CMCSS Elementary School ePlan School Plan Support Manual

DEADLINES

* Every principal must complete and have his or her school plan approved by the district no later than August 18, 2019

Open Labs

* The Accountability Team will have open labs for anyone who like any additional support at Central Services South in the Collaborative Cove from 8AM to 12PM on the following days:
  + Monday 7/8/19
  + Tuesday 7/9/19
  + Wednesday 7/10/19
  + Thursday 7/11/19
  + Monday 7/22/19
  + Tuesday 7/23/19
  + Wednesday 7/24/19
  + Thursday 7/25/19
* If you have any questions please email us at [assessment@cmcss.net](mailto:assessment@cmcss.net).

Last edited on 07/01/2019

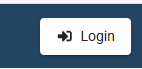
The following is guidance to principals in completing his/her ePlan school plan. Please review this guide prior to attempting to complete your plan. This guide will provide you with the information and data you must collect prior to beginning.

We highly recommend you complete this document first. Once completed you may copy and paste your information from this document into ePlan. Often ePlan will delete work you have done without saving any information. If you have your information saved in this document and your information is deleted by the site you will only need to re-paste rather than retype the deleted sections.

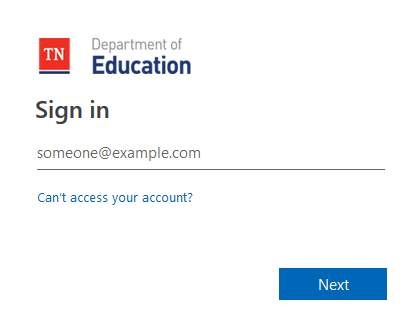
Samples are written to help guide your response. If you see a blank line the guidance will provide where to retrieve the information for the blank. All other information for you to include yourself will be identified by **ALL CAP BOLD TEXT** inside any box.Please feel free to add additional information as you see appropriate for your school.

**STEP 1: Logging in and getting to the correct screen**

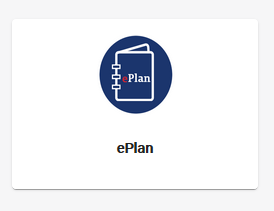
* It is best to use Chrome when accessing the TDOE Single Sign On (SSO) site.
* First, log into the TDOE SSO site (<https://orion.tneducation.net>)
  + If you logged in last year your login will be your first name dot last name @ tneducation.net (example: [Paula.Smith@tneducation.net](mailto:Paula.Smith@tneducation.net)
    - If you are unable to log in, send an email to [DT.Support@tn.gov](mailto:DT.Support@tn.gov) **and cc** [Kimi.Sucharski@cmcss.net](mailto:Kimi.Sucharski@cmcss.net). In the email provide your email address, your school, and that you are the principal of the school and ask them to reset your email if you logged in last year or ask them to set up your account if you are a new principal.
  + Click on the login button at the top right side of the screen



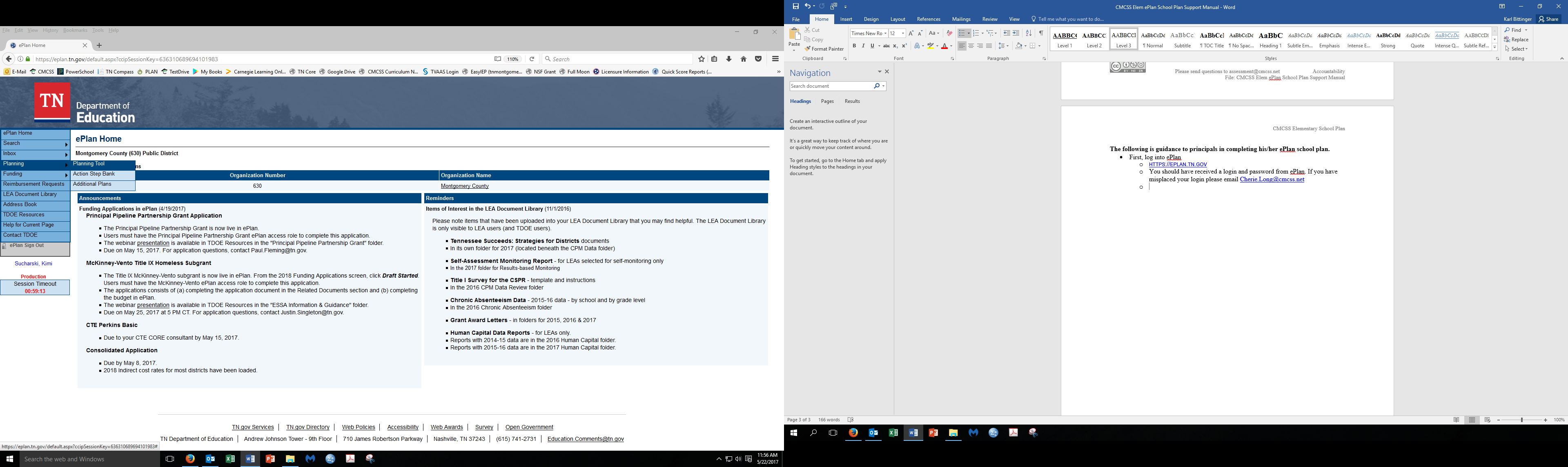
* + Select you tneducation.net login or if this is your first time logging in click on ‘use another account’ and type in your login.



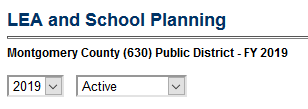
* + - Click on the ePlan icon



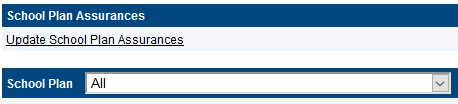
* + You should now be in ePlan. If not:
    - Click on ‘Sign in with TDOE Orion’ if the red bar is on the page (usually on the first login)
    - Enter your login and password
* Hover over ‘Planning’ then click on ‘Planning Tool’



* Change the year on the top of the screen to the upcoming year.
  + When working on your school plan for the 2019-2020 school year during summer 2019 change the year to 2019.



* Under ‘School Plan’ click on your school’s school plan. Click on your schools name.



YOUR SCHOOL (630-####) – School Plan

* If the main window does not open automatically click on ‘Sign in with TDOE Single Sign-on



* When the main window opens, you will see InformTN at the top of the page with your school, the year, and four tabs underneath. For example:



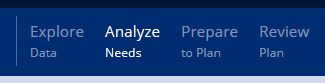
**STEP 2: Explore your available data from InformTN**

* After you click on Explore Data (the first of four tabs), take a few minutes to review/explore the available data between Dashboard and District Explorer.



**STEP 3: ANALYZE NEEDS: All elementary school principals add eight needs (5 Prioritized and 3 Deprioritized)**

* Click on ‘Analyze Needs’ at the top of the page between ‘Explore Data’ and ‘Prepare to Plan’



* When you first open this page you will have a blank screen except for two buttons on the top right reading ‘Select All’ and ‘+ Create Need’
* You will be adding at least seven separate needs as outlined in this section. Content listed outside of boxes are the directions to follow for each need and content inside a box is content you may copy and paste. **Content in bold inside a box is text you will need to replace with your own school information and data.** In some instances, the directions outside each box will detail where data can be found.

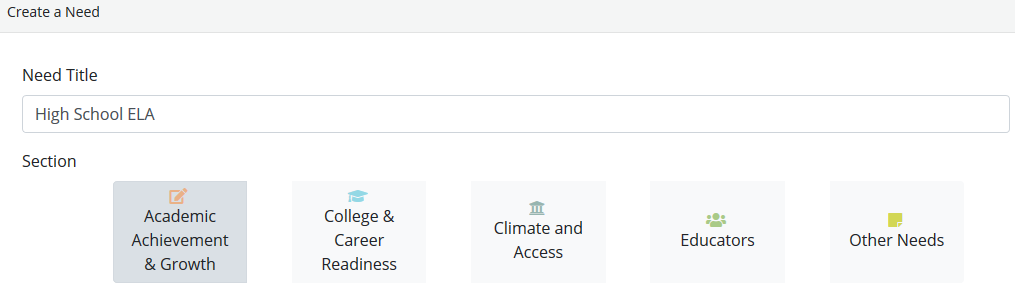
**STEP 3A: Add Need 1: Reading Language Arts 3-8**

**(this is a deprioritized need)**

* Click on ‘+ Create Need’



* In the box below ‘Need Title’ type **Reading Language Arts 3-8** and click on the ‘Academic Achievement & Growth Box’ so it is shaded compared to the other boxes



* Copy the text in the box below and paste it into the box below ‘Description’



* The content in this box is for Reading Language Arts 3-8 and should be prioritized when completed. You may copy and paste this text directly into the need but you will want to replace all bold text with your own schools information/data. We recommend making these updates on this document before you copy and paste so if the site deletes the information you have the work you have completed saved to re-paste.

ACADEMIC ACHIEVEMENT & GROWTH

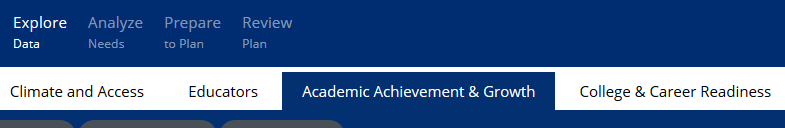
READING LANGUAGE ARTS 3-8

|  |
| --- |
| In 2017-2018, **INSERT\_ELA\_PERCENTAGE** of English 3-5 students at **SCHOOL** achieved proficiency on the TNReady as compared to 45.8% in grades 3-5 at the district level.  Gaps existed for the four AMO subgroups (BHN, SWD, ELL, and ED) existing for the four AMO subgroups BHN, SWD, ELL, and ED (Super Subgroup). The gap at **SCHOOL** between the Super Subgroup and all students was **GAP\_PERCENT** as compared to a 10.3% gap at the district level in grades 3-5.  **SCHOOL** school level data revealed 6-8 ELA performed at the **INSERT\_ENG\_QUART** quartile. School level data reveal 16 schools performed in the 4th quartile for 3-8 ELA, 11 in the 3rd quartile, and 3 in the 2nd quartile districts across the state.  The district has grown by 3,000 students in the last three years with district mobility data reveal 15% of students arriving in 3rd-5th and 16% of students arriving in 6th-8th.  District continues to average over 300 new teachers each academic year, concerns over understanding the rigorous standards in Tennessee for those new to teaching and the district  **INSERT\_TEACHER\_LEVELS** of 3-5 ELA teachers at **SCHOOL** received an individual growth score of 1 or 2 in ELA (22.3% at the district and 20.9% at the state). Also, **INSERT\_2017\_LEVEL** of the teachers receiving an LOE of 1 or 2 for these same subjects in the 2016-2017 school year (10.0% at the district and 23.3% at the state).  In 2018-2019, 22.3% of 6-8 ELA teachers at the district level received an individual growth score of 1 or 2 in ELA (20.9% at the state). In 2017-2018, 10.0 % of 6-8 ELA teachers at the district level received an individual growth score of 1 or 2 in ELA (23.3% at the state).  Local RTI data, common assessment, benchmark, and TNReady (standard level reports and item analyses reports) data reveal needs with building academic vocabulary, fluency with complex text, writing utilizing supporting information, and persistence with tasks.  District level attendance data reveal 4th and 5th grade concerns with on average 4.5% chronically absent exceeding comparable districts' data.  District level attendance data reveal 6th, 7th, and 8th grade concerns with on average 7% chronically absent similar comparable districts' data.  District level discipline data reveal 4th and 5th grade concerns with on average 4.6% of the students identified as experiencing discipline concerns exceeding comparably districts' data.  District level discipline data reveal 6th, 7th, and 8th grade concerns with on average 23% of the students identified as experiencing discipline concerns exceeding comparably districts' data.  **INSERT ADDITIONAL SCHOOL LEVEL COMMENTS YOU HAVE CONCERNING THE NEED TO HAVE GOALS FOR ELA NOT ALREADY LISTED ABOVE. ALIGN THIS BLOCK TO THE ACTION PLANS SUBMITTED TO YOUR LEVEL DIRECTOR AND BE MINDFUL OF YOUR ACCREDITATION PROCESS.** |

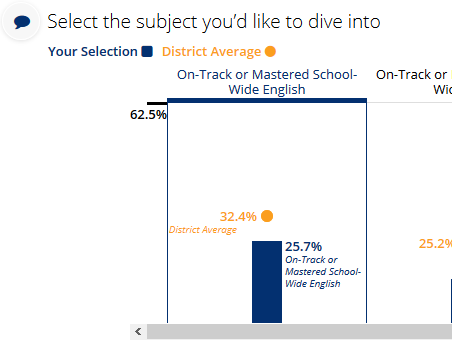
MAKE SURE THE BAR AT THE BOTTOM OF THE WINDOW IS BLUE WITH AN EMPTY STAR. THE WORD SAYS PRIORITIZE BECAUSE IF YOU CLICK ON IT THIS CHANGES IT AWAY FROM DEPRIORITIZED. THE BAR MUST BE BLUE.



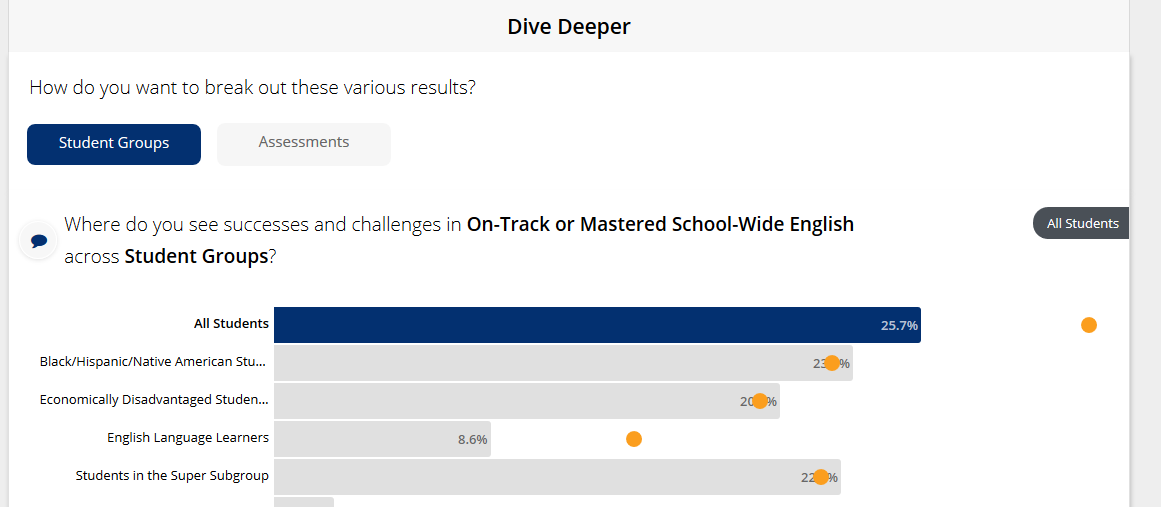
* You may access the information/data needed to replace the bold text from this box at the following locations
  + **INSERT\_ELA\_PERCENTAGE**
    - ePlan > ‘Explore Data’ > ‘Academic Achievement & Growth



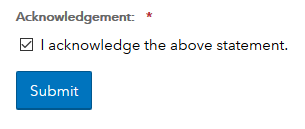
* + - Scroll down to select subject and select School-Wide English. In this example the school wide rate is 25.7%



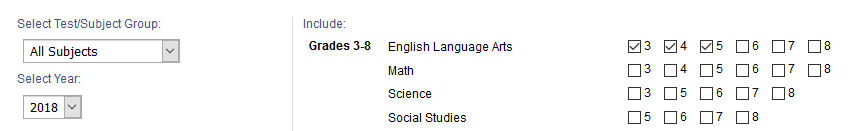
* **SCHOOL**
  + Everywhere you have the word school in all caps and bold replace the word school with your school name
* **GAP\_PERCENT**
  + Replace with the difference between your school’s Super Subgroup percent on-track/mastered and the All Students group
  + This percentage can be found:
    - ePlan > ‘Explore Data’ > ‘Academic Achievement & Growth
    - Make sure you have selected English from the last step and then scroll down to Dive Deeper. In Dive Deeper you can find the all students and super subgroup percentages and subtract them. If a percentage cannot be read, as in the example below for super subgroup, hover over the bar and the percentage will be displayed.



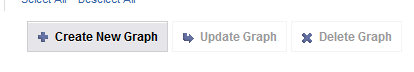
* **INSERT\_ENG\_QUART**
  + The accountability team provided a spreadsheet titled ‘1920 ePlan quartiles’ when this document was provided. This spreadsheet has three tabs. If you open the ‘HS Quartiles tab’ the Quartile for this value is in column I
* **INSERT\_TEACHER\_LEVELS**
  + This data is available on the EVAAS site
  + <https://evaas.sas.com/> > Reports > School Teacher Summary
  + Check inside the ‘I acknowledge box and click on ‘Submit’



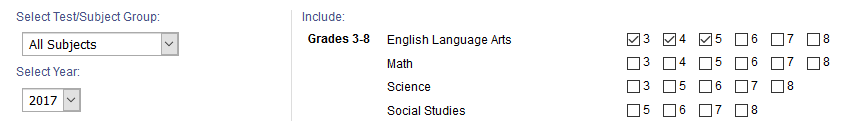
* + Ensure the year on the left is 2018 and ensure you select 3rd, 4th, and 5th grade English Language Arts



* + Click on Create New Graph



* + Hover over the pie chart and add the percentage of teachers at Level 1 to the percentage of teachers at Level 2 you can see when you hover over these pieces of the pie chart
* **INSERT\_2017\_LEVEL**
  + **Change the year from 2018 to 2017 and click on ‘update graph’**

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* + Hover over the pie chart and add the percentage of teachers at Level 1 to the percentage of teachers at Level 2 you can see when you hover over these pieces of the pie chart
* **Last block of bold text in the box**
  + At the end of the box, replace the last block of bold text with any additional school level information/comments you have concerning the need to have goals for RLA not already listed in the box. Align this information to your action plans submitted to your level director and be mindful of your accreditation process.

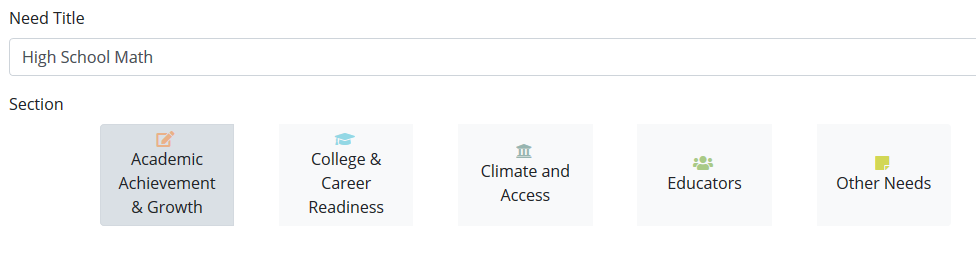
**STEP 3B: Add Need 2: Math 3-8**

**(this is a deprioritized need)**

* Click on ‘+ Create Need’



* In the box below ‘Need Title’ type **Math 3–8** and click on the ‘Academic Achievement & Growth Box’ so it is shaded compared to the other boxes



* Copy the text in the box below and paste it into the box below ‘Description’



* The content in this box is for Math 3–8 and should be prioritized when completed. You may copy and paste this text directly into the need but you will want to replace all bold text with your own schools information/data. We recommend making these updates on this document before you copy and paste so if the site deletes the information you have the work you have completed saved to re-paste.

ACADEMIC ACHIEVEMENT & GROWTH

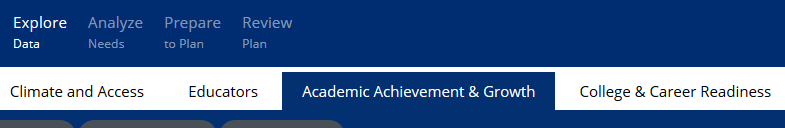
MATH 3–8

|  |
| --- |
| In 2017-2018, **INSERT\_8MATH\_PERCENTAGE** of Math 3-5 students at **SCHOOL** achieved proficiency on the TNReady as compared to 52.5% in grades 3-5 at the district level.  Gaps existed for the four AMO subgroups (BHN, SWD, ELL, and ED) existing for the four AMO subgroups BHN, SWD, ELL, and ED (Super Subgroup). The gap at **SCHOOL** between the Super Subgroup and all students was **GAP\_PERCENT** as compared to an 11.1% gap at the district level in grades 3-5.  **SCHOOL** school level data revealed 6-8 math performed at the **INSERT\_MATH\_QUART** quartile. School level data reveal 15 schools performed in the 4th quartile for 3-8 math, 8 in the 3rd quartile, 4 in the 2nd quartile, and 3 in the 1st quartile districts across the state.  The district has grown by 3,000 students in the last three years with district mobility data reveal 15% of students arriving in 3rd-5th and 16% of students arriving in 6th-8th.  The district continues to average over 300 new teachers each academic year, concerns over understanding the rigorous standards in Tennessee for those new to teaching and the district  **INSERT\_TEACHER\_LEVELS** of 3-5 math teachers at **SCHOOL** received an individual growth score of 1 or 2 in math (18.6% at the district and 32.4% at the state). Also, **INSERT\_2017\_LEVEL** of the teachers receiving an LOE of 1 or 2 for these same subjects in the 2016-2017 school year (20.5% at the district and 32.6% at the state).  In 2018-2019, 18.6% of 6-8 math teachers at the district level received an individual growth score of 1 or 2 in math (32.4% at the state). In 2017-2018, 20.5% of 6-8 math teachers at the district level received an individual growth score of 1 or 2 in math (32.6% at the state).  Local RTI data, common assessment, benchmark, and TNReady (standard level reports and item analyses reports) data reveal needs with building academic vocabulary, fluency with complex text, writing utilizing supporting information, and persistence with tasks.  District level attendance data reveal 4th and 5th grade concerns with on average 5% chronically absent exceeding comparable districts' data.  District level attendance data reveal 6th, 7th, and 8th grade concerns with on average 8% chronically absent similar comparable districts' data.  District level discipline data reveal 4th and 5th grade concerns with on average 5% of the students identified as experiencing discipline concerns exceeding comparably districts' data.  District level discipline data reveal 6th, 7th, and 8th grade concerns with on average 25% of the students identified as experiencing discipline concerns exceeding comparably districts' data.  **INSERT ADDITIONAL SCHOOL LEVEL COMMENTS YOU HAVE CONCERNING THE NEED TO HAVE GOALS FOR MATH NOT ALREADY LISTED ABOVE. ALIGN THIS BLOCK TO THE ACTION PLANS SUBMITTED TO YOUR LEVEL DIRECTOR AND BE MINDFUL OF YOUR ACCREDITATION PROCESS.** |

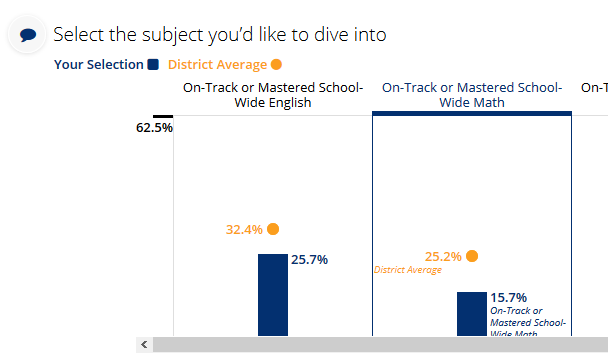
MAKE SURE THE BAR AT THE BOTTOM OF THE WINDOW IS BLUE WITH AN EMPTY STAR. THE WORD SAYS PRIORITIZE BECAUSE IF YOU CLICK ON IT THIS CHANGES IT AWAY FROM DEPRIORITIZED. THE BAR MUST BE BLUE.



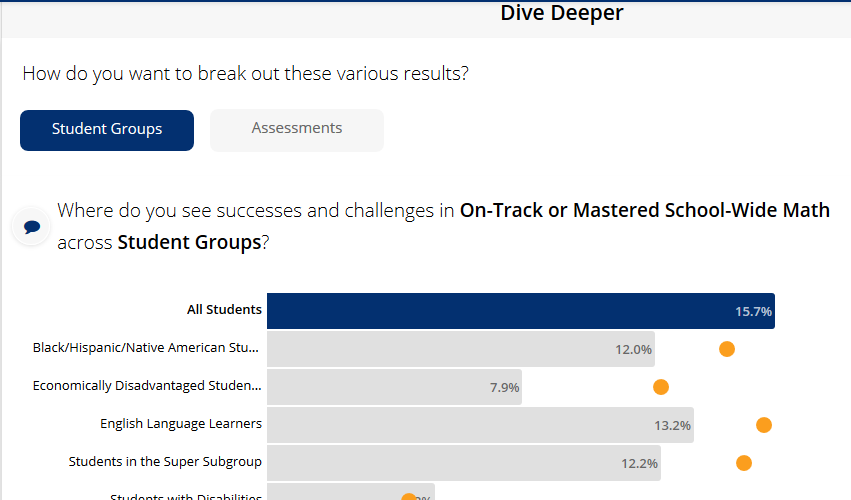
* You may access the information/data needed to replace the bold text from this box at the following locations
  + **INSERT\_8MATH\_PERCENTAGE**
    - ePlan > ‘Explore Data’ > ‘Academic Achievement & Growth



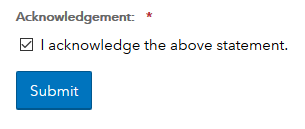
* + - Scroll down to select subject and select School-Wide Math. In this example the school wide rate is 15.7%



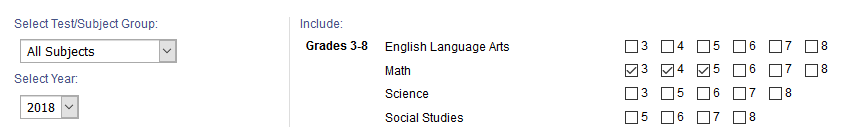
* **SCHOOL**
  + Everywhere you have the word school in all caps and bold replace the word school with your school name
* **GAP\_PERCENT**
  + Replace with the difference between your school’s Super Subgroup percent on-track/mastered and the All Students group
  + This percentage can be found:
    - ePlan > ‘Explore Data’ > ‘Academic Achievement & Growth
    - Make sure you have selected English from the last step and then scroll down to Dive Deeper. In Dive Deeper you can find the all students and super subgroup percentages and subtract them. If a percentage cannot be read, as in the example below for super subgroup, hover over the bar and the percentage will be displayed. In this example, the difference is 15.7% - 12.2% = 3.5%



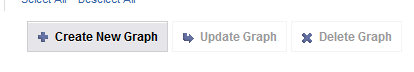
* **INSERT\_MATH\_QUART**
  + The accountability team provided a spreadsheet titled ‘1920 ePlan quartiles’ when this document was provided. This spreadsheet has three tabs. If you open the ‘HS Quartiles tab’ the Quartile for this value is in column C
* **INSERT\_TEACHER\_LEVELS**
  + This data is available on the EVAAS site
  + <https://evaas.sas.com/> > Reports > School Teacher Summary
  + Check inside the ‘I acknowledge box and click on ‘Submit’



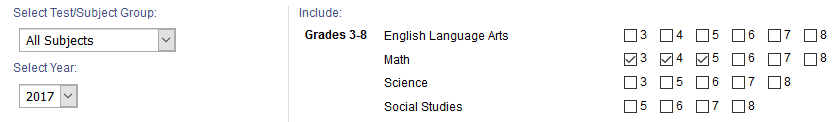
* + Ensure the year on the left is 2018 and ensure you select 6th, 7th, and 8th grade math on the right



* + Click on Create New Graph



* + Hover over the pie chart and add the percentage of teachers at Level 1 to the percentage of teachers at Level 2 you can see when you hover over these pieces of the pie chart
* **INSERT\_2017\_LEVEL**
  + **Change the year from 2018 to 2017 and click on ‘update graph’**



* + Hover over the pie chart and add the percentage of teachers at Level 1 to the percentage of teachers at Level 2 you can see when you hover over these pieces of the pie chart
* **Last block of bold text in the box**
  + At the end of the box, replace the last block of bold text with any additional school level information/comments you have concerning the need to have goals for math not already listed in the box. Align this information to your action plans submitted to your level director and be mindful of your accreditation process.

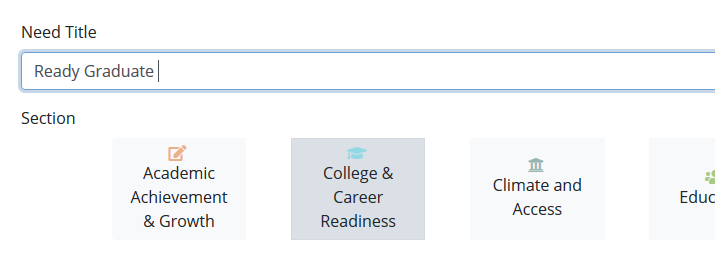
**STEP 3C: Add Need 3: Ready Graduate**

**(this is a deprioritized need)**

* Click on ‘+ Create Need’



* In the box below ‘Need Title’ type **Ready Graduate** and click on the ‘College and Career Readiness’ so it is shaded compared to the other boxes



* Copy the text in the box below and paste it into the box below ‘Description’



* The content in this box is for Ready Graduate and should be prioritized when completed. You may copy and paste this text directly into the need but you will want to replace all bold text with your own schools information/data. We recommend making these updates on this document before you copy and paste so if the site deletes the information you have the work you have completed saved to re-paste.

COLLEGE & CAREER READINESS

READY GRADUATE

|  |
| --- |
| The district graduation rate for 2017-2018 was 94.19% and the district dropout rate was 2.02%.  In 2017-2018 40.8% of students in the district met the ACT college readiness benchmark. The InformTN report for CMCSS in 2017-2018 enrollment data reveal 39.6% of students in the district enrolled in early postsecondary institutions as compared to 37.5% in the state.  In 2017-2018, 20.4% of students concentrated in CTE as compared to 20.4% in the state. Also, 39.6% of students in the district enrolled in one or more EPSO.  Evaluation of CTE Certification data reveal a need for aligning CTE pathways to insure access to courses necessary for industry certifications.  Meetings with local workforce, major industry (LG, Hankook, Google, Akebono), and business leaders reveal a need for students to develop soft skills and workforce mindfulness necessary for success in the workforce.  Fishbowl activities with building principals, assistant principals, academic coaches, and consulting teachers, as well as focus group activities with Parent Focus Group, Teacher Focus Group, Classified Employee Focus Group, Parent Engagement Representatives from all schools reveal a need for the district to address the following ready graduate needs such as comprehensive career awareness in the middle schools, workforce soft skills beginning with ES, math and ready fluency, achieving appropriate ACT scores, and building greater access to EPSO opportunities.  Technology fluency in terms of time and place for appropriate use, and ability to navigate appropriate applications.  **INSERT ADDITIONAL SCHOOL LEVEL COMMENTS YOU HAVE CONCERNING THE NEED TO HAVE GOALS FOR READY GRADUATE (COLLEGE & CAREER READINESS) NOT ALREADY LISTED ABOVE. ALIGN THIS BLOCK TO THE ACTION PLANS SUBMITTED TO YOUR LEVEL DIRECTOR AND BE MINDFUL OF YOUR ACCREDITATION PROCESS.** |

MAKE SURE THE BAR AT THE BOTTOM OF THE WINDOW IS BLUE WITH AN EMPTY STAR. THE WORD SAYS PRIORITIZE BECAUSE IF YOU CLICK ON IT THIS CHANGES IT AWAY FROM DEPRIORITIZED. THE BAR MUST BE BLUE.



* In the last block of **bold** text in the box.
  + At the end of the box, replace the last block of bold text with any additional school level information/comments you have concerning the need to have goals for College & Career Readiness not already listed in the box. Align this information to your action plans submitted to your level director and be mindful of your accreditation process.

**STEP 3D: Add Need 4: Social Emotional Learning**

**(this is a prioritized need)**

* Click on ‘+ Create Need’



* In the box below ‘Need Title’ type **Social Emotional Learning** and click on the ‘Climate and Access’ so it is shaded compared to the other boxes

**add a picture of the box here**

* Copy the text in the box below and paste it into the box below ‘Description’



* The content in this box is for Social Emotional Learning and should be prioritized when completed. You may copy and paste this text directly into the need but you will want to replace all bold text with your own schools information/data. We recommend making these updates on this document before you copy and paste so if the site deletes the information you have the work you have completed saved to re-paste.

CLIMATE AND ACCESS

SOCIAL EMOTIONAL LEARNING

|  |
| --- |
| Social and emotional learning is the process through which students acquire and effectively apply knowledge, attitudes and critical skills necessary to understand and manage emotions, make responsible decisions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships. Essentially the outcomes measuring and supporting social emotional learning (SEL) evidence have noted, (1) better academic performance translates to higher achievement scores, (2) improved attitudes and behaviors translate to greater motivation to learn, deeper commitment to school, increased time devoted to school work, and better classroom behavior, (3) fewer negative behaviors translate to decreased disruptive class behaviors, and disciplinary referrals, and (4) reduced emotional distress translates to fewer reports of student depression anxiety, stress and social withdrawal. Embedding social emotional learning into the classroom is more complex than simply teaching a skill, it must become part of the strategic work and culture of a district. The work will begin with student supports, parent and community outreach, and teacher/administration support and professional learning.  Attendance data reveal concerns in Kindergarten and in high schools with chronically absent percentages exceeding similar comparable districts' data. The district has been providing schools with twice monthly reports tracking the percent of students identified as chronically absent.  Discipline data reveal concerns escalate from middle school to high schools with percentage of students identified as experiencing discipline concerns exceeding comparably districts' data.  Although the district experiences a 96% attendance rate, discrete analysis of high school absenteeism and discipline data reveal concerns. Students must be in class to develop appropriate skills. The chronic absenteeism is a concern being addressed by the schools with a more focused approached to making contact with students who are out of schools 2 to 3 days rather than waiting for the 5 and 10 day markers. An analysis of the data does reveal military students impact this data in that they miss 10 days for family travel prior to lengthy deployment of a parent or guardian. This has been addressed with the Garrison's Executive Officer to insure abuse of policy is not occurring. Attendance teachers from student services work closely with the schools and counselors to immediately resolve absent concerns.  Feedback from schools denote a need to address social emotional learning and restorative discipline practices to mediate the chronic absenteeism and increasing discipline concerns.  **INSERT ADDITIONAL SCHOOL LEVEL COMMENTS YOU HAVE CONCERNING THE NEED TO HAVE GOALS FOR Social Emotional Learning NOT ALREADY LISTED ABOVE. ALIGN THIS BLOCK TO THE ACTION PLANS SUBMITTED TO YOUR LEVEL DIRECTOR AND BE MINDFUL OF YOUR ACCREDITATION PROCESS.** |

MAKE SURE THE BAR AT THE BOTTOM OF THE WINDOW IS GREEN WITH FILLED STAR. THE WORD SAYS DEPRIORITIZE BECAUSE IF YOU CLICK ON IT THIS CHANGES IT AWAY FROM PRIORITIZED. THE BAR MUST BE GREEN.



* **Last block of bold text in the box**
  + At the end of the box, replace the last block of bold text with any additional school level information/comments you have concerning the need to have goals for Social Emotional Learning not already listed in the box. Align this information to your action plans submitted to your level director and be mindful of your accreditation process.

**STEP 3E: Add Need 5: Students with Disabilities**

**(This is a prioritized need)**

* Click on ‘+ Create Need’



* In the box below ‘Need Title’ type **Students with Disabilities** and click on the ‘Academic Achievement & Growth’ so it is shaded compared to the other boxes

**add a picture of the box here**

* Copy the text in the box below and paste it into the box below ‘Description’



* The content in this box is for Students with Disabilities and should be deprioritized when completed. You may copy and paste this text directly into the need but you will want to replace all bold text with your own schools information/data. We recommend making these updates on this document before you copy and paste so if the site deletes the information you have the work you have completed saved to re-paste.

ACADEMIC ACHIEVEMENT & GROWTH

STUDENTS WITH DISABILITIES

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| Evaluation of ELA district-wide success rate data reveal gaps with SWD 3rd - 5th proficiency of 16.6% as compared to the all students with 45.8%, SWD 6th - 8th ELA proficiency of 10.4% as compared to the all students with 37.6%, SWD HS ELA proficiency of 4.1% as compared to the all students with 32.4%.  Evaluation of district-wide math success rate data reveal gaps with SWD 3rd - 5th proficiency of 23.0% as compared to the all students with 52.5%, SWD 6th - 8th math proficiency of 10.4% as compared to the all students with 34.6%, SWD HS math proficiency of 4.4% as compared to the all students with 25.2%.  District-wide ACT data reveal that 8.5% of SWD met the 21 Composite target as compared to the district's 43.8%. Average ACT score for SWD was 15.5 as compared to 20.4 for All Students.  The district-wide graduation rate reveals the gap is closing for the second between SWD and All Students. The SWD experienced a graduation rate of 78.25% as compared to the district at 94.19%. This is a 12.94% gap in 2017-2018 as compared to a 16.1% gap in 2016-2017.  Chronically absent district-wide data reveal SWD continue to experience greater attendance concerns with an absentee rate of 11.5% as compared to all students at 8%.  The need to provide students greater access to inclusion is supported through the achievement results. However, the most difficult positions to fill are for Special Education teachers, especially in the high school arena where Tennessee requires additional professional content area praxis assessments in addition to the special education praxis, as well as math and science teachers at all grade levels. This emphasizes for school districts the tremendous need for an extensive professional learning support system as well as meaningful classroom supports.  A district-wide review of assessments completed by SWD denote a need to insure students are appropriately assigned to the 3rd-8th TCAP/ALT Sc and SS, 3rd-8th MSAA for ELA and Math, 10th TCAP ALT Biology, and the 11th MSAA for ELA and Math. Students participating in the TNReady and ACT need a focus opportunity to participate in the regular education classroom (inclusion) for exposure to regular education standards moving to the WEB DOK level 3 and 4.  **INSERT ADDITIONAL SCHOOL LEVEL COMMENTS YOU HAVE CONCERNING THE NEED TO HAVE GOALS FOR SWD NOT ALREADY LISTED ABOVE. ALIGN THIS BLOCK TO THE ACTION PLANS SUBMITTED TO YOUR LEVEL DIRECTOR AND BE MINDFUL OF YOUR ACCREDITATION PROCESS.** |

MAKE SURE THE BAR AT THE BOTTOM OF THE WINDOW IS GREEN WITH FILLED STAR. THE WORD SAYS DEPRIORITIZE BECAUSE IF YOU CLICK ON IT THIS CHANGES IT AWAY FROM PRIORITIZED. THE BAR MUST BE GREEN.



* **Block of bold text at the end of the box**
  + At the end of the box, replace the last block of bold text with any additional school level information/comments you have concerning the need to have goals for Students with Disabilities not already listed in the box. Align this information to your action plans submitted to your level director and be mindful of your accreditation process.

**STEP 3F: Add Need 6: English Language Learners**

**(This is a prioritized need)**

* Click on ‘+ Create Need’



* In the box below ‘Need Title’ type **English Language Learners** and click on the ‘Academic Achievement & Growth’ so it is shaded compared to the other boxes

**add a picture of the box here**

* Copy the text in the box below and paste it into the box below ‘Description’



* The content in this box is for English Language Learners and should be deprioritized when completed. You may copy and paste this text directly into the need but you will want to replace all bold text with your own schools information/data. We recommend making these updates on this document before you copy and paste so if the site deletes the information you have the work you have completed saved to re-paste.

ACADEMIC ACHIEVEMENT & GROWTH

ENGLISH LANGUAGE LEARNERS

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| Birth-PreK Concerns: Clarksville-Montgomery County School System serves the children of Montgomery County, Tennessee. Located in north middle Tennessee, Montgomery County is the second fastest sustained growth community in Tennessee with an average 3% yearly growth rate. Census data for 2003 - 2016 denotes Montgomery County population grew by 44% while the rest of the nation grew by 13%, with population growth for children 0 – 4 years of age exceeding state and national levels by an average yearly growth of 4% during the same time frame. Census data further reveal that children ages 0-4 are the second largest population within the county at nearly 17,000 in 2016 within the county following closely behind 25-29 year old population at approximately 22,000 individuals. Montgomery County is the principal county of the Tennessee-Kentucky metropolitan statistical area (MSA), which is the second fastest growing MSA in the United States and first fastest growing in Tennessee-Kentucky area. The MSA borders the northern boundary of the Nashville-Davidson-Murfreesboro-Franklin TN MSA creating a unique blend of economic needs. Montgomery County current unemployment rate is 3.2%, however census data for 2006-16 reveal that approximately 15% of the community lives in poverty. Montgomery County, with a population of approximately 195,700, borders Ft. Campbell, Kentucky, the home of the third largest military population in the army and seventh largest in the Department of Defense. Home of the 101st Airborne Division, Ft Campbell is comprised of approximately 32,000 active duty soldiers with more than 30,000 family members living off of the military installation, as well as 73,000 retiree family members. Approximately 1000 active duty soldiers transition in and out of Ft. Campbell each month. Clarksville Montgomery County School System (CMCSS) is 1 of only 9 school districts that exceed 20,000 students out of Tennessee’s 144 identified school districts. CMCSS, a school district, which includes rural, suburban, urban, and inner city schools, currently serves approximately 34,900 students in 39 schools, growing by 2,500 students over the last two years and has a projected growth rate of 1,000 students for 2018-19. Currently, 50% identified as economically disadvantaged with 30% of these students identified as direct certified, 15% identified as students with disabilities, 3% identified as English Language Learners, 45% identified as minority students, 1% identified as homeless, 28% identified as active duty military dependents, and a student mobility rate of 35%.  Currently, 136 daycare centers are located in Montgomery County, with 30% serving 15 or fewer children (considered home daycare centers). When evaluating the 136 centers only 46 of the centers meet the Tennessee 3 STAR requirements with 3 of these being the Montgomery County Head Start Centers and 17 being the CMCSS Vol PreK classrooms. The community only has an additional 22 preschool/daycare opportunities available with a large number of these identified as in-home day care centers serving less than 15 children each across the age span of 0-12 years old. This leaves few resources within the community to meet the needs of approximately 7,000 three to four year old children living in Montgomery County. CMCSS Vol PreK serves approximately 330 four year olds (13% identified as SWD) with over 200 on the waiting list. Additionally, the CMCSS SWD PreK for three and four year olds is serving approximately 150 students. The 17 CMCSS Vol PreK classrooms have been strategically placed across the district to insure the greatest access for families in poverty utilizing both Free and Reduced Price Lunch data, Direct Certified data, and community housing poverty trends.  K-2 RTI data and common assessments reveal a need a wider breadth of services to insure students are prepared to become readers.  Early experiences with letters, sounds, concept of words, concept of sentences, and number sense.  Attendance data for PreK and K reveal the highest percent of chronic absenteeism in the district until senior year. Only 30% of the students who enroll in Kindergarten in CMCSS are still with the district when they graduate high school. 28% of the students are military active duty dependents which speaks to the concerns for building strong parent engagement early to build value for attending school from day one.  **INSERT ADDITIONAL SCHOOL LEVEL COMMENTS YOU HAVE CONCERNING THE NEED TO HAVE GOALS FOR EARLY LEARNING NOT ALREADY LISTED ABOVE. ALIGN THIS BLOCK TO THE ACTION PLANS SUBMITTED TO YOUR LEVEL DIRECTOR AND BE MINDFUL OF YOUR ACCREDITATION PROCESS.** |

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* **Block of bold text at the end of the box**
  + At the end of the box, replace the last block of bold text with any additional school level information/comments you have concerning the need to have goals for English Language Learners not already listed in the box. Align this information to your action plans submitted to your level director and be mindful of your accreditation process.

**STEP 3G: Add Need 7: Teacher Recruitment and Support (This is a prioritized need)**

* Click on ‘+ Create Need’



* In the box below ‘Need Title’ type **Teacher Recruitment and Support** and click on the ‘Academic Achievement & Growth’ so it is shaded compared to the other boxes

**add a picture of the box here**

* Copy the text in the box below and paste it into the box below ‘Description’



* The content in this box is for Teacher Recruitment and Support and should be deprioritized when completed. You may copy and paste this text directly into the need but you will want to replace all bold text with your own schools information/data. We recommend making these updates on this document before you copy and paste so if the site deletes the information you have the work you have completed saved to re-paste.

EDUCATORS

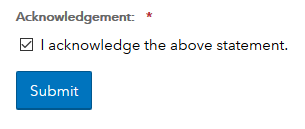
TEACHER RECRUITMENT AND SUPPORT

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| CMCSS is hiring on average 350 teachers a year, district has grown by 3,000 students over the last three years.  In 2017-2018, **SCHOOL**’s LOE data reveal LOE 5 = **5PER**; LOE 4 = **4PER**; LOE 3 = **3PER**; LOE 2 = **2PER**; and LOE 1 = **1PER**.  In 2017-2018, 3rd through 5th grade district level LOE data reveal LOE 5 = 24.6%; LOE 4 = 16.0%; LOE 3 = 34.6%; LOE 2 = 14.1%, and LOE 1 = 10.7%. District-wide PYE trend is running around 5% each year due to hiring new teachers for growth, Family Medical Leave Absences, maternity leave, etc.  District level refinement data reveal Questioning to be the number 1 improvement need for teachers in both 2018-2019 and 2017-2018. The second refinement for teachers in the district in 2018-2019 and 2017-2018 was Lesson Structure and Pacing.  Analyses of District PRIDE data from 2018-2019 reveal a statistically significant difference on student achievement between teachers who attended PRIDE district orientation for all sessions and for those attending only partial sessions. In 2017-2018, analyses of PRIDE TNCompass observation data (a new teacher support program) reveal new teachers who participate fully in the PRIDE program have an average observation score of 3.82 as compared to district teacher average of 3.89. New teachers who did not avail them of the program experienced diminished averages ranging from 3.0 to 3.2.  Fishbowl and focus group data reveal positive results for the following in building and classroom real time supports for teachers to include: Academic Coaches, Lead Content Teachers, Consulting Teachers, and Technology Integration Coaches.  Recruitment efforts were analyzed in preparation for the 2018-2019 school year. Classroom teachers, assistant principals, consulting teachers, special populations personnel and principals partnered with the Human Resources department to cover numerous recruitment events. Clarksville-Montgomery County School System (CMCSS) representatives also attended career fairs at universities with diverse student populations to enhance minority recruitment efforts. Following each recruitment event, Human Resources personnel followed up with potential applicants to share appreciation for visiting the CMCSS booth and offer them support throughout the application process.  In response to shortages of teacher applicants, Human Resources department representatives planned and executed a CMCSS Teacher Job Fair in April. The Human Resources General Counsel developed an Offer of Employment contract that principals were allowed to extend to job fair candidates.  Analyses of teacher demographics denote a need to be conscientious of the need to recruit and retain teachers' of diversity. District student population is 55% majority/45% minority; teacher demographic is 87% majority/13% minority; administrator demographic is 88% majority/12% minority.  The hiring season for this academic year was especially challenging. The educator candidate shortages expanded to the elementary applicant pool. In response to the shortages, employment opportunities were extended to candidates following the job-embedded licensure path.  2015-2016 District New Educator Retention Rate = 76.2%  2016-2017 District New Educator Retention Rate = 80%  2017-2018 District New Educator Retention Rate = 81.4%  Final concern is to continue to insure that highly effective teachers are working with the neediest students, specifically those who have been achieving below proficiency on TNReady. Teacher recruitment and retention is highly focused on obtaining those teachers with greatest opportunity to succeed with struggling students.  **INSERT ADDITIONAL SCHOOL LEVEL COMMENTS YOU HAVE CONCERNING THE NEED TO HAVE GOALS FOR TEACHER RECRUITMENT AND SUPPORT NOT ALREADY LISTED ABOVE. ALIGN THIS BLOCK TO THE ACTION PLANS SUBMITTED TO YOUR LEVEL DIRECTOR AND BE MINDFUL OF YOUR ACCREDITATION PROCESS.** |

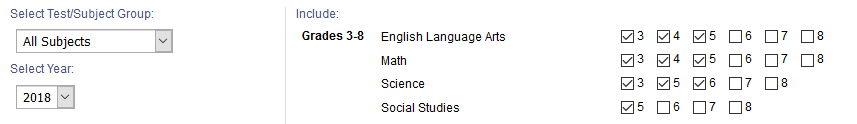
MAKE SURE THE BAR AT THE BOTTOM OF THE WINDOW IS GREEN WITH FILLED STAR. THE WORD SAYS DEPRIORITIZE BECAUSE IF YOU CLICK ON IT THIS CHANGES IT AWAY FROM PRIORITIZED. THE BAR MUST BE GREEN.



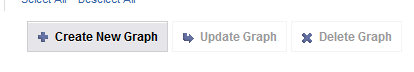
* **SCHOOL**
  + Everywhere you find the word **SCHOOL** in all caps and bold replace this word with your school’s name
* **5PER, 4PER, 3PER, 2PER, and, 1PER**
  + This data is available on the EVAAS site
  + <https://evaas.sas.com/> > Reports > School Teacher Summary
  + Check inside the ‘I acknowledge box and click on ‘Submit’



* + Ensure the year on the left is 2018 and ensure you select all ELEMENTARY school assessments



* + Click on Create New Graph



* + Hover over the pie chart sections to get you different percentages
* **Block of bold text at the end of the box**
  + At the end of the box, replace the last block of bold text with any additional school level information/comments you have concerning the need to have goals for Teacher Recruitment and Support not already listed in the box. Align this information to your action plans submitted to your level director and be mindful of your accreditation process.

**STEP 3H: Add Need 8: Early Learning K-2**

**(This is a prioritized need)**

* Click on ‘+ Create Need’



* In the box below ‘Need Title’ type **Early Learning K-2** and click on the ‘Academic Achievement & Growth’ so it is shaded compared to the other boxes

**add a picture of the box here**

* Copy the text in the box below and paste it into the box below ‘Description’



* The content in this box is for Early Learning K-2 and should be deprioritized when completed. You may copy and paste this text directly into the need but you will want to replace all bold text with your own schools information/data. We recommend making these updates on this document before you copy and paste so if the site deletes the information you have the work you have completed saved to re-paste.

OTHER NEEDS

EARLY LEARNING K-2

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| --- |
| Birth-PreK Concerns: Clarksville-Montgomery County School System serves the children of Montgomery County, Tennessee. Located in north middle Tennessee, Montgomery County is the second fastest sustained growth community in Tennessee with an average 3% yearly growth rate. Census data for 2003 - 2016 denotes Montgomery County population grew by 44% while the rest of the nation grew by 13%, with population growth for children 0 – 4 years of age exceeding state and national levels by an average yearly growth of 4% during the same time frame. Census data further reveal that children ages 0-4 are the second largest population within the county at nearly 17,000 in 2016 within the county following closely behind 25-29 year old population at approximately 22,000 individuals. Montgomery County is the principal county of the Tennessee-Kentucky metropolitan statistical area (MSA), which is the second fastest growing MSA in the United States and first fastest growing in Tennessee-Kentucky area. The MSA borders the northern boundary of the Nashville-Davidson-Murfreesboro-Franklin TN MSA creating a unique blend of economic needs. Montgomery County current unemployment rate is 3.2%, however census data for 2006-16 reveal that approximately 15% of the community lives in poverty. Montgomery County, with a population of approximately 195,700, borders Ft. Campbell, Kentucky, the home of the third largest military population in the army and seventh largest in the Department of Defense. Home of the 101st Airborne Division, Ft Campbell is comprised of approximately 32,000 active duty soldiers with more than 30,000 family members living off of the military installation, as well as 73,000 retiree family members. Approximately 1000 active duty soldiers transition in and out of Ft. Campbell each month. Clarksville Montgomery County School System (CMCSS) is 1 of only 9 school districts that exceed 20,000 students out of Tennessee’s 144 identified school districts. CMCSS, a school district, which includes rural, suburban, urban, and inner city schools, currently serves approximately 34,900 students in 39 schools, growing by 2,500 students over the last two years and has a projected growth rate of 1,000 students for 2018-19. Currently, 50% identified as economically disadvantaged with 30% of these students identified as direct certified, 15% identified as students with disabilities, 3% identified as English Language Learners, 45% identified as minority students, 1% identified as homeless, 28% identified as active duty military dependents, and a student mobility rate of 35%.  Currently, 136 daycare centers are located in Montgomery County, with 30% serving 15 or fewer children (considered home daycare centers). When evaluating the 136 centers only 46 of the centers meet the Tennessee 3 STAR requirements with 3 of these being the Montgomery County Head Start Centers and 17 being the CMCSS Vol PreK classrooms. The community only has an additional 22 preschool/daycare opportunities available with a large number of these identified as in-home day care centers serving less than 15 children each across the age span of 0-12 years old. This leaves few resources within the community to meet the needs of approximately 7,000 three to four year old children living in Montgomery County. CMCSS Vol PreK serves approximately 330 four year olds (13% identified as SWD) with over 200 on the waiting list. Additionally, the CMCSS SWD PreK for three and four year olds is serving approximately 150 students. The 17 CMCSS Vol PreK classrooms have been strategically placed across the district to insure the greatest access for families in poverty utilizing both Free and Reduced Price Lunch data, Direct Certified data, and community housing poverty trends.  K-2 RTI data and common assessments reveal a need a wider breadth of services to insure students are prepared to become readers.  Early experiences with letters, sounds, concept of words, concept of sentences, and number sense.  Attendance data for PreK and K reveal the highest percent of chronic absenteeism in the district until senior year. Only 30% of the students who enroll in Kindergarten in CMCSS are still with the district when they graduate high school. 28% of the students are military active duty dependents which speaks to the concerns for building strong parent engagement early to build value for attending school from day one.  **INSERT ADDITIONAL SCHOOL LEVEL COMMENTS YOU HAVE CONCERNING THE NEED TO HAVE GOALS FOR EARLY LEARNING NOT ALREADY LISTED ABOVE. ALIGN THIS BLOCK TO THE ACTION PLANS SUBMITTED TO YOUR LEVEL DIRECTOR AND BE MINDFUL OF YOUR ACCREDITATION PROCESS.** |

MAKE SURE THE BAR AT THE BOTTOM OF THE WINDOW IS GREEN WITH FILLED STAR. THE WORD SAYS DEPRIORITIZE BECAUSE IF YOU CLICK ON IT THIS CHANGES IT AWAY FROM PRIORITIZED. THE BAR MUST BE GREEN.



* **Block of bold text at the end of the box**
  + At the end of the box, replace the last block of bold text with any additional school level information/comments you have concerning the need to have goals for Early Learning K-2 not already listed in the box. Align this information to your action plans submitted to your level director and be mindful of your accreditation process.

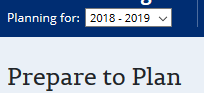
**STEP 4: PREPARE TO PLAN**

* Click on ‘Prepare to Plan’ at the top of the page between ‘Analyze Needs’ and Review Plan’ **MUST CONFIRM THIS IS ACCURATE AFTER FULL SITE IS OPEN**

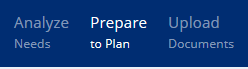


**STEP 4A & B: STAKEHOLDER INVOLVEMENT AND IDENTIFY TEAM**

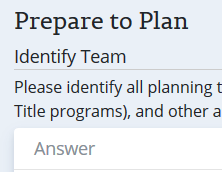
* Open last year’s plan and copy your Stakeholder Involvement and Identify Team sections
  + Change the year at the top of the page to 2018-2019



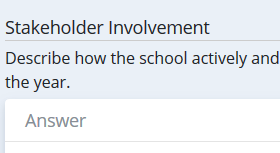
* + Click on Prepare to Plan



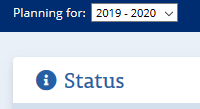
* + Copy your answers from Identify Team and Stakeholder Involvement



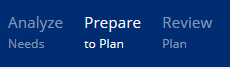
AND



* Change the year back to 2019-2020



* Click on Prepare to Plan



* Past last year’s responses into this year and update both to include all new/updated information.
  + NOTE: The stakeholder section must include specific names of individuals and must describe how the school ‘actively and consistency involves team members and other stakeholders.
  + Be sure the text is in the correct box. They are not always in the same order each year.

Stakeholder Involvement

|  |
| --- |
| Paste last year’s information here and update it prior to pasting it into the current year. |

Identify Team

|  |
| --- |
| Paste last year’s information here and update it prior to pasting it into the current year. |

**STEP 4C:**

**PRIORITIZED NEEDS (Social Emotional Learning – ROOT CAUSE ANALYSIS)**

* Click on the ‘Click to add an answer’ link under the Root cause Analysis for Social Emotional Learning



* Copy and paste the information in the box below after you have added your schools information at the bottom of the box
  + Do not forget to click save after you paste or the information will be lost when you close the window.

|  |
| --- |
| Although the district experiences a 95% attendance rate, discrete analysis of high school absenteeism and discipline data reveal concerns. Students must be in class to develop appropriate skills. The chronic absenteeism is a concern being addressed by the schools with a more focused approached to making contact with students who are out of schools 2 to 3 days rather than waiting for the 5 and 10 day markers. An analysis of the data does reveal military students impact this data in that they miss 10 days for family travel prior to lengthy deployment of a parent or guardian. Additionally, attendance data reveal concerns in Kindergarten and in high schools with chronically absent percentages exceeding similar comparable districts' data. The district has been providing schools with twice-monthly reports tracking the percent of students identified as chronically absent. The greatest impact to attendance has been students who are mobile, students involved with the justice system, and seniors who have already met their graduation requirements. Only 30 to 35% of the students who enroll in Kindergarten in CMCSS are still with the district when they graduate high school. 29% of the students are military active duty dependents, which speaks to the concerns for building strong parent engagement early to build value for attending school from day one. The district continues addressing the chronic absenteeism concerns on several levels. First, the district implemented the three TIER Progressive Truancy Intervention plan:  **Tier One**  (1) School must send written notification to the parent/guardian at three (3) unexcused absences. (2) School must send written notification to the parent/guardian at five (5) unexcused absences. (3) At five (5) unexcused absences, a school official will hold a conference with a student and parent/guardian to assess reason for absences, and sign an attendance contract. 94) School will schedule follow-up meetings with the student and parent/guardian as needed to assess student’s status. School personnel will document all such conferences.  **Tier Two**  (1) At eight (8) unexcused absences, an attendance teacher will have an additional conference with the student and parent to individually assess reasons for additional absences in violation of the attendance contract implemented under Tier One. Attendance teacher will document all such conferences. (2) If necessary, the attendance teacher may refer the student to counseling or community-based services, or other in-school or out of school services aimed at addressing the student’s attendance problems. Any such referrals will be documented.  **Tier Three**  (1) The school contact must implement Tier Three with the support of the attendance teacher and the court if previous interventions were unsuccessful. (2) The school contact may refer to one or more of the following: school based community services, parenting class, Rise Up Academy, or Saturday/after-school courses designed to improve attendance. Any such referrals will be documented.  (3) Attendance teacher must serve written notice to parent/guardian at ten unexcused absences and if PTI plan was not successful in addressing a student’s school attendance. (4) If the progressive truancy intervention plan is unsuccessful with a student and written notice has been given to parent/guardian, the attendance teacher shall report the unexcused absences to juvenile court for truancy. Attached to the petition will be the Attendance Contract, Attendance Assessment, and the Tier Invention Certification. (5) If a truancy case is dismissed and a student accumulates five additional unexcused absences, the attendance teacher will follow-up, assess new information, and file another truancy petition. (6) If the PTI plan is unsuccessful with a student and the school can document that the student’s parent/guardian is unwilling to cooperate in the PTI plan, the attendance teacher may report the student’s absences to juvenile court for truancy.  In addition to the implementation of the TIER intervention, weekly student attendance reports are shared with all administrators and senior instructional team to evaluate for trends every month. Next, classroom teachers and building attendance personal contact the students each day that they are absent to check on the students' needs and remind them of the value of attending school if the absent would be considered unexcused. Next, student services have an attendance teacher assigned to each feeder group. These individuals begin contacting families when the student misses 3 days to work with the family to address concerns that may be causing the absenteeism. Contact continues, with letters issued at 5 and 10 days. Within each building teachers and principals are working to make the school engaging so that students desire to attend. The district Parent Engagement Coordinator, the Families in Transitions Coordinators and Student Services work with families to engage the families and the children in the school culture. The district is working with Ft Campbell Garrison command to insure families of the troops understand the relevance of attendance, do not abuse the opportunities provided due to deployments with messages shared throughout the units ongoing with reminders as deployments occur. The greatest impact to attendance has been students who are mobile, students involved with the justice system, and seniors who have already met their graduation requirements.  Discipline data reveal concerns escalate from middle school to high schools with percentage of students identified as experiencing discipline concerns exceeding comparably districts' data. During the last two years the district has administered a number of surveys and analyzed incident reports as CMCSS works to address underlying causes of misbehavior within the middle and high schools such as peer pressure, fitting in, the lures of popularity, dealing with change and transition to maturity, trauma, substance abuse, and mental health issues to name a few. Feedback from schools through fishbowl and focus group activities continue to denote a need to address social emotional learning and restorative discipline practices to mediate the chronic absenteeism and increasing discipline concerns. In addressing Social Emotional Learning as a piece of the 201920 Strategic work, the district is utilizing data from the Collaborative for Academic, Social, and Emotional Learning survey, which addresses self-awareness, self-management, responsible decision-making, growth mindset, emotional well-being, and social support. Survey results were disaggregated by grade level, schools, military, gender, and transiency rates. First steps denote the need to address student resiliency. District is working with teacher professional learning and the new counselor model classes and group work. Teams of teachers from all middle schools will attended the restorative discipline conference in Nashville last summer with several scheduled to attend this summer. Additionally, members of the Senior Instructional Team (Dr. Mary Gist leads the work) are working with the Metro Nashville restorative discipline teams which are part of the PASSAGE, Positive and Safe Schools Advancing Greater Equity, program which was designed to reduce the disparities in suspension rates among diverse students by addressing the root of problems to begin the work of developing a similar program in CMCSS.  In alignment with and support of the focus on addressing Social Emotional Learning, the district is working with the Military and Family Life Counselors from the MFLC Program that provides short-term, non-medical counseling support for a range of issues including: relationships, crisis intervention, stress management, grief, occupational and other individual and family issues. They also provide psycho-educational presentations focused on issues common to the military family including: reunion/reintegration, stress/coping, grief/loss and deployment are provided to commands. Additionally, the district works with Centerstone Behavioral Health Center in Clarksville to provide students with real time supports within the educational setting.  Additional comments noted during feedback sessions included: social emotional learning has been neglected due to the emphasis on academic performance. School counselor support was divided as the implementation of the modeled rolled out this year and not cohesive. School chronic absenteeism data and office referral data denoted the greatest concerns were in the middle schools where students struggle with the transitions of maturity. Teachers feel they not fully equipped to provide social emotional support.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**STEP 4D: PRIORITIZED NEEDS (Students with Disabilities – ROOT CAUSE ANALYSIS)**

* Click on the ‘Click to add an answer’ link under the Root cause Analysis for Students with Disabilities



* Copy and paste the information in the box below after you have added your schools information at the bottom of the box
  + Do not forget to click save after you paste or the information will be lost when you close the window.

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| **Department of Special Populations Action Plan for State Indicators 2019**  **Indicator 3: Statewide Assessment**  Evaluation of the data denotes the district is working to assess all students identified for the modified assessment. This assessment is utilized for the most significantly disabled students and the district utilized the four item stop rule identified by the state, these students count as un-assessed as they do not have a complete valid assessment. This year 37 students were unable to proceed through the assessment beyond item 4. When this is coupled with the students with significant health impairments who miss the assessment and families who feel their student should not participate in the assessment the district struggles with the target. Clarksville Montgomery County School System is adjacent to Ft Campbell, Kentucky, the home of the third largest military population in the army and seventh largest in the Department of Defense. Home of the 101st Airborne Division, Ft Campbell is comprised of approximately 32,000 active duty soldiers with more than 30,000 family members living off of the military installation, as well as 73,000 retiree family members. Approximately 1,000 active duty soldiers transition in and out of Ft. Campbell each month. Ft. Campbell is one of 9 Exceptional Family Member Program installations close to large medical facilities which results in military families with children with the most significant needs are assigned in the area. This is further impacted with families arriving with IEP’s written around the world identifying services that schools in Tennessee are not equipped to provide and unaligned with state regulations and definitions. Throughout the academic year, 25-28% of CMCSS SWD population is identified as military connected. The district continues works closely with the Garrison and the Military School Liaison Officers to address the needs of SWD and relevance of completing state assessments. The district is also working with schools to better administer the MSAA and to communicate with families on the relevance of the assessment.  **Indicator 5: LRE (Ages 6-21)**  The CMCSS Department of Special Populations monitors the compliance for each school within our district. The Central Services team consists of a director, five coordinators, five consulting teachers, two compliance administrative assistants, one records administrative assistant and one head administrative assistant. Easy IEP is set to run a nightly report showing any out of compliance cases. The team sets a monthly review of evaluations and IEP compliance reports provided by the two compliance admin assistants. Communication with case managers begins with the assigned consulting teacher, then moves to the assigned coordinator, and ends with school administrators and the director of special populations, if compliance has not been met. Communication with certifying specialists, such as school psychologists, speech-language pathologists, etc. begins with their direct supervising coordinator and ends with the director of special populations and the chief academic officer, if compliance has not been met.   Professional development and trainings are provided throughout the year to ensure the communication of the timelines and management of caseloads. School-based special education teams meet on a regular basis to ensure that communication from our department is shared at the school level through special education lead teachers.  We hold an LRE training that covers all areas. Part of the guidance we provide is a part of our LRE guidance in our online manual accessible to all CMCSS employees: **RELATED SERVICES**IEP teams may determine that related services are necessary for students to benefit from special education. These services typically include developmental, corrective, and other supportive services. Related services should support the special education program outlined in the IEP with a clear correlation between the related services and the IEP goals. Related services examples include, but are not limited to, the following: Behavioral health services; Counseling services; Hearing/auditory services; Nursing services; Occupational therapy; Physical therapy; Psychological services; Recreation services; School health services; Work-based learning; Aides in general education setting; Sign-language interpreter; Speech therapy; Language therapy; Vision services; Orientation and mobility services  <https://sites.google.com/cmcss.net/cmcss-specpops-manual/procedural-safeguards/least-restrictive-environment>  The plan to remove the “primary and intermediate modified courses” at the elementary level will be completed by the end of the 2018-2019 school year, as shared with our TDOE consultant in our previous meetings. Only students who require comprehensive modified courses will receive the modified instruction in the comprehensive development classrooms. Students who are not receiving modified courses will be focused on the general education diploma trajectory, receiving the appropriate instruction in the appropriate settings. Our department has shared updates to remind schools to hold transition meetings for students to return to their home zoned schools for instruction and intervention.  **Indicator 6: LRE (Ages 3-5)**  The CMCSS Department of Special Populations has researched other states’ guidance regarding models for general education inclusion settings for 3-year old students. This process began at the end of the 2017-2018 school year. During the research process, our team encountered logistical obstacles, such as understanding course codes and endorsements necessary for a general education 3-year old classroom. We reached out to our Director of Educator Quality for assistance with the endorsement codes for teachers. She was very supportive in our discussions with the state department regarding licensing.  We were not sure where to begin with endorsement, course code, or funding process. Through our investigation of the endorsements, we found that we did not have to hire a general education Preschool teacher, as some of our Developmental Preschool teachers may have acceptable endorsement codes to serve in the general education teacher role. Given that, we created two pilot programs this year to provide two general education inclusion settings for 3-year old students.  In order to provide additional inclusive opportunities at the start of the 2019/2020 school year, our team gathered licensure/endorsement information for all of the CMCSS Developmental Pre-K teachers and found that 6 out of 22 are endorsed to teach general education. In an effort to offer additional inclusive general education classrooms, teachers will be given the opportunity to take the required praxis tests needed to add the required endorsement, at no cost to them. CMCSS will cover these fees. We will partner the current, dually endorsed teachers with teachers endorsed to teach special education only, to open a total of 6 new inclusive classrooms serviced by an interventionist, across the district.    The second issue at hand was finding three year old students to participate as the typically developing peers that would equal fifty percent or more of the classroom population as required by inclusion regulations. We created a parent application for school employees at each of the pilot programs to voluntarily have their child (3 or 4 years old) screened in order to participate in this pilot. Since we did not have enough students to make up the required 50%, we moved to reaching out to parents of students on the Voluntary Pre-K waiting list, which assisted families in the community, who were unable to get placement for their children due to VPK caps. Screening is required, as the 50% of typically developing peers can only count as such, if they do not present with a disability. We have recently developed a technology-based information and application folder and will be adding that to our district website to allow parents easy access to the application and program information.  Our goal is to continue to add to the Inclusive, general education Pre-K settings serving 3-5 year old students across the district. We have requested additional positions in the budget in order to create the appropriate settings to meet the target for the state indicator of inclusive environments for 3-5 year old students, but most importantly to provide the full continuum of services for our early childhood students with disabilities.    Timeline:  2017 – 2018 School Year: Began the process of exploring how to provide inclusive general education settings for 3-year old students.  June 7, 2018: TDOE sent an email providing guidance from other states, along with the statement, “we are wanting to develop a TN specific document with models,” following a phone conversation with our department, at which time we requested guidance.  August 2018: Programs were extended by creating a blended Pre-k setting, bringing in 3-year old typically developing peers, until we could thoroughly research how to create a general education inclusion setting for 3-year olds.  August –December: Continued research and work to add an Inclusion general education Pre-K setting within the district, to include requesting assistance for creating a policy and setting up an account to charge for the typically developing peer slots.  January 2019: Our department added two pilot inclusion general education Pre-K settings located in two elementary schools in CMCSS.  January – May 2019: Continue the work to monitor and improve the existing pilot programs.  February – May 2019: Screen children from the community for typically developing peer slots in the inclusion settings.  June – July 2019: If budget is approved for the additional inclusion settings, our team will be working to prepare those classrooms in order to be ready for our students in August.  August 2019: Begin the new inclusion general education services strategically located across the district.   Additional Information:  Our team has monitored the success of the blended Pre-K program with excellent results. Students are showing progress and we have received positive responses from the parents of our students with disabilities, as well as the typically developing peers. A couple of the areas most commented on by the parents of the typically developing peers is their child’s increased level of empathy and confidence. Parents are pleased to see their children be kind, helpful, and understanding.  We are excited to see the upcoming results of the inclusion settings, through our monitoring, as we work to improve any deficient areas.  **Pre-K Service Options**  **3 year old students**  **4 year old students**  **5 year old students**  **Option 1 General Education**  ·      Gen Ed Setting  ·      Gen Ed Teacher  Community-Based Setting  Head Start  Voluntary Pre-K  Head Start  Voluntary Pre-K  Head Start  **Option 1a Itinerant Services; push in model**  ·      Gen Ed Setting  ·      Gen Ed Teacher  Community-Based Setting  Head Start  - services provided in the general education setting  Voluntary Pre-K  Head Start  - services provided in the general education setting  Voluntary Pre-K  Head Start  - services provided in the general education setting  **Option 1b  Itinerant Services; pull out model**  ·      Gen Ed Setting  ·      Gen Ed Teacher  Community-Based Setting  Head Start  - services provided outside of the general education setting  Voluntary Pre-K  Head Start  - services provided outside of the general education setting  Voluntary Pre-K  Head Start  - services provided outside of the general education setting  **Option 2 Inclusion Pre-K**  ·      Gen Ed Setting  ·      Dually Endorsed Teacher  ·      50% Peers w/o IEPs  General education setting with a dually endorsed teacher providing instruction to students with and without IEPs at a ratio of 50% students without IEPs. Model peers are children of CMCSS employees or children from the Voluntary Pre-K wait list. Students will receive push in and/or pull out interventions based on individual needs.  General education setting with a dually endorsed teacher providing instruction to students with and without IEPs at a ratio of 50% students without IEPs. Model peers are children of CMCSS employees or children from the Voluntary Pre-K wait list. Students will receive push in and/or pull out interventions based on individual needs.  General education setting with a dually endorsed teacher providing instruction to students with and without IEPs at a ratio of 50% students without IEPs. Model peers are children of CMCSS employees or children from the Voluntary Pre-K wait list. Students will receive push in and/or pull out interventions based on individual needs.  **Option 3 Intermittent Inclusion**  ·      Gen Ed Setting  ·      Dually Endorsed Teacher  ·      50% Peers w/o IEPs (portions)  ·      Partial Inclusion  Special education/general education setting led by dually endorsed education teacher providing instruction to students with and without IEP’s. Model peers are students from the Voluntary Pre-K classroom who will be brought into the special education setting, at a ratio of 50%, thereby making it a general education setting for portions of the day.  4 year olds not prepared for the VPK Swap will participate in Special education/general education setting led by a dually endorsed teacher providing instruction to students with and without IEP’s. Model peers are students from the Voluntary Pre-K classroom who will be brought into the special education setting, at a ratio of 50%, thereby making it a general education setting for portions of the day.  5 year olds not prepared for the VPK Swap will participate in Special education/general education setting led by a dually endorsed teacher providing instruction to students with and without IEP’s. Model peers are students from the Voluntary Pre-K classroom who will be brought into the special education setting, at a ratio of 50%, thereby making it a general education setting for portions of the day.  **Option 4 Blended Pre-K**  ·      Special Ed Setting  ·      Special Ed Teacher  Special education setting led by a special education teacher providing instruction to students with and without IEP’s for peer exposure. Model peers are students from the Voluntary Pre-K classroom or on the VPK waitlist.  Students ineligible for VPK provided inclusion services in the general education VPK setting for portions of the day through a VPK/DPK swap. A portion of the VPK students will be serving as model peers in the DPK classroom during the swap.  -Students ineligible for VPK provided inclusion services in the general education VPK setting for portions of the day through a VPK/DPK swap. A portion of the VPK students will be serving as model peers in the DPK classroom during the swap.  **Option 5 Developmental Pre-K – Self-contained**  Special education setting led by a special education teacher. Students with IEPs, in need of intensive interventions, will be provided opportunities to engage with students without IEPs.  Special education setting led by a special education teacher. Students with IEPs, in need of intensive interventions, will be provided opportunities to engage with students without IEPs.  Special education setting led by a special education teacher. Students with IEPs, in need of intensive interventions, will be provided opportunities to engage with students without IEPs.  We hold an LRE training that covers all areas. Part of the guidance we provide is a part of our LRE guidance in our online manual accessible to all CMCSS employees: **RELATED SERVICES**IEP teams may determine that related services are necessary for students to benefit from special education. These services typically include developmental, corrective, and other supportive services. Related services should support the special education program outlined in the IEP with a clear correlation between the related services and the IEP goals. Related services examples include, but are not limited to, the following: Behavioral health services; Counseling services; Hearing/auditory services; Nursing services; Occupational therapy; Physical therapy; Psychological services; Recreation services; School health services; Work-based learning; Aides in general education setting; Sign-language interpreter; Speech therapy; Language therapy; Vision services; Orientation and mobility services  <https://sites.google.com/cmcss.net/cmcss-specpops-manual/procedural-safeguards/least-restrictive-environment>  **Indicator 7: Early Childhood Outcomes**  We are addressing early childhood outcomes data by increasing inclusionary opportunities for our 3-5 year olds. These new opportunities are detailed in our indicator 6 LRE action plan that focuses on our 3-5 year old population.  In addition, we are providing a training for our lead teachers, which specifically addresses ECO data and will send calendar reminders to teachers in order to keep abreast of updating ECO data on a scheduled basis. We recognize a specific need for a system to ensure that ECO data has been entered for students who turn six years old during the summer months. We will utilize the calendar reminders to ensure that teachers enter this data prior to the end of that school year.  **Indicator 11: Child Find**  The CMCSS Department of Special Populations monitors the compliance for each school within our district. The Central Services team consists of a director, five coordinators, five consulting teachers, two compliance administrative assistants, one records administrative assistant and one head administrative assistant. Easy IEP is set to run a nightly report showing any out of compliance cases. The team sets a monthly review of evaluations and IEP compliance reports provided by the two compliance admin assistants. Communication with case managers begins with the assigned consulting teacher, then moves to the assigned coordinator, and ends with school administrators and the director of special populations, if compliance has not been met. Communication with certifying specialists, such as school psychologists, speech-language pathologists, etc. begins with their direct supervising coordinator and ends with the director of special populations and the chief academic officer, if compliance has not been met.  Professional development and trainings are provided throughout the year to ensure the communication of the timelines and management of caseloads. School-based special education teams meet on a regular basis to ensure that communication from our department is shared at the school level through special education lead teachers. We have also created an online manual that addresses eligibility guidance <https://sites.google.com/cmcss.net/cmcss-specpops-manual/special-education-eligibility>: as well as timeline guidance: <https://sites.google.com/cmcss.net/cmcss-specpops-manual/general-information/timelines>  **Indicator 12: Part C to Part B Transition**  The service coordinator from TEIS schedules a transition meeting with the parents and the CMCSS Pre-K Coordinator a minimum of 90 days prior to the third birthday. Following the transition meeting, the Pre-K Coordinator forwards the referral to the school psychologist, speech/language pathologist, occupational therapist, physical therapist, assistive technology consulting teacher and any other personnel that will need to be a part of the school-based meeting. Once the school receives all referral information, the case manager sets up a time to gain consent and the evaluation is completed before the third birthday. Late TEIS referrals sent to us from TDOE are immediately sent the appropriate certifying specialist to begin the evaluation process.  **Indicator 14: Post-School Outcomes**  As a district, we will continue to interview and build upon transition services to help students desiring to attend higher education. The Department of Special Populations has a Special Populations Manual for the district. As an addition to the manual, our department is building a separate and more detailed transition website for secondary teachers to utilize for assessments and guidance.  The district is now utilizing Naviance with all students to determine career interests and track their applications to colleges. Naviance will provide Special Education teachers information to have discussions with students on their career choice and the alignment to post-secondary.  The district will work to obtain more responses on the survey the next time the district is selected to participate. Lack of responses could inhibit the district to get an accurate reflection of the number of students who are enrolled in higher education.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**STEP 4E: PRIORITIZED NEEDS (English Language Learners – ROOT CAUSE ANALYSIS)**

* Click on the ‘Click to add an answer’ link under the Root cause Analysis for English Language Learners



* Copy and paste the information in the box below after you have added your schools information at the bottom of the box
  + Do not forget to click save after you paste or the information will be lost when you close the window.

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| Data denotes a significant difference in the performance of EL students where families have waived services. Need to have direct EL service program in all schools.  Need to continue to expand inclusion opportunities by building teacher capacity. Need to expand real-time in classroom supports for new and struggling teachers (Lead Content Teachers, Academic Coaches, and Consulting Teachers). Intentional focused supports for teachers working with SWD and EL specifically identifying instructional strategies effective for these learners.  Need for unified approach to providing classroom support for EL and SWD students to better access the more rigorous required content. UDL (Universal Design for Learning) strategies addressing the what, how and why of learning and instructional strategies for EL and SWD.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**STEP 4F: PRIORITIZED NEEDS (Teacher Recruitment – ROOT CAUSE ANALYSIS)**

* Click on the ‘Click to add an answer’ link under the Root cause Analysis for Teacher Recruitment



* Copy and paste the information in the box below after you have added your schools information at the bottom of the box
  + Do not forget to click save after you paste or the information will be lost when you close the window.

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| **Problems of Practice in CMCSS:**  Utilizing the following business rules: (a) Looking first at ES, then evaluating the feeder pattern through middle school to high school, (b) Looking at just below proficient, since the approaching includes a large percent of fence sitters who move back and forth across proficient, (c) Utilizing 20% or greater of the school’s grade level per subject performed Below Proficient…(this would include 3rd ELA, 3rd Math, 4th ELA, 4th Math, 5th ELA, 5th Math, 5th Science, and 5th grade SS….8 targets), (d) then following the historic cohort feeder through middle school and high school..  The data reveal  (1) One school out of 24 had 20% or more of their student population across **ALL 8 targets** score below proficient with 39% of students scoring below proficient in at least one content.  (2) One school out of 24 had 20% or more of their student population **across 7 targets** score below proficient, with 44% of students scoring below proficient in at least one content.  (3) Two school out of 24 had 20% or more of their student population **across 5 targets** score below proficient, with 27% of students scoring below proficient in at least one content in one building, and 24% of students scoring below proficient in at least one content in the second building.  (4) The greatest population of struggling 3rd, 4th, and 5th grade elementary students attend one of four schools.**﻿**  (5) This trend follows the cohort of the students through their feeder middle and high school with over 50% of the graduating cohort exiting high school directly into the work force as compared the district's average of 40%. The feeder high schools also experience the lowest graduation rates at 90% compared to the district's 94.2 (2018) and 95.1 (2017).  This data illuminates the following four concerns:  (1) **Academic Success** = There are predictable patterns of student achievement within CMCSS.  (2) **Teacher Retention** = Higher turnover rates exist along the same predictable patterns. When evaluating in terms of LOE data for these schools, in 2017 7%-16% were identified as LOE 1 or 2 as compared to the district's average of 6%; in 2018, 15% - 39% were identified as LOE 1 or 2 as compared to the district's average of 9%. Equity gap analyses reveal typical teacher turnover rate at a struggling school approaches 30% on average as compared to the district's average for non-struggling schools of 10%. The positions in the struggling schools are generally filled by new teachers just leaving teacher preparation programs, as compared to the non-struggling schools where positions are generally filled by veteran teachers leaving the struggling schools. Survey data of moving teachers from struggling to non-struggling schools reveal the number one motive is teacher burnout. Since there are few openings in non-struggling schools, the equity gap is further magnified as they are able to select the most effective successful teachers transferring from the struggling schools. The data further reveal the new teachers hired directly from teacher preparation programs are less equipped to teach large groups of struggling students.  (3) **Teacher Preparedness** = The gap in the ability of teachers and the needs of students is wider and predictable in these patterns. The shifting of highly skilled teachers from the struggling schools is highlighted when evaluating in terms of LOE data for these schools, in 2017, 7%-16% were identified as LOE 1 or 2 as compared to the district's average of 6%; in 2018, 15% - 39% were identified as LOE 1 or 2 as compared to the district's average of 9%.  (4) **Faculty and Staff Diversity** = The district's workforce is not sufficiently diverse. The percent of students identified as BHN in the district is 43% as compared to the district's workforce, which is 12%. Further, the data denotes for the struggling schools the diversity of the workforce ranges from 8% to 20%, but the student population for BHN ranges from 55% to 63%.  This data further illuminate the long term results of the problems delineated is the existence of an equity gap. The circumstance in which the most at-risk students are essentially less likely to have consistent access to effective teaching in turn creating a cycle of systemic disadvantages in their academic careers.  **Additional data: Teacher Recruitment, Retention and support**  CMCSS is hiring on average 350 teachers a year, district has grown by 3,000 students over the last three years.  201718 LOE data (with consideration for those who chose to nullify results due to testing concerns) reveal LOE 5 = 38%; LOE 4 = 33%; LOE 3 = 20%; LOE 2 and 1 = 7%; PYE - 3%. PYE trend is running around 3-5% each year due to hiring new teachers for growth, Family Medical Leave Absences, maternity leave, etc.  Refinement data reveal Questioning continues to be the number 1 improvement need for both new teachers and teachers, with the 2nd refinement for new teachers is presenting instructional content, and teachers is lesson structure and pacing. The questioning concern is directly linked to teachers not addressing WEB DOK level of questioning with most questions more in line with DOK 1. Principal feedback denote teachers struggle with identifying, creating, and utilizing higher order questions, and providing students with the feedback and wait time which enables them to tackle the higher order items. Concerns with instructional content directly aligned with ensuring that teachers understand the changes in both nomenclature and expectations of standards that were made between the 2016-2017 and 2017-2018 school years. The majority of shifts in math standards revolved around a focus on conceptual understanding of standards, with an increased emphasis on fluency in the early grades. The majority of ELA standards shifts revolved around the building of knowledge through reading, writing, speaking, and listening, and the sharing of that gained knowledge through writing and speaking. Further, there is a need to build teacher understanding of vertical progression of standards so that teachers better understand the expectations of the standards at the levels below and above the one in which they teach. These shifts, expectations and skills necessary to implement are often missed by Educator preparation programs.  Analyses of PRIDE TNCompass observation data (a new teacher support program) reveal new teachers who participate fully in the PRIDE program have an average observation score of 3.79 as compared to district teacher average of 3.88. New teachers, first time in the classroom, who did not avail them of the program experienced diminished averages ranging from 2.9 to 3.1. Survey data reveal the new teachers who do not avail themselves of the PRIDE opportunity are overwhelmed by the magnitude of work required within the classroom in the state of Tennessee and finding life balance between work and home. Pieces of the program have been made mandatory to insure the teachers are able to experience success. Additional structures have been enhanced to provide direct real time support in the classroom with addition of LEAD Content teachers and continued support of Academic Coaches.  Fishbowl and focus group data reveal positive results for the following in building and classroom real time supports for teachers to include: Academic Coaches, Lead Content Teachers, Consulting Teachers, and Technology Integration Coaches.  Recruitment efforts have been analyzed in preparation for the 2019-20 school year. Classroom teachers, assistant principals, consulting teachers, special populations personnel and principals partnered with the Human Resources department to cover numerous recruitment events. Clarksville-Montgomery County School System (CMCSS) representatives also attend career fairs at universities with diverse student populations to enhance minority recruitment efforts. Following each recruitment event, Human Resources personnel followed up with potential applicants to share appreciation for visiting the CMCSS booth and offer them support throughout the application process.  In response to shortages of teacher applicants, Human Resources department representatives continue to plan and execute CMCSS Teacher Job Fairs. The Human Resources General Counsel developed an Offer of Employment contract that principals are allowed to extend to job fair candidates.  Analyses of teacher demographics denote a need to be conscientious of the need to recruit and retain teachers' of diversity. District student population is 55% majority/45% minority; teacher demographic is 87% majority/13% minority; administrator demographic is 88% majority/12% minority.  The hiring season for this academic year has been especially challenging. The educator candidate shortages expanded to the elementary applicant pool. In response to the shortages, employment opportunities have been extended to candidates following the job-embedded licensure path.  2015-2016 New Educator Retention Rate = 76.2%  2016-2017 New Educator Retention Rate = 80.5%  2017-2018 New Teacher Retention Rate = 83.5%  2017-2018 Growth Positions added = 35  2018-2019 Growth Positions added = 60  2019-2020 Growth Positions planned to be added = 35  Final concern is to continue to insure that highly effective teachers are working with the neediest students, specifically those who have been achieving below proficiency on TNReady. Teacher recruitment and retention is highly focused on obtaining those teachers with greatest opportunity to succeed with struggling students.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**STEP 4G: PRIORITIZED NEEDS (Early Learning K-2 – ROOT CAUSE ANALYSIS)**

* Click on the ‘Click to add an answer’ link under the Root cause Analysis for Early Learning K-2



* Copy and paste the information in the box below after you have added your schools information at the bottom of the box
  + Do not forget to click save after you paste or the information will be lost when you close the window.

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| Birth-PreK Concerns: Clarksville-Montgomery County School System serves the children of Montgomery County, Tennessee. Located in north middle Tennessee, Montgomery County is the second fastest sustained growth community in Tennessee with an average 4% yearly growth rate. Census data for 2003 - 2017 denotes Montgomery County population grew by 42% while the rest of the nation grew by 14%, with population growth for children 0 – 4 years of age exceeding state and national levels by an average yearly growth of 3% during the same time frame. Census data further reveal that children ages 0-4 is the second largest population within the county at nearly 17,500 in 2017. Montgomery County, with a population of approximately 195,700, borders Ft. Campbell, Kentucky, the home of the third largest military population in the army and seventh largest in the Department of Defense. Home of the 101st Airborne Division, Ft Campbell is comprised of approximately 32,000 active duty soldiers with more than 30,000 family members living off of the military installation, as well as 73,500 retiree family members. Approximately 1000 active duty soldiers transition in and out of Ft. Campbell each month. Clarksville Montgomery County School System (CMCSS) is 1 of only 9 school districts that exceed 20,000 students out of Tennessee’s 145 identified school districts. CMCSS, a school district, which includes rural, suburban, urban, and inner city schools, currently serves approximately 35,400 students in 39 schools, growing by 3,000 students over the last three years and has a projected growth rate of 800 students for 201920. Currently, 50% identified as economically disadvantaged with 30% of these students identified as direct certified, 15% identified as students with disabilities, 3% identified as English Language Learners, 45% identified as minority students, 1% identified as homeless, 28% identified as active duty military dependents, and a student mobility rate of 35%.  Currently, 134 daycare centers are located in Montgomery County, with 30% serving 15 or fewer children (considered home daycare centers). When evaluating the 134 centers only 44 of the centers meet the Tennessee 3 STAR requirements with 3 of these being the Montgomery County Head Start Centers and 17 being the CMCSS Vol PreK classrooms. The community only has an additional 22 preschool/daycare opportunities available with a large number of these identified as in-home day care centers serving less than 15 children each across the age span of 0-12 years old. This leaves few resources within the community to meet the needs of approximately 7,500 three to four year old children living in Montgomery County. CMCSS Vol PreK serves approximately 350 four year olds (13% identified as SWD) with over 200 on the waiting list. Additionally, the CMCSS SWD PreK for three and four year olds is serving approximately 150 students. The 17 CMCSS Vol PreK classrooms have been strategically placed across the district to insure the greatest access for families in poverty utilizing both Free and Reduced Price Lunch data, Direct Certified data, and community housing poverty trends.  The Birth to 5 work is in the first steps of the planning process with partnerships being developed, resources being identified and researched for fit with the work. The district has begun to build a menu of supports for parents to address the needs of the child from birth to 5. Early stages of process and have begun with (1) Working with community agencies and other early learning programs to identify currently available programming, (2) Expanding rollout of Ready Kits by expanding awareness of the opportunity to all relevant agencies, (3) aligning state initiatives: Read to be Ready, summer literacy camps, and (4) Investigating funding opportunities that support early childhood community level programming [have talked with George Kaiser of the Kaiser Foundation about how the Educare program has been developed as a model for the work].  In addressing Least Restrictive Environment for IDEA SWD PreK program opportunities the district is working on several approaches. (1) Continuing to expand partnerships with early childhood providers within the community. Critical here is working with programs that meet the 3 STAR rating and are willing to work with SWD. Head Start has expanded programming and continues to work closely with the district. (2) The district was awarded 17 Vol PreK classrooms for 2019-20 and there is strong collaboration within the program identifying immediately PreK SWD students who meet the Vol PreK requirements to participate in the programs. (3) Reviewing the scheduled day opportunities to be more judicious with the students and families times. Within the schedule design offer the service in such a manner that we are able to provide two meaningful service focused sessions each day affording the opportunity to double the capacity. (4) Are in the early stages of developing a program where teachers are able to bring their PreK age students to participate with the PreK SWD providing the developmental model for the PreK SWD. (5) The district continues to work on the grow your own teacher model working with Dr Margarita Bianco on implementing a successful program, specifically Pathways 2 Teaching. We have Identified the structures the district needs to put in place to begin recruiting students of diversity into a two-year pathway from high school to post-secondary for careers in teaching. The current Teaching as a Profession CTE strand does not lead to any certification. The P2T program will afford students the opportunity to gain a paraprofessional certificate. The program is designed to allow high school graduates to serve as an educational assistants, while taking undergraduate courses to obtain a B.S. in Education. Through this program, the district is working on putting an onsite PreK program where the SWD PreK and teachers' PreK students will be able to attend while providing an internship to students who desire to pursue teaching as a career.  Approximately 70% of the students entering PreK lack fundamental skills necessary to be successful in school. Evaluations denote students lack the ability to understand simple instructional commands (sit on the carpet square, line up, etc.), follow multi-step instructions, and lack vocabulary skills. K-2 RTI data and common assessments reveal a need for a wider breadth of services to insure students are prepared to become readers. Discrete analyses of RTI2 data reveal that phonemic awareness and decoding phonics skills are where most students are struggling. Within those skills, the sub-skill analyses reveal the most significant root problems are associated with segmenting, syllables, and word awareness. Additionally, initial universal screener data and Brigance data reveal students identified as struggling lack early experiences with letters, sounds, concept of words, concept of sentences, and number sense, which if not addressed influence the ability to become proficient readers before exiting 2nd grade. Within this work, the district has begun to work with schools on providing the individuals providing the TIER II and III interventions additional training on how to drill down from the universal screener data to the specific sub-skill which is resulting in the struggle for the student. The trainings include modeling of how the intervention should be utilized and analyzed. Additionally, the district has built and continues to add to an intervention website filled with appropriate skill interventions to address the need.   https://interventions.cmcss.net/home.aspx  Attendance data for PreK and K reveal the highest percent of chronic absenteeism in the district until senior year. The greatest impact to attendance has been students who are mobile, students involved with the justice system, and seniors who have already met their graduation requirements. PreK parent survey and interview data denote the lack of understanding of the importance of attending school. Only 30 to 35% of the students who enroll in Kindergarten in CMCSS are still with the district when they graduate high school. 29% of the students are military active duty dependents, which speaks to the concerns for building strong parent engagement early to build value for attending school from day one. The district has begun addressing the chronic absenteeism concerns on several levels. First, weekly attendance reports are shared with all administrators and senior instructional team to evaluate for trends. Second, classroom teachers and building attendance personal contact the students each day that they are absent to check on the students' needs and remind them of the value of attending school if the absent would be considered unexcused. Next, student services has an attendance teacher assigned to each feeder group. These individuals begin contacting families when the student misses 3 days to work with the family to address concerns that may be causing the absenteeism. Contact continues, with letters issued at 5 and 10 days. At this point, the truancy court is contacted. Within each building teachers and principals are working to make the school engaging so that students desire to attend. The district Parent Engagement Coordinator, the Families in Transitions Coordinators, and Student Services work with families to engage the families and the children in the school culture. The district is working with Ft Campbell Garrison command to insure families of the troops understand the relevance of attendance, do not abuse the opportunities provided due to deployments with messages shared throughout the units ongoing with reminders as deployments occur. Discrete analyses of the data have revealed and continue to support that the greatest impact to attendance in CMCSS has been students who are mobile, students involved with the justice system, and seniors who have already met their graduation requirements.  Approximately 30% of CMCSS students are military connected. McREL research notes that it is simply not enough to communicate effectively with parents, successful students and schools have developed partnerships with parents/guardians and communities which engages all in both students’ learning and school culture. A difficult process for many students who are members of identified at-risk subgroups or highly mobile groups (Students with Disabilities, Limited English Proficient, Economically Disadvantaged, some minority groups, and military connected students). Further, though many perceive academic gaps result from inequalities in resources and poor learning environments in both the home and school, data from the US General Accounting Office has indicated that low academic achievement is more often related to high rates of school mobility. Findings from Reynolds, Chen, and Herbers 2009 meta-analysis report noted that children who moved 3 or more times between kindergarten and high school had higher rates of school dropout. The Department of Defense Education Activity (DODEA) has estimated that the average military family moves three times more often than the average non-military family. CMCSS longitudinal data collected and analyzed mirror the research of US GAO and DODEA. Although military families are historically known to be particularly resilient, the children and parents of today’s military families face challenges that test that resiliency and can cause them to struggle in and with the educational environment. The US military interventions in Iraq and Afghanistan have required multiple deployments that have taken a unique toll. Children and families who were able to cope well with an initial deployment may not be able to function as optimally with subsequent deployments, since emotional and psychological resources are exhausted. Military children, on average, move 6-9 times before the age of 18. CMCSS mobility data from the last 6 years has revealed that approximately 30 to 34% of any given graduating cohort attended CMCSS school from Kindergarten through 12th grade. Work in addressing these concerns are ongoing and evolving to include working with Ft Campbell Garrison command, have Military Family Life Counselors from the base working with the schools addressing the needs of military students, working with the Ft Campbell School Liaisons on clarifying information, identifying and connecting families with resources. Student data on a multitude of levels from classroom formative and summative data, to common assessments, attendance data, discipline data, benchmark data, student surveys [on topics from SEL to College and Career Interests] and state assessments are continuously evaluated to identify trends, strengths, challenges, and immediate needs.  Additional concerns noted included: funding to provide programming for a quickly growing population and lagging opportunities within the community. Attracting and retaining teachers with appropriate credentials. Appropriate resources to support the instructional needs of PreK.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**STEP 5: Upload Documents**

* Have your Title I budget and your most current district action plan saved on your computer.
  + Your Title I budget should be the 2019-2020 budget approved by Cherie Long.
  + Your action plan should be the most current copy of your 2019-2020 plan you have which was approved by your level director.
* If you are not a Title I school you will only upload your action plan.
* Click on ‘Upload Documents’ at the top of the page.



* Upload your documents using the ‘Add Document’ button.



**STEP 6: Develop Plan**

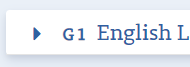
* Click on ‘Develop Plan’ at the top of the page between ‘Upload Documents’ and Reflect on Plan’



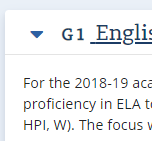
* When you first open this page, you will have seven goals on the page, G1 to G7.
* You will be opening each goal one at a time to add information from the boxes below.
* You may add your own notes to any box but this guide has included text in **BOLD** to indicate areas your own school-based input should be added.
  + Be sure to add your own comments into each box before copying and pasting your information from this document into ePlan. Often ePlan will delete what you have entered and you will want your text to re-paste and not retype.

**STEP 6A: Add information to G1 English Language Arts**

* Click on the triangle to the left of G1 to expand the G1 plan



To



* Under each plan, there is a space to add action steps. Click on the ‘Create some now’ link under every plan and paste in your information from the boxes below.
  + Be sure you have typed in your own personal information into this document before copying and pasting into ePlan.
* Each action step requires title, person responsible, estimated completion date, funding source, and dollar amount. The description is the information in each box with each action step below.



**At least two action steps should be added under S.1.1**

**S.1.1 Curriculum Design and Classroom Support – First Action Step**

Title: Reading Interventionist, Math Interventionist, Dyslexia Interventionist

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Job descriptions have been developed and will be posted the end of May 2019. The timeline is for the positions to be filled by July 2019.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**S.1.1 Curriculum Design and Classroom Support – Second Action Step**

Title: EL direct service programs

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Develop EL direct service programs in all schools. Required the addition of 3 EL endorsed teachers. Also added an additional screener assessment with pre-post capabilities that provides real-time data to monitor EL students acquisition of academic language (TELL Assessment)  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**At least one action step should be added under S.1.2**

**S.1.2 Student supports = Dyslexia – First Action Step**

Title: Dyslexia supports

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Supports developed and modeled from the Tennessee Dyslexia Resource Guide https://www.tn.gov/content/dam/tn/education/special-education/dys/dyslexia\_resource\_guide.pdf  Provide specific supports and professional learning for students and teachers that will target SWD, EL, and students with the characteristics of dyslexia.  Address under pinnings of ELA proficiency and procedures for next level supports: (1) Foundations and Overview of Dyslexia (2) Connecting Language Development to Reading (3) Phonological Awareness & Phonics Screening and Intervention (4) Fluency, Vocabulary, and Comprehension Screening and Intervention (5) Data Chat to Referral Process (6) Formal Assessment and Documentation  Expand and evaluate EL supports through (1) Sheltered English instruction, (2) Specially designed academic instructional supports, (3) Content based English instructional supports, and (4) focused pull out supports.  Expand and evaluate SWD supports through (1) Expanded inclusion opportunities for all content areas, (2) Structured pull out for specific skill development, and (3) expand opportunities for PreK. Increase focus on serving SWD in their least restrictive environment to access TIER I curriculum based on their present levels of educational performance. Improve access to curriculum through appropriate educational planning utilizing collaboration from all key stakeholders. Special Populations Team will improve support services provided to the schools through focused services of coordinators, consulting teachers, behavior consultants, related services, and school psychologists.  CMCSS Dyslexia Support for Students and Teachers:  The Clarksville Montgomery County School System has given great emphasis to literacy intervention, specifically early literacy skill deficits that are characteristics of dyslexia. CMCSS has provided training to teachers, school psychologists, speech and language pathologists, and academic coaches on the following district developed modules for Dyslexia:  • Module 1: Foundations and Overview of Dyslexia  • Module 2: Connecting Language Development to Reading  • Module 3: Phonological Awareness & Phonics Screening and Intervention  • Module 4 & 5: Fluency, Vocabulary, and Comprehension Screening and Intervention  • Module 6: Data Chat to Referral Process  • Module 7: Formal Assessment and Documentation  All of the modules are also available to anyone in the district as an online learning series. This allows them the ability to go back and refer to items in the training as needed. As a district, it is felt it is very important to make sure that CMCSS trains as many teachers as possible in a Dyslexia specific intervention. CMCSS has had Phonics First and Structures training from Orton Gillingham. Sixty teachers in the district have been trained, allowing each building at least one teacher with Orton Gillingham training in order to provide children with the most intensive research based intervention possible. In addition, the district sent a team to the International Dyslexia Association Conference. The knowledge and strategies gained at this conference will be shared by the team with the district at RTI2 PLCs held throughout the school year, as well as at the summer professional development conference.  The district has a very detailed RTI2 process to ensure that CMCSS meet the needs of all students. Each child is administered the Universal Screener in Reading and Math three times per school year. Every school then holds a data chat that consists of teachers, administrators, the school psychologist, academic coach, and special education teachers. This team meets to determine the needs and next steps for students who are showing signs of needing intervention. Teachers bring the student data from classroom assessments, student work samples, anecdotal notes, the universal screener data, and any diagnostic assessment data they may have to discuss the student concerns. If the child is struggling in Reading, the team is careful to pay close attention to the characteristics of Dyslexia provided by TDOE. This allows us to be certain that if the child has characteristics we use further drill down diagnostic assessments to determine their specific area of need. The team supports the teacher in choosing a deficit area and strategies to address this area as well as a progress- monitoring tool to determine the effectiveness of the intervention.  The team meets every four weeks to monitor the progress of the student and the response to intervention. At the meetings, the team supports the teacher in determining if the intervention is effective and next steps. In some cases, the team makes the decision to move forward with testing for an exceptional learning need according to the lack of response to the intervention based on the data. Once this next level of testing is completed with the school psychologist it is then determined how the child would be best served by the district. There is communication with the parents to share data and progress throughout the process. CMCSS wants to be sure to address all parental concerns, especially since it is understood that Dyslexia is a hereditary disorder. Therefore, the district has provided guidance for administrators to process parent concerns/referrals.  CMCSS uses Power School as a database to house student information. Within this database, we track students who have characteristics of Dyslexia, so that anyone who has access to that child in Power School is aware of their possible needs.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**At least three action steps should be added under S.1.3**

**S.1.3 SWD Supports – First Action Step**

Title: Teacher and student supports

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Professional development and trainings are provided throughout the year to ensure the communication of the timelines and management of caseloads. School-based special education teams meet on a regular basis to ensure that communication from our department is shared at the school level through special education lead teachers.  LRE training is provided that covers all areas. Part of the guidance provided is in online manual accessible to all CMCSS employees: **RELATED SERVICES**IEP teams may determine that related services are necessary for students to benefit from special education. These services typically include developmental, corrective, and other supportive services. Related services should support the special education program outlined in the IEP with a clear correlation between the related services and the IEP goals. Related services examples include, but are not limited to, the following: Behavioral health services; Counseling services; Hearing/auditory services; Nursing services; Occupational therapy; Physical therapy; Psychological services; Recreation services; School health services; Work-based learning; Aides in general education setting; Sign-language interpreter; Speech therapy; Language therapy; Vision services; Orientation and mobility services  <https://sites.google.com/cmcss.net/cmcss-specpops-manual/procedural-safeguards/least-restrictive-environment>  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**S.1.3 SWD Supports – First Action Step – second action step**

Title: Scheduling Adjustment

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| The plan to remove the “primary and intermediate modified courses” at the elementary level will be completed by the end of the 2018-2019 school year, as shared with our TDOE consultant in our previous meetings. Only students who require comprehensive modified courses will receive the modified instruction in the comprehensive development classrooms. Students who are not receiving modified courses will be focused on the general education diploma trajectory, receiving the appropriate instruction in the appropriate settings. Our department has shared updates to remind schools to hold transition meetings for students to return to their home zoned schools for instruction and intervention.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**S.1.3 SWD Supports – First Action Step – third action step**

Title: 3-5 year old supports

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Created two pilot programs this year to provide two general education inclusion settings for 3-year old students. In order to provide additional inclusive opportunities at the start of the 2019/2020 school year, our team gathered licensure/endorsement information for all of the CMCSS Developmental Pre-K teachers and found that 6 out of 22 are endorsed to teach general education. In an effort to offer additional inclusive general education classrooms, teachers will be given the opportunity to take the required praxis tests needed to add the required endorsement, at no cost to them. CMCSS will cover these fees. We will partner the current, dually endorsed teachers with teachers endorsed to teach special education only, to open a total of 6 new inclusive classrooms serviced by an interventionist, across the district.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**At least one action step should be added under S.1.4**

**S.1.4 Opportunity Culture – first action step**

Title: Hiring Multi-classroom leaders

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| The Multi-Class Teacher Leader works with the initial group of students, then transitions to work with each of the Team Teachers who have additional support through a Teacher Resident. This means the entire grade level has access to the Level 5 teacher while building effective teachers skilled at working with the at-risk population.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**At least two action steps should be added under S.1.5**

**S.1.5 Academic Coaches and Consulting Teachers – first action step**

Title: Academic Coach Training and classroom support

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Academic Coaches work with curriculum directors and content specialist to identify instructional strategies to support the needs of all students to include additional focus on instructional strategies for students identified as ED, EL, SWD, and BHN.  Academic Coaches work with the assigned school to identify struggling teacher in need of support, or a classroom with a group of struggling students with an emphasis on those from historically underperforming subgroups to include ED, EL, SWD, and BHN.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**S.1.5 Academic Coaches and Consulting Teachers – second action step**

Title: Consulting Teacher Training and classroom support

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Consulting Teachers work with curriculum directors and content specialist to identify instructional strategies to support the needs of all students to include additional focus on instructional strategies for students identified as ED, EL, SWD, and BHN.  Consulting Teachers work with the assigned school to identify struggling teacher in need of content support, or a classroom with a group of students struggling with the more rigorous content with an emphasis on those from historically underperforming subgroups to include ED, EL, SWD, and BHN.  Consulting Teachers work with teams of teachers through collaborative planning to address instructional needs identified through data analysis.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**STEP 6B1: ATSI SCHOOLS ONLY – Add information to G2 Addressing the needs of the ATSI Schools (BURT, Minglewood, Norman Smith)**

**If you are not an ATSI School go to the next step (6B2)**

* Click on the triangle to the left of G2 to expand the G2 plan
* Under each plan, there is a space to add action steps. Click on the ‘Create some now’ link under every plan and paste in your information from the boxes below.
  + Be sure you have typed in your own personal information into this document before copying and pasting into ePlan.
* Each action step requires title, person responsible, estimated completion date, funding source, and dollar amount. The description is the information in each box with each action step below.



**MIDDLE and HIGH – Review the opportunity culture model for a fit in the middle/high schools.**

**At least one action step should be added under S.2.1**

**S.2.1 Administrator Support – first action step**

Title: Assignment of Lead Principal

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Highly Effective Lead Principal (J Harris) identified to work closely with the schools and has been assigned as principal of Minglewood from Byrns Darden ES and will lead the team of principals from the ATSI and two additional schools comparable in demographics to the ATSI. Lead Principal receives Direct support of Director of Teaching, Learning, and Innovation and Director of Elementary Schools. Lead Principal has weekly meetings with ATSI Principals to review data, progress monitor and adjust to meet students' needs.  **if you are an ATSI School INSERT SCHOOL, SPECIFIC DETAILS HERE.** |

**At least one action step should be added under S.2.2**

**S.2.1 Teacher Support – first action step**

Title: Academic Coach and Lead Teacher Support

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| The Academic Coach provides specific real time instructional support in the classroom for struggling teachers. Specific foci have been placed on utilizing various instructional strategies for presenting content addressing the multi-sensory aspect of learning.  Lead Teacher for each content has been identified at each school. These teachers attend training monthly to learn how to address the specific needs and nuances of the TN state standards utilizing the NMSI research based instructional strategies following the district scope and sequence. The teachers then return to the schools where they share these lessons and instructional strategies with the teachers in the building.  **if you are an ATSI School INSERT SCHOOL, SPECIFIC DETAILS HERE.** |

**At least one action step should be added under S.2.3**

**S.2.3 Direct Student Supports**

Title: Tier I, II, III

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Critical to TIER I is the protection of instructional time. Schedules are reviewed to insure maximum time is allocated with little to no disruption. Academic Coaches are available to provide real time instructional support for struggling teachers.  TIER II and TIER III times scheduled outside of TIER I instruction. Utilizing universal screener results in tandem with appropriately aligned instructional strategy. Additional support provided by the RTI Coordinator, Reading Interventionist, Math Interventionist, and Dyslexia Interventionist.  Targeted before school and after school opportunities for students in need of TIER II and TIER III intervention. When coupled with scheduled day RTI support students will have access to approximately 1 hour of additional TIER II and III support.  **if you are an ATSI School INSERT SCHOOL, SPECIFIC DETAILS HERE.** |

**At least two action steps should be added under S.2.4**

**S.2.4 Family Support and Engagement – first action step**

Title: Family and Parent Engagement

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Provide Family Literacy nights to include informational and hands on events on literacy support strategies for families in attendance.  Provide Family STEM nights to include informational and hands on events on STEM strategies for families in attendance.  Help families access and utilize resources provided through the CMCSS Learning Centers.  Help families access the ENGAGE TV portal, an online parent university providing videos addressing topics parents need for clarification: Student-Led Parent Conferences, TNReady Assessments, 504 section plans, Clear Learning Targets, Utilizing Power School, etc. https://cmcssfocus.net/tag/engage-tv/  Help families access the FAMILY-SCHOOL CONNECTION portal which provides the parents with resources and connections to district work. https://familyschoolconnection.com/  Continue to build relevant connections with the Military Family Life Counseling program and counselors for the military connected and with Centerstone Community Health Supports.  Continue full implementation of the Tennessee School Counseling Model.  **if you are an ATSI School INSERT SCHOOL, SPECIFIC DETAILS HERE.** |

**S.2.4 Family Support and Engagement – second action step**

Title: Teacher/Parent Communications

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Insure all parents who have the capabilities to access PowerSchool are connected.  Insure teachers are keeping student data in PowerSchool up to date and responding to emails in a timely fashion.  Insure parents receive timely feedback to include the regularly scheduled progress reports.  Provide communication through all available media concerning parent/teacher events.  **if you are an ATSI School INSERT SCHOOL, SPECIFIC DETAILS HERE.** |

**At least one action step should be added under S.2.5**

**S.2.5 Teacher: Build and Opportunity Culture**

Title: Implement Opportunity Culture Model

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| The Multi-Class Teacher Leader works with the initial group of students, then transitions to work with each of the Team Teachers who have additional support through a Teacher Resident. Below is a schedule of what a typical day would look like. This means the entire grade level has access to the Level 5 teacher while building effective teachers skilled at working with the at-risk population.  **if you are an ATSI School INSERT SCHOOL, SPECIFIC DETAILS HERE.** |

**STEP 6B2: For Non-ATSI Schools only – Add information to G2 Addressing the needs of the ATSI Schools (BURT, Minglewood, Norman Smith)**

* Click on the triangle to the left of G2 to expand the G2 plan
* Under each plan, there is a space to add action steps. Click on the ‘Create some now’ link under every plan and paste in your information from the boxes below.
  + Be sure you have typed in your own personal information into this document before copying and pasting into ePlan.
* Each action step requires title, person responsible, estimated completion date, funding source, and dollar amount. The description is the information in each box with each action step below.



**At least one action step should be added under S.2.1**

**S.2.1 Administrator Support**

Title: Assignment of Lead Principal

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Review/Research the opportunity culture model for a fit in elementary schools. |

**At least one action step should be added under S.2.2**

**S.2.1 Teacher Support – first action step**

Title: Academic Coach and Lead Teacher Support

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Review/Research the opportunity culture model for a fit in elementary schools. |

**At least one action step should be added under S.2.3**

**S.2.3 Direct Student Supports**

Title: Tier I, II, III

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Review/Research the opportunity culture model for a fit in elementary schools. |

**At least one action step should be added under S.2.4**

**S.2.4 Family Support and Engagement**

Title: Family and Parent Engagement

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Review/Research the opportunity culture model for a fit in elementary schools. |

**At least one action step should be added under S.2.5**

**S.2.5 Teacher: Build and Opportunity Culture**

Title: Implement Opportunity Culture Model

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Review/Research the opportunity culture model for a fit in elementary schools. |

**STEP 6C: Add information to G3 Ready Graduate (College and Career Readiness)**

* Click on the triangle to the left of G3 to expand the G3 plan
* Under each plan, there is a space to add action steps. Click on the ‘Create some now’ link under every plan and paste in your information from the boxes below.
  + Be sure you have typed in your own personal information into this document before copying and pasting into ePlan.
* Each action step requires title, person responsible, estimated completion date, funding source, and dollar amount. The description is the information in each box with each action step below.



**At least two action steps should be added under S.3.1**

**S.3.1 Ready Graduate Elementary – first action step**

Title: ELA and Math Fluency

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Continue to implement TN Standards in Math and RLA emphasizing standards shifts, continuing to refine clear target implementation. Focus on insuring all students have access to exceptional TIER I instruction.  Build Opportunity Culture in ES.  Continue utilization of LEAD Teachers in ELA and Math coupled with the support of Academic Coaches  Provide professional learning on deconstruction, assessment creation and instruction alignment to standards.  Common assessments updated from 201819.  Curriculum navigator revamped with increased resources available for all teachers.  Transition to Fast Bridge for RTI2 Universal Screener.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**S.3.1 Ready Graduate Elementary – second action step**

Title: Digital Blended Learning

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Continue the role out of Digital Blended Learning with a focus on QFIC. Prepare for the 1:1 laptop roll out to 4th grade.  Personalized student learning through a blend of direct instruction and technology.  Extend 1:1 technology into 5th grade.  All students have access to technology in PreK-4 to meet all learning needs.  Teacher Roles  • Establish routines and procedures for use of technology.  • Encourage student ownership of learning through the use of appropriate technology tools.  • Use student data as a means for differentiating instruction, in whole and small groups or for individual students, using a blended learning model when appropriate.  • Use some online content to supplement instruction.  • Implement resources following professional development (for example - Google Classroom, Screencastify, video based instruction, and social media tools).  • Use technology tools, when appropriate, to provide timely feedback to students.  • Use classroom space to maximize student collaboration.  • Provide structures for students to collaborate and share information with others through the use of technology.  Student Roles  • Understand and use appropriate routines and procedures when using technology, in whole group, small group and individual settings.  • Access and tract personal assessment data.  • Reflect on learning goals.  • Collaborate with others to seek and share information through use of technology.  • Determine appropriate communication methods for sharing and acquiring the needed information.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**At least one action step should be added under S.3.2**

**S.3.2 Ready Graduate Middle School**

Title: Ready Graduate Middle

Person Responsible: Building principal

Estimated Completion date: 5/1/2020

Funding Sources: GP

Dollar Amount: $0

|  |
| --- |
| Not applicable |

**At least one action step should be added under S.3.3**

**S.3.3 Ready Graduate High School**

Title: Ready Graduate High

Person Responsible: Building principal

Estimated Completion date: 5/1/2020

Funding Sources: GP

Dollar Amount: $0

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| --- |
| Not applicable |

**At least two action steps should be added under S.3.4**

**S.3.4 Ready Graduate Transitions Across Grades – first action step**

Title: Opportunity Culture

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| --- |
| Multi-classroom and Multi-school leadership. The district will be utilizing a 3-prong approach to address the problems associated with Equity Gap through the deployment of Multi-Class Leaders (MCL), Team Teachers, and Teacher residents.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**S.3.4 Ready Graduate Transitions Across Grades – second action step**

Title: Reading Skill Development

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

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| --- |
| Through an intense focus on TIER I instruction provide instructional strategies and supports to teachers in the classroom that insure students exit ES able to make complex inferences and construct and support their inferential understanding of the text. Students are able to apply their understanding of a text to make and support a judgment. Students exit middle school able to make connections within and across texts and to explain causal relations. They are able to evaluate and justify the strength of supporting evidence and the quality of an author's presentation. Students are able to manage the processing demands of analysis and evaluation by stating, explaining, and justifying. Students transition to post-secondary able to analyze both the meaning and the form of the text and provide complete, explicit, and precise text support for their analyses with specific example. Students able to read across multiple texts for a variety of purposes, analyzing and evaluating them individually and as a set.  Reduce variability in TIER I instruction and insure all students have access to an effective teacher.  Provide expanded afterschool opportunities to provide focused reading skill interventions.  Provide Family Literacy Nights with Parent Skill Development opportunities.  Expand Read to Be Ready work with all school leaders, academic coaches, and district staff participate in early learning professional development.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**At least two action steps should be added under S.3.5**

**S.3.5 Ready Graduate for SWD – first action step**

Title: Appropriate IEPs

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

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| --- |
| Continuous independent monitoring of IEPs to insure appropriateness to insuring students are provided the greatest opportunity to access the regular education classroom and grade level content.  \*teachers have been provided professional development on resources to help enhance transition goals on the IEP  \* transition teacher travels throughout the district to work with various high school teachers if they need help writing transition goals  \* each high school has a transition coach that can help in the area of transition for writing goals  \*consulting teacher works with high school teachers on writing appropriate transition goals  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**S.3.5 Ready Graduate for SWD – second action step**

Title: Access to Grade Level Content

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

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| --- |
| Build partnerships with early childhood program providers to expand opportunities for PreK. Provide professional learning and additional personnel supports to expand opportunities for SWD to participate in the regular education environment. Provide scheduling support to assist schools in expanding opportunities for students to meaningful access to the regular education environment and grade level content.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**At least two action steps should be added under S.3.6**

**S.3.6 Access to Grade Level Content – first action step**

Title: Identification and Service Delivery

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

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| --- |
| **Insure students are appropriately identified:**  • Students are identified at local schools through review of home language surveys.  • Once students are referred, they are screened using the Identification/Placement  Screening Assessment. This assessment determines qualification in the ESL program.  **Service Delivery Model and Instruction**  • CMCSS EL programs offer services in the form of pull-out and push-in (inclusion)  programs as approved by the State of Tennessee.  • The state determines service times depending on the results of the English Language  Proficiency Assessment.  • Services include direct pull-out or push-in services, collaboration with the classroom  teacher, and resource support.  • Services are provided to the student based on the student's language level and literacy needs.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**S.3.6 Access to Grade Level Content – second action step**

Title: EL Supports

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| EL Teachers/Staff  • All English Language Learners in Clarksville-Montgomery County Schools receive  services under the direction of a certified EL teacher as determined by the State of  Tennessee.  • EL teachers collaborate with regular classroom teachers to determine the best and  most rapid path to academic success for all ELLs.  EL Parent Conferences  • District parent conferences are held one time each semester.  At these parent conferences, EL parents visit and meet with regular classroom  teachers and ESL teachers.  • The student's progress is discussed, homework tips are given, and other school  information is shared.  • Interpreting services and certain EL translated documents are available when needed.  Program Evaluation  • Home Language Surveys are completed on each new student to the district and filed in  the student's cumulative folder.  EL centers within the district provide alternative language services in the least  segregated manner as possible and with comparable facilities and materials as  non-LEP students.  • Each EL center provides LEP students with meaningful access to the content in  mainstream classrooms.  • Incoming new students who have an identified language other than English are administered  the state assessment upon enrollment to determine language status.  • The State English Language Proficiency Assessment is given each year to all LEP  students in the district.  • Each EL center has an assigned ESL teacher.  • lnservices and training workshops are offered yearly to Clarksville-Montgomery County  School employees.  • Some District forms are available in different languages to address community needs.  Transition and Exiting  After students meet the exiting criteria on the English Language Development Assessment, students are moved to the T1 status (first year in transition) and then the T2 status (second year in transition). After the student completes these two years of transition successfully, the student is considered to be a former EL student. If a student is struggling with academics in the regular classroom during the T1 and T2 status, the student can always be pulled back into active EL status.  Student Monitoring  EL students are monitored for two years after meeting exit criteria. These two years are considered transitional years to ensure grade level success. In the first monitoring year the EL student is classified as T1 (Transitional 1 ), and in the second monitoring year the student is classified as T2 (Transitional 2). If there is an indication that the T1 or T2 student is not being successful in the regular classroom, additional EL support services are offered if it is determined that the lack of English language proficiency is the problem. Support services could be limited to assistance in a specific content area, or the student could re-enter the ESL program for direct instructional services, if necessary.  Software  CMCSS uses ELLevation Education software to support EL students. This program provides program management, effective collaboration between EL teachers and classroom teachers, and differentiated instruction. TELL Assessment: An assessment of English Language Learning for Grades K-12 which screens and identify students' English language proficiency level to inform program decisions. Has the ability to diagnose abilities and skill levels to establish a baseline at the beginning and compare with the end-of-the-year diagnostic to determine growth. Provides supports to progress monitoring and use key data to inform instruction throughout the year.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**STEP 6D: Add information to G4 Teacher Recruitment, retention, and support**

* Click on the triangle to the left of G4 to expand the G4 plan
* Under each plan, there is a space to add action steps. Click on the ‘Create some now’ link under every plan and paste in your information from the boxes below.
  + Be sure you have typed in your own personal information into this document before copying and pasting into ePlan.
* Each action step requires title, person responsible, estimated completion date, funding source, and dollar amount. The description is the information in each box with each action step below.



**At least one action step should be added under S.4.1**

**S.4.1 Teacher Recruitment**

Title:

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| **Teaching fellow:**Participants have a (1) Bachelor's degree, (2) Will be provided a Full-Time Educational Assistant position in the district in a struggling school, (3) Will complete the process to certification within 1 year through a partnership between APSU and CMCSS, and (4) Will be placed in hard to fill 6th-12th ELA and Math positions.  **Early Learning Teacher Residency:** Through a collaboration of Austin Peay State University and CMCSS building a pathway through high school with students transitioning to college with (1) Full-Time Educational Assistant (K-2) position, (2) while working on completion of Early Childhood Certification and Bachelor's with no out-of-pocket expense, (3) and exit with K-5 Certification.  **iteach Tennessee:** Recruit individuals with (1) Bachelor's degree, (2) completed the Praxis, (3) provided the opportunity to work under the Job Embedded umbrella for 12 months, and (3) exit into 6th - 12th Hard-To-Fill and Special Education positions.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**At least one action step should be added under S.4.2**

**S.4.2 Teacher retention and support**

Title: Teacher Retention

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

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| --- |
| Provide new teachers and struggling teachers with real time supports to include: (1) Pride Academy for new teachers, (2) Academic coaches, consulting teachers, and content lead teachers at the building level, and (3) professional learning opportunities aligned to addressing content support, classroom management, and balanced assessment.  Provide professional learning through the ENGAGE Professional Learning Conference: 2 full weeks of 100s of engaging sessions aligned to the work of faculty and staff within the Clarksville Montgomery County School System. Modeled on the traditional conferences of major organizations, to include food trucks, and a teacher store; survey data of participants reveal greater than 94% thoroughly value this opportunity and find it synergizing.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**STEP 6E: Add information to G5 Social Emotional Learning**

* Click on the triangle to the left of G5 to expand the G5 plan
* Under each plan, there is a space to add action steps. Click on the ‘Create some now’ link under every plan and paste in your information from the boxes below.
  + Be sure you have typed in your own personal information into this document before copying and pasting into ePlan.
* Each action step requires title, person responsible, estimated completion date, funding source, and dollar amount. The description is the information in each box with each action step below.



**At least one action step should be added under S.5.1**

**S.5.1 Student supports**

Title: School Counselor Model

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Fully implement the school Counselor Model with a focus on the individual components: 1. Insure equitable access to a rigorous education for all students; 2. identify the attitudes, knowledge, skills, and experiences that students need to achieve academic success, social and emotional development, and college and career readiness; 3. is delivered to all students in a developmental and systematic fashion; 4. is based on data-driven decision making; and 5. is provided by a state-credentialed school counselor.  Administer the Hanover SEL Survey:  The survey follows the structure below:   * Introduction * School and Grade Level * Core Question Sets * Self-Awareness * Growth Mindset * Self-Management * Responsible Decision-Making * Social Awareness * Relationship Skills * Social Support * Emotional Well-Being * Demographics * Grade Level (included as a quality check to make sure students answer for their actual grade level) * Military status * Student mobility (both questions) * Gender * Race/Ethnicity   **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**At least two action steps should be added under S.5.2**

**S.5.2 Parent and Community Outreach – first action step**

Title: Outreach

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Research and literature on effective social and emotional learning identifies three critical ways in which SEL skills are learned: (1) Climate- Creating a safe and respectful environment, (2) Direct learning of the SEL skills (soft skills) individuals need to be successful, and (3) Infusion, integrating SEL skills throughout the day through modeling of SEL practices that promote practice to maximize learning.  Community outreach to parents and stakeholders that address the "why" and "how to" of each of these components.  Create and post EngageTV informational videos on Social Emotional Learning and practices.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**S.5.2 Parent and Community Outreach – second action step**

Title: Addressing SEL Need: Climate, Direct Learning, and Infusion

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Research and literature on effective social and emotional learning identifies three critical ways in which SEL skills are learned: (1) Climate- Creating a safe and respectful environment, (2) Direct learning of the SEL skills (soft skills) individuals need to be successful, and (3) Infusion, integrating SEL skills throughout the day through modeling of SEL practices that promote practice to maximize learning.  Community outreach to parents and stakeholders that address the "why" and "how to" of each of these components. Working in partnership with Joey Smith, Montgomery County Health Department Director on various programs and resources available.  Continuing to build on EngageTV on-demand informational videos on Social Emotional Learning and practices.  Expanding accessibility and programs of the two CMCSS Learning Centers to provide parents and community stakeholders with additional resources for addressing SEL needs.  Expanding and improving access to the Military Family Life Counselors to address the needs of the military connected students and families (30% of total student population).  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**At least one action step should be added under S.5.3**

**S.5.3 Teacher and Administrator Support and Professional Learning**

Title: Professional Learning and classroom support

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Providing professional learning through principal meetings, academic coach meetings, after the regular scheduled day activities addressing and ENGAGE Professional Learning Conference in June 2019 and July 2019:  Climate- Creating a safe and respectful learning environment, which is well managed, supportive, and engaging with active participation.  Direct Instruction- Using a variety of programs to deliberately teach the SEL skills students need to be successful learners.  Infusion- Integrating SEL skills throughout the day and in all curriculum areas through modeling of instructional practices that promote SEL skill and practice and maximize learning.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

**STEP 6F: Add information to G6 Early Learning Birth to 2nd Grade**

* Click on the triangle to the left of G6 to expand the G6 plan
* Under each plan, there is a space to add action steps. Click on the ‘Create some now’ link under every plan and paste in your information from the boxes below.
  + Be sure you have typed in your own personal information into this document before copying and pasting into ePlan.
* Each action step requires title, person responsible, estimated completion date, funding source, and dollar amount. The description is the information in each box with each action step below.



**At least one action step should be added under S.6.1**

**S.6.1 Expanding early learning partnerships**

Title: Building Partnerships

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

|  |
| --- |
| Invite programs that provide early learning services that meet state requirements to build partnerships with the district to expand the opportunities for SWD, EL and ED students.  Expand the Learning Center partnerships setting programs with organizations that service the portion of the population in need of early learning services and support. |

**At least one action step should be added under S.6.2**

**S.6.2 Opportunity Culture**

Title: Teacher Selection and assignment

Person Responsible:

Estimated Completion date:

Funding Sources:

Dollar Amount:

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| --- |
| Interviews completed to identify the individuals to serve as the Multi-classroom Teachers, Team Teachers, and Teacher Residents. |

**STEP 6G: Add information to G7 Early Learning Birth to 2nd Grade**

* Click on the triangle to the left of G7 to expand the G7 plan
* Under each plan, there is a space to add action steps. Click on the ‘Create some now’ link under every plan and paste in your information from the boxes below.
  + Be sure you have typed in your own personal information into this document before copying and pasting into ePlan.
* Each action step requires title, person responsible, estimated completion date, funding source, and dollar amount. The description is the information in each box with each action step below.



**At least one action step should be added under S.7.1**

**S.7.1 Academic Achievement Students with Disabilities**

Title: Early Learning Birth to 2nd Grade

Person Responsible: Building Principal

Estimated Completion date: 5/1/2020

Funding Sources: GP

Dollar Amount: $0

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| --- |
| Not applicable |

**STEP 7: Reflect on Plan**

* Click on ‘Reflect on Plan’ at the top of the page between ‘Develop Plan’ and ‘Review Plan’



* When you first open this page, you will see a list of questions and empty action steps.
* Add your own information to the boxes of text below.
* After you information is added into this document, copy and paste each section into the answer then type the appropriate connected action steps

**Disciplinary Practices**

Describe how the school will review and analyze student discipline data and take steps to reduce lost instructional time and/or disparate impact due to student discipline in the school.

|  |
| --- |
| Beyond the traditional practices that schools utilize to address discipline concerns, CMCSS has begun work social emotional learning (SEL). Social and emotional learning is the process through which students acquire and effectively apply knowledge, attitudes and critical skills necessary to understand and manage emotions, make responsible decisions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships. Essentially the outcomes measuring and supporting social emotional learning (SEL) evidence have noted, (1) better academic performance translates to higher achievement scores, (2) improved attitudes and behaviors translate to greater motivation to learn, deeper commitment to school, increased time devoted to school work, and better classroom behavior, (3) fewer negative behaviors translate to decreased disruptive class behaviors, and disciplinary referrals, and (4) reduced emotional distress translates to fewer reports of student depression anxiety, stress and social withdrawal. Embedding social emotional learning into the classroom is more complex than simply teaching a skill, it must become part of the strategic work and embedded throughout teacher professional learning opportunities.  Additional comments noted during feedback sessions included: social emotional learning has been neglected due to the emphasis on academic performance. School counselor support was divided as the implementation of the modeled rolled out this year and not cohesive. School chronic absenteeism data and office referral data denoted the greatest concerns were in the middle schools where students struggle with the transitions of maturity. Teachers feel they not fully equipped to provide social emotional support.  Discipline data reveal concerns escalate from middle school to high schools with percentage of students identified as experiencing discipline concerns exceeding comparably districts' data. During the last two years the district has administered a number of surveys and analyzed incident reports as CMCSS works to address underlying causes of misbehavior within the middle and high schools such as peer pressure, fitting in, the lures of popularity, dealing with change and transition to maturity, trauma, substance abuse, and mental health issues to name a few. Feedback from schools through fishbowl and focus group activities continue to denote a need to address social emotional learning and restorative discipline practices to mediate the chronic absenteeism and increasing discipline concerns. In addressing Social Emotional Learning as a piece of the 201920 Strategic work, the district is utilizing data from the Collaborative for Academic, Social, and Emotional Learning survey, which addresses self-awareness, self-management, responsible decision-making, growth mindset, emotional well-being, and social support. Survey results were disaggregated by grade level, schools, military, gender, and transiency rates. First steps denote the need to address student resiliency. District is working with teacher professional learning and the new counselor model classes and group work. Teams of teachers from all middle schools will attended the restorative discipline conference in Nashville last summer with several scheduled to attend this summer. Additionally, members of the Senior Instructional Team (Dr. Mary Gist leads the work) are working with the Metro Nashville restorative discipline teams which are part of the PASSAGE, Positive and Safe Schools Advancing Greater Equity, program which was designed to reduce the disparities in suspension rates among diverse students by addressing the root of problems to begin the work of developing a similar program in CMCSS.  In alignment with and support of the focus on addressing Social Emotional Learning, the district is working with the Military and Family Life Counselors from the MFLC Program that provides short-term, non-medical counseling support for a range of issues including: relationships, crisis intervention, stress management, grief, occupational and other individual and family issues. They also provide psycho-educational presentations focused on issues common to the military family including: reunion/reintegration, stress/coping, grief/loss and deployment are provided to commands. Additionally, the district works with Centerstone Behavioral Health Center in Clarksville to provide students with real time supports within the educational setting.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

Connected Action Steps

|  |
| --- |
| G 5  Social Emotional Learning  S 5.1  Student supports  A 5.1.1  School Counselor Model  S 5.2  Parent and Community Outreach  A 5.2.1  Outreach    A 5.2.2  Addressing SEL Need: Climate, Direct Learning, and Infusion  S 5.3  Teacher and Administrator Support and Professional Learning  A 5.3.1  Professional Learning and classroom support |

**Safe, Supportive, and Healthy Environments**

Describe the priority needs for providing safe, supportive, and healthy environments in all schools and how the school will meet those needs.

|  |
| --- |
| CMCSS has been working on the implementation SEL. Implementation of SEL programs in schools provides a foundation for creating a safe supportive learning environment where all students can succeed. Social and emotional learning is the process through which students acquire and effectively apply knowledge, attitudes and critical skills necessary to understand and manage emotions, make responsible decisions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships. Essentially the outcomes measuring and supporting social emotional learning (SEL) evidence have noted, (1) better academic performance translates to higher achievement scores, (2) improved attitudes and behaviors translate to greater motivation to learn, deeper commitment to school, increased time devoted to school work, and better classroom behavior, (3) fewer negative behaviors translate to decreased disruptive class behaviors, and disciplinary referrals, and (4) reduced emotional distress translates to fewer reports of student depression anxiety, stress and social withdrawal. Embedding social emotional learning into the classroom is more complex than simply teaching a skill, it must become part of the strategic work and culture of a district. The work will begin with student supports, parent and community outreach, and teacher/administration support and professional learning.  Coordinated School Health (CSH) is working to reduce the childhood overweight/obesity rate among CMCSS Students. The CSH office continues to receive quarterly PAPE (Physical Activity/ Physical Education) reports to monitor compliance with the Physical Activity Law, promote physical activities within the classroom setting, and provide schools the opportunity for mini-grants. Each school has implemented HealthySchool Teams, which work to improve student health and wellness. CMCSS was awarded the CMC Community Health Grant during the summer of 2018. This grant funded outdoor fitness equipment at New Providence Middle School to be used by students, staff, and the community. Currently, the Nurses in partnership with Coordinated School Health have applied for an Adverse Childhood Experience (ACE) grant to develop a Building Strong Brains programs to address these concerns of students. The program focuses on monthly support opportunities, connections to community resources, and a weeklong summer camp.  The district is committed to enhancing safety and security at all facilities. Front entrance security enhancements have been completed. The Maintenance Department completed the shelter in place mechanical shutdown system. Operations has made sure district buildings meet CPTED landscape guidelines. School security audits are ongoing with areas of improvement noted and emphasized. School video security systems are being upgraded with additional enhanced cameras. The district has SROs assigned to all building, although several elementary have a split SRO currently. Work is being completed to hopefully have a dedicated SRO assigned to all schools in CMCSS.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

Connected Action Steps

|  |
| --- |
| G 5  Social Emotional Learning  S 5.1  Student supports  A 5.1.1  School Counselor Model  S 5.2  Parent and Community Outreach  A 5.2.1  Outreach    A 5.2.2  Addressing SEL Need: Climate, Direct Learning, and Infusion  S 5.3  Teacher and Administrator Support and Professional Learning  A 5.3.1  Professional Learning and classroom support |

**Integration of Technology in the Classroom**

Describe the level of access that students have to technology as part of the instructional program and the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges?

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| --- |
| Technology fluency in terms of time and place for appropriate use, and ability to navigate appropriate applications were identified as needs for students during several stakeholder focus groups from the Chamber of Commerce, Work Force Essentials to Career and College Academies' Committee. When evaluating in terms of teachers focus groups, principals' feedback, and fishbowl activities there has been an emphasizes on the necessity of the natural fit of technology in the instructional environment which through modeling influences student technology fluency in terms of time and place for appropriate use, and ability to navigate appropriate applications. The implementation of the SAMR model is the process identified to build this mindful utilization of technology: Substitution where technology serves as a direct tool substitute, with no functional change; Augmentation where technology serves as a tool substitution, with functional improvement; Modification where technology provides the opportunity to redesign tasks; and Redefinition where technology serves as a tool to create new tasks previous inconceivable.  Digital Blended Learning District Initiative and Model  Digital blended learning is defined as a combination of traditional instruction and technology enhanced delivery. In this instructional format, students learn using traditional strategies and materials, as well as digital content and online tools. Through this blend of instructional strategies and materials, teachers are able to maximize opportunities for growth and achievement using varied classroom structures, resources, and activities for students based on the demands of the standards and the needs of individual students. In digital blended learning, there is some element of student control over time, place, path, and/or pace that is provided using digital content and tools.  CMCSS expanded digital blended learning across the district in 2016-2017. Through the leveraging of textbook resources, the district was able to acquire more than 20,000 new laptops to provide students and teachers increased access to technology. Currently 1:1 has been expanded 5th-12th, with 9th-12th taking computers home and 5th-8th checkout in the morning and check in before leaving. The district will be expanding 1:1 laptop model to 4th grade in the fall of 201920, with PreK - 3rd following the current model of equitable access of 1:1.  In order to provide a means for clear and consistent communication across the district related to the ways in which technology is being implemented, CMCSS adopted the SAMR model to support the implementation of 1:1 across the system. The letters of the SAMR acronym stand for Substitution, Augmentation, Modification and Redefinition; the graphic on the next page gives further information about each level of the SAMR model and what it might look like for classroom instruction.  Moving through 2018-19 school year, all of the fifth grade through high schools in CMCSS have 1:1 technology options for students. Throughout 201819, the instruction department worked alongside the technology department to identify specific logistical challenges schools might have encountered when expanding to 1:1 computer usage in the elementary schools and determined a myriad of solutions for these potential issues. The district also developed a technology handbook that is being used for students and parents/guardians to communicate expectations for 1:1. Both the instruction and technology departments will continue to work together to monitor areas that may need adjustment throughout 1:1 implementation in the coming school year, with 1:1 moving into the 4th grade in 2019-20.  Through multiple teacher focus groups and teacher surveys, the instruction department identified several instructional resources that will be implemented to support blended learning initiatives through 2018-19 and on into 2019-20 school year. Some of these resources include the purchase and or expansion of learning management system Canvas, Discovery Techbooks for math and science, an online Social Studies resource from Nystrom, called Active Classroom, and Actively Learn, an online RLA resource for text selection and close reading activities. Various sessions at the ENGAGE (summer 2019) professional learning conference for teachers will be focused on technology resources and strategies and will be led by technology integration coaches as well as resource experts/vendors.  District Role  • Textbook and technology budgets merged to support implementation  • Foundational training provided on best practices around DBL  • Strategic plan support provided for schools for implementation of DBL  Teacher Roles  • Establish routines and procedures for use of technology.  • Encourage student ownership of learning through the use of appropriate technology tools.  • Use student data as a means for differentiating instruction, in whole and small groups or for individual students, using a blended learning model when appropriate.  • Use some online content to supplement instruction.  • Implement resources following professional development (for example - Google Classroom, Screencastify, video based instruction, and social media tools).  • Use technology tools, when appropriate, to provide timely feedback to students.  • Use classroom space to maximize student collaboration.  • Provide structures for students to collaborate and share information with others through the use of technology.  Student Roles  • Understand and use appropriate routines and procedures when using technology, in whole group, small group and individual settings.  • Access and tract personal assessment data.  • Reflect on learning goals.  • Collaborate with others to seek and share information through use of technology.  • Determine appropriate communication methods for sharing and acquiring the needed information.  Next Steps:  • Continue to communicate instructional shifts and ways to support those shifts with parents and community members  • Continue to provide professional development and training opportunities for both strategy and resources  • Continue to identify and integrate a blend of traditional and online resources into core content area pacing guides  • Continue to identify alternative funding sources to sustain technology integration  • Evaluate resources currently in place and research additional resources for classroom use  • Increase availability of resources for students and parents  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

Connected Action Steps

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| G 2  Addressing the needs of the ATSI Schools (BURT, Minglewood, Norman Smith)  S 2.2  Teacher Support  A 2.2.1  Academic Coach and Lead Teacher Support  G 3  Ready Graduate (College and Career Readiness)  S 3.1  Ready Graduate Elementary  A 3.1.2  Digital Blended Learning  S 3.2  Ready Graduate Middle School  A 3.2.2  ACT Awareness    A 3.2.3  Digital Blended Learning  S 3.3  Ready Graduate High School  A 3.3.4  Digital Blended Learning |

**Family and Community Engagement**

Describe the strategies used to implement effective family and community engagement activities that are meaningful and aligned with student academic achievement in the school. If applicable, address activities specifically designed to engage the parents and families of English Learners.

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| <https://www.cmcss.net/>  <https://www.facebook.com/cmcssinfo/> has more than 21,000 followers  <https://www.instagram.com/cmcssinfo/> has more than 2,000 followers  <https://familyschoolconnection.com/>  https://cmcssfocus.net/tag/engage-tv/ has more than 22,000 followers  <https://events.cmcss.net/public/calendar.aspx> a parent calendar that can be integrated in the parent's calendar with alerts and maps available  The district has a very strong social media and internet presence. The district website has an entire link dedicated t the needs and concerns of parents. The district is very transparent with information utilizing a program called messenger to provide parents with real time information. Parents/guardians have the student information portal of Power School to obtain academic, attendance, and discipline information concerning their child.  The district has positions dedicated to parent engagement and community engagement. In addition, the district has an EL Facilitator who works with the Federal Programs Coordinator to insure parents of EL students are engaged with the schools, Two Homeless Liaisons (one Bilingual), Early Literacy and PreK Coordinators, and several Special Populations Coordinators who work with the families of struggling students.  Anthony Johnson, Director of Community Relations  Esperanza McCrary, Parent Engagement Specialist  Carolyn Miller, EL Facilitator  Cassie Allen, Special Populations Coordinator Secondary  Rebecca Britt, Special Populations Coordinator Elementary  Melinda Smith, PreK Coordinator  MichaelAnn Adams, Early Learning Coordinator  In a more targeted approach to engaging families of varying demographics and socio-economics, CMCSS designed a parent engagement model called, Family School Connection. The model provides school-level and district-level opportunities for engagement and provides parents with various connector points. Schools have 3 positions working with engaging parents: parent ambassadors, volunteer coordinators, and Information Coordinators.  Parent Ambassadors are school representatives identified to help parents become more involved in and better informed about school activities. Parent Ambassadors participated in workshops on Special Education & At-Risk Students, Student Safety & Nutrition, Operations, Navigating Schools & Career Academies, and Common Core so they could share accurate information with parents and families through a variety of communication tools, to include community outreach events.  Volunteer Coordinators coordinate opportunities to help school’s meet volunteer needs. They conduct a needs assessment to determine the true needs of the school and recruit volunteers to meet these needs. A volunteer portal was developed to help Volunteer Coordinators communicate volunteer opportunities and manage their school’s volunteer activities.  School Information Coordinators are assigned at each school to streamline the parent-school communication process. School Information coordinators update their respective school websites weekly by providing parents with information about upcoming events, meetings, and workshops. They also post any volunteer opportunities to the volunteer portal.  Online Summer Registration Days helped ease the transition for all families, particularly military families living out of state or out of country and transferring to the district. A staff member from each school processed online registrations. If pertinent information was missing, the staff member followed up with the family to obtain missing information.  Access to Technology - Approximately 86% of the more than 10,000 parents who responded to a district survey designed to determine parent access to technology responded that they have a computer at home. Ninety-two percent responded that they have internet access at home. The website has been updated to translate information into more than 100 languages. The district has also developed an online parent and community stakeholder “university” named EngageTV. The district discovered through focus groups, to include Military Connected families, Parents of English Language Learners and Parent of Special Populations, feedback that often it is difficult for parents and guardians to attend informational training meetings or that the information provided had been forgotten and they wanted to be able to review at their leisure and without distractions. The EngageTV videos have been designed to answer the frequently asked questions of parents by the district experts in the field providing the parents with a convenient anytime, anywhere learning opportunities structured to assist parents in supporting student success. Topics currently addressed include, but are not limited to: Clear Learning Targets, Digital Blended Learning, PowerSchool, Attendance, Supporting Homeless Students, Maximizing Scholarship Opportunities, RTI, Collaborative Planning, College and Career Readiness, School Safety, ACT, Child Nutrition, 2nd Grade Math, Summer Activities, Summer School, and TSSAA Eligibility Rules  https://cmcssfocus.net/tag/engage-tv/  Additional, components include an effort to improve communication with parents and improve accessibility to school and student information through PowerSchool, a digital calendar, EngageTV, and parent group meetings. The digital calendar allows for subscription to areas and schools of interest to the parent and stakeholders.  <https://familyschoolconnection.com/>  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

Connected Action Steps

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| G 2  Addressing the needs of the ATSI Schools (BURT, Minglewood, Norman Smith)  S 2.4  Family Support and Engagement  A 2.4.1  Family and Parent Engagement    A 2.4.2  Teacher/Parent Communications  G 3  Ready Graduate (College and Career Readiness)  S 3.3  Ready Graduate High School  A 3.3.2  Work Ethic Distinction  S 3.4  Ready Graduate Transitions Across Grades  A 3.4.2  Reading Skill Development  G 4  Teacher recruitment, retention and support  S 4.2  Teacher retention and support  A 4.2.1  Teacher Retention  G 5  Social Emotional Learning  S 5.2  Parent and Community Outreach  A 5.2.1  Outreach    A 5.2.2  Addressing SEL Need: Climate, Direct Learning, and Infusion  G 6  Early Learning Birth to 2nd grade  S 6.1  Expanding early learning partnerships  A 6.1.1  Building Partnerships |

**Professional Learning for Educators**

Describe how professional development for teachers, principals, and other school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school.

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| Now in its third year, the first step toward individualized professional learning began with the ENGAGE Professional Learning Conference held each summer, with one full week of opportunities offered in June and one full week in July. Teachers are able to choose from more than 1,350 sessions that target best practices in instruction, assessment, classroom management, and technology and blended learning strategies. Feedback from the conference attendees has been overwhelmingly positive and indicated teacher appreciation for the variety of learning opportunities, which empowered them to choose sessions focused on their individual needs.  District has twelve technology integration coaches who are able to support teachers and administrators by working directly with them to support the blending of traditional instructional practices and technology to improve student achievement. Additional coaches allowed one coach to be assigned to each middle/high school campus with the remaining coaches serving four to six schools depending on the size of the school and experience of the coach.  PRIDE District Orientation was expanded to include two summer opportunities; two days in June and two days in July. New teacher have the additional opportunity of participating in the ENGAGE Conference as well. New teachers hired early in the summer indicated that they would benefit from earlier offerings of PRIDE to allow them to prepare for students prior to the beginning of the school year.  The district has been implementation of micro-credential opportunities to provide a wider range of professional learning options. Micro-credentials allow employees to learn at their own time, place, and pace and recognizes the expertise evident in the district. Rather than attending an in-person training for credit, employees can choose a micro-credential opportunity from an online platform, explore learning opportunities such as articles, online tutorials, and videos embedded within the opportunity, and work with others to put learning into practice. Credit for micro-credential opportunities is issued when employees, after implementing learning into professional practice, submit artifacts of learning. An evaluator then certifies that the employee has become proficient in the content. Upon certification, the employee receives a digital credential verifying the content mastery that can be shared through social media and websites. Additionally, in order to support teachers in the four most common areas of refinement identified from  TEAM teacher evaluations in 2018, online learning modules were planned. The first learning opportunity aligned to improving questioning. To better support classified staff, department heads and classified staff were surveyed to identify areas of need. Some areas that were identified include customer service, communication, working with difficult people, and conflict resolution. Sessions were created to address each of those issues in the fall of 2018.  The district accomplished the following in preparation for individualized professional learning: • The ENGAGE Professional Learning Conference provided teachers the opportunity to attend more than 1,350 sessions spread over two separate weeks of focused professional learning • Four new technology integration coach positions were added • A platform to host micro-credentials was purchased, and several opportunities began development to deploy in the summer of 2018 • PRIDE District Orientations were expanded to both June and July offerings • An online learning module for “Questioning” was made available to teachers• Classified trainings were offered to cover customer service, communication, working with difficult customers, and conflict management.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

Connected Action Steps

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| G 1  English Language Arts: Early Literacy (PreK-2nd), 3rd - HS  S 1.1  Curriculum Design and Classroom Support  A 1.1.1  Reading Interventionist, Math Interventionist, Dyslexia Interventionist  S 1.4  Opportunity Culture  A 1.4.1  Hiring Multi-classroom leaders  S 1.5  Academic Coaches and Consulting Teachers  A 1.5.1  Academic Coach Training and classroom support    A 1.5.2  Consulting Teacher Training and classroom support  G 2  Addressing the needs of the ATSI Schools (BURT, Minglewood, Norman Smith)  S 2.1  Administrator Support  A 2.1.1  Assignment of Lead Principal  S 2.2  Teacher Support  A 2.2.1  Academic Coach and Lead Teacher Support  S 2.5  Teacher: Build an Opportunity Culture  A 2.5.1  Implement Opportunity Culture Model  G 4  Teacher recruitment, retention and support  S 4.1  Teacher recruitment  A 4.1.1  CMCSS Teacher Pipelines implemented  S 4.2  Teacher retention and support  A 4.2.1  Teacher Retention  G 3  Ready Graduate (College and Career Readiness)  S 3.1  Ready Graduate Elementary  A 3.1.1  ELA and Math Fluency    A 3.1.2  Digital Blended Learning  S 3.3  Ready Graduate High School  A 3.3.4  Digital Blended Learning  S 3.4  Ready Graduate Transitions Across Grades  A 3.4.1  Opportunity Culture    A 3.4.2  Reading Skill Development  S 3.5  Ready Graduate for SWD  A 3.5.1  Appropriate IEPs  S 3.6  Ready Graduate for EL  A 3.6.1  Identification and Service Delivery  G 5  Social Emotional Learning  S 5.3  Teacher and Administrator Support and Professional Learning  A 5.3.1  Professional Learning and classroom support |

**Educator Placement**

Describe how the school is reviewing and analyzing data to identify and address disparities that result in students, particularly low-income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

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| **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

Connected Action Steps

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| **INSERT APPROPRIATE CONNECTED ACTION STEPS HERE** |

**Title I (School-Wide)**

Describe how the school will provide opportunities for all children, including each of the subgroups (ED, major racial & ethnic groups, SWDs and ELs) to meet challenging state academic standards.

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| Utilizing the following business rules: (a) Looking first at ES, then evaluating the feeder pattern through middle school to high school, (b) Looking at just below proficient, since the approaching includes a large percent of fence sitters who move back and forth across proficient, (c) Utilizing 20% or greater of the school’s grade level per subject performed Below Proficient…(this would include 3rd ELA, 3rd Math, 4th ELA, 4th Math, 5th ELA, 5th Math, 5th Science, and 5th grade SS….8 targets), (d) then following the historic cohort feeder through middle school and high school..  The data reveal  (1) One school out of 24 had 20% or more of their student population across **ALL 8 targets** score below proficient with 39% of students scoring below proficient in at least one content.  (2) One school out of 24 had 20% or more of their student population **across 7 targets** score below proficient, with 44% of students scoring below proficient in at least one content.  (3) Two school out of 24 had 20% or more of their student population **across 5 targets** score below proficient, with 27% of students scoring below proficient in at least one content in one building, and 24% of students scoring below proficient in at least one content in the second building.  (4) The greatest population of struggling 3rd, 4th, and 5th grade elementary students attend one of four schools.**﻿**  (5) This trend follows the cohort of the students through their feeder middle and high school with over 50% of the graduating cohort exiting high school directly into the work force as compared the district's average of 40%. The feeder high schools also experience the lowest graduation rates at 90% compared to the district's 94.2 (2018) and 95.1 (2017).  This data illuminates the following four concerns:  (1) **Academic Success** = There are predictable patterns of student achievement within CMCSS.  (2) **Teacher Retention** = Higher turnover rates exist along the same predictable patterns. When evaluating in terms of LOE data for these schools, in 2017 7%-16% were identified as LOE 1 or 2 as compared to the district's average of 6%; in 2018, 15% - 39% were identified as LOE 1 or 2 as compared to the district's average of 9%. Equity gap analyses reveal typical teacher turnover rate at a struggling school approaches 30% on average as compared to the district's average for non-struggling schools of 10%. The positions in the struggling schools are generally filled by new teachers just leaving teacher preparation programs, as compared to the non-struggling schools where positions are generally filled by veteran teachers leaving the struggling schools. Survey data of moving teachers from struggling to non-struggling schools reveal the number one motive is teacher burnout. Since there are few openings in non-struggling schools, the equity gap is further magnified, as they are able to select the most effective successful teachers transferring from the struggling schools. The data further reveal the new teachers hired directly from teacher preparation programs are less equipped to teach large groups of struggling students.  (3) **Teacher Preparedness** = The gap in the ability of teachers and the needs of students is wider and predictable in these patterns. The shifting of highly skilled teachers from the struggling schools is highlighted when evaluating in terms of LOE data for these schools, in 2017, 7%-16% were identified as LOE 1 or 2 as compared to the district's average of 6%; in 2018, 15% - 39% were identified as LOE 1 or 2 as compared to the district's average of 9%.  (4) **Faculty and Staff Diversity** = The district's workforce is not sufficiently diverse. The percent of students identified as BHN in the district is 43% as compared to the district's workforce, which is 12%. Further, the data denotes for the struggling schools the diversity of the workforce ranges from 8% to 20%, but the student population for BHN ranges from 55% to 63%.  This data further illuminate the long term results of the problems delineated is the existence of an equity gap. The circumstance in which the most at-risk students are essentially less likely to have consistent access to effective teaching in turn creating a cycle of systemic disadvantages in their academic careers.  Two school out of 24 had 20% or more of their student population across 5 targets score below proficient.  27% of students scored below proficient in at least one content in one building  24% of students scored below proficient in at least one content in one building  The greatest population of struggling 3rd, 4th, and 5th grade elementary students attend one of four schools.  With this information and data in mind, the district will be utilizing the Opportunity Culture modeled on the Public Impact Initiative research of access to excellent teaching and leadership through Multi-classroom and Multi-school leadership. The district will be utilizing a 3-prong approach to address the problems associated with Equity Gap through the deployment of Multi-Class Leaders (MCL), Team Teachers, and Teacher residents. Public Impact Initiative: Opportunity Culture 2018  <https://publicimpact.com/>  In addition to the evidence provided by Public Impact, the district is participating in the Human Capital Network and their work focused on (1) Providing Equitable Access to Effective Teachers, and (2) Recruit and Retain a Diverse Teaching Force  <https://www.tn.gov/education/tdoe-leaders-tennessee-leader-resources/leaders-for-equity.html>  The Multi-Class Teacher Leader works with the initial group of students, then transitions to work with each of the Team Teachers who have additional support through a Teacher Resident. Below is a schedule of what a typical day would look like. This means the entire grade level has access to the Level 5 teacher while building effective teachers skilled at working with the at-risk population.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

Connected Action Steps

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| G 1  English Language Arts: Early Literacy (PreK-2nd), 3rd - HS  S 1.1  Curriculum Design and Classroom Support  A 1.1.2  EL direct service programs in all schools.  S 1.4  Opportunity Culture  A 1.4.1  Hiring Multi-classroom leaders  S 1.5  Academic Coaches and Consulting Teachers  A 1.5.1  Academic Coach Training and classroom support    A 1.5.2  Consulting Teacher Training and classroom support  G 2  Addressing the needs of the ATSI Schools (BURT, Minglewood, Norman Smith)  S 2.1  Administrator Support  A 2.1.1  Assignment of Lead Principal  S 2.2  Teacher Support  A 2.2.1  Academic Coach and Lead Teacher Support  S 2.3  Direct student supports  A 2.3.1  TIER I, II, III  S 2.5  Teacher: Build an Opportunity Culture  A 2.5.1  Implement Opportunity Culture Model  G 4  Teacher recruitment, retention and support  S 4.1  Teacher recruitment  A 4.1.1  CMCSS Teacher Pipelines implemented  S 4.2  Teacher retention and support  A 4.2.1  Teacher Retention  G 3  Ready Graduate (College and Career Readiness)  S 3.4  Ready Graduate Transitions Across Grades  A 3.4.1  Opportunity Culture  G 6  Early Learning Birth to 2nd grade  S 6.2  Opportunity Culture  A 6.2.1  Teacher Selection and assignment |

**Strengthening Academics**

Describe how the school will use methods and instructional practices that strengthen the academic program in the school.

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| **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

Connected Action Steps

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| **INSERT APPROPRIATE CONNECTED ACTION STEPS HERE** |

**Quality Learning**

Describe how the school will increase the amount and quality of learning time.

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| **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

Connected Action Steps

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| **INSERT APPROPRIATE CONNECTED ACTION STEPS HERE** |

**Well-rounded Education**

The Every Student Succeeds Act (ESSA) defines a well-rounded education as the courses, activities, and subject programming that a school will provide to ensure that all students have access to an enriched curriculum and educational experience. Describe how the school will provide an enriched and accelerated curriculum to ensure that students have access to a well-rounded education.

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| The Clarksville-Montgomery County School System (CMCSS) is dedicated to providing a quality education for all students. The mission to educate and empower all students to reach their potential is evident in the increased efforts and progress toward the district’s vision that all students graduating from high school will be college and/or career ready. The district is committed to providing timely and appropriate interventions so all students may see their high school graduation day. The district's administrators, faculty, and staff are passionate about students and are committed to student success. Community support is counted among the district's key assets and plays a major role in student success.  The district has transitioned to personalized student learning through a blend of direct instruction and technology. Blended learning is classroom practice in which students learn using digital content, tools found online, and teacher-led instruction and/or coaching to improve student achievement. In blended learning, students have an element of control over time, place, path, and/or pace that is provided using digital content and tools. CMCSS expanded blended learning across the district. For 2018-19, one-to-one technology initiatives were in place for grades 5 - 12, and the district was able to leverage textbook funding to acquire additional digital resources for student usage. For 2019-2020, the district is expanding the 1:1 laptop technologies to the 4th grade. The access of appropriate technology is set at 1:2 for 1st -3rd and 1:5 for PreK and K currently.  The district provides students the opportunity to pursue pathways that lead directly to college and career opportunities aligned to the workforce needs. College and Career Academies entered have entered their sixth year of full implementation within all of CMCSS's traditional high schools. Additionally, an upper high school was established on the Tennessee College of Applied Technology, with plans underway for an expansion to Nashville State. Academies, existing as smaller learning communities, connect students with common career interests in order to link classwork to relevant real-world scenarios, strengthen student-teacher relationships, and focus on post-secondary opportunities in specific career fields. A team of core content teachers and a Career Technical Education (CTE) teacher work collaboratively to integrate standards from all subject areas around the career theme resulting in project-based learning opportunities for students in which they work collaboratively to demonstrate an understanding of the link between content learned in multiple subject areas and their CTE classes. Partnerships with employers, community members, and local post-secondary institutions play a key role in ensuring student readiness and success.  Aligned to work with college and career academies and digital blended learning is the district work with STEM. STEM, the integration of Science, Technology, Engineering, and Math, required a shift in the alignment of some components of the delivery of instruction within the classroom. To address the needs of this work, Clarksville Montgomery County Schools (CMCSS) moved to integrate the existing state science and math curriculum, and use the process to identify natural fits (places where the math and science curriculum already match in the scope and sequence with STEM purposes) and intentional hits (where curriculum standards are manipulated in order to teach STEM concepts) providing students with learning experiences emphasizing design projects, solving problems, and answering challenges. CMCSS utilized the engineer design process as the means by which the students take their learning to the highest levels of rigor and relevance and analyze, design, create and construct to demonstrate their understanding of the curriculum. Central to the work was an extensive teacher professional development component that includes not only content and instructional skill development, but also externships (on-the-job-experiences) with local industries. Student learning experiences include extensive classroom problem-based learning projects, opportunities to utilize technology for analysis and investigating cause and effect relationships, afterschool learning opportunities to resolve academic deficits, and internships to develop real world experiences.  **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

Connected Action Steps

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| G 3  Ready Graduate (College and Career Readiness)  S 3.2  Ready Graduate Middle School  A 3.2.1  Career Awareness and Exploration  S 3.3  Ready Graduate High School  A 3.3.2  Work Ethic Distinction    A 3.3.3  Early Post-Secondary Opportunities  G 4  Teacher recruitment, retention and support  S 4.2  Teacher retention and support  A 4.2.1  Teacher Retention |

**At-Risk Students**

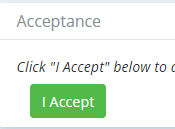
Describe how the school will address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards.

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| **INSERT SCHOOL SPECIFIC DETAILS HERE.** |

Connected Action Steps

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| **INSERT APPROPRIATE CONNECTED ACTION STEPS HERE** |

* After all questions are answered and all action steps are entered click on the ‘I Accept’ button on the bottom of the page.



**Appendix A**

**Determining Teacher Attendance Rate**

**Steps to determining ‘Teacher Attendance Rate’ for the ePlan School Plan**

Example of data provided by Melissa Izatt following each school year:

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| --- | --- |
| **Total Absences\*** | 1275 |
| **% of Total District Wide Absences** |  |
| **Need Sub** | 1154 |
| **Filled** | 1145 |
| **% Fill Rate** | 99.22 |
|  |  |
| **Teacher Absences** | 1255 |
| **Need Sub** | 1154 |
| **Filled** | 1145 |
| **% Fill Rate** | 99.22 |

**To determine your Teacher Attendance Rate you must use the number next to ‘Teacher Absences’**

Steps to determining Teacher Attendance Rate:

1. Determine the number of teachers at your school
   1. For this example the number of teachers is 82
2. Multiply the number of teachers by 200 days
   1. 82 \* 200 days = 16,400 days
   2. Keep this product to use as the denominator of your fraction
3. Subtract the product (number found in step 2a) from step 2 by the number of absences from Melissa Izatt (Teacher Absences line of your table like above from Melissa Izatt)
   1. 16,400 – 1,255 = 15,145
4. Divide the difference (number found in step 3a) from step 3 by the product (number found in step 2a) in step 2
   1. 4756
   2. Move the decimal two spaces to the right and write your percentage rounded to the nearest tenth.
      1. 92.3%
5. The Attendance Rate for this school is 92.3% for the 2016–2017 school year.