

## 2023-2024 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.

## STRATEGIC WORK OVERVIEW 2023-2024

### IMPROVE STUDENT ACHIEVEMENT

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

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

Create opportunities for students to explore a variety of post-secondary pathways through community-based instructional experiences.



### MAXIMIZE EMPLOYEE CAPACITY

Improve employee retention through enhancing workplace climate and satisfaction.

Prioritize needs-based recruitment to fill critical shortage areas.

Expand and support multiple pathways into the teaching profession.

Individualize professional learning opportunities to promote efficacy and expertise for all employees.



### IMPROVE EFFICIENCY AND EFFECTIVENESS

Address school capacities.

Implement critical upgrades to technology resources and district buildings to enhance district security, transparency, and effectiveness.

Develop and implement organization-wide communication and collaboration processes to improve services delivered by Central Office.



### ENGAGE THE PUBLIC IN SUPPORT OF STUDENT ACHIEVEMENT

Continue support to schools on promoting consistent, meaningful parent engagement opportunities across the district.

Engage future parents and community partners to promote the importance of literacy before kindergarten.



# Introduction from Dr. Jean Luna-Vedder



This year, CMCSS set a theme for the school year of "Growing Together" to represent the progress we hope to see in our district this year. Whether it is growth in ourselves as individuals or our growth as teams and school communities, I have challenged all employees to reflect on how far each of us has come and ask ourselves how we can all continue to push forward and grow, especially in our work to help our students be the very best they can be. In the following pages, we hope the main theme you will see reflected is one of tremendous growth.

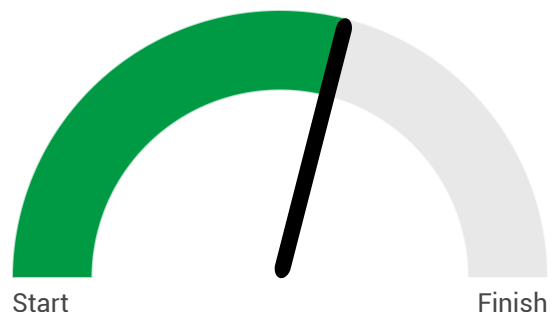
CMCSS Annual Reports provide all stakeholders with a glance at the progress our district has made toward meeting or exceeding strategic goals to improve education and services we provide in Clarksville-Montgomery County. This year's Strategic Work is the first set of goals established under my tenure as Director of Schools, and I am incredibly proud of the progress we have to share on our work so far this year. I appreciate the tireless effort of every single employee in CMCSS who has contributed to the progress you will see detailed in this report. Last year, our emphasis was that we are always better together, and there is nothing truer of CMCSS and its employees when we dedicate ourselves to the work of educating and empowering our students to reach their potential.

While we have made excellent progress, there is still much work to do. I look forward to continuing to focus on the strategic goals that are outlined here, along with all of the critical work ahead to support our students and make this district the best school district in Tennessee for both students and employees. I have no doubt that by growing together, we will see improvement each and every day.



12

Total number of 2023-2024 Strategic Work Goals





# 2023-2024 Overarching Strategic Work Progress

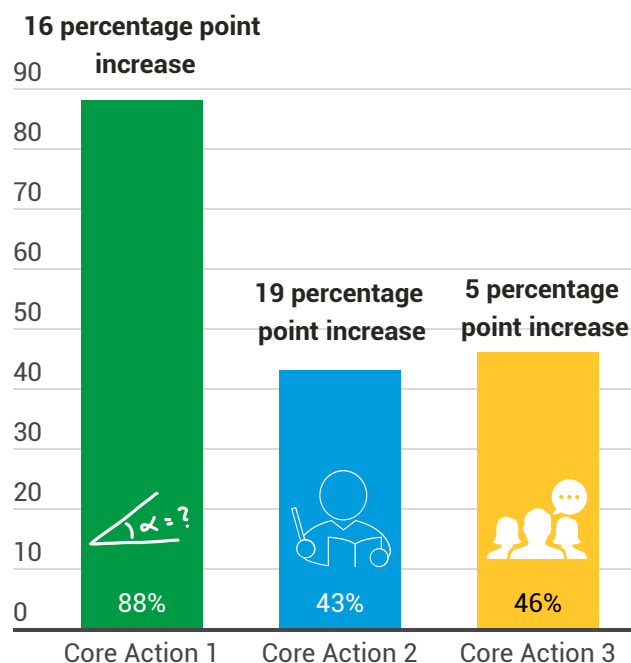
The table below summarizes the District's overall progress on the strategic work with most areas either being on track (green) or making progress with some challenges to implementation (yellow).

1	<b>Making Progress</b>	Implement research-based math and literacy practices with high-quality instructional materials to increase grade-level mastery.
2	<b>Making Progress</b>	Provide quality interventions to meet students' academic and behavioral needs.
3	<b>On Track</b>	Create opportunities for students to explore a variety of post-secondary pathways through community-based instructional experiences.
4	<b>On Track</b>	Improve employee retention through enhancing workplace climate and satisfaction.
5	<b>Making Progress</b>	Prioritize needs-based recruitment to fill critical shortage areas.
6	<b>On Track</b>	Expand and support multiple pathways into teaching.
7	<b>On Track</b>	Individualize professional learning opportunities to promote efficacy and expertise for all employees.
8	<b>On Track</b>	Address school capacities.
9	<b>Making Progress</b>	Implement critical upgrades to technology resources and district buildings to enhance district security, transparency, and effectiveness.
10	<b>On Track</b>	Develop and implement organization-wide communication and collaboration processes to improve services delivered by Central Office.
11	<b>On Track</b>	Continue support to schools on promoting consistent, meaningful parent engagement opportunities across the district.
12	<b>Making Progress</b>	Engage future parents and community partners to promote the importance of literacy before kindergarten.

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

## Progress Toward Goals

To adopt and implement new math textbooks, CMCSS has followed a framework created by the Tennessee Department of Education for a phased-in approach. District leaders have also entered into a partnership with the National Institute for Excellence in Teaching to assist with planning and training on materials to help school leaders identify effective practices for teaching mathematics in classrooms. Math administrators have received training to guide teacher collaboration opportunities, and walkthroughs have been conducted to identify trends and areas that may need additional focus. The data on the right indicate how much each of the core actions on the Instructional Practice Guide could be observed in high school Algebra 1 classrooms at the mid-year point. All areas have seen increases since walkthroughs began at the start of the school year, indicating progress on teachers' implementation of research-based math instructional strategies.



## Progress Analysis

The District Math Team meets quarterly to review data and has attended regional trainings hosted by the Tennessee Department of Education. New math materials, which were adopted last year, are being utilized across all grade levels. All grade levels are using the Mathematics Instructional Practice Guide to increase their knowledge of the core elements of effective math instruction, which has also allowed for a greater understanding of needs for future trainings. Data have also been collected, such as teacher surveys about the materials and initial student assessment data.

## What will success look like by the End-of-Year Review?

All teachers will be utilizing the materials with fidelity and math TCAP and EOC scores will show improvement. Additionally, training will be provided based on the information gathered during walkthroughs to ensure teachers and school leaders will be successful with full implementation.

### What is the IPG?

The Instructional Practice Guide (IPG) is a tool developed by the Tennessee Department of Education to help instructional leaders gather data on how well their teachers are implementing effective mathematics practices.

### Next Steps:

1. The math district team will meet to review current data and plan next steps on implementation.
2. The Instruction and Curriculum Department will plan ENGAGE professional learning sessions to support teachers with continued learning.
3. The team will set a goal of ensuring administrators are conducting walkthroughs at least once per quarter.



Progress Toward Goals

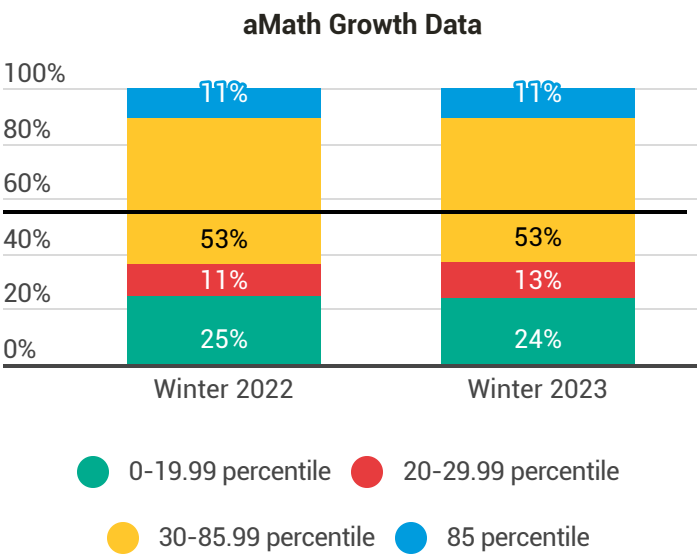
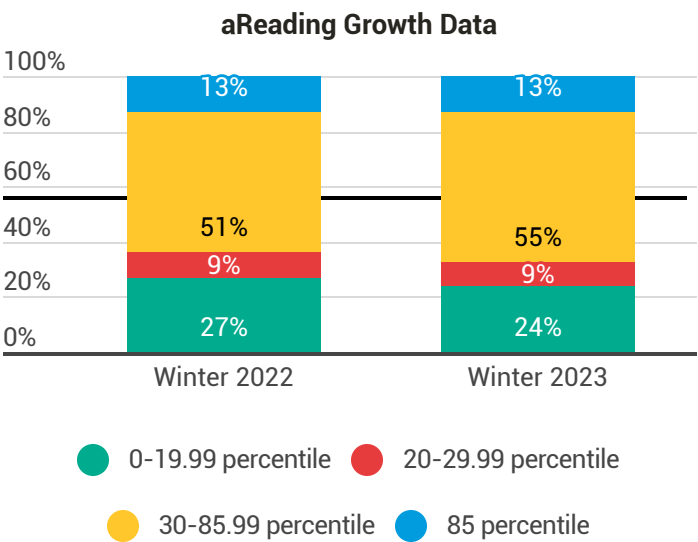
The major focus of this strategic work goal is to ensure that all students receive targeted interventions to support the areas where they may need additional academic support to meet grade-level standards. Based on universal screener results from Winter 2023, CMCSS continues to make progress in this area. A comparison of ELA results in 2022 and 2023 reveals that the percentage of students screened who are considered "on track" increased by 4 percentage points. In math, results were consistent with percentages from last year. However, more students were screened in 2023, which makes this steady progress very encouraging.

Progress Analysis

To facilitate improvements with providing effective interventions, this year, the Instruction and Curriculum Department identified a team of coordinators and district leaders as a Unique Learning Needs Team. The goals of this team are to help identify the interventions and instructional resources needed for students based on their unique needs and ensure full understanding of those available opportunities for students.

What will success look like by the End-of-Year Review?

At the End-of-Year Review, the team hopes to see a 1-2 percentile increase of students accessing grade-level content proficiently based on universal screener data.



Next Steps:

1. Analyze data from the winter administration of the universal screener to adjust instruction for students.
2. Conduct data chats and identify action items with schools.
3. Develop training for academic coaches and principals.

# Create opportunities for students to explore a variety of post-secondary pathways through community-based instructional experiences

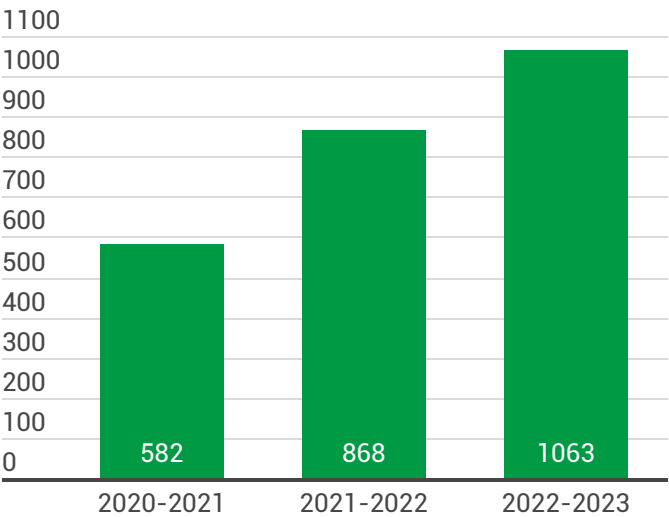
## Progress Toward Goals

The district is on track to continue to see increases in the number of high school students earning industry certifications in the 2023-2024 school year. In fact, for the first time, every CTE program of study across the district with third-year students enrolled will offer students the opportunity to earn at least one industry certification.

## Progress Analysis

Seven out of eight high schools offer some form of a fourth year, work-based learning opportunity to students, as does the Early Technical College at TCAT.

Industry Certifications by High School Students



In addition to school-based enterprises and expanded lab experiences within traditional classrooms, a multitude of business partners have accepted students in job-shadowing, clinical, and internship placements to include: Premier Medical, Grissom Electric, Rainbow Kids Clinic, Ascension Surgery Center, B&B Electric, The Cove Hair Studio, Baggett Heating and Cooling, Results Physiotherapy, the City of Clarksville, Chameleon Salon, the CMCSS Health & Safety Department, Doctor's Care, Brinkley Electric, Lyndon's Salon Spa, Magnolia Dermatology, Eyesthetics, and the CMCSS Operations Department, among others. Several new CTE programs of study, including aviation, educational therapy and support, barbering, and electrical systems enrolled their first cohorts of students to start the fall semester. Kirkwood High School opened CMCSS's ninth career Academy with a focus on one of the nation's fastest growing fields: Supply Chain Management. Although Kirkwood High School does not yet have programs in their fourth year, the Supply Chain Management Academy is already in talks with the Education Foundation to develop a student-run arm of the teacher warehouse in the coming years.



# Create opportunities for students to explore a variety of post-secondary pathways through community-based instructional experiences

Middle schools across the district registered seventh and eighth grade students to participate in Career Explorations courses as part of their related arts offerings. These courses were developed by high school CTE teachers to include hands-on activities that introduce middle school students to career clusters and programs of study that will be offered at their high school.



## *What will success look like by the End-of-Year Review?*

The team hopes to see increases to students earning industry certifications and participation in Work-Based Learning courses. The team also plans to expand TCAT dual enrollment registration in certain subject areas, aims to see middle school master schedules incorporate career exploration courses, and plans to make career-themed summer camps available.

### **Next Steps:**

1. Align resources and trainings available to meet the demands of industry certifications.
2. Gather input from industry partners about work-based learning experiences.
3. Host information sessions about registration.
4. Prepare for middle school and elementary offerings.

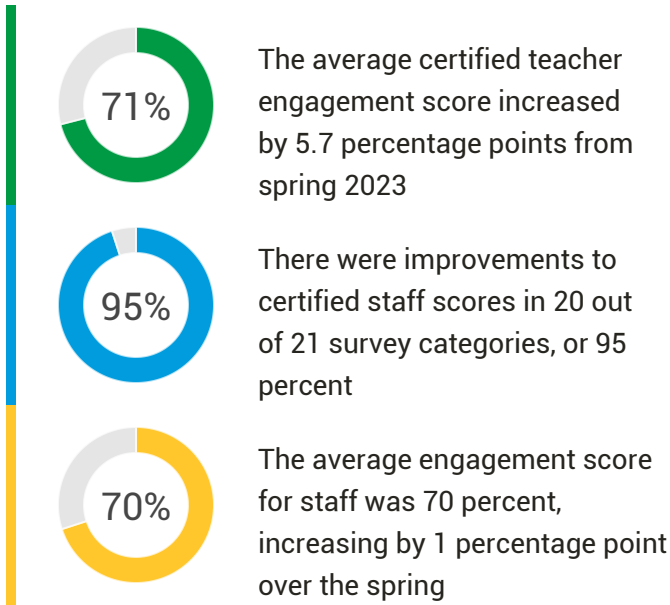




Progress Toward Goals

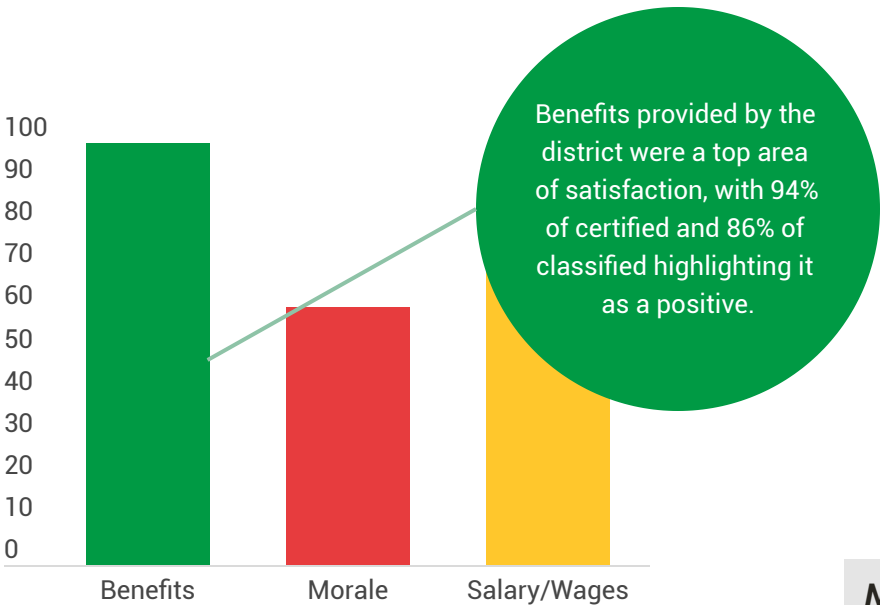
CMCSS has continued to improve results among certified teachers and staff members on its Upbeat survey, indicating improved workplace climate and satisfaction across the district. Overall teacher scores had an increase of 5.7 percentage points over Spring 2023 and increase of 5.8 percentage points over Fall 2022. Additionally, teacher scores increased in every category (20 of 21) except Work/Life Balance (vs. Spring 2023). Finally, overall school staff scores had an increase of 1.4 percentage points over Spring 2023 and increase of .8 percentage points over Fall 2022.

Upbeat Employee Engagement Survey



Progress Analysis

Improvements to Upbeat data are encouraging examples of ways that workplace culture is improving employee satisfaction. Other methods the district has used to improve employee satisfaction is HR outreach directly to schools, in which an HR representative will travel to schools for on-site HR support, answering questions about workplace climate, benefits, or other areas. Typically, the most common questions are related to retirement and benefits. The district has also implemented in-house exit surveys this year to gather more nuanced feedback on aspects of CMCSS culture that are positive or negative for employees who choose to leave.



Based on the first quarter's results on the district's exit survey, benefits are one of the top positive areas in the district. An area of dissatisfaction among certified employees was morale, while salary and wages was the top area of dissatisfaction among classified employees. Leadership continue to prioritize both of these areas for improvement.

What will success look like by the End-of-Year Review?

Ultimately, the team hopes to see continued increases on Upbeat data results in the spring administration of the survey, and retention rates should also increase.

- Next Steps:**
- 1. Deploy spring exit survey.
  - 2. Share exit survey from the first semester with relevant administrators.

# Prioritize needs-based recruitment to fill critical shortage areas

## Progress Toward Goals

The district has continued to attend job fairs for certified positions at colleges and universities in the Tennessee and Kentucky areas, but internal recruitment events have proven more effective at recruitment in both certified and classified positions.

## Progress Analysis

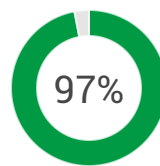
In certified positions, there are a few types of positions that are particularly challenging to fill, which include high school math and science, special education positions, and school counselor positions. In recent years, alternative pathways have made up some of the most common sources for new teachers.

This reality has prompted the Human Resources Department to focus heavily on these pathways for the future, including a focus explicitly on these candidates as part of their strategic work next year. On the classified side, for hard to fill positions such as bus drivers, the district has sign-on bonuses and employee referral bonuses to attract new bus drivers, and provides part-time employment while new bus drivers progress through the training program. Furthermore, the Adult Education Program has a TN Department of Labor approved Workforce Development Program to assist those working on their high school equivalency diploma with eligibility to apply for and be considered for hire once they earn their certificate with the program. Adult Education instructors continue to assist these candidates with earning their GED or equivalent. There have been three incredible new hires from this program so far, and two have gone on to attain their GED. CMCSS continues to host in-house job fairs that combine hiring supervisors across all departments with vacancies. These job fairs, some in coordination with the certified recruitment team, have yielded more successful recruits than outside job fairs.

## What will success look like by the End-of-Year Review?

The team hopes to see a reduction in teacher job postings for hard-to-fill areas by at least 25 percent, and plans to review and approve a certified differentiated pay plan for the 2024-2025 school year. The team will ensure 50 percent of 2nd-year permit holders transition to job-embedded licenses by March. The team also plans on continued successful recruitment through the Workforce Development Partnership with Adult Education for bus drivers, custodians, and food service assistants. The district will retain bus drivers and substitute bus drivers through the driver incentive programs and trainee programs. The department will also budget for permanent substitutes and needed Human Resources personnel.

## Certified Recruitment Data



First-day fill rate for classrooms has fluctuated within 97% for the last three years.



Certified new hires to date for 2023-2024.



Number of permits requested to date for 2023-2024.

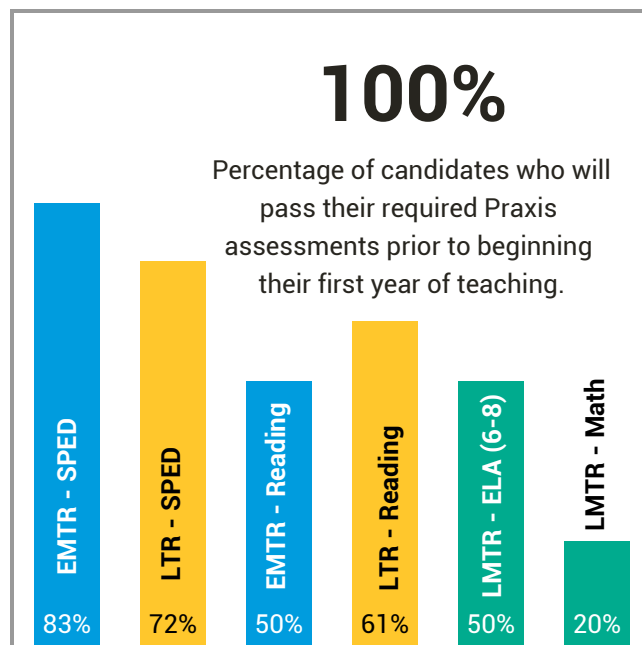
## Next Steps:

1. Review options to fund key retention initiatives and recruitment incentives, such as the minority recruitment team, tuition reimbursement, and sign-on bonuses.
2. Work with community partners to schedule job fairs and interest sessions for both certified and classified opportunities.
3. Leverage HR outreach to collect feedback from employees to inform decisions.

## Progress Toward Goals

Passing the Praxis assessment is a major milestone for candidates enrolled in the CMCSS Teacher Residency Pathways, and it is a crucial goal to ensure that all of the residents successfully pass their Praxis assessments prior to beginning their first year of teaching. The goal is for 100 percent of candidates to pass their required Praxis assessments prior to beginning their first year of teaching. This year's residency candidates currently do not have Praxis data that the team can track. Data that represent a baseline for this goal are included on the chart to the right.

## 2022-2023 Praxis Data - Baseline Report



## Progress Analysis

The efforts for this strategic work goal have centered on providing content-specific professional learning (PL) opportunities for residents to prepare them for their Praxis assessments. Several sessions have been provided from November through January.

- ✓ Content-specific PL for Teaching Reading 5205
- ✓ Content-specific PL for SPED 5543
- ✓ 4 Praxis support sessions for Math and Reading

Results on these assessments will be reported at the End-of -Year Review. If there is enough evidence to indicate that this series of professional learning opportunities resulted in positive outcomes, these sessions may be used as a model for learning for all teachers on a permit needing Praxis supports.

## What will success look like by the End-of-Year Review?

Ultimately, the team has set a goal of the percentage of teacher residents completing the program with a license will increase compared to previous cohorts.

### Next Steps:

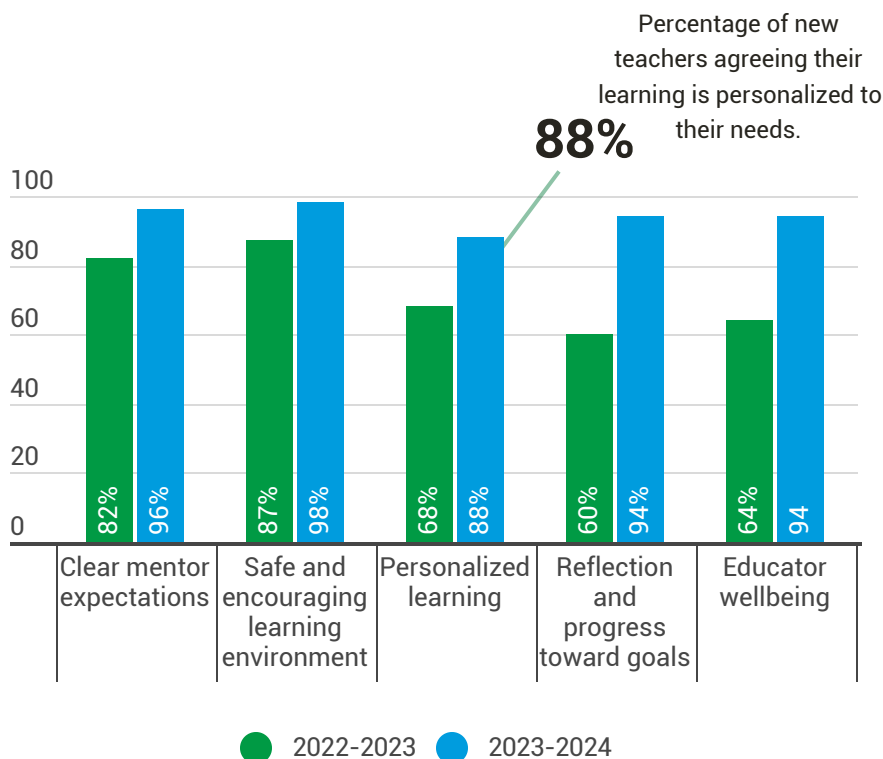
1. Meet with candidates who either need to retake Praxis assessments or have not taken them to develop a support plan.
2. Through transitioning the ELTR partnership from Nashville State to APSU, use break time for students to begin learning sessions and spread those sessions out more.



# Individualize professional learning opportunities to promote efficacy and expertise for all employees

## Progress Toward Goals

There are two major focus areas for this strategic work goal - classified staff learning and new teacher induction supports. Support for new hires has been differentiated in the induction program this year to better meet the needs of both traditionally-certified and alternatively-certified candidates. The mid-year survey administered by the Professional Learning Department indicates increases in several areas related to new hires and their positivity about their induction experience.



## Progress Analysis

In addition to the work centered on support for newly-hired teachers, the team has also engaged in efforts to enhance learning for classified employees. Currently, 30 percent of open teaching positions in the district have been filled by classified employees, so it is crucial to ensure classified employees have abundant learning opportunities to support their efficacy in their current roles, as well as their advancement. As part of these efforts, new hire orientation for classified staff has been expanded from occurring only in the summer to occurring on a weekly basis for all newly-hired classified employees.

Additionally, classified staff learning opportunities have been added at midday for bus drivers and after school for educational assistants to provide more opportunities for learning.

## What will success look like by the End-of-Year Review?

In the future, there will be additional learning opportunities targeted to specific employee groups aligned to identified needs. The team also hopes to maintain the Classified Professional Learning Coordinator position to continue to provide quality learning opportunities for classified employees. Content learning modules will be developed to provide foundational understanding to educational assistants and permit teachers. Tier 1 and 2 behavior supports will be accessible to both certified and classified employees. Finally, certified teacher retention will increase and non-traditionally certified teacher retention will meet or exceed that rate.

## Next Steps:

1. Develop content learning modules for math and literacy.
2. Continue refinement of content and processes for classified orientation.
3. Provide additional mentor training to enhance the dual pathway support.
4. Identify additional support opportunities for permit teachers.
5. Provide COMP for teacher residents in their final semester and teachers entering on a permit.

# Address school capacities

## Progress Toward Goals

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 target of 85 percent capacity for all schools. Current high school capacities are provided in the chart to the right.

## Progress Analysis

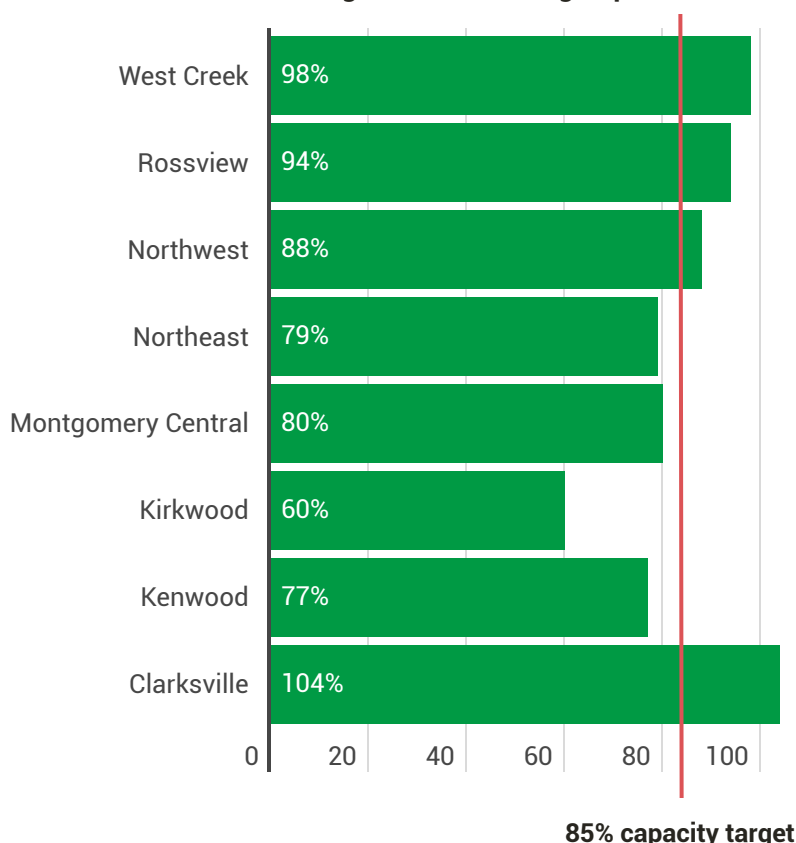
With the construction and opening of Kirkwood High School in 2023, as well as the secondary rezoning that occurred in 2022, high school capacities are more balanced across the district, with an average of 85 percent across the high schools. While the opening of Kirkwood High School relieved capacity across the district in many ways, ultimately, the opt-out process for families has left Clarksville High temporarily above 100 percent capacity. As the rezoning takes its full effect in future years, these numbers will continue to balance.

In addition, efforts to balance elementary capacities are well underway. Kirkwood Elementary is under construction with a planned opening of August 2024, and district leaders are in the process of purchasing land for Elementary #26 to be opened in the 2026-2027 school year. The Board finalized a rezoning plan for elementary schools in January, which will provide much-needed capacity relief to all elementary schools by the 2026-2027 school year.

## What will success look like by the End-of-Year Review?

Kirkwood Elementary School will be on target for its August opening. Additionally, elementary #26 design drawings will be in the process of being finalized and submitted to the TN State Fire Marshal's Office.

High School Building Capacities



### Next Steps:

1. Fund and issue a contract for the architectural design for Elementary #26.
2. Implement final zoning recommendation approved by the Board of Education in January.

# Implement critical upgrades to technology resources and district buildings to enhance district security, transparency, and effectiveness

## Progress Toward Goals

The team is in the development phase for nearly all efforts underway at this point, with all efforts in the early stages.

## Progress Analysis

### Implementation of Employee Phishing Awareness Campaign:

The district recognizes the importance of providing employees ongoing education regarding email safety best practices.

Implementation of employee phishing awareness campaign

20% (Initial Development)

VPN installation on staff machines

20% (Initial Development)

Partner with other departments to improve efficiency with technology...

25% (Initial Development)

0 2 4 6 8 10 12 14 16 18 20 22 24 26

The CMCSS Technology Department will work with the Instruction and Curriculum and Communication departments to provide awareness and training, to include simulated malicious phishing emails to identify areas where additional training is needed.

**Installation of VPN on staff machines:** The CMCSS Technology Department will be installing a new VPN (Virtual Private Network) agent on district-issued staff laptops that will automatically connect CMCSS laptops back to our network whenever the device is in use at a non-CMCSS location. This will help to increase our enforcement of security protocols and practices for staff machines.

**Partnership with Departments:** CMCSS Technology met with the Chief Financial Officer and Chief Human Resources Officer and staff members to identify areas where current manual processes or tasks could be automated or converted to online processes. Technology will schedule similar targeted discussions with the Chief Officers of the remaining departments, as well as school-level leaders, to identify areas to offer increased efficiencies through technology.

## What will success look like by the End-of-Year Review?

The CMCSS Technology Department anticipates completion of the initial phishing email simulation and the application of additional awareness and training to those areas identified by the campaign. The campaign will be an ongoing initiative, with progress tracked and needs adjusted based on the results of each round. The VPN agent will be installed on all existing staff machines, and the installation template will include the agent for all new machines. The CMCSS Technology Department will discuss and document areas of high need from each department and develop an action plan for implementation for each solution, with scheduled ongoing discussions with each area to ensure proactive service to staff and schools.

### Next Steps:

1. Deploy and review results from initial phishing simulation, with a follow up shortly after.
2. Communicate about and install VPN agent on staff member devices.
3. Schedule discussions with remaining Department Chiefs.

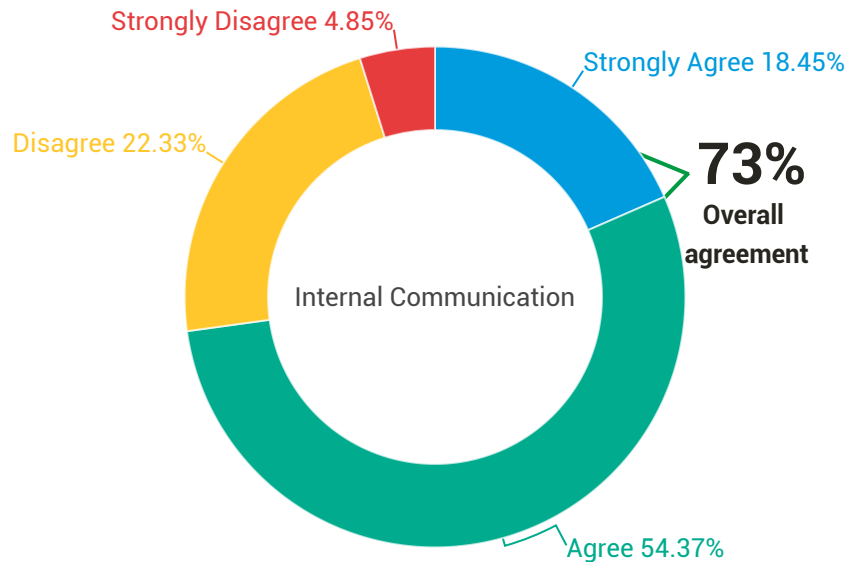


# Develop and implement organization-wide communication and collaboration processes to improve services delivered by Central Office

## Progress Toward Goals

Each October, the district deploys an organizational assessment to all central office employees and school administrators to assess how effective the organization is with strategic planning, communication, and feedback collection. To determine a baseline for how effective internal communications are across employee groups, there was a question on the organizational assessment. Overall, 73 percent of respondents agreed that internal communications are effective.

Internal communication is effective and information flows efficiently throughout the district.



## Progress Analysis

With the above data, as well as stakeholder feedback collected through monthly employee communication groups, an internal communication audit, and certified employee exit survey data, the district has implemented improvements to monthly communication group meetings to require building representatives and school administrators to have a monthly touchpoint to address building-level concerns. This adjustment reinforces employees' channel with building administrators to address their concerns, and it allows district leaders to address communication groups with concerns that can truly be addressed at the district level. Additionally, resources have been created and will be deployed in the coming days that reinforce existing structures for employees at the central office level to share information across departments as well as communicate information to schools.

## What will success look like by the End-of-Year Review?

The district will continue to monitor monthly communication group questions to ensure that questions are not repetitive and that building representatives are sharing information across their schools. Additionally, an internal communications guide will be released across the district to reinforce the expectations and structures in place to alleviate some of the communication concerns that emerged from auditing and stakeholder feedback. In October, when the district deploys the Organizational Assessment for the 2024-2025 school year, the target for agreement that internal communication is effective will be 85 percent.

### Next Steps:

1. Reinforce and refine changes to communication group structures.
2. Release the internal communication guide and ensure its use across the district.

# Continue support to schools on promoting consistent, meaningful parent engagement opportunities across the district

## Progress Toward Goals

All of the items used to monitor progress toward this goal, along with a 3-year trend of the overall agreement on those items, is depicted in the data on the right. Nearly every goal that the Communications Department set as a measure of success in family and parent engagement has been met. Though the level of agreement that parents feel about the district keeping them well informed did not change from last year, ultimately, the focus of this effort has been on improving school communication to families, which has been a success.

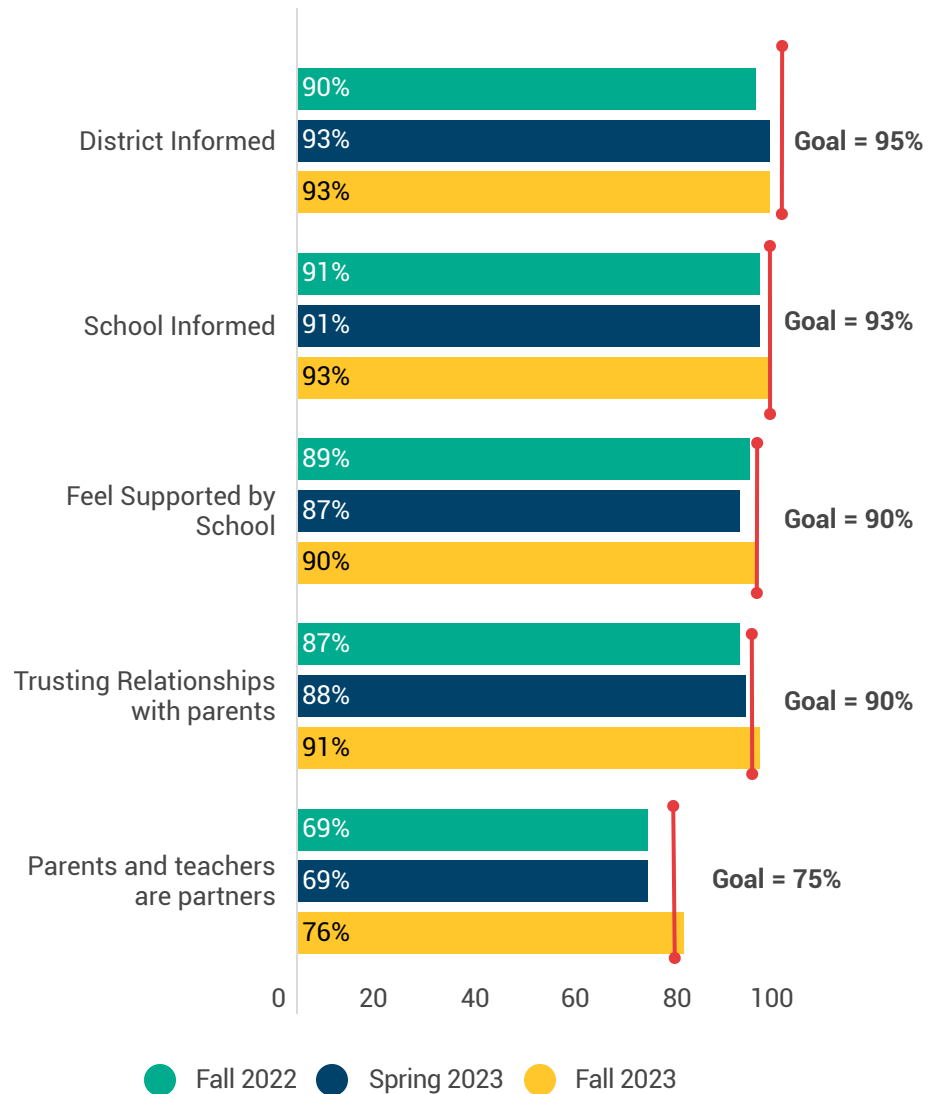
## Progress Analysis

The successful launch of ParentSquare in the summer of 2023 has helped schools and the district in meeting goals for promoting consistent,

meaningful parent and family engagement through improved two-way communication. Through ParentSquare, CMCSS is able to consistently connect with 99.8 percent of parents and guardians through text, email, app push notifications, and/or phone calls. The Communications Department provided faculty, staff, administrators and parents with online training on the new platform.

## What will success look like by the End-of-Year Review?

Although nearly all of the spring 2024 goals were met in the fall surveys, stakeholder satisfaction in these key areas should continue to increase or remain steady through the remainder of the school year, and new benchmarks will be established for 2024-2025.



## Next Steps:

1. Continue monitoring ParentSquare analytics and providing support to reduce variability in implementation across schools.
2. Continue highlighting school-based and district-level family engagement initiative and activities through ParentSquare, social media, and other platforms.
3. Refine resources, training, and support.

# Engage future parents and community partners to promote the importance of literacy before kindergarten

## Progress Toward Goals

Data collection for this strategic work goal has not yet begun. There will be data to report for the End-of-Year review.

## Progress Analysis

The scope of this goal is wide and will be a focus of the district for years to come. The planning committee has been formed, and several initiatives are in the planning phase, including:

- St. Bethlehem Early Learning Center
- Early Literacy Online Resource Hub for Families
- Marketing Campaign and Community PSAs
- Birth-to-5 ParentSquare Guest Group
- Community Book Bus
- CMCSS Learning Centers Programming
- CMCEF Grants for Book Vending Machines



## What will success look like by the End-of-Year Review?

By the End-of-Year review, the planning committee will have concrete plans for the implementation of all of the initiatives within this goal, with many beginning in the summer of 2024.



### Next Steps:

1. Continue regular meetings of the Early Literacy Planning Committee to finalize implementation plans and collateral.
2. Begin releasing PSAs and components of the marketing plan, including the resource hub, in Spring 2024.
3. After rezoning is complete and St. Bethlehem Early Learning Center administration is selected, incorporate admin into the planning committee to ensure sustainability of this work in the future.
4. Expand partnerships to support and promote early literacy initiatives across the community.