

Clarksville-Montgomery County School System 2006-2007



Strategic Plan Year-End Review

- I. The Clarksville-Montgomery County School System**
 - A. System Profile
 - B. System Direction (Mission, Vision, Beliefs, and Strategic Goals)
 - C. System and Departmental Strategic Planning Cycles
 - D. Summary of Student Achievement

The Clarksville-Montgomery County School District

The Clarksville-Montgomery County School District is comprised of 19 elementary schools, six middle schools, and six high schools, all of which are accredited by the Southern Association of Schools and Colleges (SACS). The district serves a student population of approximately 28,000, with an average annual increase of approximately 600 students over the last three years. In an effort to address the growth, five middle schools had expansions in 2005 and another middle school is scheduled to open in the fall of 2007. A new elementary school opened in August 2006 and two more are scheduled to open in the next two years. West Creek High School will open in the fall of 2009.

The ethnic make-up of the student population is 63% white, 27% African-American, 6% Hispanic, 2% Asian, .5% Native American and .5% Pacific Islander. The Limited English Proficient (LEP) students comprise approximately 2% of the student population. Students with disabilities account for 14% of the student population and 43% come from economically disadvantaged homes. The average per pupil expenditure was \$6,724.00 in 2006, which is below the state average of \$7,469.00. As reported on the State Report Card, local contributions to the district budget comprise 35.3% of the funding while the state average for local contributions is 43.4%.

One of the major accomplishments over the past few years for the district has been the closing of the achievement gap in all subgroups. This is a result of a laser-like focus on improving student achievement. In the fall of 2006, the district became the second school district in the state to earn district accreditation from SACS, Southern Association of College and Schools. This honor distinguishes the district in the state and Southeast as an outstanding district. The district continues to be proud to be one of only a few school districts in the nation to attain and maintain ISO 9001 certification. District leaders and teachers are accustomed to presenting at local, state, and national conferences on topics such as leadership, effective teaching and learning strategies, and strategic planning. The selection students, teachers and administrators into leadership and honorary roles continue to be a point of pride for the district.

This strategic accountability process of reporting to the community on the progress of the school district is one means of gathering input from department heads and principals. Using the existing monitoring and feedback structures embedded in the strategic planning cycle, such as School Improvement Plans, Accountability Plans, Strategic Summit, Principal Academic Conferences, Focus Group Meetings, and monthly walkthroughs, the school district is able to determine progress toward the district's strategic goals.

Beginning this year, the information collection was expanded to include feedback from external stakeholders from all school feeder groups. This data will be added to the Level I data, school level data, and Level II data, departmental level data.

CMCSS Direction

Mission:

To educate and empower our students to reach their potential.

Vision:

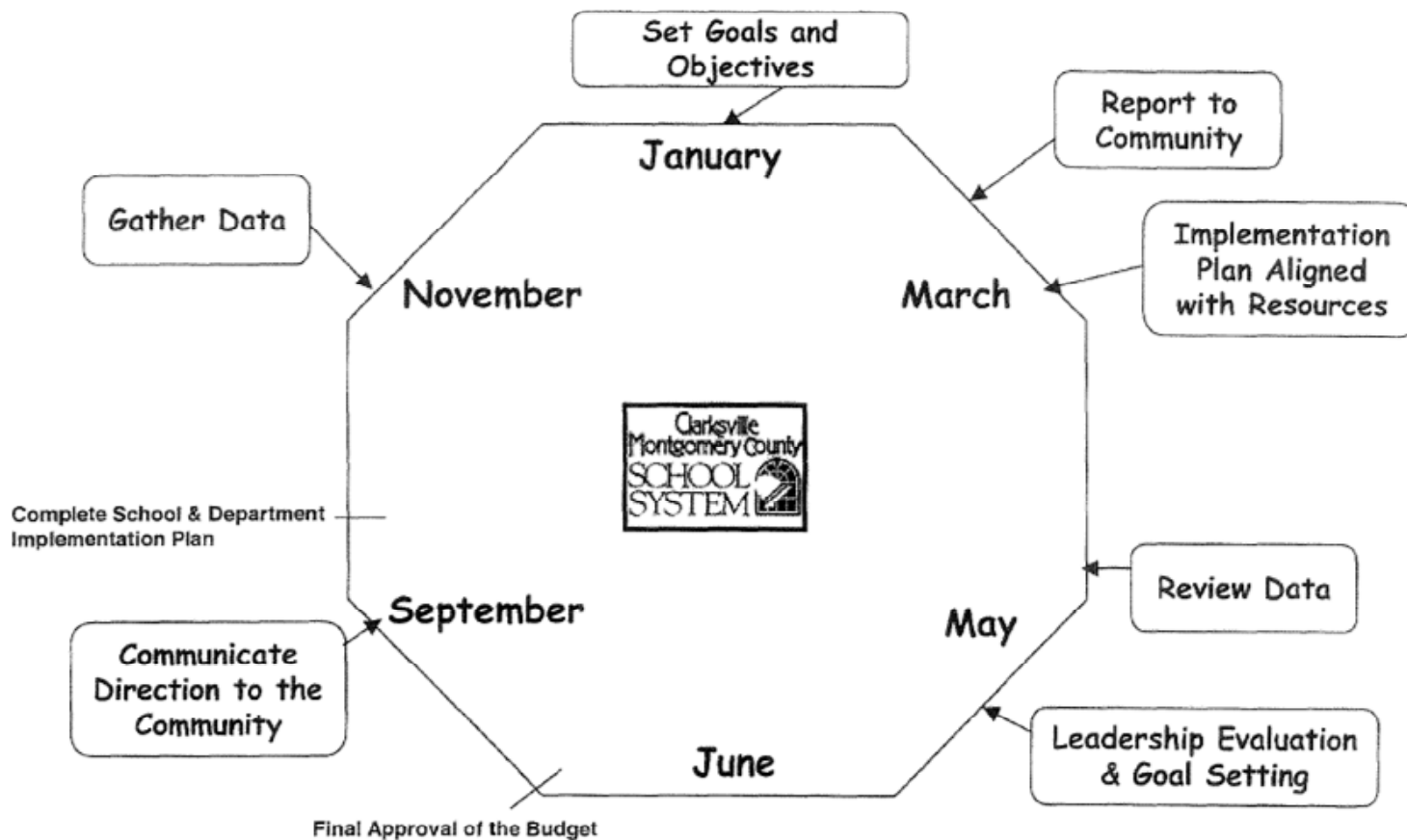
All students achieving at their highest potential.

Beliefs:

1. Education is a continuing, life-long process that must fulfill the needs of this rapidly changing society.
2. The aim of formal education is to be concerned with all children in developing sound minds and personalities within sound bodies, and to inspire and encourage understanding of the essential principles of socially acceptable behavior and moral integrity, of health, and of economics and civic responsibility.
3. It is the responsibility of the schools to instruct effectively so that the students will acquire knowledge, understanding and appreciation of the fine and practical arts, the humanities, and the natural, physical, and social studies.
4. The educational program should be adjusted to the needs of the student. It should be conducted in a democratic manner with ample opportunity for students to practice democratic procedures, to embrace responsibilities, and to learn the basic skills, along with positive values so important for securing insights into the world of work.
5. The home and the community aid in providing an environment that is keyed to good mental health that will assist the schools in meeting their responsibilities.

Strategic Goals:

1. Improve student achievement.
2. Build leadership capacity.
3. Improve efficiency and effectiveness.
4. Engage public in support of academic achievement.



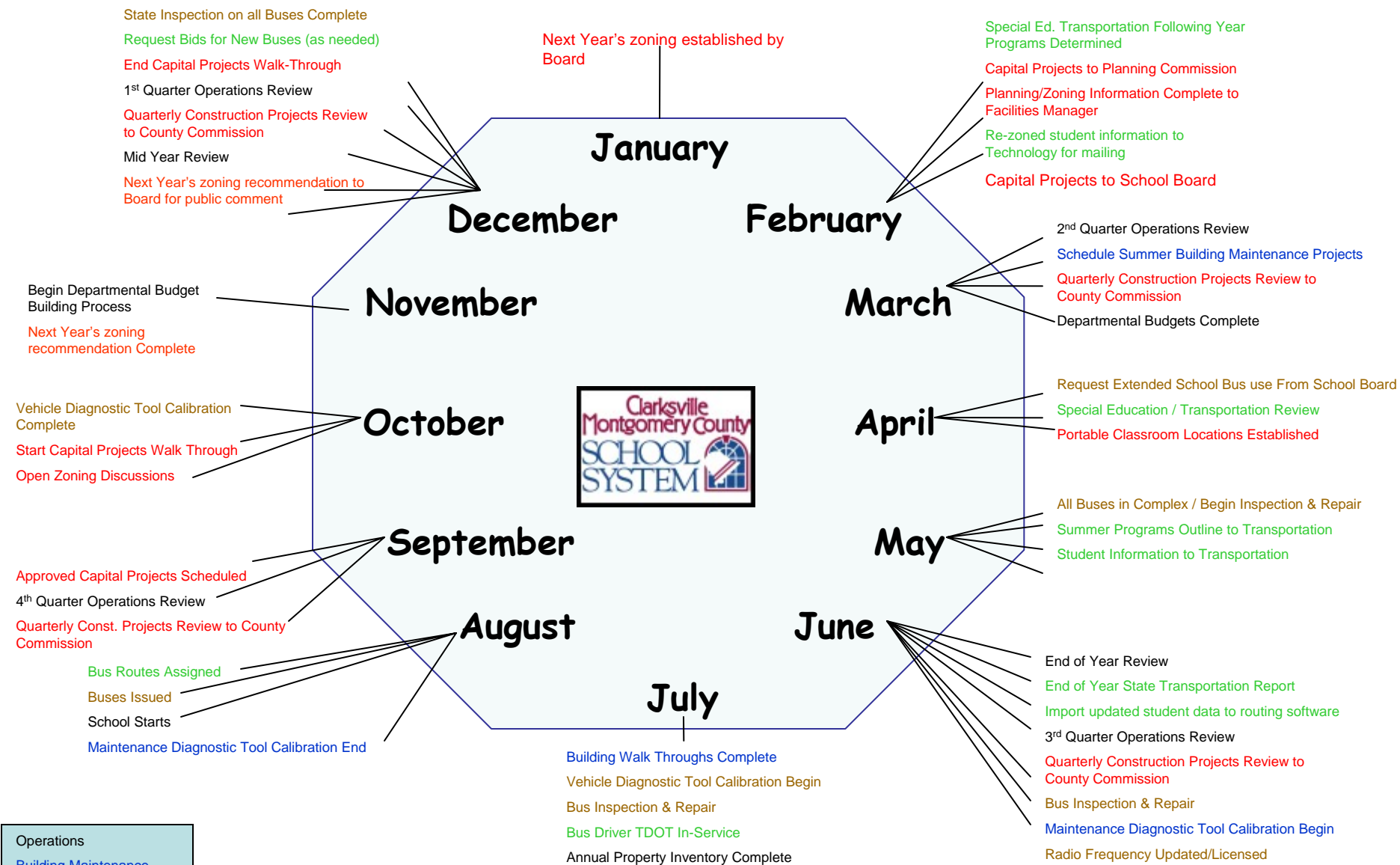
Strategic Planning Cycle

Instruction Department



Strategic Planning Cycle

Operations Department

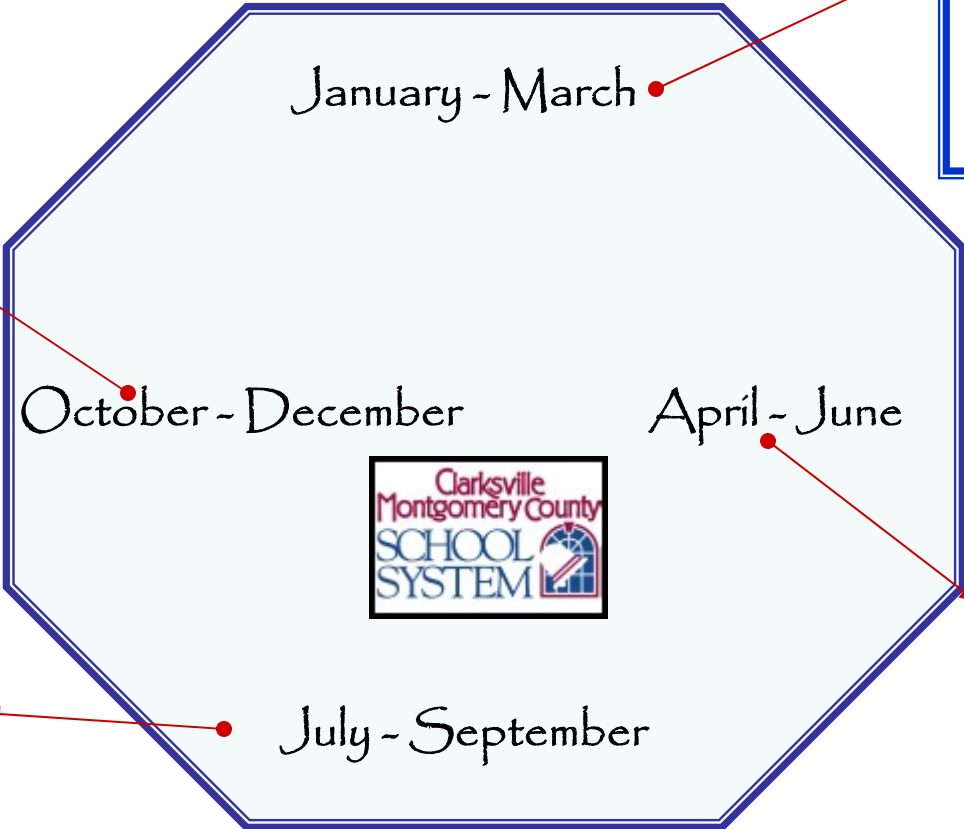


Strategic Planning Cycle

- Operations
- Building Maintenance
- Facilities
- Transportation
- Vehicle Maintenance

Quarterly Operations Review is Held on 2nd Thursday at 1 P.M. of The Month Indicated

Technology Department



- ERATE Submission Window For 08/09
- Extract Data for Action Plans Budget of 08/09
- (SEDTA-PETI) Data of Tech Use/ Teacher Technology Needs Assessment Survey
- Purchase of New Technology 07/08 School Year
- Data Warehouse expanded to School Administrators
- Advanced Teacher ICT rollout

- ETOTE
- Plan Summer Programs
- Implementation Team from Chancery
- Prep Re-Submission of Technology Plan to SDC and coordinate with Title
- Disaster Recovery Test
- Rollout Secondary SMS Chancery All Middle

- Support Staff Training in Technology throughout 07/08
- SDE Technology Curriculum to be implemented K-12
- Admin ICT Training for New Hires
- New Teacher Training June/July, Oct, Jan, Mar
- All Middle Schools Go SMS Chancery 08/09
- Beginning Year Tech Set-up in Classrooms
- Redesign Curriculum Navigator
- Initial Go Live/Testing Data Warehouse

- PREP for PURCHASE TECH for New Elementary School
- Teacher ICT Training-Ongoing
- Extract Data for Action Plans
- Monitor/Adjust Student Demographics to all parties
- Tech Plan to SDE through Title Submission

Strategic Planning Cycle

CLARKSVILLE MONTGOMERY CO.

STRATEGIC WORK PLAN 2006/2007

AND THE AWARD GOES TO
ALL OF OUR CHILDREN



VISION
ALL STUDENTS
ACHIEVING AT THEIR
Potential.

standards!

Goal 1

IMPROVING STUDENT ACHIEVEMENT

- Expand & refine benchmark assessments
- Baseline & implement BSA practices in Secondary school reform.
- Implement a data discussion protocol.
- Fully implement balanced literacy model.
- Plan for improving rigor in classroom instruction.

GOAL 2: BUILDING LEADERSHIP CAPACITY

- Target recruitment & promotion efforts.
- Improve the quality of PLC's
- Communicate staff problem-solving opportunities.



all
the
people

reaching my
highway!

great
teachers...



GOAL 3: IMPROVING EFFICIENCY AND EFFECTIVENESS

- Increase integration of business "BEST PRACTICES" using MUNIS.
- Improve Transportation services.
- Improve planning capabilities through incorporation of GPS & GIS.
- Improve Tech services: Computer repair, network reliability.
- Align Tech standards to District Instructional Curriculum.
- Create a DATA warehouse.
- Deepen employees' use of process management.



GOAL 4: ENGAGE THE PUBLIC IN SUPPORT OF STUDENT ACHIEVEMENT...

- Expand public engagement for stakeholders.
- Increase feedback.

held over
for another run!

STARRING
★ STUDENTS
★ STAFF &
★ STAKEHOLDERS
★

Student Achievement

The district receives an array of standardized criterion achievement and non-academic data from the Tennessee State Department of Education. The 2006 TCAP data, made available this year in July, provided teachers and administrators the opportunity to use the summative achievement data to make appropriately informed decisions regarding student placement and interventions for the 2006-07 school year. Since the inception of the No Child Left Behind Act, the method for reporting school data received from the State has been altered to meet the mandated guidelines. AYP data (Adequately Yearly Progress) included assessment data from students who have met specific enrollment criteria and were reported on the State Report Card in that format for grades 3 through 8. AYP data for high schools were reported on the State Report Card. Furthermore, the report card included additional data for all students who completed the TCAP Gateway and End of Course assessments. Value Added data were supplied to the system, by the State, providing an overview of academic growth experienced by students.

The summative reports received from the state were supplemented with benchmark data from the Edusoft data management system. This data, along with student classroom work, provide teachers with formative data that can be utilized to develop appropriate interventions and enrichment opportunities for all students. The 2005-06 benchmark assessment data for language arts, math, and science were collected and serve as the baseline data. Social Studies benchmarks were developed and implemented in August 2006. An analysis of the benchmark assessments, completed by Metritech in the spring of 2006, determined benchmark items were appropriately aligned to the state performance indicators identified for evaluation and were appropriately constructed.

Summary of State Data:

As a district, CMCSS outperformed the State average for the last four years in reading and math. In most instances, disaggregated subgroup scores revealed the same pattern of scoring; however, CMCSS special education students in high school have not performed as well as their counterparts across the State in math and reading/language arts. This remains an area of concern for the district, as well as the academic achievement of English Language Learners at all levels in both math and language arts.

A positive trend existed in the overall achievement in math and reading/language arts of all students over the past four years which began to result in the highly desired closing of the achievement gap among all ethnic and socio-economic subgroups. AYP reading proficiency data for grades 3 through 8 revealed small movement from 2005 to 2006 with 92% of the students achieving proficiency. This significantly exceeded the state proficiency mean of 88% and the NCLB target proficiency mean of 83%. High school reading/language arts AYP scores from 2005 to 2006 remained static with 94% of the students achieving proficiency.

This significantly exceeded the state proficiency mean of 88% and the NCLB target proficiency mean of 83%. High school reading/language arts AYP scores from 2005 to 2006 remained static with 94% of the students achieving proficiency. This was equivalent to the state proficiency mean of 94%, but exceeded the NCLB target proficiency mean of 90%. AYP math proficiency in grades 3 through 8, though somewhat static with 92% of the students achieving proficiency, exceeded the state proficiency mean of 89% and significantly exceeded the NCLB target proficiency mean of 79%. High school math AYP scores dropped from 90% to 87%. This exceeded the state proficiency mean of 83% and significantly exceeded the NCLB target proficiency mean of 75%.

District level evaluation of Report Card achievement data has revealed a strong trend in the percent of schools meeting or exceeding the achievement standards across content areas with 100% achieving expectations in reading and math, and 96% in social studies and science. A strong positive trend was revealed in the number of schools exceeding achievement standards with a movement from 58% exceeding the achievement standard in reading in 2004 to 96% exceeding the achievement standard in 2006. This continued in math with 92% of schools exceeding the achievement standard in 2004 to 96% exceeding the achievement standard in 2006. Social studies continued the trend with the movement from 42% of the schools exceeding the standard in 2004 to 83% in 2006, and in science there was increase from 42% in 2004 of the schools exceeding the standard to 88% in 2006.

District level evaluation of Report Card data, in terms of Value Added, has revealed a strong trend in the percent of schools meeting or exceeding the growth standards across content areas. Reading revealed a positive trend with 70% of schools meeting or exceeding growth standing in 2004 moving to 96% in 2006. Math revealed some inconsistencies with movement from 96% meeting or exceeding the growth standard in 2004 to 87% in 2006. Science and social studies supported the positive trend with 83% of schools in science meeting or exceeding growth expectations in 2004 moving to 96% in 2006; and 61% of schools in social studies meeting or exceeding the growth standard in 2004 moving to 91% in 2006. A strong positive trend was revealed in the number of schools exceeding growth standards with a movement from 22% exceeding the growth standard in reading in 2004 to 87% exceeding the growth standard in 2006. This continued in math with 57% of schools exceeding the growth standard in 2004 to 70% exceeding the growth standard in 2006. Social studies continued the trend with the movement from 35% of the schools exceeding the standard in 2004 to 83% in 2006, and in science there was increase from 57% in 2004 of the schools exceeding the standard to 96% in 2006.

Writing scores continued to improve district wide. The writing competency level for students, as determined by the State Writing Assessment administered in grades 5, 8, and 11, indicated that 86% of the students achieved competency. This was an improvement of 9% from 2003 to 2006. Elementary and middle schools experienced the greatest growth in percent of students achieving competency with 84% of 5th graders and 89% of 8th graders. The district's average score in writing continued to improve with a mean of 4.29 on a rubric scale of 6, with 4.0 – 6.0 identified as competent.

The CMCSS high school graduation rate for 2006 is still under review and will not be reported until January 2007. The graduation rate has not only remained a concern for the district, but also for the state as a whole. Beginning with the baseline year of 2003-04, the district's graduation rate experienced negative movement from 75.9% to 75.7% in 2004-05 missing the expected target of 77.2%. Additionally, the district's graduation rate was below the state's, which had moved from 75.7% in 2003-04 to 77.9% in 2004-05. The state has reported a 2005 - 06 graduation rate of 79.5%. The district's NCLB expected graduation rate target for 2005-2006 had been set at 78.6% by the state.

ACT scores have improved in all content areas from 2003 to 2006 and have remained above the state and nation in all content areas. An evaluation of the 2003 through 2006 ACT scores revealed that reading mean scores have improved from 20 to 22. Math ACT scores have improved from 19.8 to 20.6. Science ACT scores have improved from 20.5 to 21.2. Composite scores have improved from 20.4 to 21.4.

CMCSS Report Card Achievement Snapshot 2004-2006

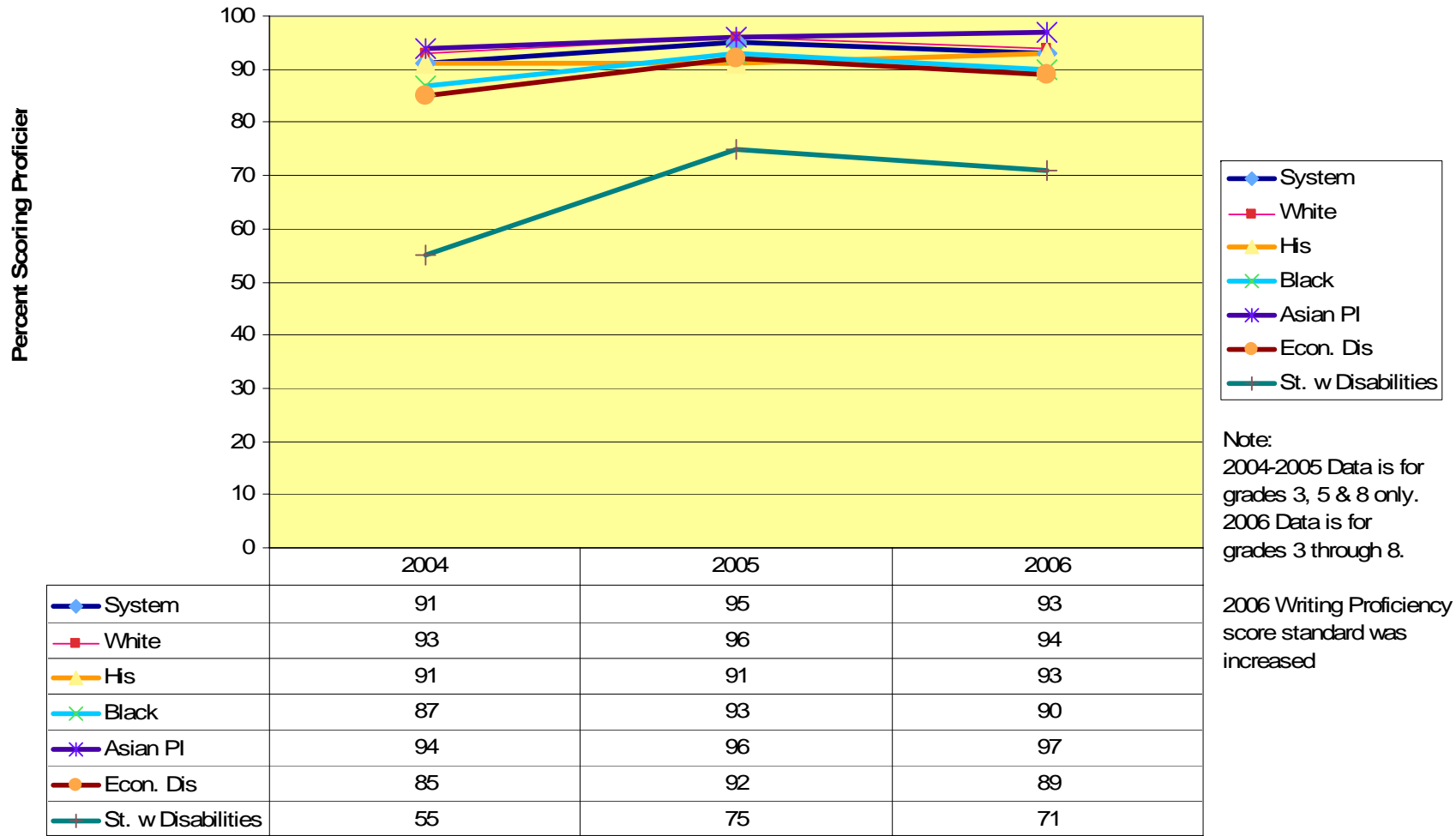
	2004 Achievement				2005 Achievement				2006 Achievement			
	MATH	READ	SS	SCI	MATH	READ	SS	SCI	MATH	READ	SS	SCI
CMCSS	A	B	B	B	A	B	B	B	A	B	B	B
Percent of Schools equaling or exceeding achievement standards (C,B, or A)	100%	100%	100%	96%	100%	100%	96%	96%	100%	100%	96%	96%
Percent of Schools exceeding achievement standards (B or A)	92%	58%	42%	42%	96%	79%	67%	67%	96%	96%	83%	88%

CMCSS Report Card Value Added Snapshot 2003-2006

	2004 TVAAS				2005 TVAAS				2006 TVAAS			
	Rdg	Math	Sci	SS	Rdg	Math	Sci	SS	Rdg	Math	Sci	SS
CMCSS	C	C	B	C	B	B	A	A	A	B	A	A
Percent of Schools equaling or exceeding expected growth (C,B, or A)	70%	96%	83%	61%	87%	78%	97%	91%	96%	87%	96%	91%
Percent of Schools exceeding expected growth (B or A)	22%	57%	57%	35%	65%	74%	91%	78%	87%	70%	96%	83%

Source: CMCSS 2005-06 State Report Card (ST)

Elementary/Middle School Percent Proficient /Advanced in Language



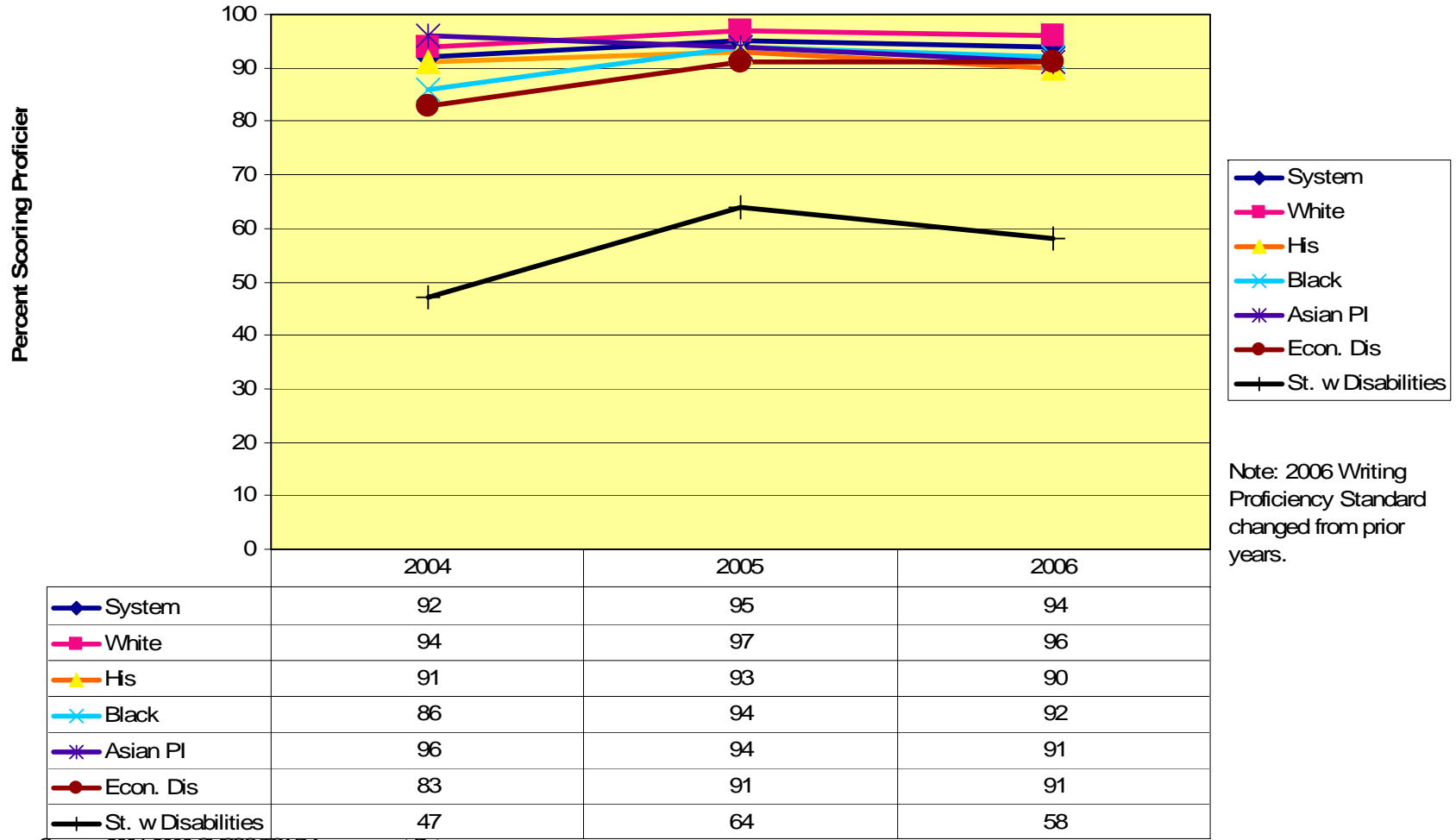
Note:
 2004-2005 Data is for grades 3, 5 & 8 only.
 2006 Data is for grades 3 through 8.

2006 Writing Proficiency score standard was increased

Source: MCSS TCAP Gateway Report Card & AYP Data (ST)

Year of Assessment

High School Percent Proficient or Advanced in Language Arts

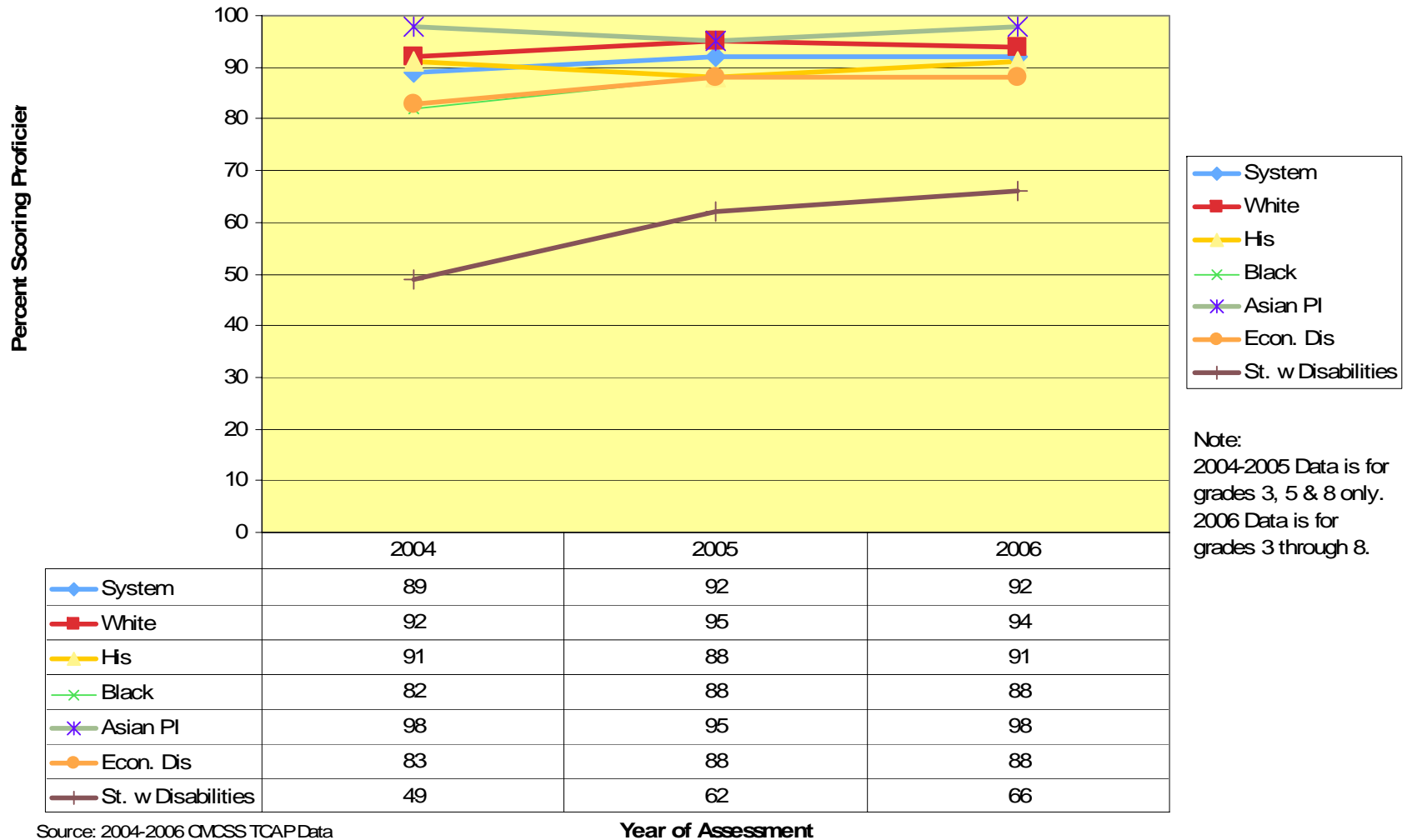


Source: 2004-2006 OVCSS TCAP Assessment Data (ST)

Year of Assessment

Note: 2006 Writing Proficiency Standard changed from prior years.

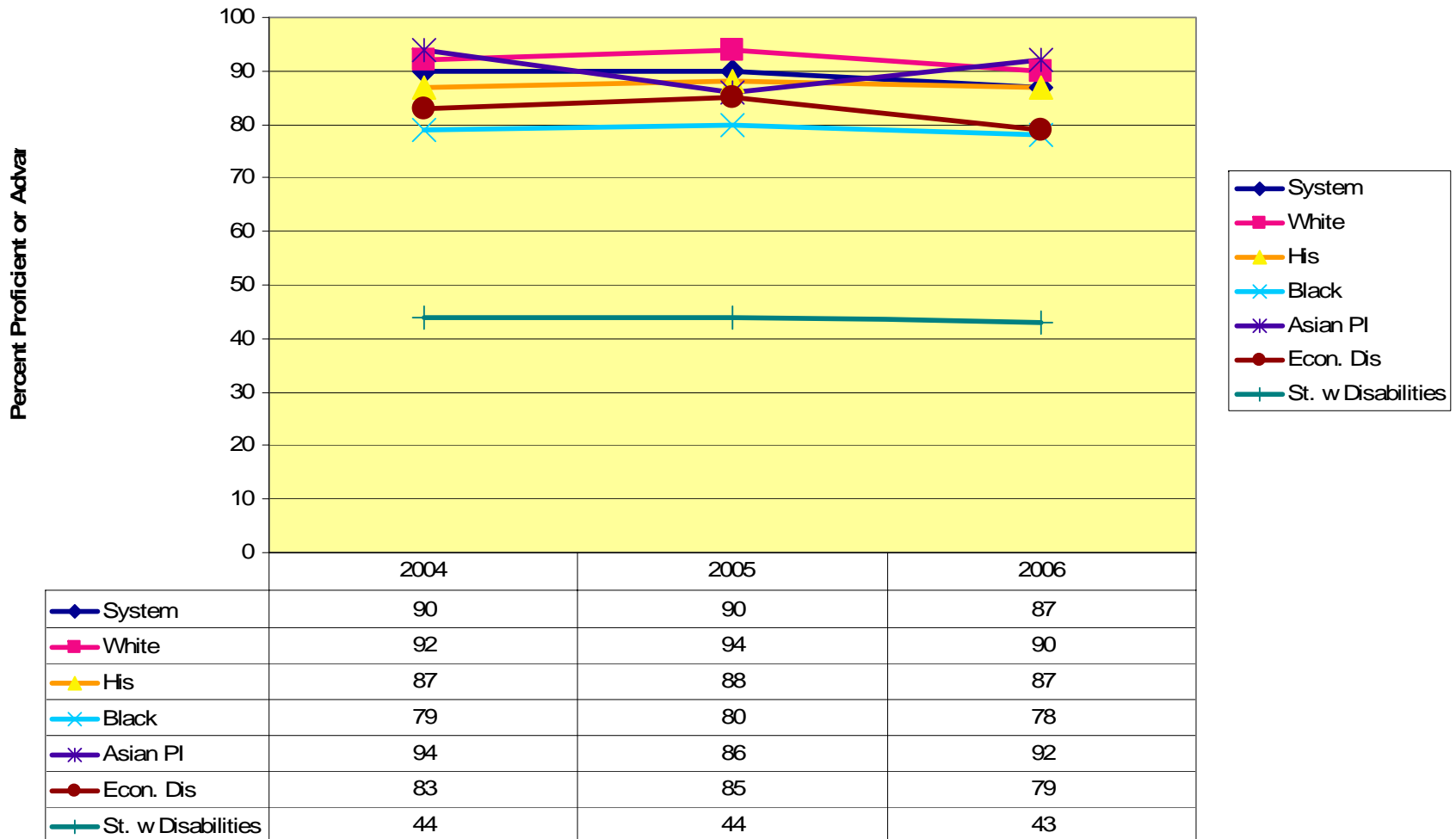
Elementary/Middle School Percent Proficient or Advanced in Math



Note:
 2004-2005 Data is for
 grades 3, 5 & 8 only.
 2006 Data is for
 grades 3 through 8.

Source: 2004-2006 CMCSS TCAP Data
 (ST)

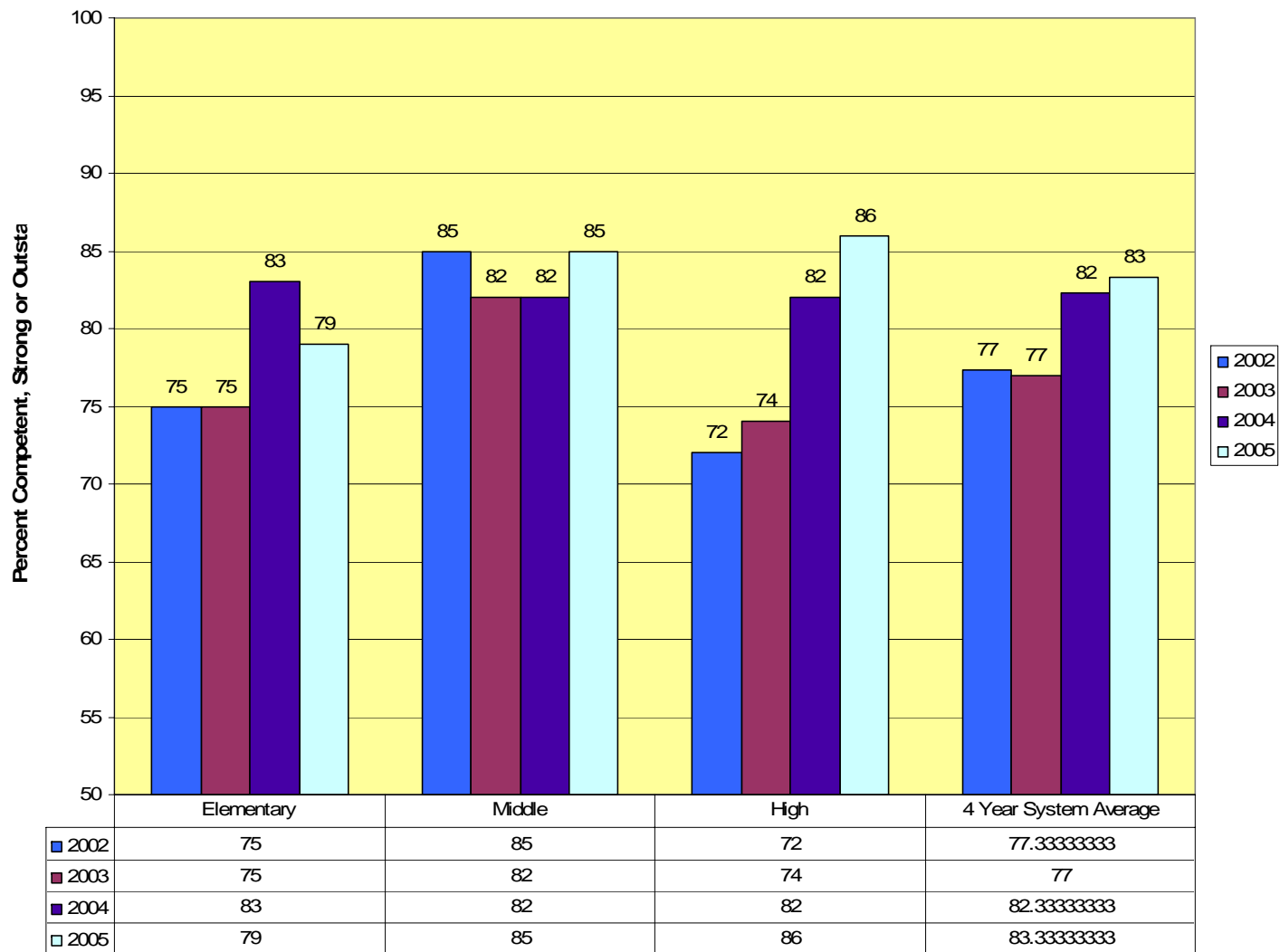
High School Percent Proficient or Advanced in Math



Source: 2004-2006 CMCSS Gateway Algebra Assessment Data (ST)

Year of Assessment

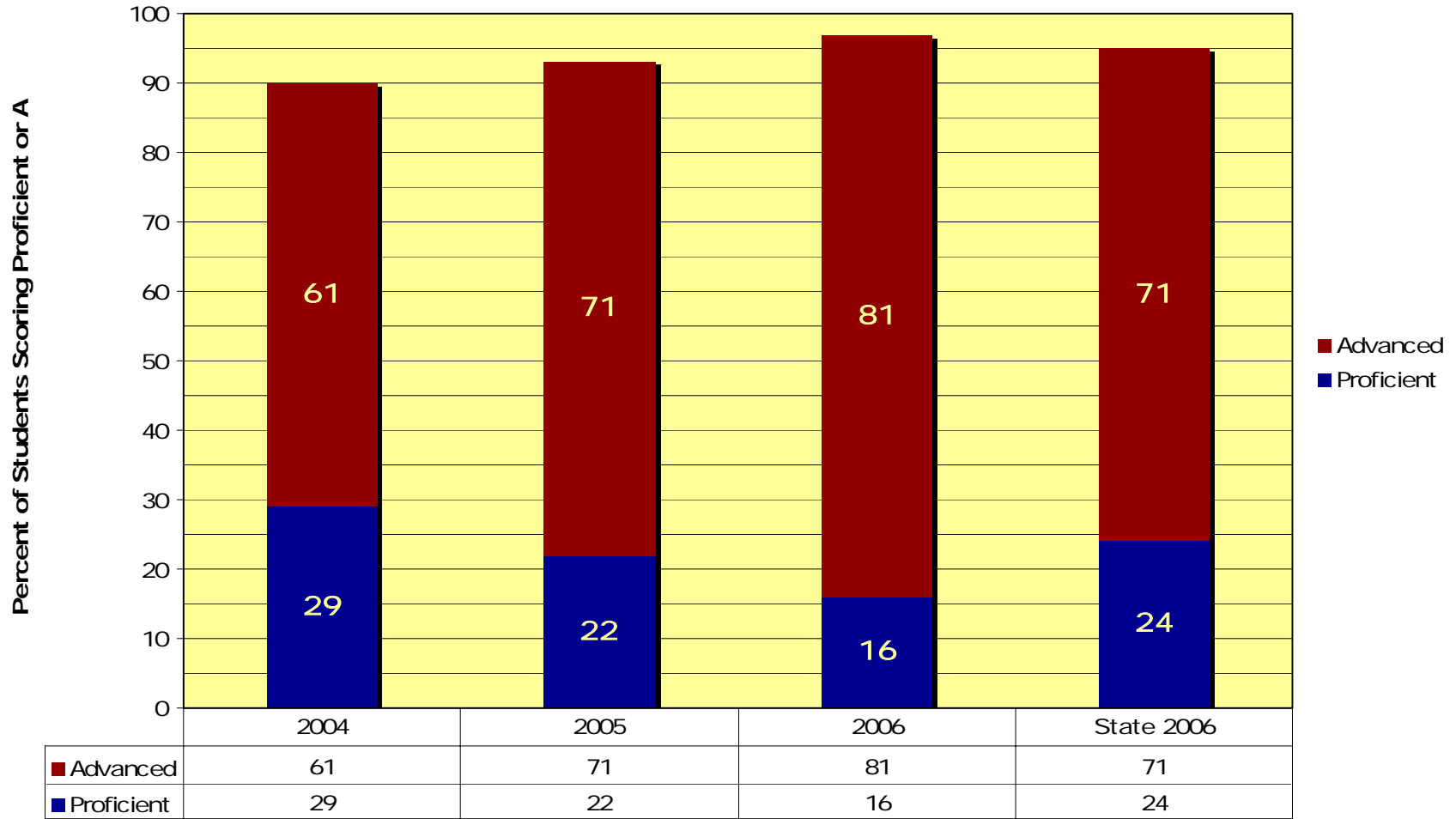
District-Wide Writing Performance 2002-2005



Source: 2002-2005 CMCSS TCAP Writing Data

Year of Assessment

**CMCSS Gateway Language Arts Assessment 2004-2006
Comparison of Students Scoring Proficient or Advanced**

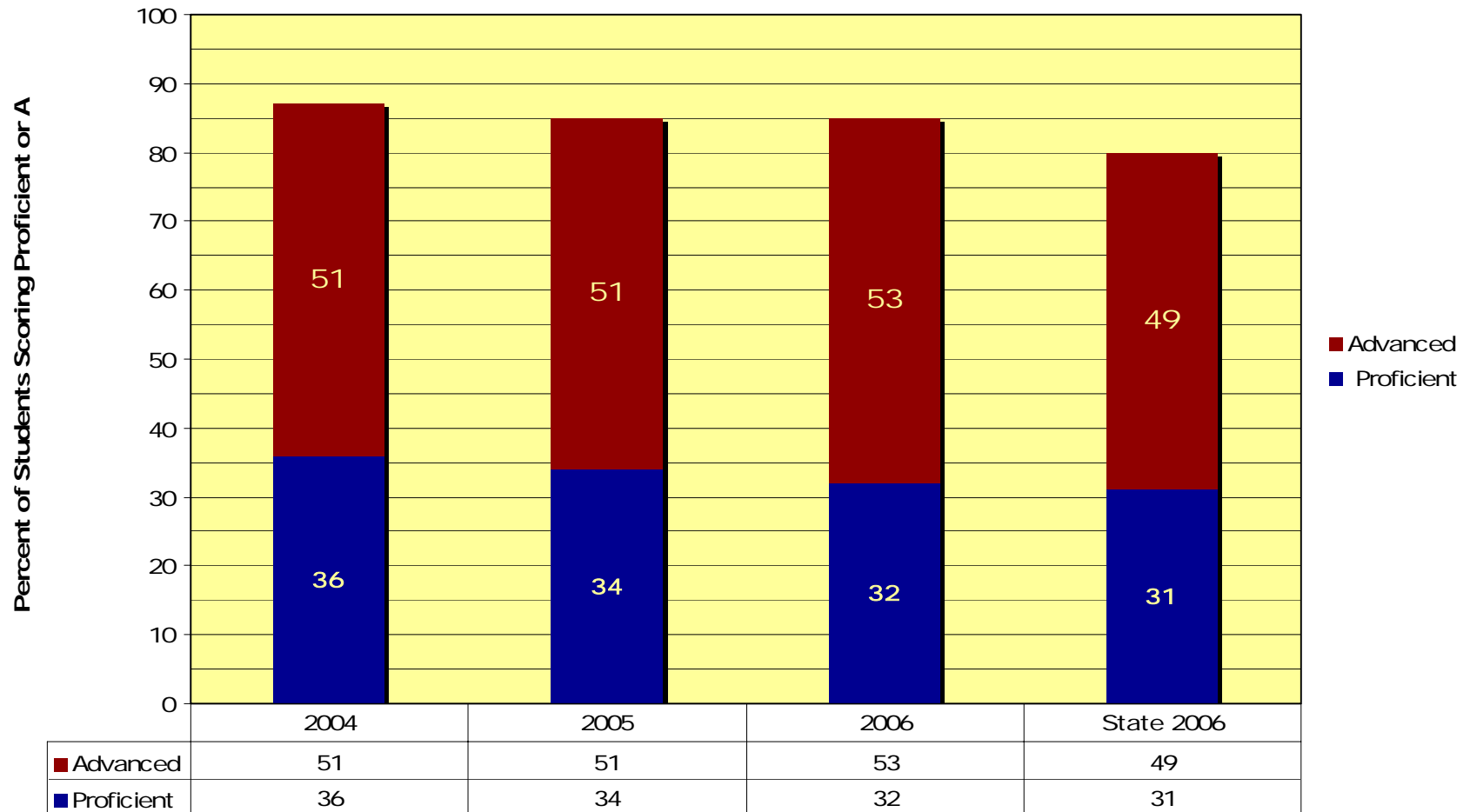


Source: CMCSS Gateway Assessment Data 2004-2006

1/11

Year of Gateway Assessment

**CMCSS Gateway Math Assessment 2004 - 2006
Comparison of Students Scoring Proficient or Advanced**

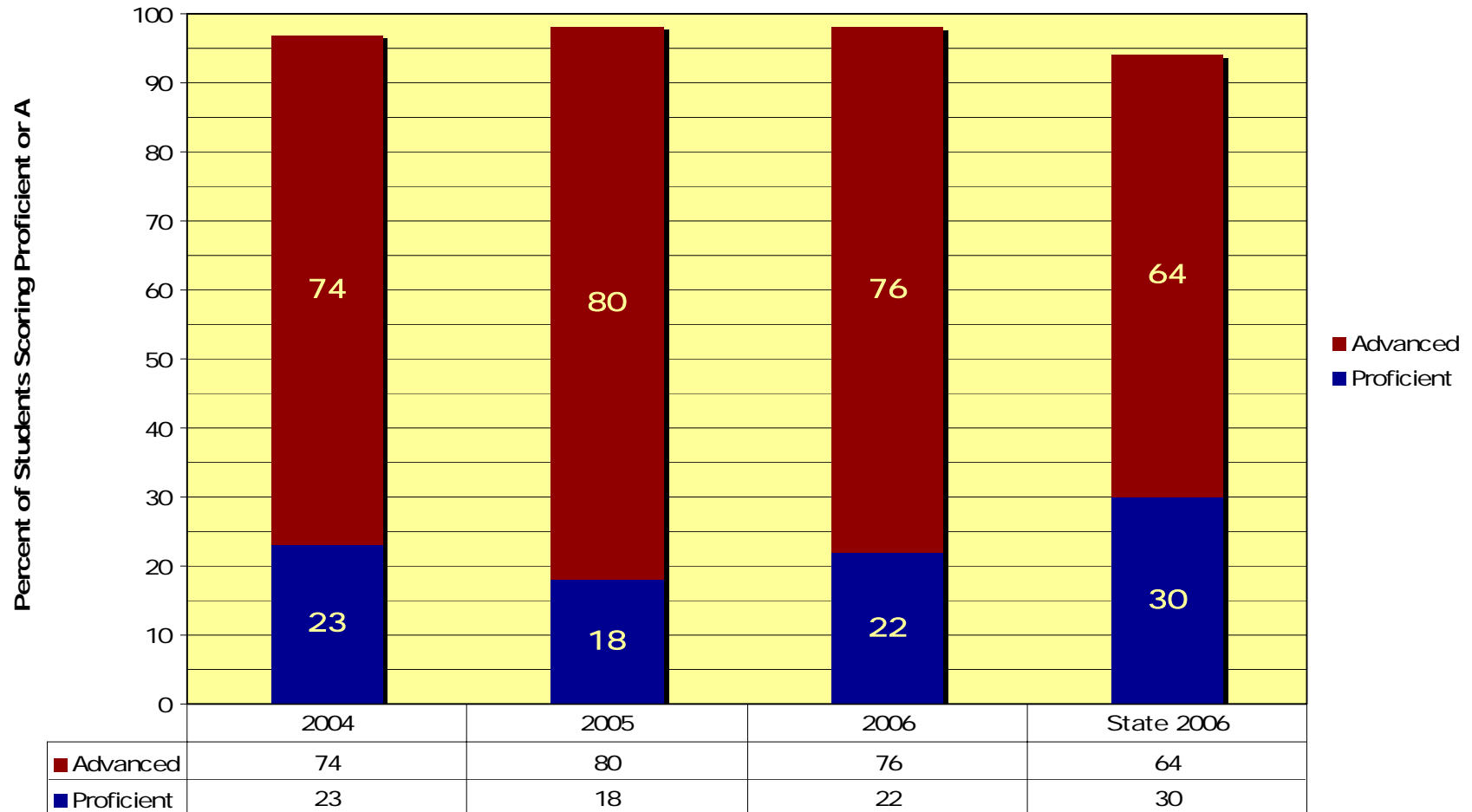


Source: CMCSS Gateway Assessment Data 2004-2006

Year of Gateway Assessment

(ST)

**CMCSS Gateway Science Assessment 2004-2006
Comparison of Students Scoring Proficient or Advanced**

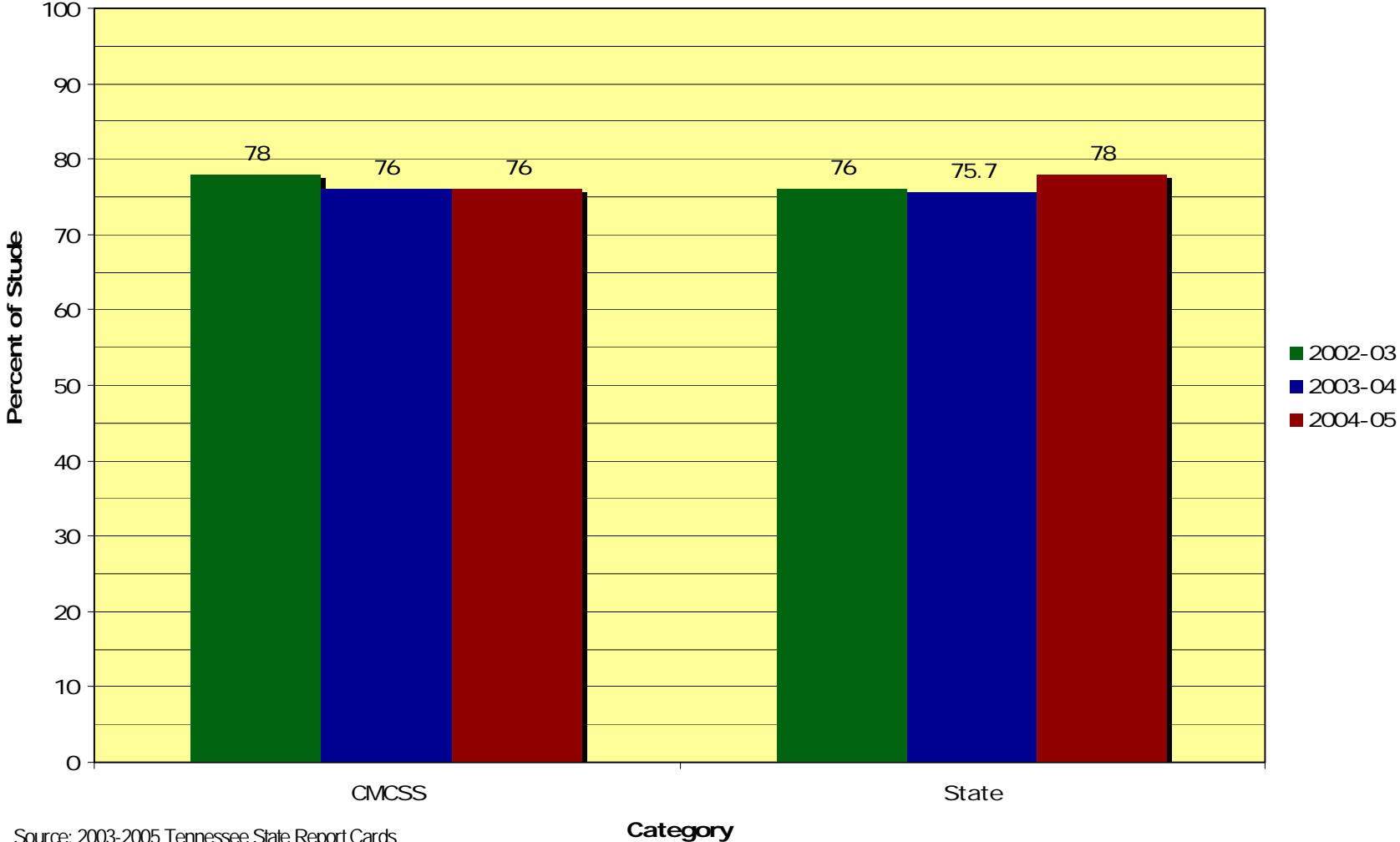


Source: CMCSS Gateway Assessment Data 2004-2006

Year of Gateway Assessment

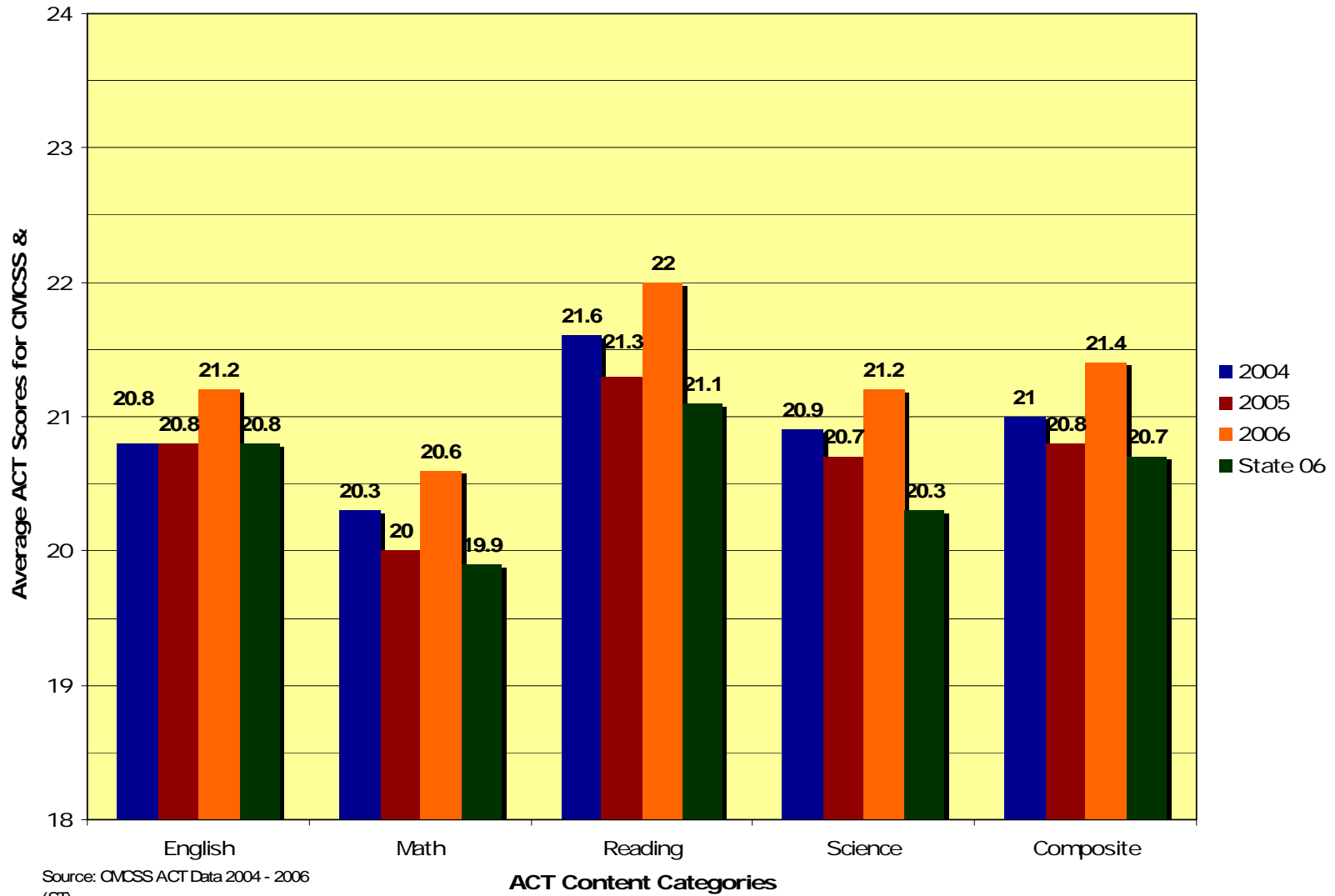
(ST)

CMCSS High School Graduation Rates

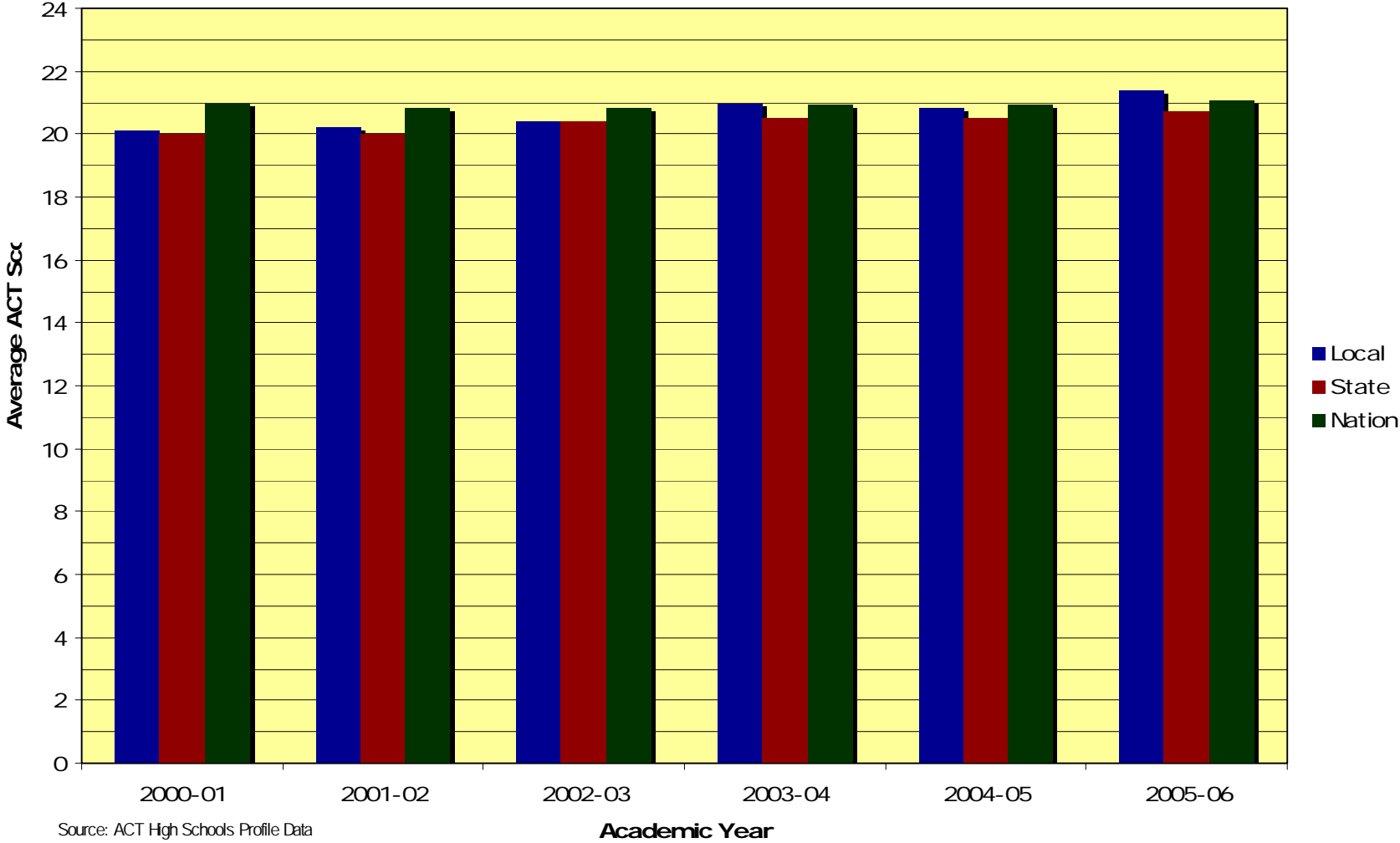


Source: 2003-2005 Tennessee State Report Cards

Average ACT Scores for CMCSS High Schools as Compared to the State



ACT High School Composite Profile 2000 - 2006



Clarksville-Montgomery County School System 2006-2007



Strategic Plan Year-End Review

II. Review of Strategic Goals

- A. Improving Student Achievement
- B. Building Leadership Capacity
- C. Improving Efficiency and Effectiveness
- D. Engaging the Public in Support of Student Achievement

Clarksville-Montgomery County School System 2006-2007



A. Improving Student Achievement

1. Benchmark Assessments
2. Secondary School Reform
3. Data Discussion Protocol
4. Balance Literacy Model
5. Improving Rigor

Benchmark Assessment Development

Benchmark assessments were written, administered, and analyzed in the core content areas. The following courses have benchmark assessments:

Reading/Language Arts	Grades 3-5	Science	Grades 3-5
Reading	Grades 6-8	Science	Grades 6-8
Language Arts	Grades 6-8	Biology	
Communication for Life		Chemistry	
English I		Life Science	
English II		Physical Science	
English III			
English IV			
Math	Grades 3-5	Social Studies	Grades 3-5 (Pilot 06-07)
Math	Grades 6-8	Social Studies	Grades 6-8
Foundations II			
Algebra I, Algebra II, Geometry			

U.S. History, World History, World Geography

Teacher teams will write these additional assessments in the summer of 2007:

Ecology
Pre-Calculus
Government
Economics

Limited data at the district level indicated an upward trend in the average percent correct across the benchmark first, second, and third administrations.

Data from the Mid-Year Review indicated next steps in benchmarks:

1. Use benchmark results consistently to improve student learning.
2. Provide training for teachers on appropriate interventions.
3. Address needs of students with IEPs.

Secondary School Reform

High School Reform - Best Practices

After four months since its implementation of the Freshman Academy, all six Clarksville Montgomery County high schools have reported success in focus areas which identified 9th graders as being more at risk of not graduating. Three of the six schools took the full inclusive approach, which included all first-time 9th graders and reported a decrease in the number of students failing one or more classes during the first nine weeks. The remaining schools also reported success although they had only a select group of students enrolled in the Freshman Academy. After evaluating the outcome, two principals of the select group schools are moving to a full inclusive Freshman Academy.

Middle School Reform

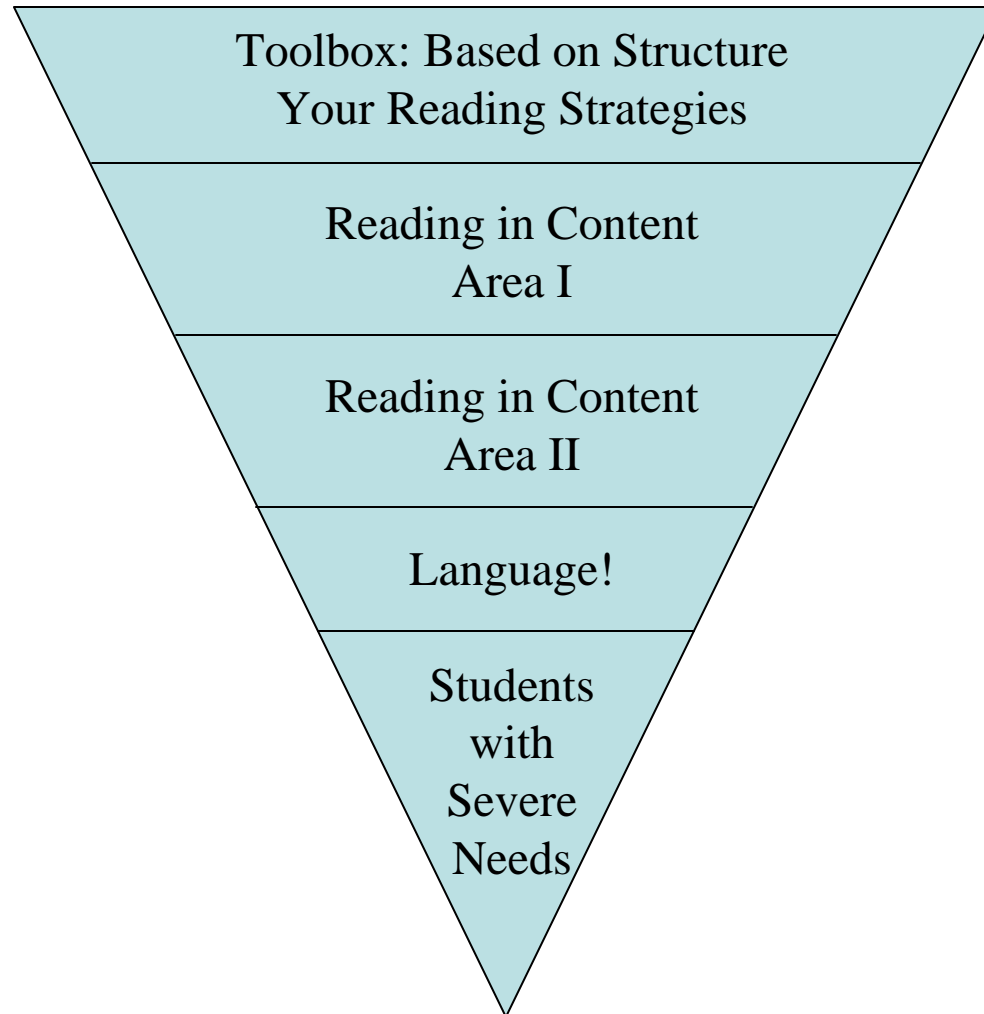
This fall all middle school principals attended a “Breaking Ranks” training, which was sponsored by NASSP and funded by the Stupski Foundation. The training certified each principal to be a trainer in leading middle school reform as they engaged in a systematic approach to improve student performance. Each principal chose 5-6 staff members to serve on the Breaking Ranks team. All teams are presently collecting data to determine what areas of improvement; interventions and program implementations are needed in their reform efforts. The Breaking Ranks teams established personalization as a priority for improvement. The teams were trained in personalization and each team developed an action plan to be implemented in the 2007-2008 school year.

Literacy Intervention Programs

After identifying literacy as the most common effective element in school reform, all six high schools are using the district developed Literacy Intervention Pyramid to assist students. All six high schools and one middle school have implemented Read 180. All six high schools and three middle schools have also implemented Language!. One high school and one middle school implemented Structure Your Reading and four of the six high schools have Reading in the Content Area. All principals reported successes and challenges of the programs. Many of the challenges were caused by the delay in receiving and training on the use of the programs, but these have greatly subsided and the first semester results are promising.

* **Read 180** is a program designed to help students whose reading achievement is below the proficiency level. Most students began the program greater than 4 years below level. According to research Read 180 students reading ability should improve 2 years for every year in the program. At semester (Dec 2006) the baseline data indicates of the 105 students enrolled in the program, 53 students are now 1-2 years below, 13 are now on grade level, 33 are 3-4 years below and 6 students are 4 + years below. Read 180 teachers will administer the diagnostic assessment again in the spring to determine the progress of the students.

High School Literacy Support



***Reading in the Content Areas (RICA)** is designed to help students develop reading strategies and support structures to be successful in accessing reading materials across content areas while moving toward grade level mastery. Students are identified for participation based on the following criteria: TCAP multiple measure of 35NCEs and below on TCAP Reading, scoring Far Below and Below on System Reading Benchmarks 2 and 3, and scoring greater than 1 year below grade level on the AGS Grade Diagnostic Assessment.

RICA teachers reported that students have made progress in the designed curriculum. They stated that it would be beneficial if a systemic approach were used. Because students often transfer from one school to another within the school year, a systemic approach would help in alleviating any setbacks a student may encounter. Further training for teachers is planned for 2007.

***Language!** is a comprehensive program used to enhance reading levels for special education students. All six high schools and three middle schools have implemented Language!. Students are scheduled into two-hour blocks of instructional time to receive direct and explicit teaching through a six-step lesson which scaffolds content and instruction. Preliminary data reveal promise in the implementation of this program.

Identified strengths: Teachers are being true to implementation of the program; teachers and most students are responding positively to the program; summer training and monthly staff development meetings have provided teachers with the opportunity to collaborate and address logistical concerns; and approximately two-thirds of teachers are attending updates.

Identified concerns: Some students with severe academic deficits are only making marginal progress; some older students have not bought in to the prospect of learning to read and write; teaching and benchmarking standards not addressed in the LANGUAGE! curriculum could comprise the fidelity of program implementation; as students progress at different rates, it is probable additional LANGUAGE! classes will be needed to support instruction at multiple levels; it is difficult to manage assessment data on students in transit; and students in Zero Tolerance and Alternative School programs receive limited instruction due to time constraints and logistics; however, Alternative School teachers have received training.

Next Steps: Continue development of modified Benchmarks; develop a reporting of data protocol for Content Mastery assessments to better manage District implementation; and provide information and encouragement to older at-risk learners by soliciting support from building stakeholders.

* **Toolbox** is a set of interactive literacy strategies that help students understand vocabulary and meaning from text. All core content area teachers were trained on one-two vocabulary strategies and each selected nine content words to be used for each nine weeks. During academic conferences, principals presented data that showed 90 % of secondary teachers use toolbox strategies daily.

***Structure Your Reading (SYR)** is an approach to teach explicitly the process of strategic reading and to enhance comprehension of text. It provides teachers a way of teaching students a systematic approach to reading as well as helping students to understand what to do before, during and after reading. Reading and English teachers were trained during the summer and two schools are piloting the program during the 06-07 school year. Richview Middle School is using the program school-wide and Kenwood High School is using the program in its Freshmen Academy.

**READ 180 End-Year Data
2006-2007**

AGS Grade Data: Measuring Reading Grade Level.

School	# of Students assessed	% of Students making gains	Average Grade Level Gains
*KMS			
*CHS	11	64%	0.1
KHS	38	76%	1.0
MCHS	19	90%	1.4
NEHS	38	97%	3.0
NWHS	24	92%	1.5
RHS	32	94%	2.0

* Initial AGS assessments from KMS were not scanned

* CHS did not take the initial AGS

SRI Data: Measuring Lexile Score

School	# of Students assessed	% of Students making gains	Average Grade Level Gains
KMS	10	60%	.66
CHS	29	69%	.55
KHS	40	95%	.85
MCHS	28	93%	1.13
NEHS	43	84%	.97
NWHS	25	84%	.80
RHS	37	81%	.57

Data Discussion Protocol

Using Stupksi Foundation resources, six schools were able to visit schools that were implementing a data discussion protocol. This protocol is a means of reviewing data, setting goals, and altering teaching strategies to help those students who need assistance in learning a concept. Following the site visit, the schools made the decision that this strategy would enhance the work they were already doing in the schools with benchmarks, professional learning communities, and use of time. The six schools agreed to serve as pilots for all other schools in the district in the spring of 2007. The remaining schools received training in March 2007. All schools are expected to implement data chats in their schools by Fall 2007. A data chat rubric has been developed and schools have indicated their level of implementation as of Spring 2007.

Balanced Literacy Model (BLM)

Data from the Academic Conferences, Mid-Year Review, and TCAP results indicated a variety of successes and challenges in implementation of the Balanced Literacy Model. All elementary schools implemented the ninety-minute block for literacy instruction. All continue to develop teacher skill in the instructional activities that take place in the model. In middle schools, data indicated implementation of the balanced literacy model in sixth grade at four of the six schools. All six schools had one hundred percent teacher use of the Vocabulary Toolbox strategies. Balanced Literacy Model implementation in seventh and eighth grades was at the early implementation level.

Suggested next steps included:

1. Provide continued training for teachers in appropriate tools that support full implementation of the Balanced Literacy Model.
2. Provide middle schools with resources and materials needed to implement the model.
3. Provide training on literacy interventions.

District Wide Writing Model

2007 Profile of Stages of Concern of Users of the District Writing Model

Data from Academic Conferences with principals and from the Mid-Year Review indicated mixed results in the degrees of implementation of the District-Wide Writing Model. All of the high school principals reported the need to fully implement the model. In the middle schools, four of six schools had fully implemented the model in reading and language arts. Elementary school data revealed the most success in implementation. Eighty-six percent of the elementary teachers were reported to be at full implementation of the model.

Suggestions for next steps in continued implementation included:

1. Embed writing in curriculum content areas.
2. Continue to train teachers on the tools needed to teach the writing process.
3. Provide opportunities for students to learn through revision of writing.
4. Consider using technology tools to assist in the writing process.

Improving Rigor

Using the Rigor and Relevance training work of William Daggett, school principals have received six trainings specifically on higher order thinking skill questioning, developing higher order thinking activities, and assisting teachers in the development of both. In addition, the principals and instructional team are using the rigor rubric, developed last year, to create an accompanying document for the teacher evaluation model to assist administrators and teachers on how to better understand the evaluation model rubric, recognize where rigor is embedded in the rubric, and recognize how to improve teacher skills through the evaluation tool. Principals report the usefulness and timeliness of this topic as teachers continue to examine means to help students reach their potential.

Clarksville-Montgomery County School System 2006-2007



B. Building Leadership Capacity

1. Teacher Recruitment Capacity
2. Professional Learning Communities
3. Problem Solving Opportunities

Recruiting, Selection and Retention

Certified Employees

Ventures for Excellence training was conducted with a pilot group of nine Principals, three HR Leadership team members and one member of Senior Leadership Team. Feedback on the training has been extremely positive and the pilot group is very optimistic about the positive effect the new interview will have on improving the identification of quality teacher applicants. A new recruiting campaign was launched with a focus on the needs and goals of the Generation X and Y target audiences. Marketing materials and advertising efforts within the campaign were focused on the “whole community” approach to recruiting which emphasizes the work-life balance these new generations are seeking. Collegiate recruiting efforts were targeted toward both job fair attendance as well as advertising opportunities. University recruiting efforts included the following Universities: Alabama State University, Arkansas State, Middle TN University, APSU, Valdosta State, University of Memphis, UT Chattanooga, UT Knoxville, Maryville College, Murray State University, Freed Hardeman, Western Kentucky University, Middle TN University Consortium and the Historically Black Colleges and Universities e-fair (16 Minority Universities Participated). The process for working with non-renewed teachers has been evaluated and revised to differentiate between those who have been non-renewed for licensure, one year contracts and performance issues. Principals have been notified of the distinction and are encouraged to review those teachers with positive performance who were non-renewed simply for one year contract purposes and licensure (where licensure is in line with their available positions). Out of state applicants and alternative licensure candidates have proved to be a strong resource for recruiting and a focused effort to build on these resources will be implemented in next year’s plan.

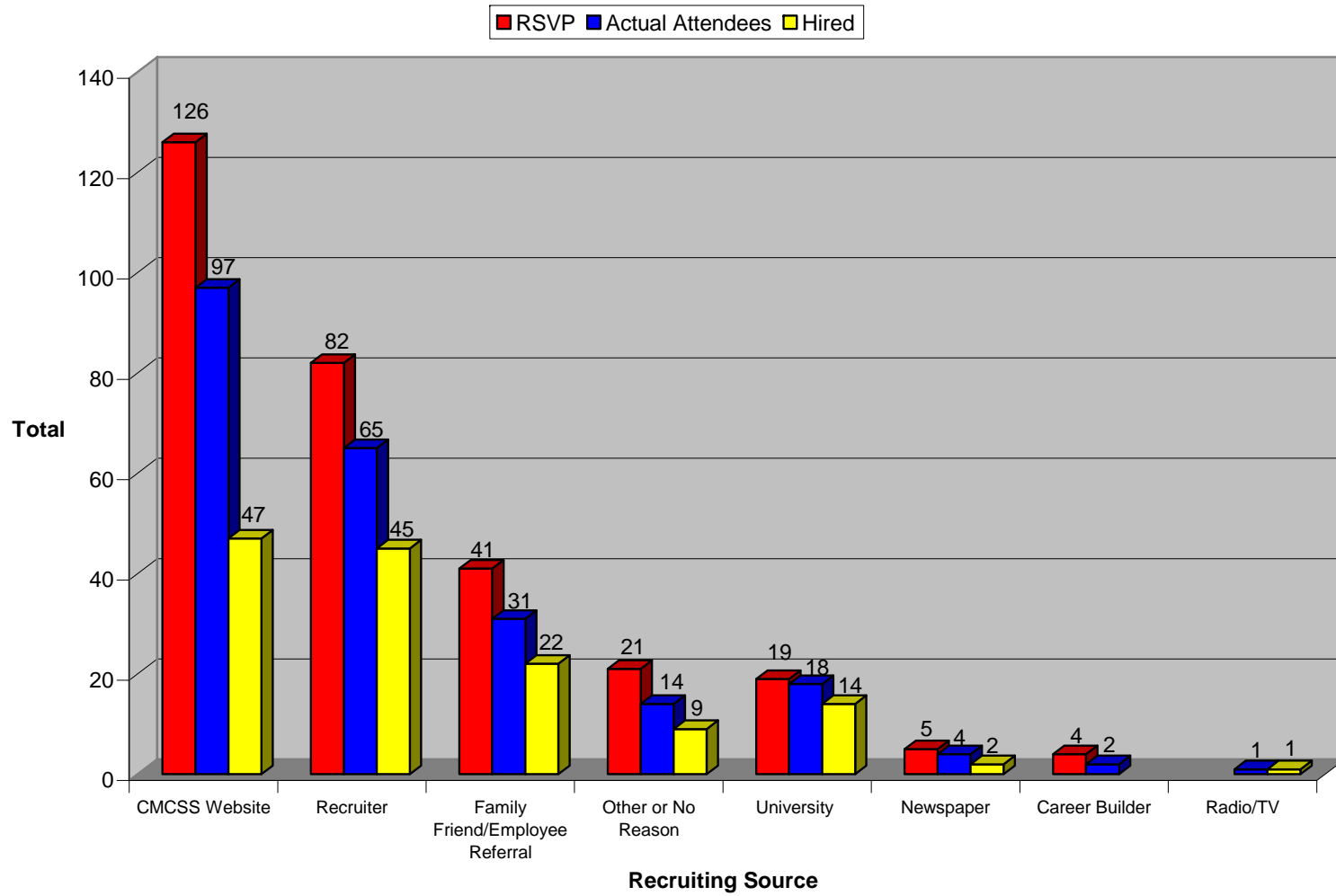
Classified Employees

A thorough review of available data regarding the recruitment of Classified employees was conducted. A monthly review was also conducted to ensure the accuracy of the data as a baseline for evaluation. The result of the analysis showed that CMCSS is able to attract a strong pool of applicants for classified positions such as food service and transportation. Process improvements were identified in order to more effectively manage this applicant flow. In order to maintain a continued presence in the community, CMCSS participated in the Workforce Essentials job fair with an attendance of over 1500 applicants interested in classified level positions.

CMCSS Job Fairs- “The Showcase of Excellence”

The first annual “Showcase of Excellence” job fair was a tremendous success. This new approach to the annual teacher job fair was a multi-focus effort to reflect both the value of working within CMCSS and the benefits offered by the Clarksville community. A job fair was conducted at central office and 250 potential teacher applicants networked with 32 Principals and were introduced to benefits, professional development and growth opportunities. A new partnership was developed with the Rivers and Spires festival, Clarksville’s largest community event. CMCSS had a 12 tent display area showcasing the 6 school feeder groups, food service, transportation and several booths advocating literacy and teacher appreciation. This two day event resulted in an extremely large number of total hires (140 total), increased diversity of Universities represented (55 from APSU, 82 from other Universities) as well as a very successful public relations campaign.

Showcase of Excellence 2007



Professional Learning Communities (PLCs)

A number of additional Professional Learning Communities (PLCs) emerged from the thirty-four PLCs implemented during 2005 - 2006. SY 2006 – 2007 marked the third year of the implementation of district-wide PLCs with all instructional staff participating in a building level PLC. While individual implementation plans varied from school to school, the district PLCs focused on Marzano’s strategies of effective teaching as the foundation for the collaborative process.

Feedback regarding PLCs indicated an increase in collaboration and openness in sharing strategies and student work, a stronger connection between assessments, data chats, and effective use of strategies, and greater school level leadership capacity building. Opportunities for improvement included getting all staff to ‘buy-in’ to the collaborative process for professional learning (noting that some individuals may still be uncomfortable sharing strategies, student work, and assessment results), providing and protecting the time necessary to ensure depth and breadth of implementing, and including both special education and special area teachers in the process.

In addition to the strategy-based PLCs, a number of other PLCs have formed within the district. These include school specific PLCs, content-oriented PLCs, and job alike PLCs. All PLCs within the district focused on 1) Ensuring That Students Learn, 2) Creating a Culture of Collaboration, and 3) A Focus on Results.

The district conducted an end of year survey on the effectiveness of PLC implementation. Seventy percent of teachers participating in a strategy-based PLC responded to this survey. A summary of survey findings is shown below:

Survey Item	Rating	
Practical Value of Information	91% Med – Very High	9% Low – Very Low
Value of Participation	89% Med – Very High	11% Low – Very Low
Usefulness for School Implementation	89% Med – Very High	11% Low – Very Low
Application of Learning	91% Med – Very High	9% Low – Very Low
Quality of Facilitation	92% Med – Very High	8% Low – Very Low
Promotion of Student Achievement	95% Med – Very High	5% Low – Very Low
Collaborative Culture	88% Med – Very High	12% Low – Very Low
Building Staff Capacity	93% Med – Very High	7% Low – Very Low

Building Leadership Capacity

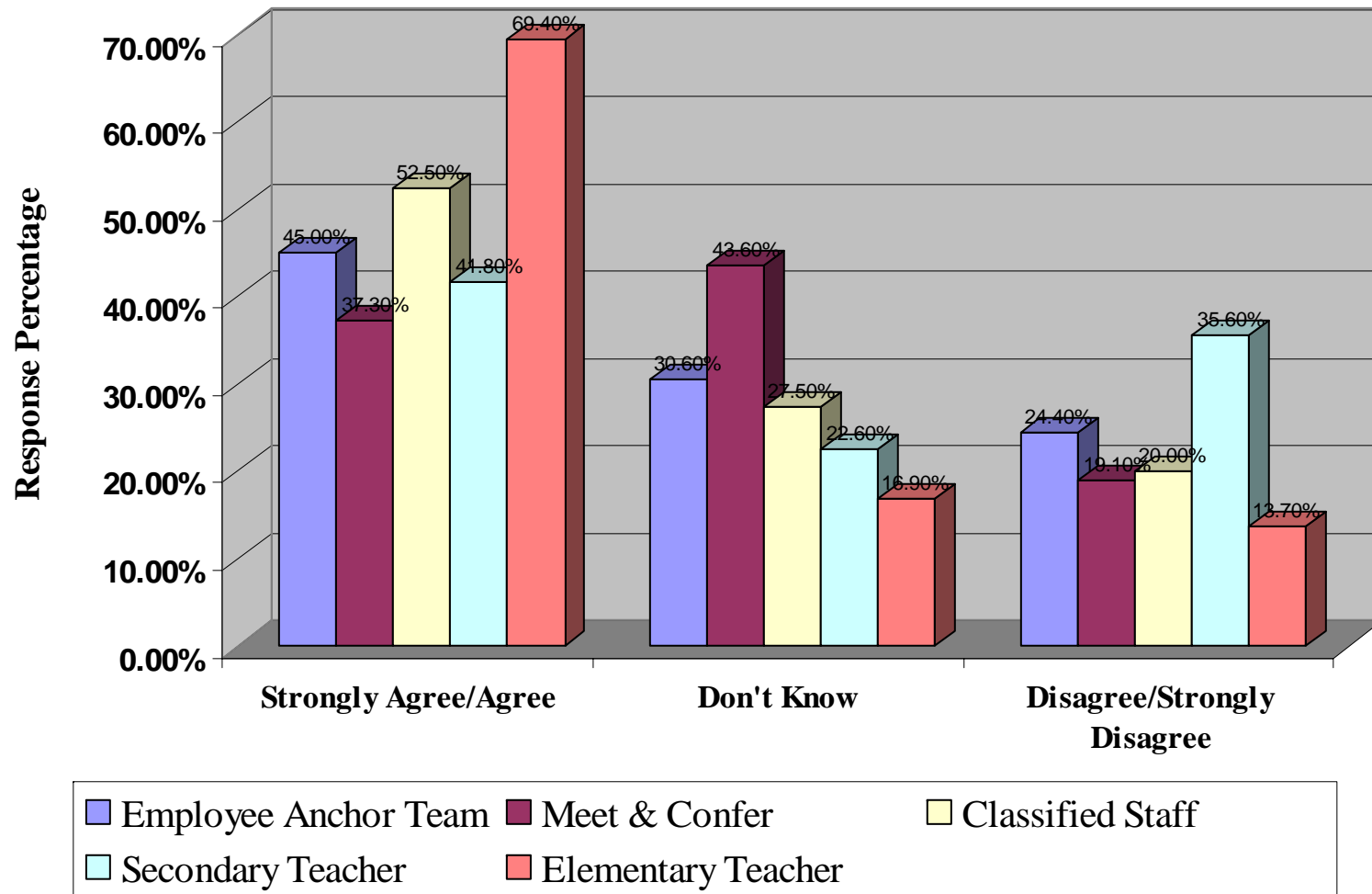
Strengthen Employee Awareness and Use of Problem Solving Venues (Employee Voice)

Employee communications were on the right track this school year, but stakeholders identified opportunities for improvement. In mid-November, employees were surveyed on their understanding and use of the district's employee communications groups. The district has made positive strides in fostering employee communications system-wide, however, there is room for improvement. Many employees indicated that they do not know the purpose of these communications groups, who their members are or how to access their representatives regarding relevant issues. Strong employee communications are a hallmark of an efficient and effective school system, so the district is committed to keeping employee communications efforts at the forefront of all it does. This is essential to mission success.

Groups surveyed and their respective return rates were: Employee Anchor Team (90%), Meet and Confer (38%), Classified Staff Representatives (32%), Secondary Teachers (70%), Elementary Teachers (84%) and Management Review (80%). Survey questions related to employees understanding the role that the respective employee communications groups play in problem solving, serve as an advocate for employee concerns, represent employee concerns to district leadership, and provide feedback regarding their meetings to the employees they represent.

Survey findings were summarized and results were included in an edition of the Employee Newsletter. Findings were presented to Senior Leadership with recommendations regarding ways to deepen employee understanding of the groups and their purpose. Recommendations included clarifying and communicating the purpose, functions and membership of each employee communications group to employees and to work with employee communications groups to develop communications plans that will ensure constituents are informed of the outcome of group meetings, are aware of both proposed and on-going district work, and are provided feedback on relevant employee concerns. Next steps include modifying and implementing the feedback processes for the various employee communications groups, increasing the emphasis placed on documenting anecdotal stories related to progress made through these groups and resurveying employees from select employee communications groups to determine effect these initiatives have on employee understanding of the role of the district's employee communications groups. The chart below is a summary of the initial findings of the survey. A follow up survey is slated for November 2007.

Belief that District Employees Understand the Role of Respective Employee Groups



Clarksville-Montgomery County School System 2006-2007



C. Improving Efficiency and Effectiveness

1. Business Best Practices – MUNIS
2. Transportation Services
3. District Planning Capabilities
4. Technology Services
5. Technology Software Standards
6. Data Warehouse Development
7. Use of Process Management

Best Practices

Following a successful pilot, the MUNIS self-service module was implemented system-wide March, 2007. Through the month of May this website received in excess of 1,100 hits for payroll information and/or updating personal data. Of these, 103 were for the purpose of updating addresses, phone numbers, and/or contact information. Visits to the self-service website will continue to be monitored for utilization and impact on the productivity of the payroll staff. Feedback concerning the website's user friendliness and the benefit of personal access to payroll information will be solicited through a district survey.

Student Safety

The student transportation department has met its strategic goal of 98% on time performance (see chart on page 48). Our accident/incident (see chart on page 46) ratios are slightly improved when compared to the same period last year. After review, many of the accidents/incidents can be attributed to driver experience. Our breakdown (see chart on page 47) ratios are slightly higher when compared to the same period last year. This increase in breakdowns is attributed to weather and the increased age of the fleet. Our personal and property liability claims as a result of school bus accidents remain very low when compared to previous years. The personal injury accident was two students who were transported, treated, and released from the hospital. The performance of our Lead Drivers, a transportation exception appeals process, and the Applebaum student management training that was provided to approximately half of our drivers in June 2006 received very positive comments. The same training will be provided to the other half of the fleet's drivers this summer. The fleet restructured its in-service training to allow the department to offer transportation to all incoming freshmen that chose to attend the freshman orientation at each of our six high schools. Finally, the fleet has evolved from a 44 spare bus fleet to a 24 spare bus fleet over the past three years, a cost avoidance of well over a million dollars.

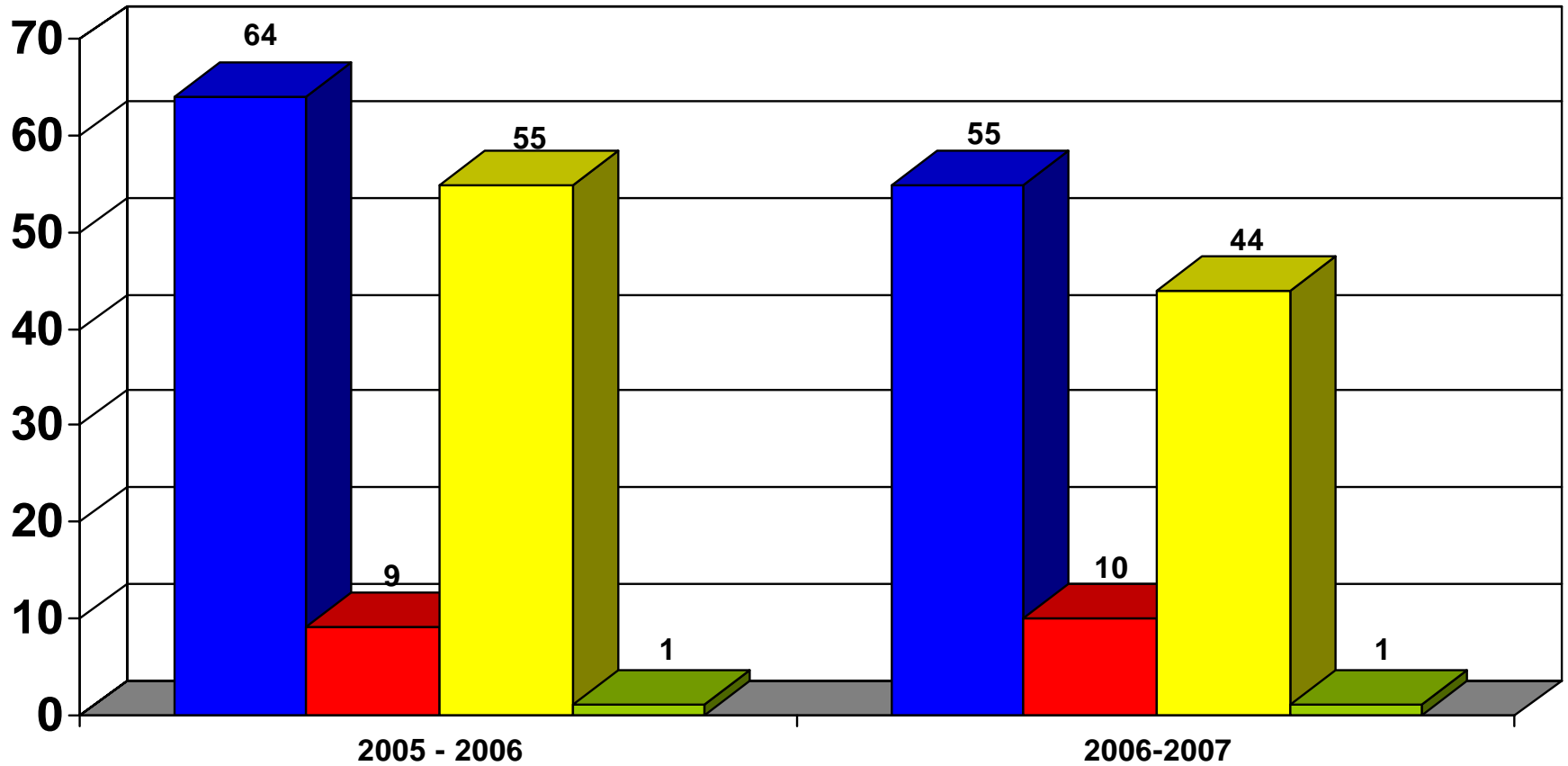
We experienced a severe driver shortage towards the end of the first grading period that resulted in a significant drop in our on-time performance. The student transportation department conducted a thorough review of the driver shortage and adjusted our driver recruiting efforts. We are currently approaching adequate driver staffing in the fleet, and we have a steady flow of candidates entering our driver training program. Driving a school bus continues to be a difficult and demanding profession and we expect to continue to experience driver shortages as drivers find less demanding work and the demand for more drivers increases as the district continues to grow.

We have completed upgrading the system's software to address our radio system concerns. Our radio system is also being linked with the radio system of the Montgomery County Sheriff's Department which is intended to further increase the capabilities of both systems.

As a result of several unpredicted errors on the Montgomery County GIS map, we are slightly behind schedule with the conversion of our logistics software to a GIS compatible mapping platform. It appears that the map errors will have been corrected before the end of the fiscal year however we prefer to run a parallel evaluation of the new software using actual rather than simulated student data therefore we have decided to postpone implementation of the new software until after the first nine week grading period of the 2007/2008 school year. We will begin the GPS implementation at that time.

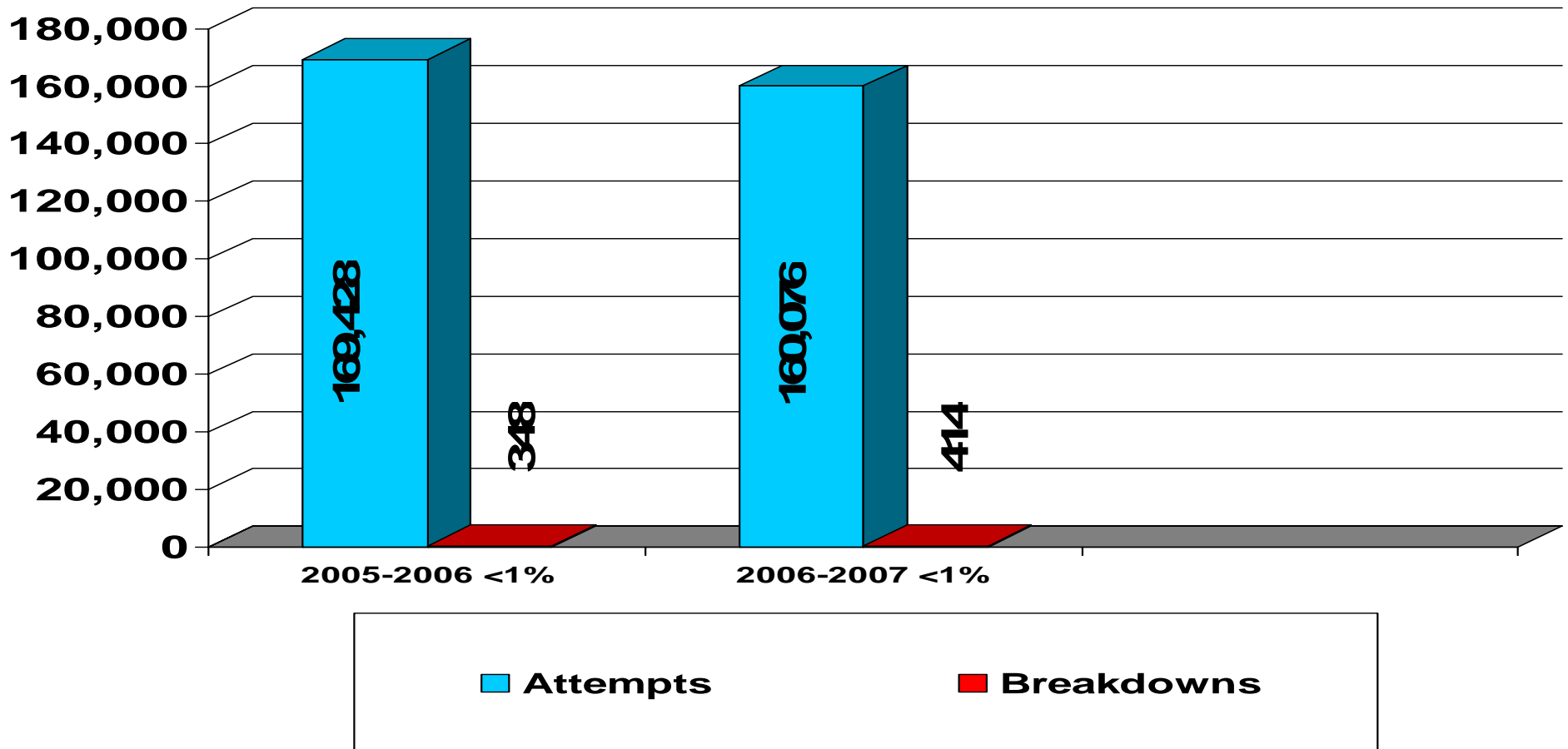
Transportation Department
Operational Goal
Zero Preventable Vehicle Accidents

Yearly Total Comparison For 2005/2006 – 2006/2007



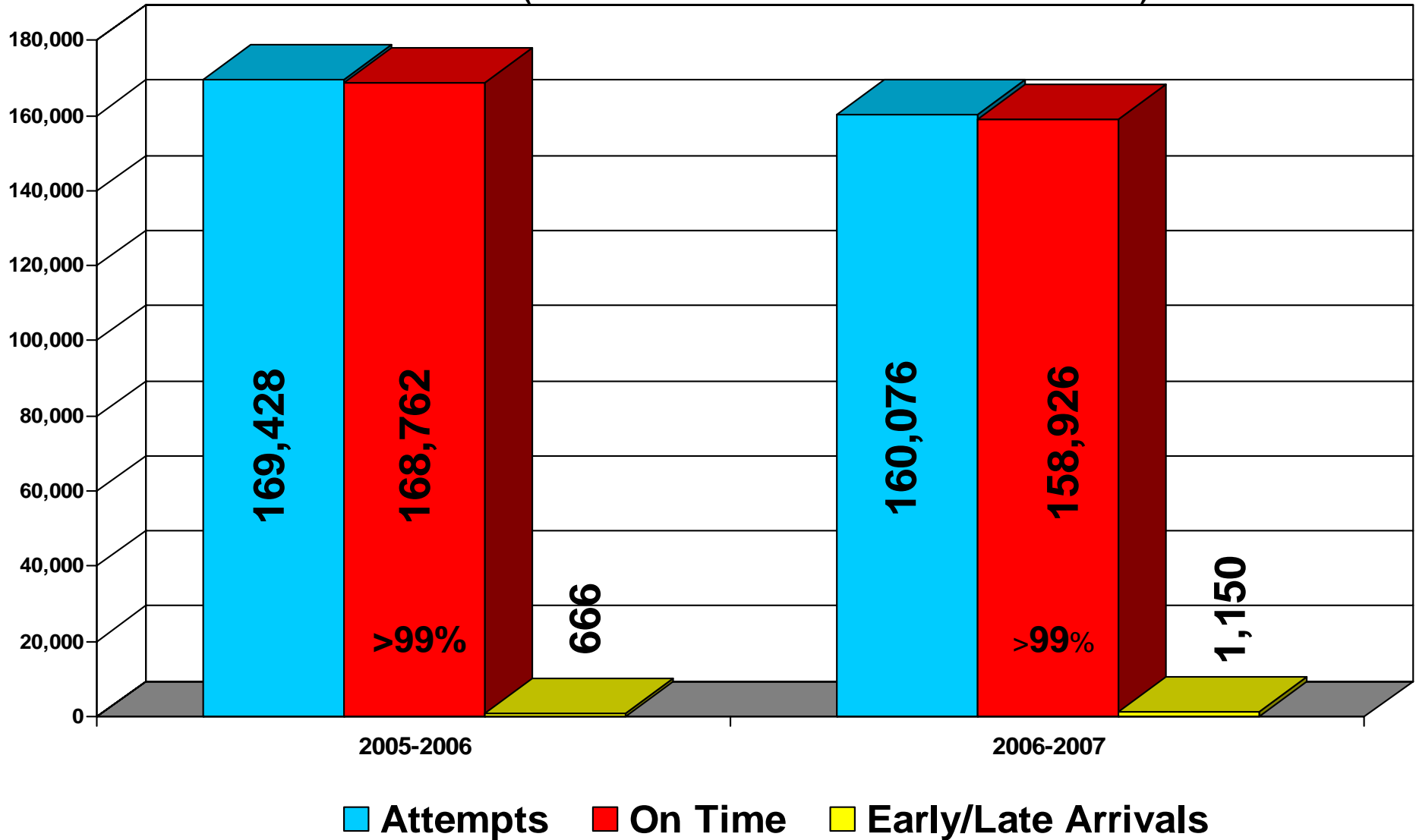
■ Total ■ Accidents/Property Damage ■ Incidents ■ Accidents/Personal Injury

**Vehicle Maintenance Department
Operational Goal
“<1% On Road Vehicle Breakdowns”
Yearly Totals For 2005-2006 / 2006-2007**



Transportation Department
Operational Goal-“98% On Time Performance”

FY 2006/2007 (YEARLY TOTALS FOR 2005/2006 and 2006/2007)



District Planning Capabilities

The department is on schedule with the conversion of their logistics software which will move the system from a static mapping platform to a GIS/GPS compatible mapping platform designed to allow them to more effectively plan and forecast in both their student transportation and facilities management departments. The conversion will also allow easy data sharing between all governmental entities in Montgomery County.

Technology

Improved Turnaround Time for Work Orders

Evident from the Strategic Summit December, 2006 was the stakeholder's recognition of the technology department efforts to improve work order turnaround time. They noted the following: they were experiencing a faster work order completion rate, having classroom technology set up at the beginning of the year alleviated much stress, and the tech teams servicing our schools were very supportive while responding quickly as needed. They also complimented the department in developing the Teacher First Aid Station as a way to provide teachers a much needed resource while their teacher laptop was in for repair. Lastly, they confirmed the known issue that our older computers are malfunctioning more often.

Most teacher resources are nearing the end of their life expectancy and will be replaced in August 2007. The district experienced an increase of work orders due to outdated technology. We anticipate going to a four-year replacement cycle for 07/08, which should resolve our problems of trying to keep up with repairs of aging equipment. Additionally the district has added one middle school and continues to grow. Two more elementary and one more high school will open within the next two years. This, coupled with enrollment growth within the community, will tax the technology department if current staffing is maintained. More personnel will be needed to maintain our growing inventory of technology-based equipment.

Network Reliability

The Wide Area Network (WAN) was outsourced to Charter Business in July 2006. Since that time the district has utilized an all fiber optic network that is both stable (99% uptime) and delivers the appropriate bandwidth to all locations. Using weekly Bandwidth Usage Reports generated by Charter Business, the CMCSS technology department will continue to monitor bandwidth usage to determine the school system's future bandwidth needs. The technology department will develop a standardized network outage reporting method to more accurately monitor outage reports provided by Charter Business.

The CMCSS technology department will begin investigating new solutions to the current network content filter. The primary purpose of implementing a new solution will be to acquire management responsibilities of this service. By assuming this responsibility, the technology department can better manage the system and better protect our student from inappropriate material while ensuring they are able to access appropriate material.

Staff Technology Training

As of May 30, 2007 just over 71% or 1200 out of 1700 of all teachers have been ICT certified. Training for this past year has included face to face as well as online experiences. Over Summer 2007, ICT certification will be offered in double capacity sessions eight times. One online experience will be completed during Summer 2007. Plans for school year 2007-2008 will include up to four additional online cohorts. Summer 2008 will again see this course offered on a bi-weekly basis for up to fifty teachers a cohort. Advanced Teacher ICT will rollout Fall 2007 for those who are ICT certified and are ready go move to the next level of technology integration.

Administrator ICT certification is complete with the exception of new hires. Administrator ICT will continue to be offered each fall for any additional staff hired.

Training this year has once again included classified staff. Microsoft Office suite training was offered during the end of May. It will be offered again during fall break. Additionally, some summer training in 2008 will be offered to classified staff if there is sufficient interest.

Staff technology training will continue along four dimensions:

- Basic Beginner Academy will be offered Summer 2007 – this six session course is designed with very basic skill development in mind.
- Teacher ICT Certification will be offered online in one cohort and weekly during Summer 2007.
- Advanced ICT will be offered online only beginning Fall 2007 for those interested in the next level and in deepening their technology integration skills.
- Administrator training will continue to be offered on demand with Admin ICT offered as needed

Development of Standards for Instructional Software Aligned with District Instructional Goals

As of May 24, 2006 the district developed a rubric for alignment of software with district goals to be used by each building as requests for additional software are made. This rubric then went to Senior Leadership for approval. A protocol for rubric use will be developed to clearly communicate to all administrators its use and purpose. The intention is to guarantee that all software purchases align with district instructional goals.

All software purchased on a district wide basis will be aligned with technology and curriculum by June 2007. Any software purchases considered as future investments will be researched and approved by the software selection committee comprised of instructional and technology personnel before purchase by the district or individual schools. All software considered for purchase must now go through this alignment/approval process.

Data Warehouse

A data warehouse is currently being developed to store the data or valuable information from several databases in one location. CMCSS currently uses several databases to house student and employee information. These systems do not talk to each other even though there is a great need to share information back and forth. Creating a data warehouse will allow CMCSS to disseminate the information contained in multiple locations more effectively and create more meaningful reports.

One contract programmer is developing the data warehouse. Three IT department programmers are currently building a web interface for district employees to access the information in easy to manage reports. The web interface will be ready for testing with initial reports in July 2007. Further expansion will include school administrators in fall 2007 with anticipation on the project expanding to the classroom level in winter 2008.

Process Management

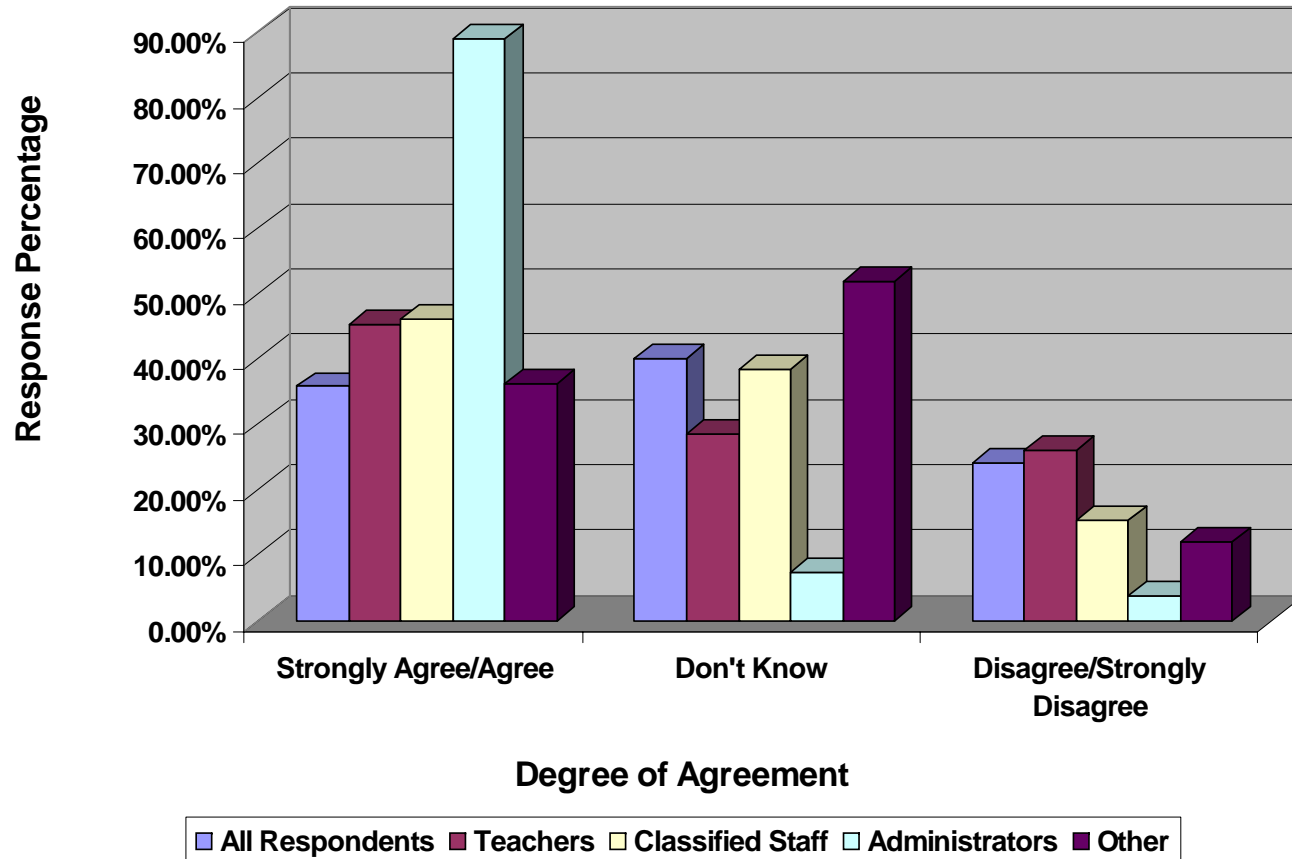
Management Review Team and ISO 9001 Certification

Having earned its initial certification in June 2003 and its renewal certification in June 2006, the district's Central Office is one of fewer than a dozen ISO 9001 certified school districts in the country. ABS-QE conducted external surveillance audits in November 2006 and April 2007. During the April 2007 audit, a major finding was identified. This finding noted the district's need to improve the process it uses to determine the root cause of problems identified through the corrective action feedback process. The 2007 – 2008 Process Management Action plan will focus on correcting this deficiency by training members of both the Senior Leadership Team and the Management Review Team on the Five-Why Process and establishing greater involvement from members of the Management Review Team in reviewing corrective actions. The district has twenty-five trained internal auditors. During the second semester of this year, the auditors conducted a district-wide communications and awareness audit to identify those areas in which employee understanding of the ISO process is not as deep as it could be. Again, the results of this internal audit will provide the foundation for the district's 2007 – 2008 Process Management Action Plan.

The system began its ISO Awareness Campaign to help deepen employee's understanding and use of the process management system during this school year. At the October and November employee and stakeholder communications meetings, a member of the process management team provided an overview of the ISO process and how they can provide input to the district's continuous improvement efforts. All employee groups as well as the Parent Advisory Group received this information. The system also conducted an ISO question on the district survey so that a baseline of employee awareness of the process management program could be determined. This same question will be included on the district survey to be conducted in October 2007 to monitor the impact of the ISO Awareness Campaign.

Pending actions in support of deepening employees understanding of process management include standardizing key measures for ISO feedback and developing a quarterly report for senior leadership that will provide an update on the status of these measures, documentation of ISO successes and communicating these via a standard format. In addition the role of the Management Review Team has been redefined to further team members' ability to monitor the effectiveness of process improvements and to deepen employees' understanding and use of the process management system.

I Understand How To Use Our School District's ISO 9001/ Process Management System to Provide Feedback



Pending actions in support of this action plan include standardizing key measures for ISO feedback and developing a quarterly report for senior leadership that provides an update on the status of these key measures, documentation of ISO successes and communication of these via a standard format, and redistribution of the system's *ISO: The Business of Education* video for all employees to view. In addition, the role of the Management Review Team will be reexamined to determine ways to strengthen the ability of team members to monitor process effectiveness.

Clarksville-Montgomery County School System 2006-2007



D. Engaging the Public in Support of Student Achievement

1. Public Engagement Opportunities
2. Stakeholder Feedback

Engaging the Public in Support of Student Achievement

Increased stakeholder feedback and expansion of public engagement for stakeholders have occurred in the following ways:

District-wide Survey: In 2005, there were 5,518 survey participants, comprised of 1,356 teachers, 598 classified staff, 2,572 parents, 89 school administrators, and 903 in the “other” category, which includes business community members, central office employees, Greenwood employees and operations complex employees. There were 6,393 participants in 2006, comprised of 1,547 teachers, 728 classified staff, 3,508 parents, 108 school administrators, and 507 in the “other” category, which includes business community members, central office employees, Greenwood employees and operations complex employees.

Major perceptual findings from the survey included: 1) fewer respondents “strongly agreed” or “agreed” that stakeholder feedback is being used for district decision making; and, 2) fewer respondents “strongly agreed” or “agreed” that the maintenance department is run effectively and efficiently. A baseline question regarding awareness of the ISO 9001 program is also another opportunity for improvement. Stakeholders continue to report a high level of support for the school district and their individual role in improving student achievement. This was the first year the district survey included the option of “don’t know” as a choice in responses. Consequently a number of respondents chose “don’t know”, which indicates an opportunity for improved communication.

Calendar Survey: For the first time, CMCSS and the CMCEA Professional Council created a statistically valid way to collect feedback in designing a three-year school calendar. Nearly 8,000 parents and staff responded to the survey, based on a calendar designed with input from teachers, parents, students, classified staff and administrators. The total overall support for the calendar was 84%.

Board Hosted Public Engagement Focus Groups: From September through November of 2006, School Board members hosted six public engagement sessions in each of the high school feeder groups. The Board identified the process as part of its 2006-07 Goals. Principals of each feeder group identified parents and community members who were invited to participate. Representative individuals participated and provided input on questions about how CMCSS has impacted student achievement; what CMCSS needs to do to help students succeed; how the system can become more efficient and effective; what communication vehicles are most effective; what communication needs the community has; and how parents and the community can become more involved in supporting students. While each feeder zone was unique and had individual issues specific to that community and its schools, all six zones shared commonalities.

Here is a summary of those universal issues:

Goal- Improve student achievement - The stakeholders reported that the benchmarks had a positive impact on student achievement along with the innovative curricular programs such as AVID, Bridges, the 90-minute reading block, and pre-K program. Areas for concern included an extreme focus on testing, the need for quality teachers, the dropout rate, low teacher morale accompanied with an increased workload, and the need for more advanced programs.

Goal- Improve efficiency and effectiveness - Transportation services identified as being appropriate. Areas targeted for improvement included funding, especially for textbooks and technology, and the reaction to growth with frequent rezoning.

Goal- Engage the public in support of student achievement - The stakeholders reported that the K-12 Planet communication of grades was very beneficial along with the ConnectEd message system. Increased involvement of parents was cited as an improvement areas as well as, more communication on specific topics such as special education services, budget/funding, and child nutrition.

Goal- Build leadership capacity - This goal was not addressed by stakeholders.

Principals have been provided with the zone-by-zone summaries and are using the data in their school improvement planning.

Budget Summits: One elementary school chose to host a mini-budget summit at the beginning of the school year. Plans are in place to host a summit in March with representatives from the following communications and advisory groups: parents; teachers; and classified staff.

ConnectEd: This telephone notification system repeatedly comes up in surveys and focus groups as a valuable communications tool for school to home information. From the beginning of the school year through December 12, 2005, there were a total of 837 calls made from 29 of 30 schools. Of that total, the breakdown is as follows: 252 community outreach calls; 12 emergency communication calls; 573 attendance calls. During the same time frame in 2006, a total of 988 calls were made from 29 of 31 schools. Of that total, the breakdown is: 256 community outreach, 14 emergency communication calls, and 718 attendance messages. Although overall usage is on the rise, community usage and attendance messages have dropped considerably in a handful of schools.

County Commission Linkage Meeting: The Senior Leadership Team and School Board members hosted a meeting in October in which feedback was collected from County Commissioners to better communicate budget information. The information collected was used to improve communication in the presentation of budget and capital project requests that go before the Commission.

Facility Project Teams: As school construction projects are identified, CMCSS now has a process which provides feedback opportunities as a part of the overall plan. With West Creek Elementary and Rossvie Elementary, key stakeholders have collected input for consideration in the development of proposals for school design.

Minority Issues Group: This group began focused work in the fall by providing input to encourage more parental involvement, particularly in middle and high schools. Also, the group initiated plans to involve itself in a campaign to encourage parents of incoming ninth grade students in orientation activities in August.

Stakeholder Groups: Each of the communications and advisory groups (including teachers, classified representatives, students and parents) provide feedback on the strategic goals at their monthly meetings.

News Coverage: From August 2005 through December 12, 2005, there were a total of 208 CMCSS related newspaper articles in *The Leaf-Chronicle*. Of the 208 articles published, 32 were directly related to academic accomplishments made by the district, individual schools, teachers, and students; 73 articles were related to student programs offered in the district and 103 were general articles about events or individual accomplishments made by students and employees of the district.

During the same time frame in 2006, there were a total of 276 CMCSS newspaper articles in *The Leaf-Chronicle*. Of the 276 articles published, 63 directly related to academic accomplishments made by the district, individual schools, teachers, and students; 103 articles related to student programs offered in the district and 110 were general articles about events or individual accomplishments made by students and employees of the district. The number of articles in 2005 and in 2006 do not reflect sports related activities.

E-Newsletters to Internal Stakeholders: There were 10 electronic newsletters sent to employees from June 2005 through December 12, 2005. Due to the increased volume of information, the frequency of electronic news has moved from twice per month to once per week. Seventeen e-newsletters have been sent to CMCSS employees from June 2006 through December 12, 2006. Newsletters are used as a form of communication to keep employees abreast of all news that pertains to the district and individual employee groups. It also is used as a tool to provide employees with feedback about decisions that have been made as a result of input provided directly from employees.

CMCSS Web News: From the end of the 2005 school year through December 2005 there were 25 news items listed on the front page of the CMCSS web site. Twenty-nine news items have been posted on the front page of the district web site since the end of the 2005-06 school year. The Web News is used as a form of communication to keep the public abreast of news that pertains to the district and individual students and employees. It also is used as a tool to provide the public with feedback about decisions that have been made as a result of public input.

Clarksville-Montgomery County School System 2006-2007



Strategic Plan Year-End Review

III. Executive Summary of Board of Education Public Engagement Sessions

Executive Summary of Board of Education Public Engagement Sessions

From September through November of 2006, School Board members hosted six public engagement sessions in each of the high school feeder groups. The Board identified the process as part of its 2006-07 Goals. Principals of each feeder group identified parents and community members who were invited to participate. Representative individuals participated and provided input on questions about how CMCSS has impacted student achievement; what CMCSS needs to do to help students succeed; how the system can become more efficient and effective; what communication vehicles are most effective; what communication needs the community has; and how parents and the community can become more involved in supporting students.

While each feeder zone was unique and had individual issues specific to that community and its schools, all six zones shared commonalities. Here is a summary of those universal issues:

Goal- Improve student achievement - The stakeholders reported that the benchmarks had had a positive impact on student achievement along with the innovative curricular programs such as AVID, Bridges, the 90-minute reading block, and pre-K program. Areas for concern included an extreme focus on testing, the need for quality teachers, the dropout rate, low teacher morale accompanied with an increased workload, and the need for more advanced programs.

Goal- Improve efficiency and effectiveness - Transportation services identified as being appropriate. Areas targeted for improvement included funding, especially for textbooks and technology, and the reaction to growth with frequent rezoning.

Goal- Engage the public in support of student achievement - The stakeholders reported that the K-12 Planet communication of grades was very beneficial along with the ConnectEd message system. Increased involvement of parents was cited as an improvement areas, as well as, more communication on specific topics such as special education services, budget/funding, and child nutrition.

Goal- Build leadership capacity - This goal was not addressed by stakeholders.

The conclusion of these public meetings should help the Board and the School System discern its goals and objectives for 2007-08. Principals will be provided with the zone-by-zone summaries to assist in addressing concerns and opportunities.

Clarksville-Montgomery County School System



Strategic Plan Year-End Review

May, 2007

Clarksville-Montgomery County
2006-2007 Strategic Plan Year-End Review

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