# **Montgomery County Annual Plan (2023 - 2024)**

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| **[G 1] Improve Student Achievement** \*The district will create an environment that promotes active student engagement and consistent improvement in academic achievement among preK-12 students from all backgrounds and programs by implementing research-based practices and enhancing standards-based curriculum, instruction, and assessment resources.\* **Performance Measure** 1. Increase SWD Overall Indicator Score Average from 1.67 to 2.0. 2. Increase ED Overall Indicator Score Average from 2.17 to 2.8.    \*\*2021-2022 CMCSS Student Group Heat Map: \*\* | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 1.1] Content and Subgroup Supports** CMCSS will provide rigorous support and additional resources to all students and subgroups. Additionally, continue to provide additional support to address the needs of all students in core content, students in Tier categories, students under an IEP or Section 504, English language learners, and students at risk of not graduating or graduating college and career ready. **Benchmark Indicator** District curriculum teams will analyze and prepare for ELA and math data chats after each district unit assessment and after the three screener assessments.  **Evidence**  Student supports in Tennessee [Research based Academic Supports, Non-academic supports, and Family and Community Support]  <https://www.tn.gov/education/student-support/student-supports-in-tn.html>  Tier 4 | **[A 1.1.1] College & Career Readiness** Align student aptitudes and interests to academic opportunities and ready-graduate choices to ensure postsecondary success by providing students' (including those from historically underperforming subgroups to include ED, EL, SWD, and BHN) access to and success in acquiring post-secondary credit and industry credentials, which includes Dual Credit, Dual Enrollment, Industry Certification, and Advanced Placement.   \* Utilize \*Innovative School Models\* grant to expand student opportunity/awareness/skills needed to obtain local high-wage, high-skill and in-demand occupations. \* Utilize \*\*\*YouScience\*\*\* to provide students with personalized reports that identifies their aptitudes, matching education pathways, including CTE certifications and real-world in-demand career opportunities. \* Align High school curriculum and career options to student aptitudes and interests \* Align Middle school curriculum to explore career/education interests \* Align Elementary school curriculum to ensure students have the fundamental reading and math skills to be successful in secondary courses.  \* Expand community partnerships to provide more targeted CTE experiences for students including student paid internship opportunities and teacher externship opportunities with district departments and community partners. \* Community Learning Series - Families can help their incoming high school students prepare for their future through participation in short, interactive lessons that give them knowledge, tools, and resources needed to understand high school opportunities and graduation requirements. \* School of origin transportation services will be provided to McKinney-Vento eligible students (as requested) to ensure that students experiencing homelessness do not experience any setbacks due to transportation barriers. \* Support at-risk students (first generation college, economically disadvantaged students, mobile students, and minority students) through the \*\*\*AVID\*\*\* program by providing additional academic, social, and emotional support that will help students succeed in rigorous coursework leading to college and career success. | Dayna Paine | 04/30/2024 |  |  |
|  | **[A 1.1.2] Section 504** The district will transition Section 504 district-level support to a dedicated full-time employee while helping ensure all student Section 504 needs are met to include: development of an accommodation plan in consultation with parent/guardian; outline of academic/instructional, testing and/or extracurricular accommodations; and annual review of plan to ensure student success. Develop a Section 504 resource website, monthly newsletter, monthly office hours, and professional development opportunities. (<https://sites.google.com/cmcss.net/cmcsssection504parenthub/home-page> ) | Jami Skevington | 05/17/2024 |  |  |
|  | **[A 1.1.3] RTI2** CMCSS is committed to addressing the needs of students at greatest risk of learning loss (to include those from historically underperforming subgroups: ED, EL, SWD, and BHN); this could include learning conditions, academic content and/or district systems and procedures. Critical to TIER I is the protection of instructional time. Schedules are reviewed to ensure maximum time is allocated with little to no disruption. To that end CMCSS will have a cadre of RTI2coaches identified to support schools with navigating universal screening data, progress monitoring, identifying appropriate research-based interventions for TIERs I, II and III, monitoring the interventions for effectiveness, assisting schools in identifying next steps for students, and modeling work in the classrooms around RTI2supports. The district also will offer targeted before school and after school opportunities for students in need of TIER II and TIER III intervention. When coupled with scheduled day RTI2support students will have access to approximately one hour of additional TIER II and III support. | Patti Wilson | 03/15/2024 |  |  |
|  | **[A 1.1.4] EL/Immigrant Student Supports** The EL foundational practices of CMCSS (see document in Uploads tab) emphasize the following: Grade level tasks for EL; Complex and Compelling Texts, Contextualized/Integrated Language Development, Strategic Assessments, Academic Conversations for EL students, Balance of Language Modalities, and Culturally Responsive Practices; Increase the use of technology to address student needs.  \* CMCSS has a diverse student population with over 90 languages spoken. The district’s office of English Learners (EL) will guide schools to create and follow an effective, research based ELD service model and that students are provided services based on their ACCESS scores, ELD standards and literacy level to assist students in meeting their academic goals and language proficiency goals. As the district develops their social-emotional and behavioral plans the EL office will provide guidance regarding culturally responsive practices. \* The EL team will offer professional learning regarding appropriate EL services for varying proficiency levels and appropriate best practice and research-based strategies for direct and indirect EL services. The EL office will utilize federal funding to address the needs of immigrant students to include utilizing creative strategies and technology to bridge the gaps of background knowledge. \* CMCSS will utilize adaptive technology to analyze language development in a definitive and detailed approach while teachers capitalize in engaging language development practices to ensure language development is ever evolving through effective formative assessment practices. | Kevin Stacy | 03/15/2024 |  |  |
|  | **[A 1.1.5] Alternative Learning Environments** CMCSS will provide alternative learning experiences for students who struggle or are not challenged within a typical classroom environment (to include those from historically underperforming subgroups: ED, EL, SWD, and BHN) .  \* The \*\***CMCSS Adult High School** \*\*will serve adult education students who are at least 17 years of age and withdrawn from a regular public school program (Currently 10 to 15% of 17 year-olds arrive in CMCSS during their 4th year of high school and are credit deficient). The CMCSS Adult High School will be an additional option for providing support. \* The \*\***A.G.E. Program**\*\* (\*Advancement and Growth through Education\*) is designed to provide an educational opportunity to students who have been expelled from a CMCSS school. The purpose is to continue supporting students academically while implementing key character development and social emotional lessons to assist students to become better learners. All students are assigned an academic advisor, and academics are delivered via computer and have access to 1 on 1 and small group assistance from teachers and staff.  \* The \*\***CMCSS Alternative**\*\* \*\*School \*\*serves as a disciplinary school for students in grades 6-12 who have been assigned through the CMCSS School Board Disciplinary Hearing Authority. The goal is to return the student to their regular school program with academic progress and with a self-understanding to make better decisions in regards to behavior in the future. \* The \*\***CMCSS K-12 Virtual School of Choice**\*\* is designed to mirror the content taught in the traditional setting. Teachers instruct students using Tennessee state standards by following the district curriculum scope and sequence. Students will be provided with digital resources and platforms to support synchronous learning.  \* The \*\***CMCSS Early Technical College at TCAT**\*\* program is a unique, hands-on learning experience environment that allows students an opportunity to obtain an industry certification while completing the required high school courses to graduate in the state of Tennessee. Students can select from one of five industry pathways, earning up to two certifications for the chosen pathway. Students who qualify can enroll as an adult student at TCAT upon receiving their high school diploma and use funding from TNPromise to further their education and receive their TCAT diploma. | Schanda Doughty | 05/17/2024 |  |  |
|  | **[A 1.1.6] Education Technology** The district will increase student/staff access to digital tools and content to support instruction and intervention:  \* Staff will engage in the use of digital tools to support literacy, math and other academic initiatives and the scope and sequence (i.e. Nearpod, SAAVAS, StudySync, BrainPop, Classkick, Mastery Connect, IXL, SchoolPLP, Imagine Learning, Performance Matters, Schoology, Gizmos, Generation Genius and Pebble Go Next) \* Technology Integration Coaches (TICs) will: provide individual, one-on-one training and support directly linked to teacher needs; plan with teachers and model/co-teach technology rich lessons; and, expand the resources and information available on the instructional technology hub supplying teachers with immediate resources to better utilize digital resources to create an effective blend of instruction to meet student needs. \* Platform Specialist will support teachers by: ensuring digital materials and platforms are accessible and supported; troubleshooting errors and/or technical issues; and, collaborating with TICs and Professional Learning to train school staff on use of materials/platforms. \* The district will maintain 1:1 technology for students and staff (including device repair/replacement as needed) and expand internet capacity to ensure students have access to digital tools to access academic enrichment, remediation, and acceleration support away from the school campus. | Tracey Hoover | 02/29/2024 |  |  |
|  | **[A 1.1.7] Family/Community Engagement** Authentic parent and community involvement often works as a partnership, offering collaborative opportunities with the schools to reinforce learning. When the partnership engages parents and community members in ways that offer systematic approaches to support learning, participants find purpose in their interactions that encourage them to persist. Due to some of the disconnections caused by the pandemic, the communication department will collaborate with schools and district departments on ways to re-engage families in school/district initiatives. Opportunities for family engagement include:  \* **Family Communication Group** - Monthly meetings to garner feedback on the strategic work, needs, and direction as well as a forum for parents to voice concerns and raise questions. At each of these meetings, presentations are provided addressing a different component of the strategic work with the current progress achieved and inquiries for feedback on the next steps identified. \* **The Learning Center** - The District has two CMCSS Learning Centers both strategically located in two economically disadvantaged areas of Clarksville with access to public transportation. The Learning Centers serve as a resource for parents by providing materials, workshops, and consultations, with an emphasis on EL and special populations. There are specialists for Families in Transition, Foster Care, Early Learning, and Pre-K on site with a Family Engagement Coordinator and bilingual Learning Center Administrative Assistant. \* **Strengthening Families** – Collaborate with TN Voices to offer \*Strengthening Families\*, a 12-week course for youth and their families that offers skill building (decision making, coping, behavior management and others) and support that strengthens the family. Each session includes separate learning times with youth and caregivers, a meal shared as a family, and a class with youth and caregivers together. \* **Digital Tools** – Communicate with families/community via CMCSS FaceBook, Twitter and Instagram accounts, the district YouTube channel, and the call-out system (phone, text, email). The district will continue to provide information using the district's improved website and department newsletters as well as assist schools in development marketing campaigns and resources. \* **Tiered Communication** – Utilize a tiered approach to parent communication: 1) regular communication from classroom teachers; 2) additional communication from the school leader; then, 3) supplemental information from district leadership. \* **CTE Community Learning Series** - Families can help their incoming high school students prepare for their future through participation in short, interactive lessons that give them knowledge, tools, and resources needed to understand high school opportunities and graduation requirements. \* **Family Engagement Framework** - Develop toolkits, share best practices, and improve collaboration around family engagement. CMCSS will expand the work done through the family engagement pilot program centered around lessons from the book “Beyond the Bake Sale” in addition to frameworks from other school systems across the nation. Schools developed family engagement teams comprised of administrators, educators, parents/guardians, and community leaders, completed a self-assessment of their current family engagement practices utilizing a shared rubric then developed and implemented plans for enhancing family engagement. District leaders will provide resources, training, and support for school teams around this work and conduct Family Friendly School Audits using the TN Department of Education rubric. | Anthony Johnson, Matt Slight | 04/30/2024 | BEP, GP and Title 1 - all pending budget approval |  |
| **[S 1.2] SPED/APR** CMCSS will improve in the following areas under IDEA: APR Indicator1 Graduation Rate; APR Indicator 2 Drop Out Rate; Indicator 3 Statewide Assessment; Indicator 5 LRE (Ages 5 in K through 21; Indicator 6 LRE Ages 3 through 5 Not in K; Indicator 7 Early Childhood Outcomes; Indicator 11 Child Find; Indicator 12 Part C to Part B Transition; Indicator 13 Secondary Transition with IEP Goals.  The special population department will conduct regular meetings with TDOE to prepare a comprehensive plan to meet all APR goals. **Benchmark Indicator** 1. Data analysis and supports after each district unit ELA and math assessment. | **[A 1.2.1] APR Actions for Indicators 1, 2, 3, 5, 6, 7, 11, 13** [INDICATOR 1 Graduation and Dropout Rate PLAN for 2023 - 2024](https://docs.google.com/document/d/1pbknvWbx7xNcSr0gwJnzkEtCyli5ve1e1G4D2p1WY7s/edit?usp=share\_link)  [INDICATOR 3 Statewide Assessment PLAN for 2023 - 2024](https://docs.google.com/document/d/1jhpKENN1TPgsOPqBcMEBVhXPp\_ftnkkHnsVaTXhoUGs/edit?usp=share\_link)  [INDICATOR 5 LRE (ages 5K-21) PLAN for 2022 - 2023](https://docs.google.com/document/d/1L9pP1AH5sTaBT3SJBfVfUfLX7WsxA-5klkUZ4nXiHyE/edit?usp=share\_link)  [INDICATOR 6 LRE (ages 3-5 Not in K) PLAN for 2023 - 2024](https://docs.google.com/document/d/1mR04HH89t5BqY64--hWtNx0GHHH\_4mC0Q\_dxba\_7MJQ/edit?usp=sharing)  [INDICATOR 7 Early Childhood Outcomes PLAN for 2023 - 2024](https://docs.google.com/document/d/1fBbUzNA3znSRVl4FmckW6lhLFWJoSYBAOFHUTw-Netg/edit?usp=share\_link)  [INDICATOR 11 Child Find PLAN for 2023 - 2024](https://docs.google.com/document/d/1C1UuKi4SYiHtSmO5JgCus8DzucrSpEXQB6XWlEf\_bQc/edit?usp=share\_link)  [INDICATOR 12 Part C to Part B Transition PLAN for 2023 - 2024](https://docs.google.com/document/d/1QkQdex-ppbt7dFbAy7IQl\_-Eu\_KREuiTakUmTOKE79I/edit?usp=sharing)  [INDICATOR 13 Secondary Transition with IEP Goals PLAN for 2023 - 2024](https://docs.google.com/document/d/1XOIuWIqwvCW1C4x\_AMWD\_G3QAL1pcYu-x4cpi1J7S50/edit?usp=share\_link) | Special Populations Core Leadership Team | 06/30/2023 |  |  |
| **[S 1.3] Differentiated Support for Reward, TSI, and ATSI** District leadership team will help schools review various data points to determine student learning gaps and use multiple resources to develop strategies to address the needs of students. This work will assist in identifying schools who are near the threshold for being TSI and ATSI schools as well as those nearing Reward status. **Benchmark Indicator** Instruction team will meet monthly with school administrators to support their understanding of their relationship to the reward and targeted status. | **[A 1.3.1] Data Chats** Level Directors of middle schools and high schools and Curriculum Directors of middle schools and high schools will facilitate weekly meetings with the Lead Principal of identified schools to review data, progress monitor and adjust academic focus to meet students' needs. Additional support will be provided by the Director of Teaching, Learning, and Innovation, the Director of Elementary Schools and the Accountability & Assessment staff. Schools will have additional professional learning opportunities on evidence-based instructional strategies addressing the specific needs of their school. | Schanda Doughty | 07/19/2024 |  |  |
| **Evidence**  [NIET High Quality Curriculum Implementation](https://drive.google.com/file/d/1Kfz8MR43awlRUY0ThuTJbgWQQiHROAYb/view?usp=sharing)  [Potential of High Quality Curriculum](https://drive.google.com/file/d/1pVoGpf7P3LTocEtTru_kWX8w8FkqUaEG/view?usp=sharing) (page 2-5)  [The Opportunity Myth](https://drive.google.com/file/d/1fe-8XEA-0TP72B9LSQ_k6SEaxPFayvPR/view?usp=sharing) | **[A 1.3.2] Intensive MTSS Support** Identified TSI and ATSI schools will: receive additional professional learning on multi-tiered systems of support, with a deep focus on addressing the behavioral needs of students (to include those from historically underperforming subgroups: ED, EL, SWD, and BHN); be provided specific instructional and teacher content supports, with an intentional focus on those instructional strategies that align to the learning needs of students in subgroups; and, be provided specific support for addressing the Social Emotional needs of students.  \* RTI Support - Academic and RTI2 Coaches/Leads will participate in district-facilitated Professional Learning Communities (PLCs) to deepen content knowledge and build school-based capacity related to the RTI2 Framework. The PLC series will focus on using data to gauge effectiveness of Tier I instruction and inform instructional decision-making across all tiers in the RTI2 framework. Participants will apply knowledge in real time, increasing opportunity for high-level implementation at the building level. Topics to include: the science of learning, analyzing data for decision-making, aligning strategy to student need, and the characteristics of effective intervention (structured literacy/numeracy). \* SEL Support - \*\* \*\*CMCSS District Social Workers work in collaboration with school counselors and identify at-risk students in need of Tier II social, emotional, behavioral, or mental health supports. This is provided at no cost to CMCSS families. District Social Workers can provide community-based resources to families that need poverty related or mental health resources. | Matt Slight | 07/19/2024 |  |  |
|  | **[A 1.3.3] Data Dashboard** Utilize Performance Matters as a data dashboard to house all available student data for use by all stakeholders; provide training for district leadership, school administrators, assistant principals, academic coaches, and district coaches/consulting teachers; create an electronic resource to include available data, training guides and videos, and open lab opportunities. | Kimi Sucharski, Rachel Partain | 04/30/2024 |  |  |
| **[S 1.4] Improving Academic Achievement in ELA and Mathematics** Implement research-based literacy and math practices utilizing high-quality instructional materials to increase student mastery of grade level expectations (including those from historically underperforming subgroups to include ED, EL, SWD, and BHN). **Benchmark Indicator** District curriculum teams will analyze and prepare for ELA and math data chats after each district unit assessment and after the three screener assessments. | **[A 1.4.1] Literacy and Math Walks** Instructional leaders will conduct classroom observations to identify promising practices, ensure fidelity and high-quality implementation, and offer coaching on effective literacy and math instruction. Staff will use the TN Instructional Practice Guide and focus on the three Core Actions: Use of high quality texts, effective use of questions/tasks, and opportunities for student engagement. | Schanda Doughty | 05/17/2024 |  |  |
|  | **[A 1.4.2] Professional Learning/PLCs** Provide professional learning focused on research-based best-practices, current curriculum and scope/sequence, and micro-credentialing in ELA and Math. Much of Summer 2023 and SY23-24 professional development will focus on the new math textbook adoption. | Tina Smith | 06/28/2024 |  |  |
|  | **[A 1.4.3] Data Dashboard** Utilize Performance Matters as a data dashboard to house all available student data for use by all stakeholders; provide training for district leadership, school administrators, assistant principals, academic coaches, and district coaches/consulting teachers; create an electronic resource to include available data, training guides and videos, and open lab opportunities (<https://accountability.cmcss.net/performance-matters/>); and, implement continuous improvement to guide enhancements of the platform interface. | Kimi Sucharski, Rachel Partain | 05/24/2024 |  |  |
|  | **[A 1.4.4] Data Chats** Staff will use quantitative and qualitative data to discuss student growth and instructional effectiveness to monitor and adjust multi-tiered supports for students. Data chats will be conducted at least 3 times per year in conjunction with the benchmarking calendar. | Jessica Harris, Emily Vaughn, Mary Gist, Rosalyn Evans | 05/17/2024 |  |  |
| **[S 1.5] Extended Learning and Learning Acceleration** The district will facilitate various in-person and virtual opportunities for students that promote continued learning and positive development beyond school hours: before and after school, during school, and throughout the summer. **Benchmark Indicator** District curriculum teams will analyze and prepare for ELA and math data chats after each district unit assessment and after the three screener assessments. | **[A 1.5.1] Learning Loss and Acceleration** \* Provide low ratio, high dosage \*\***tutoring**\*\* before/after school and/or during the school day in literacy, math and STEM. Afterschool will include tutoring, homework help, and enrichment opportunities to accelerate learning for all students including EL, SPED and homeless students. \* \*\***Credit recovery**\*\* options will be offered to high school students to help recover credits needed for on-time graduation. STEM and health/wellness enrichment opportunities will be included. \* \*\***Summer Learning Camp**\*\* will emphasize literacy, math and STEM learning opportunities for elementary and middle school students including options for EL, SPED and homeless students. All activities include snack/meal, transportation, and low ratios. | Kimi Sucharski, Jennifer Menees | 06/28/2024 |  |  |
| **[G 2] Expand Student Supports** \*Staff will create strong partnerships with our students, family members, guardians, and the community to implement resources and supports to establish a positive school culture and climate that meets preK-12 students’ physical, social, and emotional needs. \* **Performance Measure** 1. Reduce OSS from 6.7% to 4.4% 2. Reduce Remandments from 1.1% to 0.7%.     \*\*Student Expulsions: \*\*  a) 2020-2021 = 0.1 %  b) 2021-2022 = 0.2%  3) \*\*Student Suspensions (ISS): \*\*  a) 2020-2021 = 3.3 %  b) 2021-2022 = 9.1%  4) \*\*Student Suspensions (OSS): \*\*  a) 2020-2021 = 2.1 %  b) 2021-2022 = 6.7%  5) \*\*Student Remandments to the Alternative School: \*\*  a) 2020-2021 = 0.2%  b) 2021-2022 = 1.1% | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 2.1] SEL/Mental Health/MTSS** Advance student academic, behavioral, and social and emotional growth through implementation of a multi-tiered system of supports that includes frequent progress monitoring. **Benchmark Indicator** 1. SEL pacing guide monthly fidelity checks by the district Director of SEL to compare with online counseling and social worker referrals.  1. Looking for a correlation between the completion of SEL lessons and the number and severity of referrals in our SIS.  2. Looking for a correlation between the completion of SEL lessons and the number of outside mental health referrals. | **[A 2.1.1] Social Emotional Learning (SEL)** The district SEL department will support student competency in acquiring and applying the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Implement new SEL curricula:   1. ***Rhithm*** (https://rhithm.app/) (K-12): Rhithm’s check-in tool provides an opportunity for students and staff to reflect on how they’re feeling. In under one minute, our emoji-based check-in tool helps students to build awareness five key areas of wellness. Based on their answers, our algorithm presents each student with a short activity to teach them essential life skill and/or to get them ready to learn. Leaders can also create and deploy custom surveys and assessments to get a unique pulse on culture, climate, and more. 2. ***Second Step*** (https://www.secondstep.org/) (K-5): The Second Step Elementary digital program is a universal, Tier 1 social-emotional learning (SEL) curriculum that’s web-based, provides the structure to allow for consistent delivery, and easily scales across schools and districts. Its digital format enables continuous improvement based on up-to-date research and feedback, and a variety of media, activities, and interactive components provide opportunities for culturally relevant teaching.  3. ***School-Connect*** (https://school-connect.net/) (6-12): School-Connect 4.0 teaches academic, social, and emotional skill-building through relevant and engaging lessons for students that are also accessible for educators. Each lesson cultivates students' curiosity, includes students' perspective, and provides opportunities for personal application and reflection. S-C 4.0 Curriculum is divided into modules, which consist of 8 lessons of new content, one lesson dedicated to project-based learning, and one lesson for application-based assessment. Module topics include Communication Skills, Academic Skills and Motivation, Collaboration Skills for Group Projects, Supporting Empathy and Inclusion, and Building Relationships & Resolving Conflicts. | Matt Slight | 05/17/2024 |  |  |
|  | **[A 2.1.2] Mental Health Supports** Utilizing professional development and research-based curricula that are aligned to CASEL core competencies and mental health and school counseling standards, schools will implement researched-based instructional practices such as (but not limited to): mindfulness, brain breaks, Restorative Practices, and Zones of Regulations.  CMCSS is a military-connected district and has seen its share of deployments, as a result, school counselors work with the Military and Family Life Counselors (MFLCs) from the MFLC Program that provides short-term, non-medical counseling support for a range of issues including: relationships, 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.  The School-Based Therapy Program offers no-cost therapy to students who are unable to access a private mental health provider due to various reasons such as lack of insurance, cost of services, or parental/guardian barriers.  CMCSS District Social Workers work in collaboration with school counselors and identify at-risk students in need of Tier II social, emotional, behavioral, or mental health supports. This is provided at no cost to CMCSS families. District Social Workers can provide community-based resources to families that need poverty related or mental health resources. | Matt Slight | 05/17/2024 |  |  |
|  | **[A 2.1.3] MTSS** The multi-tiered systems of support for student discipline will address the following components based on the revised Code of Conduct:  Category 1: Handled by the classroom teacher (with support from the school counselor, case manager, and parents).  Category 2: Minor Office Referral: school administrator, may refer student to school counselor, call an A-Team or S-Team meeting, or contact a behavior consultant.  Category 3: Major Office Referral; school administrators may refer students to school counselors, call an A-Team or S-Team meeting, or contact behavior consultants. Students may be referred to greater support such as referral to mental health co-op support.  Category 4: Zero Tolerance offenses  Professional learning will be offered in Adverse Childhood Experiences (ACEs), trauma informed care and restorative practices.  Additional MTSS supports are being provided to two separate at-risk student populations:  *Families in Transitions (FiT):* The CMCSS FiT Liaison Team provides supports to students and families that are experiencing homelessness. This team provides direct and indirect support to student families and work very close with CMCSS District Social Workers and community organizations.  1. Service Navigator: The CMCSS Service Navigator was hired in the 22-23 SY to provide academic and advocacy support to FiT students. The Service Navigator also oversees 30+ FiT Champions that are school-based, classified employees that support and advocacy for FiT students in their building. 2. FiT Champions: The FIT Champion is a school-based staff member whose main function is to support the academic and personal success of students receiving service through the McKinney-Vento Act (i.e. students experiencing homelessness) in their school building.    *Fostering Connections:* The Fostering Connections Team is comprised of one Foster Care Liaison and one Foster Care Student Success Coach. The FCT collaborates with the Department of Children Services and local schools to ensure foster care students’ academic, social, emotional, behavioral needs are met. | Matt Slight | 05/19/2023 |  |  |
| **[S 2.2] Discipline** Provide schools with tools and resources to improve student discipline. **Benchmark Indicator** 1. SEL pacing guide monthly fidelity checks by the district Director of SEL to compare with SIS incident referrals. 1. Looking for a correlation between the completion of SEL lessons and the number and severity of referrals in our SIS. | **[A 2.2.1] RTI-B** Provide quality interventions to meet students’ behavioral needs such as: establishing routines and procedures; setting classroom norms and expectations; focusing on the use of positive language and respect; improving communication through student check-ins; and implementing bullying prevention strategies. Utilize Support Teams to create a plan to address a student’s behavioral needs; plans will be monitored every 4.5 weeks and modified as needed. | Matt Slight | 04/30/2024 |  |  |
|  | **[A 2.2.2] Intensive Behavior Interventions** Implement a behavior pilot that emphasizes an integration of measurable outcomes, data-based decision making, evidence based practices, and overt support systems for implementers. This behaviorally based, comprehensive systems approach is suggested as a means of achieving durable implementation of effective school-based behavior interventions as well as support for all students to modify behavior. | Emily Vaughn, Morgan Sherrill | 04/30/2024 |  |  |
| **[S 2.3] Student Attendance and Chronic Absence** Actively engage families, communities and business partners, along with all district departments, to promote daily attendance and build awareness of the impact of lost instructional time on students’ academic and emotional success. **Benchmark Indicator** The CMCSS Service Navigator and Foster Care Liaison will conduct a review of attendance in SIS every four weeks for at-risk populations. They will concurrently review data from building level FIT Champions/Foster Care Student Success Coach that is collected weekly. | **[A 2.3.1] Family/Community Engagement** Authentic parent and community involvement often works as a partnership, offering collaborative opportunities with the schools to reinforce learning. When the partnership engages parents and community members in ways that offer systematic approaches to support learning, participants find purpose in their interactions that encourage them to persist. Due to some of the disconnections caused by the pandemic, the communication department will collaborate with schools and district departments on ways to re-engage families in school/district initiatives. Opportunities for family engagement include:  \* **Family Communication Group** - Monthly meetings to garner feedback on the strategic work, needs, and direction as well as a forum for parents to voice concerns and raise questions. At each of these meetings, presentations are provided addressing a different component of the strategic work with the current progress achieved and inquiries for feedback on the next steps identified \* **Support Teams** - The scope of the Support Team may vary with the needs of individual students, but services may include providing suggestions on curriculum modification, matching learning and instructional style and/or behavior management techniques. Parents are key members of the S-Team and can suggest strategies that have worked with the student in the past and implement new strategies at home to support students. \* **Strengthening Families** – Collaborate with TN Voices to offer \*Strengthening Families\*, a 12-week course for youth and their families that offers skill building (decision making, coping, behavior management and others) and support that strengthens the family. Each session includes separate learning times with youth and caregivers, a meal shared as a family, and a class with youth and caregivers together. \* **Digital Tools** – Communicate with families/community via CMCSS FaceBook, Twitter and Instagram accounts, the district YouTube channel, and the call-out system (phone, text, email). The district will continue to provide information using the district website and newsletters as well as assist schools in development marketing campaigns and resources. \* **Tiered Communication** – Utilize a tiered approach to parent communication: 1) regular communication from classroom teachers; 2) additional communication from the school leader; then, 3) supplemental information from district leadership. \* **Family Engagement Framework** - Develop toolkits, share best practices, and improve collaboration around family engagement. CMCSS will expand the work done through the family engagement pilot program centered around lessons from the book “Beyond the Bake Sale” in addition to frameworks from other school systems across the nation. Schools developed family engagement teams comprised of administrators, educators, parents/guardians, and community leaders, completed a self-assessment of their current family engagement practices utilizing a shared rubric then developed and implemented plans for enhancing family engagement. District leaders will provide resources, training, and support for school teams around this work and conduct Family Friendly School Audits using the TN Department of Education rubric. | Anthony Johnson, Matt Slight | 05/17/2024 |  |  |
|  | **[A 2.3.2] Related Arts** Enhancing access to related arts aligned to students’ interests and to include those from historically underperforming subgroups: ED, EL, SWD, and BHN ensuring equity of opportunity. | Schanda Doughty, Kara Kendall | 04/30/2024 |  |  |
|  | **[A 2.3.3] Conditions for Learning** The district/schools will implement the following to successfully promote and improve students capacity to learn:  \* \*\*School of origin transportation\*\* services will be provided to McKinney-Vento eligible students (as requested) to ensure that students experiencing homelessness do not experience school absences due to transportation barriers. \* \*\*Coordinated School Health\*\* best practices - health education/services, nutrition, physical education, healthy school environments, school counseling/social services, student/family/community involvement and staff wellness. \* \*\*School Nutrition\*\* – increase student participation in the school lunch program; work with community partners to provide meal packs/snacks in family emergency situations and during summer learning camps and/or unexpected school breaks. \* \*\*Facility/Grounds Maintenance\*\* – ensure school conditions and aesthetics are conducive to student learning (i.e., monitoring air/water quality, painting/renovating buildings, expanding wifi/networking connections, etc.) | Norm Brumblay, Tommy Butler | 05/17/2024 |  |  |
| **[G 3] Maximize Employee Capacity** \*The district will create a competitive recruitment strategy for all positions, expand multiple pathways into the teaching profession, and increase individualized professional learning opportunities for all positions to ensure CMCSS students are provided access to a high-quality learning environment to graduate college and career ready. \* **Performance Measure** 1. Increase district CMCSS Certified employee retention rates from 82.4% to 85.4%.  2. Increase district CMCSS Classified employee retention rates from 79% to 81.2%.  \*\*CMCSS Certified Retention Rate: \*\*  1. 2019–2020 Retention rate: 88.37%  2. 2020–2021 Retention rate: 85.9%  3. 2021–2022 Retention rate: 82.4%  \*\*CMCSS Classified Retention Rate: \*\*  1. 2019–2020 Retention rate: 83.3%  2. 2020–2021 Retention rate: 81%  3. 2021–2022 Retention rate: 79% | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 3.1] Recruitment and Retention** Ensure that staff orientation, support, and mentorship is of sufficient intensity and duration to recruit and retain the best staff to address the needs of schools and students. **Benchmark Indicator** Tracking fill rates throughout the year for board presentations. | **[A 3.1.1] Teacher/Staff Recruitment** \* Expand and support multiple pathways into the teaching profession - (degreed staff, classified staff, and Grow Your Own) partnerships between EPPs and the district to provide innovative, no-cost pathways to the teaching profession. The new Teacher Occupation Apprenticeship work-based learning pathway will provide individuals with hands-on work experience while getting paid. Participants will complete an exit survey to help district to identify best practices and next steps. Teacher Residents will receive quarterly TEAM aligned Competency-based feedback. \* Compensation for hard to fill positions – provide one-time bonuses for high need positions such as Math, Science, CTE, EL and SPED teachers as well as bus drivers and custodians \* Comprehensive Employee Benefits Package – Onsite Employee Health and Wellness Clinics provide general family practice as well as urgent care to employees and their insured dependents at no cost. This added benefit allows staff to get treatment fast and enables them to return to work quickly. Recent Onsite Clinic renovations improve social distancing and allow for more patients to be served quickly. | Melissa Izatt | 04/30/2024 |  |  |
|  | **[A 3.1.2] Teacher/Staff Retention** \* Leadership Development Opportunities - To grow future leaders of the school district, the CMCSS Leadership Academies provide self-development with a specific emphasis on preparing employees for leadership roles. Offerings include: \*Introduction to Leadership, Advanced Leadership, Balanced Leadership, the Teacher Leader Academy and the Aspiring Administrator Academy\*. \* Employee Relations Specialist – The district is adding this position to address workplace culture, address employee concerns/investigations (discrimination, grievances, harassment complaints, etc.), conduct exit interviews, complete analyses of retention data in relationship to the culture variable, build/lead meaningful employee recognition activities, lead employee communication groups. \* Mentoring Programs – To build staff capacity, the district will provide mentoring opportunities such as: \*\*\*Educator Diversity\*\*\* \*\*\*Mentoring\*\*\* program focused on pairing veteran teachers with beginning minority teachers through their first three years of teaching; \*\*\*Substitute Consulting Teacher\*\*\* who will provide training and coaching for district substitutes to ensure students continue to receive high quality instruction while the regular classroom teacher is absent;\*\* \*Site\* \*\*\*\*\*Based Induction Specialist\*\*\* (SBIS) 3-year induction program for every new teacher employed at a school arming them with knowledge and support to be effective, efficient and confident in their role within the district. \* Employee Assistance Program – The district will provide worksite-based programs and/or resources designed to address productivity issues by helping employees identify and resolve personal concerns that affect job performance through prevention, identification, and resolution of issues. Also, Professional Learning has released a collection of strategies titled \*Mindful Moments\* helping employees learn to improve their physical and mental well-being, along with the Employee Wellness program. | Melissa Izatt | 03/29/2024 |  |  |
| **[S 3.2] Professional Learning** Provide training and leadership programs for all employees to gain skills and certifications ensuring that students have contact with highly qualified staff on every level. **Benchmark Indicator** Monthly meetings evaluating teacher feedback to ensure trainings are meeting the needs of staff. | **[A 3.2.1] Certified Professional Learning and Opportunities** \* Intensive summer learning – The ENGAGE Professional Learning Conference provides teacher/district staff with more than 600 sessions over two weeks that targets best practices in instruction, assessment, classroom management, technology and blended learning strategies. \* Job-embedded coaching – Academic Coaches, Consulting Teachers, TICs and Lead Teachers bring evidence-based practices into classrooms in real-time working directly with teachers in the classroom and with school leaders. \* Micro-credentials - Employees can choose from 17 micro-credentials from the 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 \* Digital Badging - Credit for completing professional learning on district-used platforms and software \* Podcasts - Needs based, motivational and strategy-based podcasts around topics that can influence job performance; approximately 45-60 minutes in length and available throughout the school year. \* On-line professional learning opportunities - Modules aligned to district strategic work and TEAM rubric. \* COMP Training - 3-day Vanderbilt-led intensive professional learning focused on classroom organization and management | Tina Smith | 05/17/2024 |  |  |
|  | **[A 3.2.2] Classified Professional Learning and Opportunities** Ensure that all classified feel valued and have opportunities to enhance their skills by:  \* Adding a Classified Professional Development Coordinator whose focus is to plan/organize professional learning opportunities for all classified staff \* Providing intensive, job-specific training including micro-credentialing opportunities \* Providing opportunities for classified staff to earn teaching credentials via the district’s teacher pipeline initiative \* EdTPA Preparation – Providing district staff with strategies to address edTPA portfolio specifications including: the expectations for each task and how to prepare, understanding the rubrics, what to include in the video component, reviewing student samples, and evaluation criteria. \* Praxis Preparation – Providing GYO residents with strategies to pass Praxis exams: content related skills and knowledge, constructed response, sample test, and time management. \* Soliciting input on district issues/decisions via the Classified Communication Group made up of representatives from each department. \* Expanding ENGAGE summer conference to include topics critical to the work of classified staff. | Tina Smith, Jaime Holder | 05/17/2024 |  |  |