

Clarksville-Montgomery County School System



Strategic Plan Mid-Year Review

December 2009

2009-2010 Strategic Plan Mid-Year Review

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Clarksville-Montgomery County School System

2009-2010



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- 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 twenty-one elementary schools, seven middle schools, and seven high schools, as well as the Middle College at Austin Peay State University, all of which are accredited by the Southern Association of Schools and Colleges (SACS). The system is a unified city and county school system which serves a student population of approximately 29,000, with an average annual increase of approximately 400 students over the last three years. In an effort to address this growth, two new schools – West Creek High School and Rossvie Elementary School – opened in the fall of 2009.

The ethnic make-up of the student population is 61.2% white, 27.6% African-American, 7.7% Hispanic, 2.8% Asian/Pacific Islander, .6% Native American/Alaskan.. The Limited English Proficient (LEP) students comprise approximately 2.6% of the student population. Students with disabilities account for 12.5% of the student population and 47.3% come from economically disadvantaged homes. The average per pupil expenditure was \$7,681.00 in 2009, which is below the state average of \$8,518.00. As reported on the State Report Card, local contributions to the district budget comprise 32.6% of the funding while the state average for local contributions is 40.2%.

One of the district's major accomplishments over the past few years has been the closing of the achievement gap in all subgroups. The district attributes the consistent closing of the achievement gap to its laser-like focus on improving student achievement. However, for 2008-2009, the district experienced a nine % gap between African-American (81% proficiency) and White (90% proficiency) students and an eight % gap between Hispanic (82% proficiency) and White (90% proficiency) students in high school mathematics, and it has implemented several key initiatives to address this gap. These include, but are not limited to, site-based professional learning communities focusing on standards-based instruction in mathematics, instruction on use of manipulatives for hands-on learning, smaller classrooms for Algebra I, and using data to determine appropriate instructional strategies. In the Fall of 2006, the district became the second school district in the state to earn district accreditation from Southern Association of College and Schools (SACS). This honor distinguishes the district in the State and Southeast as an outstanding district. The district continues to be one of only a few school districts in the nation to attain and maintain ISO 9001 certification.

continued

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 of students, teachers, and administrators into leadership and honorary roles at both the state and national levels continues to be a point of pride for the district.

The 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. 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 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 keyed to good mental health that will assist the schools in meeting their responsibilities.

Strategic Goals:

1. Improving Student Achievement
2. Improving Efficiency and Effectiveness
3. Building Leadership Capacity
4. Engaging the Public

CMCSS Goals and Strategic Work 2009-2010



IMPROVING STUDENT ACHIEVEMENT

- Implement new state curriculum standards
- Increase use of rigor and relevance in all classrooms
- Meet or exceed Federal Adequate Yearly Progress targets
- Increase career technical opportunities
- Implement state high school redesign
- Develop an improvement plan for special education services



IMPROVING EFFICIENCY AND EFFECTIVENESS

- Implement districtwide energy conservation strategies
- Develop a selection model for the identification of quality, student-centered teachers



BUILDING LEADERSHIP CAPACITY

- Expand professional development opportunities for Senior Leadership and Classified employees
- Increase the number of quality applicants for administrative positions

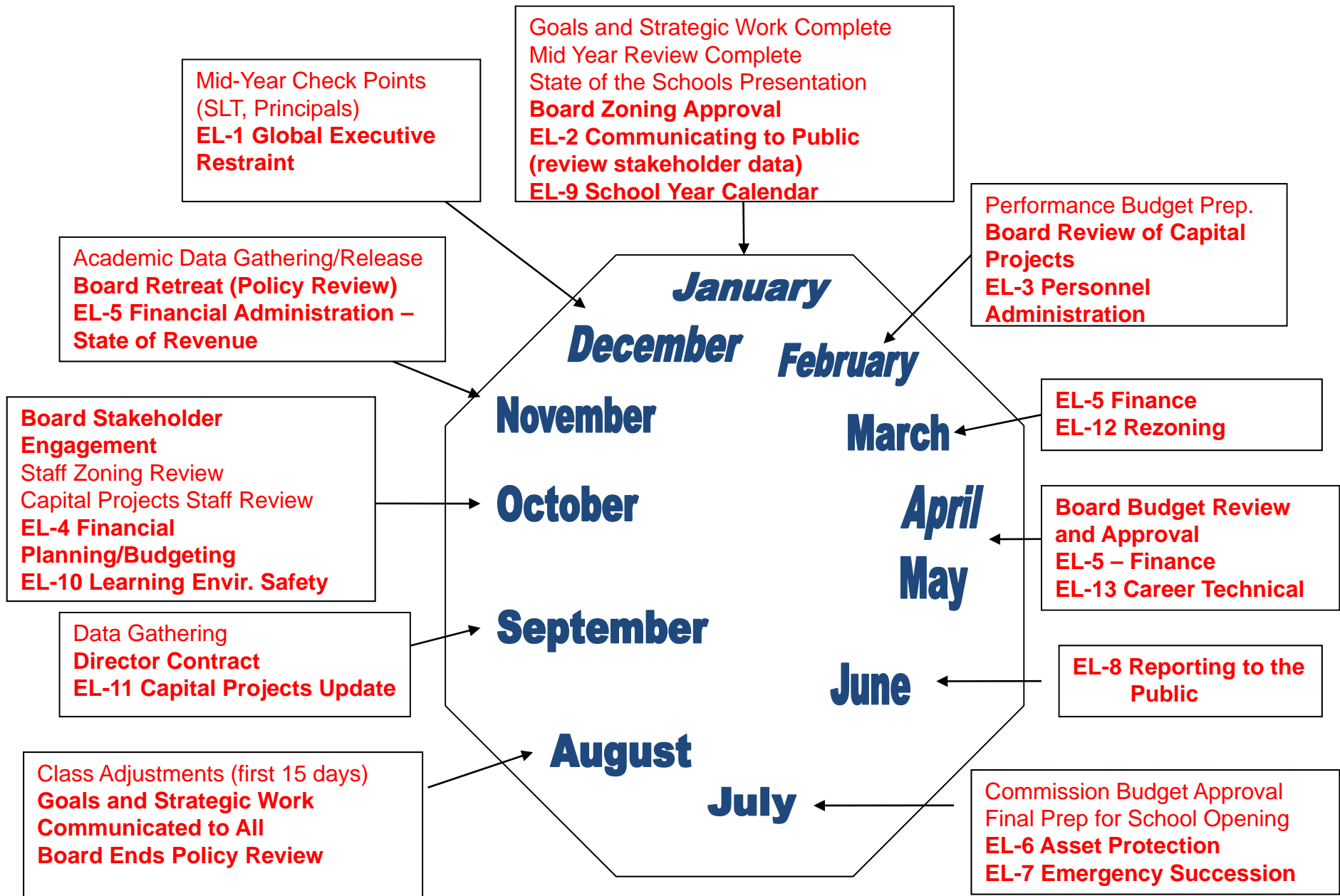


ENGAGING THE PUBLIC

- Establish and increase quality community business partnerships
- Expand district website multimedia features
- Provide new public feedback opportunities
- Identify opportunities to increase parental involvement in middle and high schools



District 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 2008-09 TCAP data, made available in July 2009, provided teachers and administrators the opportunity to use the summative achievement data to make appropriately informed decisions regarding student placement and interventions for the 2009-10 school year. Since the inception of the No Child Left Behind Act, the method for reporting school data received from the State Department Of Education 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 in terms of the TCAP Gateway, End of Course assessments and graduation data. Value Added data were supplied to the system, by the State, providing an overview of academic growth experienced by students. The state TCAP achievement assessment went through a recalibration process creating a new base line for comparison beginning with the 2008-09 administration. This is the first recalibration since the initial baseline was created utilizing 1999 norm referenced data and criterion referenced data.

The summative reports received from the State were supplemented with benchmark data from the Edusoft Data Management System. These reports, 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. 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. All schools administer the benchmarks and through the data chat process analyze results to identify achievement trends, evaluate individual student needs, and identify appropriate instructional interventions.

Summary of State Data:

As a district, CMCSS outperformed the state average for percent proficient/advanced for the last five years in reading and math. In all instances, disaggregated subgroup scores revealed the same pattern of scoring; however, CMCSS special education students in high school and middle school have not performed as well as their counterparts across the district 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.

Although, 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. However, AYP reading proficiency data for grades 3 through 8 remained static from 2008 to 2009 with 94% of the students achieving proficiency. This exceeded the State proficiency mean of 91% and the NCLB target proficiency mean of 89%. High school reading/language arts AYP scores from 2008 to 2009 remained somewhat static with 94% of the students achieving proficiency. This equaled the state proficiency mean of 94% and exceeded the NCLB target proficiency mean of 93%. AYP math proficiency in grades 3 through 8, though somewhat static with 94% of the students achieving proficiency, exceeded the State proficiency mean of 91% and significantly exceeded the NLCB target proficiency mean of 86%. High school math AYP scores dropped slightly with 86% achieving proficiency. This was below the State proficiency mean of 89% and significantly exceeded the NCLB target proficiency mean of 83%. A concern still exists in terms of closing the achievement gap in high school math with a 9% gap existing between proficiency rates experienced by African American (81%) students in comparison to White (90%) students, and 8% gap existing between Hispanic (82%) and White (90%) students.

District level evaluation of Report Card achievement data after recalibration, has revealed a strong beginning with the percent of schools meeting or exceeding the achievement standards across content areas with 100% achieving expectations in reading and science; and 96% achieving expectations in math and social studies. A strong beginning was also revealed in the number of schools exceeding achievement standards in science and social studies with 96% exceeding the achievement standard. Reading performance was moderate with 85% of schools exceeding achievement standards and math followed the trend with 74% of the schools exceeding achievement standards.

District level evaluation of Report Card data, in terms of Value Added after recalibration, has revealed a new baseline for growth as a result of the recalibration. The baseline data revealed that 60% of schools met or exceeded the growth standing in reading, 63% met or exceeded the standard in math and social studies, and 75% met or exceeded the standard in science. The baseline data also revealed that only 25% of the schools exceeded the achievement expectations in reading, 42% of the schools exceeded the achievement expectations in math, 63% of the schools exceeded the achievement standards in science, and 54% exceeded achievement expectations in social studies.

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 85% of the students achieved competency. This was an improvement of five % from 2003 to 2009. Elementary, middle, and high schools experienced positive growth in percent of students achieving competency with 85% of 5th graders, 86% of 8th graders, and 83% of the 11th graders. The district's average score in writing remained static with a mean of 4.1 on a rubric scale of 6, with 4.0 – 6.0 identified as competent.

The CMCSS high school graduation rate for 2009 was 90.8%. The graduation rate not only has 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 2008-09 graduation rate of 82.2%, remaining static from 2007-08. The 2008-2009 district graduation rate of 90.8%, a 2.5% improvement over 2007-08, significantly exceeds the district's state target of 82.7%. The district achieved the state NCLB target of 90%, and moved closer to the target of 100%.

ACT scores have remained static in all content areas from 2004 to 2009, though they have remained equivalent or above the state in all content areas. An evaluation of the 2003 through 2009 ACT scores revealed that reading mean scores have remained static at 20.4. Math ACT scores have remained static at 19.8. Science ACT scores have moved from 20.5 to 20.8. Composite scores have improved from 20.4 to 20.7.

ACT 2008-2009 Value Added scores for graduating seniors revealed that although ACT scores remain static, students are experiencing greater than expected growth for science with a predicated score of 20.37 an observed score of 21.06, for reading with a predicted score of 20.90 an observed score of 21.55, for math with a predicted score of 19.65 an observed score of 20.00, and for the composite with a predicted score of 20.45 an observed score of 20.96. This trend has occurred for three years across all assess areas.

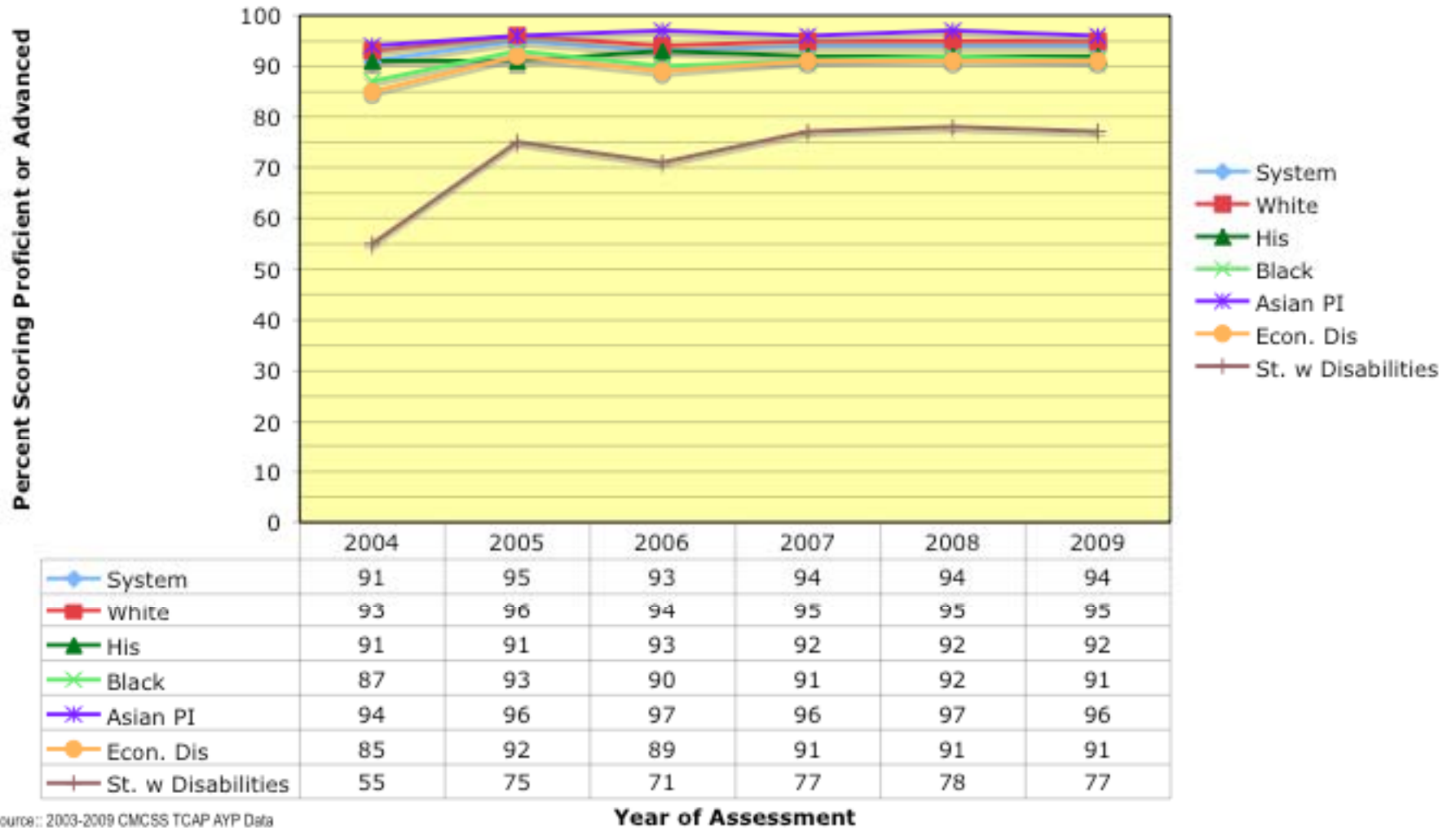
The Tennessee Legislature mandated in 2008-09 that all 11th grade students would complete the ACT in the spring each year. The baseline data for the first CMCSS group to participate revealed an average score of 17.8 in English, 18.4 in math, 19.5 in reading and 18.8 composite score. The percent of students meeting the college readiness benchmarks was 50% for English, 20% for math, 41% for reading, 15% for science, and 10% meeting all four of the content readiness standards.

	2008-09 Achievement			
	Rdg	Math	Sci	SS
CMCSS	B	B	A	A
Percent of Schools equaling or exceeding achievement standards (C,B, or A)	100%	96%	100%	96%
Percent of Schools exceeding achievement standards (B or A)	85%	74%	96%	96%

CMCSS Report Card Value Added 2008-09				
	2008-09 TVAAS			
	Rdg	Math	Sci	SS
CMCSS	C	C	B	C
Percent of Schools equaling or exceeding expected growth (C,B, or A)	67%	63%	75%	63%
Percent of Schools exceeding expected growth (B or A)	25%	42%	63%	54%

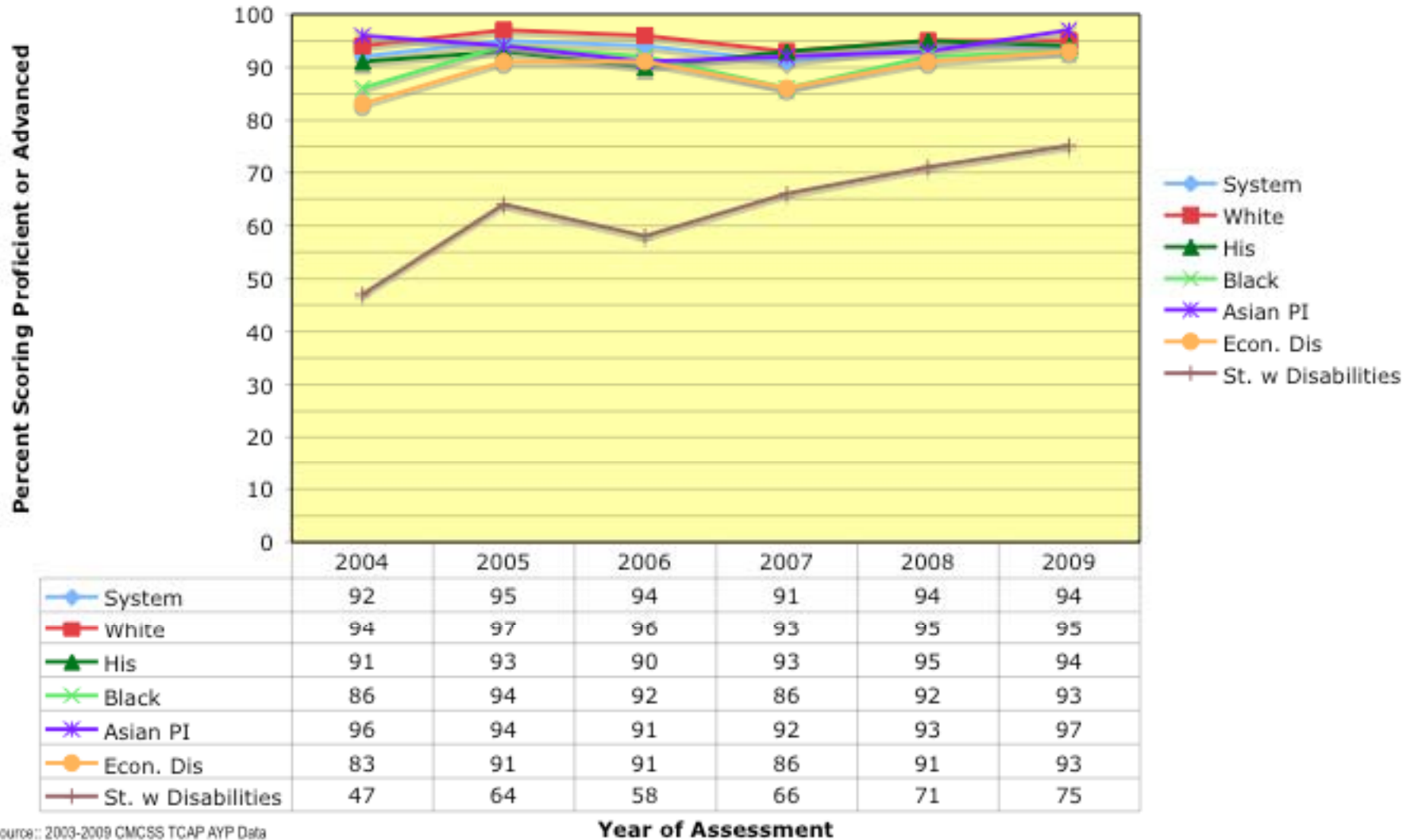
Source: CMCSS 2008-09 State Report Card: 2009 EVAAS Site
 Created 10.2009 Sucharski.Tomes

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



Source: 2003-2009 CMCSS TCAP AYP Data
 Created 8.1.2008 Sucharski.Tomes

High School Percent Scoring Proficient or Advanced in Language Arts



Source: 2003-2009 CMCSS TCAP AYP Data
 Created 8.1.2009 Sucharski.Tomes

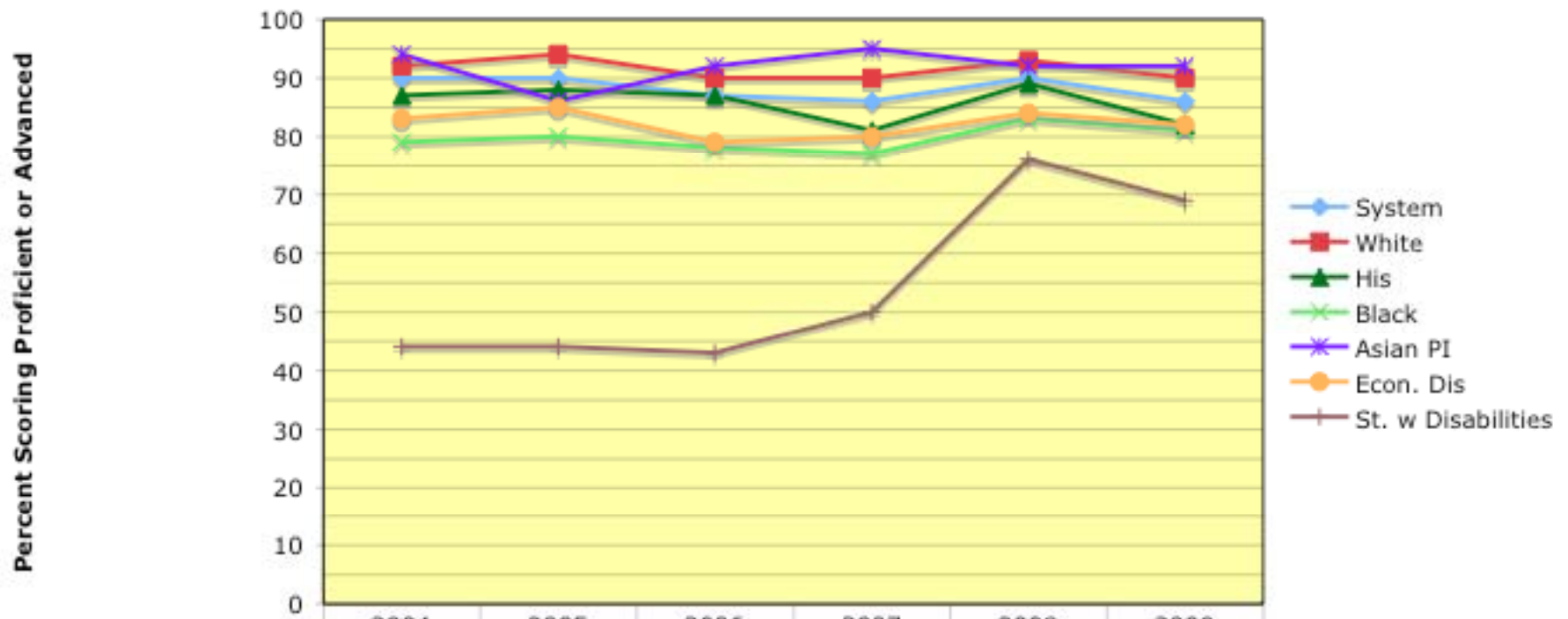
Elementary/Middle School Percent Scoring Proficient or Advanced in Math



	2004	2005	2006	2007	2008	2009
System	89	92	92	93	94	94
White	92	95	94	95	95	95
His	91	88	91	94	94	94
Black	82	88	88	90	90	90
Asian PI	98	95	98	97	99	99
Econ. Dis	83	88	88	90	91	90
St. w Disabilities	49	62	66	70	72	72

Source: 2003-2009 CMCSS TCAP AYP Data
 Created 8/1/2009 Surbanski Tracie

High School Percent Scoring Proficient or Advanced in Math

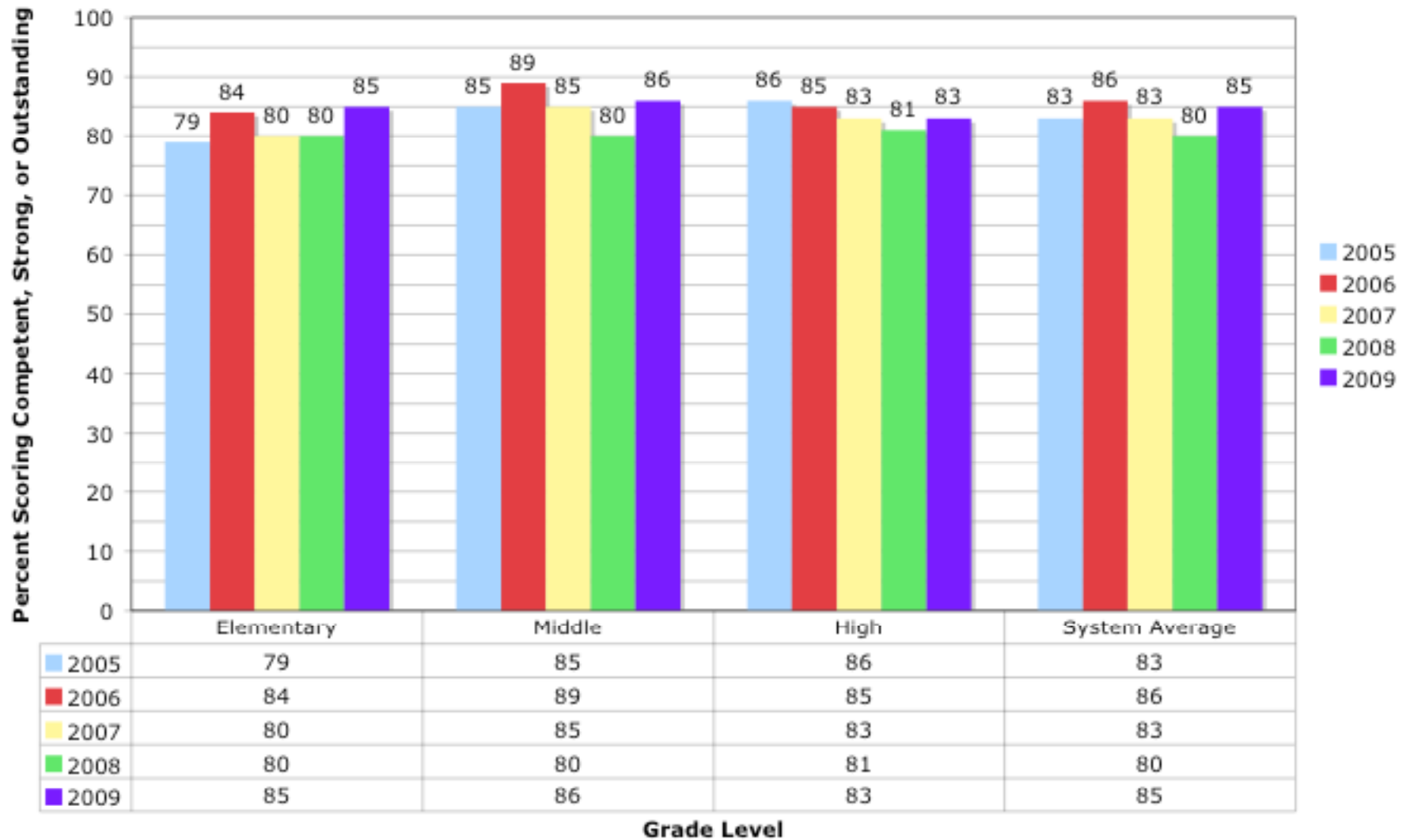


	2004	2005	2006	2007	2008	2009
System	90	90	87	86	90	86
White	92	94	90	90	93	90
His	87	88	87	81	89	82
Black	79	80	78	77	83	81
Asian PI	94	86	92	95	92	92
Econ. Dis	83	85	79	80	84	82
St. w Disabilities	44	44	43	50	76	69

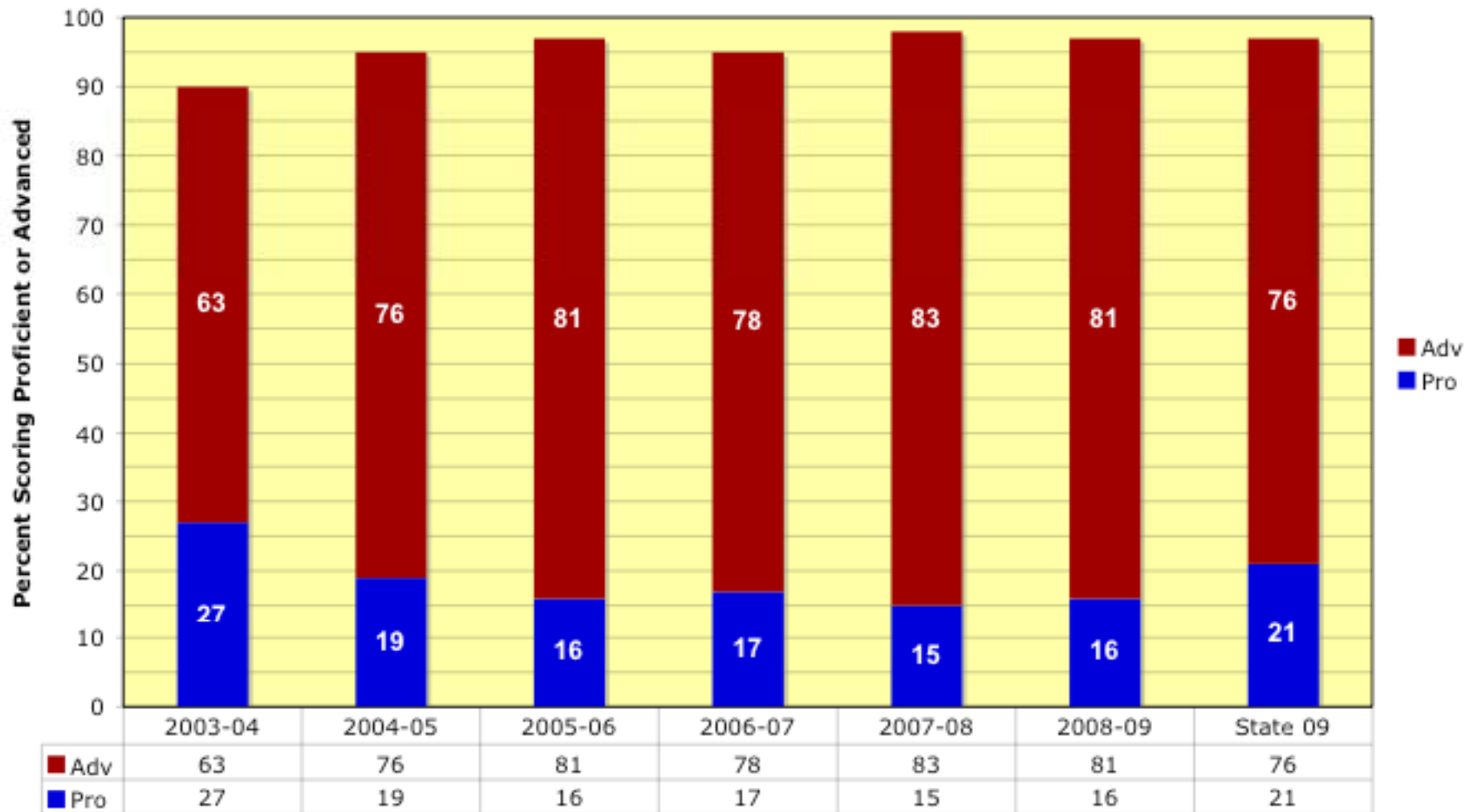
Source: 2003-2009 CMCSS TCAP AYP Data
 Created 8.1.2009 Sucharski.Tomes

Year of Assessment

CMCSS District-Wide TCAP Writing Performance 2005-2009



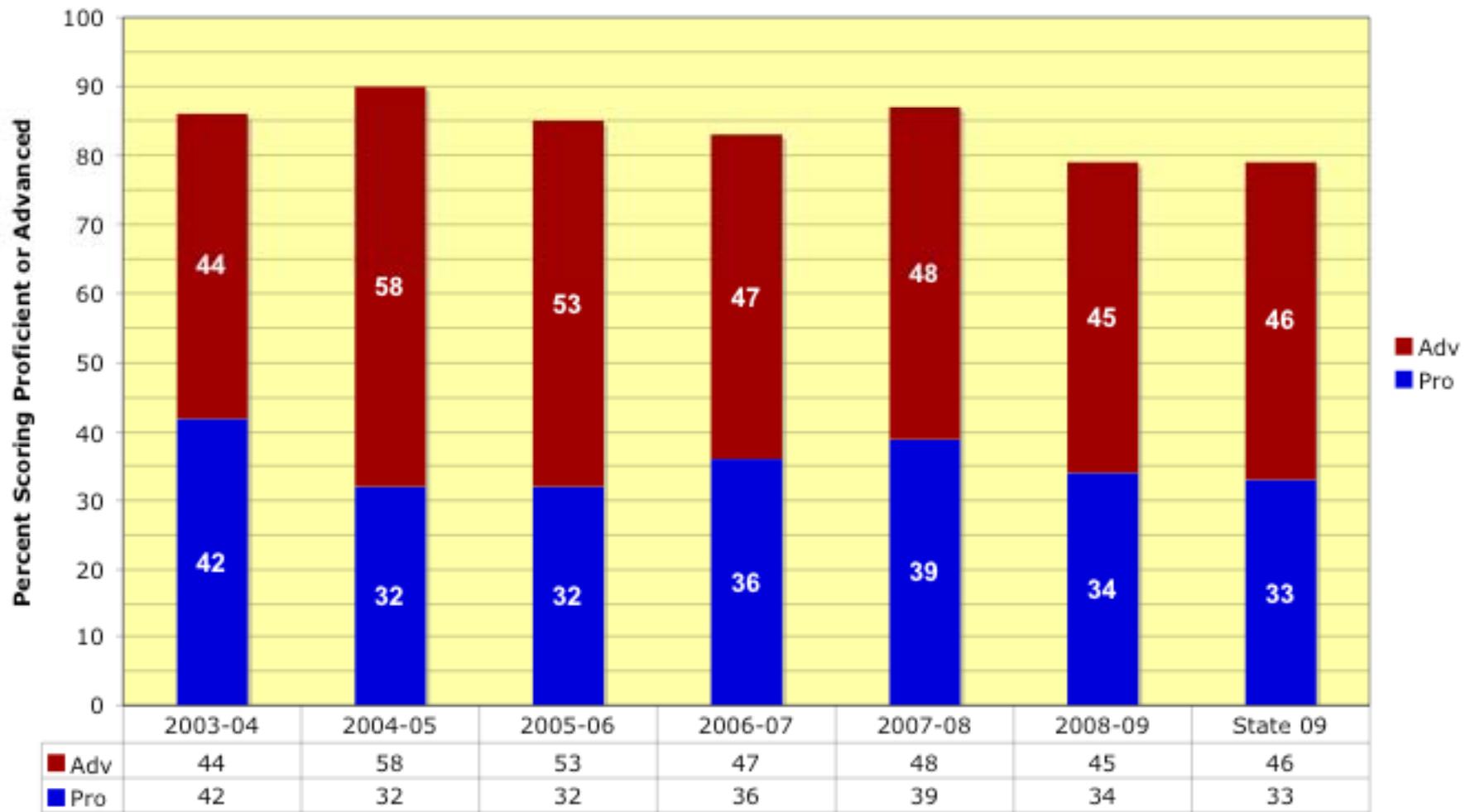
**CMCSS Gateway Language Arts 2003 - 2009
Percent Scoring Proficient and Advanced**



Source: 2003-09 Gateway CRT/AYP Reports
Created: 10.2009 Sucharski.Tomes

Academic Year

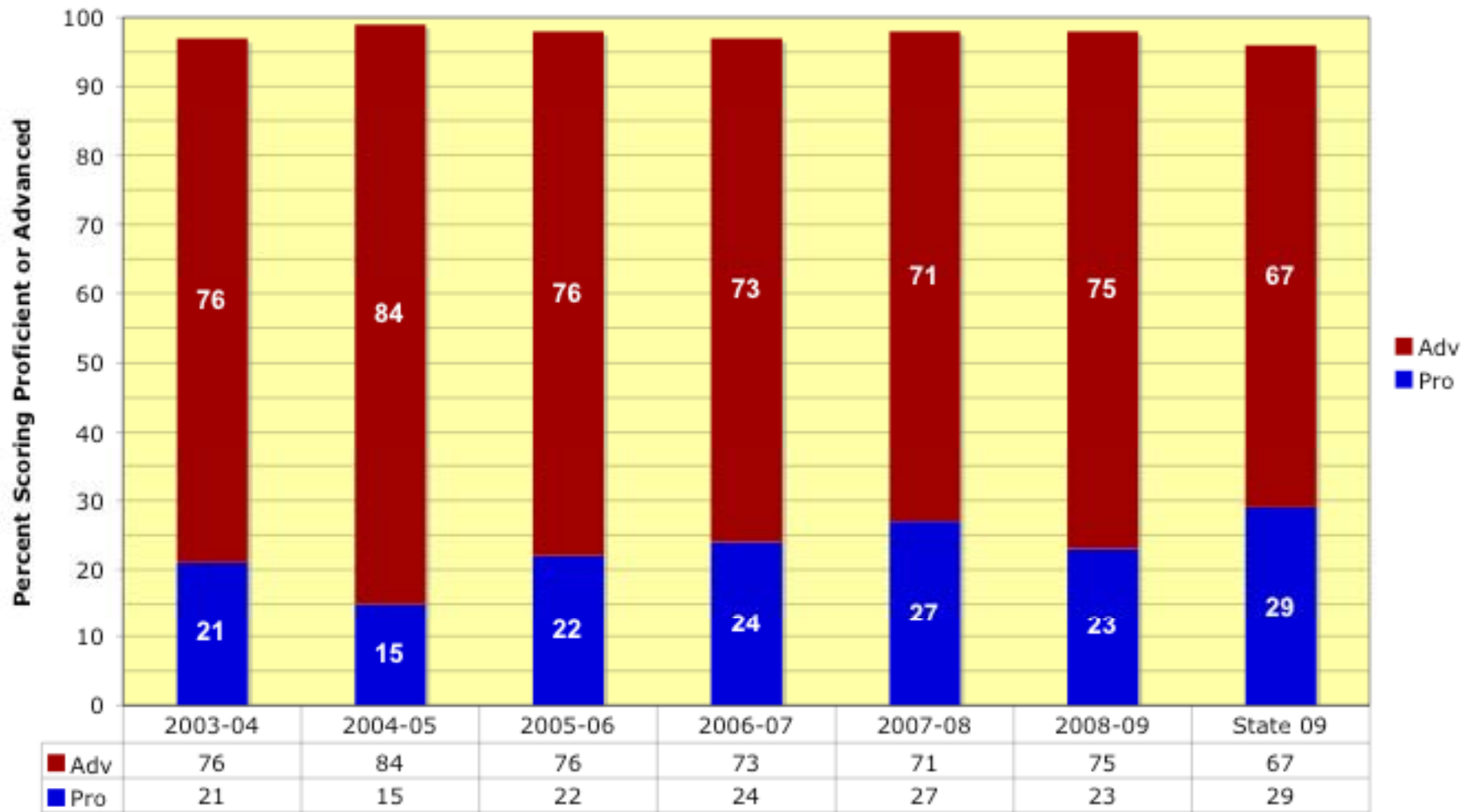
**CMCSS Gateway Math 2003 - 2009
Percent Scoring Proficient and Advanced**



Source: 2003-09 Gateway CRT/AYP Reports
Created: 10.2009 Sucharski.Tomes

Academic Year

**CMCSS Gateway Science 2003 - 2009
Percent Scoring Proficient and Advanced**



Source: 2003-09 Gateway CRT/AYP Reports
Created: 10.2009 Sucharski.Tomes

Academic Year

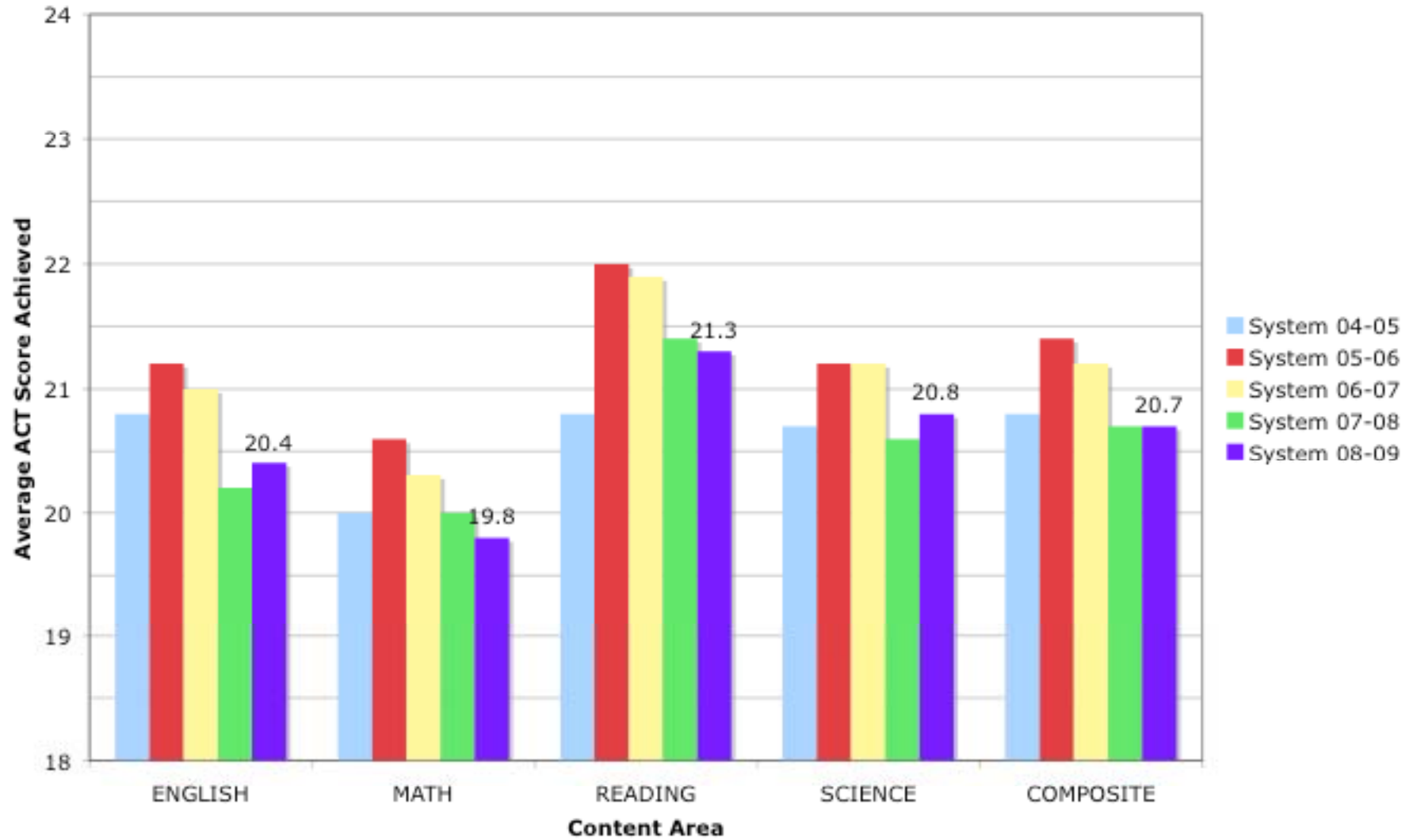
CMCSS AYP Graduation Targets and Actual Graduation Rates

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%	88.33%	90.78%					
Year included in AYP Calculations	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015

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

Created 8.28.09 Sucharski, Tomes
Source: CMCSS AYP Graduation Data

CMCSS AVERAGE ACT SCORES FOR GRADUATES 2004-2009



Clarksville-Montgomery County School System

2009-2010



Strategic Plan Mid-Year Review

II. Review of Strategic Goals

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

Clarksville-Montgomery County School System

2009-2010



A. Improving Student Achievement

1. Implement new state curriculum standards
2. Increase use of rigor and relevance in all classrooms
3. Meet or exceed Federal Adequate Yearly Progress targets
4. Increase career technical opportunities
5. Implement state high school redesign
6. Develop an improvement plan for special education services

Implement New Curriculum Standards

Feedback from principals, consulting teachers, and academic coaches indicates that many teachers are only now confronting the reality of the challenges involved in implementing the new standards. Staff development continues to be provided for teachers on effective implementation. Just-in-Time trainings to help improve teachers' content and strategies knowledge are available. Ongoing workshops, professional learning communities, and coaching are also provided.

The revised standards-based classroom rubric is complete. The rubric is used for guidance for teachers and administrators as a data collection tool to track progress in implementation.

The curriculum scope and sequence has been revised to reflect the change in standards in math, reading/language arts, and science. The Curriculum Navigator software program is rebuilt to be more user friendly and to have more capacity. The curriculum is available on the Navigator and on the district website.

Benchmark assessments also are revised. Data from the first benchmarks indicate that there are many challenges in student learning with the implementation of new standards, but principal and teacher feedback has been positive regarding the ability to meet the challenge.

Next Steps

- Continue to provide resources to support teachers as they learn the new standards and implement them with their students.
- Analyze data from a variety of sources to follow student achievement and inform instruction and support.

Increase Use of Rigor and Relevance in All Classrooms

Principals at both the elementary and secondary levels have continued the integration of rigor and relevance in all classrooms this year. Each principal is monitoring the use of rigor in the classroom by observing teacher questioning, teaching strategies, student activities, student work, and literacy stations. Based on these observations, principals are determining teachers' proficiency applying rigor and relevance so they are better able to plan for training and development by quadrant needs of individual teachers, as well as, their staff. In doing so, principals will garner a deeper understanding of their teachers' instructional strengths and weaknesses.

Principals report there is a much greater understanding of rigor and relevance in their schools and most schools already have teachers developing lesson plans based on the Rigor and Relevance Framework. Principals attribute this greater application of rigor and relevance to professional development, monitoring, expectations, and the new more rigorous state standards. Some schools are posting student work and sharing Quadrant C and D lessons to increase teacher knowledge. Principals also report that time and practice is the current drawback, but they can already see improvement. Relevance seems to be the more difficult component for the high schools and middle schools. As they assist students applying their learning to new and different situations. Relevance concerns for the elementary teachers are being able to integrate the learning across content areas.

Principals calculate the number of teachers operating in each quadrant to determine proficiency. Principals hold academic conferences, observation conferences, and provide walkthrough feedback with teachers to discuss strategies to provide lessons in the appropriate quadrant.

Next Steps:

- Principals will continue to make observations and determine quadrants at which teachers are instructing with regard to rigor and relevance.
- Staff development focus on increasing rigor and relevance through practice and through teacher collaboration and sharing and will emphasize matching instruction to more rigorous state standards.
- Professional learning communities continue to increase knowledge of rigor and relevance through guided practice, study of actual lessons, and continued development of lessons along the rigor and relevance framework.
- End of year summary data will be compared to mid-year data in order to determine percent of change in amount of instruction being delivered at higher level quadrants.

Meet or Exceed Federal Adequate Yearly Progress Targets

The district is currently “targeted” under NCLB for students with disabilities in reading. Three schools, Northeast Middle School, Richview Middle School, and Northeast High School are “targeted” in the area of math for the students with disabilities subgroup. Kenwood Middle School is in “school improvement one” for students with disabilities in math. The district’s goal is to have no schools identified through NCLB so a more intensive approach is being given to the identified schools, as well as, identifying the areas of need for other schools to prevent their identification. This is being accomplished through a number of initiatives.

One initiative that has demonstrated early success has been the use of federal stimulus funds. These funds were used to increase the support to schools through additional inclusion teachers, teacher support, research-based intervention programs, and Just-in-Time trainings for identified areas of need. In addition to the support to the schools, a more frequent and intensive monitoring of programs and strategies has been implemented. Accommodations for special education students have also been a priority as the district has provided training for special and general education teachers on the use of appropriate accommodations, monitoring IEP documentation for accommodations, and monitoring accommodations used in the classroom.

A number of Just-in-Time Trainings have been and continue to be offered for teachers on specialized topics to include autism, crisis intervention, data analysis and interpretation, and content application. School leaders have been trained in the previously mentioned topics and also program implementation and monitoring. Prioritized support is being offered by the consulting teachers and academic coaches for the identified schools with time and other resources. They offer specific staff developments and modeling on an as needed basis. The topics are driven by principal request and data analysis. There have been 151 offerings provided at mid-year. Kenwood Middle School is receiving targeted assistance from all of the district’s resources. They are receiving all of the above mentioned support, as well as, services and trainings on placement of students, program and student intervention, and response to intervention.

One other subgroup which is being monitored closely is English Language Learners. The district has begun an intensive evaluation of the program to determine the existing resources and what is needed to improve the program to better meet the needs of the ELL students.

Next Steps:

- Continue the focus on the targeted and school improvement schools.
- Continue the Just-in-Time trainings.
- Continue the frequent monitoring of programs.
- Develop a district ELL program.
- Plan for summer staff development need on current and end-of-year data analysis.

Increase Career/Technical Opportunities

The district has continued to increase Career/Technical Education (CTE) opportunities by offering Technology Engineering at both Clarksville High School and West Creek High School. Construction Carpentry was added at Kenwood High School and HVAC was expanded to West Creek High School. In addition, several existing programs were brought up to current industry standards through an infusion of new equipment and materials—such as Cosmetology at Northwest High School and software upgrade to Microsoft Office 2007 and Adobe Creative Suite 4 (enhanced applications for desktop publishing, graphic communications, and web design) in all business programs.

Industry certifications are currently being offered in Construction Carpentry, HVAC, and Microsoft Office 2007. New industry certifications added this year include Adobe Associates for Web Design, Adobe Photoshop for Graphics Communication and ServeSafe for Family Consumer Science. Work-based learning opportunities continue to grow as the community becomes more involved in the district's goals. Dual enrollment is now available at high schools in Agriculture, Business, Criminal Justice, Family & Consumer Sciences, Health Science, Media, and Visual Communications.

Career awareness in both middle and high schools has been emphasized in order to facilitate decision-making by students for the new High School Policy graduation requirements. Interest inventory data has been made more readily available to students and administration.

An extensive review of current programs has indicated a need to update programs to be “industry current”, to increase industry certifications and dual enrollment, and to provide additional professional development for CTE teachers. Future growth of programs, especially in the area of STEM (science, technology, engineering, and mathematics), will require additional CTE teachers.

Next Steps:

- Survey schools to determine new program viability.
- Facilitate growth of Technology Engineering at existing high schools.
- Upgrade automotive program for NATEF certification.
- Increase industry certifications and dual enrollment opportunities to cover all CTE programs.
- Work with industry in the community to arrange for apprenticeship opportunities.
- Continue to educate school personnel about career/technical education.
- Provide additional professional development for teachers to maintain industry-current standards.

High School Redesign

In compliance with State requirements, Clarksville-Montgomery County School System instituted High School Redesign by providing a more rigorous and relevant curriculum for high school students, as well as, raising proficiency and academic performance standards for all students during the 2009-2010 school year.

Principals and Consulting Teachers met to discuss and clarify course sequence selections available for regular and special education students. Alternative assessments also were introduced to principals as a means to help special education students meet state assessment expectations. Consulting Teachers conducted side-by-side comparisons of new/old standards with principals and teachers in preparation for upcoming state assessments.

Prior to implementation, the District's Lead Counselor and School Counselors developed the academic catalog and course sequence guide, to include graduation requirements. Counselors reviewed the course catalog with 8th grade students and parents in the spring, new end-of-course assessment schedules were designed, and six- year education plans were established. Administrators and Counselors met with students again in the fall at Freshmen Orientation. There are two sets of graduation requirements in high school with entering freshmen required to meet the new state graduation requirements of 22 credit units. This year's sophomores, juniors, and seniors will finish under the old graduation requirements of 20 credit units and achieving proficiency on the three identified TCAP Gateways. In addition, a P.E. equivalency process was developed for students to receive .5 credit units for participation in after-school activities. All high school course catalogs were placed on the web for public viewing and accessibility.

Next Steps:

- Principals and their teams will design a schedule to provide students with more options/time to earn the 22 credit units necessary to meet graduation requirements, as well as, provide students with time for interventions when needed.
- Presently, personal finance can be taught in three content areas. Future plans include placement of personal finance within the graduation sequence that is most effective for students.

Next Steps at State Level:

- Development of the fourth year math courses for students who do not meet the ACT benchmarks

Develop an Improvement Plan for Special Education Services

A CMCSS goal for Improving Student Achievement in 2009-2010 was to develop an improvement plan for special education services. After a review of CMCSS current practices and staffing in special education and studying districts of similar size, it was determined that increased personnel were needed in order to better serve students with disabilities. Specifically, more resource teachers and educational assistants in the elementary grades to increase the percentage of special needs students scoring advanced and proficient in reading and math. In middle and high school to increase the percentage of special needs students scoring advanced and proficient in science and social studies. Additionally, itinerant gifted teachers for the elementary grades were needed to increase the percentage of gifted students scoring advanced in math and reading/language arts. Personnel also were needed to provide support to teachers and administrators in the areas of behavior support, assistive technology, transition, special education compliance and best practices.

Increased intervention programs for math, reading and writing were also seen as needs, along with assistive technology equipment, testing materials and instructional supplies. Sensory integration materials and increased community field trips were needed to increase the percentage of special needs students scoring advanced and proficient for TCAP Alt portfolios. Professional development/training needs for teachers and administrators were identified and included trainings in the areas of behavior management, data collection and use, autism, gifted instruction, assistive technology, tiered instruction, inclusion, differentiated instruction and reading and math interventions.

The ARRA Stimulus Funds allowed the district to hire a secondary transition coordinator, behavior coordinator, three additional behavior consultants, five itinerant elementary gifted teachers, an assistive technology consultant, 19 additional resource teachers, and a social worker for a behavior support classroom. Testing materials for all speech language therapists were updated, all special education teachers were given instructional supply money, and equipment was purchased for assistive technology, OT and PT. Math, reading and writing interventions were purchased and training is being provided to teachers and administrators in the identified areas of need.

Next Steps:

- CMCSS will continue to staff the additional positions. The Assistive Technology Coordinator will be considered for a 12 month employee as well as an additional Gifted Itinerant Teacher added.
- The five current special education consulting teachers will be considered for an increase to 12 month employees.
- Principals and teachers will continue to be surveyed for professional development/training needs, and trainings will be provided in the targeted areas. Follow-up coaching for specific trainings will be considered. Training for educational assistants will be considered.
- Intervention programs will be monitored and additional materials and training provided as needed.

Clarksville-Montgomery County School System

2009-2010



B. Improving Efficiency and Effectiveness

- 1. Implement districtwide energy conservation strategies**
- 2. Develop a selection model for the identification of quality, student-centered teachers**

Implementing District Wide Energy Conservation Strategies

Annually, CMCSS consumes approximately 50,671,649 KWH of electricity, 450,000 gallons of low sulfur diesel fuel, 77,640,200 gallons of water & sewer, 674,077 CCF of natural gas, and 16,096 gallons of propane gas. The annual cost of these energy and utility purchases exceeds \$6,000,000 in the general funds budget.

Strategic initiatives of 2009/2010 led to the implementation of a District-wide Energy Management Policy (SLT-A003), a Temperature Set Point Policy (OPS-A003), Custodial Responsibilities for Start-up and Shut-down Work Instruction (OPS-W001), and Kitchen Start-up, Operation, and Shut-down Work instructions (CHN-W006). These initial energy conservation policies and implementing procedures, along with mild fall weather, appear to have reduced energy/utilities usage by an overall average of approximately **5%** in the first quarter of 2009-2010. This data was presented, by school, to all 35 facility locations through their appointed Energy Champions in order to assist in building-level conservation efforts and decision making.

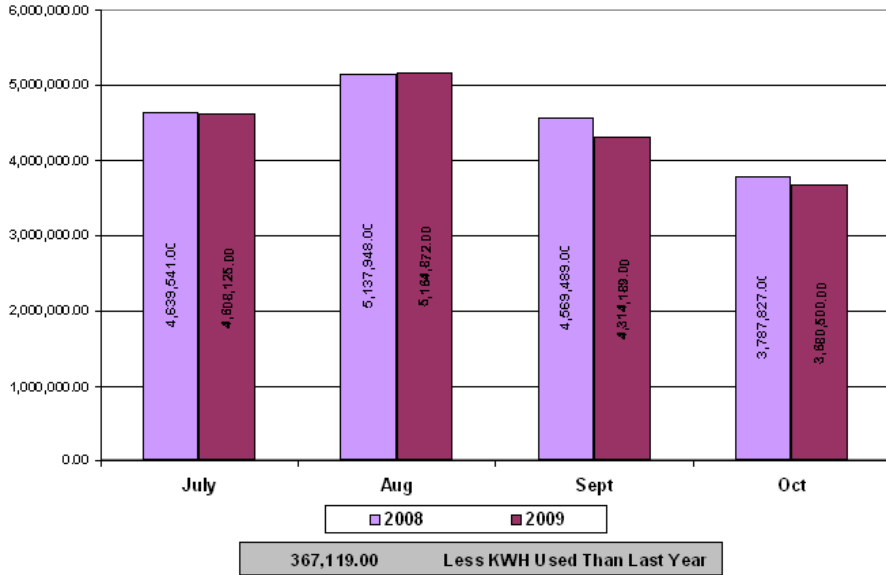
The CMCSS Facilities Department will continue making improvements in the Energy Management Program by involving stakeholders through the CMCSS Energy Management Team. The Facilities Department will continue to coordinate the efforts of this team over the next academic year.

Next Steps:

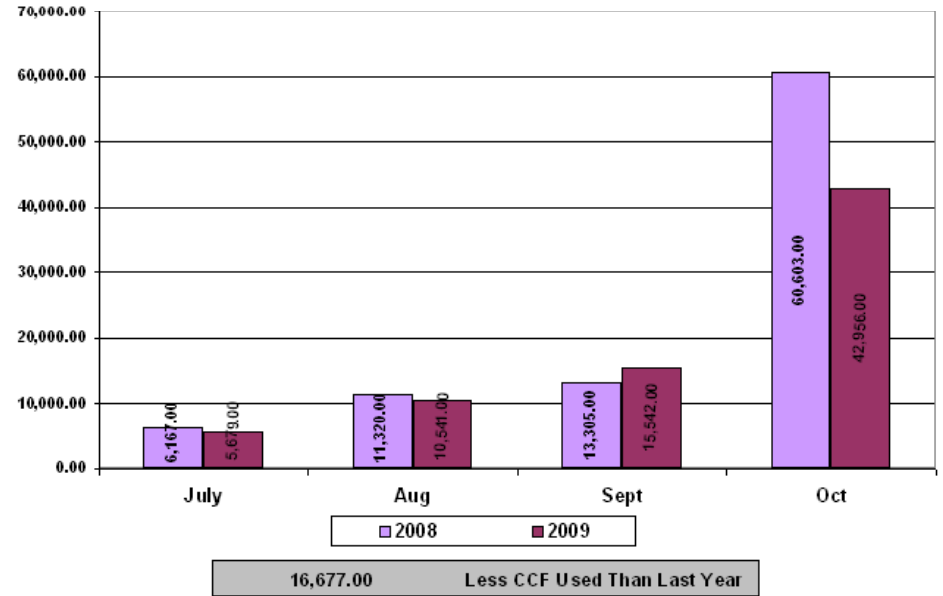
- Continued effort to monitor Set Point Policy and quick responsiveness by Building Maintenance Department to facility concerns.
- Continue monitoring progress against established benchmarks and report to stakeholders the savings.
- Meet with energy champions on periodic basis for input.

Facilities Department Utilities Usage (First Quarter)

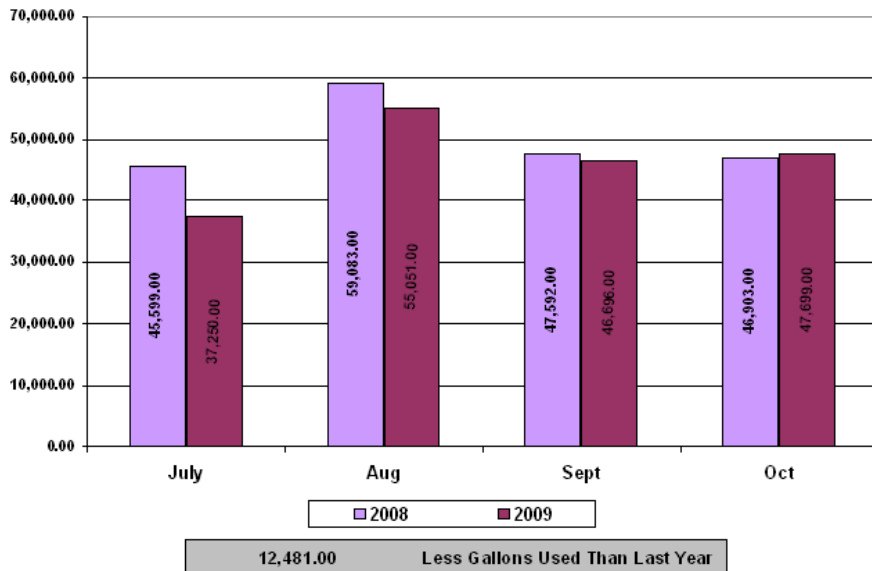
**Facilities Department
Electricity KWH Usage**



**Facilities Department
Natural Gas (100)CCF Usage**



**Facilities Department
Water/Sewer (100)Gallons Usage**



Electricity Usage	
367,119	Less KWH Used Than 2008
Natural Gas Usage	
1,667,700	Less CCF Used Than Last 2008
Water / Sewer Usage	
1,248,100	Less Gallons Used Than 2008

Selection Model for Student Centered Teachers and Quality Administrator Applicants

Staffing is the collective process of recruiting, selecting, and retaining employees. The district staffing model is built upon the concept of Retention- First-Staffing. The strategy is to identify those employees who are successful in their respective roles and to not only retain these employees, but also use them as a model for future staffing. Recruiting and selection processes follow this leading strategy by using tools that identify potential employees and leaders who demonstrate the characteristics that are predictive of excellence.

To accomplish this ideal strategy, CMCSS must first determine the common characteristics that excellent teachers and leaders share. Once it can be determined which indicators correlate with excellence in teaching and administration, CMCSS can implement a selection model using these characteristics.

Baseline Data Collection

During the last several school years, CMCSS has used Ventures for Excellence as an interview and screening tool for both teachers and administrators. This tool has allowed Human Resources to analyze the ideology of the applicants relative to the position they were seeking. For teachers, the tool measures student vs. teacher focus ideologies. The goal is to identify quality teachers who demonstrate a strong focus on student centered purpose, effective relationship building strategies, teaching strategies that involve a high degree of personalization and student involvement and who are able to work effectively with parents, other teachers, administration, and district staff. For administrators, the tool measures collaborative leadership techniques and unique, intrinsic motivational methods versus autocratic or leader-driven styles of management. The goal is to identify leaders who see collaboration as a necessity, who empower others to succeed, and who find professional satisfaction through the motivation and growth of others. CMCSS administrator applicants are also screened using a second tool, the Haberman Star Administrator, which measures ability and philosophies of leaders working with diverse student populations in urban and or poverty environments.

The quantitative data gained from the Ventures for Excellence and Haberman interview and screening tools was combined with other information in the application process to make selections for leadership and teaching positions. This multi-year process has set the foundation for a baseline set of data that can now be compared to actual performance in the classroom and in administrative roles. Using multi-variable trend analysis, CMCSS can compare performance excellence to selection characteristics such as results of the Ventures and/or Haberman, GPA, and experience. Those areas where excellence and selection characteristics correlate will be the best indicators of excellence and will be used as the foundation of the selection model for teachers and administrators.

The administrator data comparison has already begun and the analysis of the multi-variable correlations is being analyzed. The teacher selection characteristic data has been collected and data relative to performance is being collected currently. Once this analysis has been completed, the district will have a data driven method by which teachers and administrators will be selected.

Selection Model Next Steps:

- Complete performance data collection for teachers.
- Finalize data analysis for administrators.
- Partner with a new company that is developing a structured screening tool for the identification of student centered teacher.s
- Participate in pilot program for a new selection tool being developed by above mentioned company.
- Complete development of new selection model.

Clarksville-Montgomery County School System

2009-2010



C. Building Leadership Capacity

- 1. Expand professional development opportunities for Senior Leadership and Classified employees**
- 2. Increase the number of quality applicants for administrative positions**

Expand Professional Development (PD) Opportunities for Senior Leadership and Classified Employees

Senior Leadership:

Senior Leadership development is critical to the continued improvement of the school district. Dr. Larry Coble, President of School Leadership Services and Executive Director of the Piedmont Education Consortium, is leading the district executive leadership development efforts. During the first half of this year, Dr. Coble conducted individual sessions with each cabinet member to lay the groundwork for executive coaching and leadership development of the Senior Leadership Team (SLT). The goals of this training are to open lines of communication across levels of leadership and to improve the dialogue, trust, and efficiency of the Senior Leadership team in their meetings and in their work together so there is true intra-departmental cooperation and optimum Director-Cabinet relations.

In addition, Dr. Coble conducted the Denison Organizational Culture Survey which is designed to measure an organization's progress toward achieving a high-performance culture that delivers maximum results. Dr. Coble has debriefed the results of this survey with the SLT and their direct reports and will use these results as a springboard for future work with members of the Senior Leadership Team and their direct reports.

Classified Staff:

As the district continues to grow, meeting the professional development needs of Classified Staff is critical to the district's overall mission of empowering students to reach their potential. To ensure these employees are provided training opportunities to develop and maintain the skills necessary for them to best support the district's work, the Professional Development (PD) Coordinator conducted a training needs assessment in late May 2009. The results of this survey helped determine what PD opportunities to offer classified staff. More than 975 classified employees (65%) responded to this survey. Using the survey's results, the PD Section instituted a focused training and development program for classified staff, offering all classified staff the opportunity to participate in CPR/First Aid, Customer Service & Workplace Communications, Workplace Safety, and on-line courses to improve their computer skills. Educational Aides were provided PD opportunities in Crisis Prevention Intervention, Autism 101, How to Handle the Hard to Handle, and Model Classroom and Technology Tools. Twenty-five (25) Classified Employees are currently participating in the district's two-year Leadership 101 Program. In addition, Classified Staff Managers participated in advanced leadership development training which covered topics such as Managing Change, Decision Making, and Performance Management. During the November 4, 2009, Staff Development Day, 330 Classified Employees, or approximately 20% of all classified staff, participated in a wide-variety of district-sponsored trainings as identified by the needs assessment. This was an 18% increase in the number of Classified Staff who participated in district offered trainings on the November 2008 Staff Development Day. Because the district does not yet have a comprehensive system for tracking all classified staff training, department specific training conducted this year is not included in this report.

Next Steps:

- Dr. Coble will begin both individual and group executive coaching/professional development sessions with SLT.
- Expand Dr. Coble's work to include professional development activities with the SLT's direct reports.
- Offer Classified Staff PD opportunities during the January 4, 2010 Staff Development Day.
- Begin three-year phase-in to integrate classified staff training into the district's Professional Development Management System.
- Develop and offer Customer Service Training to select Classified Staff.

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Clarksville-Montgomery County School System

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D. Engaging the Public

- 1. Establish and increase quality community business partnerships**
- 2. Expand district website multimedia features**
- 3. Provide new public feedback opportunities**
- 4. Identify opportunities to increase parental involvement in middle and high schools**

Engaging the Public

Establish and Increase Quality Community Business Partnerships.

A number of initiatives/programs were initiated in 2009 to increase the number of business partnerships in three areas: Partners in Education, Education Foundation, and Community Relations/outreach.

To better assess and identify quality for partnerships, a new expectation requires school liaisons to return goal agreement forms; have a minimum contact with partners in some form; and have an end of year report which includes the total number of partner contacts, monetary contributions, in-kind donations, volunteer hours, and special initiatives to recognize partners. Reports are now required before second semester to the district PIE coordinator.

Next steps:

- Gather a baseline of effective and quality business partnership characteristics based on feedback from school PIE liaisons, helping to set a rubric for future measurement.
- Host partner workshop/breakfast in August 2010, as a kick off for the new school year.

Expand District Website Multimedia Features

Two years ago, the current district website was in need of a facelift with more user friendly options. A project team was developed to explore the needs for the new website. A fresh new look with higher functionality replaced the outdated website features.

Currently, the Communications Team is expanding branches of the core website including the multimedia function, as well as, a new Foundation website. Webvideo (Focus Digital Media) offers a number of options for the public to learn more about CMCSS.

Next Steps:

- Include the addition of student submitted video work.
- Develop an interactive web-based calendar by July 2010.
- Adjust navigational links to school zone and bus information.

Provide New Public Feedback Opportunities.

A number of feedback opportunities were initiated, reorganized and/or continued during the 2009-10 school year. Stakeholder/advisory groups were reorganized to include: Teacher Communications Group and Diversity Communications Group (formerly Minority Issues Committee). The Parent Communications Group and the Student Communications Group are continuing. Two other groups which have been organized and will be meeting second semester are new to the cadre of stakeholder groups. They include a community consortium group and the presidents of all school parent/teacher organizations. The School Board is meeting with four key stakeholder groups to elicit comments on the strengths of and opportunities for the district. District surveys were distributed in December to internal and external audiences. They will be assimilated and disaggregated in January. Situational surveys also have been utilized, including internet accessibility and zoning feedback. The website offers several ways in which feedback may be provided, including using the process management approach. The button for “Feedback” replaced the “ISO 9001” button on the homepage to clarify for external users a way to provide input.

Next Steps:

- Collect all survey results, including the district-wide survey, for disaggregation. The results of the surveys will be communicated to stakeholder groups; included in the Director of School’s annual “State of the Schools” address; and used in determining goals and objectives for future years.
- Provide School Board members a review of Board Focus Group meetings and determine recommendations.

Identify Opportunities to Increase Parental Involvement in Middle and High Schools

With the stakes for student success and high school graduation continuing to rise, it is imperative that the district seeks every possible opportunity to support students. Parents typically have the greatest impact on the lives of their children, while schools (teachers and administrators) express the desire for parents to become more involved with their child's education. Research shows that parent involvement tends to lessen when students get to the secondary level.

Before developing avenues to increase parent involvement, the first step is to **identify** how parents of middle and high school students could become involved. The Communications Department worked to gather this information through the Parent Advisory Team, the Teacher Communications Group, and school administrators. Also, district surveys to parents and school employees will provide a baseline for the level of involvement opportunities offered at the schools as they are perceived by each grade level.

Based on preliminary results from surveys, one of the most identified ways for parents to be involved in their middle and high school child's educational success is to track their progress in school through PowerSchool – a program that allows parents to regularly check grades, assignments and attendance.

Next steps:

- Collect and review CMCSS employee and parent survey results along with feedback from school district advisory groups, which will be reported to the school board.
- Parent involvement opportunities will be identified and shared with schools and parents based on the feedback received.
- A PowerSchool Campaign will begin in January to increase parental usage of the web-based program.