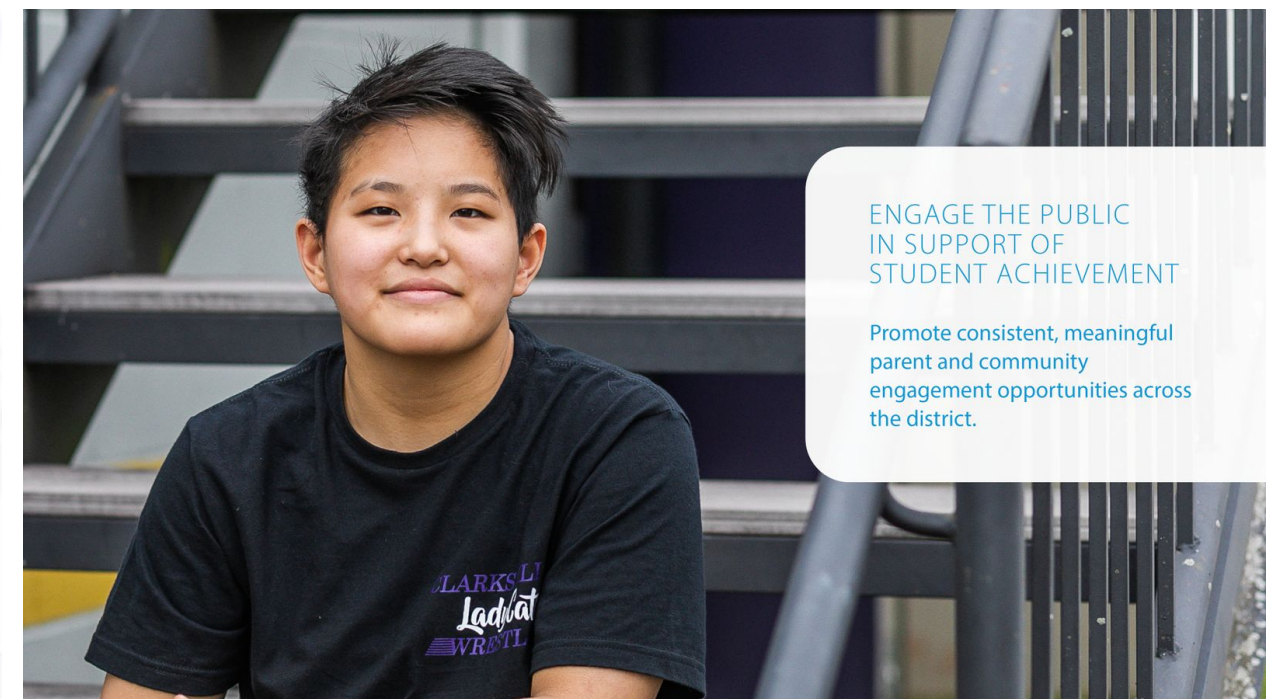
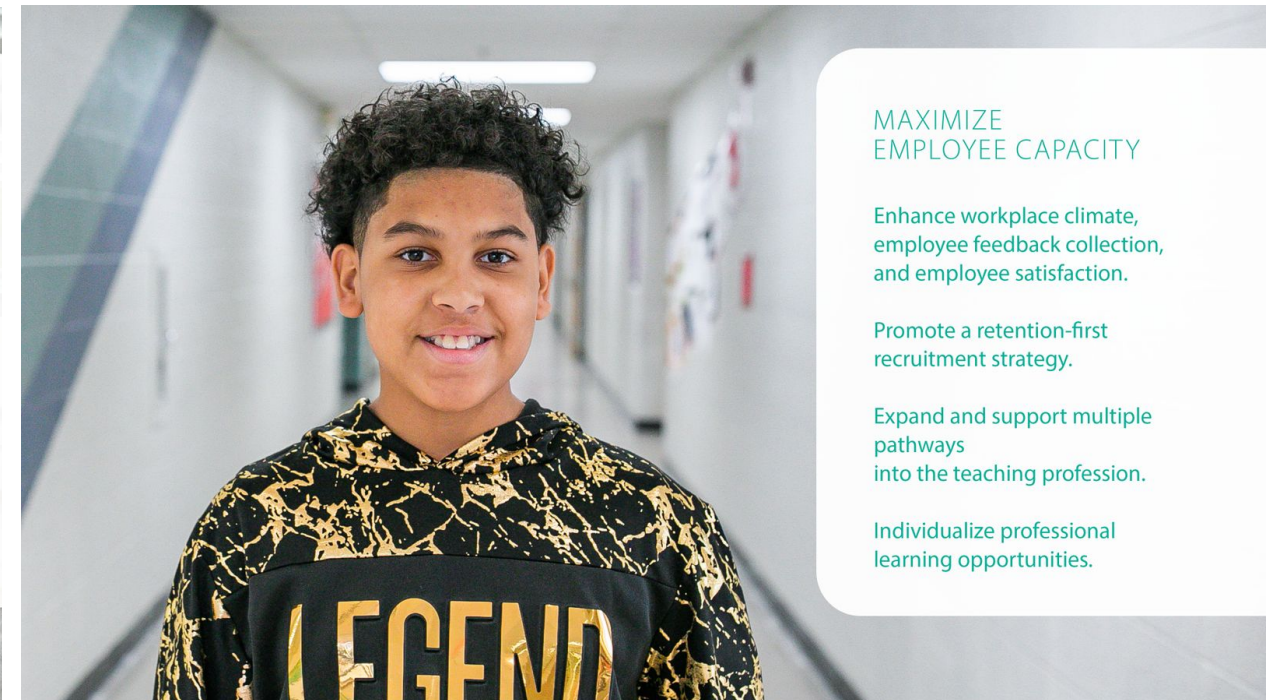


2022-2023 Mid-Year Review of Strategic Work

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.



Introduction from Dr. Jean Luna-Vedder

The CMCSS Mid-Year and End-of-Year reviews provide stakeholders with a snapshot of the progress our district has made toward meeting or exceeding strategic goals to further improve the education and services we provide in Clarksville-Montgomery County. The district's strategic work for the 2022-2023 school year had been well established under the leadership of Dr. Angela Huff before I joined CMCSS as the Director of Schools in July 2022. My daily objective has been to ensure our leaders and educators have the support and resources they need to be successful in our collective mission to educate and empower all students to reach their potential.

I continue to reiterate that change cannot happen overnight and it cannot happen without collaboration and a collective vision for our future. The progress in this report exemplifies that belief. The data and summaries demonstrate the continuous improvement efforts of employees across all departments and schools, working together to ensure we are one of the best school districts in the state of Tennessee. It is our joint responsibility to ensure every student graduates with a solid academic foundation and a clear path forward, leading to a high-skill, high-wage career. It takes collaboration and teamwork with a firm understanding of our mission.

In addition to the twelve strategic goals, from day one, I have remained focused on:

- Improving student literacy and math academic achievement
- Identifying opportunities to improve special education services
- Meeting individual student needs to strengthen discipline and order
- Building a positive culture throughout the district with a spirit of collaboration
- Enhancing postsecondary success measures to ensure our students are graduating prepared for high-demand, high-wage careers aligned to individual aptitude and interests
- Recruiting, and even more importantly, retaining excellent employees
- Strengthening communication internally and externally to ensure everyone understands the mission and vision and how they contribute to the success of our students
- Working collaboratively with local law enforcement to provide safe schools

As the Mid-Year Review indicates, CMCSS has made progress toward meeting several goals but there is still much work to be done. We will continue to strive for improvement each day and focus on being better than ever, together.



2022-2023 Overarching Strategic Work Progress

The table below summarizes the District's overall progress on the strategic work. Most areas are on track, meaning that department leaders have been able to implement the work essentially according to plan with few obstacles that have interrupted or stalled progress on their efforts. There are a few areas where department leaders are making progress toward their goals, but there may be some challenges that are keeping the implementation from moving as quickly as originally intended.

1	On Track	Provide quality interventions to meet students' academic and behavioral needs.	7	On Track	Individualize professional learning opportunities.
2	On Track	Implement research-based math and literacy practices with high-quality instructional materials to increase grade-level mastery.	8	On Track	Address school capacities.
3	On Track	Ensure post-secondary success by aligning student aptitude and interest with academic offerings and ready-graduate choices.	9	On Track	Improve bus driver recruitment and retention to enhance student transportation services.
4	Making Progress, Some Challenges	Enhance workplace climate, employee feedback collection, and employee satisfaction.	10	On Track	Implement technology solutions to enhance organizational efficiency, security, and accountability.
5	Making Progress, Some Challenges	Promote a retention-first recruitment strategy.	11	Making Progress, Some Challenges	Enhance organizational effectiveness through increasing collaboration across central office, departments, and teams.
6	On Track	Expand and support multiple pathways into the teaching profession.	12	On Track	Promote consistent, meaningful parent and community engagement opportunities across the district.

Progress Chart Key:

On Track

This strategic work goal is currently being implemented according to plan. There have not been major obstacles.

Making Progress, Some Challenges

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

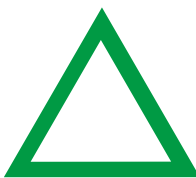
Stalled

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

Provide quality interventions to meet students' academic and behavioral needs.

Provide quality interventions
to meet students' academic
and behavioral needs.

Students arrive in classrooms each year with a multitude of needs, both academic and behavioral. In the last few years, CMCSS has worked to obtain and implement a suite of resources to ensure that students can access grade-level instruction that is aligned to standards alongside dedicated efforts to allow us to provide for students' social and emotional needs. This year, using those resources and personnel, the Instruction and Curriculum Department is building the skillsets of schools to implement resources so that students have effective interventions to close any gaps they may be experiencing to learning and promote academic success.



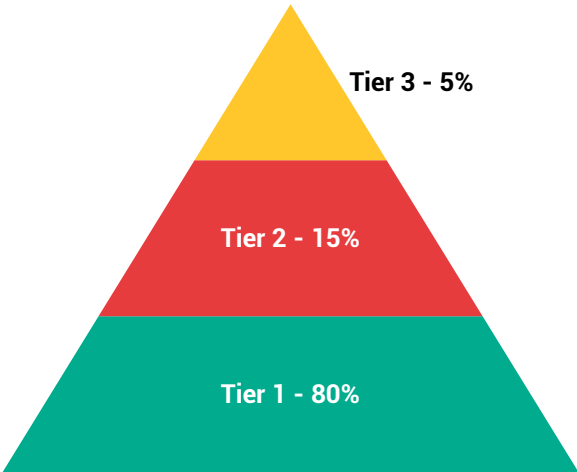
The Intervention Triangle

In general, in the classroom, when a teacher provides instruction to students, there will be about 80% of students who can master that material without additional supports. This is known as "Tier 1." However, about 15% of students may require additional supports - also known as "interventions" - in order to master the material successfully. This level is known as "Tier 2." Finally, for a very small group of students, they may require even more intensive support to master the material. At this level, it could be that a student needs to be evaluated to determine if there is a more significant barrier the student is experiencing to learn, such as a learning disability. This level is known as "Tier 3." When an intervention system is working effectively, students receive the instruction and supports they need at each level to ensure their academic success. Equipping teachers and school leaders to meet these needs is the focus of this strategic work goal.



How does behavior fit in?

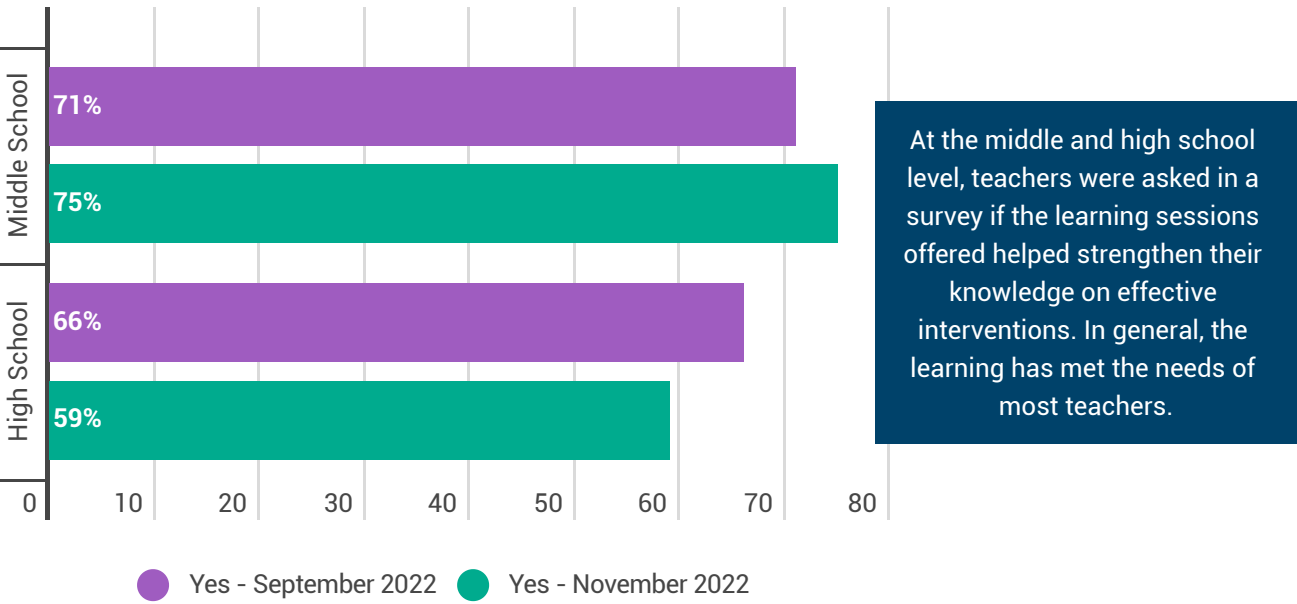
The process explained above about the intervention triangle also applies to behavior. Some students may be able to access learning in the classroom without additional support for behaviors. However, there may be students that require additional services, such as a school counselor.



The Intervention Triangle

Provide quality interventions to meet students' academic and behavioral needs.

Progress Toward Goals



Middle and High School Level - "This session met my learning needs."



Elementary Level - "How comfortable are you in using data to plan for classroom instruction and intervention?"

Progress Analysis

The first semester work has mostly aligned with the goal of teachers and staff having the knowledge and appropriate resources to provide aligned academic interventions:

- A routine schedule has been established to share and analyze universal screener data at the district level after each assessment window.
- Administrative teams are calculating their percentage of students accessing tier one instruction without additional interventions and developing action steps.
- Teachers and support staff have participated in differentiated professional learning pathways to support the delivery of high-quality, aligned academic intervention for all students.
- An intense focus remains on early intervention in first and second grades with the support of the Multi-Tiered Systems of Support reading grant.

What will success look like in 6 months?

- Increased fidelity to aligned academic intervention for all students, especially in tier one instruction.
- Increased ability for all teachers to be able to access and analyze the data to plan for instruction.
- Decreased numbers of students who require additional academic intervention according to the universal screener data.

Next Steps

- Use the survey data from the first semester professional learning days to plan for the January and February staff development.
- Utilize the planning structure for academic intervention to begin designing professional learning for research-based, aligned behavioral interventions.
- Deploy a survey to determine next steps for planning the professional learning pathways for teachers in 2023-2024.

Implement research-based math and literacy practices with high-quality instructional materials to increase grade-level mastery.

Implement research-based math and literacy practices with high-quality instructional materials to increase grade-level mastery.

Last year, the focus of the Instruction and Curriculum Department centered on implementing a new English and Language Arts Curriculum. This year, the focus is on adopting a new curriculum for math. According to focus group data from teachers this year, math teachers are spending a significant amount of their time pulling together their own math materials to ensure they can teach students appropriately to the new math standards adopted by the state of Tennessee. This year's math textbook adoption is incredibly important, and the district strives to ensure that teachers will have materials they require to meet students' needs according to the standards set by the State of Tennessee.

What do we mean by grade-level mastery?

The state of Tennessee sets grade-level standards for the knowledge and skills that students should have by the end of each school year. A student's grade-level mastery is a way to describe the progress they have made toward "mastering" those skills and knowledge.

What do we mean by high-quality instructional materials?

High-quality instructional materials are textbooks or other resources that are aligned to state standards, support effective teaching practices in the classroom, and allow teachers to meet students' needs on an individual level as much as possible.



Implement research-based math and literacy practices with high-quality instructional materials to increase grade-level mastery.

Progress Toward Goals

Core Action 1 Summary: The majority of math content of the lesson is grounded in materials and the delivery of the lesson meets the intent of grade



● Yes ● No

Core Action 2 Summary: The teacher uses instructional strategies to ensure all students progress toward mastery of the mathematical concepts addressed in the lesson.



● Yes ● Mostly ● Somewhat ● Not Yet

Core Action 3 Summary: Students do and share their mathematical thinking within the lesson to develop a deeper understanding of the mathematical concepts addressed in the lesson.



● Yes ● Mostly ● Somewhat ● Not Yet

What will success look like in 6 months?

- An adopted math textbook for each math course will be approved and purchased
- All math educators and administrators will have access to the adopted math textbooks for their levels.
- Training will be provided for all teachers and administrators to access the materials and how to utilize the various components effectively. Ongoing, collaborative professional learning opportunities will be in place for teachers and leaders to work together throughout the initial implementation during school year 2023-24.
- All math educators will be trained and prepared to teach the new math state standards for 2023-24.

Progress Analysis

- The primary focus for this goal this year is adopting a new math curriculum. CMCSS has surveyed teachers to determine their greatest needs for a math textbook, and compiled an adoption committee that includes teacher representatives from every grade level and math course in the district.
- The CMCSS Instruction and Curriculum team developed a vision for math instruction to inform its efforts.
- District Math team members have also attended a series of trainings on high-quality instructional materials, and they have hosted opportunities for stakeholders to preview state-approved materials and offer feedback for the review committee to consider.
- District-level staff are using a tool created by the Department of Education - called the Instructional Practice Guide - to evaluate the current practices in math classrooms and determine where the Instruction and Curriculum team would need to provide additional training and support in the future as a new math curriculum is adopted. In the chart to the left, the current state of mathematics practices in the classroom at the middle school level is shown as an example. District leaders conduct walkthroughs on a regular basis and measure how closely the lessons align to the core actions of effective mathematics instruction.

Next Steps

- Hold textbook preview evenings for educators and stakeholders in February 2023.
- Support textbook adoption committee in making selections by providing access to educator and stakeholder feedback from preview nights in March 2023.
- Present textbook committee recommendations to Board for approval in March 2023.
- Attend final regional math training by TDOE in March 2023.
- Work with textbook processing department to order and secure adopted textbook materials for the district in April 2023.
- Develop new curriculum guides, pacing, etc. for 2023-24 to reflect new standards and adopted curriculum materials. Train all math educators and administrators on new math standards, new curriculum materials through spring and summer 2023.
- Train all elementary school leaders on the Math IPG tool in spring 2023.

Ensure post-secondary success by aligning student aptitude and interest with academic offerings and ready-graduate choices.

Ensure post-secondary success by aligning student aptitude and interest with academic offerings and ready-graduate choices.

The vision of CMCSS is that all students will graduate college and career ready. To be truly "ready," students need to not only enroll in a postsecondary institution or technical school - they should be successful in those efforts. To that end, the district is focusing this year on ensuring that the opportunities we have available to students to prepare them for life after high school are geared not only toward those expectations that the state has for what a ready graduate will look like, but also toward students' interests, goals, and their unique skill sets.



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.

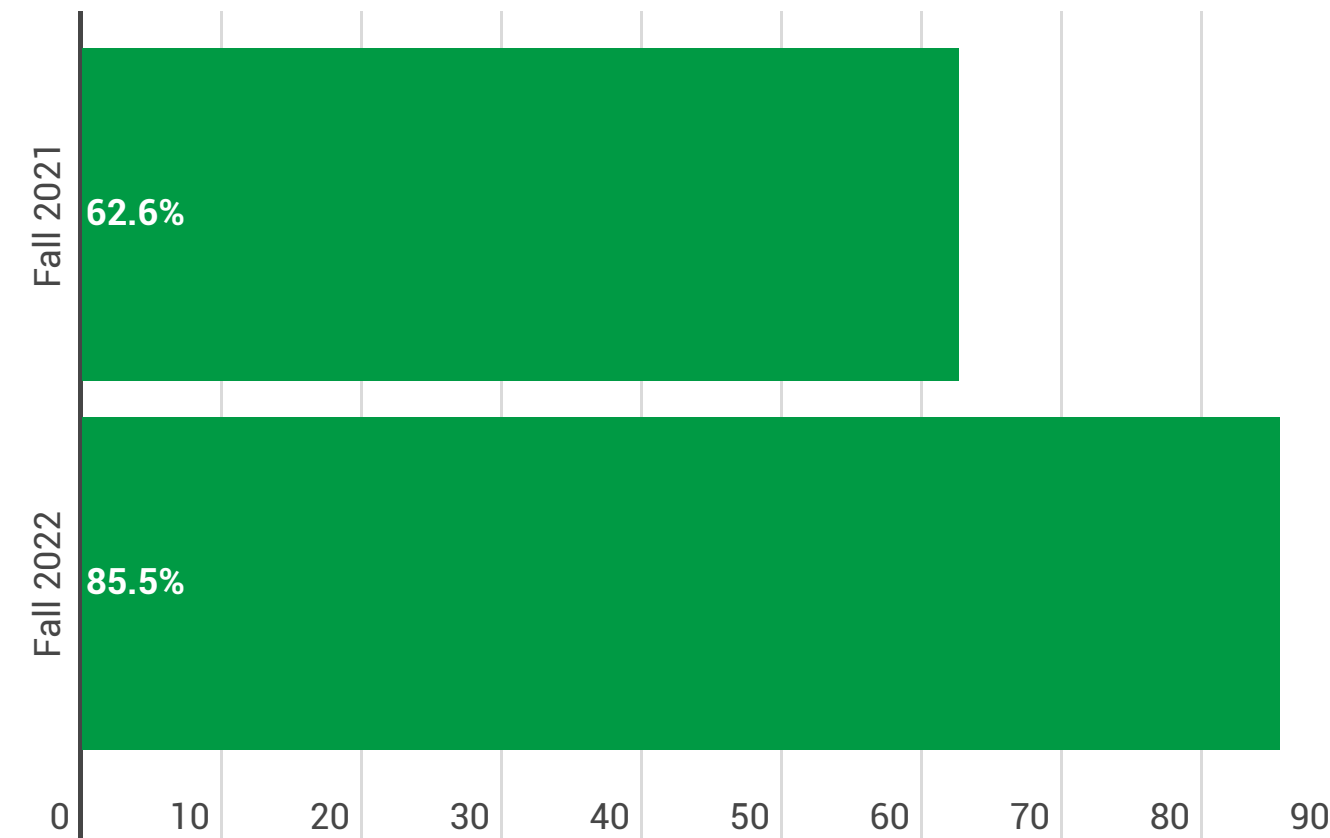
Score of 21+ on the ACT
Credit in 4 EPSOs
Industry certification earned + 2 EPSOs
Score of 31+ on ASVAB and 2 EPSOs



Ensure post-secondary success by aligning student aptitude and interest with academic offerings and ready-graduate choices.

Progress Toward Goals

Austin Peay State University - College Persistence



What will success look like in 6 months?

- Increase in FAFSA completion, senior survey completion, and Work Ethic Distinction applications.
- Increased numbers of seniors attending the Senior Hiring Expo and other similar outreach events.
- Increase in students attending summer bridge programs.
- Expansion of Dual Enrollment courses to include JROTC for senior students.

Progress Analysis

- One of the most important measurements to determine if students are "successful" with their postsecondary plans is to look at their rate of persistence. In other words, do students come back to school after a semester?
- This year, CMCSS has partnered with local postsecondary institutions - Austin Peay State University and Nashville State - to track data on how our graduates are performing after high school. The chart to the left shows that our persistence rates among students have increased by over 20 percentage points in the last year.
- By helping at-risk students enroll in summer bridge programs to prepare them that much more for postsecondary work, the district is seeing excellent progress on helping students not only enroll in a postsecondary institution, but persist successfully.
- The district has deployed a series of career exploration activities at the middle school level to ensure that students receive that much more exposure to information about their futures.
- A five-part Community Learning Series highlighting information needed for navigating high school was developed for rollout in January via social media outlets to parents and community members.
- College and Career Readiness Coordinators have been added to each of the schools, which has increased the district's rates of TN Promise application completion and FAFSA completion.
- There were 36 dual enrollment courses offered in Fall 2022, a quarter of which were offered through the Tennessee College of Applied Technology.

Next Steps

- Continue to host college and career readiness quarterly meetings.
- Ensure high school counselors, administrators, and teachers are educated about the Dual Enrollment and Statewide Dual Credit opportunities that are available for students prior to creation of the master schedules.
- Create and send personalized invitations to seniors for specialized events.
- Plan for Summer Bridge camps at NSCC and APSU and promote these programs to students who are enrolled and at risk using the data from last summer's cohort.
- Continue to work with middle school counselors, teachers, and administration to reach the 100% mark of all 8th grade students completing the YouScience Snapshot assessment.
- Gather feedback from stakeholders about the Community Learning Series and think through ideas for expansion.

Enhance workplace climate, employee feedback collection, and employee satisfaction.

Enhance workplace climate,
employee feedback collection, and
employee satisfaction.

Across the nation, school districts have experienced tremendous challenges retaining their staff and certified teachers. CMCSS has certainly experienced these challenges as well, seeing decreases to our annual retention rate among certified employees for the last several years. Some of this decline is due to challenges from the pandemic; however, the district has continued to track declines in important measurements used to determine how satisfied employees are with being teachers in this district. This year, the district has had an increased focus on ensuring we understand the challenges employees experience in our overall climate, ensuring employees feel heard, and ultimately, improving satisfaction.



How do we measure satisfaction?

In the past, the district has taken advantage of the results of the Tennessee Educator Survey as one measurement source to gauge employee satisfaction, which the Department of Education deploys every year. This year, the district also partnered with an organization called Upbeat to deploy an employee survey built with the intent of helping districts determine the areas that they need to focus on most heavily to improve retention. Finally, Human Resources team members conduct exit interviews and work to identify trends in those data. Through using all of these sources, district leaders have identified a few major focus areas to tackle in the coming months to improve retention.



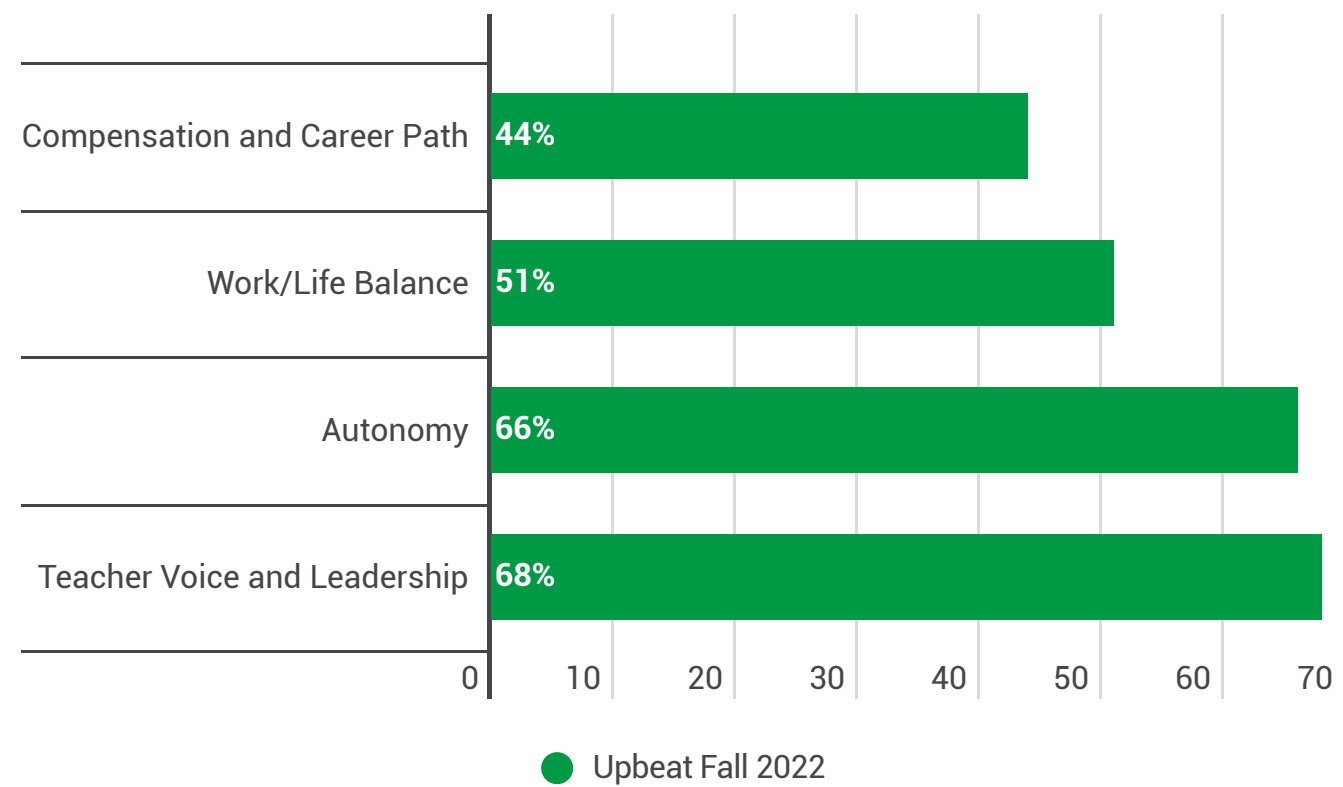
Three Major Focus Areas

1. Compensation
2. Work/Life Balance and planning time
3. Student behavior and discipline
4. Feedback collection and communication

Enhance workplace climate, employee feedback collection, and employee satisfaction.

Progress Toward Goals

Upbeat Survey - Four Areas for Improvement



What will success look like in 6 months?

- Increase employee retention by 2%, which is the yearly goal for the Human Resources Department.
- Improve four items on the Tennessee Educator Survey in the Spring 2023 administration: General Satisfaction, Handling of Behavior, Comfort with Raising Concerns, and Individual Planning Time.
- Improve areas listed above from the Upbeat survey in the Spring 2023 administration of that survey.

Progress Analysis

- The items listed to the left are those areas where teachers showed the lowest levels of satisfaction in their current roles that were also aligned to items on the Tennessee Educator Survey around employee feedback, workload, and planning time.
- Some of the highest levels of agreement included areas such as Care and Commitment (90%), Instructional Leadership (88%), and Principal/Teacher Trust (82%).
- The district provided a 5% raise to all employees, and classified positions are all undergoing a market analysis to determine if any increases can be provided to those positions.
- The district created a Continuous Improvement Team to focus on solutions for improving teacher retention. That team continues to review the data that have been described in this report, and team members will also complete several audits over the course of the month of February to gain better insight into frustrations that teachers may experience.

Next Steps

- Continue UPBEAT Spring 2023 Administration.
- Implement HR Outreach.
- Continue in person exit interviews for resignations stating dissatisfaction, teaching in another district, or leaving teaching. Compile data from interviews.
- Conduct a spring Survey for participants in Diversity Mentorship Program.

Promote a retention-first recruitment strategy.

Promote a retention-first
recruitment strategy.

The retention rate has shown a steady decline over the past three years, with the turning point in 2020-2021. Moving, relocating, and retirement continued to be the leading separations for the 2021-2022 school year. For the current school year, family issues and dissatisfaction are now in the top three reasons for departure. Keeping these changes in mind, the district is focusing its efforts on retention very heavily, particularly among certified employees. The retention rate for classified staff has also decreased with employees citing moving, better pay, and family issues as the top reasons for separation. The Department of Labor forecasts national turnover rates growing to 20%, and CMCSS is seeing that reflected in our own retention rate data.



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. Another challenge the district has experienced is a decline in enrollment in traditional teacher training programs, which has led to a need to focus more heavily on those candidates coming from alternative routes.

What is the difference between a certified and classified employee?

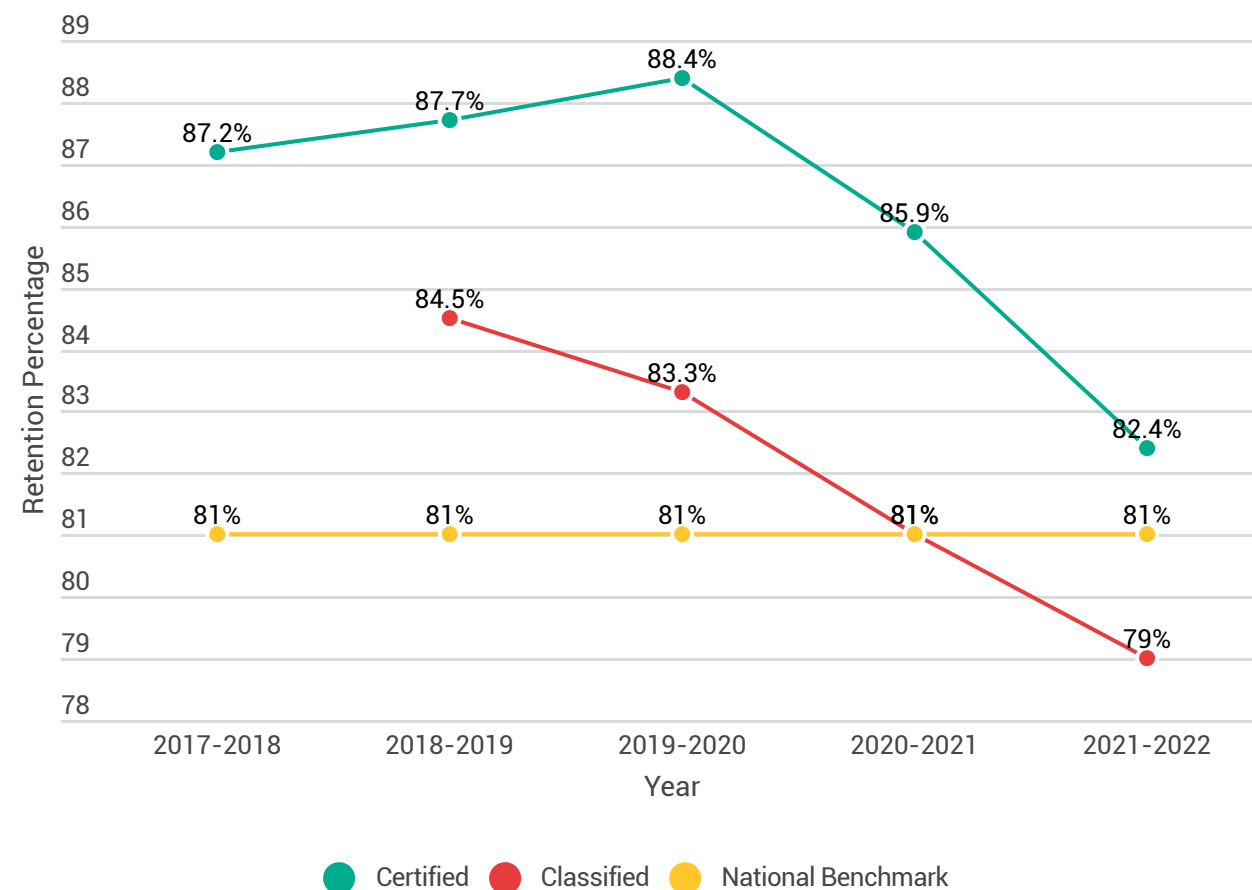


Certified employees include teachers and employees who provide support services to students such as physical therapists and occupational therapists. Classified employees (also known as non-exempt employees) include bus drivers, custodians, educational assistants, and some central office positions.

Promote a retention-first recruitment strategy.

Progress Toward Goals

Retention data over time, 2017-2022



What will success look like in 6 months?

- Decrease in resignations for reasons to include: leaving to teach in other districts, leaving the teaching profession.
- Increase in retention for both certified and classified positions.
- Increase in qualified candidates based on recruitment efforts through non traditional pathways as well as job fair efforts.
- Increase percentage of diverse new hires.
- Implement market analysis results alongside the district's compensation efforts to be competitive in wages within our region.
- Continued partnerships with Ft. Campbell, Workforce Essentials/American Job Center, Austin Peay State University, and other community partners to offer job fairs and other hiring events.
- Stabilized classified retention in order to provide a foundation for future goals of improving retention.

Progress Analysis

- Over 575 teachers have been hired for the current school year, which exceeds last year's entire number of new hires. Approximately 30% of those hired started on a one-year temporary teaching permit.
- Human Resources has partnered with Professional Learning to ensure supports are in place and relevant to educator needs to support retention.
- The district covers the cost of online prep for many licensure assessments through the use of 240 Tutoring. Not only is the program relevant to new educators, it is also available to licensed educators needing to take additional Praxis assessments for add on endorsements, renewals, or advancements.
- In August, the district hosted a permit informational meeting geared towards candidates holding a bachelor's degree with a desire to enter the teaching profession. 118 candidates were in attendance.
- While our substitute pool remains too low to meet the district's average daily absences, we have had a 44% increase in our substitute pool over where the district's substitute pool numbers were the previous year. We attribute this to the implementation of our Substitute Teacher Coach position that specifically trains and mentors our substitute teachers, and the competitive edge that our substitutes have for full time classified and certified positions with the district.
- We have seen improvement in retention of bus drivers, as a result of bus driver training programs alongside bus driver bonus incentives. In July through December of 2021, CMCSS had 26 new hires and 39 separations. This year, in the same measurement period, CMCSS had 61 new hires and 17 separations.

Next Steps

- Host CMCSS Spring Teacher Job Fair.
- Continue state and regional spring recruitment participation.
- Implement retention strategies through data collection, Continuous Improvement Team.
- Expand permit-to-job-embedded supports for existing employees.
- Host alternative pathway information session for potential candidates.
- Analyze market analysis results and wage data with CMCSS senior leadership for how best to move forward with implementation.
- Provide professional development for classified staff and substitutes.
- Grow the substitute program to be able to cover absences without needing to pull other school personnel.

Expand and support multiple pathways into the teaching profession

Expand and support multiple pathways into the teaching profession.

The shortage of new candidates entering the teaching profession has been a primary concern for the district for several years. To address this issue strategically, the district began creating grow-your-own partnerships with Nashville State Community College, Austin Peay State University, and Lipscomb University. These partnerships have allowed the district to create five different residency pathways where candidates can obtain their teaching certification while working full time as an Educational Assistant with a highly-effective mentor teacher. In some cases, candidates may also earn a degree. This work has been recognized nationwide for its innovation as a strategy to fill classrooms, and has even earned the distinction by the Department of Labor as a first-of-its-kind Registered Apprenticeship program for K-12 teachers.



What are the teaching pathways?

Currently, the district offers five different pathways to teaching:

- Lipscomb Teacher Residency - geared toward bachelor's degree holders for elementary certification and a master's degree
- 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 to obtain a bachelor's degree and teaching certification
- Elementary Middle Teaching Residency - geared toward those with a high school diploma to obtain a bachelor's degree and teaching certification
- Elementary Teacher Residency - geared toward those with a high school diploma to obtain a bachelor's degree and teaching certification



Focus for this year

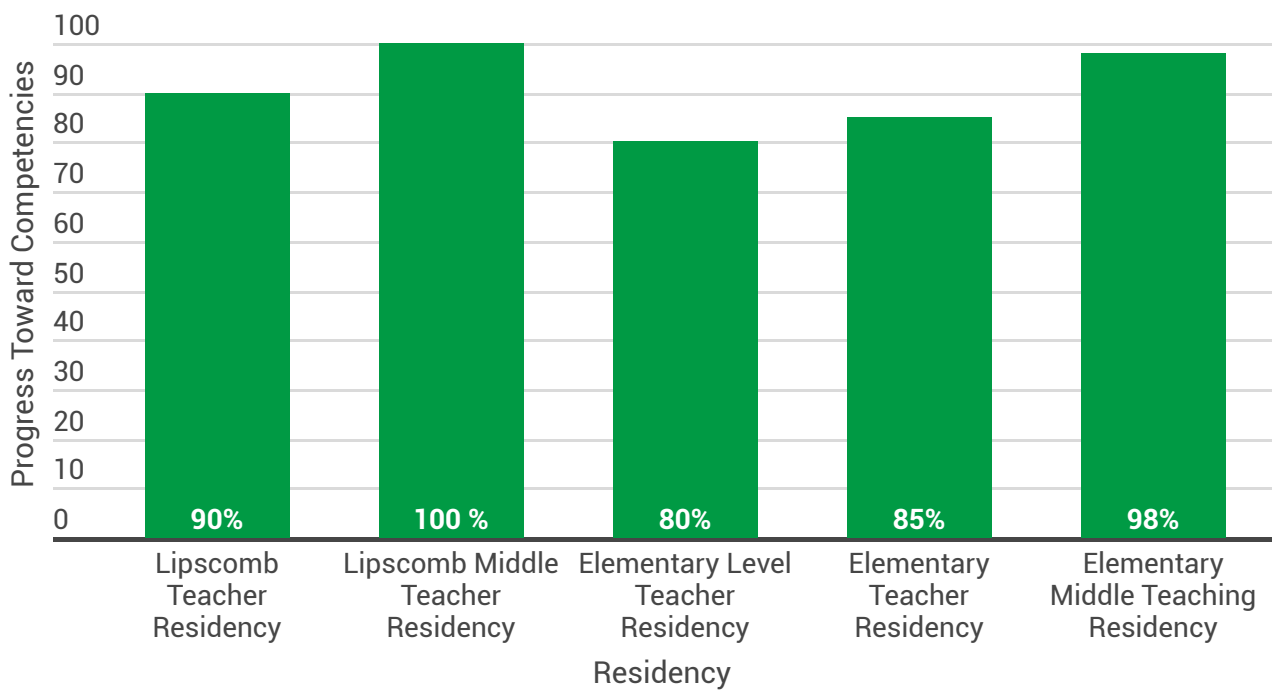
This initiative has been underway in the district for several years, and a major focus for the Teacher Residency Pathway team this year is to ensure that we are tracking the success of our candidates toward obtaining the critical skills they need to be effective teachers. There is also a focus on making sure candidates are prepared for licensure assessments.



Expand and support multiple pathways into the teaching profession

Progress Toward Goals

Progress of teacher residents toward effective teaching competencies



What will success look like in 6 months?

- All Teacher Residents in final year receive “Meets Expectations” or “Above Expectations” for all competencies. (LTR, LMTR, EMTR).
- All Teacher Residents in 1st or 2nd year of 3rd year program receive “Meets Expectations” or “Above Expectations” for all observed Competencies. (ETR, ELTR).
- All Teacher Residents in EMTR will have passed all required Praxis Assessments, EdTPA, and are on track to meet August graduation requirements.

Progress Analysis

- As expected, there is a higher percentage of Teacher Residents meeting or exceeding expectations as the cohorts progress by year. The ELTR data on the left represents teacher residents in year 1, the ETR data represents residents in year 2, and the EMTR data represents residents in year 3.
- Refinement/reinforcement feedback provided by observers is more specific in Quarter 2 as opposed to Quarter 1. Training provided to Multi-Classroom Leads and Mentors has positively influenced feedback delivery to ensure it is specific enough for candidates to make improvements.

Pathway Cohort	Progress on Praxis Exams
Elementary Middle Teacher Residency	65%
Lipscomb Middle Teacher Residency	18%
Lipscomb Teacher Residency	61%

Progress toward passing required licensure assessments

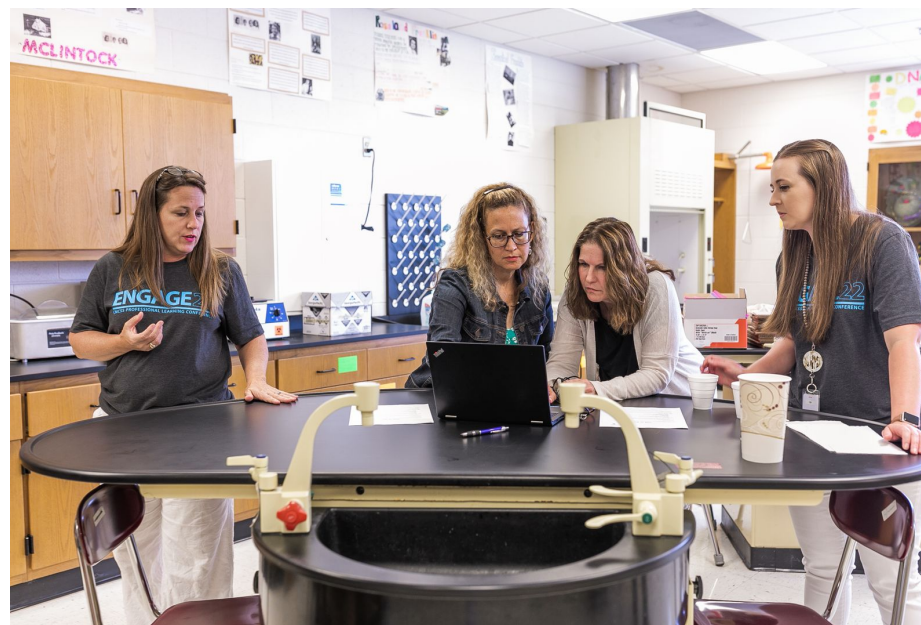
Next Steps

- Continue professional development for Multi-Classroom Leads (monthly) and Primary Mentors (quarterly).
- Continue quarterly competency feedback.
- Track progress in partnership with educator preparation programs to ensure necessary supports are provided for residents that need it for graduation and licensure requirements.
- Continue quarterly site visits to support Teacher Residents and Multi-Classroom Leads/Primary Mentors.
- Deploy survey for site-based visits feedback.
- Deploy survey for PD feedback.

Individualize professional learning opportunities.

Individualize professional learning opportunities.

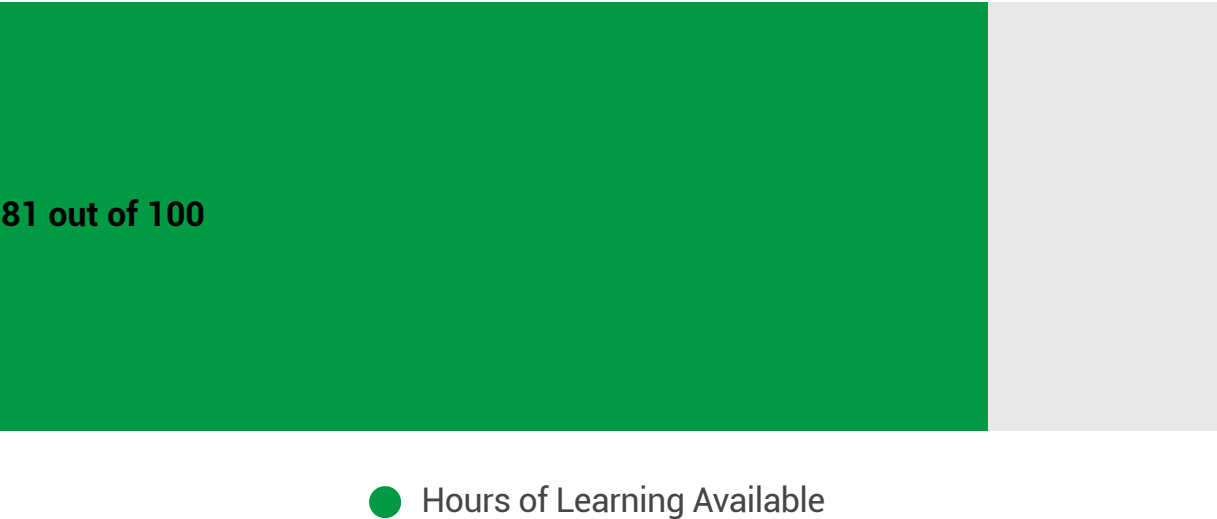
The district cannot maximize employee capacity effectively if there is not learning available to help employees continue enhancing their skillsets. The Professional Learning Team works diligently to ensure that learning opportunities are available for all employee groups, tailored to their specific roles as much as possible, and in formats that meet employee needs (for example, a wide variety of online and self-paced learning opportunities in addition to traditional, in-person delivery methods).



Individualize professional learning opportunities.

Progress Toward Goals

Hours of learning available to classified employees to date.



What will success look like in 6 months?

- Classified employees participating in ongoing professional learning will be better equipped to perform their duties and support student success.
- Teachers seeking alternative certification will remain in the district at a rate consistent or higher than that of traditionally certified teachers.

Progress Analysis

- The Professional Learning Team set a goal for Classified employees that at least 100 hours of new, individualized courses will be developed for targeted classified staff groups. So far, 81 hours have been completed and deployed.
- The increased number of staff development days during the school year and the availability of learning opportunities during the summer ENGAGE Professional Learning Conference for classified employees has created a high demand for the additional targeted learning, and employee feedback has been exceptionally positive.
- An increasing number of those teachers being hired into the district are on a permit and do not have the same knowledge base as traditionally trained educators entering the profession. The focus during first semester has been to collect and analyze data to determine the specific learning needs of this group in order to ensure professional learning opportunities to meet their specific needs and promote retention and success.

Next Steps

- Develop learning opportunities for the ENGAGE 23 Professional Learning Conference.
- Gather, analyze, and share classified learning impact data.
- Procure funding to continue to support expanded classified learning opportunities.
- Adjust induction supports to align and meet the needs of the growing number of educators on an alternative license while still fully supporting and advancing new hires on a traditional license.
- Collaborate with administrators to align needs, goals, and supports for new hires within each school.
- Provide administrator training to support teachers in selecting and implementing professional learning aligned to their needs.

Address school capacities

Address school capacities.

The Clarksville region has experienced incredible growth in the last several years, experiencing a 20.8% population increase from 2010-2020. The zip code 37042 was recently highlighted as the hottest zip code in the entire nation by Opendoor.com. That growth does not appear to be slowing down anytime soon, and with growth, there is a need to ensure that school capacities are balanced and that school buildings are being used most efficiently.



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. Middle schools experienced some relief to their capacity last year with the opening of a new middle school and a rezoning of secondary boundary lines.



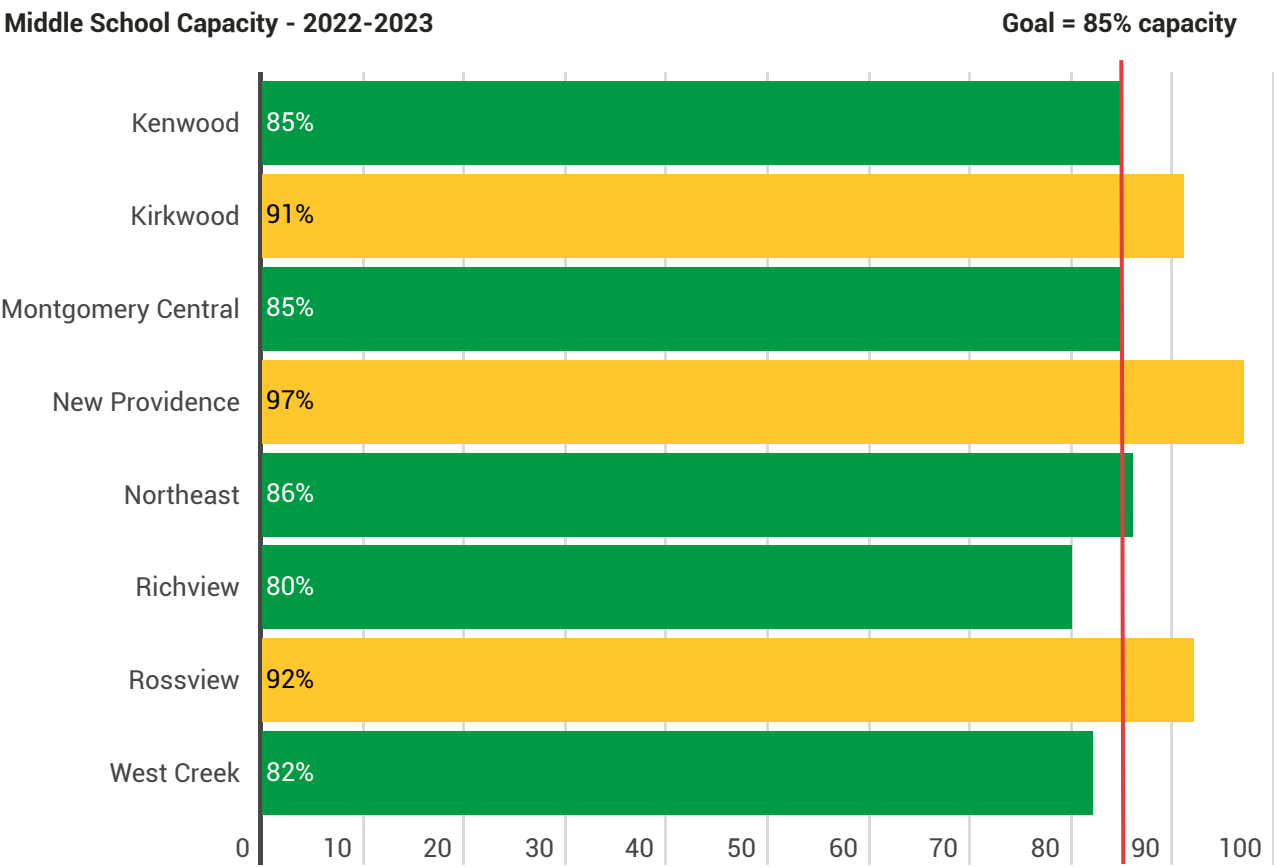
What does the District mean by capacity?

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 assess the remaining space in a building for future growth. According to best practice, if a building is sitting below 70% capacity, that is considered an inefficient use of space. The Operations team has set a district-wide goal for buildings to be at 85% capacity without the use of portables to ensure that buildings are used most efficiently with room for future growth.



Address school capacities

Progress Toward Goals



Progress Analysis

- The overall goal of addressing school capacity is to provide a permanent seat for every student in school buildings without the use of portables.
- The Operations Department sets a yearly goal of 85% building capacity for all schools. With the opening of Kirkwood Middle in August 2022, middle school capacities were reduced from an average of 103% and balanced to an average of 88% across the district; this leaves the district only 3% above our goal for school capacities at the middle school.
- Kirkwood High is under construction with a planned opening of August 2023. Kirkwood Elementary is in design with an opening date set for the 2024-25 school year.

What will success look like in 6 months?

- Kirkwood High will open and better balance high school capacity across the district.
- Kirkwood Elementary construction will be underway.

Next Steps

- Bid, fund, and issue contract for construction of Kirkwood Elementary.
- Engage consulting firm for comprehensive rezoning process for the opening of Kirkwood Elementary for the 2024-25 school year.

Improve bus driver recruitment and retention to enhance student transportation services.

Improve bus driver recruitment and retention to enhance student transportation services.

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. To combat the effects of the driver shortage, the district has undertaken several innovative recruitment strategies, such as signing bonuses. However, the district has also prioritized retention efforts for drivers, to include measures to improve discipline on school buses, increasing driver pay, and other measures.



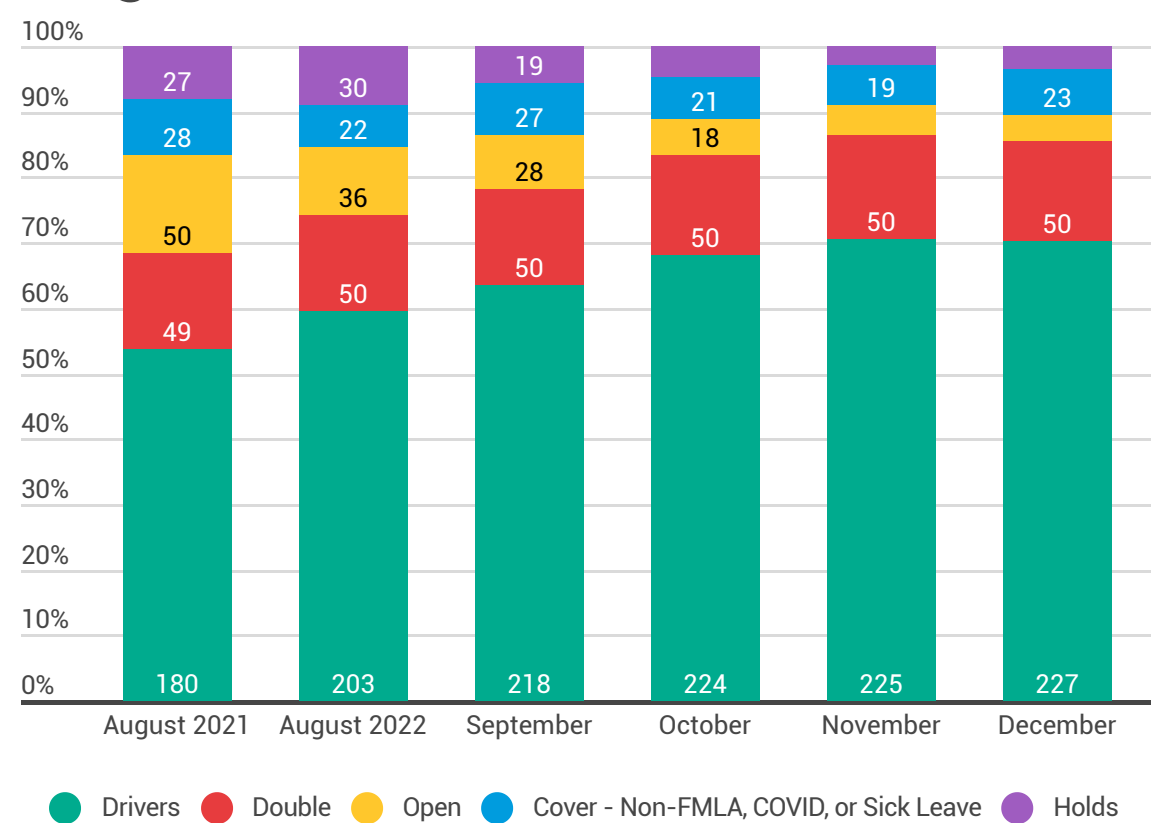
Why can't the district hire more drivers?

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.



Improve bus driver recruitment and retention to enhance student transportation services.

Progress Toward Goals



What will success look like in 6 months?

- Boost driver employment and reduce daily uncovered routes to less than 20 open routes per day (94% staffing).

Progress Analysis

- The overall goal is improving bus driver recruitment and retention to enhance student transportation services to our stakeholders.
- The Operations Department determined a measurable target of boosting driver employment and reducing uncovered routes to less than 20 open routes per day.
- In August of 2021 the District opened the school year at 54% staffing. As of December of 2022, staffing is at 71%. In the first six months of the 22-23 school year there was a 22% increase in recruitment and an 81% increase in retention of talent.

Next Steps

- Expand job fair community locations.
- Collaborate with other agencies to open new avenues for employment.
- Address Continuous Improvement Audit recommendations for improving student support between drivers and school administration.

Implement technology solutions to enhance organizational efficiency, security, and accountability

Implement technology solutions to enhance organizational efficiency, security, and accountability.

The Technology Department has played an integral role in providing resources and solutions for the district to operate more efficiently and ensure students can access technology needed to prepare for a digital society. From creating portals to help processes run more efficiently at the central office level, to implementing technology purchased by other departments that help ensure more effective communication, to repairing and maintaining thousands of devices across the district, this strategic work goal centers on ensuring that the district not only operates efficiently, but securely, and with an ability to hold ourselves accountable to providing effective services and resources.



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. As a result of our certification in the ISO standards for the last 20 years, CMCSS prioritizes efficiency in all central office operations.

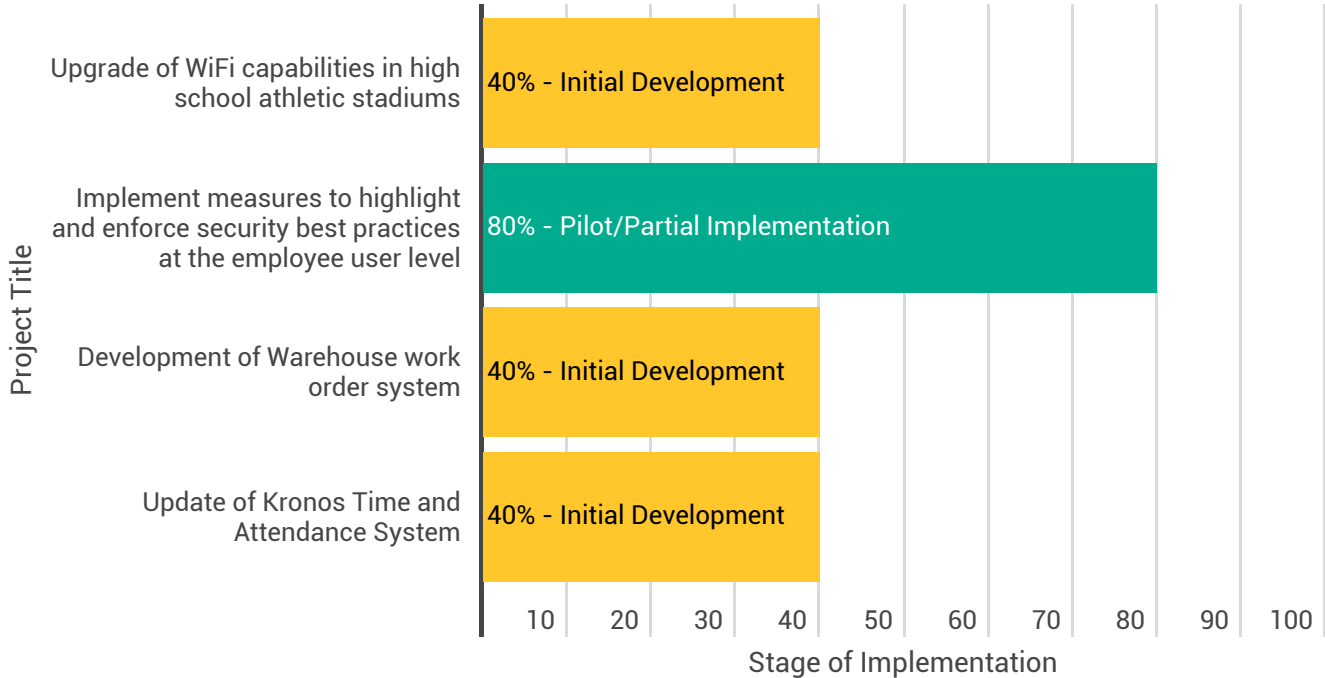


Beyond efficiency

Traditionally, the focus of technology implementation has centered on efficiency. While that is still an incredibly important focus of the Technology team, the work has also expanded to ensure that technology solutions can help promote increased security for the district and minimize risk. Solutions that the team is working on this year will also allow the district to enhance its accountability and effectiveness in key areas on top of improving efficiency, such as through a work order system for the CMCSS Warehouses.

Implement technology solutions to enhance organizational efficiency, security, and accountability

Progress Toward Goals



Progress Analysis

- Upgrade of WiFi capabilities to high school athletic stadiums: The stadiums at each high school have WiFi available through wireless access points only; the district will be improving the access through the installation of fiber connections to each stadium.
- Implement measures to highlight and enforce security best practices at the employee user level: The district has communicated instructions regarding setup of multi-factor authentication to all users. The rollout began with the members of the CMCSS Technology Department, then expanded to include other administrative building users, then to the school users, and finally to substitutes.
- Development of Warehouse Work Order System: Programmers have met with Operations to develop the Scope and Timeline for development of the Warehouse Work Order System. This project is currently in the development phase and will progress towards stakeholder testing in the next phase.
- Update of Kronos Time and Attendance System: Business Affairs and Technology staff are meeting weekly with the Kronos implementation team to facilitate the transition, to include populating employee information, pay rules, and leave and accrual types.

What will success look like in 6 months?

- The CMCSS Technology Department anticipates completion of the “Upgrade of WiFi capabilities to high school athletic stadiums” and “Development of Warehouse Work Order System”.
- Efforts towards “Implement measures to highlight and enforce security best practices at the employee user level” will be ongoing in the future and continue to adapt as needed.
- The initiative to “Update of Kronos Time and Attendance System” should be completed summer 2023 for implementation with the 12-month employee staff, and preparation for training and use for staff as they return for the 2023-24 school year.

Next Steps

- Upgrade of WiFi capabilities to high school athletic stadiums: begin running fiber to stadiums, February/March 2023.
- Implement measures to highlight and enforce security best practices at the employee user level: continue support and training for the multi-factor solution implemented by the district, as well as begin training and communication for employees to recognize and report phishing scams.
- Development of Warehouse Work Order System: release to pilot group in February 2023 for testing.
- Update of Kronos Time and Attendance System: continue implementation steps in conjunction with vendor implementation team.

Enhance organizational effectiveness through increasing collaboration across central office, departments, and teams.

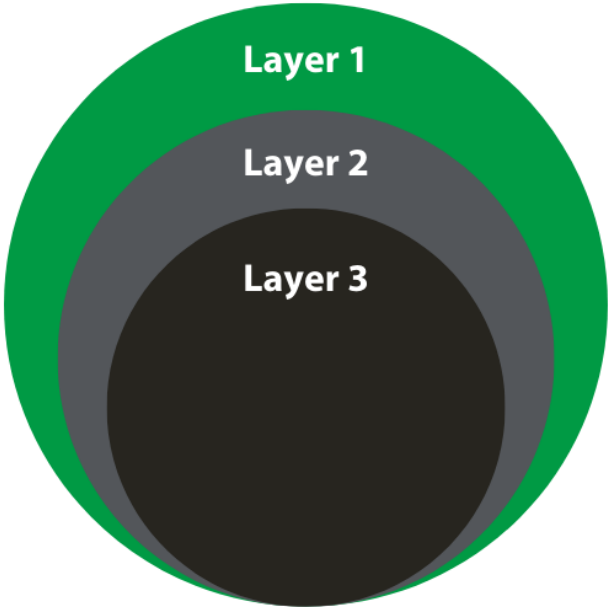
Enhance organizational effectiveness through increasing collaboration across central office, departments, and teams.

Over the course of the 2021-2022 school year, focus group and survey feedback from both central office staff and school-level employees suggested that employees perceived the central office as a siloed environment. Survey comments suggested that there is not enough communication between central office departments about where their work overlaps, there needs to be more communication between schools and central office staff about policy and procedure changes, and other similar perceptions. With this feedback top of mind, district leaders established a goal to foster collaboration across departments and teams at the central office level to ensure that projects are planned with appropriate involvement from all departments that may have ownership in the work at some point and everyone can be on the same page about the work of the district.



The Continuous Improvement System (CIS)

As a district that practices continuous improvement for our ISO standards certification, we take an intentional approach to tracking our progress as a system and identifying where we can make improvements. The system in CMCSS is a series of layers - at the first layer, departments track their success with day-to-day work and any strategic work efforts they own. At the second layer, where we identify areas that are not working, we engage in deeper study to implement improvements, mostly within a department. At the third layer, multiple departments work together to determine how to improve in areas that reach across the organization or are especially complex problem areas. The focus of our strategic work to improve collaboration across central office teams will ultimately allow this system to work more smoothly by giving all teams a better understanding of the work taking place across the district and where improvements need to be made.

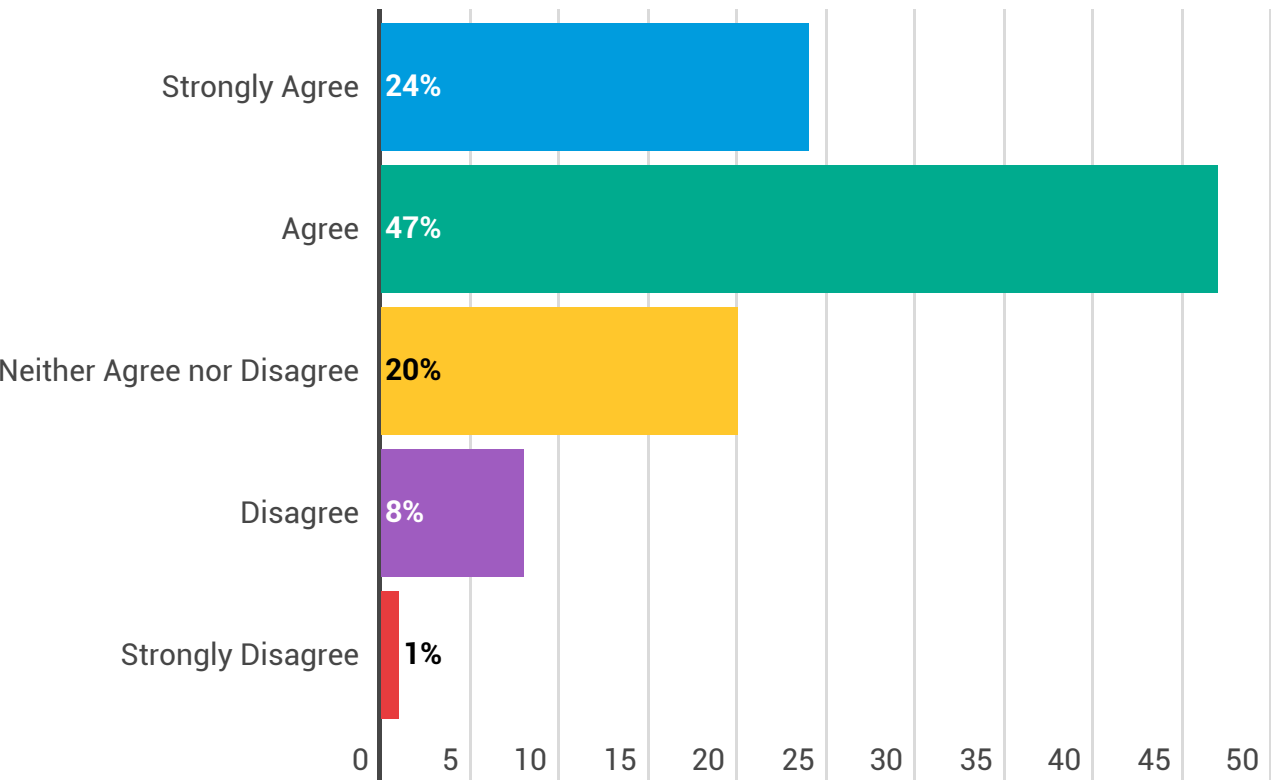


The Continuous Improvement System

Enhance organizational effectiveness through increasing collaboration across central office, departments, and teams.

Progress Toward Goals

CMCSS 2022 Organizational Assessment - "CMCSS and its leaders always approach planning with a focus on how to prepare for possible issues that may arise and how to maximize positive outcomes"



What will success look like in 6 months?

- Quarterly cabinet and direct report meetings have been established.
- Cabinet members meet on a monthly basis to evaluate and prioritize district improvement efforts.
- Cross-departmental teams have been formed and are led by "project managers" from departments across the central office.
- These structures contribute to improved internal communication structures across the district.

Progress Analysis

- In the fall of 2022, the Office of Policy and Continuous Improvement deployed a survey to all principals, assistant principals, and central office employees as part of the annual Organizational Assessment. This survey measures how well employees understand the mission and vision of the district, how the district is doing with communicating its objectives and strategic plan across the organization, and how employees at this level feel about their access to resources. On the left is the baseline data that will serve as one measurement for how effective we are with this strategic work goal, ultimately.
- If this work is implemented well, the results of effective collaboration to ensure strong plans are in place for the district and that leaders work to maximize the positive benefits of our efforts should be felt across Central Office and at the school level by building administrators. Right now, about 71% of respondents expressed agreement with the statement that planning processes are effective at preparing for possible issues and ensuring positive effects.
- This strategic work item will be accomplished through the three primary goals listed to the right.

Overarching Goals



Refining structures for Continuous Improvement Teams and Working Groups.



Enhancing methods for tracking progress on strategic initiatives and key organizational efforts.



Increasing the frequency of cabinet and direct report retreat meeting opportunities.

Next Steps

- Schedule quarterly cabinet and direct report retreats.
- Establish method for Cabinet members to prioritize and provide resources to improvement efforts.
- Facilitate regular touchpoints with project managers to ensure necessary support.

Promote consistent, meaningful parent and community engagement opportunities across the district.

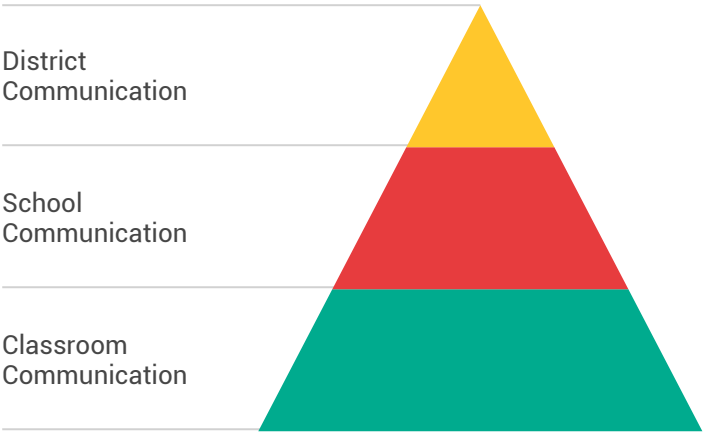
Promote consistent, meaningful parent and community engagement opportunities across the district.

The district continued to hear feedback from parents during the 2021-2022 school year that they wanted more opportunities to engage with their child's school to support their learning and provide support to teachers in the district. Additionally, after effects of the pandemic left parent and community engagement opportunities that parents typically attended happening on a less consistent basis. Research shows that parent engagement is a crucial factor in supporting student success, and CMCSS values the efforts of its parents to engage with our schools system. This year, one of the strategic work goals centers on ensuring that there are meaningful engagement opportunities across the district. The district has also started implementing a pilot program with a few schools to work side-by-side with family and community members on taking their engagement to newer heights.

Communication Expectations

A key practice that we have established as we engage in this work is to ensure that families hear from the district, their school, and their child's teachers the appropriate amount. The COVID-19 pandemic changed the balance of communication that parents were receiving from the district, rather than their child's school, as the district worked to communicate health and safety expectations that were frequently changing. This year, the district has adopted a tiered approach to communication and our frequency that is depicted below. Ideally, a parent will hear most frequently from a classroom teacher, followed by their child's school leader, and then the district.

Communication Frequency Chart

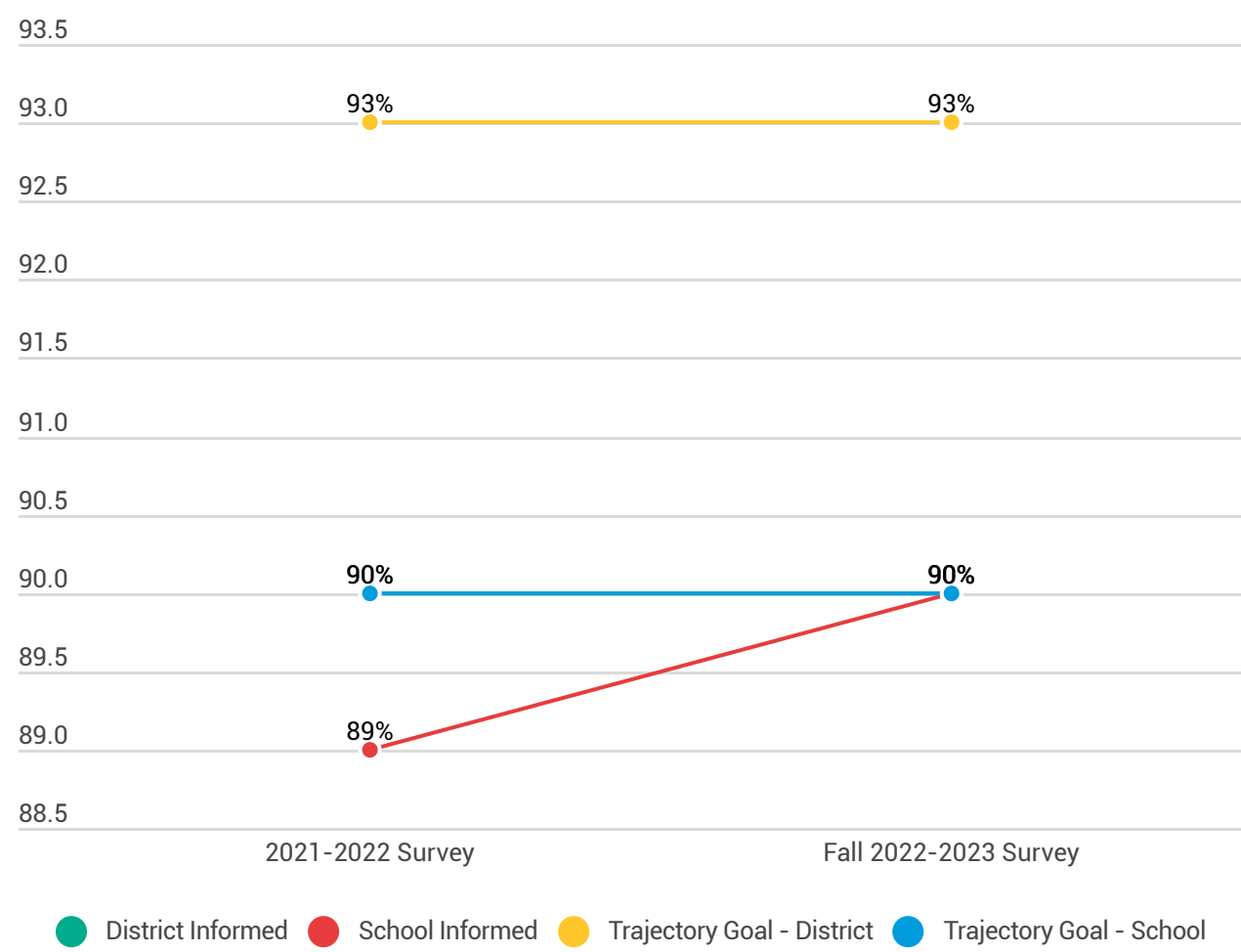


What is the pilot program?

This year, a few schools in the district are creating leadership teams at their schools that consist of parents, teachers, community members, and other stakeholders to decide how they can engage their school communities even more to ensure students have the support they need to be successful. Some schools are implementing things like quarterly parent and family nights to discuss work in the classroom, social media campaigns to share more information about the school, and other similar practices.

Promote consistent, meaningful parent and community engagement opportunities across the district.

Progress Toward Goals



What will success look like in 6 months?

- Meet trajectory goal of 93 percent agreement from parents that the district keeps them well informed on spring parent survey.
- Parent Engagement Pilot participants see higher than average agreement that the school keeps them well informed on spring parent survey.
- Overall agreement that schools communicate well will continue to increase.
- Teachers agreeing that they feel supported by the parents of their students will increase, according to the 2023 Tennessee Educator Survey.

Progress Analysis

- Progress remained steady from 2021-2022 to 2022-2023 on the perception that the District keeps them well informed.
- Parents mostly know how to receive answers to their questions (90% agreement).
- In keeping with the major focus of this strategic work goal, most improvements have been seen at the school level. Parents' level of agreement that their child's school communicates well with them increased to exceed the Communications team's goal of 90%, with a total of 91%.
- Work continues to implement a Parent Engagement Pilot at the school level that will track best practices for even greater levels of parent engagement. Initial data from the Fall 2022 administration of the parent survey indicates that, on average, schools participating in the pilot program saw agreement that their school communicates well increase by almost 3 percentage points, compared with 1 percentage point for schools that are not part of the pilot.
- The Education Foundation launched a series of morale grants at the schools to ensure that community partners' contributions can go directly toward those initiatives that help teachers and other school employees feel supported.
- The Foundation has also continued offering the Leadership CMCSS learning opportunity so that leaders in the community may learn more about the school system and its work, ensuring they can engage effectively with the school system.
- The district has been able to leverage social media to promote school events across the district and has seen increases in the content shared across platforms that are geared toward parent engagement.
- The Communications team has seen an increase in requests for resources and campaigns that are geared toward expanding parent knowledge on how to support students, such as Special Education Information sessions and the College and Career Readiness learning series.

Next Steps

- Deploy second round of parent survey in spring 2023.
- Launch a text-based survey pilot for families.
- Continue implementing the Parent Engagement pilot.
- Investigate a consultation system for schools to receive communications or marketing support.