2013-2014
End of Year Review of
Strategic Work

June 2014

End of Year Review of
2013-2014 Strategic Work

Foreword

The Clarksville-Montgomery County School System (CMCSS) is dedicated to providing a quality education for all students. The mission of *all students reaching their potential* is evident in the increased efforts and progress toward the district's vision of 100% of its students graduating from high school, college or career ready. The district is committed to providing timely and appropriate interventions so all students may see their high school graduation day. The district's administrators, faculty, and staff are passionate about students and are committed to student success. This passion and commitment permeates into the community as community support is counted among the district's key assets and plays a major role in student success.

This document provides an overview of the district demographics and acquaints readers with information about the progress of the district's annual strategic work, which is designed to improve student learning and the overall performance of the district. The information gathered for this report is a part of the district's continuous improvement process and is an end of year culmination of data gathered throughout the year. Data are gathered in a variety of ways. Two mid-year open discussion reviews are conducted; one focuses on the feedback of CMCSS principals, and the other gathers input from the district's academic coaches and consulting teachers. Additionally, data are collected through school visits, communication group feedback, and other stakeholder feedback opportunities. This is all done to provide district leaders with the necessary information to redirect or continue their strategic work.

Clarksville-Montgomery County School System: Who We Are

- The district has grown by approximately 700 new students this year. There are currently 38 schools throughout the district; these include 23 Elementary Schools, 7 Middle Schools, 7 High Schools, and 1 Middle College.

- Montgomery County, Tennessee has a population of over 184,000, while CMCSS has an enrollment of 31,267 Pre-K through 12th grade students. 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 4,200 certified and classified employees. CMCSS is honored to have been named favorite employer for the previous two years and a finalist this year for the Leaf Chronicle "Reader's Choice Awards."

- Thirty-four different languages are spoken throughout the district, and 4% of the total student population is limited in English language proficiency.

- More than 49% of the 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 the student population. CMCSS offers education services for special needs students from ages three to twenty-two.

- CMCSS student population consists of 27.3% military dependents.

Clarksville-Montgomery County School System
2013-2014 Strategic Work Overview

Improve Student Achievement

- Implement Common Core State Standards in English/language arts and mathematics
- Implement College and Career Academies in high schools
- Align balanced assessment with Common Core implementation
- Expand STEM integration in kindergarten through 9th grade

Maximize Employee Capacity
- Develop employee wellness initiatives
- Pilot individualized learning plans for teachers
- Expand recruitment and retention efforts for all employees

Improve Efficiency and Effectiveness
- Prepare district technology for state assessments
- Improve organizational efficiency through technology
- Increase alternative funding sources
- Continue implementation of energy efficiency initiatives
- Assess and improve safety and security at all facilities

Engage the Public in Support of Student Achievement
- Share district success stories with stakeholders
- Improve parent and community connection to schools

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

cmcss
The Defining Difference

Improve Student Achievement

- *Implement Common Core State Standards in English/language arts and mathematics*
- *Align balanced assessment with Common Core implementation*
- *Implement College and Career Academies in high schools*
- *Expand STEM integration in 3rd – 9th grade*

Implement Common Core State Standards in English/language arts and mathematics/Align balanced assessment with Common Core implementation

During the 2013-2014 school year, all K-2 curriculum and pacing was aligned 100% to Common Core State Standards (CCSS). Curriculum and pacing in grades 3-12 was aligned 60% to CCSS and 40% to the Tennessee Diploma Project Standards and current TCAP and End of Course exams.

Differentiated professional development for principals, assistant principals, academic coaches and consulting teachers was conducted around topics such as math tasks and constructed response assessments, close reading and text-based writing, assessing and advancing questions, accountable talk, and high quality balanced assessment item writing. Just-in-time trainings followed many of these professional learning sessions, so administrators and support staff could delve deeper into ways to support teachers in these endeavors.

Feedback from principals and academic coaches during monthly principal meetings and the mid-year review indicated that math tasks are more consistently used this year and that the implementation of close reading has produced student work that represents more opportunities to cite text-based writing from a variety of sources. There is a more comprehensive focus at every level for collaborative planning designed to strengthen alignment between clear targets, instruction, and developing quality assessments. The TNLead professional learning opportunities and related activities promoted reduction in variability.

Curriculum and balanced assessment development continued second semester and into the summer. Curriculum standards are based on the Common Core standards and the SPIs not dropped by the State. Curriculum is arranged in three week units of study that contain explanations, resources, and common end or unit assessment items written to meet the requirements of high quality balanced assessments. English language arts curriculum and math curriculum are equally fully developed. New social studies curriculum is the focus of extensive professional development including the development of high quality assessments. Preliminary proficiency data in grades 3-8 indicate that math improved in sixth grade. Science and social studies improved across the grades. High school scores improved except in English III. Writing scores indicate that students are stronger in language and conventions than focus, development, and organization. The scores also showed that much work is yet to be done.

As full Common Core implementation comes closer to reality, teachers have begun to address the need for rigorous standards, aligned common assessments with a sense of urgency that we have not seen in the past.

Next steps:
- Continue to support teachers in the writing of standards-based, common assessments and the reflection and re-teaching strategies related to the results of these assessments

Next steps (Continued):

- Continue to provide professional learning on ways to scaffold activities for increased rigor in reading and writing assignments across grade levels and content areas
- Provide increased opportunities for principals and support staff to delve deeper into the expectations of teaching and testing CCSS
- Provide parent communication materials that support CCSS implementation at the school level
- Align PLCs for principals to define curriculum focus through fidelity check for Tier I instruction

Implement College and Career Academies in high schools

Throughout the spring, teachers continued to meet for common collaboration time weekly during planning periods. Teachers were also given the opportunity to host two extended half-day planning sessions, incorporating both building and central office guidance. During these times, teachers worked to find ways to integrate their teaching across disciplines, looking to bring relevancy to students by searching for guest speakers and out of school experiences that matched the curriculum and career interests of the academy students. Teachers also spent this common planning time reflecting on past teaching experiences and curriculum walking up-coming units to revise and plan future challenges. Each Academy continued to build the relationships with community members by meeting with their Advisory Board at least one time during the second semester.

Academy administrators and academic coaches supported the Academy teachers by attending monthly PLC meetings to hone their own understandings of skills, like collaboration, that need to be fostered in teams of teachers to ensure the success of the Academies. Academic Coaches created an end of year, 3-hour professional learning session for all teachers who will be teaching within the Academies next year that focused around using challenges as a vehicle to assess the application of student learning in new, career themed situations. A two day administrator externship was also held at the end of the year to bolster administrator understanding of the integrated planning process and the relationship between the outside business world and what happens inside of the classroom.

Following November's career fair for 8th grade students at which each of the Academies was showcased, Academy recruitment for the 2014-2015 school year continued with school presentations at each of the middle schools and central office in February. Enrollment in Academies for the incoming freshman class is 438, a jump from the first year's enrollment of 337. As the first year students transitioned into their sophomore year, a plan was developed to offer summer options as needed for students who did not join the Academy as freshmen but were interested in joining as sophomores.

Academically, Academy students outperformed their zoned school counterparts passing all core classes at an average rate of 93.5% while zoned school freshman had an average pass rate for all core classes of 78.25%. Academy students had fewer discipline referrals than their zoned school counterparts, accounting for an average of 4.7% of the total referrals turned in for the entire freshman class.

During the mid-year review, it became obvious that non high school personnel within the district were not very well versed in understanding the Academy concept and the options available to students entering high school in CMCSS. As a result, a concerted effort was made in the spring to increase awareness of Academies among district personnel as well as other stakeholders. An Academy Recruitment video was created and shared with all principals at level meetings. The video was also shared with teacher and parent communication groups, Leadership CMCSS and the Business after Schools groups.

Next Steps:
- Train an Academy Coach to help lead professional learning and planning sessions throughout the school year

Next steps (Continued):
- Facilitate challenge revision sessions with Academy teams over the summer
- Facilitate challenge planning sessions with Academy teams related to externship experiences
- Continue to develop Academy team teachers around integrated planning
  - Monthly administrator and academic coach PLCs
  - Differentiate Academy professional learning for schools as needed
- Identify year three options for dual enrollment and student internships
- Review of 5 year plan and executive summary
- Work with technology integration coaches
  - Plan professional learning around the use of 1-1 technology
  - Enhance the use of technology for storing information from planning sessions

Expand STEM integration in 3rd – 9th grade

All 24 elementary schools employ STEM integration in 3rd, 4th, and 5th grade science and math classes. Middle schools have successfully integrated math and science in 6th, 7th, and 8th grade classes. All seven traditional high schools integrate Algebra I with physical science or Physical World Concepts and solve challenges by applying knowledge and skills.

Moore Magnet Elementary School made STEM themes the focus of instruction at all grade levels and extended STEM instruction in classrooms with family nights, STEM showcases, the outdoor classroom, and STEM career fairs. Kenwood High STEM Academy graduated its first class of 24 students. Spring recruitment was successful with 61 freshmen joining the Academy for fall 2014. The enrollment in the STEM Academy is projected to increase from 141 for 2013-2014 to 178 for school year 2014-2015. STEM Academy students completed scientific research on topics of personal interest. These students presented their findings and conclusions at the Middle Tennessee Science and Engineering Fair and/or the Middle Tennessee STEM Hub. Several students were recognized for the quality of their research. All schools except one elementary school participated in the Great STEM Exposition at Austin Peay State University. Student teams presented solutions to challenges and explained them to community experts. The questions and written feedback were very informative to student teams.

STEM integration was extended through after school programs in middle and high schools. All seven middle schools sponsored robotics teams and competed in regional competitions, bringing home four trophies. The Rossview Middle School robotics team participated in the First Lego League World in St. Louis. CMCSS sponsored the second annual district robotics competition and six middle schools had two or more teams compete in that one-day competition. Four high schools participated in the regional Science Olympiad competition in Chattanooga. Rossview High School's scores qualified its team to participate in the state competition in Knoxville.

Professional development was designed and offered to STEM teachers and administrators. In February teachers with little experience in STEM integration attended one or two after school trainings lead by STEM teachers, academic coaches, and STEM coordinator. STEM administrators attended PLCs once a month. These administrators participated in a culminating training at the end of the year to further develop their understanding of problem based learning and participated in a mini-STEM challenge. In June 2014, differentiated STEM training was offered to STEM teachers in 3rd through 8th grades. Teachers extended their understanding of problem based learning and practiced activities for using Common Core literacy and math strategies in STEM. Teachers joined professional development activities offered by the Middle Tennessee STEM Hub on robotics, bio-technology, micro-scale chemistry, DNA and protein synthesis, and science literacy.

During school year 2013-2014 all elementary, middle, and high schools used their First to the Top allocations to purchase math and science materials and equipment from an approved list. Schools also used these funds to pay stipends to teachers for after hour work or to pay substitutes while teachers participated in common planning during the school day.

This summer, eighty-three teachers are participating in week-long externships with local businesses, government offices, and industries. Twelve high school, middle school, and elementary teachers who were externs in summer 2013 are mentoring these teachers. Mentors and teachers were trained in externship expectations and on the use of iPads.

Next Steps:
- Evaluate 2014-2015 TCAP and EOC Achievement and TVAAS to determine effect of STEM on student achievement
- Provide professional development and training of all STEM teachers to build fidelity to STEM processes of integration and problem solving
- Continue STEM administrator PLCs to build capacity in maintaining fidelity to STEM
- Integrate Common Core Math and ELA standards in STEM challenge units through math tasks, close reading lessons, and defense of challenge solution plans
- Develop integrated math and science lessons to improve use of STEM processes as the ways to teach science and math, not events associated with challenges
- Infuse use of technology in STEM classes with additional training on iPads, personal computers, Vernier interfaces, and additional Vernier sensors and probes
- Continue development of students' 21st Century skills through explicit instruction and additional opportunities to practice and demonstrate these skills
- Share CMCSS STEM successful programs and practices at regional, state, and national conferences
- Maintain relationship with Austin Peay State University to increase understanding of STEM integration
- Conduct Camp Invention for elementary students and Robotics Camp for middle school students
- Plan and host CMCSS robotics competition in May, 2015
- Expand STEM externships in summer 2014 focusing on 3rd grade, 6th grade, and 9th grade math and science teachers

Maximize Employee Capacity

- ***Develop employee wellness intiatives***

- ***Pilot indivdualized learning plans for teachers***

- ***Expand recruitment and retention efforts for all employees***

Develop employee wellness initiatives

The Onsite program successfully transitioned to an in-house program and opened a new main clinic facility. This transition was extremely successful in both providing a higher quality of care for the patients and a much improved patient experience. The Onsite program has provided multiple opportunities for patient feedback, which was very positive. The program also adopted and implemented a new Electronic Medical Record system with an easy-to-use interface, allowing our providers to maximize the amount of time spent with patients for improved quality of care and a better patient experience. Additionally, the clinic created a new logo and launched a new website.

The Onsite Employee Health and Wellness Clinic implemented a wellness program designed to motivate patients to pursue healthy lifestyles, educate patients about health risk factors, provide patients with the tools needed to reduce these risk factors, and facilitate actions that improve the physical and mental well-being of our patients. The clinic added a nurse practitioner, nurse, and a registered dietitian for the implementation of the wellness program. The targeted areas for the wellness program include: obesity, high blood pressure, high cholesterol, Type II diabetes, and smoking cessation. The wellness team facilitated biometric screenings, which are short health exams that identify a patient's risk for certain diseases and medical conditions. Patients are encouraged to complete the free health risk assessment (HRA) offered on the BCBS portal. Partnerships are established with fitness providers to increase accessibility for individuals to partake in physical exercise. Representatives from CMCSS and Montgomery County make up an employee wellness steering committee. The committee meets monthly to discuss ideas and plan wellness program offerings and events. Also, there are fitness and wellness outreach liaisons in each school and department within CMCSS and Montgomery County. The role of the liaison is to function as the main source of communication for their respective school or department, provide feedback for the development of future programs, and identify individuals or groups to be recognized for their healthy achievements.

Next Steps:
- Continue to research online wellness portal
- Utilize HRA data to identify employee risk factors and develop individualized, targeted interventions
- Use HRA data to provide benchmark data for employees and the whole organization
- Continue to develop and market wellness initiatives, classes, resources and interventions via wellness portal, social media, handouts, newsletters, seminars, webinars, etc.
- Monitor utilization of wellness program and outcomes
- Develop and implement group fitness and nutrition classes
- Highlight and promote existing employee wellness programs in individual schools

Pilot individualized learning plans for teachers

The pilot for Individualized learning plans (ILPs) for teachers supports district efforts in reducing variability of instruction by providing teachers focused professional learning activities (PLAs) designed to meet their individual growth needs. This involves principal and teacher collaboration on selected PLAs aligned with the teacher's identified professional growth needs and professional learning that translates into improved teacher practice as evidenced by TEAM evaluations and student achievement data.

Key to implementation is the construction and testing of the web-based ILP through the professional learning activities network (PLAN) with the Generation Ready (previously Avatar) development team.   Pilot teachers reviewed the site with a critical eye providing feedback on how to make navigation as intuitive as possible for users, while maintaining the detail needed for development and monitoring of teachers professional growth goals and completion of selected PLAs. In early April, pilot participants conducted their final review of the 'mock' ILPs and provided feedback regarding structure and flow. Pilot participants identified a key misalignment between the site functionality and TEAM processes, necessitating further customizations. These customizations resulted in a delay of the pilot demonstration for the Senior Instructional Team (SIT), Instructional Team (IT) and Principals (planned for April 2014). As of the end of this fiscal year, construction of the ILP platform and final review of most customizations and program functionality are at 95% completion.

To support ILP implementation, the Professional Development Team (PD Team) identified the need to expand the quantity of and improve the timeliness of delivery of district PLA offerings. The Online PD Facilitator videotaped 19 elementary exemplary teacher examples in the areas of thinking, problem solving, questioning, and academic feedback, all of which are TEAM indicators identified as district-wide areas of need. On demand PLAs are being developed to provide demonstration of best practices, actionable steps for implementation, and opportunities for teachers to apply learning in their classrooms.

The Online PD Facilitator researched webinar platforms to enhance online offerings to make a wider variety of PLAs more readily available teachers. The district now has the ability to conduct real-time and pre-recorded in-district webinars, offering immediate access to both live and archived PLAs and affording teachers just-in-time access to high quality learning.

Next Steps:
- Demonstrate pilot ILP to key staff and incorporate feedback into construction
- Expand pilot participants by expanding numbers from pilot schools, adding Middle College teachers and other select groups of teachers (to be determined)
- Begin creating live ILPs (pilot participants)
- Identify target population for expanded implementation (Second Semester 2015)
- Train expansion participants and administrators
- Monitor ongoing ILP implementation

Expand recruitment and retention efforts for all employees

CMCSS has seen great success in the expansion of classified selection and recruitment efforts. An enhanced method of custodial screening and selection was implemented via the Custodian Interview Day process. This approach provided more information to hiring managers and identified top candidates from the applicant pool. The completion of a bus driver research project provided vital retention information that enabled a more strategic approach to recruitment and a higher percentage of filled bus routes. The decision to bring the outsourced process of substitute staffing back under the management of the district will assist in identifying quality candidates for many positions prior to a full time hire recommendation. The substitute program is designed with the intent to train employees in strategies that will assist in the special education classroom as well.

Human resources personnel partnered with the Instruction Department to attend regional and out of state university-sponsored educator career fairs. The partnership expanded the Clarksville-Montgomery County School System's efforts to recruit quality certified candidates. The concerns of CMCSS administrators mirrored the national challenge of acquiring effective applicants to fill special education, mathematics and science positions. CMCSS personnel connected with local, regional and national universities to express interest in discovering potential applicants to fill all positions.

A Continuous Improvement Team (CIT) was formed to determine a plan for assessing the quality of certified applicants, since the Race to the Top (RTTT) funds were exhausted. The RTTT funds were previously used to cover the costs associated with the teacher selection tool and contracted services. Principals also expressed the need to utilize a selection tool more closely aligned with the teacher evaluation model. The CIT opted to use an online questionnaire, developed by researchers from the University of Houston. The questionnaire was designed using research-based qualities of effective teachers to increase the probability of determining highly effective applicants for principals to consider for an interview. A CMCSS programmer, HR personnel and experts from the external applicant management system coordinated plans to embed the questionnaire into the application system. The questionnaire was field-tested using a sampling of CMCSS educators. In June, the questionnaire became a required component of the CMCSS certified application process.

Next Steps:
- Full implementation of the Substitute Teaching Staffing program with expansion opportunities for transportation, child nutrition and nurses
- Continue to expand and analyze certified recruitment efforts and track the number of employees hired as a result of exposure from each university career fair
- Gather input from principals and newly hired teachers regarding the teacher selection questionnaire
- Conclude steps for simplifying and explaining the process of applying for a CMCSS position

Improve Efficiency and Effectiveness

- ***Prepare district technology for state assessments***

- ***Improve organizational efficiency through technology***

- ***Increase alternative funding sources***

- ***Continue implementation of energy efficiency initiatives***

- ***Assess and improve safety and security at all facilities***

Prepare district technology for state assessments

In an effort to streamline the testing process and increase each student's use and familiarity with technology, the state of Tennessee has committed to implementing online assessments for districts within the state. This will allow state assessments, including TCAP, to be administered, submitted, and scored through an online process.

CMCSS recognizes the importance of providing proper support and resources to staff and students in preparation for this progressive approach. As such, the Technology Department completed the upgrade of the fiber and wireless infrastructures. Specifically, the Technology Department's focus was working toward adequate network infrastructure to accommodate the high rate of traffic associated with large-scale online testing, and providing a sufficient number of computers to match the student count of the most populous grade level of any particular school, as required by state guidelines.

Next Steps:
- Increase computer-to-student ratio at each location to meet state requirements
- Provide additional technician support during periods of testing at each location

Improve organizational efficiency through technology

CMCSS is committed to efficiency and effectiveness in each area of the district, while supporting a culture of continuous improvement. The district understands that use of technology coupled with proper support will often contribute to an employee's opportunity to perform their duties to the best of their ability.

The CMCSS Technology Department continues to work closely with each department to evaluate existing hardware, software, and processes, and offer proactive solutions when applicable. During the spring 2014 semester, the Technology Department, in coordination with the Business Affairs Department, began the design of a new Professional Leave and Travel system and developed the online registration process.

Next Steps:
- Update design and functionality of school websites in cooperation with Communications Department

Increase alternative funding sources

Growth in alternative funding to date exceeds our baseline of $6.0 million by our target of $10.0 million new dollars. While we have experienced a good deal of success, there have been missed opportunities from which we continue to learn.

One of our strategies to help sustain our efforts and hopefully continue to increase alternative funding sources was to provide Grant Writing training to interested parties from each of the schools and departments. This was met with a great deal of success; and another session of Grant Writing training to be conducted this summer. Thirty CMCSS staff members are already enrolled for this session.

Funds previously budgeted in contract services for Grants research and writing will be used in FY 2014-15 to fund a Schools Data Analyst. This move is imperative to our sustainability efforts. This individual will be responsible for all testing and school level data analysis. We also expect to fund at least half of the district grant writing position.

Next Steps:
- Seek funding for grant writing position through grant funding
- Continue to build grant writing capacity at the school level by training staff members on grant writing
- Repurpose the grant committee to ensure grant opportunities pursued by the district meet both the district's needs and the unique needs of each school community

Continue implementation of energy efficiency initiatives

The Operations Department began the district's energy efficiency efforts in 2000 with the introduction of geothermal mechanical systems and implementation of Louisville Gas & Electric lighting upgrades. The work continued with the use of high performance building designs in all new construction which included ICF, geothermal, natural lighting, VRV mechanical systems, occupancy sensors, reflective roofing, and insulated precast paneling. In 2008, the District adopted Temperature Set Point, Building Opening/Closing, Kitchen Opening/Closing and School Bus Idling Policies. Due to full implementation of the policies in the 2009-2010 school year, CMCSS realized a utility savings of $500,994.66, despite the opening of two new buildings that increased the utility demand by an additional 400,000 square feet of air conditioned space. In 2012, the Vehicle Maintenance Department used grant funding to purchase and install 38 diesel engine preheaters to reduce idling and fuel expenses in the fleet. Since inception, the program has generated $653,838 in alternative funding sources, such as grants and incentives to underwrite the effort.

This year, the Operations Department secured $128,392 in alternative funding through the Energy Efficient Schools Initiative to further the effort. This was used to pay for certified energy manager training, energy data software training, as well as the purchase and installation of tools to evaluate building efficiency and direct future improvements. To date, the district purchased thermal imaging cameras, relative humidity monitors, sub meters, and mini environmental quality meters. The district also received, by incentive, five iPads that will be used for onsite and mobile analysis of data collected. Training on this equipment will begin in July 2014.

The Operations Department has used the TVA through local electric providers (CEMC and CDE) to conduct building energy audits. All nine schools located outside of Clarksville city limits were audited in the spring semester. In the upcoming year, audits will begin for the schools located within the city limits. These audits are performed at no cost to the district, but are valued at $30,000 per 100,000 square feet. Operations Department employees will shadow the TVA employees in preparation for future auditing to be completed by the operations staff. The Operations Department established an audit schedule to ensure audits of all buildings by the end of the 2016-2017 school year.

Over the last year, the Operations Department studied the use of propane-powered vehicles and light equipment and determined that there is a significant difference in cost of propane as opposed to diesel fuel. Thus, the district would be able to make a return on the additional cost of the propane-powered bus in less than seven years and provide more than $12,000 savings over the life span of a school bus. The district purchased and will begin using a propane-powered school bus in the 2014-2015 school year.

Next Steps:
- Complete install of all electric weather heater timers
- Continue to conduct TVA audits of all CMCSS buildings
- Install groundwater moisture sensors on sprinkler systems
- Deploy & Evaluate propane powered school bus
- Implement infrared camera and sub metering

Assess and improve safety and security at all facilities

The district desires to improve safety and security at all facilities by improving and auditing school security measures and also by implementing facility modifications to improve school security. There are several safety measures that are currently occurring on our school buses including the upgrading of school bus radios to a narrowband system to allow for a panic system and also school bus GPS improvements. These improvements provide for quick notification of emergency personnel. There is also ongoing research regarding facility improvements, along with implementation of the results from the Security and Vulnerability Assessments that were originally performed in 2008. Proximity Card Systems have been added at identified locations and the setup of school building audible alarm systems are occurring through the Technology Department. A Facility Key Control Policy has been developed along with the development of a policy for the standardization of interior school locking devices.

School Resource Officers (SROs) were provided at all Elementary Schools this year, on a rotating basis. These new SROs, along with the existing Middle and High School SROs helped identify a need for Standard Operations Procedures for SROs, which was developed and implemented successfully.

School Security Protocol Audits are ongoing with improved compliance noted. Yearly Tabletop Sessions are held at every school. Improvements have occurred with training during tabletops to show the importance of the immediate response after an emergency incident occurs (30 seconds). A School Incident Debrief Policy was also developed and implemented.

Next Steps:
- Continue to add additional Proximity Card Systems district-wide
- Continue researching safe and practical ways to improve our facilities
- Continue to implement school building audible alarm systems in all locations
- Continue to implement recommendations from school threat assessments, using Capital Projects as a funding source
- Continue improvements with school tabletop sessions to recognize trend data to easily represent the schools that are excelling and those that need improvement
- Develop a safety rating to represent each location
- Continue School Security Protocol audits in all locations; modify the procedure for the audit checklist to include all data from the Standard Operating Procedure for Safety Measures
- Continue the School Incident Debrief Policy guidelines with each district incident
- Upgrade District radio system
- Review & improve school bus safety and emergency evacuation procedures

Engage the Public in Support of Student Achievement

- ***Share district success stories with stakeholders***

- ***Improve parent and community connection to schools***

Share district success stories with stakeholders

The Communications Department has initiated the following tools and methods to address its strategic work goal of sharing district success stories with stakeholders:

- Web
  - www.cmcss.net features accolades and successful stories of students and staff, to include the State of the Schools Address in February
  - www.facebook.com/cmcssinfo provides stakeholders with pride points
  - www.cmcss.net/focus shows the good news of CMCSS

- District and Community informational forums
  - Back to School meetings with all employees by feeder group with Director and Senior Leadership Team: http://youtu.be/sTmg6D4d9uw
  - Communication Groups
    - ELL, Military, Special Education, Diversity, Parents, Teachers, Students
  - Public Meetings (School Board, County Commission, City Council)
  - Civic groups
  - School-based parent meetings
  - Community Consortium
  - Various media
  - Education Foundation
  - Partners in Education
  - End of year faculty and staff meetings, thanks and affirmation with presentation of a video and "I am the defining difference" buttons

- District/Focused Surveys to measure effort's success
  - Comparative data (2012 to 2013) shows fewer parents disagreed that they feel well informed about issues related to their child's school [2012, 24.4% disagreed (6,013 responses) while in 2013, 13.6% disagreed. (7,237)]

- 100% Graduation Committee
  - Communication updates
  - Event involvement: Get Motivated, Reality Check, Visiting Districts
  - National Presentations

- Leadership Clarksville Education Day
  - Featuring successes with personal experiences and interaction with school staff and students

- Leadership CMCSS –
  - Six half-day sessions for community leaders to get a better understanding of a variety of school issues, such as how federal education laws impact the district, how assessments provide educators a roadmap to improved student achievement, how zoning decisions are made and how budget priorities are determined, enabling these community leaders to become outspoken advocates for CMCSS

- Presence and Involvement in Community Activities
  - Rivers and Spires
  - Holiday window decorating

Using already established focus groups, and creating a new Continuous Improvement Committee to assess stakeholder input and create a brand that would ring true to constituents, there is an increase of pride in CMCSS and the community. Using data from NSPRA and focus groups within the system, action plans were developed to implement a new brand that could be embraced and owned by district employees, students, parents and the community. While still in its infancy, the implementation of CMCSS as The Defining Difference is having a positive impact in the way this community sees its schools. To communicate the meaning behind the tagline, the Defining Difference, implementation of this image rebranding has been carried out through:
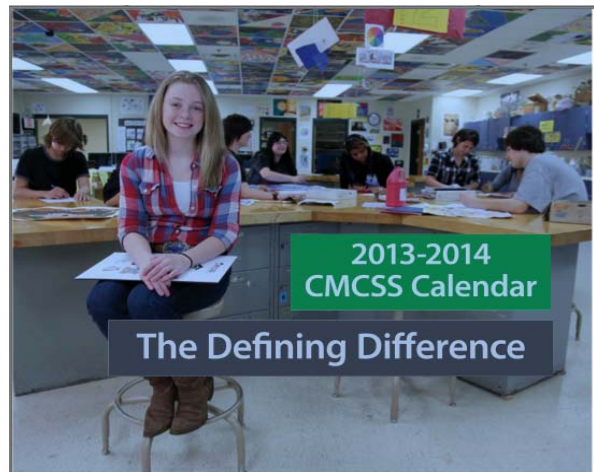
- New logo - http://www.cmcss.net/departments/communications/logo.aspx

- District's electronic newsletter - https://www.cmcss.net/newsletter/20130405.pdf

- School calendar - http://www.cmcss.net/documents/pdf/calendars_201314/1314.pdf

In a Focus video, Dr. Worthington explained "The Defining Difference."
http://youtu.be/52cwb-i4MOg

Next Steps:
- Beginning work on school video for Back to School Presentations, August 2014, with the stories of staff and parents who are making a difference in students' lives
- Create a series of videos, starting with Back to School Presentations (August 2014) with the stories of staff and parents who are making a difference in students' lives
- Provide media with stories which support how CMCSS schools are creating "The Defining Difference" for students
- Continue work on website to provide examples of success stories in our schools

Improve parent and community connection to schools

A Department of Defense Education Activity four-year grant, jointly awarded to CMCSS and Christian County, KY schools in September, allows CMCSS to focus on parent engagement with a particular emphasis on military-connected students. This work, which will benefit students and parents in both districts, will address issues regarding transition challenges for students and seek to increase parental connections with their children's academic experiences. Each district has appointed a Parent and Volunteer Engagement Specialist who will work closely with Ft. Campbell school liaison officers to address issues affecting the military-connected students and their families.

CMCSS will measure its success in two ways: an increase in the numbers of parents with passwords to access PowerSchool, the student information system; and an increase in the number of engagement experiences parents have with CMCSS schools.

To increase PowerSchool usage, the Communications Department worked with Technology to reach parents with email addresses who do not yet have parent passwords. The direct email invited parents to go to a link and provide secure information to receive a password to access their child's academic information. Since Oct. 31 there were 14,297 students with one or more parent/guardian accounts. Since then, we have seen an increase of 1,254 parents sign up. Other strategies to increase parent participation in PowerSchool and engagement include developing a mobile unit that would reach parents in non-traditional methods. The Parent and Volunteer Engagement Specialist works with local industries to visit parents while on the job. The Parent and Volunteer Engagement Specialist answers parents questions about the district, brings concerns to the attention of the appropriate district staff, and assists them with creating a PowerSchool account. Parents who typically do not participate in school programs and activities due to non-traditional work schedules or other life circumstances will be able to be engaged in their child's education.

The logo below was developed to bring recognition of the district's effort to increase parent engagement.

Parents will receive information about this initiative at the beginning of the school year.

Connect U!
Connect U! is a network of classes and workshops designed to increase parental involvement. The classes and workshops equip parents with the tools and resources to help support their student's academic achievement. The Engagement Specialist is developing several workshops that will provide parents with the tools to better support their child's academic success and provide tips on implementing healthier parenting. The Parent and Volunteer Engagement Specialist communicates with faculty members from The University of Kentucky to help facilitate many of the workshops.

Parent Ambassadors

Each school may assign an Ambassador whose purpose is to help parents become more involved and better informed. Parent Ambassadors participate in workshops designed to teach them how to navigate the school system. These workshops address issues in which parents have less understanding or may receive inaccurate or incomplete information. Parent Ambassadors share the information learned with other parents and families, using various communication tools, including facilitating workshops in their own communities.

Volunteer Coordinators

Greater opportunities for engagement were developed in each school through the assignment of Volunteer Coordinators. Volunteer Coordinators were asked to perform a needs assessment to first determine the true needs of the school. As a result of the assessment, volunteer opportunities were established, creating more meaningful volunteer opportunities in the schools.

Volunteer Portal

A volunteer portal was developed and is currently live on each school website. Volunteers can now view all volunteer opportunities district-wide and can select which volunteer opportunity they wish to participate in and/or school in which they wish to volunteer.

School Information Coordinators

School Information Coordinators are assigned at each school to streamline the parent-school communication process. School Information Coordinators are responsible for posting volunteer opportunities to the volunteer portal and for communicating school news via the school website.

Online Summer Registration Days

Summer online registration days will be available to help ease the transition for all families, particularly military families living out of state and transferring to CMCSS. One staff member per school has been assigned to gather and process online registrations. If pertinent information is omitted, this staff member will contact the family and request the missing information.

Outreach

In an effort to achieve 100% parent utilization of PowerSchool, the Engagement Specialist will participate in various outreach events throughout the community to offer parent sign-ups and share school information. The Engagement Specialist will participate in the Newcomers Fair on Ft. Campbell monthly to provide pertinent information regarding CMCSS and student registration Information. Site visits to local industries are also planned in an effort to reach our parents who work second or third shifts.

Parent Engagement Webpage

A parent engagement webpage is currently under development to provide parents with an additional location to tap into resources that can help them better support their student's success. Resources will include a road map to Common Core and other educational resources, such as Khan Academy and Kuder Navigator.

Next Steps:
- Survey parents at beginning of school year to capture information about technology access and disaggregate data to determine schools in need of technology
- Continue participation in community outreach to share information about our schools and assist with PowerSchool sign-ups
- Continue training of Parent Ambassadors and Coordinators for Fall 2014
- Survey parents at beginning of school year to capture information about technology access. Disaggregate data to determine how to provide technology support
- Develop mobile website for CMCSS to provide parents with better access to information
- Implement Connect U!