iPads as a possible good fit in Special Education and ELL, and is looking closely at those areas where more laptops are being requested. As a result of conversations with STEM teams, the district is also exploring the need to purchase Labquest Interface for Vernier probes in the high schools to free up laptops for other purposes. The district is also investigating software to deliver courses that are not taught face-to-face online. The Technology Department and school administrators continue to work together to identify the best technology resources to meet district needs and to maximize resources for technology integration into the schools.

The challenges to this plan of action include:

- finding the “best fit” for the “best dollar value”
- scheduling training/trainers to meet the most pressing needs as new technology enters the district
- rolling out new software, operating systems, and hardware
- staying abreast of new technology entering the market while determining that which will best support and enhance student achievement

Maximize Employee Capacity

- *Deepen the Use of Balanced Leadership Principles through Job-Embedded Application*
- *Increase the Number and Quality of Teacher and Administrator Candidates*
- *Study and Recommend Changes to Selected Pay Schedules*
- *Develop and Field Test an Evaluation Tool for Classified Middle Management Positions*

Deepen the Use of Balanced Leadership Principles through Job-Embedded Application

The district continued using McREL's Balanced Leadership Framework (BLF) as the foundation for system-wide leadership development through principal Professional Learning Communities (PLCs) and foundational training with the Senior Leadership Team (SLT) and mid-level managers.

Principal PLCs – The district moved to smaller, more focused principal PLCs based on the school profile, academic-focus area, and related action plans. The goal was two-fold: to foster deeper discussions on improving student achievement and to ensure PLC members better understand how they contribute to each other's success. Principals moved beyond sharing best practices to high inquiry questioning and shared accountability within the PLCs. Principals were surveyed in May regarding the effectiveness of the academic focus PLCs. Survey items were rated on a scale of 1 to 5, with 1 being VERY LOW and 5 being VERY HIGH. Survey results are as follows:

Item	Rating
1. Practical Value of Information Discussed in Principal PLCs	4.52
2. Practical Value of Activities Conducted in Principal PLCs	4.39
3. Degree to Which I Have Applied PLC Learnings as an Instructional Leader	4.13
4. Degree to Which the PLCs Promote Student Achievement	4.09
5. Degree to which PLCs Promote System-wide Culture of Trust/Reflective Practice/Collaboration	4.48
6. Degree to Which PLCs Build Staff Capacity	3.83
7. Degree to which my participation in this PLC been useful for school-wide implementation of improved student achievement efforts	4.09
8. Degree to which this PLC focused on improving student achievement in my academic focus area	3.96

Principals also dialogued about the following questions at their final PLC.

1. Have the smaller, academic focus-alike PLCs fostered more in-depth discussions on ways to improve student achievement?
2. How has this year's PLC design helped you contribute to the success of your peers?
3. How have you incorporated the 21 Leadership Responsibilities into your discussions on achieving your school's academic goals?
4. How as this year's PLC process helped ensure greater fidelity to the implementation of your academic focus action plans?

Feedback that smaller, academic focus-alike PLCs allowed for more in-depth discussions regarding gap closures and improved student achievement. Comments such as *having the same academic focus has been helpful, it has been very effective to have the small groups targeting the same focus, and the level of learning and collaboration is much higher when meeting in smaller groups* support the effectiveness of this design.

The Chief Academic Officer and the Level Directors received complete results of the formal survey and summaries of the principals' responses to these questions.

Next Steps:

- Continue deepening the use of Balanced Leadership Framework principles through job-embedded application through academic focus area PLCs during SY2013-2014
- Leverage the success of this year's PLCs with an intense focus on guaranteed and viable curriculum through BLF principles and the principles of high reliability organizations in the implementation of Common Core State Standards
- Ensure deliberate and purposeful sharing of key learnings from related Just-in-Time Trainings and TNLEAD Professional Learning Activities during Principal PLCs and Level Director Meetings

Increase Number and Quality of Teacher and Administrator Candidates

Differentiated Pay Plan for Speech Language Pathologists

A diversified pay schedule has been developed for speech language pathologists. Our district has relied upon contracted services to meet the specialized speech and language needs of students. Several speech language pathologists were leaving our district to pursue more lucrative positions in the private sector. A market analysis was conducted to compare the CMCSS teacher pay schedule with private sector salaries for SLPs. Based upon the results, fourteen SLP pay increments will be placed into the pay schedule at different educational and experience levels. The increase in salaries was approved in the 2013-2014 budget. It is anticipated that the differentiated pay plan will improve SLP retention rates and enhance recruitment efforts.

Certified Employee Electronic Transfer Process

The updated transfer policy allows employees to submit multiple transfer requests at one time, making transfer requests more convenient for the teacher, and processing more effective and efficient for the HR Department. A total of 1,624 electronic transfer requests were submitted for the 2012-2013 school year. One hundred seven transfers were approved. Employees provided input with suggested revisions to improve the process. Certified employees received timely notification regarding the stages of the process.

Teacher Selection Model Updates

Correlation test analyses indicate a weak positive relationship between Teacher Selection Model Instrument (TSMI) and Tennessee Value Added Achievement Scores (TVAAS) for 50 teachers who had both TSMI and individual TVAAS scores. The results are not statistically significant. Although a weak correlation exists, we cannot be confident in the predictive validity of TSMI. We have explored several selection models to better align teacher selection criteria with the evaluation tool.

Enhance Recruitment Efforts for Administrative and Teaching Positions

Through networking opportunities and a focused recruitment plan, several local, regional and out-of-state candidates expressed interest in serving the Clarksville-Montgomery County School System. The HR Department made extensive efforts to follow-up with candidates and to support them with the transition to the district.

2012-2013 Spring Recruitment Contacts

Career Fair	Location	Date	Contacts Made
Nashville Area	Franklin, TN	02/12/2013	82
Freed-Hardeman	Henderson, TN	02/21/2013	64
Northern IL Univ.	DeKalb, IL	02/25/2013	56
APSU-STEM	Clarksville, TN	02/26/2013	14
Marshall Univ.	Huntington, WV	03/05/2013	20
West VA State U	Institute, WV	03/06/2013	14
UT Chattanooga	Chattanooga, TN	03/07/2013	24
UT Knoxville	Knoxville, TN	03/13/2013	52
Murray State	Murray, KY	03/15/2013	36
Memphis State	Memphis, TN	03/27/2013	36
Univ. of MS	Oxford, MS	03/28/2013	18
Ohio Univ.	Athens, OH	04/08/2013	21
Univ. Southern IN	Evansville, IN	04/09/2013	65
Teach Ohio	Columbus, OH	04/09/2013	18
Ohio Northern	Ada, OH	04/10/2013	38
Bowling Green SU	Bowling Green, OH	04/11/2013	39
Univ of Toledo	Toledo, OH	04/12/2013	25
Michigan St. Un.	Lansing, MI	04/15/2013	68
Western MI	Kalamazoo, MI	04/16/2013	68
Eastern MI	Ypsilanti, MI	04/17/2013	29
Univ. of MI	Ann Arbor, MI	04/18/2013	17
Central MI	Mt. Pleasant, MI	04/19/2013	54
APSU Student Teacher Seminar	Clarksville, TN	05/06/2013	87
MTSU	Murfreesboro, TN	05/2013	62

Next Steps:

- Continue to expand recruitment efforts, targeting graduates from regional and top quality educator preparation programs
- At the end of the hiring season, track the number of employees hired as a result of exposure to each university career fair
- Continue to explore and select an interview tool better aligned with the evaluation model
- Create a video with information to help applicants successfully navigate and/or complete the electronic application process
- Create an informational brochure to explain the transitional approach to earn a teaching license

Study and Recommend Changes to Selected Pay Schedules

The district's current administrator pay schedule is quite complex, consisting of 165 different pay grades and 12 longevity steps. The complexity of this pay schedule necessitates that administrator pay changes be entered manually each year. The development of a simplified pay schedule for administrators will provide administrators a clearer understanding of their yearly salary along with career financial projections. It will further improve efficiency with yearly increases being entered through the automated Munis process. Compensation and talent management consultants have reviewed the current pay schedule and received input from the Human Resources Department. Proposed Administer salary schedule consists of 12 different grades and 20 longevity steps. Implementation of this salary schedule would result in an increase of approximately \$135,000. As part of the budget process it was determined that implementation would not be feasible for the 2013-2014 budget year. This salary schedule will continue to be reviewed and considered for implementation in following budget years.

A market analysis was conducted for the speech language pathologist positions; it was determined that an increase was needed. In an effort to improve recruitment and retention efforts for this group of employees, the diversified pay scheduled was approved in the 2013-2014 budget.

Develop and Field Test an Evaluation Tool for Classified Middle Management Positions

To ensure a consistent and routine evaluation process for all employees, the district has developed an evaluation tool for Classified Middle Management Employees. This research-based evaluation process will provide these employees job performance feedback and help identify opportunities for growth and development.

Key components of the model and development process include:

- Focus on qualitative versus quantitative measures and performance feedback through a full scope evaluation that includes direct reports, self-assessment and supervisor review
- Focus on connection to district strategic work and mission, McREL's leadership responsibilities, and employee specific job description
- Proposed model was field-tested and feedback obtained from pilot process participants
- Revisions were made to the proposed model and a final evaluation model for Classified Middle Management was established

In preparation for the 2013-2014 school year, employees and supervisors who will be using this new model will be trained on the process and content of the model. Additionally, opportunities for automation of the process through the use of existing technology resources will be investigated. If existing technology resources can support the evaluation model process, the Human Resources Team will partner with the Technology Team to deliver and train on the automated process in the 2013-2014 school year.

Next Steps:

- Conduct training on the evaluation process and content
- Investigate technology resources for automation of the evaluation model process

Improve Efficiency and Effectiveness

- ***Implement System Resource Management Software***
- ***Develop and Implement a Comprehensive Building Inspection Program***
- ***Automate Travel Reimbursement Procedure***
- ***Develop and Implement a Clear Process for Stakeholders to Provide Useful Recommendations for District Improvements***

Implement System Resource Management Software

As part of the progress in implementation of this strategic goal, the CMCSS Technology Department has expanded the use of KACE server software in order to facilitate management of the district's desktop and laptop computers. During the 2013-2014 school year, the district will further integrate its use of the KACE software to include all newly installed computers while continuing to identify and update machines purchased prior to the KACE implementation.

Between January and March 2013, the Technology Department distributed 2,000 new computers at 18 elementary schools across the district. The KACE software was included in the default setup by the network technician teams, and assisted in tracking the installation and setup of the machines for inclusion of the district inventory.

In December, the coverage rate of machines that included the KACE agent stood at roughly 90%; through replacement of outdated machines and extended coverage of existing resources, the percentage of machines covered by KACE has climbed to approximately 95%. With the implementation of the KACE software, the following tasks are now being performed remotely:

- Conserve power by shutting down unused computers during off-hours
- Updates, installation, and removal of software
- Install operating system updates and security patches on individual machines

Availability of KACE information has also proven beneficial in providing specific inventory information for the district, including location, software version, and last date of connectivity. Members of the Business Affairs and Technology Departments have used KACE to improve auditing processes related to technology assets, and will continue to review and document asset auditing information in our financial software.

Next Steps:

- Continue integration of KACE software on newly purchased and existing computers.

Develop and Implement a Comprehensive Building Inspection Program

To deepen their knowledge of individual building needs and the quality of the operational services being delivered, the Operations Department's strategic work included developing a comprehensive building inspection program. This procedure will allow for the gathering of tangible data regarding the quality of systems and services provided as well as allow managers to deepen their understanding of the structural, mechanical, electrical, and plumbing infrastructure in district buildings. This work will use qualified CMCSS tradesmen to evaluate current levels of performance. The data gathered will guide future work orders, prioritize capital planning, and assist with improving overall operational services.

Phase I was to develop the program policy and procedures to assess the following areas at all buildings: transportation, facilities, safety, security, custodial, communications, electrical, mechanical, structural, plumbing, and athletic facilities. All tradesmen will perform the initial assessment of the building's safety, cleanliness, and maintenance, and will continue with completing a detailed assessment specific to their area of expertise. The department manager will make a final assessment of each area, and the Chief Operations Officer will make the final assessment of the building overall. Operations will work with the principal regarding the assessment findings and steps to be taken to close the assessment.

Phase II was to implement the proposed policy and procedure during the second semester of school year 2012-2013. It began with assessing Rossview High, Rossview Middle, Rossview Elementary, Barksdale Elementary, and West Creek Elementary Schools. These buildings were selected because they represent several duplicated floor plans and varying ages of buildings. The project team, which includes representatives from Operations, Facilities, Building Maintenance, Transportation, Vehicle Maintenance, Safety/Risk Management, and Instruction, evaluated the efficiency of the process following the first five assessments.

The Special Projects Manager conducted outbriefings with principals at all five schools. The feedback provided by principals was valuable in that we were able to identify areas of concern and make principals aware of our observations. The results include a resolution of some identified needed corrections and opened intradepartmental dialogue to assist with resolving future concerns. We have concluded that it will be necessary to take the following steps as we move into full implementation for the 2013-2014 school year.

- A complete schedule of outbriefings will need to be available to all assessors prior to the beginning of each school year;
- Each outbriefing will need to be scheduled with principals at least one month in advance to allow for coordination of times between principals and Specials Projects Manager;
- Managers will need to conduct training to standardize the completion of assessments where several assessors would be utilized;
- Work order submission and completion should be handled startegically in an effort to not overload a particular work crew unless items are safety concerns.

Beginning in school year 2013-2014, each building in the district will receive an annual assessment.

Next Steps:

- Develop the 2013-2014 inspection schedule
- Yearly building inspections beginning in school year 2013-2014

Automate Travel Reimbursement Procedure

The additional work of strengthening the district's security at the beginning of FY 2012-2013 and the turnover of multiple computer programmers has forced this initiative to be delayed and placed in a holding status. That being said, the portion of the initiative to automate the in-system professional leave process is moving forward and expected to be implemented by September 1, 2013. The Technology Department has analyzed the software functionality requirements and determined automation of travel reimbursement is feasible and hopes to begin work sometime during FY 2013-2014.

Develop and Implement a Clear Process for Stakeholders to Provide Useful Recommendations for District Improvements

The district has made significant progress in developing a clear process for receiving and responding to stakeholder recommendations for improvement. Separate communication groups consisting of parents, administrators, teachers, classified staff, students, and community members met throughout the year to receive updates and provide input on district work, discuss concerns about district and school issues, and make recommendations for district improvements. These groups received an overview of the process for submitting recommendations for district improvement and the Continuous Improvement Team process. In addition, stakeholders submitted questions, comments, or concerns directly to the district via the district website. The Continuous Improvement Coordinator (CIC) triaged submissions and provided them to the appropriate department for response. The CIC tracked website submissions and key issues from the communications groups and reported trends to the Senior Leadership Team (SLT) on a monthly basis. Based on identified trends, the SLT chartered a Continuous Improvement Team (CITeam) to examine concerns and make recommendations for improvement. The Continuous Improvement Committee and SLT-chartered CITeams worked closely with the SLT this year to implement district improvements. During SY2012-13, eleven CITeams tackled such issues as key control, student attendance, and employee training. There are eleven active CITeams charted for SY2013-14. Ongoing monitoring of implemented improvements and stakeholder feedback continues to be conducted by the SLT and the Continuous Improvement Committee.

The district conducted two stakeholder surveys this year. The District Survey, administered in January, was designed to solicit input regarding stakeholder awareness of district work, level of satisfaction, and effectiveness in meeting the needs of our students and employees. Parents and all district employees were asked to complete this survey. The response rate for the District Survey was 44.85%. Overall, survey results were positive. Disaggregated results were provided to school administrators to help inform their future work. The SLT received a consolidated district report.

The Customer Service Survey, administered in May, was designed to provide district employees the opportunity to rate the overall quality of service received from Administrative and Operational Departments. The response rate for the Customer Service Survey was 28.87%. All departments received positive ratings, and additional feedback will be used to close identified gaps in service quality. Senior Leadership Team members received a consolidated district report as well as their individual departmental report.

Next Steps:

- Identify and monitor cost savings and cost avoidance of district improvements

Engage the Public

- *Expand Access to Information through the Use of On-line Tools*
- *Conduct a Communications Audit*

Expand Access to Information through the Use of On-line Tools

The Communications and Technology departments are working collaboratively to expand the potential for the use of SchoolMessenger, the system's telephone and electronic notification system. One potential tool would give parents the opportunity to manage their preferences in receiving notifications from CMCSS. Glenellen Elementary has volunteered to pilot the program, which gives parents options on notifications via phone, email and/or text. That pilot will take place in the Fall 2013.

This year the Director of Schools introduced new communication groups which include parents of students with disabilities, parents of English Language Learners, parents of military dependents, and parents of culturally diverse students.

There is a renewed focus on best practice communications with parents who do not speak English or who have limited proficiency. Spanish translations of commonly used documents, to include the Code of Conduct, are taking place to better serve parents. The first Kindergarten Kickoff for Hispanic students was offered in June.

The Parent Communications group now provides a summary of its monthly meetings online. It can be accessed by going to www.cmcss.net, clicking on Schools, then click on Parent Info, and click on Parent Communication Committee Notes under "Parent Links" on the right side of the page.

Conduct a Communications Audit

In September 2013, communications professionals from the National School Public Relations Association conducted a communications audit involving three days of interviews with 21 different representative internal and external stakeholder groups that involved several hundred individuals. Additionally, the audit team reviewed CMCSS communication vehicles and messages, via printed materials and the website. Further, they reviewed survey data, current strategic plans, policies, School Board work and meeting agendas, and current programs. The team reinforced AdvancED's required action, indicating that not everyone in the community is receiving the message about the quality of CMCSS. With this call to action from both groups, the district initiated a Continuous Improvement Committee charged with the task of developing an accurate and clear brand, or identity, for CMCSS.

The Continuous Improvement Committee met throughout the spring and implemented a roll-out of a new logo and tagline, CMCSS – The Defining Difference. Work was done to identify the positive differences made in CMCSS. Examples will be communicated in the 2013-2014 School Calendar and through various other media outlets.

Next Steps:

- Communicate CMCSS logo and tagline to the community by sharing examples of the positive differences made