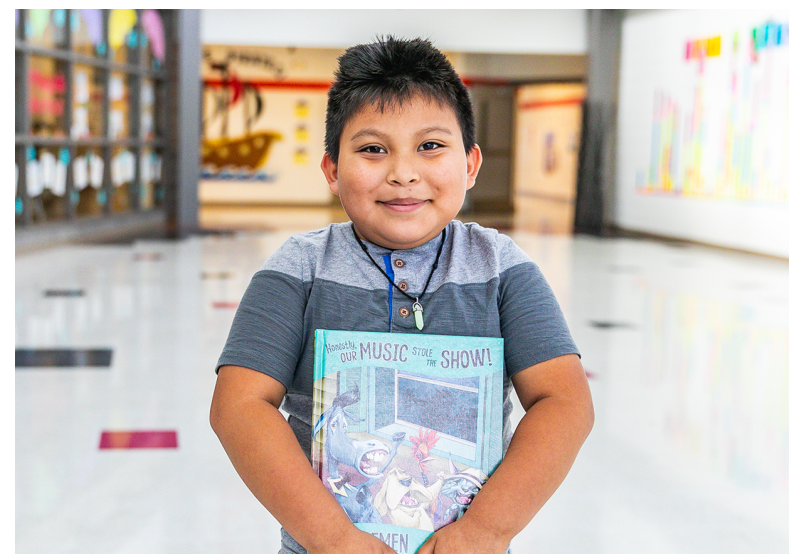




2021-2022 Mid-Year Review of Strategic Work



IMPROVE STUDENT ACHIEVEMENT

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



MAXIMIZE EMPLOYEE CAPACITY

Create a competitive-edge recruitment strategy for all employee groups

Increase employee access to mental health services provided at the Onsite Clinic

Increase employees' awareness of the effects of absenteeism

Expand and support multiple pathways into the teaching profession

Increase individualized professional learning opportunities



IMPROVE EFFICIENCY AND EFFECTIVENESS

Address school capacities

Improve student transportation services

Improve organizational efficiency through technology



ENGAGE THE PUBLIC IN SUPPORT OF STUDENT ACHIEVEMENT

Refine stakeholder feedback and engagement opportunities with the transition to ISO 21001:2018

Each year, CMCSS sets strategic work goals to ground its work to educate and empower its students to reach their potential. In spring, the District provides a report to the Board of Education detailing the progress toward those goals. In this report, the District has provided a table summarizing the progress on all of the strategic work goals at this point in the year, along with charts and progress reports on each goal area.

2021-2022 Overarching Strategic Work Progress

Below is a table detailing the progress on all of the strategic work goals for this year. Many goals are making progress, but there are some challenges that each department is working to overcome. However, several goals for this year are also on track based on the department's plan to implement its work this year.

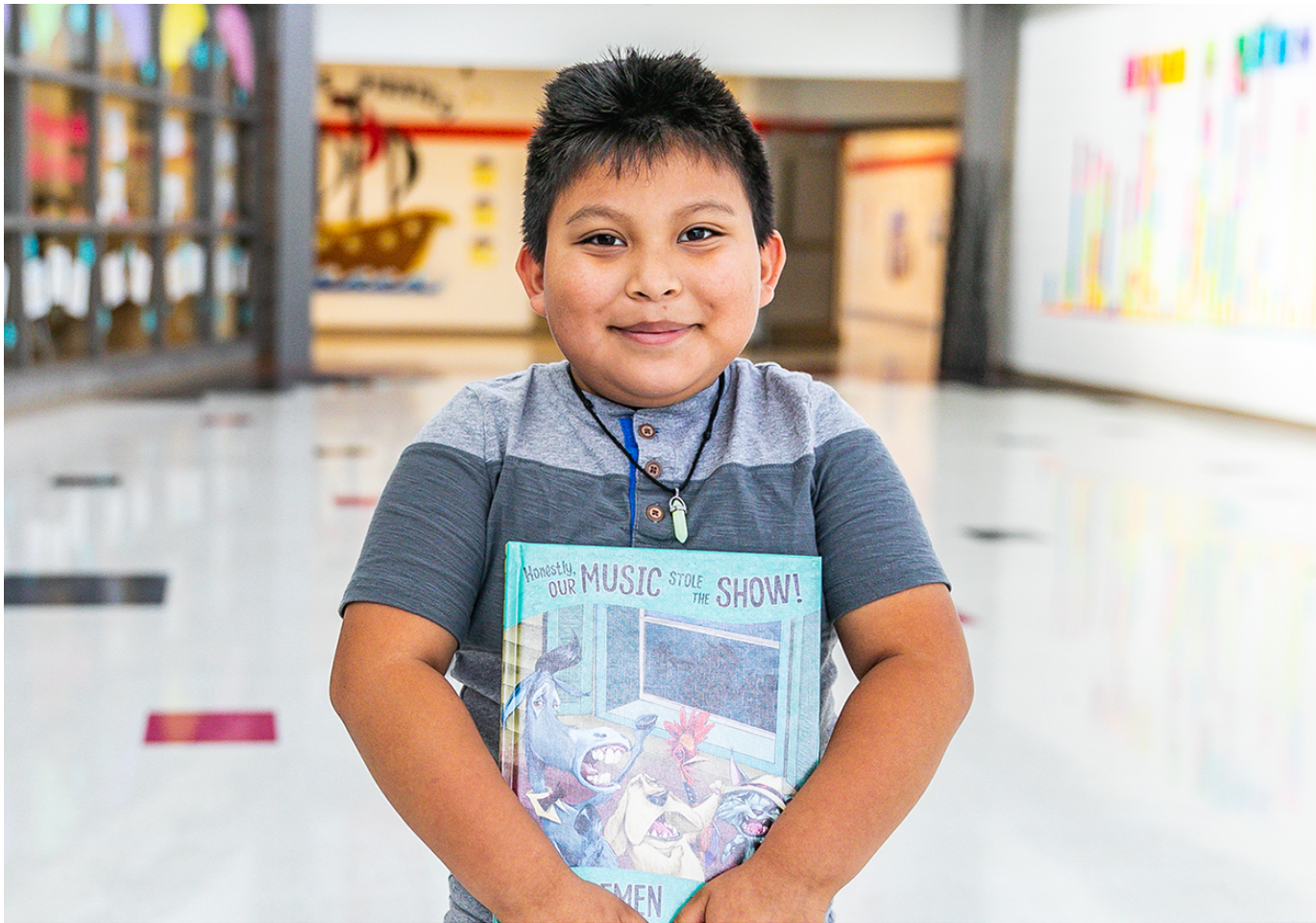
1	On Track	Implement resources and supports to meet students' social and emotional needs	8	On Track	Expand and support multiple pathways into the teaching profession
2	Making Progress, Some Challenges	Implement research-based literacy practices to develop competent readers, writers, and thinkers	9	On Track	Increase individualized professional learning opportunities
3	Making Progress, Some Challenges	Broaden choice in academic offerings to align with ready-graduate initiatives	10	Making Progress, Some Challenges	Address school capacities
4	Making Progress, Some Challenges	Enhance standards-based curriculum, instruction, and assessment resources	11	Making Progress, Some Challenges	Improve student transportation services
5	Making Progress, Some Challenges	Create a competitive-edge recruitment strategy for all employee groups	12	Making Progress, Some Challenges	Improve organizational efficiency through technology
6	Making Progress, Some Challenges	Increase employee access to mental health services provided at the Onsite Clinic	13	On Track	Refine stakeholder feedback and engagement opportunities with the transition to ISO 21001:2018
7	Making Progress, Some Challenges	Increase employees' awareness of the effects of absenteeism			

On Track = This strategic work goal is currently being implemented according to plan. There have not been major obstacles at this point.

Making Progress, Some Challenges = This strategic work goal is progressing, but there are challenges to continued implementation that the department is working to overcome.

Stalled = There are major challenges to this work being implemented as planned.

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



IMPROVE STUDENT ACHIEVEMENT

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

While providing quality academic instruction will always be the core purpose of a school, students cannot succeed academically if educators do not also provide for the betterment of their social and emotional needs. CMCSS established this strategic work area as a core focus in 2018, and it has remained an essential aspect of the District's work each year since that point.



Social and Emotional Learning

In CMCSS, promoting a focus on social and emotional health mainly involves helping students understand and control their emotions, helping them form positive relationships with peers and adults, and helping them foster effective decision-making abilities.

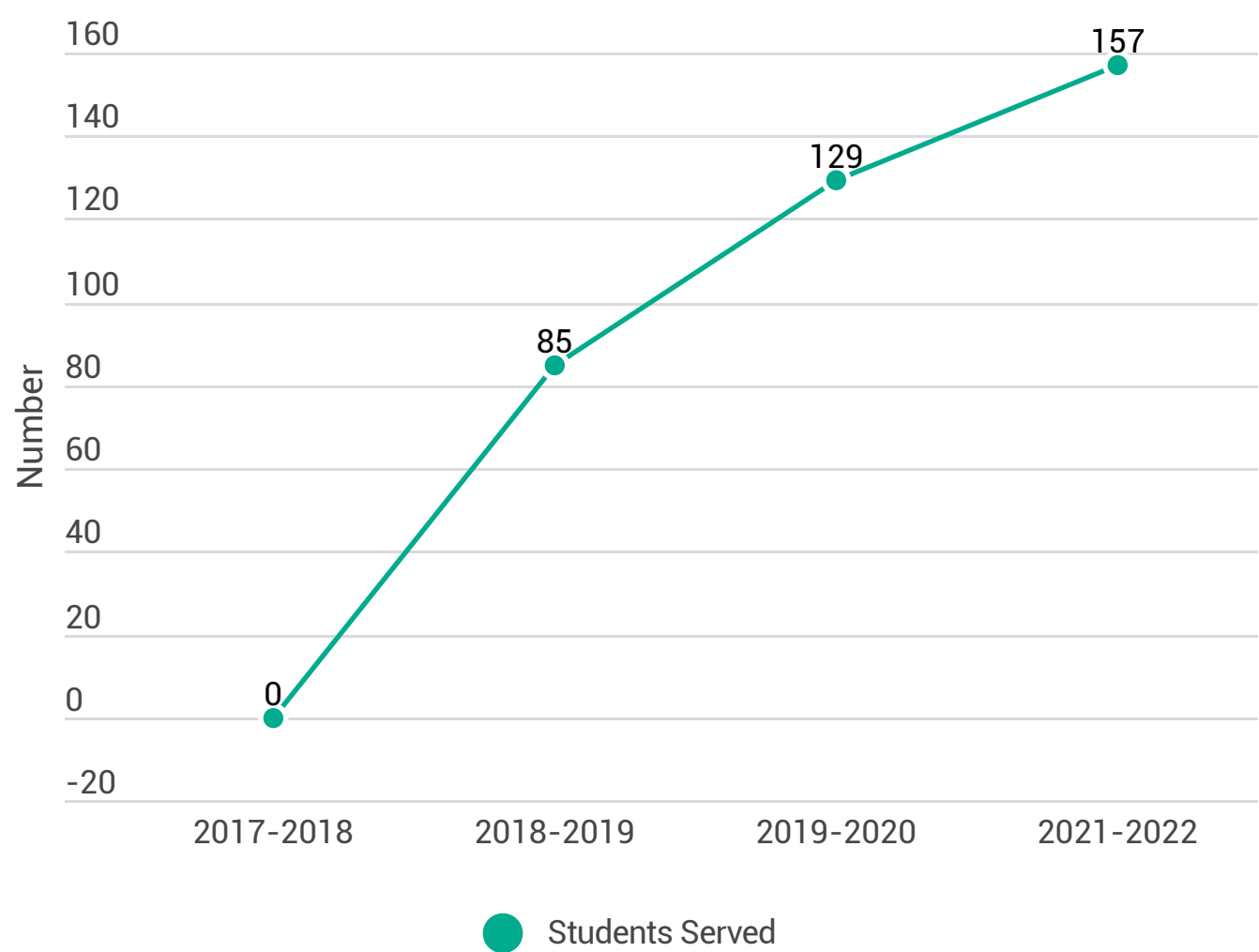


How does CMCSS focus on SEL?

- Providing more access to mental health services through a Mental Health Cooperative
- Piloting Multi-Tiered Systems of Support in schools. This system challenges schools to create behavior systems that promote and reward positive and behaviors in school.
- Providing resources for educators and counselors to reinforce positive strategies.

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

Progress Against Trajectory



What will success look like in 6 months?

- Increase in the number of students released from mental health supports for "goals met."
- Launch counselor-led Tier II groups to serve students identified as high risk for social, academic, emotional, and behavioral factors (SAEBRS).
- Increase percentage of students referred to and accepted for mental health support.
- Increase percentage of parents that participate in the "in-take" process.

Progress Analysis

In the 2018-2019 school year, **CMCSS established the Mental Health Cooperative**. This is a service that provides mental health support to students who do not have access to those crucial services.

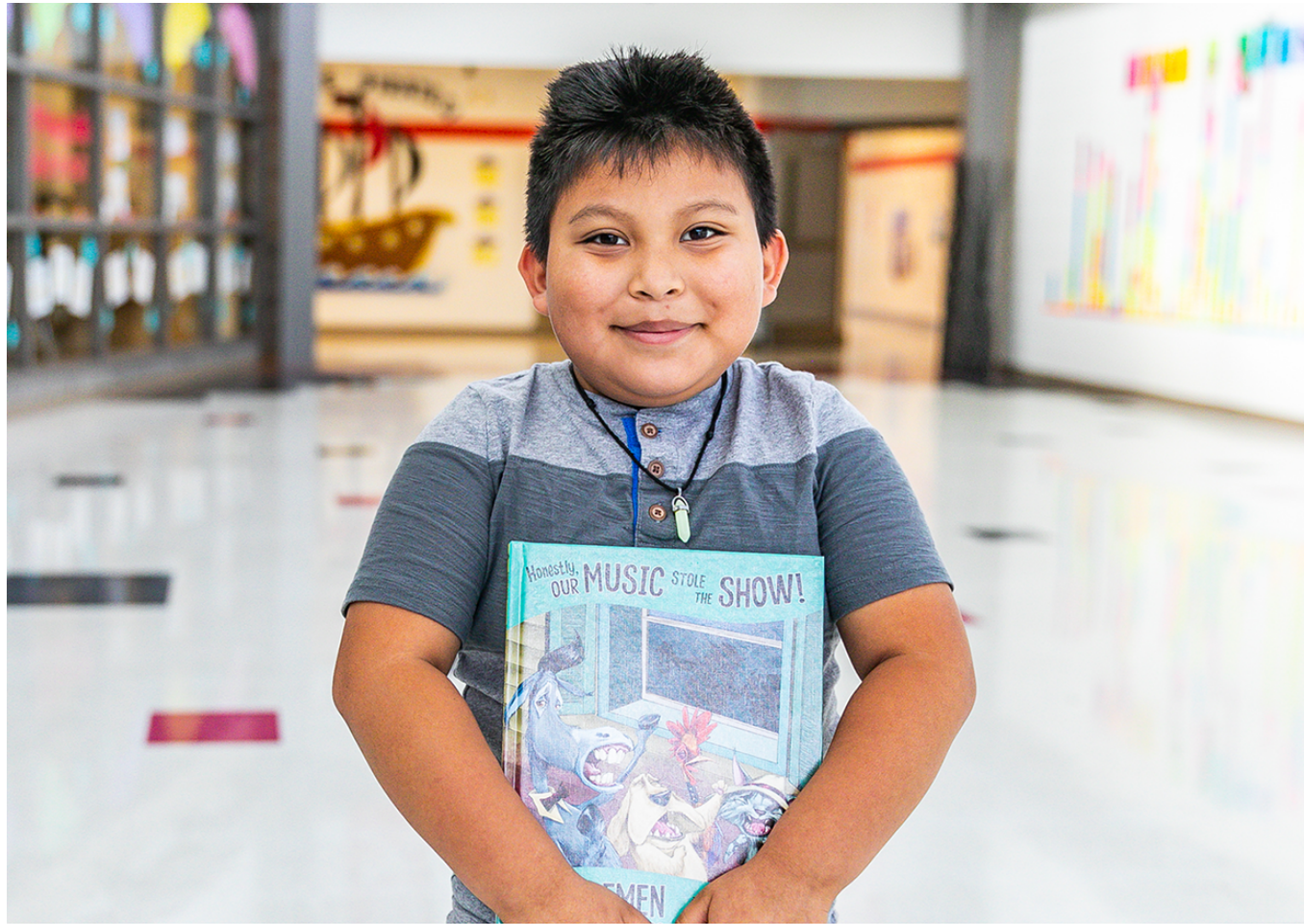
From 2018 to the 2021 fall semester, **there has been a 46% increase in equitable access to mental health services for students in CMCSS**. The table below summarizes data about the grade levels served in the Mental Health Co-Op and common diagnoses at each grade level.

Grade Level	Percentage Served (n=157)	Top Three Diagnoses
Elementary	26.1%	ADHD, Adjustment Disorder, Anxiety Disorder
Middle	56.7%	Major Depressive Disorder, ADHD, Stress
High	17.2%	Mood Disorder, Major Depressive Disorder, Anxiety Disorder

Action Required

- Support schools using SAEBRS data to identify at-risk students.
- Support schools developing plans to address social, academic, emotional, and behavioral student needs.
- Create and deploy sets of SEL lessons to support student social, academic, emotional, and behavioral needs.
- Create and implement the Multi-Tiered Systems of Support Continuum.
- Develop and deploy mental health supports data collection system.
- Support parents through the use of a CMCSS-employed SEL social worker.

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



IMPROVE STUDENT ACHIEVEMENT

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

Learning to read is one of the most important foundational skills not only for success in a student's academic future, but for success in life. CMCSS has prioritized implementing strategies to improve literacy instruction that center on the science of reading, in line with critical initiatives at the state level to improve reading instruction across the entire state of Tennessee.



What is the science of reading?

The term "science of reading" refers to research from scholars in education, special education, psychology, and neurology over the last few decades about how children learn to read.

Tennessee's Literacy Push

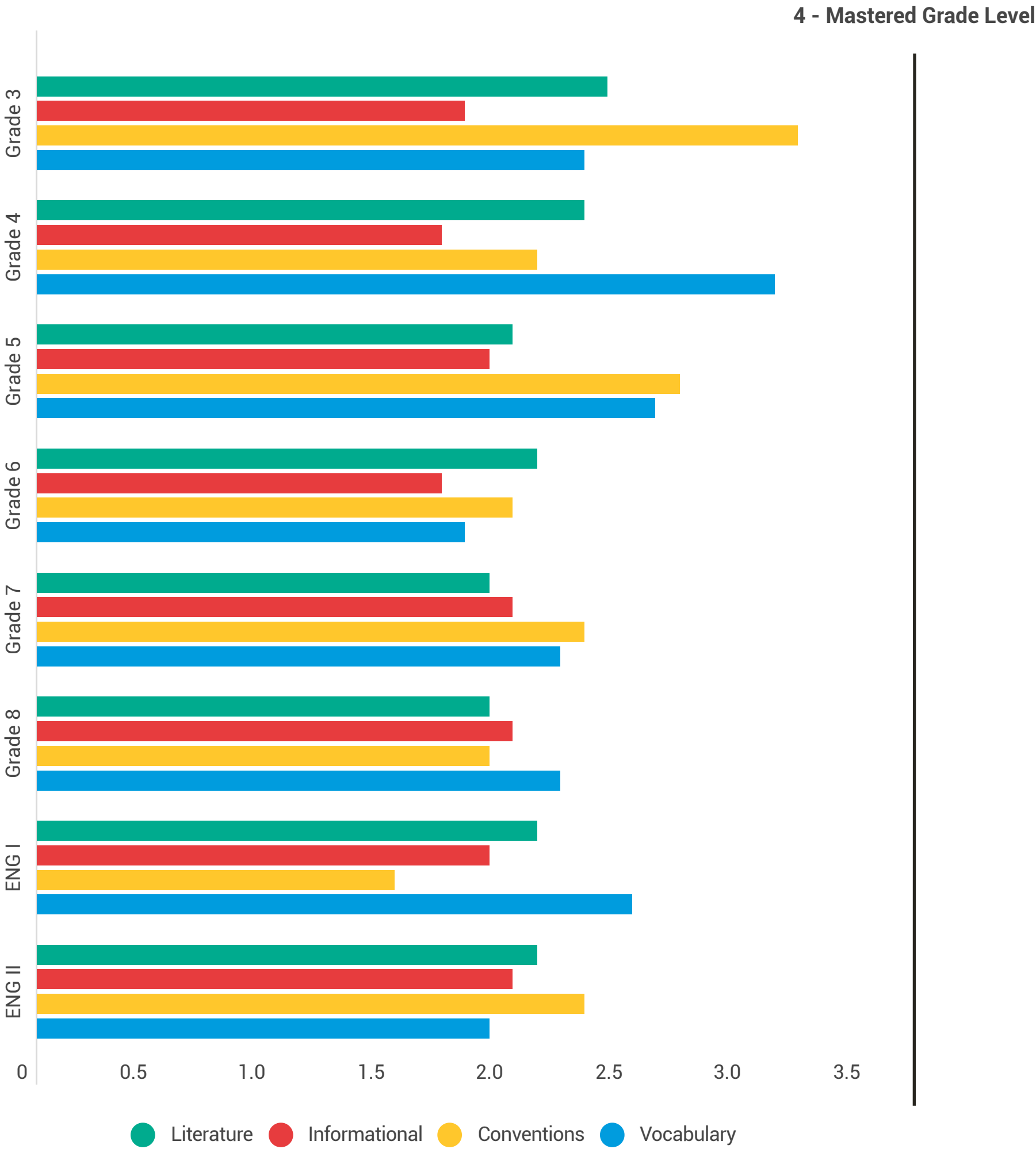


The state of Tennessee has placed a major emphasis on improving literacy instruction in the state for the last few years, emphasizing a few key strategies to promote better outcomes for students:

- Phonics-based instruction
- Providing complex texts in classrooms
- Building student content knowledge to support strong reading

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

Progress Against Trajectory



Progress Analysis

Each year, CMCSS collects data on students' progress toward mastering standards in literacy for each grade level. Student data is tracked on four levels:

Level	Standard Mastery
Level 1	Below Grade Level
Level 2	Approaching Grade Level
Level 3	On Grade Level
Level 4	Mastered Grade Level

In general, according to the chart on the left, CMCSS students at nearly all grade levels are either on grade level or approaching grade level at this point in the year. **Additionally, data from walkthroughs in Elementary and Middle schools indicate that the implementation of core actions of effective literacy instruction is making progress.**

Core Action 1 - Lessons are grounded in complex text

Level	Agreement
Elementary	85.7%
Middle	85.3%

Core Action 2 - Teachers ask appropriately complex questions to build knowledge

Level	Yes	Mostly	Somewhat	Not Yet
Elementary	50%	16.7%	33.3%	
Middle	35.2%	25%	27%	12.8%

Core Action 3 - Students take ownership

Level	Yes	Mostly	Somewhat	Not Yet
Elementary			66.6%	33.3%
Middle	40.8%	24%	21.9%	13.3%

NOTE Elementary data is more limited than middle school data.

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

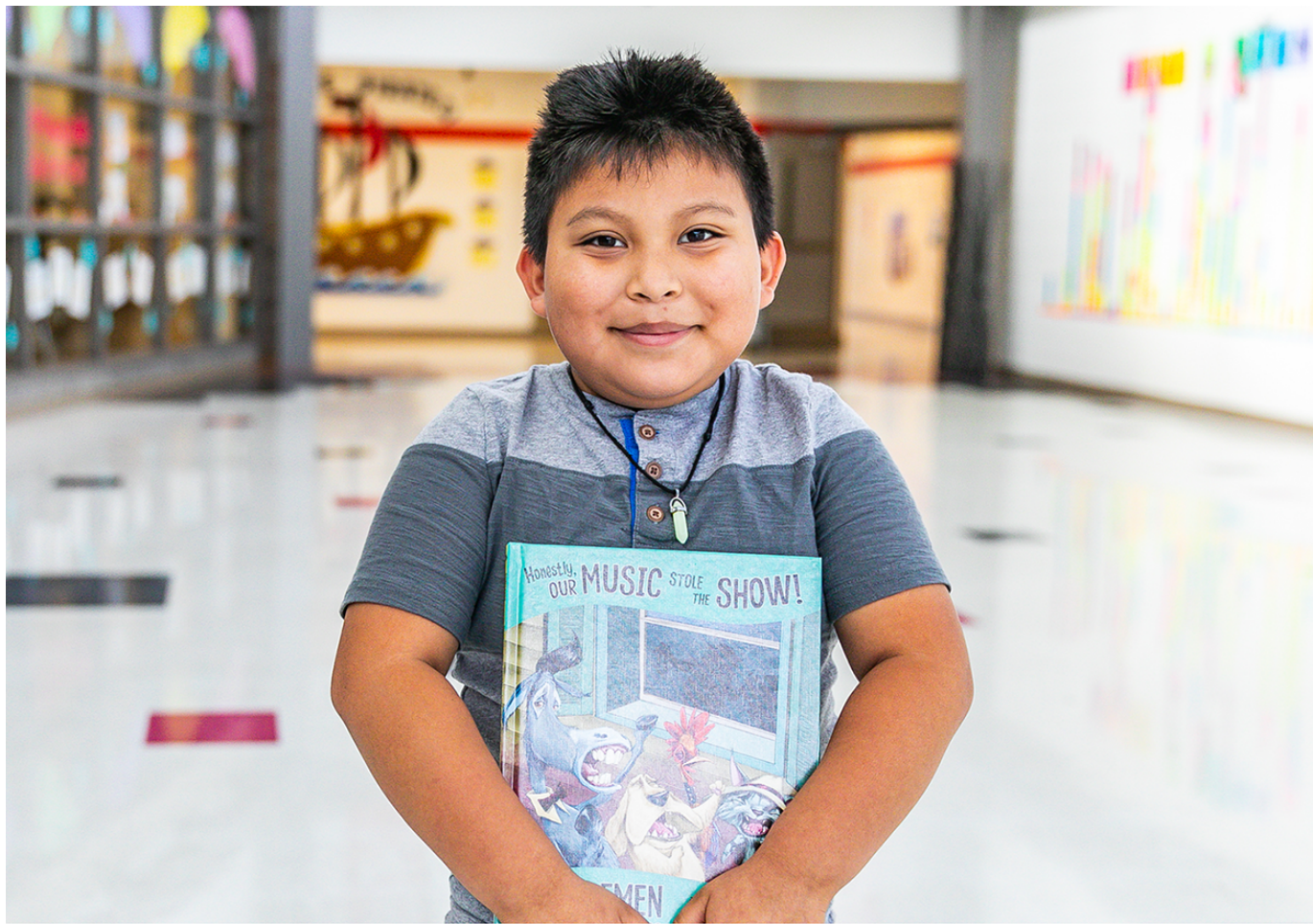
What will success look like in 6 months?

- Increase levels of proficiency across all levels and subgroups of students in English Language Arts.
- Implement literacy walks across all levels using a common tool (the Instructional Practice Guide).
- Collect data at all levels to establish school-specific goals.
- Increase professional learning opportunities in the science of reading.

Action Required

- Begin data collection at the high schools using the Instructional Practice Guide.
- Establish and communicate school and district goals for improving in the core actions.
- Train middle school academic coaches in the science of reading.
- Plan summer institute about the science of reading for educators.

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



IMPROVE STUDENT ACHIEVEMENT

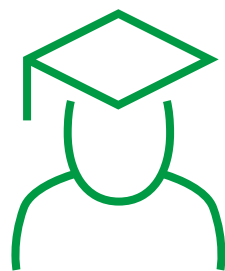
Implement resources and supports to meet students’ social and emotional needs

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

To align with its vision of all students graduating college and career ready, CMCSS strives to increase the number and quality of its academic offerings to ensure that any student who graduates from CMCSS is prepared for the future, whether that future includes college, technical school, or moving straight into the workforce.



What is a Ready Graduate?

The Tennessee Department of Education uses the Ready Graduate definition to measure how well school systems are preparing students for their postsecondary plans. Students can meet one of four requirements to be considered a Ready Graduate.

Score of 21+ on the ACT

Credit in 4 EPSOs

Industry certification earned + 2 EPSOs

Score of 31+ on ASVAB and 2 EPSOs

What is an EPSO?

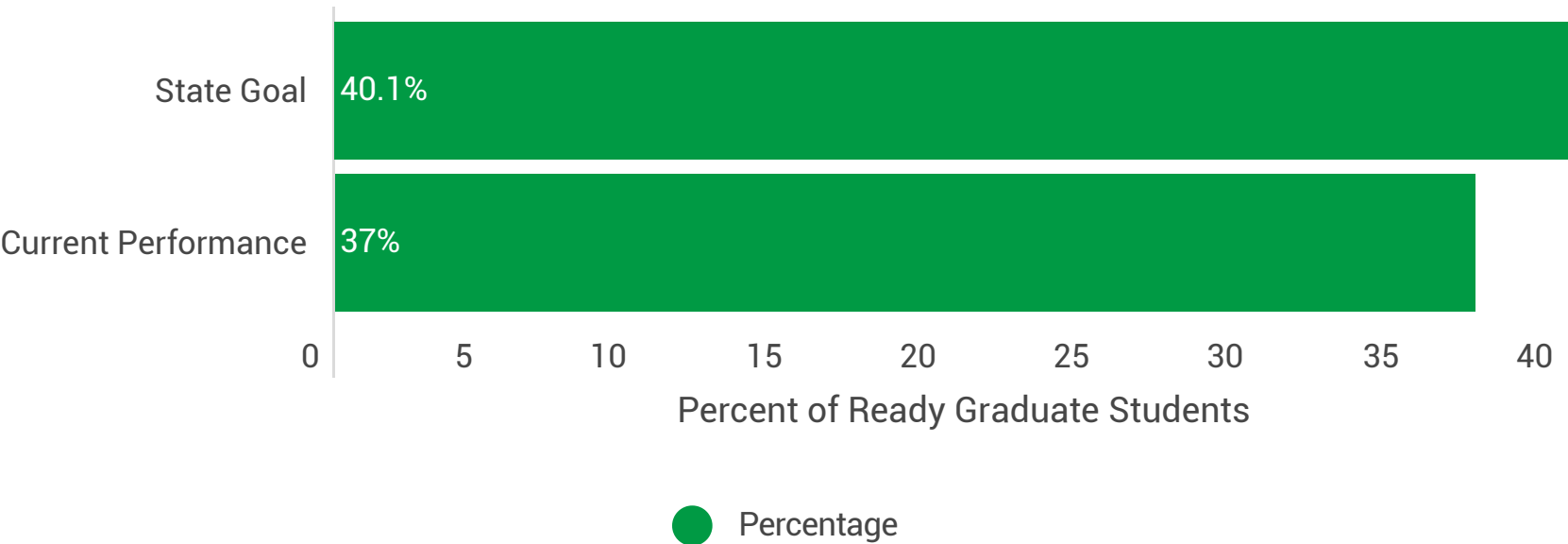


The term "EPSO" refers to an Early Post-Secondary Opportunity. These are classes that students take in high school to earn postsecondary credit. These can include AP classes, or dual enrollment classes, for example.

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

Progress Against Trajectory

Class of 2021 Ready Graduate data have not yet been reported by the Tennessee Department of Education, but will be soon. The chart below is based on current data for the 2022 graduating class.



Progress Analysis

So far, 37% of seniors have already achieved Ready Graduate status.

Course additions for fall 2021:

- Early Technical College - added pre-practical nursing for a total of 5 offerings.
- Added AP Access for All, with 35 students enrolled.
- Added Dual enrollment courses for Academy of Teaching and Learning.
- Expanded CTE courses offering industry certification.

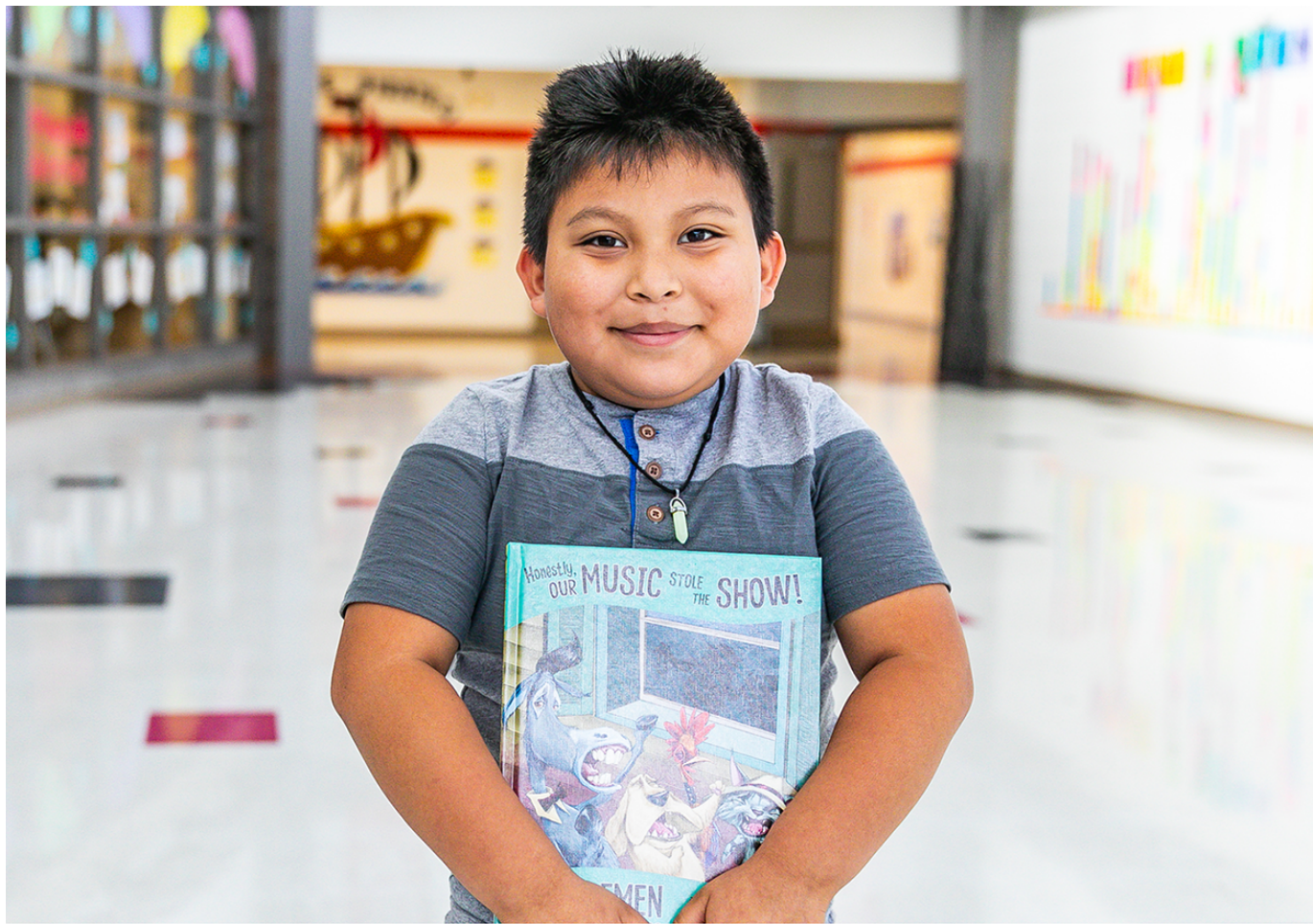
What will success look like in 6 months?

- Percent of Ready Graduates will remain steady or increase from last year's data point.
- Student enrollment in courses leading to Ready Graduate status will remain steady or increase from this year's enrollment.
- CMCSS will continue to explore additional offerings based on student interests and community job outlook.

Action Required

- Continue to recruit and select quality candidates for all programs, to include CTE and AP courses.
- Continue to explore grant opportunities add programs based on community job outlook.
- Evaluate the effectiveness of communications tools used to inform stakeholders of current program offerings.
- Work with schools to ensure students are informed of program opportunities.

Enhance standards-based curriculum, instruction, and assessment resources



IMPROVE STUDENT ACHIEVEMENT

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

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

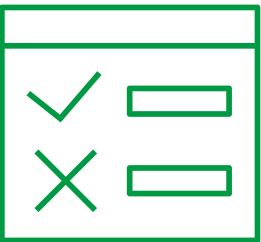
Enhance standards-based curriculum, instruction, and assessment resources

Over the past four years, the CMCSS strategic work has included a focus on standards-based curriculum, instruction, and assessment resources. The Instruction Department has narrowed the focus over the past few years to high-quality instructional materials in preparation for the English Language Arts textbook adoption. The department has also focused on providing assessment resources so teachers can track student progress toward mastering their grade-level standards and target support to students to continue growing.



What are the assessment resources?

To have a way to monitor progress toward the proficiency of the ELA standards, instructional funds were budgeted to purchase professionally written assessments for the 20-21 school year for grades 3-8, called CASE Assessments. There was such positive feedback with the implementation of these assessments, that the instruction team moved forward with the purchase of ELA assessments for high school and added math for grades 6-8 and high school.



What are benchmark tests?

Benchmark assessments are a type of test that show teachers how well students are progressing toward mastering the standards for that grade level. CMCSS teaches the Tennessee Academic Standards, which specify what students should know and be able to do by the end of each grade level.

Enhance standards-based curriculum, instruction, and assessment resources

Progress Against Trajectory

2020-2021	2021-2022
3-8 CASE ELA Assessments	High School CASE ENG I Assessment
3-5 Math Benchmark Assessments	High School CASE ENG II Assessment
	6-8 Math Benchmark Assessment
	Middle School Algebra I Benchmark Assessment
	High School Algebra I Benchmark Assessment
	High School Algebra II Benchmark Assessment
	High School Geometry Benchmark Assessment
	Practice ACT Assessments

NOTE The Instruction Department received so much positive feedback from teachers about the benchmark assessments, more assessments were added for middle and high school teachers.

What will success look like in 6 months?

- Schools will use benchmark assessment data to identify student progress. accurately and provide appropriate next steps for instruction.
- Schools will have a systematic way to to access shared resources needed for their instructional practice.

Progress Analysis

This year, **most grade levels have either completed or are about to complete their second round of benchmark assessments.** This round will allow teachers to see how students have grown over the course of the year, reteach any necessary content, and develop instructional strategies to meet individual student needs. In addition to providing assessment resources, district-level content experts have also been working to collect feedback from teachers on additional resources for instruction that can provide the support teachers need.

Action Required

- Analyze benchmark assessments to ensure alignment to TCAP and EOC test results.
- Collaborate with schools to collect and share instructional planning resources for teachers, specifically in English Language Arts.
- Determine next steps for professional learning on the District's adopted ELA textbook.
- Deploy spring curriculum surveys to gather input on resources and plan for next year.

Create a competitive-edge recruitment strategy for all employee groups



MAXIMIZE EMPLOYEE CAPACITY

Create a competitive-edge recruitment strategy for all employee groups

Increase employee access to mental health services provided at the Onsite Clinic

Increase employees' awareness of the effects of absenteeism

Expand and support multiple pathways into the teaching profession

Increase individualized professional learning opportunities

As the nation has recovered from the effects of the COVID-19 pandemic, labor shortages have been a harsh reality for many employers. CMCSS has experienced similar challenges, experiencing persistent shortages of teachers, bus drivers, custodians, substitutes, and other key employee groups. While retention always continues to be a focus in the district, this year, the Human Resources Department and other teams have also been intently focused on rethinking its approaches to recruitment.



Are these shortages new?

As a rapidly-growing district, CMCSS was experiencing shortages of some employee groups before the pandemic, specifically teachers and bus drivers. However, the pandemic posed more challenges recruiting for these two employee groups, among others. In addition, new industries moving to the Clarksville area have led to decreases in the overall applicant pool, specifically for many classified positions.

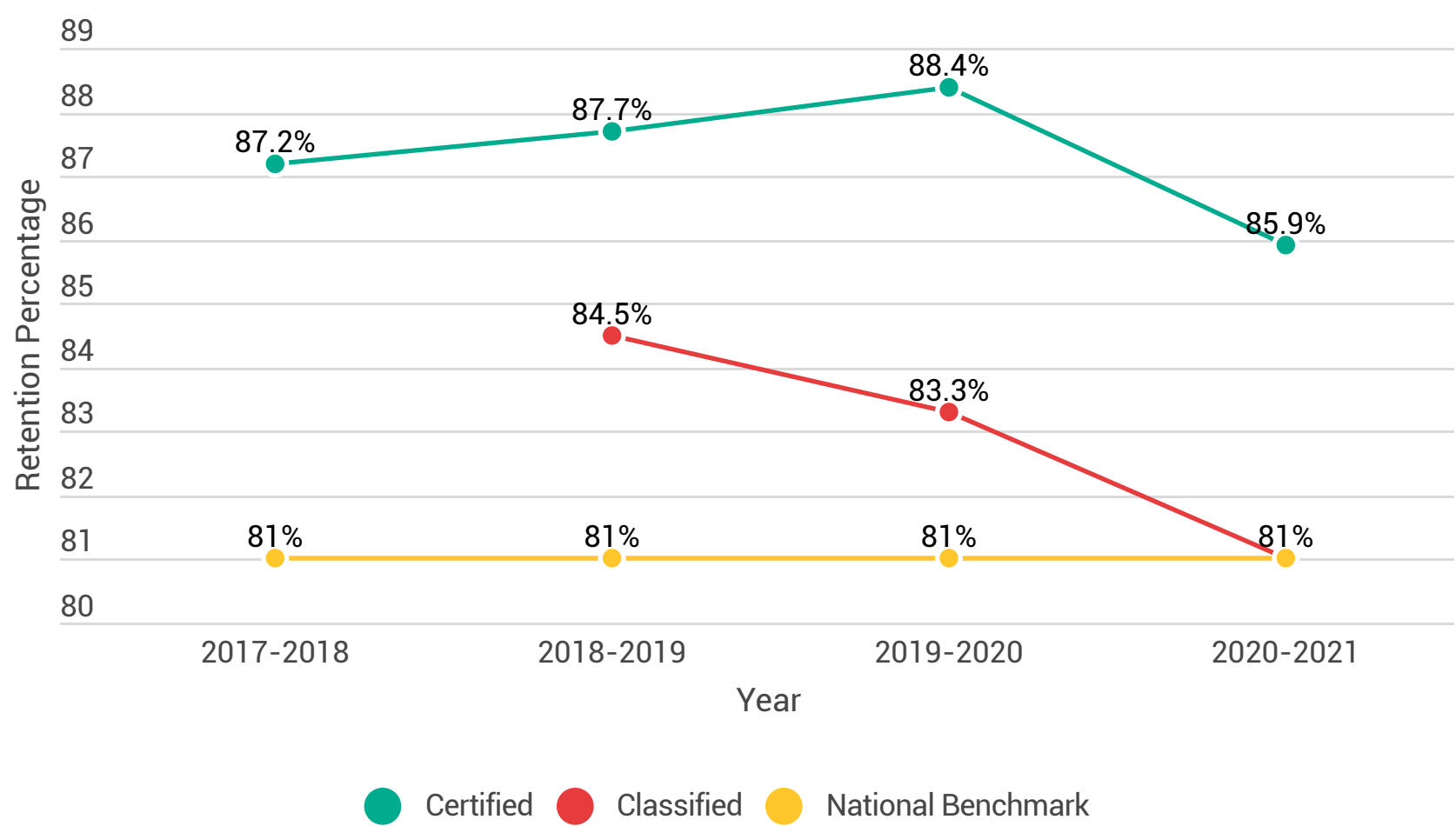
What is the difference between a certified and classified employee?



Certified employees include teachers and employees who provide support services to students such as physical therapists and occupational therapists. Classified employees (also known as non-exempt employees) include bus drivers, custodians, educational assistants, and some Central Office positions.

Create a competitive-edge recruitment strategy for all employee groups

Progress Against Trajectory



Retention data over time, 2017-2021

What will success look like in 6 months?

- CMCSS will attend several in-person recruitment events.
- Gain insight into opportunities to expand recruitment, or determine if the decline in eligible candidates for positions has persisted.
- Return focus to retention to slow separations, hopefully alleviating some recruitment concerns.

Progress Analysis

As the workforce has changed, recruitment efforts required a change as well. **The candidate pool for both certified and classified employees continues to decline in number**, as those entering the teaching profession continues to decrease, while those in classified roles have opportunities for higher wages in other industries outside of education. The Human Resources Department has worked to create **virtual- and in-person opportunities** in an effort to attract quality candidates in an even more competitive recruitment time. This includes partnering to host certified and classified recruitment events together.

In December, **CMCSS hosted a hiring blitz during which principals with current openings hosted tables and provided meet and greet opportunities for teacher candidates as well as education assistants**. This was the first CMCSS hosted event that focused on both certified and classified opportunities in one consolidated event. Many candidates at university-sponsored recruitment events have already accepted employment with districts in which they are currently student teachers or close to the university. **The nationwide teacher shortage is felt at every recruitment event attended.**

Action Required

- Host a spring job fair.
- Analyze certified and classified employee retention/exit interview data and opportunities.
- Partner with Employee Relations Specialist to build a retention-first staffing plan.
- Develop sustainable employee incentives for new hires and current employees.
- Increase certified/classified combined recruitment events.
- Review current teacher pathway options.

Increase employee access to mental health services provided at the Onsite Clinic



CMCSS is committed to providing benefits and working conditions for employees that allow them to be successful in their roles and thrive in their livelihoods. Part of ensuring that the district offers effective working conditions involves providing for employees' physical and mental health.



Why focus on mental health support?

The COVID-19 pandemic has had far-reaching effects on mental health for many Americans, but public education as an institution has experienced a significant weight of the stresses and challenges brought on by the pandemic. Working in education can be a challenging profession in a normal year, but these years of working in the pandemic have certainly been challenging for employees. While CMCSS may not be able to remove all of the root causes of additional stress employees may be experiencing, the district hopes to provide as much support as possible through one of the key benefits provided to employees in our district, the Onsite Clinic.

MAXIMIZE EMPLOYEE CAPACITY

Create a competitive-edge recruitment strategy for all employee groups

Increase employee access to mental health services provided at the Onsite Clinic

Increase employees' awareness of the effects of absenteeism

Expand and support multiple pathways into the teaching profession

Increase individualized professional learning opportunities

Increase employee access to mental health services provided at the Onsite Clinic

Progress Against Trajectory



2

The number of counselors accessible through the Onsite Clinic



600

Number of patients who have received assistance through Onsite Clinic counselors in the 2021-2022 school year.

Progress Analysis

Onsite is increasing employee access to mental health services by providing two full-time Life Coaches on its staff. Onsite Life Coaches assist employees by helping them identify and create attainable strategies for progress in their daily lives. Those areas could include personal relationships, efforts to reach workplace goals, or identifying and reaching other future achievements. Due to the stress of COVID-19, **Onsite Life Coaches will provide services that are successful, far-reaching, and effective for CMCSS employees.** Currently, the Onsite Clinic has hired one Life Coach and is actively working toward hiring a second one.

What will success look like in 6 months?

- Fill both open Onsite Life Coach positions, with those employees actively engaging patients as soon as possible.
- Both Life Coaches have a full "book of business" with a wait list of patients waiting to access the service.
- Employee/Patient satisfaction surveys will show overall positive comments in the value of care received through the Onsite Clinic.
- Evidence of positive changes in behavior will be mentioned from stakeholders who are served by Life Coaches.

Action Required

- Hire second Life Coach.

Increase employees' awareness of the effects of absenteeism



MAXIMIZE EMPLOYEE CAPACITY

Create a competitive-edge recruitment strategy for all employee groups

Increase employee access to mental health services provided at the Onsite Clinic

Increase employees' awareness of the effects of absenteeism

Expand and support multiple pathways into the teaching profession

Increase individualized professional learning opportunities

This strategic work goal was identified as a critical area of focus before the pandemic, and it has only grown in importance since the spread of COVID-19 began. The District has been studying attendance data to gather a baseline understanding of our own attendance trends in order to target support and incentives to employees as much as possible.

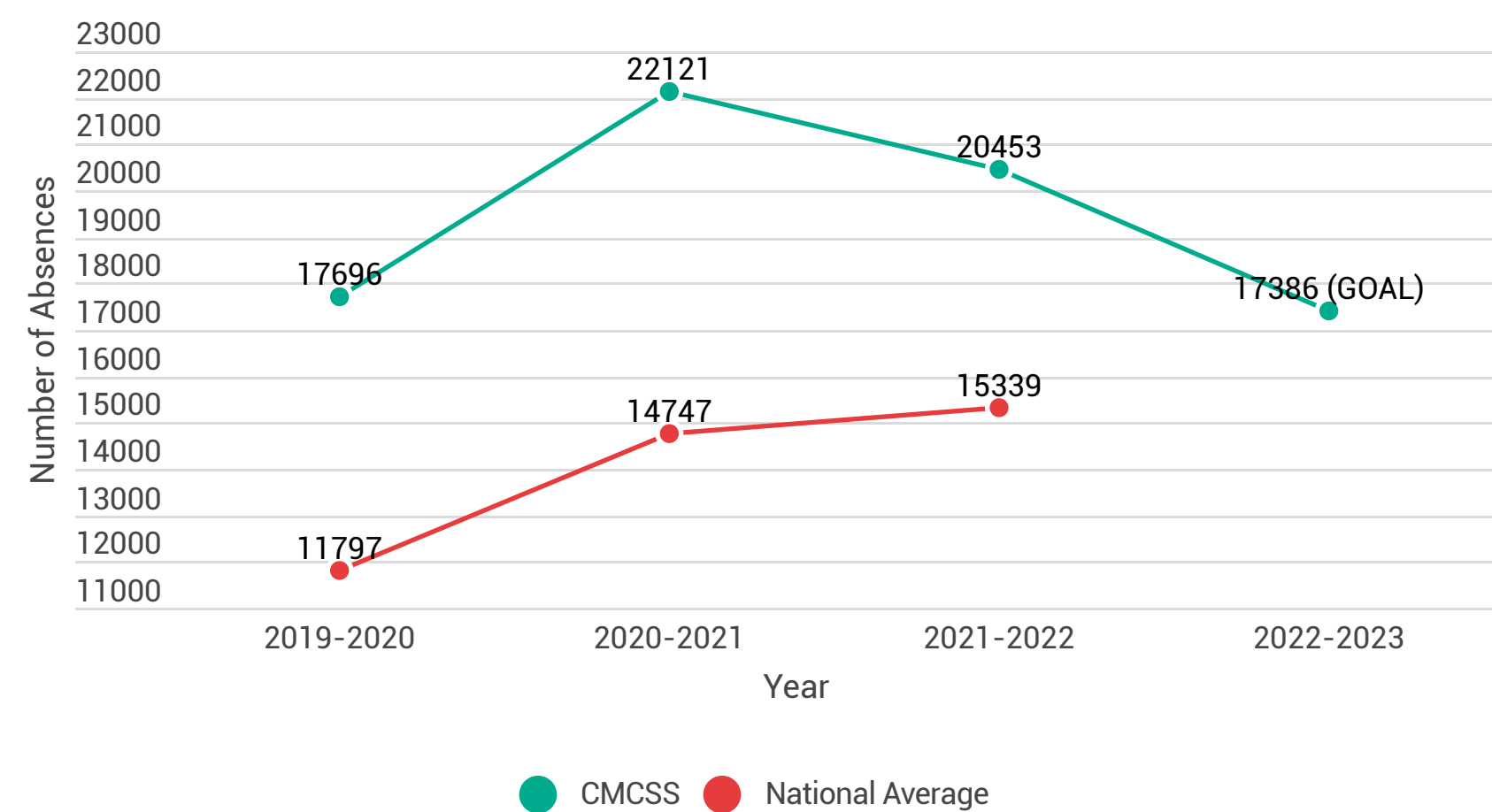


A pre-pandemic priority.

While COVID-19 certainly exacerbated absenteeism experienced in the district, absence rates in CMCSS hovered above national averages before the pandemic began.

Increase employees' awareness of the effects of absenteeism

Progress Against Trajectory



CMCSS employee absences compared to national average

Progress Analysis

Given the new variants of the COVID virus that continue to emerge, **baseline data gathering may need to be extended into the 2022-2023 school year.** With increasing absences, permanent substitutes in each school in the District have assisted tremendously and are becoming essential positions within the District. An attendance incentive plan was proposed as part of the ESSER 3.0 plan submitted to the Department of Education, but it was not approved for use.

What will success look like in 6 months?

- Garner stakeholder support for another baseline data building year.
- As national absence rates continue to climb, CMCSS hopes to see a decline in absences, with an understanding that absences related to illness are not easily forecasted.
- Decrease in total absences at mid-year by 8% from the previous year.
- Long-term goal is a 15% reduction in absences, or a return to pre-pandemic absence levels.

Action Required

- Continue to use ESSER 2.0 funding as available to provide permanent substitutes to every school in the district.
- Continue building baseline absenteeism data to inform next steps to promote positive attendance among all certified and classified employees.
- Provide a substitute incentive bonus through the end of the 2021-2022 school year to encourage substitutes to work more often.

Expand and support multiple pathways into the teaching profession



MAXIMIZE EMPLOYEE CAPACITY

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Expand and support multiple pathways into the teaching profession

Increase individualized professional learning opportunities

To combat the effects of the teacher shortage experienced by districts across the nation, CMCSS has taken a proactive approach in partnership with local colleges and universities, workforce development professionals, and the Tennessee Department of Education to establish a series of grow your own pathways for teaching positions. These pathways will allow the district to fill its classrooms with teachers who are from the Clarksville community and committed to CMCSS students.



What are the teaching pathways?

Currently, the district offers three different pathways to teaching:

- Lipscomb Teacher Residency - geared toward Bachelor's Degree holders for Elementary certification
- Lipscomb Middle Teacher Residency - geared toward Bachelor's Degree holders for Middle School certification
- Elementary Level Teacher Residency - geared toward those with a high school diploma for Elementary certification

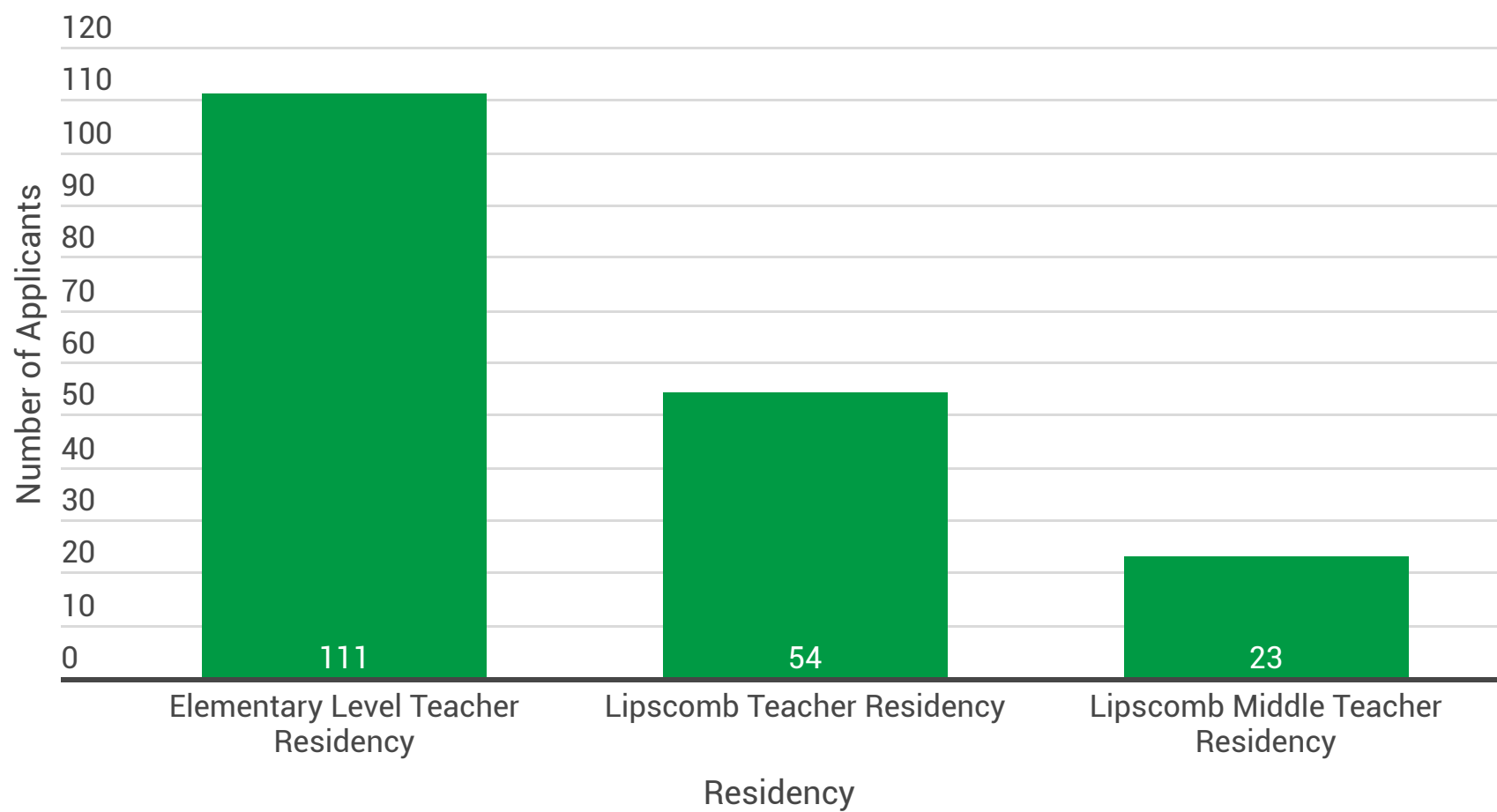


Focus for this year

This initiative has been underway in the district for several years, but a major goal of the team this year was to streamline the application process. The Educator Pipeline team worked with the Human Resources Department to create more efficient application and hiring processes, ultimately reducing burdens on potential candidates for applying to the program.

Expand and support multiple pathways into the teaching profession

Progress Against Trajectory



Total Applications Received

What will success look like in 6 months?

- Place approved candidates at an assigned school, determined in consultation with the level directors and the Educator Pipeline team.
- Ensure candidates can be recommended through *TalentEd/Recruit and Hire*

Progress Analysis

The online application through *TalentEd/Recruit and Hire* was launched in November 2021. There were 136 attendees at CMCSS interest meetings, and a total of 188 applications ultimately received. Applications are currently being reviewed, and all candidates will be interviewed. Candidates who are selected are ultimately recommended to the university, who will determine if they meet admission requirements for their program.

Action Required

- Interview all applicants.
- Sustain communication with partner universities to ensure enrollment requirements are met.
- Track a waitlist in the event that recommended applicants does not complete the process.
- Collaborate with Human Resources experts to ensure teacher residents are on-boarded before the beginning of the school year.
- Collaborate with Human Resources to assist with resident placement in the schools.

Increase individualized professional learning opportunities



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Increase individualized professional learning opportunities

Effective professional learning is a crucial strategy to ensure that employees not only continue to be at their very best, but to ensure that employees feel CMCSS is a workplace where they can continually work, learn, and grow. Specifically, CMCSS aims to provide individualized professional learning opportunities that are tailored to employees' unique needs and roles and easily accessible both in person and online.



How does CMCSS individualize learning?

Individualizing learning in CMCSS involves tailoring learning opportunities not only to employee role - by subject area, by job title - but also by learning style. CMCSS offers traditional in-person learning opportunities for its employees, but it has also continued to expand online learning opportunities, self-paced opportunities, and other similar modes for employees to access the learning they need exactly when they need it.

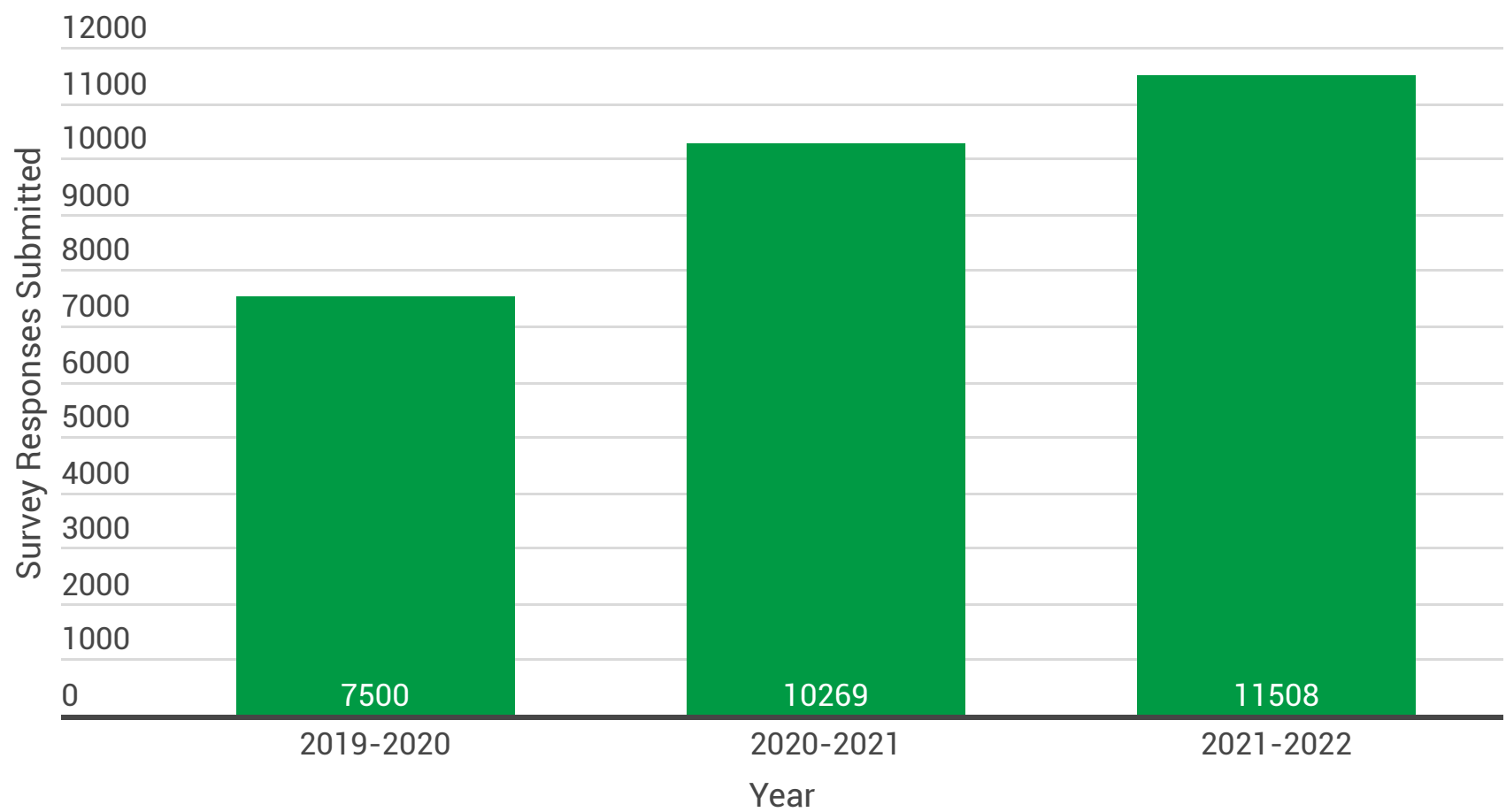


Micro-credentials

A micro-credential is a type of learning opportunity where employees can complete online, self-paced courses in their own time to enhance their expertise in a specific subject area.

Increase individualized professional learning opportunities

Progress Against Trajectory



Professional Learning Surveys Submitted

What will success look like in 6 months?

- Wider audiences will have access to relevant, high-quality professional learning opportunities.
- Presenters will incorporate time at the end of each professional learning activity to elicit participant feedback.
- More administrators will actively support employees to identify learning opportunities aligned to their individual needs.

Progress Analysis

Stakeholder feedback is essential to knowing what individualized professional learning opportunities are needed. **A key strategy for the Professional Learning Team as part of its strategic work was to increase the input received from employees.** Input continues to increase as a result of clear communication and an easier process for employees to provide it. Individual learner needs are being met through a balance of structures including an increased amount of both synchronous and asynchronous online learning opportunities. **Two additional micro-credentials have been released to deepen knowledge and implementation of EL and reading intervention best practices.**

Induction supports for **new school counselors and special populations teachers have been refined to better meet the specific needs of these areas.** Extended learning opportunities continue to enhance induction mentor practices for providing effective feedback during individualized new teacher supports. **Course instructors now have immediate access to participant feedback to inform instructional decisions.** Increased learning opportunities have been made available to classified employees on staff development days.

Action Required

- Generate curated playlists of professional learning opportunities to support employees with accessing relevant learning.
- Release additional Mindful Moments episodes to provide strategies for employee physical and mental well-being.
- Collaborate with administrators and acquire additional stakeholder feedback through school visits and surveys.
- Release another EL micro-credential to complete the learning stack.
- Realign instructional technology support to deepen coaching opportunities.
- Hire a Professional Learning Coordinator to increase the quantity and quality of individualized classified learning opportunities.

Address school capacities



IMPROVE EFFICIENCY AND EFFECTIVENESS

Address school capacities

Improve student transportation services

Improve organizational efficiency through technology

The Clarksville region has experienced incredible growth in the last several years, experiencing a 20.8% population increase from 2010-2020. Opendoor highlighted Clarksville recently as the hottest housing market in the entire country based on home sale data. With all of this unprecedented growth also comes a need to ensure that school capacities are balanced and that school buildings are being used most efficiently.



What does the District mean by capacity?

Building capacity is a figure that the District tracks, usually expressed as a percentage. It reflects how many student seats are used in a building and allows Operations Department leadership to asses the remaining space in a building for future growth. According to best practice, if a building is sitting below 70 percent capacity, that is considered an inefficient use of space. The Operations team has set a district-wide goal for buildings to be at 85 percent capacity without the use of portables to ensure that buildings are used most efficiently with room for future growth.

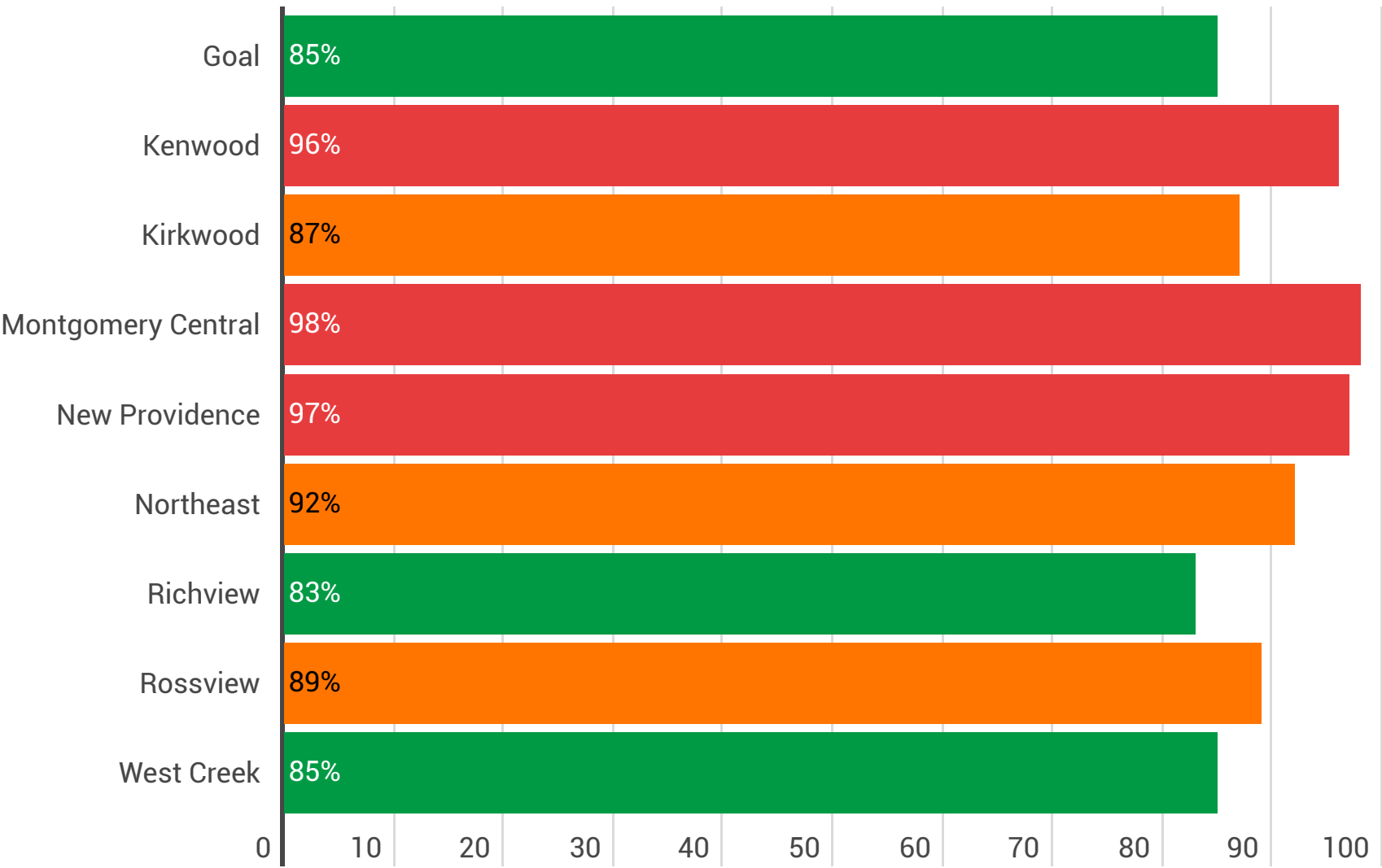


Why does the district have to address capacity?

On average, CMCSS grows by 677 students each year. In the last few years, that number has been over 1,000 students per year. With the growth that Clarksville and Montgomery County have experienced, some schools have had issues with overcrowding, particularly at the middle school level.

Address school capacities

Progress Against Trajectory



Middle school building capacity after rezoning, with no portables.
Red = >95%
Orange = between 86% and 94%
Green = 85% or less

What will success look like in 6 months?

- Kirkwood Middle School will be open, allowing additional seats for students and better balance across the district.
- Kirkwood High School construction will be on schedule.

Progress Analysis

The overall goal of addressing school capacity imbalance is to provide a student seat in the main buildings without portables. The Operations Department sets a yearly goal for building capacity with the **overall goal of 85% capacity for each building**. Kirkwood Middle School is under construction with an open date for the 2022-2023 school year, adding 1,200 new seats. With the opening of Kirkwood Middle School, the District has combined efforts with a consulting firm, RSP & Associates, to do a comprehensive rezoning of the entire District for the middle and high school zone lines to balance current enrollment and projected growth. The Kirkwood High contract has been awarded and is getting ready to start construction with an open date for the 2023-2024 school adding, 1,600 new seats.

Action Required

- Complete rezoning process and present final zone lines for the middle and high schools to be voted on by the School Board.
- Review projected student numbers and zoning data.
- Initiate next phase of building program and Land Acquisition Committee.

Improve student transportation services



IMPROVE EFFICIENCY AND EFFECTIVENESS

Address school capacities

Improve student transportation services

Improve organizational efficiency through technology

CMCSS operates one of the largest bus fleets in the state of Tennessee, transporting thousands of students on a daily basis to and from school. The district has experienced many challenges to providing improved transportation services, particularly in overcoming a persistent shortage of bus drivers. Other priorities to improve transportation services include adding a second dispatch center and enhancing accountability on the student transportation system through piloting a student ID system.



Why can't the district hire more drivers?

The driver shortage the district has experienced is not unique; school districts across the nation are experiencing similar shortages. Similarly, the driver shortage is not new. The District experienced a shortage of drivers before the onset of the COVID-19 pandemic, but the pandemic did worsen existing shortages. The District has worked diligently to implement innovative hiring strategies to overcome these hurdles.



What is the student ID pilot?

In the coming months, CMCSS will pilot an initiative with a few schools that will provide students with a student ID that contains a Radio Frequency Identification (RFID) chip. This system will allow for better accountability on buses, because students will be able to use their ID cards to scan onto and off of a bus.

Improve student transportation

Progress Against Trajectory



4

Schools that will be included to pilot Student IDs.



320

The number of buses in the CMCSS fleet. A second dispatch center will allow for faster response times for drivers and a more manageable system.



5,000+

The amount of bonuses that have been distributed to eligible drivers since those programs began. These bonuses include extra route stipends

What will success look like in 6 months?

- Student ID cards will be in use and readers will be running with several months of data. This will be critical in implementing the system District wide.
- Market analysis will be completed and approved based on the information provided and building capacity.

Progress Analysis

The **student ID card design** has been approved by the Communications Department and sent to the vendor to begin the printing phase and staff training phase. Bus driver positions were submitted for a market analysis to provide an **increase in bus driver pay**. The District launched several new compensation initiatives this year to better recruit and retain drivers, such as a **sign-on bonus**, a **referral bonus**, and a **bonus for drivers to take extra routes**. The Transportation Department is hosting a **job fair in March 2022**. The **second dispatch center has been placed at Liberty Bus Complex**. The opening of the second dispatch center will allow dispatchers to be able to respond to drivers and emergencies quicker.

Action Required

- Complete the job fair in March.
- Continue to collect data on the effect the bonus have on the recruiting and retention.
- Roll out student ID pilot program.
- Roll out student ID Student Accountability System District wide.

Improve organizational efficiency through technology



IMPROVE EFFICIENCY AND EFFECTIVENESS

Address school capacities

Improve student transportation services

Improve organizational efficiency through technology

As a district that has been certified in the ISO 9001 standard and will pursue certification to the ISO 21001 standard this year, CMCSS has prioritized organizational efficiency as a standard of its work for nearly 20 years. Enhancing the ways the district and its employees take advantage of technology has been critical to improving the efficiency of the organization, and the CMCSS Technology team supports departments across the district by helping them provide more efficient services.



What is ISO Certification?

The International Organization of Standards - also known as "ISO" - is an organization that establishes professional standards for hundreds of different sectors, from manufacturing, to IT, to food safety standards.

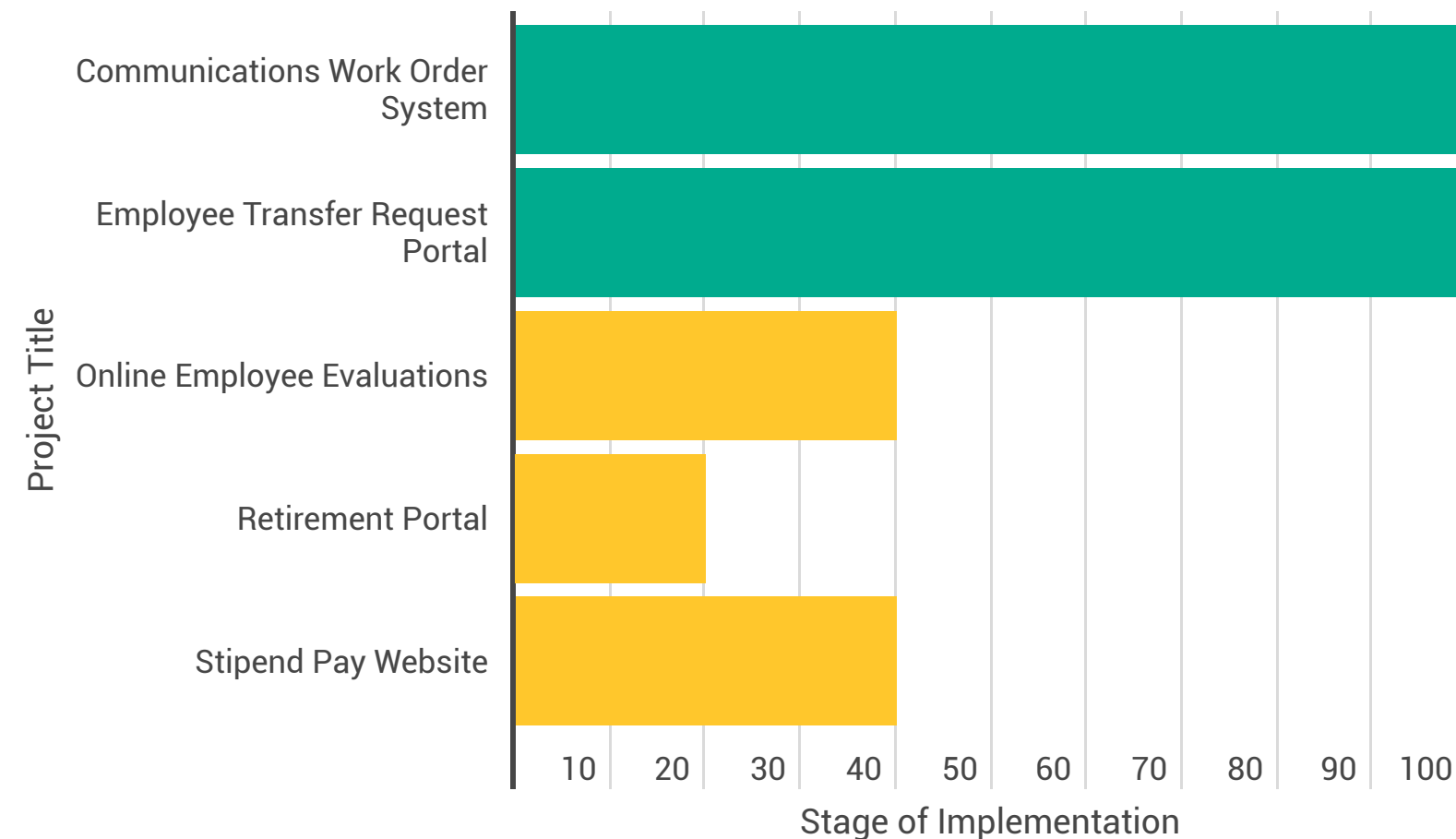


Is this about laptops?

While providing laptops to students and employees is an important component of the district's work to enhance student learning, this strategic work goal really centers on developing programs or obtaining the resources necessary to make central office functions operate more efficiently, enhancing its services and maximizing public tax dollars. For instance, CMCSS programmers have supported the Human Resources Department on creating several different portals for employees to enter leave requests and transfer requests, allowing their department to process these requests more efficiently.

Improve organizational efficiency through technology

Progress Against Trajectory



What will success look like in 6 months?

- Full implementation of the listed initiatives, to include development, testing, stakeholder training, and district use of each initiative.

Progress Analysis

A communications work order system **has been fully implemented and has received approximately 250 customer project requests since its October 2021 release.** The employee Transfer Request Portal has been fully implemented, to include conversion of Classified Staff transfer requests from paper forms to an online format and update to the existing Certified Transfer Request system. The online portal allows the employee to easily track the progress of their request. **To date, nearly 700 requests have been submitted through the new portal during the 2021-2022 school year.** The scope and timelines has been established for the Online Employee Evaluations. **A program is being developed in house and is in initial development phase, with stakeholder testing anticipated January/February 2022. The Retirement Portal has been completed and is in Stakeholder Testing phase. Full implementation is expected in February 2022 upon successful completion of testing and requested changes from test phase.** The scope and timelines has been established for the Stipend Pay website and is **nearing completion of the Initial Development phase.** The initiative should move to the Stakeholder Testing phase in January/February 2022.

Action Required

- Continue support of Communication Work Order System and Employee Transfer System as usage increases and opportunities for improvement are reported.
- Complete Stakeholder Testing phase for Retirement Portal and movement into Pilot Implementation phase, with Full Implementation following successful pilot as determined by Human Resources.
- Complete Initial Development phase for Online Employee Evaluations and movement into Stakeholder Testing phase by January/February 2022, with Pilot Implementation, then Full Implementation following successful pilot as determined by Human Resources.
- Complete Initial Development phase for Stipend Pay website and movement into Stakeholder Testing phase by January/February 2022, with Pilot Implementation, then Full Implementation following successful pilot as determined by Business Affairs.

Refine stakeholder feedback and engagement opportunities with the transition to ISO 21001:2018



ENGAGE THE PUBLIC IN SUPPORT OF STUDENT ACHIEVEMENT

Refine stakeholder feedback and engagement opportunities with the transition to ISO 21001:2018

One of the important requirements for certification in an ISO standard is for an organization to collect feedback from its stakeholders and partners. For CMCSS, that means collecting feedback from parents, students, community members, and employees to evaluate how the District can better serve student and community needs. As CMCSS transitions to a new ISO standard specifically for education organizations, the District will enhance these feedback collection efforts.



What is ISO Certification?

The International Organization of Standards - also known as "ISO" - is an organization that establishes professional standards for hundreds of different sectors, from manufacturing, to IT, to food safety standards. CMCSS has been certified to a non-industry specific ISO standard from 2003-2021; the district let its certification retire in 2021 to pursue a new standard created specifically for education, ISO 21001.

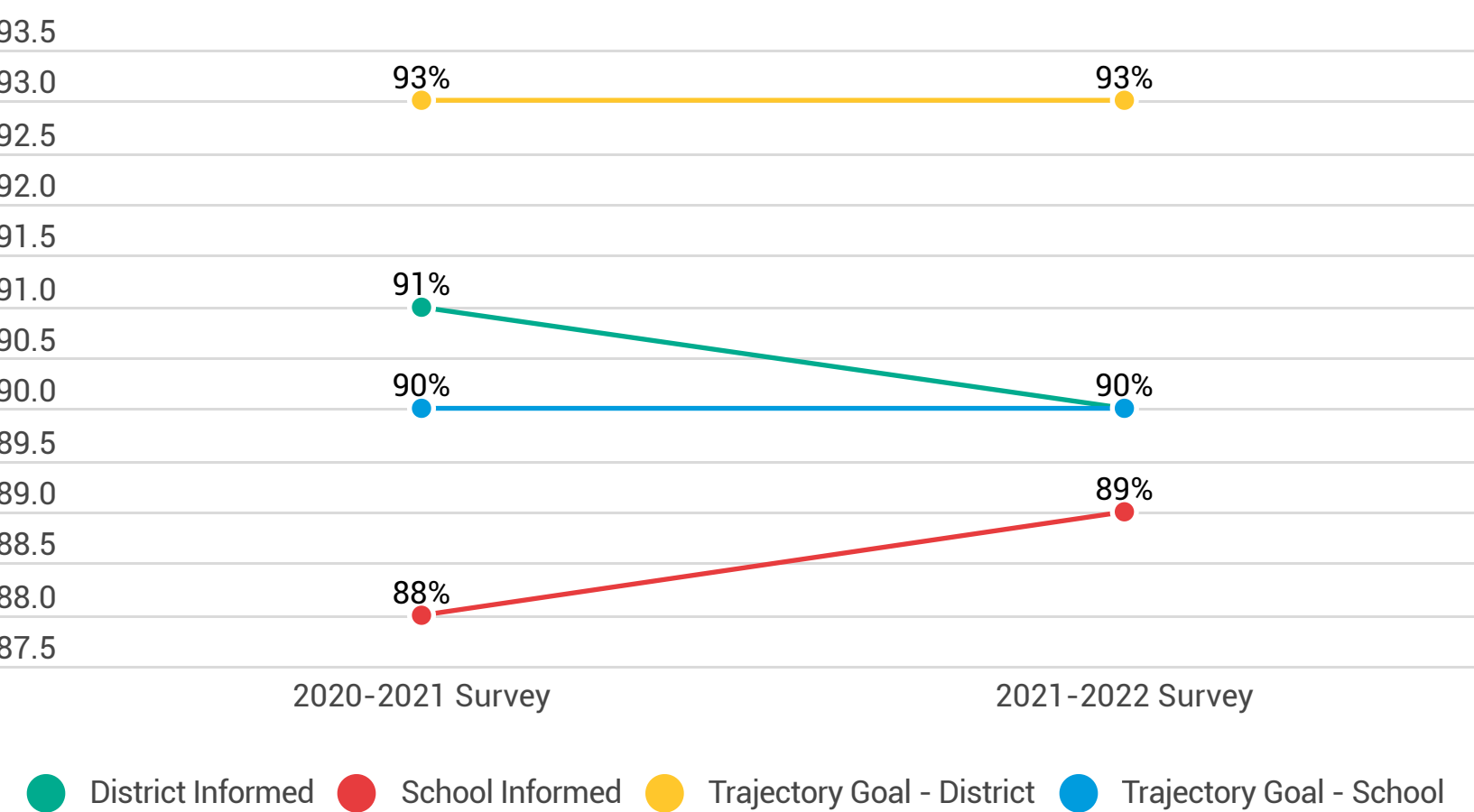


How does CMCSS collect feedback?

CMCSS has collected feedback from stakeholders in a variety of ways for several years, but suspended some of those practices due to COVID-19. In the 2021-2022 school year, the district re-established several of its standard practices for collecting feedback, including annual surveys for all stakeholder groups and holding focus groups for the annual mid-year review. Next year, the Communications Department hopes to implement a more frequent text survey option for parents to collect a weekly or bi-weekly pulse on how the school year is going for students and families.

Refine stakeholder feedback and engagement opportunities with the transition to ISO 21001:2018

Progress Against Trajectory



Progress Analysis

On last year's parent/guardian survey, parents overwhelmingly agreed that the district keeps them well informed (91%). **This year, this total was 90%, indicating that agreement remained steady. The target goal for agreement in future years is overall agreement of 93%.** Agreement differs significantly across schools. **Overall, 89% of parents agreed overall that their child's school keeps them well-informed.** Parents mostly know how to receive answers to their questions (83% agreement). However, results from focus groups and the district organizational assessment reveal employees **often do not feel empowered to ask questions or report concerns (76% agreement).** Targeted newsletters from the district have enhanced the types of information stakeholders receive to be more aligned to their interests; **there are currently improved employee newsletters, and a newsletter for elected officials and community leaders.** A parent newsletter is forthcoming.

What will success look like in 6 months?

- At least 30% response rate on the inaugural district student survey.
- At least 30% response rate per school on parent/guardian bi-weekly pulse check survey.
- At least 80% of employees strongly agree on the following Employee Survey items:
 - I feel comfortable providing feedback for improvements
 - I am aware of ways I can submit feedback for improvements
 - The district makes improvements based on stakeholder feedback

Action Required

- Deploy employee and student surveys.
- Deploy parent bi-weekly pulse survey.
- Release district parent newsletter.
- Provide tools at the school-level to enhance parent communication.
- Refine stakeholder-specific communication methods.