

Clarksville-Montgomery County School System

 **2007-08**

**Strategic Plan
Mid-Year Review**

December 2007

Clarksville-Montgomery County
2007-2008 Strategic Plan Mid-Year Review

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Clarksville-Montgomery County School System 2007-2008



Strategic Plan Mid-Year 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, seven 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 West Creek Middle School opened 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 62.7% white, 27.3% African-American, 7% 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 13.4% of the student population and 44% come from economically disadvantaged homes. The average per pupil expenditure was \$7,033.00 in 2007, which is below the state average of \$7,794.00. As reported on the State Report Card, local contributions to the district budget comprise 35.5% of the funding while the state average for local contributions is 43.1%.

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

2007–08 CMCSS Goals & Strategic Work

Improve Student Achievement



- Integrate more rigor in coursework
- Improve high school graduation rate
- Recruit, select and retain quality staff
- Implement best practices in middle and high school reform to include Career/Technical Education and Transition Programs
- Achieve cultural understanding through focused professional development

Build Leadership Capacity



- Expand scope and quality of Professional Learning Communities
- Structure a more comprehensive leadership development program by expanding opportunities for administrators, teachers and classified staff

Improve Efficiency & Effectiveness



- Implement the Data Warehouse
- Continue operational improvement in transportation efficiencies with increased on time performance
- Increase employees' use of process management
- Implement use of GPS
- Align software standards with curriculum
- Pilot automated time and attendance (MUNIS)
- Begin online meal pay process

Engage the Public (in Support of Student Achievement)



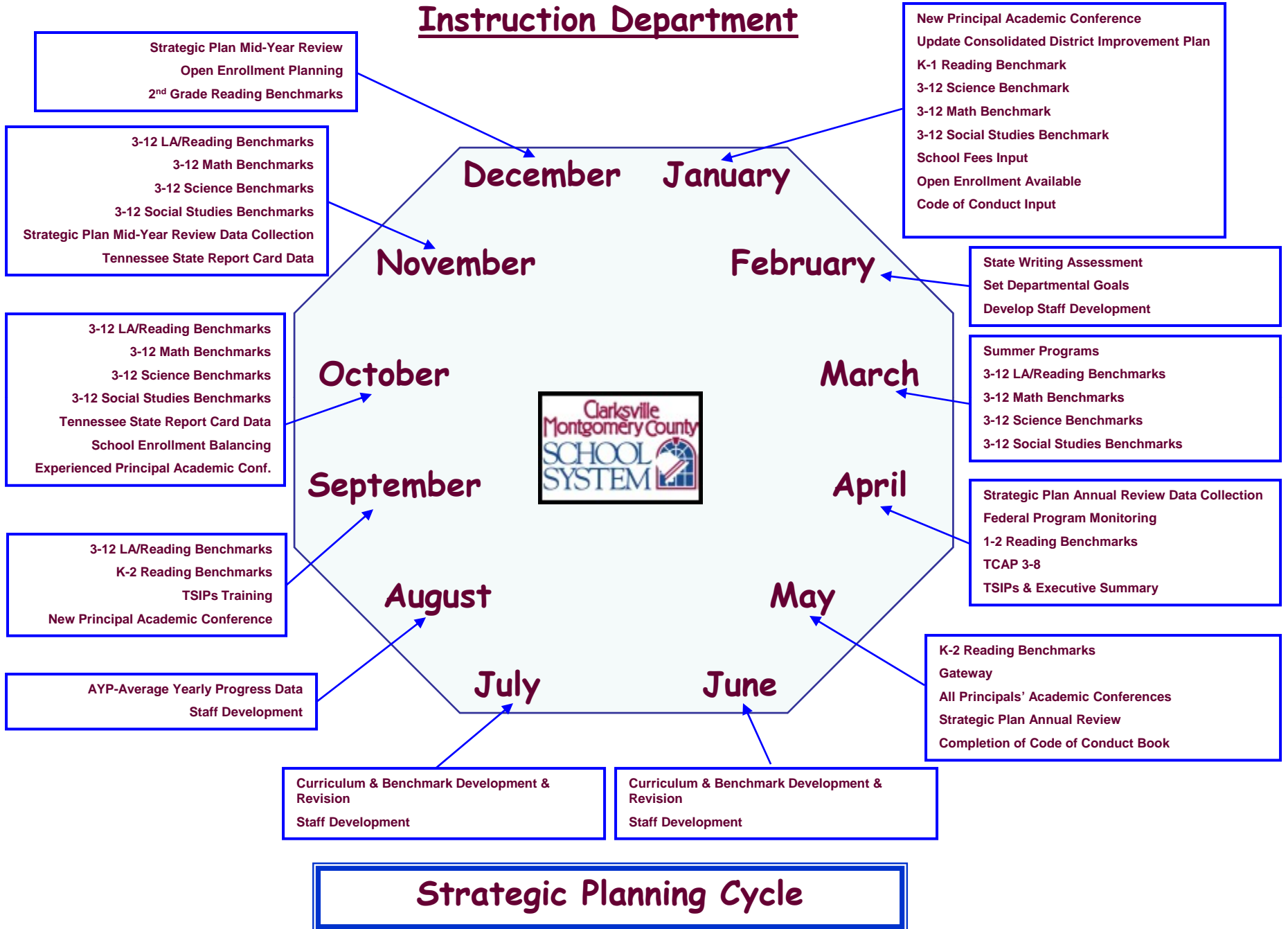
- Implement communications that respond to stakeholder needs by school
- Continue engagement opportunities for stakeholders

Our mission is to educate and empower our students to reach their potential



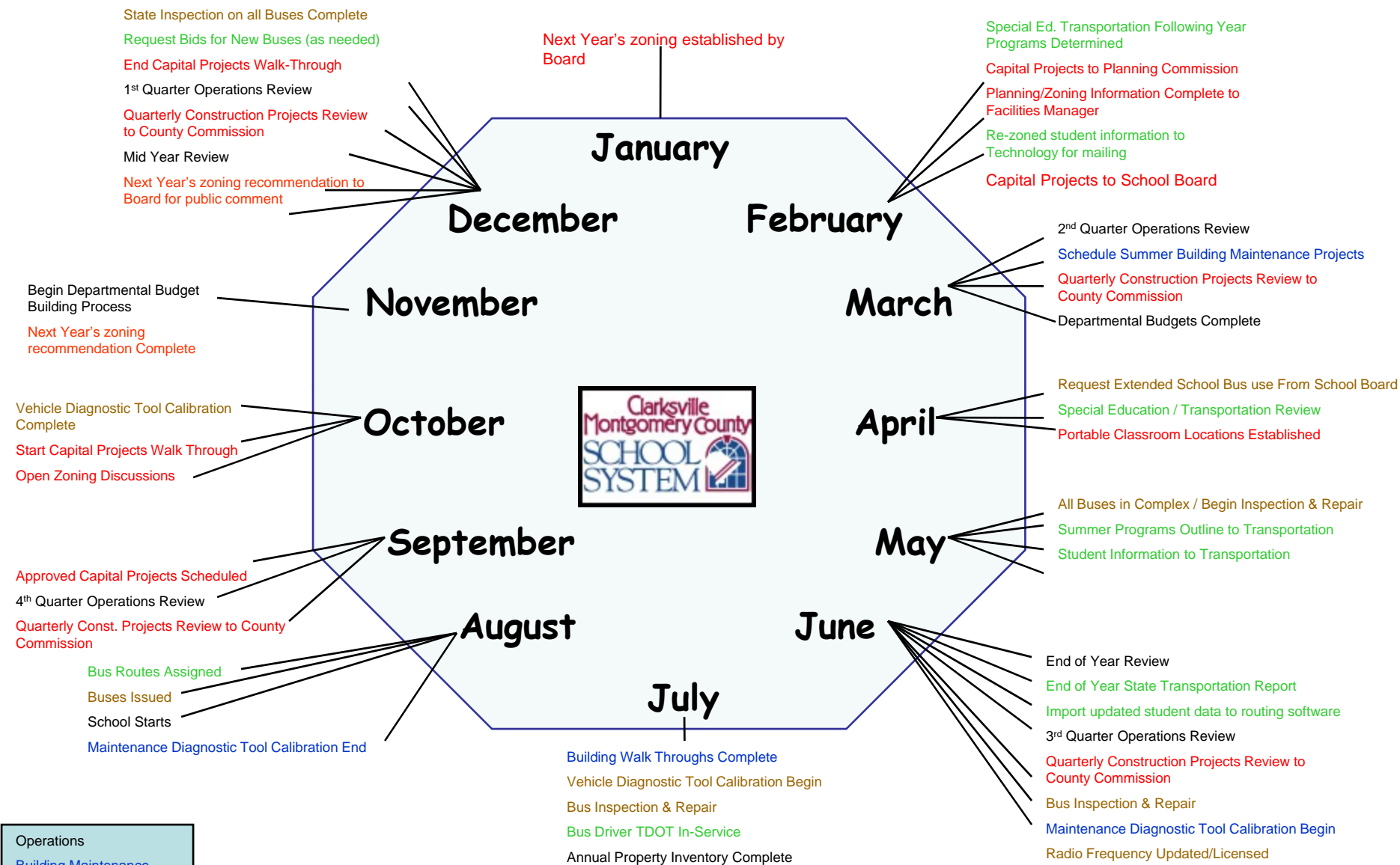


Instruction Department



Strategic Planning Cycle

Operations Department

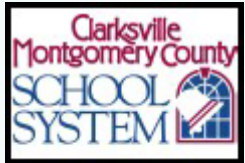
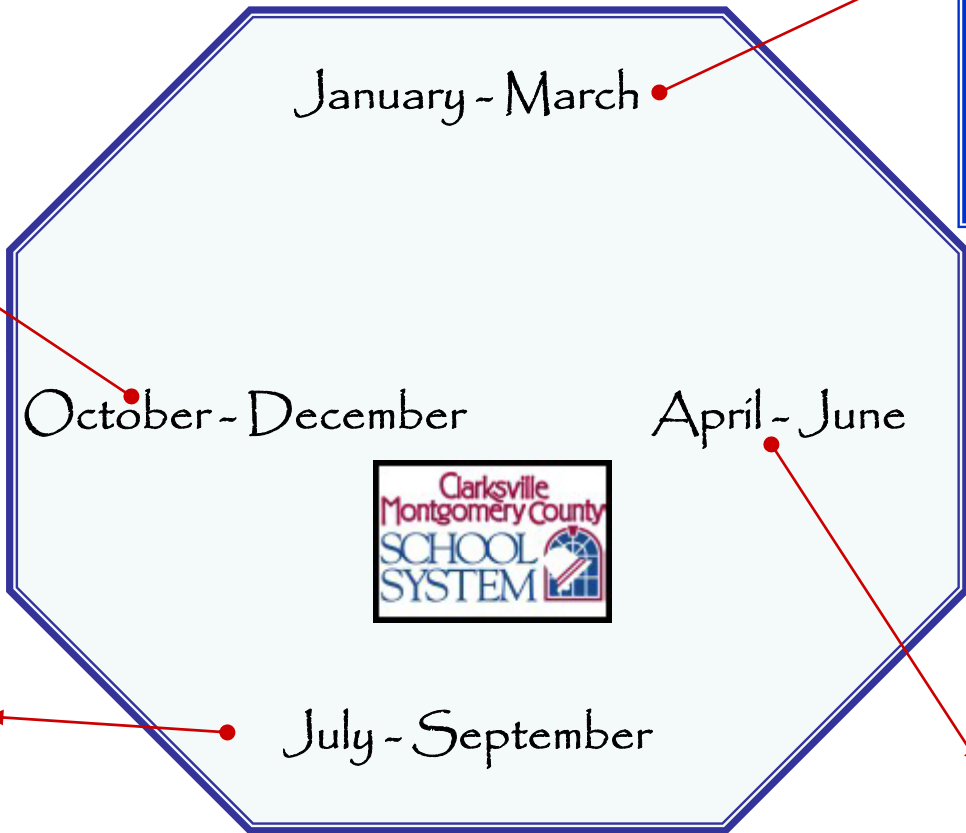


- Operations
- Building Maintenance
- Facilities
- Transportation
- Vehicle Maintenance

Strategic Planning Cycle

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

Technology Department



- ERATE Submission Window
- Extract Data for Action Plans Budget
- Purchase of New Technology 08/09 School Year
- Review Upgraded Gradebook for 08/09
- Review Upgrade to Chancery

- ETOTE
- Plan Summer Programs
- Implementation Team from Chancery
- Prep Re-Submission of Technology Plan to SDE and coordinate with Title
- Disaster Recovery Test
- Secondary Training for SMS Chancery - All Middle
- Upgrade Content Filter
- Initial Go Live/Testing Data Warehouse

- Support Staff Training in Technology throughout 08/09
- Admin ICT Training for New Hires
- New Teacher Training June/July, Oct, Jan, Mar
- All Middle Schools Go Live SMS Chancery 09/10
- Beginning Year Tech Set-up in Classrooms
- Redesign Curriculum Navigator

- 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
- Upgrade Exchange Server

Strategic Planning Cycle

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 2006 to 2007 with 93% of the students achieving proficiency. This exceeded the state proficiency mean of 90% and the NCLB target proficiency mean of 83%. High school reading/language arts AYP scores from 2006 to 2007 remained somewhat static with 94% of the students achieving proficiency.

This equaled the state proficiency mean of 91% and exceeded the NCLB target proficiency mean of 90%. AYP math proficiency in grades 3 through 8, though somewhat static with 93% of the students achieving proficiency, exceeded the state proficiency mean of 90% and significantly exceeded the NCLB target proficiency mean of 79%. High school math AYP scores remained static at 87%. This exceeded the state proficiency mean of 85% and significantly exceeded the NCLB target proficiency mean of 74%.

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, math, 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 100% exceeding the achievement standard in 2007. This continued in math with 92% of schools exceeding the achievement standard in 2004 to 100% exceeding the achievement standard in 2007. Social studies continued the trend with the movement from 42% of the schools exceeding the standard in 2004 to 96% in 2007, and in science there was increase from 42% in 2004 of the schools exceeding the standard to 88% in 2007.

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 100% in 2007. Math revealed some inconsistencies with movement from 96% meeting or exceeding the growth standard in 2004 to 92% in 2007. Science and social studies supported the positive trend with 83% of schools in science meeting or exceeding growth expectations in 2004 moving to 100% in 2007; and 61% of schools in social studies meeting or exceeding the growth standard in 2004 moving to 100% in 2007. 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 100% exceeding the growth standard in 2007. This continued in math with 57% of schools exceeding the growth standard in 2004 to 92% exceeding the growth standard in 2007. Social studies continued the trend with the movement from 35% of the schools exceeding the standard in 2004 to 100% in 2007, and in science there was increase from 57% in 2004 of the schools exceeding the standard to 100% in 2007.

Writing scores remained static district wide. The writing competency level for students, as determined by the State Writing Assessment administered in grades 5, 8, and 11, indicated that 83% of the students achieved competency. This was an improvement of 6% from 2003 to 2007. Elementary and middle schools experienced negative growth in percent of students achieving competency with 80% of 5th graders and 85% of 8th graders. The district's average score in writing remained static with a mean of 4.12 on a rubric scale of 6, with 4.0 – 6.0 identified as competent.

The CMCSS high school graduation rate for 2007 is 85.7%. 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 was 78.6% with the system achieving 78.52%. The 2006-07 graduation rate of 85.7% significantly exceeds the system's state target of 80% and is the beginning of strong, positive momentum towards achieving the NCLB target for 2013-14 of 100%.

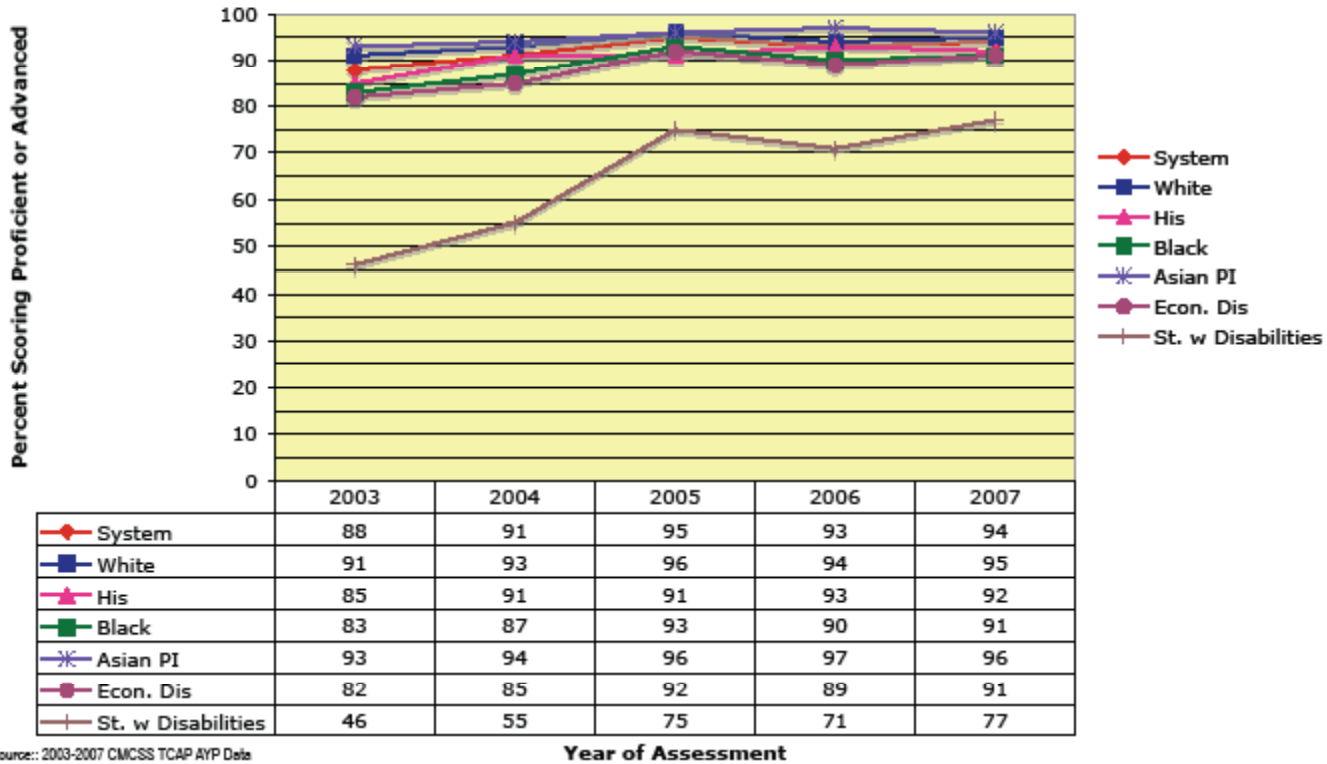
ACT scores have improved in all content areas from 2003 to 2006 and have remained above the state and nation in all content areas. An evaluation of the 2003 through 2007 ACT scores revealed that reading mean scores have improved from 20 to 21.9. Math ACT scores have improved from 19.8 to 20.3. Science ACT scores have improved from 20.5 to 21.2. Composite scores have improved from 20.4 to 21.2.

CMCSS Report Card Achievement Snapshot 2004-2007																
	2004 Achievement				2005 Achievement				2006 Achievement				2007 Achievement			
	MATH	READ	SS	SCI	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	A	A	B	A
Percent of Schools equaling or exceeding achievement standards (C,B, or A)	100%	100%	100%	96%	100%	100%	96%	96%	100%	100%	96%	96%	100%	100%	100%	100%
Percent of Schools exceeding achievement standards (B or A)	92%	58%	42%	42%	96%	79%	67%	67%	96%	96%	83%	88%	100%	100%	96%	88%

CMCSS Report Card Value Added Snapshot 2003-2007																
	2004 TVAAS				2005 TVAAS				2006 TVAAS				2007 TVAAS			
	Rdg	Math	Sci	SS	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	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%	100%	92%	100%	100%
Percent of Schools exceeding expected growth (B or A)	22%	57%	57%	35%	65%	74%	91%	78%	87%	70%	96%	83%	100%	68%	96%	96%

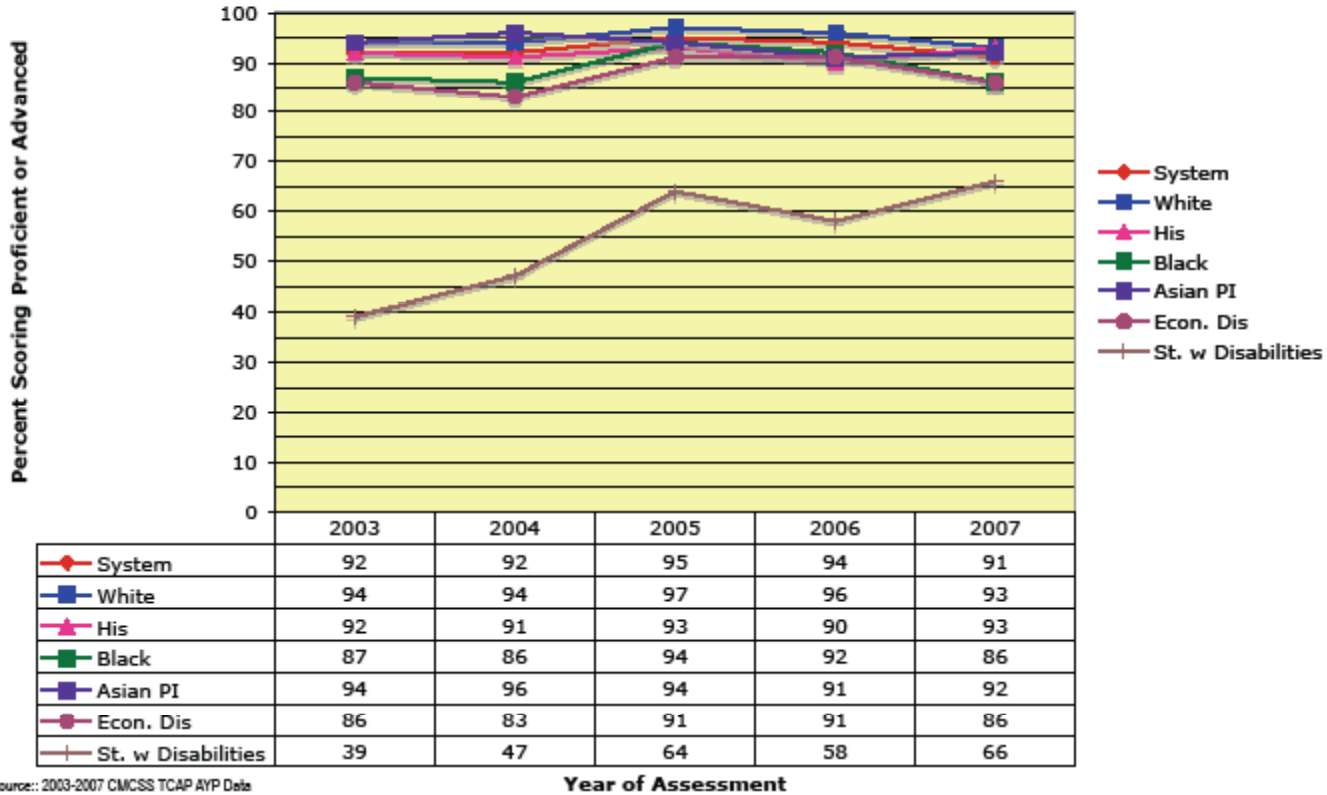
Source: CMCSS 2004-2007 State Report Card; 2007 EVAAS Site Created 10.25.07 Sucheraki, Tones

Elementary/Middle School Percent Scoring Proficient or Advanced in Reading/Language Arts



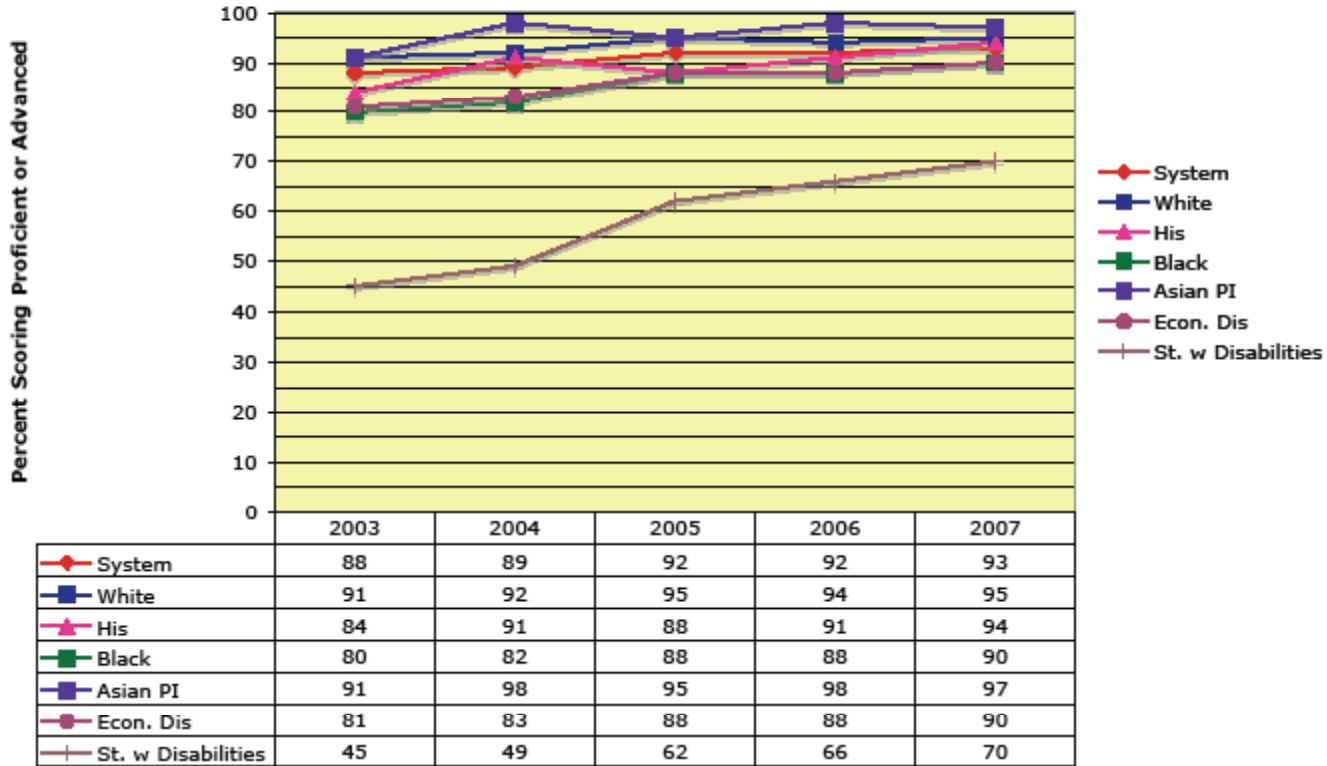
Source: 2003-2007 CMCSS TCAP AYP Data
Created 8.1.2007 Sucharski, Tomes

High School Percent Scoring Proficient or Advanced in Language Arts



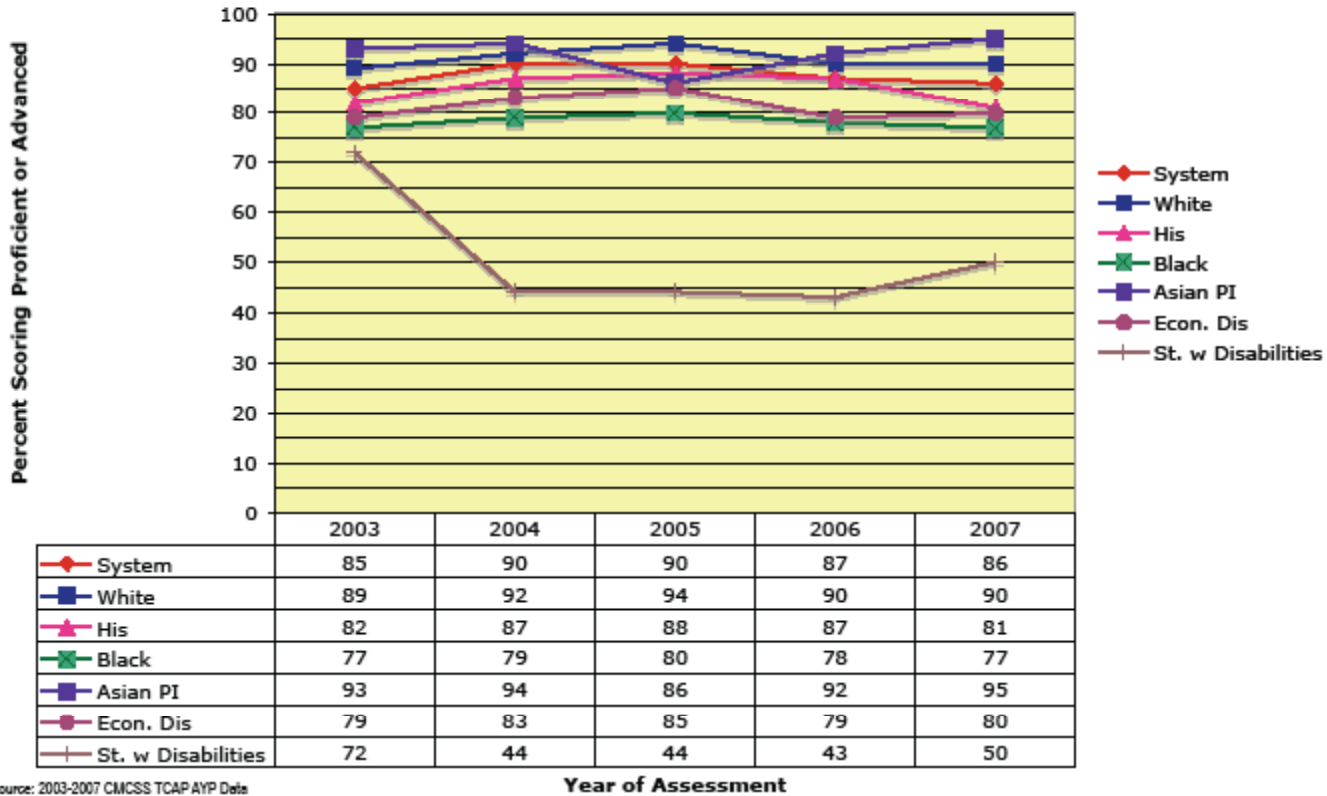
Source: 2003-2007 CMCSS TCAP AYP Data
 Created 8.1.2007 Sucharski, Tomes

Elementary/Middle School Percent Scoring Proficient or Advanced in Math



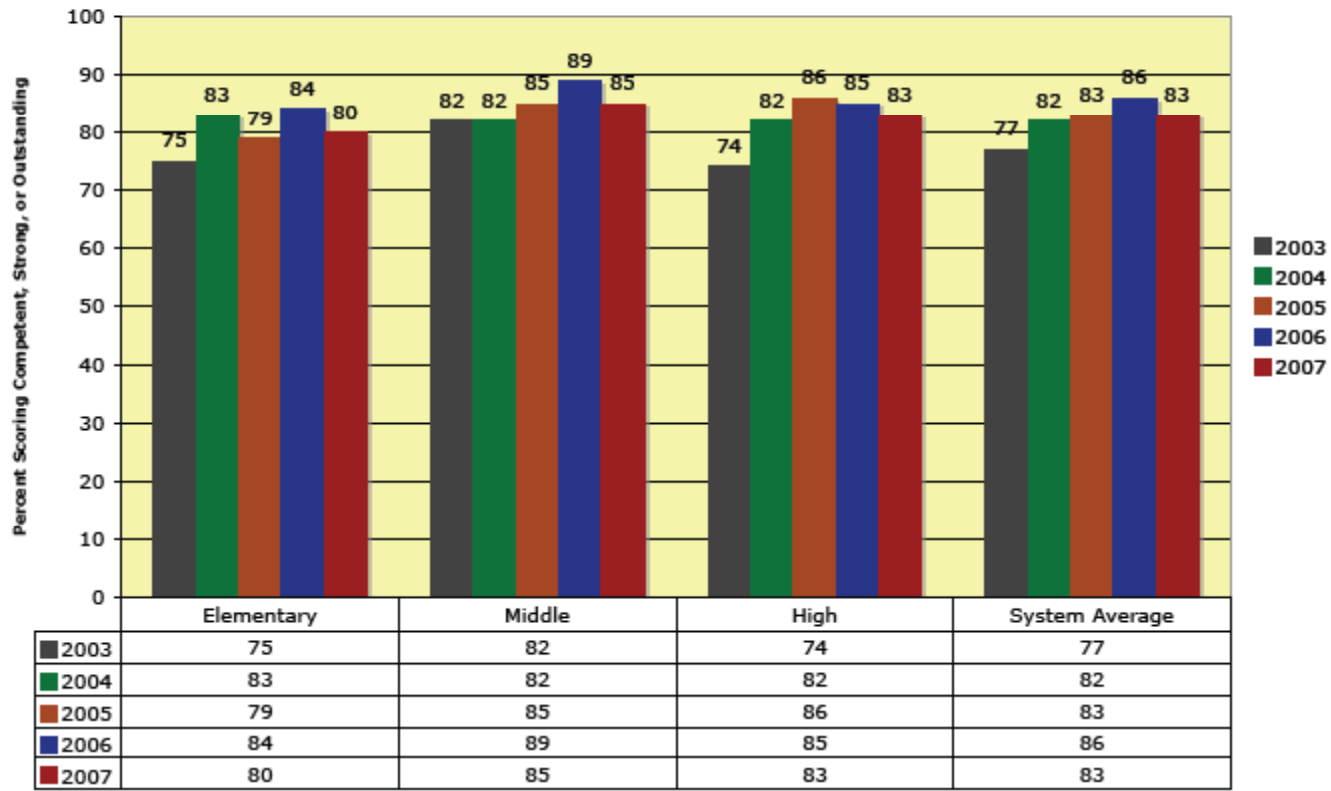
Source: 2003-2007 CMCSS TCAP AYP Data
 Created 8.1.2007 Sucharski.Tomes

High School Percent Scoring Proficient or Advanced in Math



Source: 2003-2007 CMCSS TCAP AYP Data
 Created 8.1.2007 Sucherski, Tomes

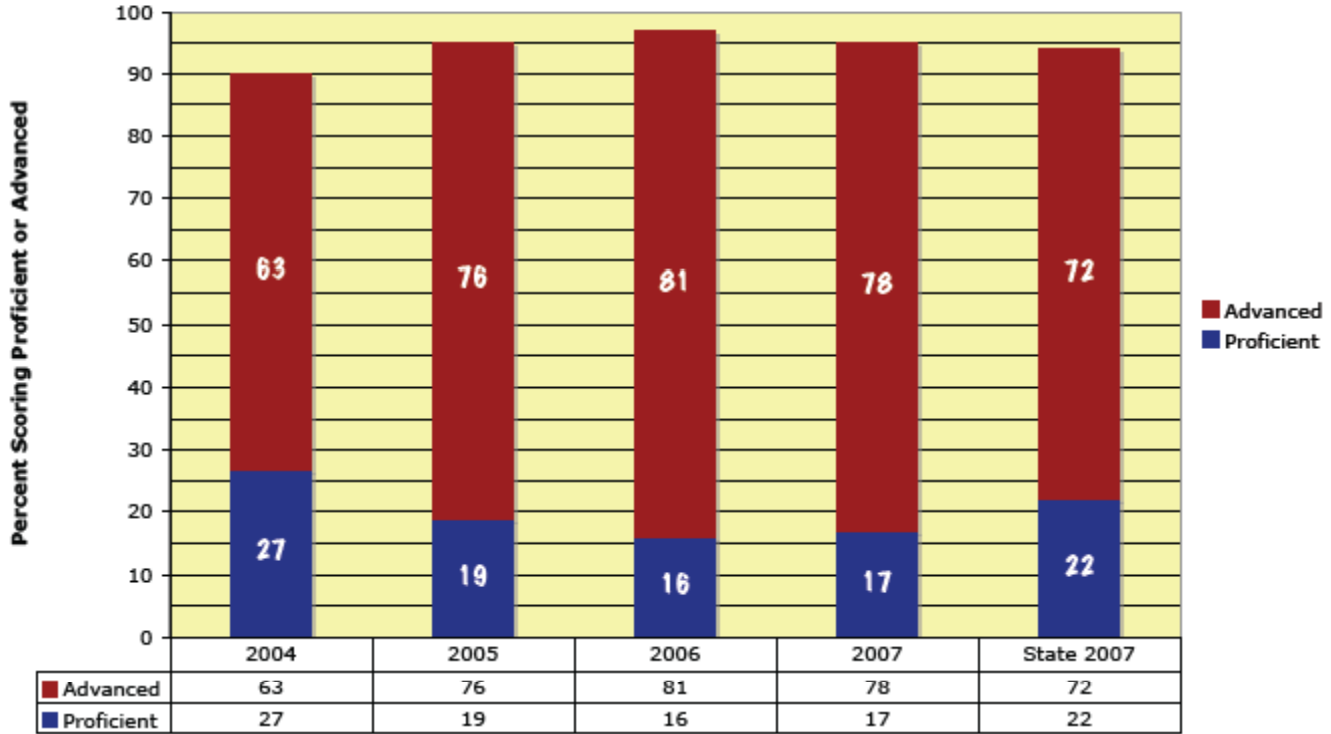
CMCSS District Wide TCAP Writing Performance 2003-2007



Source: CMCSS 2003-2007 TCAP CRT Writing
 Created: 8.1.2007 Sucharski, James

Grade Level

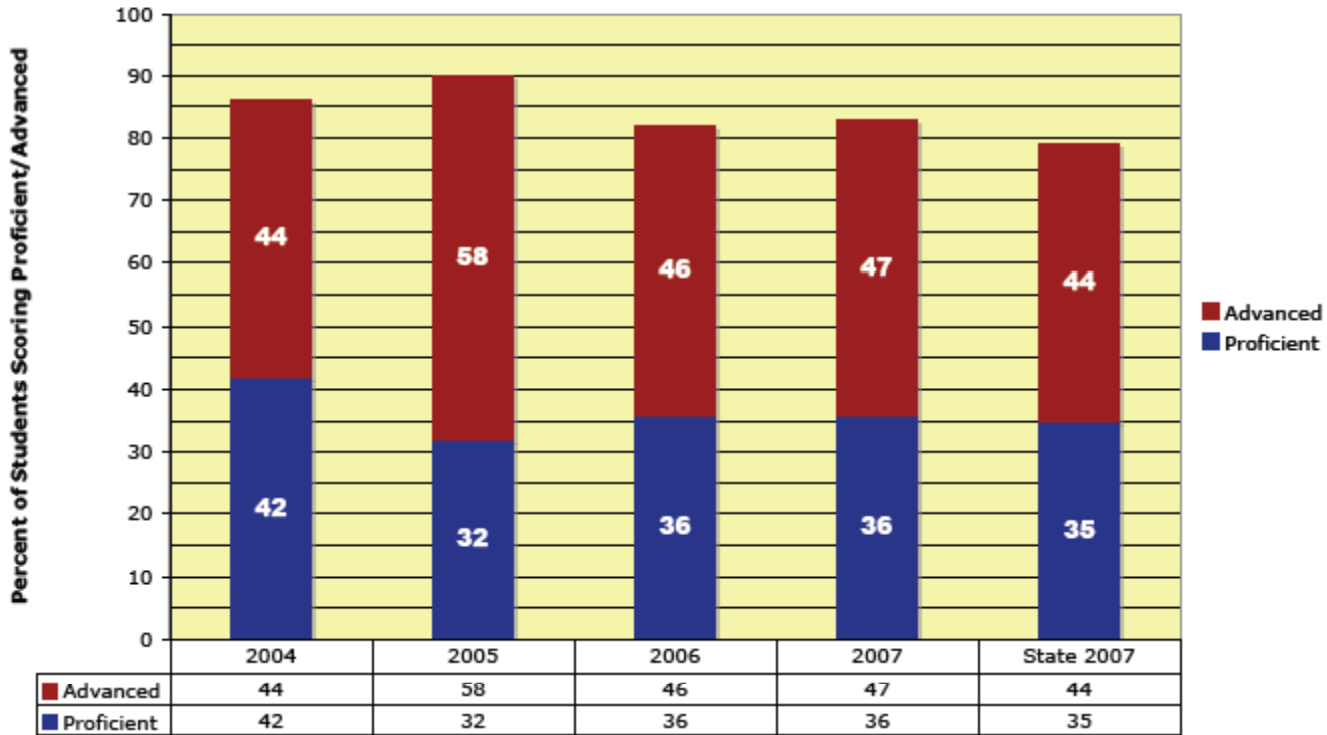
**CMCSS Gateway Language Arts 2004-2007
Percent Scoring Proficient and Advanced**



Source: CMCSS Gateway CRT Performance Level Data
Created: 8.13.2007 Sucherski.Tomes

Academic Year

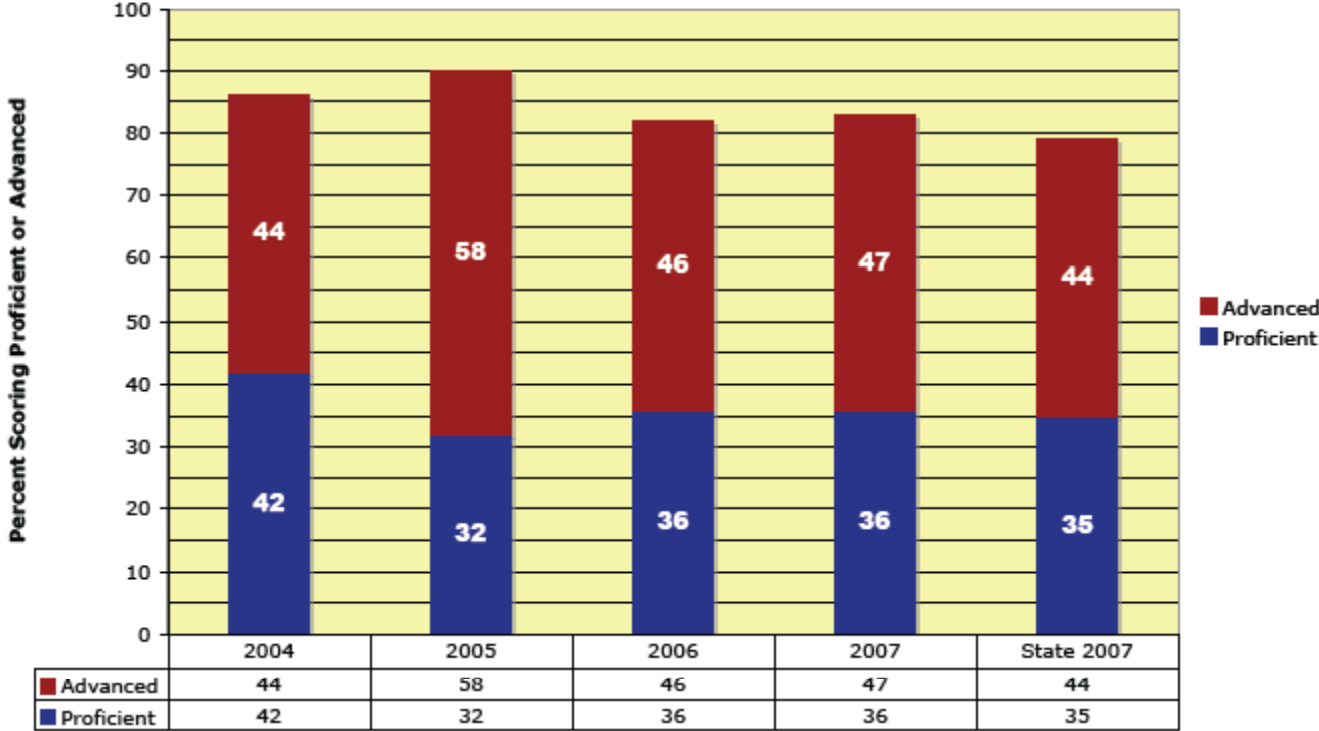
**CMCSS Gateway Math Assessment 2004-2007
Percent Scoring Proficient or Advanced**



Source: CMCSS Gateway CRT Performance Level Data
Created: 8.13.2007 Sucherski.Tomes

Academic Year

**CMCSS Gateway Science Assessment 2004-2007
Percent Scoring Proficient and Advanced**



Source: CMCSS Gateway CRT Performance Level Data
Created: 8.13.2007 Sucherski.Tomes

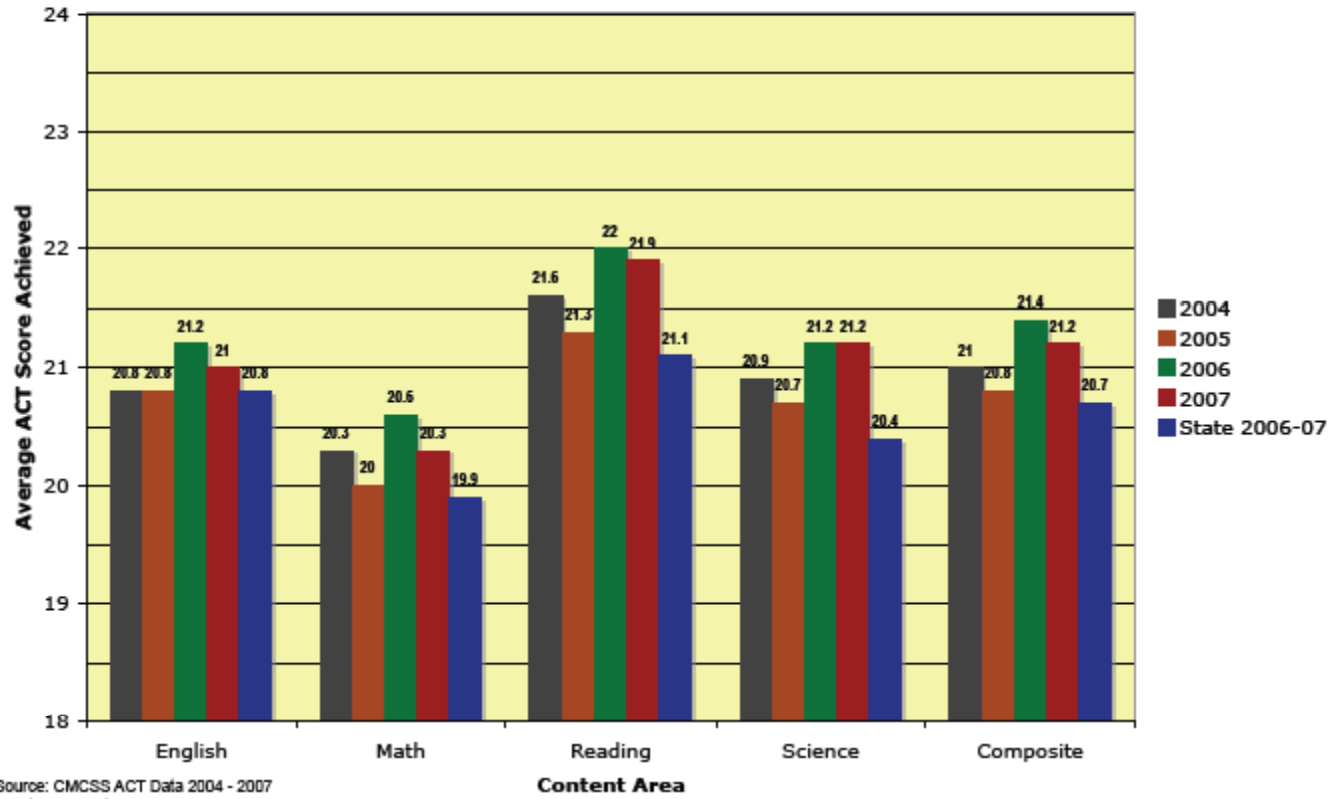
Academic Year

CMCSS AYP Graduation Targets and Actual Graduation Rates											
School Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
District AYP Graduation Target	75.9%	77.2%	78.6%	80.0%	81.3%	82.7%	84.0%	85.4%	86.8%	88.1%	100%
District Actual Graduation Rate	76.0%	76.2%	78.5%	85.70%							
Year Included In AYP Calculations	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
State Graduation Rate	75.7	77.9	80.7								

NOTE: Graduation rate data is released as part of the following year's AYP calculations.

Created: 10.30.07 Suchanski, Tomes
Source: CMCSS AYP Graduation Data

Average ACT Score by Content Area



Clarksville-Montgomery County School System 2007-2008



Strategic Plan Mid-Year 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 2007-2008



A. Improving Student Achievement

1. Integrate More Rigor in Coursework
2. Improve High School Graduation Rate
3. Recruit, Select and Retain Quality Staff
4. Implement Best Practices in Middle and High School Reform to Include Career/Technical Education and Transition Programs
5. Achieve Cultural Understanding Through Focused Professional Development

Integrate More Rigor in Coursework

Using the Professional Learning Community as the training ground for rigor, principals are introducing rigor and relevance to their leadership teams with the intent to expose the entire faculty in the fall of 2008. Each principal is monitoring the use of rigor in the classroom by examining assessments and activities from their leadership team. Principals report they are in varying places in their implementation of the topic, but all understand the value to their teachers and students.

Next Steps:

Because of the array of implementation strategies, PLC meetings will be restructured to provide opportunities for principals to meet with a PLC lead who can best meet their needs. This change will take place January.

Improve High School Graduation Rate

Each high school met their targeted graduation rate for the past year as well as the district, but the target is 100% sooner than 20013-14. Principals report the programs such as credit recovery, virtual high school, grade recovery and content tutoring in after school, before school, and during school programs.

Each principal compiled a list of second, third, fourth, and fifth year students who are not on track to graduate on time. Diagnosis of each student's transcript was completed and the student was placed in an appropriate intervention program. A positive reported by the principals has been the focus the attendance teachers have provided for their students who are not attending school on a regular basis.

All advisory groups have provided feedback on what the community can do to help the school attain a 100% graduation rate.

Next Steps:

The dropout profile will continue to be studied and refined. Community focus groups will continue to be meet to implement the suggestions from the focus groups.

Virtual High School Overview

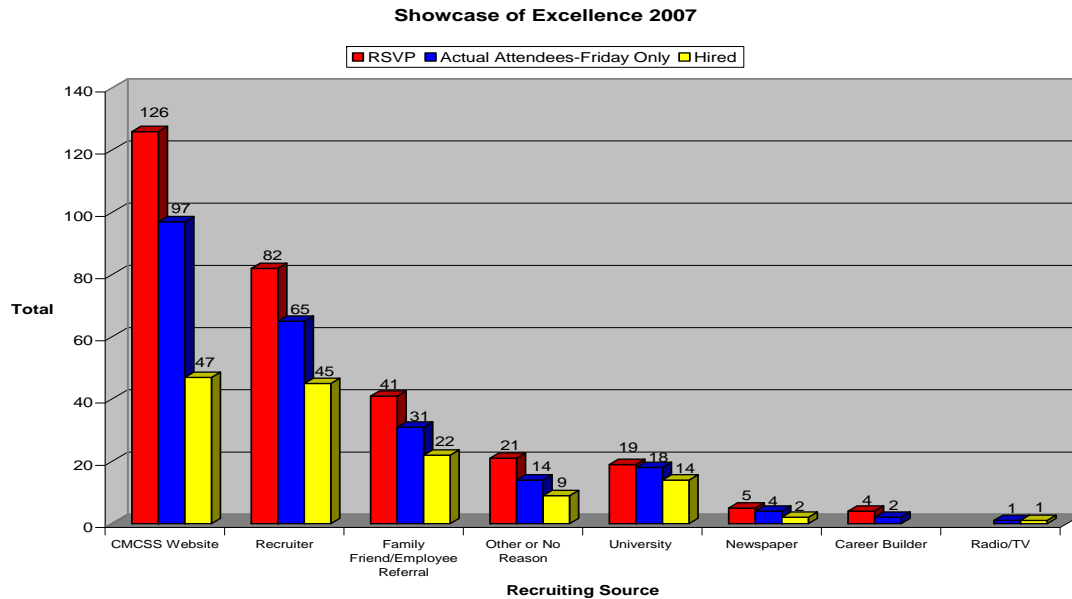
Currently Participating	91	
Not progressing	0	
100% Complete	8	
Students 75 - 99% Complete	0	
Students 50 - 74% Complete	40	
Students with <50% Complete	42	
# Credits required	859	
# Credits Completed	225	26.20%
Completers	8	9% completed
# of Students who are both attending school fulltime and participating in Virtual High School	57	$57/91 = 63\%$

Updated: 12.20.07 Poff/Lovingood.Sucharski

CMCSS Credit Recovery	2003/2004	2004/2005	2005/2006	2006/2007	2007/08 fall
Total Participants	81	489	406	665	237
Participants earning credits	77	477	393	534	177
Participants receiving INC	4	12	13	131	60
Percent incomplete	5%	2%	3%	20%	25%
				2007/2008 Fall	2007/08 Spring
Total Participants				237	
Participants earning credits				177	
Participants receiving INC				60	
Percent incomplete				25%	
updated Jan 8, 2008 Sucharski					

Recruiting, Selection and Retention of Quality Staff

The CMCSS Recruiting Plan is based on four key components: Retention first recruiting, a whole community approach, uncompromised commitment to customer service and the new generation of recruiting. The activities conducted by the District recruiting and retention teams are all based on these concepts and on attracting new talent through creating a positive, customer friendly culture for existing employees. An example of this focus is the CMCSS Showcase of Excellence job fair and community event. The Showcase of Excellence was a tremendous success in 2007 yielding 259 attendees, 214 interviews and 140 teacher hires (See Attached Graph). Attendees of the event enjoyed an open house style job fair and the opportunity to learn about the entire Clarksville community at the Rivers and Spires festival. Feedback from the event indicated very positive responses about: showcasing the great accomplishments of our existing employees and schools at Rivers and Spires, involving the whole community in a recruiting effort, offering more personal attention to attendees and understanding that the new generation of applicants needs to see a picture of both living and working in our community. The success of this recruiting philosophy extended into the new 2007-2008 school year. As of October 31st, 351 Teachers have been hired who hold degrees from over 138 unique Colleges and Universities. APSU continues to be the largest resource for new teachers and represents 30% of new hires.



In an effort to support the primary focus of retaining existing employees, information was collected and analyzed to determine why teachers are leaving CMCSS. During the 2006-2007 school year, 239 teachers left the system. This indicates an approximate teacher turnover percentage of 12.8% which is lower than state and national averages. The three leading reasons for teachers leaving the system were: retirement (18%), spouse relocation (17%), and moving (16%). Although some impact can be made on reducing these percentages, the focus for retention efforts is on the combined 38% who left for reasons that can directly be impacted by CMCSS programs: other (12%), non renewal/terminations (11%), job advancement/pay (6%), leaving for other districts (7%), dissatisfied (2%).

The key to establishing a successful retention program is to establish a partnership between the recruiting team, New Teacher Induction program and professional development team. The combined efforts of these three teams will impact many of the reasons listed above and will support the retention first philosophy of recruiting as well.

Recruiting and Selection Next Steps:

The Human Resource Team will:

- Attend Collegiate Job Fairs
- Review opportunities for conducting the CMCSS Teacher Job Fair earlier in the spring
- Review the selection and interview process to ensure maximum efficiency for all stakeholders
- Train and certify all Principals to conduct the Ventures Interview
- Implement Ventures interview process as a standard for all new teacher applicants
- Continue to build on existing relationship with Troops to Teachers

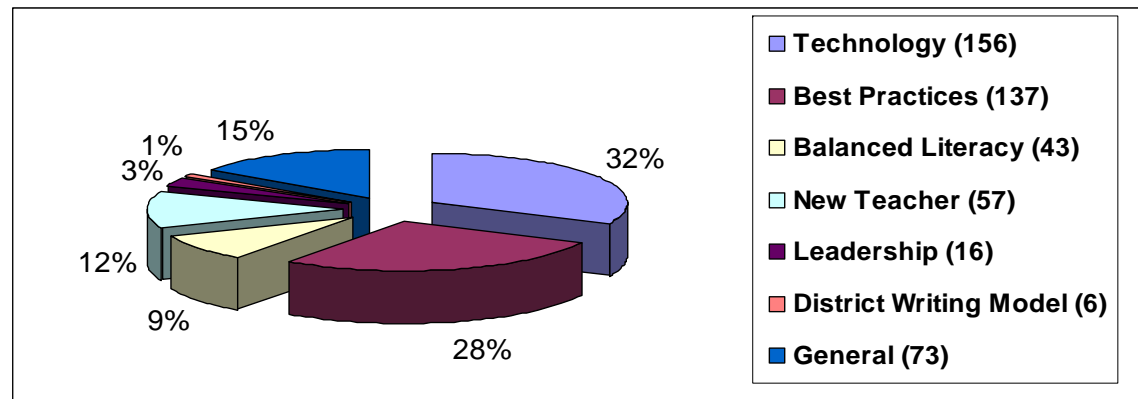
Professional Development

The Clarksville Montgomery County School System supports the retention of all teachers through a strong, focused and high quality professional development program. The past three years of training and development focus reflect offerings that support the strategic work of the school district and the increased need to support new teachers in meaningful ways.

In the 2006-2007 school year CMCSS conducted 627 district sponsored and school-based staff development and in-service activities. (These do not include the high quality work of academic coaches and curriculum consulting teachers who provide job-embedded training with teachers on best research-based practices and instructional strategies during the school day and on staff development days.) In this time span 39% supported best practices in instruction, 25% were related to technology, 16% related to general areas, 9% supported leadership development, 5% supported new teachers, 3% focused on the district writing model and 3% on balanced literacy.

With only half of the 2007-2008 school year completed, more than 488 district and school-based staff development and in-service activities have been held with new teacher activities having increased to 12%. Technology training has likewise increased to 32%. A summary of the past three years reflects this same general trend. The increases are due both to the need and demand to provide high quality support to teachers in those areas. Building leadership capacity continues to be a priority; however, leadership training sessions have decreased this year. The 2007-2008 school year is transitional as the district is developing a comprehensive leadership training program aligned at all levels with both certified and classified staff, using the McREL Balanced Leadership Model.

***CMCSS has conducted 488 district and site-based staff development and in-service activities to date this School Year.**



The District focus on teacher support over the past few years is due to the dramatic increase in new hires and their varied needs. To respond, training and support is being differentiated for the varied levels of experience, varied content knowledge requirements. All training areas are designed to build knowledge, skill and capacity for all teachers and to align with the district goals to support all students' achievement at high levels.

PRIDE- New Teacher Induction Program

In July of 2007, a New Teacher Induction Coordinator was hired and tasked with the establishment of a New Teacher Induction Program. Information on existing teacher induction and retention programs was analyzed and common threads in successful programs were identified. Current CMCSS new teacher practices were reviewed and a needs assessment was conducted with the individual schools. School representatives offered best practices and determined gaps in the current efforts. The most common areas of need were in district support and in the need for more focused professional development. This information was consolidated and used to develop the CMCSS New Teacher Induction Program- PRIDE

Next Steps:

- Implement first stages of PRIDE-Focus on alternatively licensed teachers
- Train new mentors
- Develop District guidelines for building level programs
- Continue professional development activities for new teachers that focus on district initiatives and classroom management

Implement Best Practices in Middle and High School Reform

Transition programs:

In an effort to ease the move as students transition, the Pathways, a program for fifth grade students becoming sixth grade students was implemented during the summer of 2007. This program, like Bridges, the eighth to ninth grade program, was developed for those students who needed supplemental academic help to prepare them for the next grade.

Pathways- 27 students attended

Bridges- 113 students attended

Next Steps:

There is a need to increase the number of students participating in Pathways. It was identified that the parents were not aware of the program. The intention is to initiate the program earlier by identifying students earlier and develop a more comprehensive communication plan.

Career-Technical:

Teachers have collected projects and portfolio work to create exemplars in the spring of 2008. These exemplars will be used to provide students and the community with expectations of what students who exit CMCSS career technical programs should know and be able to do.

Next Steps:

There are plans to begin an apprenticeship program in the Fall of 2008. This program will be developed in conjunction with a local business, Tennessee Technology Center, Bausch, and the school district.

The creation of the Middle College in the fall of 2008, will have program offerings available for the CMCSS juniors and seniors. These programs will be offered by APSU, but the exact courses have not been determined due to program and schedule development at APSU-Fort Campbell Center and CMCSS student registration.

Career Tech programs will be offered and implemented as the student needs are assessed during registration.

Cultural Understanding

Due to its rapid growth and changing demographics, this school year, the district implemented a three-year plan to ensure all staff possess the cultural proficiency to support student achievement. Phase I of the plan called for investigating training materials and providers to best meet the district's identified needs. In addition to investigating appropriate training resources, the district began introducing the language of culturally diversity to principals and other leaders within the district to lay the foundation for future professional development in cultural proficiency.

In September Roz Evans, Director of High Schools, and Susan Jones, Professional Development Coordinator, attending the 1st Annual Bowles Center for Diversity Outreach, Inc., in Hopkinsville, Kentucky. The Conference's them was "*The Power of Inclusion in P-16 Education.*" In addition, twenty secondary-level teachers and administrators completed the Anti-Defamation League's (ADL's) *Making Diversity Count* on-line course for educators. This program was designed to increase participant's capacity to create and sustain a classroom environment that promotes respect, equity, and fairness and enhance their cultural competency in working with students of diverse backgrounds. Both the Bowles Conference and the ADL's on-line program provided value resources and training materials from which the district will draw for future diversity and cultural awareness training. In October, both Principals and Assistant Principals received introductory training to cultural proficiency, through a jigsaw discussion an Educational Leadership article entitled *As Diversity Grows, So Must We*. This training was designed to plant the seeds of understanding regarding the need for cultural proficiency district wide.

Next Steps:

- Synthesize training resources, materials and proposals received to date
- Determine training resources and materials for district-wide cultural proficiency training
- Conduct introductory sessions on cultural proficiency for key stakeholders
- Implement Years 2 and 3 of three-year plan, using the Plan, Do, Check, Act model for implementation effectiveness.

Clarksville-Montgomery County School System 2007-2008



B. Building Leadership Capacity

1. Expand Scope and Quality of Professional Learning Communities
2. Structure a More Comprehensive Leadership Development Program by Expanding Opportunities for Administrators, Teachers, and Classified Staff

Professional Learning Communities (PLC)

SY 2007-2008 marked the fourth year the district has used Professional Learning Communities (PLCs) as its primary vehicle for delivering professional development, embracing this research-driven practice as its preferred model of staff development to build leadership capacity and support student achievement.. All instructional staff participated in at least one formal, building-level PLC focused on examining student work and sharing best practices. Principals continued to focus on rigor and relevance skill building activities and facilitate their respective leadership teams in rigor and relevance in preparation for next year's system-wide deployment of rigor and relevance PLCs. The Assistant Principal PLC on rigor and relevance will begin January 2008.

Multiple opportunities for increased PLC participation were offered throughout the district in response to site-specific, teacher-identified professional development needs. Such opportunities included New Teacher PLCs, Core Content Area PLCs, Special Area PLCs and Grade Level, School-wide, Feeder Group and District-wide collaborative activities that focused on effective teaching strategies, rigor and relevance, assessments and data analysis (data chats).

The district monitored the quality of PLCs via action plan review, mid- and end of year review, administrator and teacher feedback and formal surveys. While general consensus existed about the benefits of the collaborative professional development process, teachers, Academic Coaches and Principals continued to express concerns about needing time to devote to the process. School leaders must be disciplined about protecting collaborative time for teachers. It was noted that those who do so get more accomplished. Teachers who have time to fully examine student work and process the salient discussion points through group pressing are more productive.

The need for differentiated professional learning remained a concern. For some schools data chats have become a self-directed PLC; in others, data conversations have not fully been embedded into the school's culture. By design, the composition of the formal PLCs on best practices and rigor and relevance was left to the individual building. Some schools selected the vertical process for PLCs; while others chose a horizontal model, and some chose a hybrid model. Each configuration brings benefits and challenges. Building leadership must be aware of the pros and cons of each and find creative ways to loop learning back and link discussion items to all teachers, not just those teachers who participated in a particular PLC.

Building Leadership Capacity

The district uses its comprehensive leadership development program as its primary mechanism for building leadership capacity. This program is designed to provide administrators, teachers, and classified staff with expanded personal and professional growth and development opportunities for leadership development. The focus on leadership development is not new to the district. From 2003 to 2007, the district focused on multiple levels of leadership development, experiencing successful implementation in the fundamentals of leadership, team building, and instructional leadership. While these early programs were successful, the district identified the need to develop a research-based foundation of leadership principles to align key components of all levels of leadership development – entry-level through Senior Leadership and beyond – to ensure a consistent, continuous, and credible focus on leadership development.

The district has chosen to meet this need by using the Mid-Continent Research for Education and Learning (McREL) Balanced Leadership Framework™ as the foundation for improving leadership development at all levels. This foundational approach will allow the district to cultivate a common language for leadership development and a collective understanding of McREL's 21 Leadership Responsibilities. The Balanced Leadership Framework™ has begun to serve as the foundation for leadership development opportunities. In September 2007, 150 district leaders (Central Office Administrators, Building Principals and Assistant Principals, and Select Teacher Leaders) received training on McREL's 21 Leadership Responsibilities. This training was designed to give district leaders an overview of the Balanced Leadership Framework™ and to set the foundation for developing district leaders who 1) know *how* to apply effective leadership practices to their own leadership behaviors to better connect vision with action, and 2) move from knowing *what* to do to an understanding of *why* certain practices are important, *when* they should be used, and *how* to apply them in their own leadership setting. This training served as the starting point for the district's three-year process of aligning leadership development components with McREL's Balanced Leadership Framework™.

In addition to the 150 district leaders receiving training on McREL's 21 Leadership Responsibilities all thirty principals and seven administrators completed Ventures for Excellence Training to improve their personal skills in personnel selection. The Ventures for Excellence program provides participants with a foundational understanding of getting to an employment candidate's true feelings, beliefs, values, and talents to assist principals in determining the probability of the individual's degree of success in the classroom. Principals who know how to select and train highly qualified staff will be more effective building leaders. This is of significant importance as research supports high quality leadership as being positively correlated with student achievement. Through Ventures for Excellence training principals gained greater insights into ways they can improve their professional lifestyle to achieve maximum leadership results.

Thirteen members of the Senior Leadership Team received training through the Haberman Foundation on how to identify the best job candidate for an administrative position based on their feelings, beliefs, values, and talents. Again, this training provided senior leaders a foundation for selecting highly qualified administrators through a structured approach using questions designed to probe deeply to reveal the

Haberman on-line interview as a selection tool for it's Aspiring Administrators' Academy and will be incorporating the face-to-face interview into the Academy's curriculum next school year.

The below listed chart depicts the district's implementation plan for incorporating McREL's 21 Leadership Responsibilities into all components of the district's leadership development program. In addition to what is listed above, several actions are slated to take place during the remainder of this year. In-depth leadership development training on the 21 Leadership Responsibilities for the Senior Leadership Team, Principals, Assistant Principals and Aspiring Administrators will begin in January 2008. Training for the Senior Leadership Team, Principals and Assistant Principals will be incorporated into regular weekly and monthly meetings. Training for the thirty individuals currently participating in the Aspiring Administrators' Academy will be incorporated into the final two days of this year's academy (January 21st and February 18th).

Leadership Development Component	Intended Audience	Implementation Year
Executive Development	Senior Leadership Team	2007 - 2008
Administrator Training	Directors/Principals	2007 - 2008
Aspiring Administrators' Academy	Aspiring Administrators (Certified Staff)	2007 - 2008
Advanced Leadership Seminar Series	Supervisors & Managers	On-going/Content Redesign Pending
Site-Based Leadership Team	Teacher Leaders, Site-Based Leadership Team Members (Schools)	On-going/Customized to Meet Individual School Needs
Introduction to Leadership (Two-Year Program)	Classified & Certified Staff - Fundamentals of Leadership	To Be Completed 2007 - 2008/Content Redesign Pending
Introduction to Management & Supervision	New & Aspiring Supervisors & Managers	On-going/Customized to Meet Department Needs

Next Steps:

- Deepen understanding of McREL's 21 Leadership Responsibilities through providing training for Senior Leadership, Principals, Assistant Principals, and Aspiring Administrators
- Begin incorporating McREL's 21 Leadership Responsibilities into customized leadership development programs such as site-based leadership team training and introductory courses to management and supervision
- Redesign Leadership Development programs and phase in according to implementation schedule

Clarksville-Montgomery County School System 2007-2008



C. Improving Efficiency and Effectiveness

1. Implementation of Data Warehouse
2. Transportation Services
3. Use of Process Management
4. Implementation Use of GPS
5. Alignment of Software Standards with Curriculum
6. Implementation of Automated Time and Attendance (MUNIS) Pilot Program
7. Implementation of On-Line Meal Pay Process

Data Warehouse

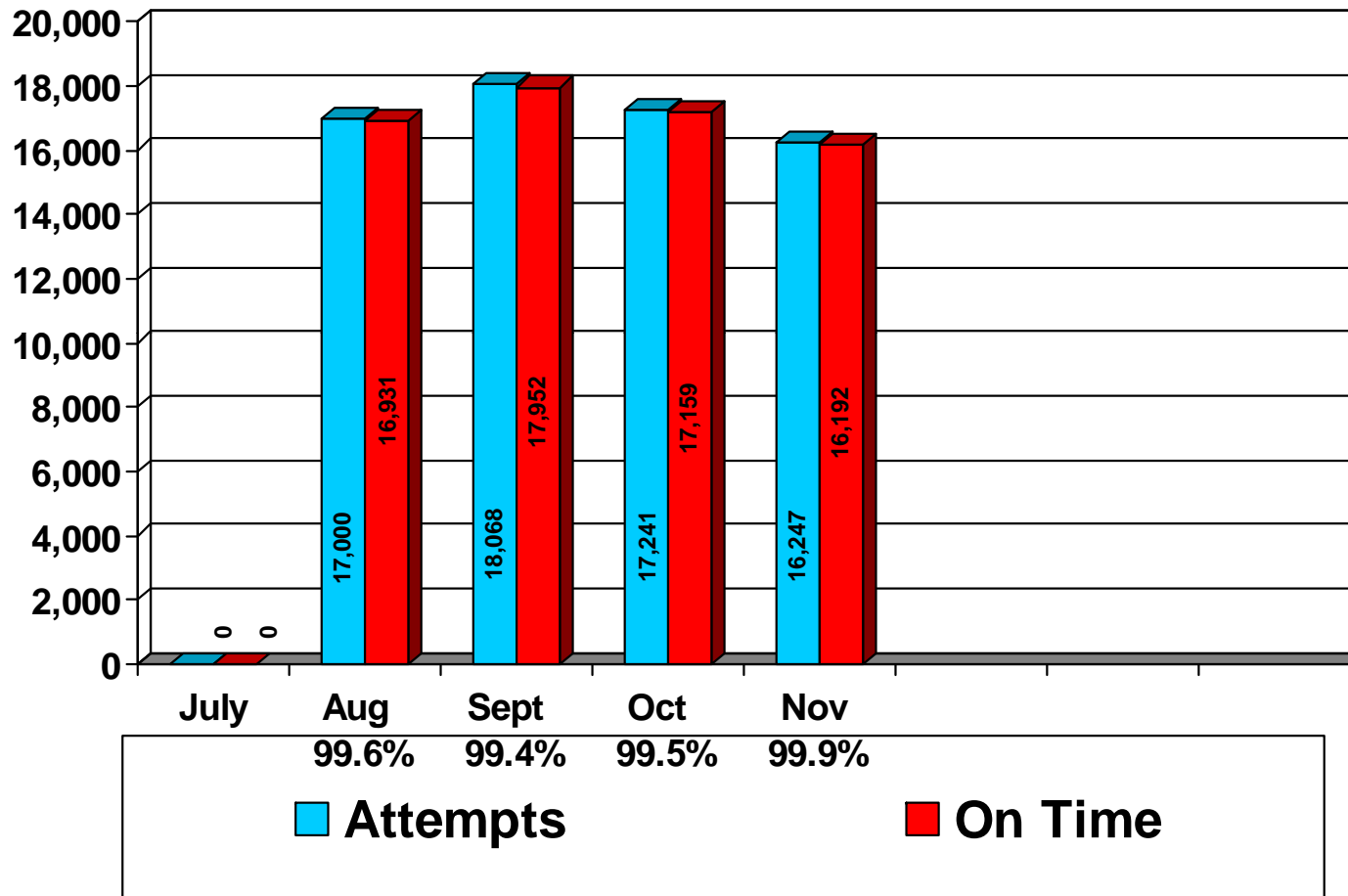
A data warehouse is currently being developed to store the data or valuable information from several databases in one location. CMCSS currently uses several databases to house student and employee information. These systems do not talk to each other, even though there is a great need to share information 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 have built a web interface for district employees to access the information in easy to manage reports. Currently, the web interface contains basic reports that are accessible to district administrators.

Next Steps:

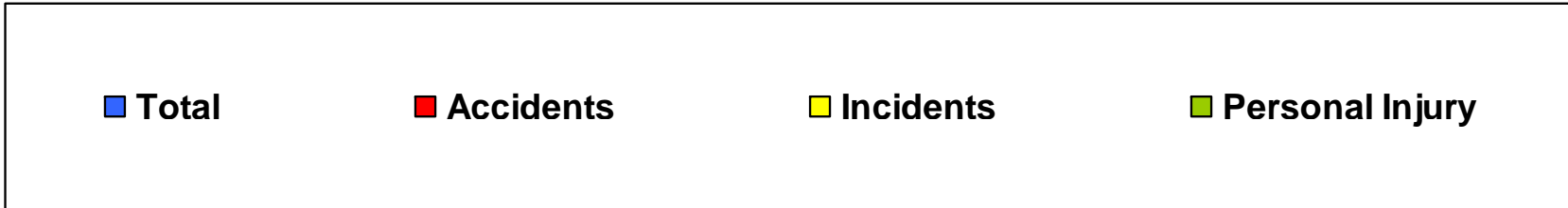
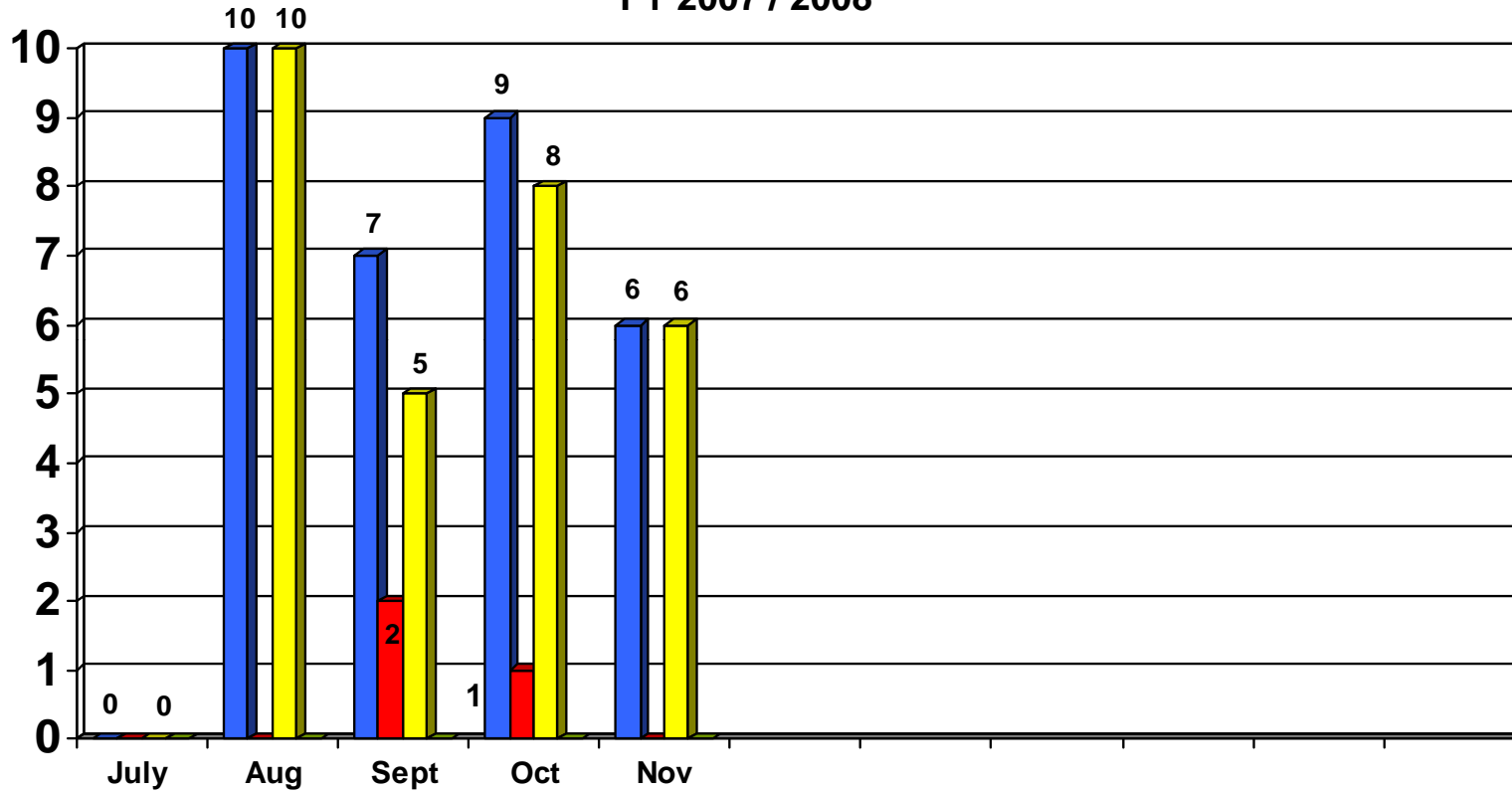
Additional reports will be written, as determined through an evaluation process, which will demonstrate data sources from multiple databases and usefulness to the district. Further expansion will include school administrators in winter 2008 with anticipation on the project expanding to the classroom level in spring 2008.

**Transportation Department
Operational Goal-“97% On Time Performance”
FY 2007 / 2008**

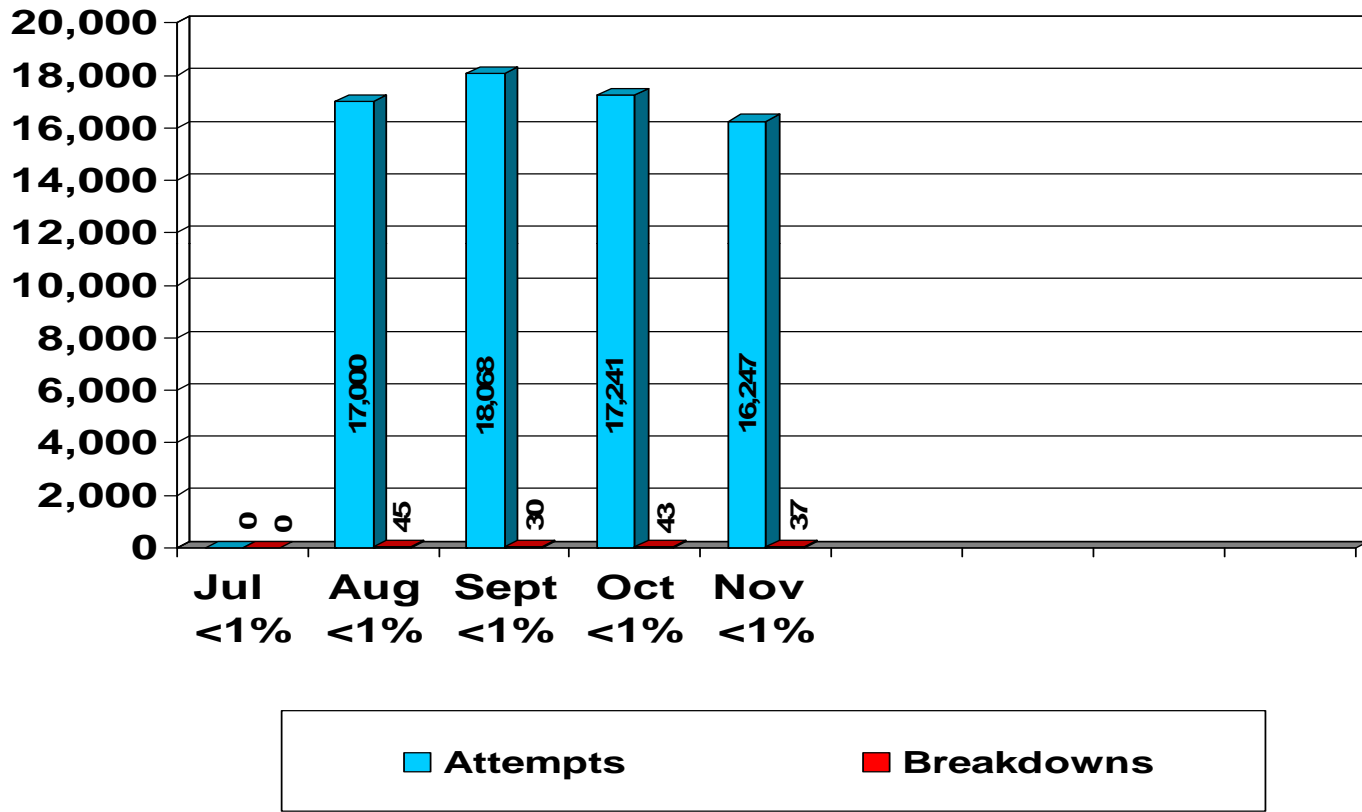


**FY 2007-2008 Totals
Attempts 68,556 On Time 68,234 Early/Late buses 322**

**Transportation Department
Operational Goal
Zero Preventable Vehicle Accidents
FY 2007 / 2008**



**Vehicle Maintenance Department
Operational Goal
“<1% On Road Vehicle Breakdowns”
FY 2007 / 2008**



**FY 2007 - 2008 Totals
Attempts 68,556 Breakdowns 155**

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 remains committed to process improvements to ensure effective and efficient service to the schools in support of student achievement. In April 2007 and again in November 2007, ABS Quality Evaluations conducted external surveillance audits to ensure the district maintains the standards required for certification. These particular audits were of key importance as the November 2006 and April 2007 external surveillance audits identified two areas the district needed to strengthen with regard to correcting nonconformities. These were the district's corrective action process on root cause identification and follow up on nonconformities to ensure effectiveness of corrective action implementation. Because both the Senior Leadership Team (SLT) and the Management Review Team (MRT) are fully committed to continuous improvement, both nonconformities were corrected by the November 2007 surveillance audit and the district received favorable comments by the auditor regarding related process improvements.

In the six months leading up to the November 2007 external surveillance audit, the district trained fourteen process auditors and six procedural auditors on the auditing process. Training on process management/continuous improvement was also provided to all Principals and Assistant Principals, forty-five school-level bookkeepers and five employee communications group representatives. Through its trained and committed cadre of auditing personnel, the district conducted four process audits, covering 25 locations (schools and departments) and interviewed 74 members of the district staff regarding continuous improvement activities. In addition, the district conducted five procedural audits, covering four departments and five specific procedures. Six corrective actions were initiated based on audit findings. As of this report, four more process audits and ten procedural audits are scheduled through the end of May 2007. In addition to corrective and preventive actions resulting from audit findings, twenty-seven corrective actions were requested by stakeholders; and forty-five customer feedback forms have been received.

Continuous improvement is part of the district culture, and multiple methods exist for employees to provide feedback on ways to improve the district. One such method implemented this year was the "Got an Idea" Campaign which kicked off in the fall. Structures that are either in place or being put in place to support employees submitting ideas for improvement include:

- Redesigning the process management portion of the district website to make it easier for employees to submit ideas
- Increasing number of 'Field Listeners' to two (2) per building, one certified and one classified
- Including an ISO trained representative on each employee communications group
- Increasing employee recognition for submitting ideas for improvement

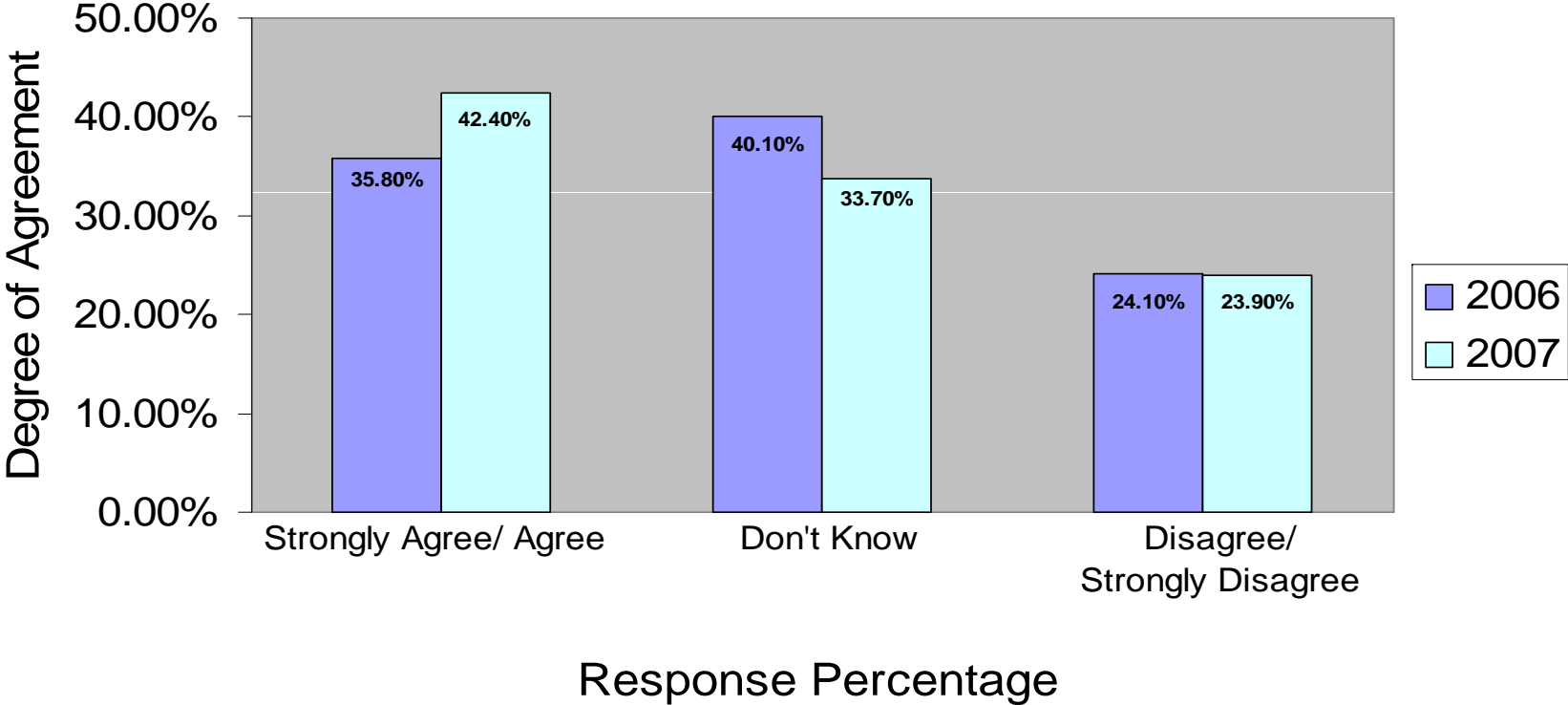
In addition, the district's Management Review Team has undertaken an initiative to determine both the qualitative and quantitative impact select corrective actions have had on the district since the inception of process management. Through "Every Penny Counts," the MRT is reviewing twenty process improvements implemented over the past five years to determine cost savings, cost avoidance, time-savings, customer enhancements, and safety improvements associated with select corrective actions. In doing so, the district will be better prepared to explain the benefits of process management and how these affect employees.

One way in which the district monitors employee's increased awareness of the continuous improvement process is by the number of corrective actions received per year. The chart listed below depicts the type of corrective action received for each year that the district has been ISO certified. The number shows steady growth over the past five years, supporting the contention that more employees understand how to use the process management system to drive improvement.

The following chart depicts the type of corrective actions received this year and the instances of feedback received each year. This chart reveals that instances of employee feedback grow during those years in which the district has made process management a focus of its strategic work.

The district survey included an item on employees' understanding of how to use the systems process management system to provide feedback. Over 88% of respondents indicated they understand how to use the district's Process Management System to provide feedback. The following chart shows the increase from last year to this year in employees who agreed or strongly agreed with this statement.

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



Next Steps:

- Continue on-going initiatives to include the Got an Idea Campaign and the Every Penny Counts.
- Providing differentiated ISO awareness training to meet the broad base of employee needs.
- Expand employee reward and recognition for submission of 'ideas' with potential for improving the district.
- Improve communications on how corrective actions/ideas for improvement positively affect employees; providing balance between process management as an employee feedback system and a corrective actions process.
- Transition from current Management Representative to new Management Representative (Effective July 1, 2008).

Transportation Efficiencies & Global Positioning Satellite (GPS)

The student transportation department is meeting or exceeding its strategic goal of 98% on time performance (chart page 44). The accident (chart page 45) and breakdown (chart page 46) ratios remain constant when compared to previous years. Personal and property liability claims as a result of school bus accidents remain very low compared to previous years. The performance of Bus Drivers, Lead Drivers, and the Management Team of the Transportation Department all received positive comments during the mid-year review.

The fleet continued its practice of restructuring its in-service training to allow the department to offer transportation to all incoming freshmen and their parents who chose to attend a freshman orientation. The department is also providing transportation to 17 schools for their after school programs. The fleet is adequately staffed including the newly created positions of Master Driver and Fleet Safety Manager and has a steady flow of candidates into the driver training program.

The department continues to receive some negative feedback regarding the radio system, the video recorders, and the number of driver substitutions that occur each day. Each of these concerns has a negative effect on the level of service. Several initiatives are underway to address these issues. The radio system is being upgraded and linked with the radio system of the Montgomery County Sheriff's Department and the department is looking into contracting with a third party communication vendor to manage and service the radio system. A conversion of the fleet from an analog video recording system to digital systems that will greatly improve the quality and dependability of our video recordings is underway. There is also a study underway of different methods of marking the buses which will be less confusing for the schools and the students.

The Operations Department is continuing with the conversion of the logistics software (Trapeze). Both systems are running and the department is to introduce the drivers to the new maps after the first of the year. There has been training on the re-districting application in Trapeze and the training for the fleet management application is tentatively scheduled for spring 2008. GPS hardware should also be installed on the first 20 school buses in the spring.

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Alignment of Technology Software with Curriculum Standards

This strategy puts a process in place where approval for technology purchases from technology and instructional departments comes prior to the purchase to guarantee the best product is acquired to meet identified needs of our students. All current software used at the district level has been inventoried and has been verified as appropriately aligning to district standards and best practices. Future purchases of software acquisitions will be reviewed by committee for final recommendation prior to purchase. Membership of the review committee will be determined by what software is under consideration and has been identified. Currently we are studying sample protocols from other like districts to put into place the best structure when looking at all future software purchases.

Next Steps:

- Complete development of software protocol for CMCSS. An additional step to the action plan will be added to determine a method for deciding on appropriate staffing in technology for support associated with approved software.
- Develop a timeline for looking at new software purchases to bargain for best pricing and/or volume pricing for targeted areas of need.
- Communicate amended protocol to Senior Leadership Team as the final part of communication process. After amending the software program acquisition procedure in the management review system, the new protocol will be posted online.

Development of Standards for Instructional Software Aligned with District Instructional Goals

May 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. The rubric was approved by Senior Leadership. A protocol for new software acquisition was communicated to all administrators. The intention is to guarantee that all software purchases align with district instructional goals.

All software purchased on a district wide basis has been aligned with technology and curriculum standards. 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.

Automating Time and Attendance

The Business Affairs Department's initiative for automating time and attendance was piloted with the Central Office staff during the first half of this fiscal year. It is anticipated that this phase will be concluded in December with the installation of a software enhancement to enable employees to submit leave requests through the Kronos system.

Among the advantages of the new system is improved accuracy of payroll records and improved efficiency in the payroll department realized by eliminating the re-entry of 5,500 timesheets each month and the supporting leave forms. Also better service to employees on leave information; improved management of overtime hours; the environmental and cost savings of eliminating 100% of hardcopy timesheets; and a system compatible to the MUNIS financial software system. This improved efficiency enables the district to reduce the Payroll staff's overtime and delay the need for additional staff to support the district's 3,800+ employees.

Next Steps:

- Training and the distribution of a list of Frequently Asked Questions (FAQ) and responses will precede the implementation for other employee groups.
- In January the Child Nutrition and Maintenance Departments and Rossvie High, Montgomery Central Middle and Glenellen Elementary will begin implementation.
- In March we will complete implementation bringing the Transportation Department and all other schools online.

Online Meal Payments

The Child Nutrition Department continues to enjoy the success of the online meal payment services with encouraging results in the implementation this school year. The district goal for 2007-2008 is to have 25% of meal prepayments made online. As of 12/5/07, the department data shows 22% of prepayments through the Meal Pay services. Since 7/1/07, the department has received \$1,567,000.40 for meal prepayments, of these payments \$343,327.16 have been online with Meal Pay. Another goal was to have 5000 customers utilizing the online payments during the 2007-2008 school year. As of 12/5/07, 4060 different customers have made payments with the online service. This data encompasses over 19,650 transactions on the online meal payment system.

Some patrons have expressed the concern that Meal Pay does not work with iMacs. This problem is remedied by updating the user internet explorer browser to IE 5.5 version or higher.

Availability of the online payment system has been communicated through Instructional Administrators, Communications Department, The Leaf Chronicle, Child Nutrition Department, CMCSS Newsletter, PIN, student brochures, menus, CMCSS Website and has been covered on local news stations. The Child Nutrition Department does plan to distribute additional updated information to the parents.

In response to the concern of how to receive the additional "Bonus" dollars to offset the convenience fee charged for the service, the Meal Pay Plus web-site explains the payment amount required for receiving the "Bonus" dollars on the accounts. This information is also printed on student menus.

Clarksville-Montgomery County School System 2006-2007



D. Engaging the Public in Support of Student Achievement

1. Implementation of Communications Responding to Stakeholder Needs by Schools
2. Continued Engagement Opportunities for Stakeholders

Engaging the Public in Support of Student Achievement

Stakeholder feedback and continued engagement opportunities for stakeholders have occurred in the following ways:

District-wide Survey: In October 2007, all 32 schools conducted surveys with teachers, support staff, parents and community with a total of 5,702 participating. Of that number, 29% were teachers; 2% were administrators; 15% were classified staff; 48% were parents and 6% were community members. Several questions related to graduation were added. Indications are that feedback is being used to make decisions that affect schools. Positive responses appeared to maintain a steady rate, such as the response to understanding how the individual's role/position/affiliation with the school system supports student achievement. That remained 93 percent in agreement.

Board Hosted Public Engagement Focus Groups: From October through November of 2007, the Board met with stakeholder groups, including teachers, students, community, minority, and parents to gather feedback on improving graduation rates. This input was given to the Board for review at its December study session. From five key areas identified through the focus sessions, Board members have chosen two key projects for senior leadership to develop into action plans for the 2008-09 school year. They are to develop strong mentorship and counseling programs for students and to develop high interest, relevant classes that connect students to the real world.

County Commission Linkage Meeting: County Commissioners met with Board members and Senior Staff to share ideas to improve the 2008-09 budget cycle. As a result of the feedback, the System will move into performance measurements and a performance based budget. More graphically represented data and an Executive Summary also will be provided for the upcoming budget year. Other suggestions also will be integrated into the budget planning process.

Project Teams: Several Project Teams were formed in the fall, including Middle College High School, Web Redevelopment and Graduation Rate. Each of these teams collects and uses stakeholder feedback.

New Teachers Survey: In an effort to better understand and serve new teachers (a growing number of the employee base), this group was surveyed in September with very helpful data. Among the highlights found in the data is that word of mouth – specifically from principals/administrators – has a significant impact in recruiting teachers to the district. New teachers, according to the survey, list technology training among the top needs in staff development.

Minority Issues Group: Taking on a leadership role in getting more parent involvement as students start high school is a true highlight for this group in August. As a result of this group's interest and leadership, there was an increased rate of attendance at freshman orientations throughout the district.

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.

ConnectEd: Schools have increased their usage of providing information to parents by 23% from last school year to this one. In surveys and focus group conversations, parents have identified this tool as their primary communication source from the schools.

CMCSS Web News: From feedback during a trial phase of the CMCSS electronic newsletter, an improved web-based version has been developed for System employees. We currently are getting feedback on it as the Web Redevelopment Project Team is in the process of engaging stakeholders for that endeavor.

News Coverage: Local and regional news coverage continues to provide stakeholders with information of school district initiatives.

ISO Feedback: The Board recently received a report concerning the process management feedback system and how it is an important option for stakeholders to provide ideas for improvement. The System is launching a "Got An Idea?" campaign to initiate expanded use of the feedback process.

Next Steps:

- Senior Leadership Team will develop action plans to support graduation initiatives identified by the School Board through the public engagement groups.
- Communications Staff will further disaggregate data from the district wide survey to identify areas of communication opportunity by school and department.