

**Parent Advisory**  
**August 26, 2021 - 11:30 AM**

***There were 16 participants in attendance***

**Dr. Angela Huff welcomed new members of the Parent Advisory Committee and shared an overview of the purpose of the group.**

- The purpose of this group is to provide information that you can share with your groups in your PTO/PTA.
- We place the minutes from this meeting and the presentations so you have those to refer to as you share with respective groups.

**Question of the Month – What went well at the start of the school year and how can the district improve?**

- I am so proud to be part of this school district; throughout this whole thing, hearing from family in other parts of the country, I'm just so pleased with the communication we receive. My only complaint is that school counselors are overbooked. One of my kids was overbooked, and getting into the counselor was an arduous process.
- I agree that communication has been a positive, especially for those of us coming back to the school building after being virtual all year. One struggle for me has been that with COVID, we have been encouraging masks, but some employees that students see as an authority figure are telling them "you don't have to wear a mask." They're probably trying to be nice, but it can be confusing to a young student and make them think they shouldn't wear their mask.
- Could tell with open house, teachers were very engaged and had a lot of strategies about what they were going to do to meet student needs. It was very encouraging to see.

**Dr. Huff also delivered an update as the Interim Director of Schools.**

- Highlighted her appreciation for their participation last year, entirely via Zoom.
- Dr. Huff shared her 5 goals as the Interim Director:
  - Ensure high-quality teaching and learning continues throughout the district. We know there was learning loss, achievement gaps we need to close. I will work closely with staff and be visible to our staff members. Our Instruction department is working diligently to close those gaps. A lot of what we learned through summer learning that worked with our students to close gaps has been shared with teachers more broadly.
  - Working closely with Senior Leaders to meet strategic goals of the district. Each month, we report to our board members of where we are with each of those goals. I'm going to maintain accountability for meeting the strategic work.
  - Lead the district in developing our strategic work for next year. In developing that work, we work with staff members, parents, students, etc. to get feedback on what we need to focus on for the next year.
  - Inform, Engage, Inspire the community in support of student achievement. Make sure you as our community know what's going on, that you're involved, and that our communication keeps you engaged and informed.
  - Support the school board and the community in search of the new Director. Our board will determine whether they will go through a search firm or TSBA, then when they will post the position.
- Our most recent warm body count – 37,868 students. Up about 1,300 students from what we had last year.

**Questions: Director's Update**

- How do we feel about our ability to get back to where we were before last year?

- This question will be addressed in Ms. Vaughn's presentation.
- Do you have a set time of service for when you will serve?
  - I will serve as long as they need me to; I don't anticipate it being any longer than this school year. My focus is to keep everything flowing as we're supposed to, and I feel that my work with Mr. House and the Executive Cabinet has prepared me well to step into this role and I am so pleased to be here. It's the board's decision.

There were no slides to accompany Dr. Huff's presentation.

### **Anthony Johnson delivered an update about ESSER 3.0**

- 3<sup>rd</sup> round of federal funds provided to districts, to address learning loss and recover from the pandemic.
- Executive leaders, with input from the community, developed and shared a draft budget that we received feedback on from the community.
- Upon receiving that feedback, we took that feedback and provided it to Senior Leadership, and made adjustments based on it.
- Majority of the funding came in two areas – Recovering learning loss and facilities spending
- Right now, Dr. Kimmie Sucharski and her team are providing the State with all of the documentation that is required, and hopefully they will approve it; they may share feedback with us. Our plan right now is that those funds can be expended in October.
- Once we have a final budget, we'll post it on the [ESSER 3.0 website](#). We'll also use this website to post updates to the plan and changes.

### **Questions: ESSER 3.0 Update**

- Was this the money coming through for COVID relief? Some of this money was dedicated to positions – how will you fund the positions once the funds are gone?
  - Yes – one of the requirements is to ensure that you provide evidence of how you plan to sustain any positions that are intended to be permanent. Some positions may roll off, but for any that we intend to keep we will establish a plan for that.
- Does any of this funding go toward academies, sports?
  - We did get quite a bit of feedback from our Related Arts teachers that there was more needed, so one of the major adjustments to our budget was to provide more for extracurriculars/co-curriculars. There is not any money specifically for academies, but we have specific funds to support those programs.
  - The academies and their teams are pretty well established in the budget.

There were no slides to accompany this presentation.

### **Emily Vaughn and Sean Impeartrice delivered an update on Curriculum Resources and Summer Learning**

- Ms. Vaughn shared a table that provided all of the numbers of students at each level, how many staff participated, and how many sites were used for summer learning.
- The district-based selection of students on the state's definition of at-risk/high-risk.
- Used a screener that we administer for students three times a year.
- Those below the 15<sup>th</sup> percentile – considered high-risk (50<sup>th</sup> percentile is considered at grade level).
- The focus was very heavy on the early grades, because early skills are harder to make up, and in many ways, more important to gain.
- 175 students were moved out of the high-risk category. Even if students didn't move out of that high-risk category, they received consistent instruction that did not allow them to regress.

- 99 middle school students were moved out of the high-risk category in 19 days of summer learning.
- High school students made up 5,908 half credits, ensuring that 1,065 high school students were back on track to graduate by the end of the summer.
- These gains were because of our use of high-quality instruction with a small group of students. We were very targeted in our focus on reading and math. We were able to use a cycle of instruction and intervention that was able to target directly to small groups of students.
- We are hopeful to translate this model to instruction throughout the year to continue making this growth.
- There are multiple resources available to parents to learn more about the curriculum in CMCSS, such as the Curriculum Hub; that resource has grade-level curriculum resources like pacing guides, the TN state standards, and explanations of those standards.
- There are also dyslexia screening resources, support team information, and a continued learning library.
- There is also a series delivered through the Learning Center, called “Ask the Expert.” Those materials are accessible via Zoom.
- Textbook resources will be added to the hub in January, and it will also be updated with videos for middle and high school.

### Questions: Summer Learning and Curricular Resources

- What kinds of social opportunities were there for students in the summer school programs?
  - The high school level was mostly focused on regaining credits, so there was not as much of a social aspect for those students. Middle school has small cohorts of students working together. We emphasized putting a lot of enthusiasm into our Elementary program, especially for reading. Our Elementary students received a book every day they came to the program so they could build their own library. They were also able to build relationships with students in their classes because it was a small group environment.
- Comment - my son is in RTI, and he now has the same teacher this year for school. That relationship has provided much more confidence going into this school year, and I really appreciate that.
- Where do you get the information to tell the teachers “This is what you should be teaching our children?” How are teachers given these pacing guides?
  - Ms. Vaughn showed parents where the state standards are located on the Curriculum Hub. (To see an example of where these standards are located, please click [THIS LINK](#) to see where the standards are posted for one of our grade levels).
  - CMCSS is required to teach what is in the Tennessee Academic Standards. The District’s responsibility is to lay out that information in the best way possible for student attainment. This leads to our development of a pacing guide for teachers from those state standards.
  - Dr. Impeartrice added that Tennessee has made multiple changes to its standards in recent years and that everything begins with College and Career readiness.
- As we move forward, what are the odds we face another year like last year? How is the district planning for that?
  - This year, we are emphasizing knowing where students are and accelerating. We find out where each student is and we encourage them to move forward through instruction. That may mean a teacher has 20 different learning paths with students in their classroom, and that is a huge challenge. Our role as a district is to provide resources to support this work.
- Is the district better prepared now for this type of learning compared to where we were at the beginning of the pandemic? The district still did a great job last year.
  - It was certainly a challenge, but we are not going to stop looking forward and providing high-quality instruction for our students.

To access a recording of the presentation from the Instruction Department, please [CLICK HERE](#).

The next meeting of the Parent Advisory Committee will take place on Thursday, September 23 in the District Board Room at 11:30 AM.