



**2020-2021**

**End-of-Year Review of Strategic Work**

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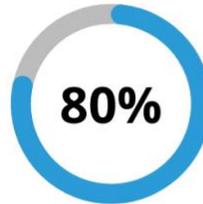
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# IMPROVE STUDENT ACHIEVEMENT



## IMPROVE STUDENT ACHIEVEMENT

# Highlights



K-2 Spanish Immersion students reading at or above grade level

Established a permanent K-12 Virtual School

Obtained Innovative High School Model Grant

*Implement resources and supports to meet students' social and emotional needs*

*Implement research-based literacy practices to develop competent readers, writers, and thinkers*

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

*Enhance standards-based curriculum, instruction, and assessment resources*



5 of 10 CMCSS pilot schools to begin Phase II of Tennessee Student Behavior Support training with Vanderbilt University

Purchased new rigorous, thoroughly-vetted ELA materials



2020-2021 END OF YEAR REVIEW

## ***Implement resources and supports to meet students' social and emotional needs***

The resources provided to meet students' social and emotional needs in CMCSS are aligned to the five competencies outlined by the Collaborative for Academic, Social, and Emotional Learning (CASEL). The five competencies are:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making

These five pillars are closely aligned to the work of teachers, school counselors, Support Teams, and school administrators. Student behavior, as measured by classroom incidents and office referrals, is one indicator that is used to reflect growth and needs in the five social and emotional learning (SEL) competencies.

Teacher and principal input for the past two years indicated a need for strategies to strengthen teacher-student relationships. The increase in remote and virtual learning during the pandemic brought this need to the forefront. Teachers in remote and virtual settings placed a priority on building and maintaining positive relationships with students and creating strong classroom communities. Teachers and school personnel contacted students in virtual classrooms who were frequently absent, and in many cases brought those students back into the traditional school setting.

A revised Student Code of Conduct was implemented in 2020-2021 which categorized student behaviors and provided support aimed at changing student behavior while also holding students accountable. The Code of Conduct was developed collaboratively with input from school principals and assistant principals, over 120 teachers, and multiple district focus groups.

School Support Teams, also known as S-Teams, were provided annual training along with renewed expectations for supporting teachers and administrators with student behavior issues. S-team chairs are provided with resources to help teachers determine root causes of student behavior along with strategies to support students with self-management.

Ten CMCSS schools (Burt, Glenellen, Pisgah, West Creek Elementary, Montgomery Central Middle, Northeast Middle, Richview Middle, Clarksville High, Kenwood High, and West Creek High) completed the first phase of a three-year training with the Tennessee

Student Behavior Support program provided by Vanderbilt University. This work follows the Response to Instruction and Intervention-Behavior (RTI2-B) model of tiered support and is focused on improving student behavior. Five of these ten schools will progress to the second tier of training in the fall of 2021, with the remaining five progressing to the second phase of training later in the school year. Additionally, three new schools (Liberty Elementary, Rossvie Middle, and West Creek Middle) will begin initial training in June 2021. The training is provided to school teams who develop specific behavioral expectations, lesson plans to teach these expectations, and a schoolwide feedback system to support all students' positive behavior. The second and third tiers of this training will provide strategies for supporting students with more complex behavioral needs.

Annual re-certification training was provided to each school's Suicide Prevention Team. The teams are trained in the Question, Persuade, Refer (QPR) protocol and the Columbia Suicide Severity Rating Scale. Each school team consists of a school counselor, an administrator, and the school nurse.

Trauma-Informed Classroom training was provided to all school administrators and teachers in August 2020. This training focused on the impact of Adverse Childhood Experiences (ACEs) and childhood trauma on academics and behavior, along with proactive support strategies to help students be successful in the classroom. An online course is being created by the CMCSS Professional Learning Department to sustain this learning.

Use of the Social Academic Emotional Behavior Risk Screener (SAEBRS) component of the FastBridge universal screener increased in 2020-2021. This screener allows students to self-identify social emotional needs while also seeking comparative observations from teachers. School counselors use this data to identify students for individual or small group counseling needs.

An SEL information hub for parents was added to the district website, providing a rich variety of supports for families. This hub, along with the site released last year for teachers and administrators, offers resources to support a wide range of student needs.

Lead counselors, with input from school counselors, selected curricular materials for student lessons aligned to social and emotional needs of students. Elementary principals, especially, expressed a need for this in the mid-year review. These resources will be purchased with ESSER funds.

Professional development for teachers continues to be offered through the District's summer ENGAGE sessions in July 2021. Sessions related to SEL include:

- Middle School EBS: Utilizing Social Emotional Resources to Promote Student Growth and Self-Regulation
- Middle School Counselors: Second Step Curriculum Training
- De-Escalation Strategies
- Importance of Implementing Social Emotional Learning in Schools
- Social Emotional Learning in the Music Education Classroom
- SAEBRS: Got Data? Now What?
- Strategies to Address Off-Task Behaviors
- Creating and Implementing Positive Behavior Plans for Any Student
- Conscious Discipline (PreK-5)
- Trauma-Informed Classrooms
- Preventing Teacher Burnout

With the growing need for social and emotional support for students, along with the District's accumulation of resources, a director of Social and Emotional Learning was hired in June 2021. This position will oversee the implementation of SEL resources and supervise all personnel and procedures related to mental health placement and services for students. The SEL Director will collaborate with lead counselors, behavior consultants, social workers and school psychologists to ensure alignment to the strategic work of the District.

### **Next Steps:**

- Develop a one-year, three-year, and five-year Action Plan under the leadership of the SEL Director, and in collaboration with Lead Counselors, Level Directors, Curriculum Directors, and other district and community stakeholders.
- Continue to implement RTI2-B training with current schools.
- Continue to add new schools to initial training rotation for RTI2-B.
- Sustain leadership in district implementation of RTI2-B with the District RTI2-B Leadership Team and school coaches.
- Increase the use of SAEBRS data to identify student needs.
- Continue with Poverty Simulation training for individual schools; this was not possible during 2020-2021 due to social distancing requirements.
- Implement the annual SEL student survey (grades 4-12) in October 2021 to determine student needs and measure progress.
- Explore the purchase of technology to support the District's student management system that will allow for specific inputs and reports to determine needs and measure progress in the area of student behavior at the school level.

- Implement new SEL curriculum through school counselors.
- Launch the online course Trauma-Informed Classrooms to support educator needs identified by the TEAM evaluation rubric or classroom walkthrough visits.

## ***Implement research-based literacy practices to develop competent readers, writers, and thinkers***

In order to implement research-based literacy practices to develop competent readers, writers, and thinkers, the Curriculum and Instruction Department created a monthly training series for administrators focused on the Tennessee Instructional Practices Guide (IPG) for literacy. This document is based on the voluminous research from entities such as Student Achievement Partners and The New Teacher Project (TNTP) and fashioned with the current Tennessee ELA standards at the center.

The TN IPG references three core actions around solid literacy instruction, beginning with complex texts at the center of instruction, scaffolding questions and tasks around the complex texts, the instructional practices of the teacher, and the cognitive work of all students as a result of strong instruction. The guide can be used as a walk-through tool for administrators and as a planning tool for teachers. Administrators had the opportunity to delve into the language of the research-based document and to collaborate with one another to discuss ways to leverage it for increased literacy development in their buildings.

To capture the learning throughout the year and to turn the learning into action, administrators designed plans for the remainder of the school year to spiral into the 2021-2022 school year. These action plans were shared with level directors as a basis for continued, enhanced practices around literacy development at all levels.

In addition to the focus on the TN IPG, the monthly training also allowed administrators to work with the research from *The Opportunity Myth*, a 2018 study exploring the large number of students graduating high school still unprepared for college or career demands. The study indicated four key resources on which to concentrate in order to close the opportunity gap: grade-level appropriate work, strong instruction, engagement, and high expectations. In particular, training with administrators was focused on grade-level appropriate work and strong instruction and the overall impact of the two on student outcomes. Throughout the training, explicit connections were made between the research in *The Opportunity Myth* and the TN IPG, and administrators created “look-for” documents that helped them define what quality literacy instruction looks and sounds like.

Elementary academic coaches spent the spring semester focusing on core action two and leading their school teams through the work of unit planning. This in-depth focus on questions and tasks allowed teachers to plan more thoroughly. This type of planning translated to more intentional use of text and better use of questions in the

classrooms. Coaches and administrators observed teachers engaging with the text and demonstrating a better understanding of how to use questioning to elicit knowledge of the standards from students. The focus on the TN IPG, especially core action two, has transformed collaborative planning and the focus of instructional walk-throughs during the literacy block in elementary classrooms. Next year, the tool will be used to collect data from across the elementary buildings to distinguish trends and support ongoing literacy professional development.

Middle schools continued the practice of literacy walks during the spring semester. The walks were conducted in 6<sup>th</sup> grade and 8<sup>th</sup> grade English Language Arts (ELA) classrooms by a team consisting of the school principal, academic coach, level director, and curriculum director. The revised TN IPG for Literacy guided the visits to ELA classrooms and provided a structured debrief on areas of strength and need in literacy instruction. Trends identified from the data are used to design follow up support through professional learning at both the school and district levels. Data from the literacy walks informs the development of district-wide summer ENGAGE21 sessions and future Just in Time Trainings (JiTTs) for teachers. Academic coaches and lead teachers received training focused on the three core actions and how to utilize the TN Unit Preparation Guide to align unit planning with the core actions.

CMCSS was selected as a participant in the TDOE K-12 Literacy Implementation Network, as part of the Mid-Cumberland Network. The work of the network includes exploring high-quality instructional materials implementation, strong literacy practices, cross-building literacy walks and vendor support. This network will continue into the 2021-2022 school year. This network is devoted to collaboration among various districts who are implementing high quality instructional materials in ELA and best practices in leveraging those materials for students.

Throughout the spring semester, high school principals met monthly as a group to engage in further professional development in literacy strategies. The principals immersed themselves in discussions about the aspects of complex texts at the core of high school lessons. The high school principals were led through various reading strategies as well. They participated as the learner first, then debriefed as the building-level leader. As a result of their learning and the specific needs for high schools, the principals designed a "look-for" document for them to use when conducting informal walk-throughs of teachers so they have a consistent and common way of providing feedback.

In the spring, middle school and high school academic coaches and consulting teachers were trained in utilization of Thinking Maps as an additional strategy to support

competent readers, writers, and thinkers. Thinking Maps serve as tools that create visual patterns for students, allowing abstract ideas often present in text to become concrete. Another research-based practice, Thinking Maps has been shown to increase student achievement in ELA - in both reading and writing. Also, this summer, twenty high school teachers from each school will be trained in Thinking Maps to continue to support students in the cognitive work required to be competent readers, writers, and thinkers.

### **Next Steps:**

- Continue monthly high school principal literacy Professional Learning Communities.
- Establish High School RTI Professional Learning Communities focus areas for 2021-2022:
  - 5 Pillars of Reading
  - Data-Informed Practices
  - Tier 1 Connections
  - Lesson Design
  - Dyslexia & Dysgraphia
- Continue TN IPG implementation and use.
- Continue Literacy Walks.
- Continue work with research from *The Opportunity Myth* - strong engagement and high expectations.
- Facilitate completion of an online Reading Academy for a core group of district- and school-level educators.
- Participate in the Tennessee Department of Education PreK-12 Literacy Implementation Network.
- Participate in the American Institute of Research MTSS-R grant for 1<sup>st</sup> and 2<sup>nd</sup> grades.

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

### **CMCSS K-12 Virtual School**

Due to the conditions of the pandemic, a virtual school option was developed in the summer of 2020. Any student who wished to learn in the virtual setting was accommodated for the 2020-2021 school year. Learning Mentors were trained and utilized to assist students who were learning at home. Students remained associated with their home-zoned schools, and virtual teachers were selected by each school's administration based on the number of virtual students each school needed to serve.

During the fall semester, plans were made to move forward with virtual instruction by opening the CMCSS K-12 Virtual School as a separate school of choice for the 2021-2022 school year. CMCSS submitted an application to the state and was approved to open CMCSS K-12 Virtual School as an independent school within the District. The open enrollment application period was held from January 15-February 15, 2021. Student applications were reviewed to determine whether the student had been successful learning in the virtual or remote learning environment. Each student's zoned school was able to make recommendations for the approval or denial of each application. Students were notified of acceptance or denial by April 1, 2021.

Over 2,000 applications were submitted for review. Of those applications, over 1,200 students were approved for acceptance. Based on the number of students who were accepted, teachers at the elementary, middle, and high school level were interviewed and hired to staff the school for the 2021-2022 school year.

### **Virtual School Next Steps:**

- Train virtual teachers on implementing Canvas as the Learning Management System (LMS) for virtual instruction.
- Develop the school logo, operating principles, and working agreements.
- Prepare learning mentor training materials for the 2021-2022 school year.
- Provide a student orientation so they may familiarize themselves with the expectations and procedures associated with the virtual learning environment.
- Complete the build out of individual teacher spaces at the Emmanuel Family Life Center, where virtual teachers will be housed for the 2021-2022 school year.
- Complete the buildout of the Central Services South teaching offices for the 2022-2023 school year.

## Career and Technical Education (CTE)

To graduate from high school in TN, students are required to take three courses that make up a focused elective group. These can be courses in academic pathways, fine arts pathways, or Career and Technical Education pathways. Career and Technical Education, or CTE, gives students the opportunity to explore a specific career field through hands-on learning experiences. In addition to practicing occupational skills in the classroom, students taking CTE courses can obtain industry certifications, meet local employers, participate in career-themed competitions, and get out into the community to gain valuable work experience with industry professionals.

As noted in the chart below, there are thirty-two different CTE pathways available to CMCSS students attending traditional CMCSS high schools. Pathways mirror the needs of high-demand career fields within the Clarksville-Montgomery County community and across the state of Tennessee. Fire Science Management was added as a pathway choice for the first time during the 2020-2021 school year.

<b>Career and Technical Education (CTE)</b>				
<b>Clarksville HS</b>	Banking and Finance*	Cosmetology	Office Management	Leadership in Government (JROTC)
	Business Management*	Horticulture Science	Dietetics & Nutrition	Mechatronics
<b>Kenwood HS</b>	Advanced STEM Applications*	Cosmetology	Criminal Justice & Correction Services	
		Diagnostic Services	Mechanical, Electrical, & Plumbing (MEP) Systems	
	Marketing Management	Audio/Visual Production	Leadership in Government (JROTC)	
<b>Montgomery Central HS</b>	Veterinary & Animal Science*	Structural Systems	Office Management	Leadership in Government (JROTC)
	Horticulture Science*	Therapeutic Services	Early Childhood Education	
<b>Northeast HS</b>	Technology*	Coding	Cosmetology	Structural Systems
	Therapeutic Services	Office Management	Leadership in Government (JROTC)	Criminal Justice & Correction Services
<b>Northwest HS</b>	Nursing Services *	Business Management	Criminal Justice & Correction Services	

	Therapeutic Services *	Veterinary & Animal Science	Automotive Maintenance & Light Repair (MLR)	
	Emergency Services*	Automotive Collision Repair		
	Food Science	Culinary Arts	Leadership in Government (JROTC)	
<b>Rossvie HS</b>	Digital Arts and Design*	Web Design	Structural Systems	Leadership in Government (JROTC)
	Business Management	Fire Science Management	Culinary Arts	
	Sport & Human Performance	Human & Social Sciences		
<b>West Creek HS</b>	Teaching as a Profession (K-12)*	Audio/Visual Production	Structural Systems	Therapeutic Services
	Criminal Justice & Correction Services*	Cybersecurity Office Management	Leadership in Government (JROTC)	

\* Denotes an Academy pathway.

Sixteen CTE programs of study were designated as TN Pathways Certified by the Tennessee Board of Regents in the fall of 2021. This included nine of the Academy pathways and all seven of the Leadership in Government (JROTC) programs across the District. To earn the designation, individual school program of study applications had to meet the following minimum requirements:

1. a minimum of three courses in a specific area of elective focus and/or program of study at the high school level,
2. a minimum of two early postsecondary opportunities aligned to the identified pathway (for example, statewide dual credit Statistics and dual enrollment Mechatronics I),
3. a partnership agreement with at least one postsecondary institution, and
4. a spectrum of career-related experiences and advisement for grades 9-12 that includes a partnership with at least one employer providing career-related experiences for students.

A record number of students earned OSHA10 certifications during the 2020-2021 school year as the opportunity was expanded to include students in each of the following programs of study: Horticulture Science, Criminal Justice, Therapeutic Services, Structural

Systems, Advanced Manufacturing, Sport/Human Performance, Cosmetology, Food Science, Diagnostic Services, and Mechanical Electrical & Plumbing Systems. Additional certifications earned by high school students enrolled in CTE programs included: Electrocardiogram (EKG), EPA, Microsoft Office Specialist, Air Conditioning ER, Autodesk Inventor, ASE MLR, ASE Painting and Refinishing, ASE Non-structural, Certified Nursing Assistant (CNA), Medical Assistant (CCMA), and Adobe Certified Associate.

In addition to the CTE program of study offerings at traditional high schools, CMCSS also offered non-traditional CTE pathways to 11<sup>th</sup> and 12<sup>th</sup> grade students through the Early Technical College (ETC) at TCAT Dickson, Clarksville campus. During the 2020-2021 school year, Industrial Electrical Maintenance/Mechatronics added a stand-alone, high school students only cohort to the two existing stand-alone cohorts of Diesel-Powered Equipment Technology and Heating, Ventilation, Air Conditioning/Refrigeration (HVAC/R). The Pharmacy Technology pathway continued to co-enroll a select number of high school students within its existing adult program. Students graduating from any of the ETC programs had the opportunity to continue their studies as adult students at the TCAT, bypassing the waitlist of traditional enrollees.

At the end of May 2021, CMCSS was one of 21 school districts across the state to be awarded the Innovative High Schools Model grant. This \$1.5 million dollar award will allow CMCSS and local business/industry partners to lead innovative workforce development initiatives through the reimagining of the high school model with meaningful and seamless transitions from secondary into post-secondary, and then into high-skill, high-demand careers. Through this grant, CMCSS will be able to expand its footprint at the ETC to include the development of work-based learning (WBL) experiences, internships, pre-apprenticeships, and paid work experiences. A curriculum that includes employability skills training, ACT Workkeys skill development, industrial readiness training, and local business/industry tours, job-shadowing, internship, and/or WBL opportunities will be developed and utilized with students on a monthly basis throughout student enrollment in the ETC.

The CTE landing page (<http://www.cmcoss.net/cte>) on the CMCSS website was redesigned this school year to better showcase the assortment of opportunities available for students across the District. This included the addition of a grant-funded animated video series describing local CTE offerings and a CTE explorations site specific to the District. This was coupled with the launch of a three-week curricular series for 8<sup>th</sup> grade students, titled Registration Ready, which gave both traditional and virtual students across the District the opportunity to learn about high school expectations and offerings ahead of registration in March.

## **CTE Next Steps:**

- Support implementation of the Innovative High Schools Model grant, including the expansion of opportunities for ETC students.
- Support the addition of two new programs of study in traditional high schools:
  - Supply Chain Management (NWHS)
  - Networking (WCHS)
- Support the addition of a new Y4 course to the Academy of Criminal Justice:
  - Unmanned aircraft → drone pilot certification
- Support the addition of dual enrollment opportunities to existing CTE courses through MOU with TCAT Dickson, Clarksville Campus:
  - Cosmetology
  - Structural Systems
  - HVAC
  - Digital Art and Design
- Support the addition of dual enrollment courses to the Teaching as a Profession Pathway that will align to the CMCSS Early Learning Teacher Residency (ELTR).
- Add local dual credit opportunities to the Criminal Justice programs of study through MOU with FISK University.
- Develop middle school career exploration lessons for students in grades 6-8.
- Continue to refine CTE landing page on CMCSS website.
- Continue to explore options for the design of Kirkwood High School to incorporate facilities that will allow students to master skills required for local high-demand, high-skill, and high-wage careers.

## **CMCSS Adult HS**

Work began this year to open a CMCSS Adult High School (AHS) on July 1, 2021. CMCSS AHS will provide adult learners with a quality educational environment to attain a Tennessee High School Diploma, the opportunity to attain lifelong educational opportunities, and upon graduation, possess the skills necessary to maintain meaningful, productive lives.

CMCSS AHS will be a free, stand-alone school for ages 17+. Open enrollment begins July 1 for the 2021-2022 academic year. Prospective students must be residents of Montgomery County and must individually submit an application to attend, rather than counselors submitting applications on behalf of students. Students will complete credits and graduate from CMCSS AHS, withdrawing from their originally-zoned school.

CMCSS Adult High School (AHS) operates on a year-round calendar, in correlation with the CMCSS Academic Calendar.

### **STEM at Moore Magnet**

Students at Moore Magnet participate in an integrated math and science curriculum that includes a focus on STEM careers, student interest clubs, and community experiences. The instruction focuses on building relationships with community stakeholders to explore STEM careers and opportunities locally. Open enrollment for the 2021-2022 school year began on January 15. A virtual open house was hosted to showcase the school in conjunction with the open enrollment period and was well attended by prospective students and parents.

### **STEM at Moore Magnet Next Steps**

- Work with the new administrative team to develop a strong instruction focus to increase literacy outcomes while still providing students hands-on STEM experiences.
- Refine community partnerships and develop strong connections with STEM based community partners.

### **Spanish Immersion at Barksdale**

The third year of immersion programming at Barksdale Elementary saw an enrollment of 110 students in grades K-2. All of the academic content was presented in Spanish in these grades this school year. Due to the pandemic and the variance in modes of school models across the country, the partnering company add.a.lingua did not require the yearly language assessment – AALPA.

The pioneer class has just completed 2<sup>nd</sup> grade, and students are blooming as readers and writers in the Spanish language. After three years of immersion instruction, students are progressing very well in the grade-level content.

The program at Barksdale continued to collect its own data over the course of the year using Fountas and Pinnell Reading Benchmark levels as well as CMCSS district math assessments. In the Reading BMK levels, 80% of all immersion students are reading at or above grade level according to Fountas and Pinnell GL equivalent charts. 1<sup>st</sup> and 2<sup>nd</sup> grade students participated in the district math BMKs, which were translated into Spanish. On all assessments throughout the school year, the students scored above the District and school (Barksdale) average.

In addition to the state-required in-service hours, the teachers in the Immersion Program are required to complete additional professional development to strengthen their understanding of immersion education philosophy and instructional practices. Under the leadership of the program administrator, Helen Nicholas, teachers participate in grade-specific and experience-specific professional learning throughout the school year. New teachers are required to attend training each spring that is provided by Add.a.lingua, the consulting firm CMCSS has partnered with to guide program development.

The interest for enrollment in the immersion program was so great for the 2021-2022 school year that another kindergarten class was added to make the projected enrollment for next year to be 170 total students in grades K-3 with nine teachers.

### **Spanish Immersion Next Steps**

- Begin instruction in English for 3<sup>rd</sup> grade students in Social Studies. The remainder of the academic subjects will continue to be taught in the target language of Spanish.
- Begin to study middle school track options for immersion students.
- Prepare students for state assessment to be taken in English.

## ***Enhance standards-based curriculum, instruction, and assessment resources***

In planning for the 2020-2021 school year, the Curriculum and Instruction department approached the development of the instructional resources with a planning model of acceleration instead of remediation. Knowing students missed 60+ days of instruction due to the pandemic, it would only be natural for teachers to be inclined to revert back to missed material and begin to remediate the learning. Instead, the curriculum model focused on accelerating the content and building in support naturally where they were needed. Content experts examined the unfinished learning from the spring of 2020 and identified where the current content would need to be scaffolded with previous standards in order for the students to meet the learning expectations. This model allowed for teachers and students to move through grade-level content, thus accelerating the learning while accommodating unfinished learning in the process.

Knowing time is of the essence and in order to accelerate learning, access to high-quality instructional materials is critical for teachers and students. These materials are used to develop robust and rigorous, standards-aligned instruction and learning experiences. Having these resources available with digital access for teachers and students is critical to continue teaching and learning despite challenges faced from the pandemic, and to support CMCSS Virtual School.

The CMCSS curriculum hub continues to house all curriculum and instruction materials for teachers. The curriculum hub is divided by level (elementary, middle, high school), grade, and content area. Each course has its own section where teachers can access all current curriculum documents, model unit lesson plans, teaching materials and resource links for that specific course. Teachers also have access to intervention resources, technology support for software used for instruction and assessment and special education information and support. The curriculum hub is easily accessed by using ClassLink. CMCSS continues to host a parent and student curriculum hub to provide access to unit calendars, pacing guides, scope and sequence, and content standards, as well as some video resources at the elementary level to explain and model key standards.

SchoolsPLP, an online learning platform, was implemented to ensure teaching and learning resources and instructional materials were available to all teachers and students regardless of the setting for learning. This platform allows students to continue learning whether at home or at school. Full units were developed by curriculum consulting teachers and technology integration coaches for access in SchoolsPLP. Housing the instructional units on the learning platform prevents students from having to access

multiple sites and submit work in various ways, particularly when in a remote or virtual learning setting. The units in SchoolsPLP align with the curriculum documents and pacing guides housed in the Curriculum Hub. SchoolsPLP will continue to be the online learning platform used by CMCSS, both for virtual students and traditional students, and it is easily accessible through ClassLink.

It is critical for teachers to have student data easily accessible in order to make instructional decisions. CMCSS teachers have access to data across three main platforms. Performance Matters serves as the primary standards-based assessment platform and data warehouse, holding most district-created assessments. Schools have the ability to develop and administer building level assessments and access multiple reports that provide building-level progress as well as classroom and individual student progress. The platform also provides a host of assessment resources, including standards-aligned test items and disaggregated reporting, and it provides access to pull multiple data into one location. This platform also houses attendance and behavioral data to create a full data profile of each student.

In addition to district-created assessments, the enCASE platform purchased this year provided schools with professionally written, standards-based benchmark assessments in ELA (grades 2-8) and math (grades 2-5) to be administered three times a year. These assessments were added to ensure multiple iterations of standards-aligned assessments, providing predictive results in the areas of 2-5 mathematics and 2-8 English language arts. Next year the benchmarks will be expanded to include 6-8 mathematics and high school English language and math. Lastly, FastBridge is the skills-based platform used as a universal screener to assess students three times a year. The data used from this platform drives intervention delivery for students. The platform also serves as a resource for intervention strategies and professional development for teachers.

High-quality instructional materials are essential for ensuring students have equitable access to rigorous work, challenging tasks, and lessons that are aligned to state standards and that prepare students for the next grade level. CMCSS adopted and purchased new ELA textbooks this year for each grade band. These high-quality instructional materials were vetted by multiple independent sources to ensure academic rigor, grade-level appropriate work, and complex texts are at the heart. To support the implementation of these materials, curriculum directors and consulting teachers attended an on-going high-quality instructional materials training series facilitated by the Tennessee Department of Education and The New Teacher Project (TNTP). The series focused on providing support around the implementation of the materials with fidelity. Various aspects of the training were then incorporated into the monthly principal training.

**Next Steps:**

- Expand learning opportunities into the summer for grades K-8, and credit-bearing high school courses.
- Explore math learning walks Instructional Practice Guide (IPG).
- Participate in the Tennessee Department of Education PreK-12 Literacy Implementation Network.
- Implement a universal screener for all 9<sup>th</sup> grade students in reading and math.
- Continue to support the implementation of high-quality instructional materials.

# MAXIMIZE EMPLOYEE CAPACITY



## MAXIMIZE EMPLOYEE CAPACITY

*Create a competitive-edge recruitment strategy for all employee groups*

*Develop and implement threat assessment teams*

*Initiate an employee attendance impact campaign*

*Expand and support multiple pathways into the teaching profession*

*Increase individualized professional learning opportunities*

## Highlights

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Threat assessments conducted



## 2020-2021 END OF YEAR REVIEW

***Create a competitive-edge recruitment strategy for all employee groups***

The 2020-2021 school year necessitated a complete recruitment redesign in an effort to maintain momentum while adhering to critical safety protocols. Due to these restrictions, recruitment efforts for the 2020-2021 school year were primarily virtual. CMCSS participated in 19 teacher job fairs including the following:

<b>Teacher Job Fair</b>	<b>Format</b>
Tennessee Tech	In person
Austin Peay State University	In person (Nov. and April)
Western Kentucky University	In person/Virtual
Union University	In person
University of Kentucky	Virtual
Belmont University	Virtual
Middle Tennessee State University	Virtual (Dec. and May)
CMCSS	Virtual (Dec. and May)
University of Alabama	Virtual
Murray State	Virtual
University of Tennessee – Knoxville	Virtual
Lee University	Virtual

East Tennessee State University	Virtual
University of Alabama – Birmingham	Virtual
Diversity in Education	Virtual

In addition to university-sponsored career fairs, CMCSS-hosted two virtual teacher job fairs during the 2021-2022 school year. The first was a position-specific event in December 2020. Principals with active postings participated. Candidates meeting position criteria were invited to attend the event comprised of two parts: initial principal meet and greet Zoom sessions, followed by invitation-only interviews. The second CMCSS-hosted teacher job fair occurred in April. All CMCSS schools participated in the Zoom and Google-site based event. Candidates were able to ask questions in a live Q & A with district-level panelists. Each principal hosted a Zoom breakout room where candidates could visit. Principals then invited candidates back for interviews at their discretion. Over 100 potential candidates participated in the district-wide event.

Although participating in virtual job fairs posed its own recruitment challenges, including the loss of face-to-face personal interaction, there were many benefits. Preparation for the events created a need for a more streamlined informational site as well as flexibility and adaptability regarding web-based communications. The experiences gained during this unique recruitment time will expand the reach of CMCSS recruitment events in the future. CMCSS experience with virtual recruitment, combined with the most recent legislative updates regarding Tennessee teaching licensure, should provide an increase to out-of-state recruits compared to prior years.

CMCSS expects to see a return to in-person recruitment events in the fall. One of the most significant challenges CMCSS faces with recruitment relates to the candidates' lack of knowledge regarding Clarksville, Tennessee. The majority of candidates are not familiar with Clarksville, but can typically relate to Nashville. It will be crucial to build familiarity with the location and all that Clarksville has to offer potential candidates. This will include providing a "CMCSS Preview" prior to attending job fairs whenever possible. Recruiters will reach out to candidates proactively and provide a link to a CMCSS designed informational page including community related resources and content.

CMCSS will also continue to focus on recruitment of minority educators by building relationships with the Historically Black Colleges and Universities (HBCU's) in Tennessee and Hispanic Serving Institutions (HSI's) within the Southeast region. The CMCSS

Minority Recruitment Team is comprised of 10 CMCSS school- and district-level administrators and teachers. The goal for the Minority Recruitment Team is to build positive relationships with each HBCU in Tennessee and HSI's to attract minority candidates from each college and university visited.

For classified employee recruitment, the CMCSS teacher residency programs offer full-time employment with the District in the role of educational assistants while the teacher residents are completing their coursework to become certified teachers. Despite a low substitute pool, the CMCSS Substitute Program continues to hire top-notch substitute instructors. Their positive impact is so robust that many are hired into full-time positions within months. Since bringing the sub program in-house, 957 substitutes have been hired into full-time positions with the District. Externally, CMCSS has a social media presence that generates enthusiastic interest in our classified positions, and the outstanding benefits and how CMCSS takes care of all employees are influential recruitment tools that attract hundreds of applicants on a consistent basis.

### **Next Steps:**

- Create CMCSS recruitment campaign and materials focusing on the community and resources connected to the District.
- Explore opportunities for CMCSS Preview Days which will provide prospective candidates an opportunity to visit and participate in a "whole district" experience and will be comparable to a college recruitment model.
- Visit HBCUs and establish primary point of contact for each university. Establish a 2021-2022 minority recruitment plan with each university consisting of visits and CMCSS hosted HBCU site-based events.
- Blend in-person with virtual recruitment efforts to maximize candidate communication, follow up, and engagement.

## ***Develop and implement threat assessment teams***

Threat assessment is a behavioral approach to violence prevention that focuses on threats and other forms of student conflict before they escalate into violent behavior. Threat assessment teams use a problem-solving approach to evaluate the risk of violence posed by someone and provide interventions and resolutions to the issues that underlie the threatening behavior. This approach is recommended by the FBI, US Secret Service, and the Department of Education and supported through law by the state of Tennessee. The Threat Assessment process involves identifying students who either demonstrate behaviors of concern or who have made threats to commit a violent act. Once identified, school-level teams, with the support of the district team, will determine the seriousness of the threat and develop intervention plans that not only protect potential targets, but also provide resources and support that address the underlying problem or conflict that stimulated the threatening behavior. In December 2020, CMCSS middle and high school personnel and all SROs received Threat Assessment Training. Since the training, CMCSS has conducted 10 threat assessments and provided resources and support for those students.

### **Next Steps:**

- Train new staff members.
- Refresher training for existing team members.
- Documentation:
  - Central place with threat assessment forms for easy access
  - Portal for documenting threat assessments
- Discuss need and develop timeline to train elementary staff.

## ***Initiate an employee attendance impact campaign***

An attendance impact campaign was developed as part of the CMCSS strategic work to provide more awareness of the effects of absenteeism for all of our employee groups. Due to the uncertain conditions of the COVID-19 pandemic, the CMCSS Human Resources Department did not feel it was the appropriate time to initiate an attendance campaign. The baseline data needed from the previous year could not be collected; therefore, HR shifted the strategic focus to the immediate needs of the District in lieu of developing a campaign.

As of April 6, 2021, 73% of all CMCSS employees used FFCRA or other COVID-related leave during the 2020-2021 school year. When comparing absence data from August through March of 2019-2020 to this year, employee sick leave increased by nearly 4,000 absences, while absence reasons for other categories (such as personal leave and other leaves of absence) remained comparable.

To add to the problem of increased sick leave, the in-house substitute program's active substitute pool was too low to meet the demand. To combat this, the CMCSS School Board approved an increase to the substitute's hourly base rate from \$9.45 per hour to \$11.00 per hour. This increase allowed CMCSS to be more competitive with the substitute hourly rates in our neighboring districts, alongside the other hourly wage jobs in Clarksville. In an effort to be proactive and assist with keeping schools open, the CMCSS Substitute Program established an open substitute position for each school for a time period of three weeks. Schools were able to utilize this substitute for the greatest need of the day, such as unexpected absences, additional hallway and cafeteria monitors, and other assistance to support student learning. As part of ESSER 2.0 funding, CMCSS was able to offer a \$150 weekly bonus in April and May for substitutes who worked at least three times per week (to include a Monday or a Friday). An average of 160 substitutes qualified during the last three pay periods of their employee calendar, and this bonus incentive had a positive effect on the substitute fill rate.

The CMCSS Human Resources Department acknowledges that absenteeism impacts every department in the District. The absentee data that is collected is an excellent resource to create awareness of trends and patterns of employee attendance. These trends can then be shared with school leadership and department supervisors, so they are more aware and better equipped to discuss attendance concerns. The Human Resources Department is better equipped to provide guides and tools for principals and supervisors to use to help motivate better attendance at the school and department level. This also encourages open dialogue to discuss with employees what may be at the root of absenteeism.

## **Next Steps:**

- Utilize ESSER 2.0 funds to hire permanent substitutes for each school in the District.
- Educate our employees on the adverse effects of absenteeism.
- Develop an emphasis on attendance as part of the onboarding process.
- Consider an attendance incentive plan at the beginning of the 2021-2022 school year, as part of ESSER 3.0 requests.
- Use the 2021-2022 school year as a baseline for possible additional school/department related resources and incentives.
- Request ESSER 3.0 funds to invest in employee wellbeing through a more robust Employee Assistance Plan.

## ***Expand and support multiple pathways into the teaching profession***

The Teacher Residency Programs with the Clarksville-Montgomery County School System provide a pathway to teaching for those interested in a non-traditional approach to earning a degree and/or teacher certification. Teacher residents are educational assistants who contribute to excellence by providing instructional and non-instructional support to students while learning best practices for a career in education from outstanding CMCSS educators. Beginning in August of 2020, four residency programs were in place, including the following:

- **Clarksville Teaching Fellows (CTF) through Nashville Teacher Residency**
  - Middle Grades English
  - Middle Grades or High School Mathematics Certifications
- **Early Learning Teacher Residency (ELTR) through Austin Peay State University**
  - Bachelor's degree with K-5 and Special Education Endorsements
- **Elementary/Middle Teacher Residency (EMTR) through Austin Peay State University**
  - Bachelor's degree with K-5, Middle Grades Mathematics, or Science and Special Education Endorsements
- **Lipscomb Teacher Residency (LTR) through Lipscomb University**
  - Master's degree with K-5 and Special Education Endorsements

The CTF and LTR cohorts will fill teaching positions in the fall of 2021. The CMCSS new teacher induction supports will be in place to assist the teacher residents as they transition into a classroom as the teacher of record.

In partnership with the CMCSS Communications Department, the Educator Pipeline Team created a webpage on the district's website to provide access to information about the multiple pathways to teaching CMCSS offers. The link to the webpage is <https://www.cmcss.net/teacher-residency-programs/>. In January, applications were available to the public. Interviews were conducted in February and March for the 2021-2022 school year.

### **Next Steps:**

In addition to supporting the ELTR and EMTR cohorts, additional teacher residency programs will be launched, including:

- Elementary Teacher Residency (ETR) through Nashville State Community College and Austin Peay State University
  - Bachelor's degree with K-5 and Special Education Endorsement
- Lipscomb Teacher Residency-II (LTR) through Lipscomb University
  - Master's degree with K-5 and Special Education Endorsements
- Lipscomb Middle Teacher Residency (LMTR) through Lipscomb University
  - Middle School English
  - Middle or High School Mathematics Certification

The universities and CMCSS are engaged in a partnership to cover the residents' tuition and textbook expenses throughout the duration of the residency program. Extensive support will also be provided to ensure academic success.

## *Increase individualized professional learning opportunities*

The 2020-2021 school year brought about many changes that greatly impacted the learning needs of employees throughout the District. Professional Learning worked diligently to meet those individual learning needs to allow educators to continue to positively impact student success.

The year began with an increased need for clear communication. Professional Learning launched the PL Hub, a website that serves as a one-stop resource for all of the professional learning information and resources district employees need. The pandemic also brought about significant shifts in learning needs for both students and staff. Professional Learning worked to shift the normal, in-person summer ENGAGE conference to a virtual conference and prepared educators to both present and participate in this new conference format. Additionally, the District adjusted the school calendar and shifted stockpiled days to the beginning of the year, allowing teachers more time to prepare for the new conditions for teaching and learning.

Moving the learning to take place in August also allowed educational assistants, residents, and student teachers to access the learning alongside classroom teachers to prepare for teaching students in these new environments. Technology Integration Coaches developed courses to prepare educators to use new learning platforms and resources providing students access to quality learning whether at home or in the school building. Professional Learning expanded access to online authoring tools allowing for development of additional self-paced classes to meet immediate learning needs. The courses also served as invaluable tools to prepare teachers hired late in the school year to begin teaching successfully.

Teacher Induction expanded in 2020-2021 to add a third year of support. Teachers participating in the third year of support analyzed data and developed a problem of practice to better identify and meet the diverse needs of students in their classrooms. All three years of induction continue to utilize video coaching as a means for mentors to provide focused, individualized support to each new hire. The video process also allows educators to reflect and refine their practices. As quality feedback is critical to the individualized mentoring success, the Induction Team worked with authors and consultants Amy Tepper and Patrick Flynn this year to help mentors enhance the quality of the feedback being provided to teachers.

Professional Learning partnered with experts within the Instruction and Curriculum Department to develop and release two additional micro-credentials this year. Micro-credentials are online learning opportunities that allow educators to dig deeply into an

area of interest, implement the strategies learned in their classrooms, and when they are confident in their capabilities, submit evidence of their learning and implementation to earn a micro-credential in recognition of their learning and the impact it is having in their classroom.

The two new credentials will each be part of a learning stack. The first stack is for educators to enhance their ability to fully support English language learners in the content classroom. The first credential titled Knowing Your Students indicates that earners know their English language learners deeply both in an academic and social-emotional capacity. The next two credentials released in the stack will focus on selecting and implementing the best instructional strategies to meet their learning needs.

The second stack of micro-credentials is being designed to showcase an educator's understanding and implementation of the foundations of response to instruction and intervention (RTI<sup>2</sup>). The first credential in the stack released this year provides an overview of the RTI<sup>2</sup> framework. Earners of this credential demonstrate an understanding of each tier of the framework, including attributes of quality instruction within Tier I and the attributes of quality intervention in Tiers II and III. The next two credentials in the stack will build understanding around FastBridge and progress monitoring.

In a year of uncertainty, Professional Learning aimed to provide teachers with inspiration, tools, and reminders to help them navigate challenging circumstances. Three new resources developed and released this year to meet this goal are the PL Surge podcast, Mindful Moments, and Teaching with Technology videos. The PL Surge podcast highlights and explores professional learning journeys of employees within the Clarksville-Montgomery County School System. The podcast is designed to inform employees of learning opportunities and to inspire employees to take the next step in their own learning journey.

Professional Learning also partnered with district-level experts to release a new resource to support employee physical and mental well-being. The Mindful Moments page of the PL Hub is a growing resource of concise talks designed to provide employees with quick strategies to support self-care, work-life balance, and stress management.

Teachers requested quick access to tools that are easy to implement and provide an immediate solution. The Teaching with Technology page was created as another resource within the Instructional Technology site that provides teachers with ideas to make their work more efficient, increase student engagement and accountability, and provide meaningful feedback to students. These videos demonstrate quick tips teachers

can immediately try with follow-up support available from their Technology Integration Coach as needed.

Moving into the 2021-2022 school year, Professional Learning will continue to assess the needs of employees and develop learning opportunities to support the District in meeting its mission and vision.

**Next Steps:**

- Refine the collection and use of professional learning data to provide appropriate learning opportunities to employee groups.
- Utilize professional learning playlists to support educators in locating learning opportunities aligned to areas of need or high interest.
- Release remaining micro-credentials in RTI<sup>2</sup> and EL stacks.
- Expand just-in-time resources to meet current educator needs like Mindful Moments and Teaching with Technology.
- Build capacity in lead mentors to train others in effective feedback practices.

# IMPROVE EFFICIENCY AND EFFECTIVENESS



*Address school capacities*

*Improve student transportation services*

*Improve organizational efficiency through technology*

## IMPROVE EFFICIENCY AND EFFECTIVENESS

### Highlights

**3** Elementary school additions ready for the 2021-2022 school year

**244** New bus driver applicants reached through enhanced recruiting

**5** New portals designed by the Technology Department to enhance efficiency and effectiveness

**3,225** Hotspots provided to families

## ***Address school capacities***

The 2020-2021 school year was a year of ups and downs resulting from the COVID-19 pandemic. With the late start and 35% of the student population choosing a virtual offering, a different picture of building capacity emerged. Even with only 65% of students in buildings, it was still necessary to account for the students' return to traditional learning in their zoned schools. The current enrollment bubble in middle schools is migrating to the high-school level where portable classrooms have already been added.

Since August 2020, the Facilities Department has reviewed and commented on over 2,800 new building lots spread over 4,900 acres in Montgomery County. The 12-classroom addition at Rossvie Elementary has been completed, and expansions at Oakland Elementary and West Creek Elementary will be ready for the opening of the 2021-2022 school year.

The District completed the design, received bids, and awarded construction for Kirkwood Middle School for the 2022-2023 school year opening. An architectural firm has been hired, and the design phase of Kirkwood High School is underway. The Industrial Development Board (IDB) continues its work on balancing the remaining portion of the Kirkwood Campus site as part of an intergovernmental partnership with a scheduled completion date of May 2022.

### **Next Steps:**

- Complete construction of Kirkwood Middle School.
- Rezone for future capacity at Kirkwood Campus.
- Continue to use temporary classrooms to balance the overcrowding in schools across the District.
- Complete design of Kirkwood High School, release bids, and begin construction.
- Engage Joint Land Acquisition Committee for property in Region 2.

## **Improve student transportation services**

The CMCSS Student Transportation Department focused on three areas: improving recruitment and retention, enhancing efficiency, and providing greater accountability to our student passengers and stakeholders.

Having already experienced a school bus driver recruiting challenge, the District saw a decrease in new hires due to the COVID-19 pandemic. Through implementing quarterly job fairs and attending job fairs on Fort Campbell, 244 new applicants were reached. To address driver retention, the District established a Bus Driver Recognition Program in which drivers are recognized with a placard mounted on their assigned bus identifying the operator of the bus and their professional accomplishments.



To better utilize limited driver resources, the District added eight additional double run routes for middle and high school students, totaling 30 double-run routes. Should a more critical driver shortage occur, a contingency plan was developed to expand this program. In addition, a newly-hired AV/GPS Technician has decreased the time required for video responses and allowed the Transportation Department to respond to stakeholder inquiries faster.

To provide greater accountability to students and stakeholders, the District established a Continuous Improvement Team to research a passive radio-frequency identification (RFID) reporting system. The system would allow bus passes to be issued to students for use as they get on and off buses. In addition, the system records the time and location that a student swipes their pass. This information would allow the dispatch center to verify in minutes that a student was on a bus and the student's exact drop-off location. This system would also enhance contact tracing when paired with electronic seating charts already implemented for greater accountability.

### **Next Steps:**

- Develop a driver Attendance Reward Program.
- Implement a Referral and Retention Incentive Program.
- Focus on new “Multi-Tiered System of Support-Behavior” (MTSS-B) on transportation.
- Prepare for servicing the new Kirkwood Campus feeder system.

## ***Improve organizational efficiency through technology***

The Technology Department continues to work closely with schools, office locations, and other departments to identify areas where a technology solution could improve organizational efficiency. Progress towards this goal is made through constant evaluation of existing hardware, software, and processes. This is in addition to the technical support provided for all students and staff throughout the year and the maintenance of all existing technology equipment.

In 2020-2021, the Technology Department expanded the 1:1 laptop program down to kindergarten. This expansion of the 1:1 program to four additional grade levels provided greater flexibility and more resources for instruction during a challenging year. Technology also provided 3,325 cellular hotspots to support students in need for virtual school, remote learning days, and when they were quarantined.

The Network Team worked quickly to expand and enhance network availability at the beginning of the year to support the nearly 10,000 virtual students and for possible district-wide remote days.

The Technology Department developed a new Parent Portal that allows parents and guardians to update Emergency Card contacts more easily throughout the year. This update reduced the need for a physical trip to the school to update information and provided the most up-to-date information for school staff with greater efficiency.

District Programmers developed a new online submission site for employee recognition called *Heartworks*. This allows students and staff to recognize and commend the contribution of district employees in a safe and friendly way. The district website was also redesigned to highlight relevant COVID related data, such as the COVID dashboard.

A pilot was initiated for the Classified Staff Transfer requests website. The FMLA portal was developed to allow staff to request leave more easily. The “paperless” environment was expanded by replacing existing paper forms or creating new online surveys including: Annual Student Health Assessment, Disposition of Unused Personal Leave, Employee COVID Agreement, Enrollment for Summer Programs, Federal Impact Aid Form, and the Transcript and Immunization Records Request.

Technology updated the district HR/Financial software and assisted with creating reports specific to ESSER funding changes.

### **Next Steps:**

- Expand FMLA portal to include non-FMLA leave.

- Develop online Supervisor Employee Evaluation site.
- Develop portal for ISO documents.

# ENGAGE THE PUBLIC IN SUPPORT OF STUDENT ACHIEVEMENT



## ENGAGE THE PUBLIC IN SUPPORT OF STUDENT ACHIEVEMENT

*Establish a comprehensive marketing and development plan for the Clarksville-Montgomery County Education Foundation*

## Highlights

5%

Reduction in Foundation expenses

10%

Increase in Foundation revenues



2020-2021 END OF YEAR REVIEW

## ***Establish a comprehensive marketing and development plan for the Clarksville-Montgomery County Education Foundation***

Almost one-third of nonprofit organizations were in financial jeopardy during the pandemic, as reported by the Associated Press. However, the Clarksville-Montgomery County Education Foundation (CMCEF) was able to thrive during the challenging times, with revenues increasing almost 10% more than budgeted and expenses reduced by 5%.

From March 2020 through early 2021, with the uncertainty of the pandemic's short-term and long-term economic impacts, CMCEF paused its planning for a comprehensive strategic blueprint. CMCEF turned its focus to providing critical needs to schools such as bottled water, school supplies, and cleaning and hygiene supplies. In December 2020, the CMCEF Executive Director Robin Burton developed a partnership with SERVPRO of Montgomery County to be the first Teacher Warehouse presenting sponsor to support the needs that were amplified by the public health crisis. Additionally, funding was increased for the Great Idea Grant program and the inaugural Big Idea Grant program was launched, providing funding to support teachers' innovative instructional ideas for their students.

With the pandemic in the rear-view mirror, CMCEF is again embarking on the processes of developing a comprehensive strategic blueprint, rebranding the Foundation, improving the website, and continuing to increase its presence on social media and other platforms. CMCEF has contracted with the Center for Nonprofit Management in Nashville, Tenn. to help develop the three to five-year plan, realigning priorities and engaging stakeholders across the spectrum of the community for input. Additionally, CMCEF is contracting with Thrive Creative Agency from the local community to help lead the rebranding initiative and redesign of the Foundation's website.

### **Next Steps:**

- Develop and implement a CMCEF strategic blueprint in collaboration with the Center for Nonprofit Management and stakeholders from Clarksville-Montgomery County.
- Develop and implement new brand standards, marketing collateral, and a redesigned, more robust, and more user-friendly website in collaboration with Thrive Creative Agency.
- Increase the CMCEF marketing and promotion budget to better promote the message and mission of the Foundation.

- Relaunch a refreshed Leadership CMCSS to increase the engagement and support of local leaders.