



2015-2016
End of Year Review of
Strategic Work

June 2016



End of Year Review of 2015-2016 Strategic Work

<i>Foreword</i> _____	3
<i>Improve Student Achievement</i> _____	6
Implement Tennessee Education Standards in English/Language Arts and Mathematics _____	7
Expand existing college and career academies in high schools _____	9
Refine assessment practices to align with TNReady implementation _____	12
Refine Response to Instruction and Intervention K-5 and expand middle school implementation _____	14
<i>Maximize Employee Capacity</i> _____	17
Analyze recruitment and retention efforts for all employee classifications _____	18
Expand substitute staffing program _____	22
Promote employee and student health and wellness _____	24
<i>Improve Efficiency and Effectiveness</i> _____	27
Improve organizational efficiency through technology _____	28
Begin transition to digital blended learning _____	29
Develop software solution to automate stipend pay _____	31
Seek alternative funding to align with district work _____	32
Continue district security upgrades _____	33
Expand energy efficiency efforts _____	34
<i>Engage the Public in Support of Student Achievement</i> _____	35
Increase parent engagement _____	36
Align community resources with district work _____	39
<i>Student Achievement Data</i> _____	40

Foreword

The Clarksville-Montgomery County School System (CMCSS) is dedicated to providing a quality education for all students. The mission to ***educate and empower all students to reach their potential*** is evident in the increased efforts and progress toward the district's vision that ***all students graduating from high school will be college and/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 a culmination of data gathered throughout the year. Data are gathered in a variety of ways to include school visits, communication group feedback, and other stakeholder feedback opportunities. The purpose of gathering this information is to provide district leaders with the necessary information to redirect or continue strategic work.

Clarksville-Montgomery County School System: Who We Are

- The district has grown by approximately 560 new students this year. There are currently 39 schools throughout the district; these include 24 Elementary Schools, 7 Middle Schools, 7 High Schools, and 1 Middle College.
- Montgomery County, Tennessee has a population of over 193,000, while CMCSS has an enrollment of over 32,400 Pre-K through 12th grade students. The ethnic make-up of the student population is 54.9% White, 23.0% African-American, 11.7% Hispanic, 2.2% Asian/Pacific Islander, 0.3% Native American, and 7.9% Multiethnic.
- CMCSS is the second largest employer in Montgomery County with over 4,700 certified, classified, administrative, and substitute employees.
- Fifty-seven different languages are spoken throughout the district, and 4.2% of the total student population is limited in English language proficiency.
- Almost 50% of the student population meets the criteria to receive assistance from federally funded programs offering free and reduced meal cost.
- Currently, students with disabilities make up 14.9% of the student population. CMCSS offers education services for special needs students from ages three to twenty-two.
- CMCSS student population consists of 25.3% military dependents.

CMCSS 2015-2016 Strategic Work Overview

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.



Improve Student Achievement

- Implement Tennessee Education Standards in English/language arts and mathematics
- Expand existing college and career academies in high schools
- Refine assessment practices to align with TNReady implementation
- Refine Response to Instruction and Intervention K-5 and expand middle school implementation

Maximize Employee Capacity

- Analyze recruitment and retention efforts for all employee classifications
- Expand substitute staffing program
- Promote employee and student health and wellness

Improve Efficiency and Effectiveness

- Improve organizational efficiency through technology
- Begin transition to digital blended learning
- Develop software solution to automate stipend pay
- Seek alternative funding to align with district work
- Continue district security upgrades
- Expand energy efficiency efforts

Engage the Public in Support of Student Achievement

- Increase parent engagement
- Align community resources with district work



Improve Student Achievement

- *Implement Tennessee Education Standards in English/Language Arts and Mathematics*
- *Expand existing college and career academies in high schools*
- *Refine assessment practices to align with TNReady implementation*
- *Refine Response to Instruction and Intervention K-5 and expand middle school implementation*

Implement Tennessee Education Standards in English/Language Arts and Mathematics

CMCSS continued the first semester implementation of TN State Standards in ELA and Math during the second semester of the 2015-2016 school year. The table below shows the transition timeline for standards over the last several years. This is the 3rd set of standards teachers have taught in the last 7 years, which necessitated instructional shifts.

2013-2014	2014-2015	2015-2016
K-2 100% CCSS 3-11 curriculum guides reflected TDP standards, dropped SPIs and CCSS correlations where applicable.	K-12 100% CCSS All applicable subject areas were 100% CCSS with focus on ELA and math shifts. All testable TDP SPIs embedded into curriculum guides at appropriate locations.	K-12 100% TN State Standards TN State Standards will be the only standards used for instruction and assessment. All TDP SPIs have been removed from curriculum guides.

The State Department of Education released curriculum blueprints during the 2014-2015 school year. These blueprints outlined what standards would be addressed, how much of the assessment would be aligned to each standard and during which subsection of the TNReady test each would be assessed. Curriculum guides were aligned to the state blueprints to ensure standards were addressed and resources continued to be identified to embed into the CMCSS Curriculum Navigator.

The CMCSS Curriculum Navigator houses curriculum documents and resources for teachers. Parents can also access the Navigator to view an outline of the course standards by unit.

Teachers and administrators were trained throughout the summer of 2015 to prepare for the shifts in ELA and math. The most significant instructional shifts in math were the expectation for students to be able to show their conceptual understanding through open-ended math problems. In ELA, the most significant instructional shift was the expectation for students to be able to cite evidence from reading passages in both written and multiple choice formats to show an understanding of information and/or to produce new knowledge in ELA.

Teachers and administrators were offered professional development opportunities, both during and after the school day throughout the first and second semesters to support this shift. Principal professional development was focused on supporting the instructional shifts needed to ensure productive planning sessions and standards based instruction and assessment in classrooms.

Based on the state's decision to make minimal changes to the TN State Standards for the 2016-2017 school year, minimal changes to next year's scope and sequence documents were necessary. To determine any needed changes, CCTs used surveys to gather input about the current curriculum and

pacing guides from teachers and administrators throughout the spring. The feedback was then used to work with groups of teacher leaders in each subject area to refine scope and sequence documents as needed.

Next Steps:

- Continue to provide professional development on effective teaching strategies that will lead to student mastery of the TN State Standards
- Support teachers as they work to embed writing into daily instructional routines
- Work with teachers to create more authentic writing assignments and assessments throughout the school year
- Continue to add resources to curriculum guides for teachers
- Continue to support schools with preparation for Part I and II of TNReady in February and April/May
- Begin development of model lesson plans on focus standards

Expand existing college and career academies in high schools

College and Career Academies continue to grow within CMCSS.

Academy	16-17 Projected Enrollment	15-16 Enrollment	14-15 Enrollment	13-14 Enrollment
Clarksville HS Business and Finance	273	201	126	57
Kenwood HS STEM	186	222	167	82
Montgomery Central HS Plant and Animal Systems	238	180	120	50
Northeast HS Computer and Game Programming Technology	193	141	88	28
Northwest HS Health Science	253	178	106	51
Rossview HS Media Arts and Technology	232	157	92	46
West Creek HS Criminal Justice and Homeland Security	268	194	119	52
Total	1,643	1,273	818	366

All Academy teachers were afforded the opportunity to participate in an externship within a business/industry aligned to their career theme during the summer of 2015. Participation in these externships allowed teachers to engage in real-world experiences related to their respective academy themes and encouraged teachers to bring those experiences back into the classroom as standards-based challenges for their students. The CMCSS communications department worked with Rossview High School's Academy of Media Arts and Technology to create a Focus Video showcasing both the teacher externship and the student challenge associated with that experience. The video can be reviewed at <http://cmcssfocus.net/career-academies/>. Other videos from the 15-16 school year include CHS Academy Learns About the Cattle Business; MCHS Academy Grass Challenge and NEHS Army Cyber Warfare Brigade Visit.

Externships for summer 2016 have been scheduled with 27 teachers participating:

CHS – CMCSS Business Affairs Department

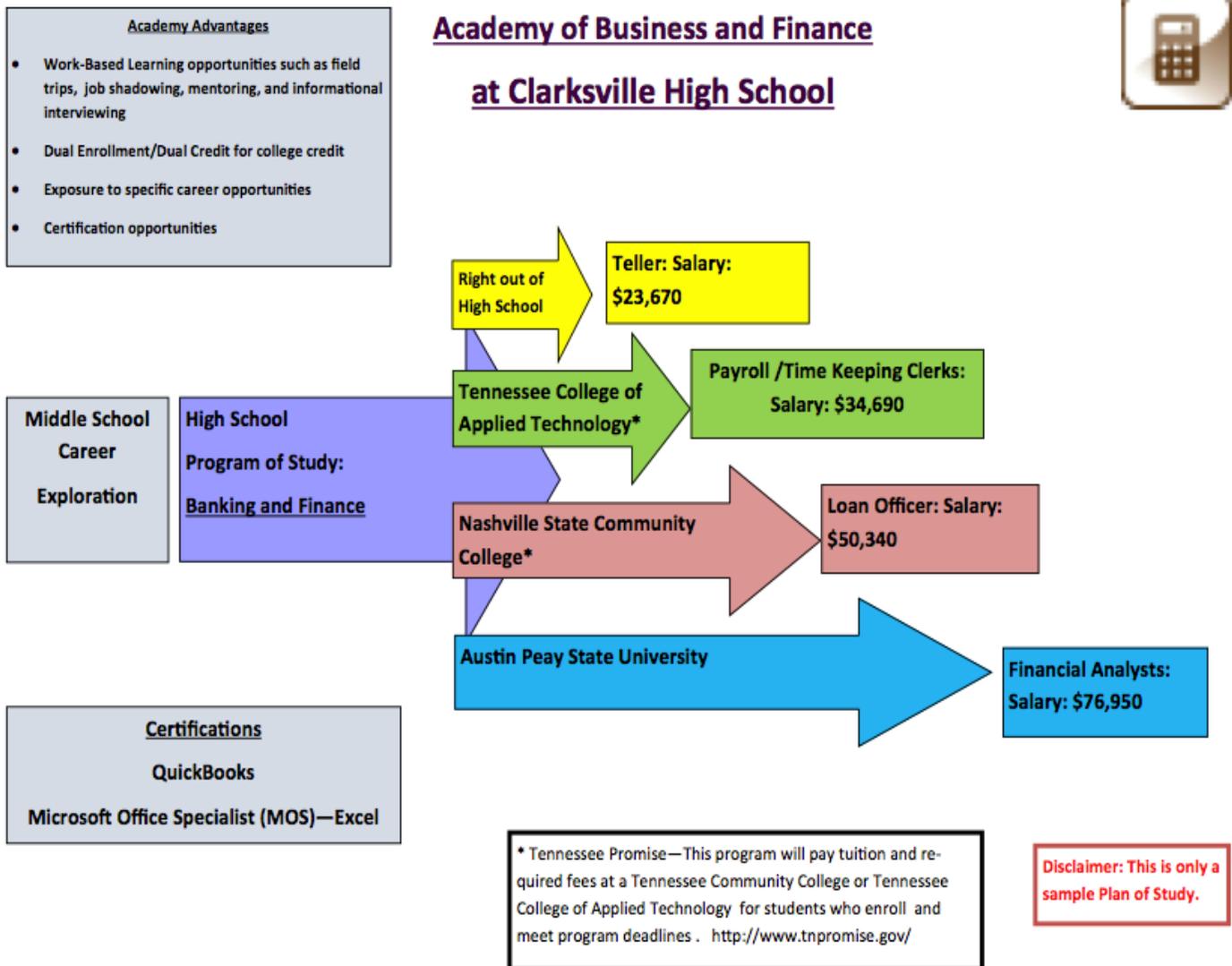
KHS – Clarksville Department of Electricity

MCHS – Heavenly Hollows Wildlife Farm/Sandy Fussell Livestock

- NEHS – Clarksville Regional Airport
- NWHS – Montgomery County EMS
- RHS – Brand Imaging Group (Nashville)
- WCHS – Montgomery County Sheriff’s Office (SRO Unit)

Administrator PLCs took place in order to support academy administrators with leading their academies. A significant portion of the PLCs focused on determining each Academy’s current state within the district’s 5-year master plan for college and career academies. The majority of PLC time was devoted to ensuring that all academies were continuing to align themselves to business and industry partners in the community. Much focus was given to Academy Advisory Boards and their usage within Academies. This focus was evident during the 8th grade Career Day on November 18th and 19th as many of the businesses and industries represented were members of academy advisory boards. Each Academy has an Advisory Board that meets at least one time per semester.

A map of potential pathway options for students in the Academy of Business and Finance has been created.



Attention was also given to foster each Academy administrator's ability to lead planning sessions with teachers focused on quality cross-curricular standards integration leading to real world applicability of challenges. Administrators shared best practices when supporting teachers in conversations around planning the integration of their content areas through creation of relevant driving questions related to the respective career.

In order to prepare for 8th Grade Academy Information Sessions in the spring, all informational materials were revised with the most up-to-date information for the 2016-2017 school year. Student spotlights were added to the informational video and reworked pathways and applications were added to the brochures.

The following summer camps will take place during the summer of 2016. They were developed by Academy students for elementary and middle school students.

KHS STEM Camp MCHS AG Camp NWHS Medi-Camp RHS Create Camp

Next steps:

- Integrate, purposefully and intentionally across appropriate subjects in years 1-3
- Meet academic targets at or above school population, including ACT
- Graduate seniors with real world experiences and certifications aligning with their Academy theme
- Create post-secondary plan for seniors by graduation; begin working on individualized post-secondary plans for students in grades 9-11
- Use 1:1 devices appropriate to student learning
- Strengthen current relationships and build new community partnerships

Refine assessment practices to align with TNReady implementation

The State of Tennessee shifted assessment expectations for ELA and Math beginning with the 2015-2016 school year. The new assessment is TNReady and was to be administered in two parts. Part I was administered in February and was focused on writing and math tasks. Part II was to be administered in April/May and was to be comprised of selected response items. Students were expected to complete TNReady online via a computer. The reasons for this shift to TNReady are to ensure students have an opportunity to connect learning to real-world problem solving situations, and to develop skills that are in line with college and work expectations. Due to logistical and technology issues with Measurement Incorporate, Tennessee was only able to administer the TCAP End of Course assessments in high schools. Grades 3-8 did not participate in Part II.



Assessment items were to be more rigorous and require more technical skill than in the past. CMCSS ensured that district curriculum guides aligned with state blueprints. The released blueprints delineate what standards are being assessed on Part I and Part II and how much of the test time each component of the test was comprised. In addition to aligning the curriculum guides, there was a focus on ensuring teachers had assessment items available that aligned to the Tennessee State Standards. The CMCSS Curriculum Navigator was updated and assessment resources were added that aligned to the standards.

The district provided teachers professional learning opportunities and a wide variety of resources to allow them to get familiar with TNReady like items. In addition to the item sampler curriculum guide supports, there have been numerous additional district and school-level supports provided to support these instructional shifts.

Additional District Level Supports

- Shared TNReady overview and updated curriculum guides with administrators and academic coaches in May 2015
- Training focused on deconstructing standards, aligning teaching practices with new standards, and creating assessments made available to teachers during the summer of 2015
- Curriculum consulting teachers provided content support during weekly and monthly Open Labs after school hours and collaboration during school hours

- Monthly professional development conducted for administrators and academic coaches
- Additional support for teachers provided through PLCs, Just-in-Time Trainings, and building level collaborative planning sessions
- Created and administered district benchmarks in November 2015

Additional School Level Supports

- Teachers participated in weekly collaborative planning sessions to create assessments, deconstruct standards, and plan units of study supported by administrators and academic coaches
- Teachers afforded extended planning sessions to focus on unit planning
- Schools shared assessments and unit plans with one another which were loaded into CMCSS Curriculum Navigator

Due to the tests being online for the first time, the district has worked to ensure that schools are prepared to support the technological needs of students and teachers. Trainings have been provided to assist administrators and teachers with accessing online state assessment creation/practice tools. The state has released the online item sampler tools and practice tests (MICA and MIST). Each of the tools was shared with schools to support teachers and students with preparing for the shift to TNReady.

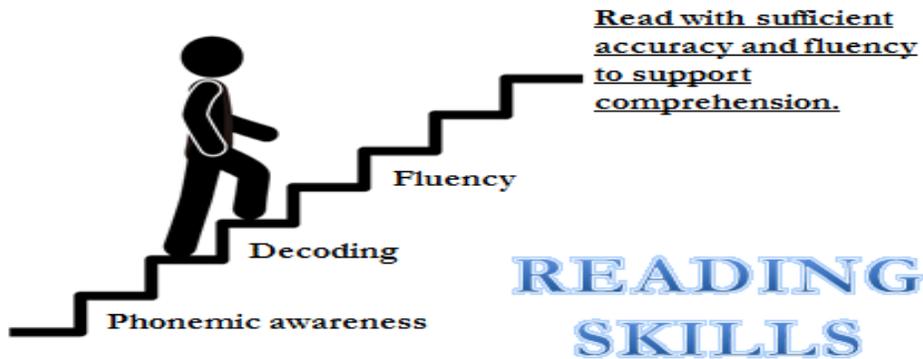
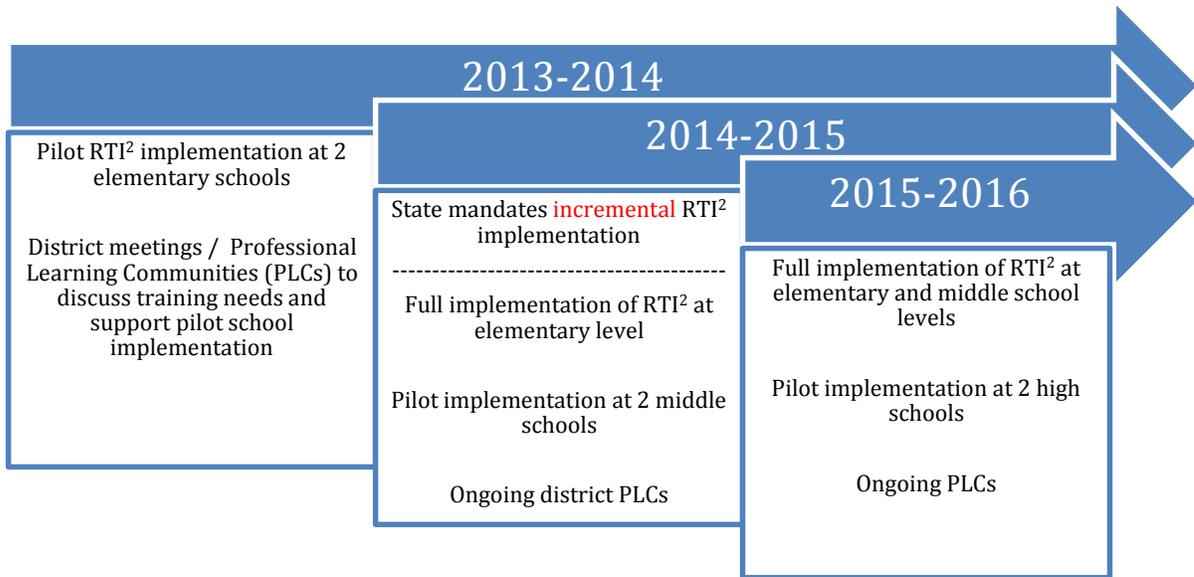
Next Steps:

- Adapt assessments processes to align with the new assessment provider once the state has identified the provider
- Continue to build assessment resources with teachers
- Continue to refine district benchmarks and curriculum guides to meet school needs
- Deliver timely professional development to administrators, academic coaches, and teachers focused on the expectations of TN Ready
- Continue to provide support to teachers both during and after school hours to build content knowledge plus planning and assessment assistance
- Continue to work with schools to develop state assessment schedules that guarantee minimal learning disruptions while testing in February 2017 and April/May 2017
- Begin development of model lesson plans on focus standards

Refine Response to Instruction and Intervention K-5 and expand middle school implementation

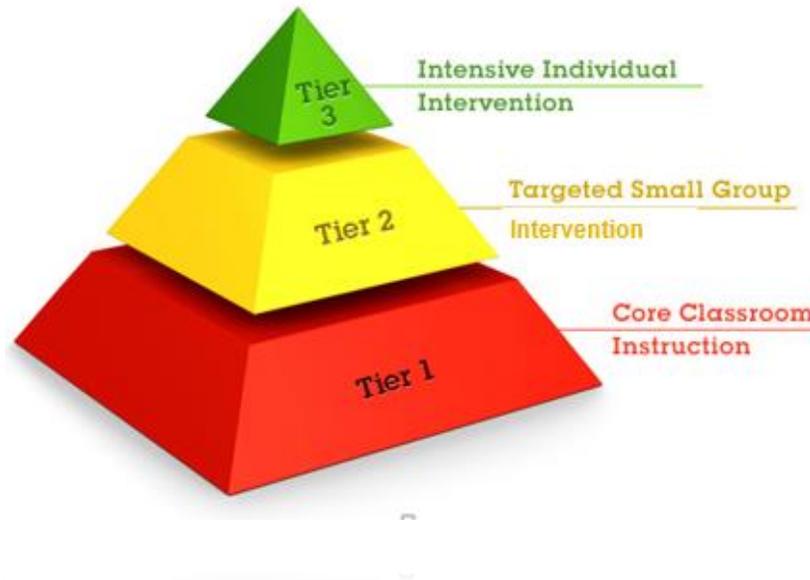
The purpose of Response to Intervention and Instruction (RTI²) is to identify students with skill gaps in math and reading and provide interventions that will help ensure those students can be successful in the general education classroom.

The district began RTI² during the 2013-2014 school year with two pilot schools. In 2014-2015, following state guidelines, the district fully implemented RTI² across all CMCSS elementary schools. In addition, two middle schools piloted RTI², which afforded CMCSS an opportunity to plan next steps for the 2015-2016 school year. During the 2015-2016 school year, all elementary and middle schools implemented RTI². Two high schools also piloted RTI² to assist with planning for full implementation in fall 2016 at all levels.



Improving Instruction for ALL and Intensifying Intervention

All students in elementary school and middle school were assessed with a universal screener called Pathdriver. Based on data from the universal screener, students were identified for areas of deficit and grouped according to the pyramid structure shown below.



RTI² (Response to Instruction and Intervention) Three Tiers of Support

The district focused on supporting all elementary and middle schools engaged in RTI² throughout the year. PLCs were held, for administrators and academic coaches, to support their leadership of RTI² within each building. During these PLCs, research based best practices were shared among schools. The success and failure of previous experiences and intervention strategies were also shared. In addition, processes needing refinement from Year 1 to Year 2 were addressed. PLCs also included a sharing of strategies that could be used to increase the quality of Tier I instruction along with ways to refine skill intervention strategies for Tiers II and III.

Attention continued to be given to assisting schools with monitoring student progress as skill deficits were identified and addressed. Resources were developed and shared during PLCs to support schools with documenting and monitoring student progress through tiers

Two high schools piloted RTI² during the 2015-16 school year. These schools created master schedules that would allow students to earn credits for high school graduation while also meeting the state mandated time requirements for each Tier of intervention. An Early Warning System that included multiple data points, both academic and behavioral, was refined for identification of students who might benefit from interventions in math and ELA.

Because RTI² at the high school level can involve both standards-based and skills-based remediation, pilot schools vetted multiple resources for use in each Tier, including Read180, English 3D, Study Island,

Achieve3000, TenMarks and Academy of Math and Reading. Feedback about resources and data tracking systems in order to formulate district wide expectations for the 2016-2017 school year was gathered and analyzed.

Next steps:

- Continue to support schools with explicit and differentiated instruction of standards in Tier 1
- Continue to support teachers with the development of interventions to address student skill deficits
- Continue technical support to schools
- Continue to develop differentiated professional learning activities for schools based on their specific needs
- Provide specific supports to elementary and middle schools as they improve implementation of RTI² within their buildings (i.e., schedules, strategies, data chat protocols, etc.)
- Provide transition support to high schools as they begin implementation of RTI² in 2016-2017, including professional development for intervention teachers
- Continue to research best practices for strategy intervention
- Continue to add appropriate resources to the Intervention Data Base used by teachers for planning interventions in classes

Maximize Employee Capacity

- *Analyze recruitment and retention efforts for all employee classifications*
- *Expand substitute staffing program*
- *Promote employee and student health and wellness*

Analyze recruitment and retention efforts for all employee classifications

Certified Employee Recruitment

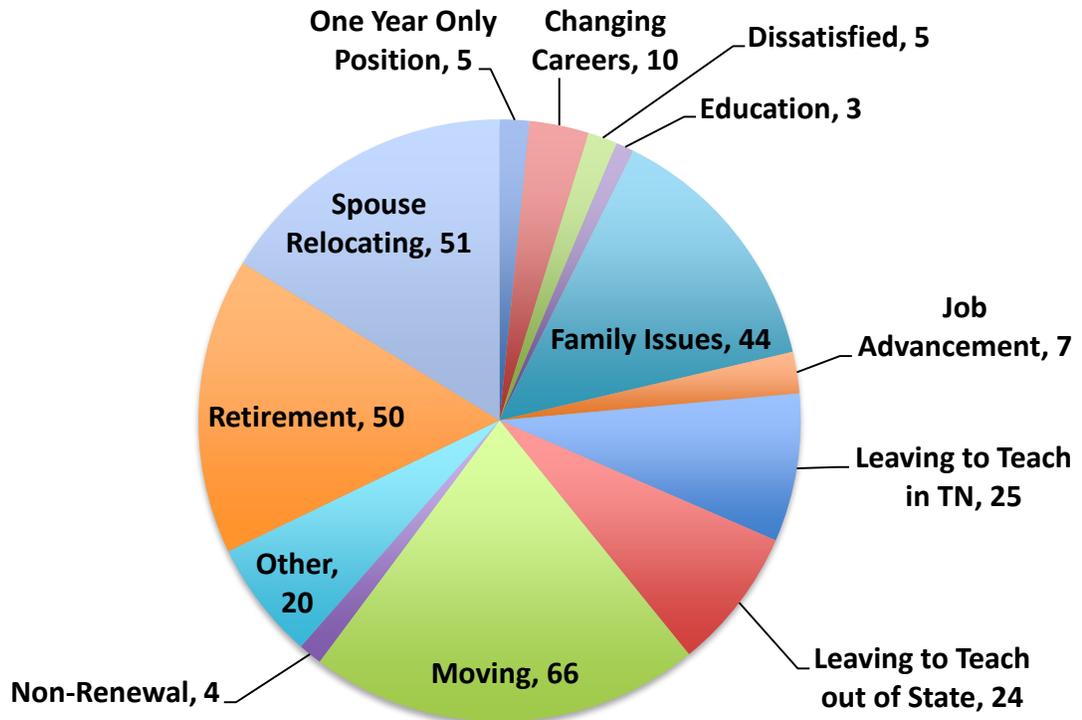
Classroom teachers, assistant principals and principals assisted in representing the Clarksville-Montgomery County School System (CMCSS) with local, regional and national recruitment events. Following each career fair, personnel contacted each potential applicant to share our appreciation for visiting the CMCSS booth, and to offer support with the application process.

Date	University	Number of Potential Candidates
9/18/2015	APSU Residency	98
9/30/2015	University of TN, Martin	7
10/23/2015	Western Kentucky	35
11/13/2015	Murray State	16
12/7/2015	Austin Peay	40
12/9/2015	Middle Tennessee	11
2/4/2016	Alabama A&M	13
3/1/2016	Vanderbilt	12
3/3/2016	University of TN, Chattanooga	8
3/3/2016	University of TN, Martin	14
3/7/2016	Univ. of IL, Eastern IL Univ.	39
3/9/2016	University of TN, Knoxville	25
3/15/2016	Murray State	27
3/15/2016	TN Technological Univ.	32
3/17/2016	Union University	15
3/22/2016	University of Kentucky	14
4/1/2016	Western Kentucky	22

Date	University	Number of Potential Candidates
4/6/2016	Nashville Area	51
4/11/2016	Central Michigan	24
4/12/2016	Univ. of Southern IN	26
4/12/2016	Michigan State	18
4/13/2016	Western MI	13
4/13/2016	Bluffton Univ., OH	10
4/14/2016	Ohio Univ.	10
4/18/2016	Minneapolis, MN	16
4/20/2016	TCID – IN	41
4/29/2016	Austin Peay	18
5/4/2016	Middle Tennessee	7

Certified Employee Retention

Each school was visited to gather input from certified employees regarding reasons for continued employment with CMCSS. Additionally, exit interview data was collected from certified employees, as they have returned their computers. The retention rate for the 2015-2016 school year, will be calculated in August 2016. The 2014-2015 overall certified employee retention rate was 86.3%, and the newly hired teacher retention rate was 75.7%. The chart below indicates the separation reasons, as indicated on each employee's resignation form.



Next Steps:

- Track the effectiveness and observation scores of teachers hired by university
- Analyze retention rate data of certified employees and compare to the national average
- Compare attrition rate of employees hired locally to those hired from another state
- Expand the applicant pool for certified positions, with an emphasis upon difficult to fill areas
- Form a continuous improvement team to explore strategies to improve retention efforts

Classified Retention

The classified retention rate for the 2014-2015 school year, was 85%. Documentation indicated that 317 new classified employees were hired, and 169 resigned between July 1, 2015 and May 31, 2016. The retention rate for the 2015-2016 school year will be calculated at the end of August 2016.

Classified Recruitment

The continued focus for classified recruitment in 2015-2016 was maintaining partnerships with community employers with a focus on attendance at local job fairs. See table below:

JOB FAIR LOCATION	DATES ATTENDED
Goodwill	5/29, 7/7, 7/16, 8/11, 10/6, 10/27, 11/24, 1/19, 4/5, 5/3
Career Center	5/27, 6/23, 10/1, 11/5, 12/3, 1/28, 1/29, 2/24, 3/29, 4/21
Ft. Campbell	6/17, 9/10, 4/7
Austin Peay State University	2/29
Daymar Institute	3/18

Next Steps:

- Monitor applicant pool for current, completed applications
- Evaluate effectiveness of community job fairs
- Analyze turnover rates for each job area
- Partner with transportation personnel to support recruitment and retention efforts
- Continue annual market analyses for identified classified positions

Expand substitute staffing program

During the 2015-16 school year, 433 new substitutes have been hired and trained. The district continues to average approximately 400 active substitutes. The fill rate for the 2015-16 school year was 97.9%. This is on target with the program's three-year projections.

2015-16	Fill Rate
Overall	97.9%
SpEd Assistant	96.7%
Teacher	98.1%
Nurse	100%

Next Steps:

- Build and maintain 500-600 substitutes on roster in order to meet the absence volume and district needs
- Improve fill rate to 99% for the 2016-2017 school year

Substitute Training Opportunities

During the 2015-16 school year, the Substitute Program expanded training to online opportunities in order to increase the accessibility for all subs. One training included instruction on how to appropriately use existing technology in the classroom.

Throughout the year, trainings were offered over various special education areas of need. Specifically, during the second semester, the staff conducted a site-based training focused on special education accommodations vs. modifications. The Substitute Program staff partnered with the district level special education department when designing and planning the content shared during the training.

Next Steps:

- Conduct CPI training with identified substitutes with potential to fill long term SPED Assistant/SPED teacher placements
- Provide follow-up sessions of previously successful trainings in order to reach a wider population of our substitutes

Substitute to Permanent Transition

Aug 2014-May 2016	Classified	Certified
Subs Hired	144	158

At the end of the 2015-16 school year, 302 substitutes were hired into full-time positions across the district since bringing the program back in house. These positions include teachers, educational assistants, bus drivers, bus aides, and administrative assistants. The ability to train substitutes for future job opportunities, while working in a sub position, has allowed the district to utilize the sub pool as a powerful recruitment tool.

Next Steps:

- Expand recruitment efforts to address high need positions
- Develop additional training opportunities focused on required skills
- Expand Substitute to Permanent recruitment and targeted training opportunities for harder to fill positions such as SpEd assistants

Promote employee and student health and wellness

CMCSS employees are valuable assets, and protecting their health is essential to the academic success of students. CMCSS has established several wellness programs to make the school system a healthier worksite and promote the health of employees. The Onsite Employee Health and Wellness clinic continues to provide high quality, inexpensive health care services to employees and families of Montgomery County and Clarksville Montgomery County School System. Patient experience and satisfaction remain a high priority, and feedback continues to be positive. The clinic has effectively implemented the Strive to Thrive wellness program. The program is 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 patients. The Onsite Employee Health and Wellness Clinic is exploring new electronic health record software to increase patient interaction, and improve patient care, efficiency, and patient outcomes.

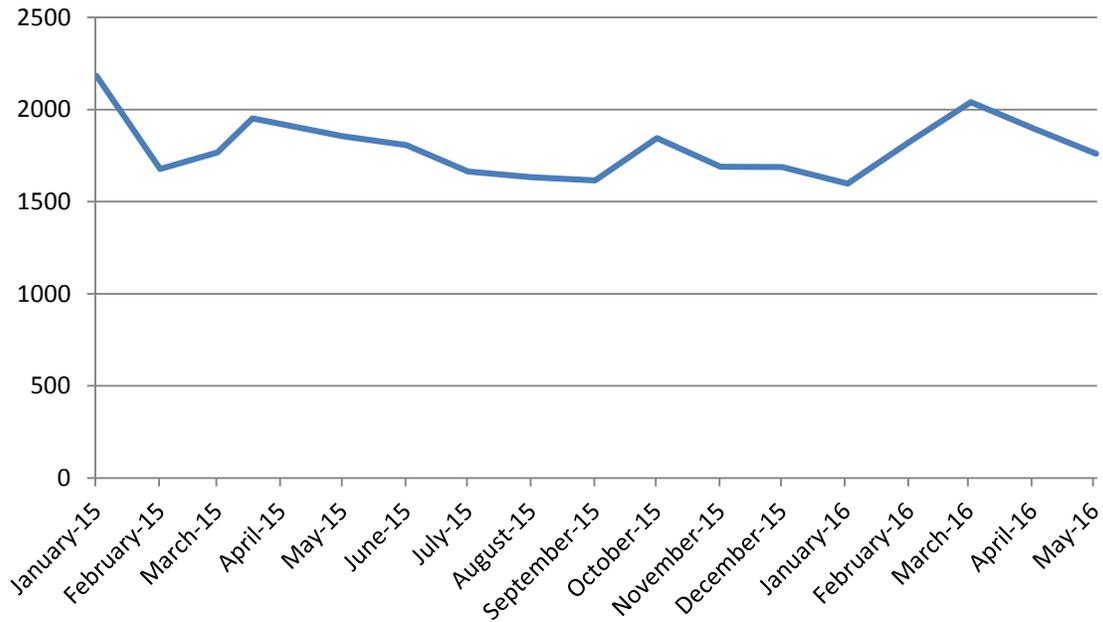
During the 2014-15 school year, the Clarksville Montgomery County Employee Insurance Trust launched a worksite wellness representative program in an effort to promote employee wellness initiatives within CMCSS. During the 2015-16 school year, CMCSS employees participated in the following wellness events: Hold the Stuffing Challenge, Triathlon, 8 Week Road Race Challenge, and a Kickball Tournament. The wellness representatives are responsible for communication of the wellness program, advocate and support health, promote participation in events, and facilitate activities such as walking groups, stress management education sessions, and healthy eating events. The program will continue in August 2016 for the 2016-2017 school year. Recently obtained wellness and employee satisfaction survey data has enabled the district to identify new opportunities to drive participation in health promotion activities. The following graphic depicts all the components of the district's wellness program:



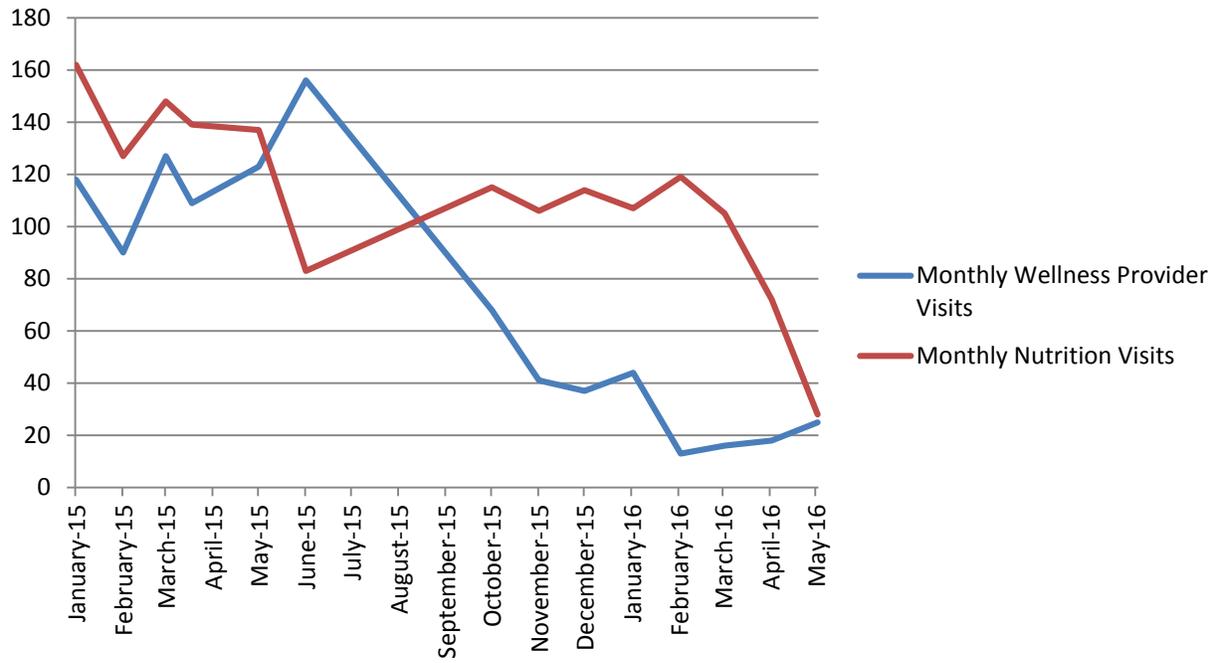
Next Steps:

- Continue support for employee wellness by implementing new programs and events
- Promote and facilitate voluntary Biometric Screening events that measure blood pressure, blood glucose, body weight, cholesterol, etc.
- Facilitate employee education about healthy living, such as smoking cessation, nutrition, stress management, illness prevention, and medical self-care
- Continue to establish partnerships with community fitness and wellness businesses to increase accessibility
- 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
- Highlight and promote existing employee wellness programs in individual schools

2015-2016 Total Clinic Volume



2015-2016 Wellness Program Volume



Improve Efficiency and Effectiveness

- *Improve organizational efficiency through technology*
- *Begin transition to digital blended learning*
- *Develop software solution to automate stipend pay*
- *Seek alternative funding to align with district work*
- *Continue district security upgrades*
- *Expand energy efficiency efforts*

Improve organizational efficiency through technology

The Technology Department continues to work closely with each department to evaluate existing hardware, software, and processes, and offers proactive solutions when applicable.

During the summer and fall 2015 semester, the Technology Department coordinated an upgrade to the PowerSchool grade and attendance system, released the District Web Calendar to display school and district events in a user-friendly interface, implemented a new security camera system in 14 schools, and conducted the installation, configuration, and support of hardware and software associated with increased online testing.

During the spring 2016 semester, the CMCSS Technology Department partnered with two high schools to pilot two potential vendors to provide online school visitor check-in and management. One vendor was selected based on the results from the trial period, and the system will be implemented in every district school beginning with the 2016-2017 school year.

An online system was developed to allow scheduling and notifications of safety inspections for each school in cooperation with the CMCSS Safety/Risk Management Department. The initial release is in testing and will be available to district users for the 2016-2017 school year.

The new security camera system was completed in each middle and high school in the district, and expanded to include eight elementary schools. The implementation into the remaining schools will continue during the following school year as funding allows.

The technology also improved efficiency within the department, putting in place a centralized system to facilitate the automation of tasks that are performed on a regular basis (i.e. loading or updating employee data from one system to another).

Next steps:

- Implement visitor check-in and management system in each school for 2016-2017 year
- Installation of new security camera system in remaining elementary schools as funding allows
- Continue to work with each department to ensure continued and improved organizational efficiency

Begin transition to digital blended learning

Digital blended learning is classroom practice in which students learn using both digital content and tools found online and teacher-led instruction and/or coaching to improve student achievement. In digital blended learning, there is some element of student control over time, place, path, and/or pace that is provided using digital content and tools. Digital and traditional learning activities are thoughtfully and intentionally designed and connected within a course or subject to provide students an integrated learning experience. Specifically, this blended approach will result in an increase in student engagement, allow for personalization of learning, and enable students to be more college/career ready. In addition, this approach will increase access to current curriculum, allow for adaptable interventions, and align with the new state assessment platform. TNReady requires students to take assessments via the computer during the spring semester. In preparation for this shift, CMCSS began developing a plan for increased technology resources for the 2016-2017 school year.

Below is a visual model of a digital blended classroom approach:

Digital Blended Learning



Progress Made Towards DBL

- Textbooks and technology budget were blended to acquire additional technology
- Administrators, academic coaches and teachers were trained on research based best practice foundations of DBL and implications for the classroom and student learning
- A digital assessment platform was identified to support teachers with delivering timely instruction based on student areas of deficit
- Plan was developed to support schools with implementation of increased technology
- High schools will have approximately four devices for every five students
- Middle schools will have approximately four devices for every five students
- Elementary schools will have four devices for every five students in grades 3-5 and approximately five devices in each K-2 classroom

Next Steps:

- Continue professional development and training for teachers during transition to digital blended learning environments
- Continue to identify alternative funding sources to sustain technology integration
- Continue supporting schools with implementation of devices
- Identify and integrate online resources into instructional curriculum guides

Develop software solution to automate stipend pay

Clarksville-Montgomery County Schools utilize a non-standardized, paper-based method for employees to report hours or attendance for stipend pay, and for supervisors to approve and communicate the verified hours or attendance. The process has been determined inefficient and cumbersome as stipend opportunities increase with employee growth. It was decided that an in-house solution developed by the CMCSS Technology Department would be the most beneficial solution.

We have now met with all of our primary stakeholders and developed project requirements, scope statement, and timeline. Currently, the database is being developed, along with proposed initial site mockup, and workflow. In January 2016, review of team members' feedback for general maintenance and updates to software solution began.

With the focus shifting to other time-sensitive projects within the Technology Department, the timeline was delayed for the full implementation of the site (originally March, 2016). Development and testing will continue through the summer, using actual stipend data for testing workflow and accuracy. Full implementation will now begin with the start of the 2016-2017 school year.

Next Steps:

- Release final development site for testing against actual employee stipend data
- Develop training documentation for users and administrators
- Full implementation beginning August 2016-2017

Seek alternative funding to align with district work

The focus for alternative funding is to stabilize and grow existing alternative funding sources, to secure new funding opportunities, and to enhance the capacity of all schools and departments to pursue alternative funding. Building from the baseline of \$6.0 million established in 2012-13, the current alternative funding acquired in 2015-2016 is a little over \$14.0 million.

Several strategies are being used to support this work. Critical to pursuing alternative funding is building capacity across the district through on-going communications and training on how to pursue alternative funding opportunities, in addition to providing training to address the grant writing and application process. Grant writing 101 and 102 have been implemented with sessions being conducted every 9 weeks. To date, over 100 individuals, to include both district staff and community partners, have attended these training sessions. Next, the district has begun building multiple information sharing points for gaining access to opportunities that follow nontraditional channels. This has resulted in several excellent funding opportunities for the district such as the Math and Science Partnership grant and the Labor Education Alignment Program grant.

Alternative Funding	
Year	Funding
2000-2004	\$3.0 million (average)
2005-2013	\$6.0 million (average)
2013-2014	\$16.0 million
2014-2015	\$14.0 million
2015-2016	\$14.5 million

Next Steps:

- Continue to encourage district-wide participation in the grant writing training to expand capacity in searching out new grant opportunities
- Continue to build collaborative partnerships that will enable the district to be more competitive in the grant application process
- Seek increased innovation in the delivery of services as a means of setting the district apart when competing for alternative funding
- Continue to research and pursue alternative funding models to garner strategies that provide insight to expanding the opportunities

Continue district security upgrades

The district is committed to enhancing safety and security at all facilities by auditing and improving school security measures and delivering necessary facility modifications. There has been research regarding best practices and facility improvements, along with implementation of the results from the Security and Vulnerability Assessments that were originally performed in 2008. Several safety measures are occurring in school buildings and on school buses. School bus radios have been upgraded to a digital narrowband system to improve communications. Implementation to these improvements is ongoing. These school bus improvements provide quick notification to emergency personnel.

A Facility Key Control Policy was developed and implemented, along with practices for the standardization of school interior locking devices. School Resource Officers (SROs) are provided at all elementary schools on a rotating basis. Proximity card readers were installed at main entrance points to provide secure entrances for teachers.

School Security Protocol Audits are ongoing. This tool (SAF-F025) is based on the Standard Operating Procedures for Safety Measures Policy (SAF-P007) to improve consistency throughout the district. Four rounds of School Security Protocol Audits were conducted during the 2015-2016 school year. Yearly Tabletop Sessions were held at every school. Improvements have occurred with training during tabletops with members using a tool (SAF-F026) that assists in measuring team effectiveness and establishing yearly goals. Due to Tabletop Sessions, School Resource Officers (SROs) are investigating a backup system for onsite SRO assistance at all middle and high schools.

All elementary schools will have improved front entrance security capabilities beginning in the 2016-2017 school year. Design has begun for security upgrades at Clarksville High School and Northeast High School where all visitors will enter into a secure area. School video security systems are also being upgraded with both additional and enhanced cameras.

Next Steps:

- Distribute and implement new Office and Classroom Crisis Response Procedures Guide
- Distribute and implement new Transportation Response Procedure Guide
- Communicate and implement classroom options for response to active shooters
- Continue to add additional proximity card systems district-wide
- Ensure further implementation of the district key control policy
- Continue to implement school building audible alarm systems in all locations
- Develop capital budgets for incorporating safety and security upgrades and implementing recommendations from school threat assessments
- Continue School Safety Committee improvements with school tabletop and continue school security protocol audits in all locations using the audit tool (SAF-F025 and SAF-F026)
- Continue researching safe and practical ways to improve facilities
- Audit existing safety protocols
- Create designs for front entrance enhancements to seven additional schools

Expand energy efficiency efforts

The district closed the school year with an estimated savings of over \$160,000.00 in electricity from July 2015 to April 2016. The district also realized a 27% decrease in natural gas and a 15% decrease in water consumption over that same period. These savings are a result of previous conservation initiatives, favorable weather, building temperature set points at all buildings, and the efforts of the 2015-2016 Energy Champions, Kitchen Managers, and Lead Custodians. The Energy Champions were focused on three primary themes: *Lights Off*, *Shut It Off*, and *Shut It Down*. The district also installed LED light bulbs, purchased through the Energy Efficient Schools Initiative (EESI) grant, in select areas at Kenwood High, Rossvie Middle, Moore Magnet, and Barksdale Elementary. Results are being analyzed to gauge the savings and feasibility of future district wide retrofits. Finally, six schools have been audited by the Tennessee Valley Authority through the Clarksville Department of Electricity and the Cumberland Electric Membership Corporation. The results have been analyzed by staff to determine necessary adjustments and future strategic work.

Next steps:

- Continue following established energy policies and ensure swift responsiveness and support by the Building Maintenance section of the Operations Department
- Continue school energy audits, compiling, and analyzing results to determine possible upgrades; take actions as warranted
- Collect and analyze data for LED total retrofit for the entire district
- Continue addressing the behavior side of energy savings and encouraging conservation actions
- Research and identify peak demand in each building and determine if there are any ways to impact the demand during peak periods

Engage the Public in Support of Student Achievement

- *Increase parent engagement*
- *Align community resources with district work*

Increase parent engagement

A Department of Defense Education Activity four-year grant, jointly awarded to CMCSS and Christian County, Kentucky Schools in September 2013, allows CMCSS to place focus on parent engagement, across the two districts, but with a particular emphasis on military-connected families. The work, which will benefit all students and parents in both districts, will address issues regarding transition challenges for students and seek to increase parental connections with their experience. Several school-level and district-level components have been developed to provide parents with varying entry points to purposefully fit their level of comfort and involvement.

Volunteer Coordinators

Volunteer Coordinators coordinate opportunities to help schools meet volunteer needs. Needs assessments are conducted to determine the true needs of the school and recruit volunteers to meet these needs. A volunteer portal was developed to help Volunteer Coordinators communicate volunteer opportunities and manage the school's volunteer activities. Between August 2015 and May 2016, Volunteer Coordinators reported 11,232 volunteers, 2,700 of whom were military personnel, meeting some sort of volunteer activity within the schools. The total number of volunteer hours gifted exceeded 33,899 for a quantitative value of over \$782,049. These quantitative values are based on information from the Independent Sector, a nonprofit organization whose mission, in part, is supporting the development and dissemination of strategies to strengthen volunteering, voting, giving, and other forms of citizen engagement. These figures also acknowledge the time, talents, and energy of our parents who give back to their schools and include only reported hours and may not accurately reflect active volunteers and volunteer hours for the reporting period. The district anticipates that as refinements are made to the volunteer program and the corresponding process for reporting volunteer hours and activities, these numbers will continue to grow.

School Information Coordinators

School Information Coordinators are assigned at each school to streamline the parent-school communication process. School Information coordinators update the respective school websites weekly by providing parents with information about upcoming events, meetings, and workshops. School Information Coordinators post volunteer opportunities to the volunteer portal and communicate school news via the school's website. The recently launched online calendar provides parents a convenient way of staying-in-the-know about school events and activities. The online (digital) calendar provides an optional subscription to keep informed of like events and provides maps and calendar reminders. School Information Coordinators made 3,305 online calendar postings between August 2015 and May 2016. The overall posting totals exceeded 12,718, which include website, digital (online) calendar, volunteer portal and social media.

Parent Ambassadors

Parent Ambassadors are school representatives identified to help parents become more involved in and better informed about school activities. Parent Ambassadors participated in workshops on Special Education & At-Risk Students, Student Safety & Nutrition, Operations, Navigating Schools & Career Academies, and School Curriculum in order to share accurate information with parents and families through a variety of communication tools, to include community outreach events. During the months of August 2015 through May 2016, Parent Ambassadors reported participating in 689 events and

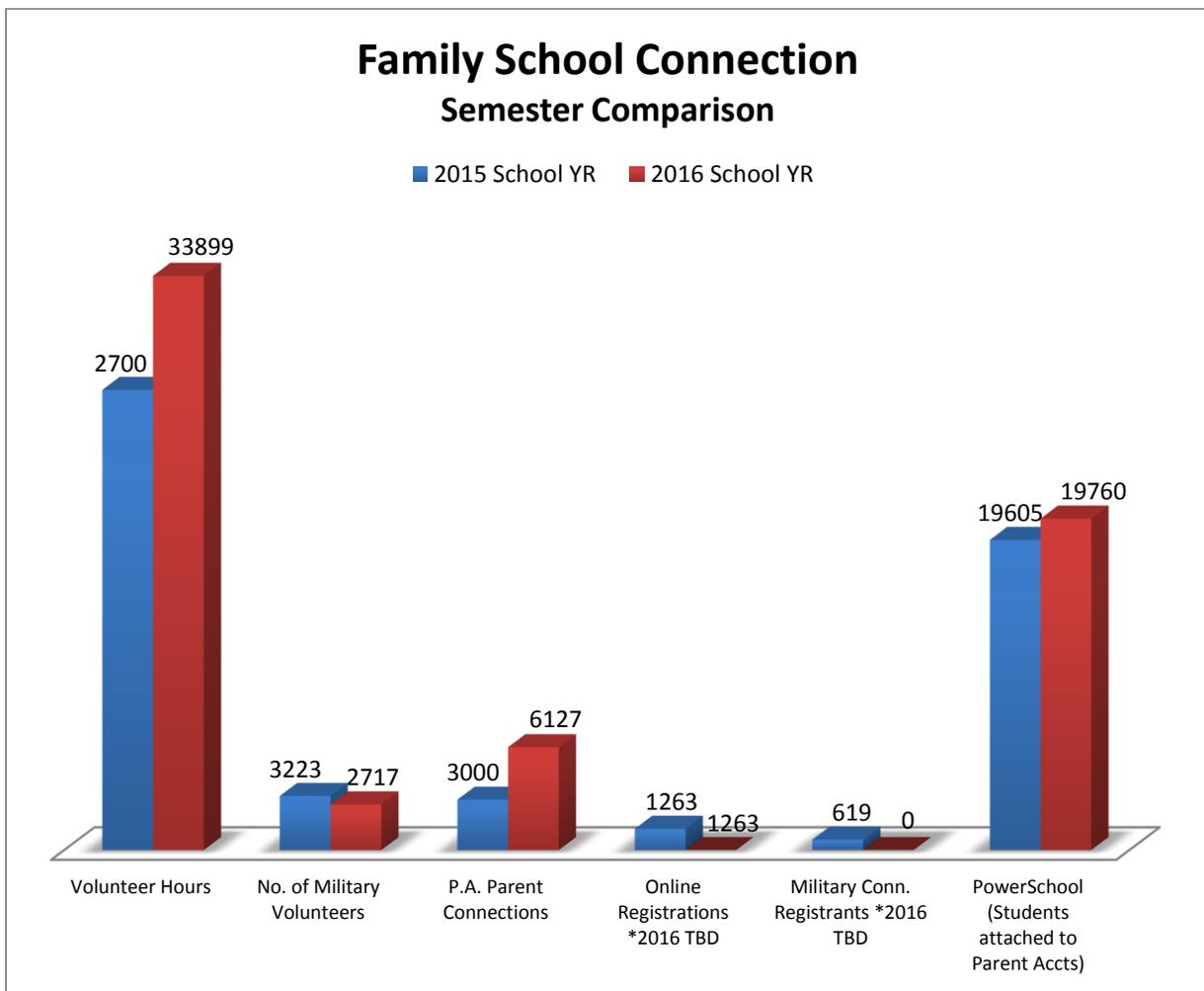
dedicated 2,029 hours to connect with over 6,127 parents in furthering their efforts to help parents become more involved and better informed about school and district activities.

EngageTV

EngageTV provides parents with videos, of three minutes or so, answering many of their frequently asked questions. The videos, which can be found on FOCUS under the EngageTV title, provides parents with convenient anytime, anywhere learning opportunities and are structured to help parents support student success. Eighteen videos have been produced since March 2015, totaling over 4,600 views.

Online Registration

Online Summer Registration Days helped ease the transition for all families, particularly military families living out of state or out of country and transferring to the district for the 2015-2016 school year. The summer online pre-registration process resulted in 1,263 pre-enrollments; of those, 619 or 49% had a military connection. Online registration has been expanded to offer families the opportunity to start the enrollment process year-round and has been expanded further to include students who may be transferring between schools or are returning to the district. The summer 2016 dates are: June 29; July 6; and July 13.



Next Steps:

- Encourage schools to leverage Engage TV as a medium for providing parents with tools to support student learning at home
- Continue participation in community outreach to share information about our schools and assist with PowerSchool sign-ups
- Continue training of Parent Ambassadors and School-level Coordinators
- Encourage schools to utilize the Support Learning at Home document that can be found on Google Docs

Align community resources with district work

To better align community resources with district work, a plan was formulated to implement a software program to simplify the process for businesses/organizations and schools to partner. A software program called EZ Partner was purchased in July. Since the district was implementing more career academy partners and STEM externship partners it had become necessary to keep all of our information readily accessible by all who will work with the community now and in the future.

EZ Partner allows CMCSS to take full advantage of partnership matching with schools and businesses entering their own interest information, thus increasing marketing opportunities for schools by uploading their own school needs list and basically giving every school its own log-in accounts to manage partnerships and communicate with businesses more effectively.

Consistency was another area of improvement goal that came as a result of the software implementation. Partnership in Education (PIE) reps were trained in August on EZ Partner to replace Partnership practices to better align community resources to district work. PIE representatives were advised to work with building administrators to come up with relevant school needs list to utilize with partners for options of support.

To date, here are the accomplishments of the implementation:

- 16,144 students were impacted by partner support
- 763 volunteer hours were logged on EZ Partner
- \$34,029 was donated through in-kind or monetary donations
- 73 community partners were registered on the system
- 25 schools actively were using the system

Next Steps:

Upon thorough review, evaluation and feedback, it has been decided to end the contract with EZ Partner as of July 2, 2016. The Communications Department will launch an internal data collection tool, which stakeholders will find easier to use and will focus on building school/partner relationships. With the Community Relations Director, the department will focus on business, industry and civic relationships within the community.

Student Achievement Data

CMCSS Graduation Rates

School Year	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Grad Rate	76.2%	78.5%	85.70%	88.33%	90.78%	91.0%	93.5%	95.2%	94.0%	93.5%	96.5%
Grad Rate Formula	Lever Calculation	Lever Calculation	Lever Calculation	Lever Calculation	NGA Calculation	NGA Calculation	NGA Calculation	DOE Calculation	DOE Calculation	DOE Calculation	DOE Calculation

Lever Calculation = Number of students who earn a regular education diploma divided by the number of students who start the senior year minus those who withdrew (except dropouts) plus those who entered the senior year. SWD and ELL students were provided 5 years to earn a regular education diploma.

National Governor's Association (NGA) calculation = A cohort calculation. Number of students who earn a regular education diploma divided by the number of students in the cohort. Cohort follows students from the time they enter the 9th grade until graduation. SWD and ELL were provided 5 years to earn a regular education diploma.

Department of Education (DOE) calculation = A cohort calculation. Number of students who earn a regular education diploma in 4 years divided by the number of students in the cohort. Cohort follows students from the time they enter the 9th grade until graduation.

High School Non Grad Data 2005 -16

	2004-05	2005-06	2006 -07	2007-08	2008-09	2009-10	2011-12	2012-13	2013-14	2014-15
Still Enrolled (5th year)	5.1%	3.9%	1.6%	1.7%	0.4%	1.0%		1.6%	1.4%	0.6%
SPED Diplomas	5.3%	5.4%	4.3%	3.5%	3.1%	3.0%	2.9%	2.1%	1.0%	0.37%
Dropout Rate	10.3%	9.0%	6.4%	5.5%	5.4%	4.5%	1.9%	1.8%	1.6%	1.4%
Other Programs (GED, Job Corps, Adult HS)	3.1%	3.2%	2.0%	1.0%	0.4%	0.5%		0.5%	2.5%	1.1%

**CMCSS Report Card Snapshot 2014-2015
Elementary and Middle School**

2013 Achievement (3 year)			
MATH	READ	SCI	SS
A	B	A	A
2013 TVAAS (3 year)			
MATH	READ	SCI	SS
A	B	B	B

2014 Achievement (3 year)			
MATH	READ	SCI	SS
A	B	A	A
2014 TVAAS (3 year)			
MATH	READ	SCI	SS
A	C	C	A

2015 Achievement (3 year)			
MATH	READ	SCI	SS
A	B	A	N/A
2015 TVAAS (3 year)			
MATH	READ	SCI	SS
B	C	C	N/A

Deficient
Below
Average
Above Av
Exemplary

**CMCSS Report Card 201415
High School**

STATUS Scores 3 years							
ALG I	ALG II	Biology	Chemistry	ENG I	ENG II	ENG III	US History
Above	Above	NDD	NA	Above	NDD	Above	NA

ABOVE
NDD
BELOW

2014-2015 AMO Achievement Results

AMO Results Subject and Grade	change 2014 to 2015	Met/Miss
3rd through 8th RLA	2.00%	Met
3rd through 8th Math	13.00%	Met
3rd RLA	3.30%	Met
3rd Math	11.00%	Met
7th RLA	5.90%	Met
7th Math	17.40%	Met
9th through 12th Algebra I	7.30%	Met
9th through 12th English II	2.50%	Met
9th through 12th Graduation Rate (utilizes 2013-2014 rate) **	-0.60%	Miss
9th through 12th English III	9.10%	Met
9th through 12th Algebra II	15.80%	Met

2014-2015 Value Added Evaluation Composite

2014-2015 Composite Trends TCAP/EOC		
Composite Type	One-Year Trend*	
	Index	Level
Overall	20.9	5
Literacy	9.57	5
Numeracy	26.01	5
Literacy and Numeracy	23.45	5

Level 5, Most Effective: Significant evidence that the district's students made more progress than the Growth Standard (the district's index is 2 or greater).

Level 4, Above Average Effectiveness: Moderate evidence that the district's students made more progress than the Growth Standard (the district's index is between 1 and 2).

Level 3, Average Effectiveness: Evidence that the school's students made progress similar to the Growth Standard (the school's index is between -1 and 1).

Level 2, Approaching Average Effectiveness: Moderate evidence that the district's students made less progress than the Growth Standard (the district's index is between -2 and -1).

Level 1, Least Effective: Significant evidence that the district's students made less progress than the Growth Standard (the district's index is less than -2).