

AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION

Metropolitan Nashville Public Schools
2601 Bransford Avenue, Nashville, TN 37204
Regular Meeting – July 10, 2007 - 5:00 p.m.
Marsha Warden, Chair

| <u>TIME</u> | | | <u>PAGE</u> |
|-------------|-------|--|--------------|
| 5:00 | I. | <u>CONVENE</u> | |
| | | A. Establish Quorum | |
| | | B. Pledge of Allegiance | |
| | | C. Recognition of Audience Guests | |
| 5:05 | II. | <u>AWARDS AND RECOGNITIONS</u> | GP-3 |
| | | A. Recognition of Julie Waters – Executive Assistant to the Director of Schools | |
| | | B. Outstanding Service Awards from Tennessee Music Educators Association (TMEA) – Rod Hill, Marsha Hartwein, and Carol Crittenden | |
| | | C. Albert Einstein Distinguished Educator Fellowship – Jennifer Berry | |
| | | D. Tennessee’s National Distinguished Principal – Teresa Dennis | |
| | | E. TVAAS Scores – Carol Cutsinger and Brenda Steele | |
| | | F. Nashville Historical Commission’s Preservation Award – Eakin Elementary School | |
| 5:35 | III. | <u>PUBLIC PARTICIPATION</u> | GP-3.1 |
| | | <i>We will now hear from those persons who have requested to appear at this Board meeting. For expediency reasons, speakers are requested to limit remarks to three minutes or less. Comments will be timed.</i> | |
| | | A. Tom Kovach – Whites Creek High School | 1 |
| | | B. Randy Horick – Standard School Attire | 2 |
| 5:45 | IV. | <u>GOVERNANCE ISSUES</u> | |
| | | A. Actions | |
| | | 1. Approve Agenda | GP-2.2 |
| | | 2. Consent | GP-8.3 |
| | | a. Approval of Minutes – 6/26/07 Regular Meeting | 3 |
| | | b. Change Order # 27 – Prototypical Playgrounds at Various Schools (Napier Elementary) – Custom Recreation, Inc. – M-337 (Control No. A-20399) | 7 |
| | | c. Request for Course Approval – School for Science and Math at Vanderbilt | 7 |
| | | B. Discussion of 2007 – 2014 Strategic Plan | 11 |
| | | C. Monitoring Reports – Second Reading | |
| | | 1. EE-9 – Asset Protection | 24 |
| | | 2. E-2.7 – Academic Achievement – ELL | 26 |
| | | 3. E-2.8 – Academic Achievement – Special Education | 28 |
| 6:45 | V. | <u>REPORTS</u> | |
| | | A. Director’s Report | EE-10 |
| | | B. Board Chairman’s Report | GP-5 |
| | | • Negotiations Update | |
| | | • CGCS 2007 Convention Update | |
| 7:00 | VI. | <u>ANNOUNCEMENTS</u> | GP-2.6 |
| 7:05 | VII. | <u>WRITTEN INFORMATION TO THE BOARD</u> (not for discussion) | |
| | | A. Board Calendar Items | 30 |
| 7:10 | VIII. | <u>ADJOURNMENT/BOARD MEMBER EVALUATION</u> | GP-2.6 31 |

Bryant, Melissa (MNPS)

From: Tom Kovach [tom@tomkovach.us]
Sent: Thursday, June 21, 2007 1:43 PM
To: Bryant, Melissa (MNPS)
Subject: RE: request for School Board appearance

Yes, please.

--- "Bryant, Melissa (MNPS)" <Melissa.Bryant@mnps.org>
wrote:

> Mr. Kovach:
>
> The Board does not have public participation at their second meeting
> of the month. The next opportunity for speaking to the Board would be
> on July 10th. Would you like to request to appear on that evening?
>
> Thanks, Melissa Bryant
>
> -----Original Message-----
> From: Tom Kovach [mailto:tom@tomkovach.us]
> Sent: Thursday, June 21, 2007 12:17 PM
> To: Bryant, Melissa (MNPS)
> Subject: request for School Board appearance
>
> Ms. Bryant:
>
> I'm writing to request an opportunity to speak before the upcoming
> School Board meeting on Tuesday the 26th.

> The topic was an incident in which an unruly student attempted to slap
> me in the face at Whites Creek High School. I defended myself, and
> escorted the student to the office. For my efforts to maintain school
> order, I was fired from my job as a Sign Language interpreter.
>
> My goal is not to persuade the Board to reinstate my job. (Although,
> in order to fire me, the School District administrators did violate
> their own rules at almost every juncture.) Instead, my goal is to
> persuade the Board to examine existing policy on this topic, and to
> recommend changes. I will provide a "bullet paper" to Board members,
> to facilitate discussion.
>
> Thank you for your attention. I look forward to your reply.
>
>
> Tom Kovach
> h: 773-1709 (U/L)
> c: 417-2308 (Verizon)
> Mount Juliet, TN
>

Bryant, Melissa (MNPS)

From: Randy [wbloc@bellsouth.net]
nt: Thursday, June 21, 2007 5:13 PM
to: Bryant, Melissa (MNPS)
Subject: Re: Board Meeting appearance

Thank you, Melissa. I would like to address the July 10 meeting.

Randy

"Bryant, Melissa (MNPS)" wrote:

> Mr. Horick, the Board does not have public participation at their June
> 26th meeting. Would you like to address the Board at their July 10th
> meeting? If so, I will pass your request on to the Chair for approval.
> Thanks, Melissa Bryant

>

> -----Original Message-----

> From: Randy [mailto:wbloc@bellsouth.net]

> Sent: Thursday, June 21, 2007 4:56 PM

> To: Bryant, Melissa (MNPS)

> Subject: Board Meeting appearance

>

> I would like the opportunity to speak at the next School Board meeting
> on the subject of the process followed by the Board in making a
> decision to adopt Standard School Attire. Thank you.

>

Randy Horick

> 220 Mockingbird Road

> Nashville, TN 37205

>

> (615) 385-3760

> wbloc@bellsouth.net

Metropolitan Nashville Public Schools
Board of Education
Minutes

June 26, 2007

| TOPIC | DISCUSSION/MOTION | FOLLOW-UP/OUTCOME |
|---|---|---------------------------|
| <ul style="list-style-type: none"> Roll Call | Members Present: Marsha Hagan Warden, Chair; Ed Kindall, Vice-Chair; Dr. Jo Ann Brannon; David A. Fox; Steve Glover; Karen Y. Johnson (arrived at 4:11 p.m.); Mark North; Gracie Porter; George H. Thompson III | |
| <ul style="list-style-type: none"> Pledge of Allegiance Motion to Defer Governance Issues | <p>Ms. Warden called the meeting to order at 4:06 p.m.</p> <p>Led by Julie Waters, Executive Assistant to the Director of Schools.</p> <p>Mr. Glover motioned to defer Monitoring Reports-Second Reading- EE-9-Assest Protection, E-2.7 – Academic Achievement – ELL, and E-2.8 – Academic Achievement – Special Education to the next meeting. Ms. Porter seconded.</p> | VOTE: For–Unanimous (8-0) |
| GOVERNANCE ISSUES | | |
| <p>ACTIONS</p> <ul style="list-style-type: none"> Consent Agenda | <p>Mr. Kindall read the following consent agenda items: II-A-2-a – Approval of Minutes- 6/12/07 Regular Meeting; II-A-2-b- Extension of Contract for Asbestos Abatement Air Monitoring Services – PDR Engineers – 03-032B (Control No. A-20296); II-A-2-c- Extension of Contract for Asbestos Abatement Air Monitoring Services – Resolution, Inc. – 03-032A (Control No. A-20295) II-A-2-d- Change Order #1 for Asbestos Abatement Services, 2006-2007 – Pinnacle Pollution Control Services – M-357 (Control No. A-20315); II-A-2-e- Change Order #23 – Prototypical Playgrounds at Various Schools (Gower Elementary) – Custom Recreation, Inc. – M-337 (Control No. A-20316); II-A-2-f- Change Order #24 – Prototypical Playgrounds at Various Schools (Tom Joy Elementary) – Custom Recreation, Inc. – M-337 (Control No. A-20317); II-A-2-g- Change Order #25 – Prototypical Playgrounds at Various Schools (Dobson Elementary) – Custom Recreation, Inc. –M-337 (Control No. A-20318); II-A-2-h- Change Order #26 – Prototypical Playgrounds at Various Schools (Haywood Elementary) – Custom Recreation, Inc. – M-337 (Control No. A-20319); II-A-2-i- Approval of the Local Amendment #2 to 2006-2007 Operating Budget; II-A-2-j- Approval of the Local Consolidated Application for Federal Funding; II-A-2-k- Awarding of Bids and Contracts (1) Metropolitan Public Health Department, (2) Institute of Learning Research, Inc., (3) Holloway & Associates, Inc., (4) Tennessee Department of Labor and Workforce Development, (5) About Learning, Inc. Mr. Glover seconded.</p> | VOTE: For–Unanimous (8-0) |
| <ul style="list-style-type: none"> Metropolitan Public Health Department | <p>Dr. Garcia stated that Ms. Sharon Wright was very instrumental in obtaining the Memorandum of Understanding between MNPS and the Metropolitan Public Health Department. He thanked her for all of the hard work. Numerous specialized services are provided at Harris-Hillman Special Education School. All other nursing services, such as non-required general nursing care, monitoring of medical records and</p> | |

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| TOPIC | DISCUSSION/MOTION | FOLLOW-UP/OUTCOME |
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| <ul style="list-style-type: none"> Metropolitan Public Health Department - continued | <p>education in preventative health and management of chronic disease, are provided as time permits. The term of this contract is August 1, 2007 through July 31, 2012. Ms. Warden stated that every MNPS school will have access to a contact nurse, although every school will not have a nurse on site.</p> | |
| <ul style="list-style-type: none"> Negotiations – Professional Dress for Teachers | <p>Mr. Kindall made the motion to reopen negotiations to discuss a teacher dress code. Mr. Thompson seconded.</p> <p>Dr. Keel stated that the date of July 10th has been presented to MNEA to meet for negotiations. She stated MNEA has yet to accept the July 10th date. Dr. Keel stated that on June 27th, another letter would be sent to MNEA stating the Board has taken formal action and MNEA is required to come to the table within two weeks of the requested date.</p> | <p>VOTE: For–Unanimous (9-0)</p> |
| <ul style="list-style-type: none"> Standard School Attire Legal Opinion | <p>Ms. Porter thanked Metro Legal for the legal opinion on Standard School Attire. Ms. Porter asked if Metro Legal's concerns over the terms "oversized" and "appropriate" in the Standard School Attire policy had been addressed? Dr. Garcia stated that the Administration has changed the Standard School Attire Policy to follow the direction from Metro Legal.</p> | |
| <ul style="list-style-type: none"> Student Code of Conduct Handbook | <p>Ms. Warden asked the Board to review the summary of changes to the Student Code of Conduct Handbook. Mr. Ralph Thompson stated that the Board would be mailed a hard copy of the handbook.</p> | |
| <ul style="list-style-type: none"> 2006-2007 Operating Budget Update | <p>Mr. Fox stated that the 2007-2008 Operating Budget included an unfunded priority list which included a cost of living adjustment for MNPS teachers and support staff. Mr. Fox stated that resonant developments in the budget process have made it appear that the total amount of funding that MNPS will receive is below the threshold amount that will activate the 3% cost of living adjustment for MNPS teachers and support staff. MNPS is expected to receive \$591.5 million, which would result in teachers and support staff not receiving a 3% cost of living adjustment. Mr. Fox also said that one provision of the Metro Government's budget will shift \$4.4 million in additional costs to the MNPS 2007-2008 Operating Budget. Mr. Fox stated that it is very regrettable to hear of these profound changes in the eleventh-hour and fifty-ninth minute. Mr. Glover asked Metro Legal if there was a possibility to ask the Council for \$593 million? Ms. Johnston, Metro Legal, stated that she would have to bring that information back to the Board. Ms. Warden stated that the State Legislature, the Governor and the Board worked very diligently with other urban partners to make sure that the needs of urban school districts were recognized. Ms. Warden expressed concern that the State Legislature and Governor may be inhibited to work on future</p> | |

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| <ul style="list-style-type: none"> 2006-2007 Operating Budget Update -- Continued | <p>incentives with MNPS if the need to shift funds presents itself. Ms. Johnson asked if the Councilmembers had been spoken to individually concerning the budget? Ms. Warden stated that as soon as information was received concerning budget changes, Councilmembers were contacted. Dr. Garcia stated that the public or the Board will not have a public hearing opportunity to address Operating Budget changes. Ms. Porter stated these type of budget situations always affect the people that we count on the most, teachers and support staff. We must continue to work feverishly to ensure that teachers and support staff receive their cost of living adjustments. Mr. Thompson stated that a Proposed 2007-2008 Operating Budget was presented to the public based upon information received from the Metro Government Finance Department. Now, Metro Government is saying that the Proposed Budget will be \$4.4 million short without giving the public or the Board a chance to voice an opinion. He stated that MNPS cannot serve the students effectively without teachers. Not being able to give teachers and support staff a cost of living adjustment cuts down on the morale between teachers and the Board. Mr. Thompson stated that he believes that it would be appropriate to ask the Metro Council to correct the problem so that MNPS does not have to use the reserve funds. Mr. North asked what is the amount that the Metro Council needs to pass in order for the 3 % raise to be given to teachers and support staff? Mr. Henson stated that \$593.2 million was the number negotiated with MNEA. If there is an additional \$4.4 million fee charged to MNPS that is not currently in the 2007-2008 Approved Operating Budget, that would increase the amount by \$4.4 million. Mr. Kindall stated if Metro Council passed \$593.2 million and charged a \$4.4 million fee, it would cost \$597.6 million to give the raises. Ms. Warden asked if MNPS has ever received a bill for service fees from Metro Government Department of Finance? Mr. Henson stated that Mr. Lott has received a calculation of what ITS charges would be if MNPS were charged, but due to Metro Government insulating MNPS from paying those charges no charges have ever been paid. Mr. Kindall asked if the \$4.4 million cost would be an annual fee? Mr. Henson stated that it is an annual expense that would be charged to MNPS based upon the volume of activities and transactions that were used in relation to all of Metro Government for ITS services. Mr. Thompson asked what Metro Government is providing that MNPS cannot provide from within? Mr. Henson stated that MNPS is now part of the Metro Government accounting and payroll system. Mr. Henson stated that MNPS has converted to Metro Government's system over the past few years, and most of the \$4.4 million fee is a cost for those services. Mr. Thompson stated that he was chair of the Technology Committee when MNPS starting converting to Metro Government, and it was his</p> | |

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| <ul style="list-style-type: none"> 2006-2007 Operating Budget Update - Continued | <p>understanding that MNPS would not have a responsibility for those costs. Mr. Henson stated that there was a subsidy account set up in Metro Finance so that MNPS would not have to pay, but the Council's substitute budget ordinance reduces this subsidy account. Dr. Brannon asked if other departments were required to pay this fee? Ms. Warden said yes. Ms. Porter asked what recourse the Board had, and if they needed to meet with Metro Council or the Finance Committee after July 1? Mr. Henson stated that the Board could request a supplemental appropriation that would appropriate some amount of the reserve funds to increase the appropriated amount from the Council.</p> | |
| ANNOUNCEMENTS | | |
| <ul style="list-style-type: none"> Jennifer Bozeman | Ms. Warden announced that Jennifer Bozeman, a Metro Legal attorney, has gone home from the hospital and is recovering. | |
| WRITTEN INFORMATION TO THE BOARD | | |
| <ul style="list-style-type: none"> Board Calendar Items Sales Tax Collections as of 6/20/07 Fiscal Year 2006-2007 Operating Budget Financial Report | | |
| ADJOURNMENT | | |
| <ul style="list-style-type: none"> Debriefing/Adjournment Signatures | <p>Mr. Kindall made the motion to adjourn at 4:43 p.m. Ms. Porter seconded.</p> <div style="display: flex; justify-content: space-between;"> <div>Chris M. Henson Board Secretary</div> <div>Marsha Hagan Warden Board Chair</div> <div>Date</div> </div> | |

IV. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

b. CHANGE ORDER # 27 – PROTOTYPICAL PRE-K PLAYGROUNDS AT
VARIOUS SCHOOLS (NAPIER ELEMENTARY) – CUSTOM
RECREATION, INC.. – M-337 (CONTROL NO. A-20399)

1. You are requested to make the following changes to this Contract:
Furnish and Install playground equipment,
fencing, mulch and borders as itemized per
quote by Custom Recreation, Inc. dated
June 27, 2007
- ADD \$99,980.00
- TOTAL \$99,980.00

It is recommended that this change order be approved.

Legality approved by Metro Department of Law – Control No. A-20399

FUNDING: 27-12-9220-572

July 10, 2007

c. REQUEST FOR COURSE APPROVAL - SCHOOL FOR SCIENCE AND
MATH AT VANDERBILT

Interdisciplinary Science I (Dr. Kimberlie McCue)

Interdisciplinary Science for 9th grade. Through a unique interdisciplinary curriculum, students will explore the scientific connections between physical, chemical, and biological systems. Overarching topics will weave together the major themes of energy, change over time, structure/function, sustainability, and the nature of the universe. Taught by a core team of Ph.D. instructors, students will develop understanding of fundamental concepts essential to scientific inquiry. Each primary lesson will incorporate classroom work, intensive laboratories, and associated enrichment activities, including; laboratory site visits, scientist seminars, journal clubs and interactive videoconferences. Students are expected to be active, collaborative learners who will engage in the *process* of science: formulating questions, developing and testing hypotheses, and presenting results. Throughout the course, students will connect the history of scientific discovery with current, ongoing research. These activities will serve to expand and connect content to the Vanderbilt scientific learning community and beyond.

| | |
|----------------|--|
| Credit: | 1 |
| Contact hours: | 210 |
| Prerequisite: | Physical Science and admission to the School for Science and Math at Vanderbilt |

IV. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

c. REQUEST FOR COURSE APPROVAL - SCHOOL FOR SCIENCE AND MATH AT VANDERBILT

Interdisciplinary Science II (Dr. Christopher Vanags)

Interdisciplinary Science for 10th grade. Students will further their research skills taught in *IS I* for formulating scientific inquiry. In this accelerated, multidisciplinary course, students will investigate several of the top 125 “Big Science Questions” as identified by leading scientists in “Science” magazine. Questions such as “What can replace oil and when?” and “What is the biological basis of consciousness?” will be explored in their broad scientific context, and then deconstructed to identify the research threads leading to the question. The interdisciplinary questions will be examined based on the physical, chemical, and biological basis of the problem. Individual research leads will be explored through journal discussions and presentations by scientists who are contributing to the understanding of these “big picture” questions. The team-taught curriculum will consist of core lessons which explain current knowledge and theories applicable to their physical, chemical, and biological bases, advanced laboratories emphasizing team building, peer teaching of current events and virtual international student roundtable discussions.

Students will also work with faculty to identify and develop a summer team research project as part of R-II.

| | |
|----------------|--|
| Credits: | 1 |
| Contact hours: | 210 |
| Prerequisite: | Interdisciplinary Science I and Research I |

Interdisciplinary Science III (Dr. Angela Eeds)

Ongoing scientific research at Vanderbilt will serve as the foundation for this third course in the interdisciplinary science sequence. This course will emphasize an in-depth examination of current research by VU/VUMC science, biomedical science, engineering and mathematics faculty and scholars using the in-house “Lens” and “Exploration” journals as a foundation. These publications provide comprehensive, detailed coverage of cutting-edge research pursuits such as math modeling of the cochlea, nanotubes, lasers, HIV, buckyballs, Orion’s winds, and microfluidics. The course material will be integrated with faculty discussions, group projects, and site visits to associated laboratories.

This course will also prepare students for their summer research internship. Students will be introduced to all aspects of research with particular emphasis on experimental design, statistics, ethics, writing and communication. *IS-III* will ultimately introduce students to the investigators who will serve as their mentors for their summer research project and students will work with the investigator to prepare a formal research proposal prior to entering the laboratory.

| | |
|----------------|--|
| Credits: | 1 |
| Contact hours: | 210 |
| Prerequisite: | Interdisciplinary Science II and Research II |

IV. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

c. REQUEST FOR COURSE APPROVAL - SCHOOL FOR SCIENCE AND MATH AT VANDERBILT

Advanced Research (Dr. Glenn McCombs)

This course immediately follows Research III (summer research internship). Students will continue and complete their research project, and communicate outcomes. Students will prepare and submit their projects to one or more national science competitions (Intel Science Talent, Siemens/Westinghouse, etc.) as well as submit a manuscript for submission to the joint CSO and VUMC *Lens* Magazine in-house research journal and potentially for national publication. Students will adapt their research to community outreach via a personal outreach project (POP). A POP proposal will be submitted to a faculty advisor for approval. Projects may be of an individual or team nature. Research must be translated appropriately for target audience. A minimum of 20 hours of outreach service is required. Examples could include serving as a student scientist in a K-6 MNPS classroom, creating videoconference sessions and School website multimedia, developing hands-on science kits, etc.

Credits: 1
Contact hours: 210
Prerequisite: Interdisciplinary Science III and Research III

Senior Seminar (Dr. Kimberlie McCue)

Students will read and lead class discussion on current papers representing leading research in biological, physical, and medical science. Course instructors will assign papers and participate in student led discussions. Students will also choose a topic and write a review paper as the final class project.

Credits: ½
Prerequisites: Advanced Research

Research I (Dr. Kimberlie McCue)

Summer research for rising 10th grade. "Introduction to Research" is based on Interdisciplinary Science I content with emphasis on hands-on use of research tools across disciplines. Methodologies for observation, data collection, and analysis will be explored in greater depth with a focus on cross-discipline application. Students will form teams to investigate a question of interest, integrating learned research tools and techniques. Project questions will be developed by the teams with faculty advisement. Students will be required to participate in weekly online discussion forums during which they will post project updates and exchange constructive criticism of each team's activities. Teams will present the results of their projects in a seminar format as the conclusion of the course.

Credits: 1
Contact hours: 135
Prerequisite: Interdisciplinary Science I

IV. GOVERNANCE ISSUES

A. ACTION

2. CONSENT

c. REQUEST FOR COURSE APPROVAL - SCHOOL FOR SCIENCE AND MATH AT VANDERBILT

Research II (Dr. Christopher Vanags)

Summer research for rising 11th grade. Students will be paired with scientists to explore their research proposal created during the previous course, Interdisciplinary Science II. Their topic, based on a research thread from one of Science magazine's "Big Science Questions," will contribute to the overall understanding of one of the 125 most important questions, as identified by top scientists world-wide. Students will work through all aspects of the scientific method to design, test and verify their results. They will present their findings in a community forum, through oral and poster presentations. The course builds on critical thinking and communication skills from IS II, and emphasizes real-world science applications.

Credits: 1
Contact hours: 160
Prerequisites: Interdisciplinary Science II

Research III (Dr. Angela Eeds)

This summer research course is for rising 12th grade students. It is an intensive eight-week internship with a Vanderbilt/Vanderbilt University Medical Center faculty mentor in which students will complete individual research projects. These projects will center around the research proposals students complete during Interdisciplinary Science III. During this internship, students will work full time in the laboratory to perform all aspects of research, maintain a research journal, and participate in supplemental learning sessions taught by the adjunct teaching corps comprised of postdoctoral fellows and advanced graduate students. These sessions will stress scientific communication, critical analysis, and applications of research to real-world situations. Research findings will be communicated in an end-of-summer poster session for all students as well as senior year national science competition entries and manuscript submissions for journal publication.

Credits: 1
Contact hours: 240 minimum
Prerequisites: Interdisciplinary Science III, discretion of School Director



2007-2014

Strategic Plan

DRAFT 7-10-07

Strategy 1 - We will support each student as the operative agent in the successful discovery and pursuit of his/her personal goals.

Action Steps

| Strategic Result A - Assist each student PreK through grade 12 in making choices about personal goals. | |
|---|--|
| 1A.1 | Develops student-centered individual learning plans for students to provide input throughout their academic careers. |
| 1A.2 | Increases capacity and expands the variety of structures that support the regular parent/student/teacher conference (Advisor/Advisee, peer-tutoring, mentoring, etc) |
| 1A.3 | Establishes a mentor program that includes school personnel as well as members of the community, which creates an ongoing relationship between the student and a mentor to be continued throughout the student's career at a given school. |
| 1A.4 | Provides individual students the opportunity to set his/her goals for their individual learning plan with teacher/mentor at least two times a year. |
| 1A.5 | Assesses students more frequently with a variety of assessment tools (e.g. rubric, self-assessment, peer assessment, portfolio) and more effectively uses the assessments to guide instruction. |
| 1A.6 | Re-designs school schedules (e.g. extended day, abbreviated schedules) to ensure adequate time for mentoring and assessment. |
| 1A.7 | Provides professional development for teachers/administrators to learn to assist students in setting academic and personal goals. |
| Strategic Result B - Increase student responsibility and accountability as decision-makers and managers of their educational pursuits. | |
| 1B.1 | Increases avenues for student participation in school-wide decision making and governance. |
| 1B.2 | Continues the implementation of the BIG PICTURE schools concept. |
| 1B.3 | Creates an annual "negotiable contract" between teacher and student for developing the student's personal goals /pursuits. |
| 1B.4 | Develops a community accessible document (hard copies and digital) that defines curriculum and extra-curricular choices available at each grade level from PreK-12 in preparation for post-secondary educational goals (e.g. two and four-year college, post -graduate work, vocational school, and career choices). |
| 1B.5 | Ensures that all students engage in a Conflict Resolution program. |
| Strategic Result C- Facilitate student exposure to options and provide more opportunities to engage with the learning community. | |
| 1C.1 | Expands the collaborations with local businesses and organizations to provide community learning opportunities to students through apprenticeship/internship programs (e.g. Big Picture Schools, SLC, PENCIL Foundation). |
| 1C.2 | Determines a solution to provide transportation for students to attend clubs and recreational activities offered at other schools. (Taskforce will be assigned by Dr. Garcia to work with Chris Henson/Keith Phillips/Kecia Ray et. al) |
| 1C.3 | Creates a location within each school with dedicated resources to facilitate the engagement of students with the community. |
| 1C.4 | Recruits recent accomplished high school graduates from cluster to talk to groups of students PreK-12 to discuss relevant issues and choices in their educational experience. |
| 1C.5 | Establishes a central clearinghouse of information and programs available within the system, as well as local and national communities. |
| 1C.6 | Develops career days for grades five to ten matching current curriculum topics with speakers who will discuss the importance of these topics in their daily work. |
| 1C.7 | Exposes students to more opportunities in business, sports, arts (dance, music, and drawing), technology, vocational, professional (law, medicine), community service projects, etc. |

Strategy 2 - We will ensure all students achieve academic excellence.**Action Steps**

| Strategic Result A - Ensure that all students meet or exceed MNPS, State, and National Standards. | |
|---|--|
| 2A.1 | Defines and assesses benchmarks for MNPS, State, and National standards and communicates projected benchmarks to all tier levels, teachers, students, and parents. |
| 2A.2 | Implements an intensive in-school tutorial block, with certificated teachers serving as tutors, for students demonstrating greater than one year delay in reading and/or math in all K-12 schools. |
| 2A.3 | Extends the school day, by up to one period if necessary, to ensure effectiveness of the tutorial program. |
| 2A.4 | Provides high quality, research based staff development to ensure best teaching practices in all classrooms as measured by the growth in student achievement. |
| 2A.5 | Communicates and celebrates academic successes within numerous circles including schools, parents and community. |
| Strategic Result B - Increase the graduation rate by 3 percentage points each year until 2014 in order to reach our goal of 100% of MNPS students graduating from high school. | |
| 2B.1 | Assesses incoming Pre-Kindergarten and Kindergarten students to determine readiness. |
| 2B.2 | Maintains small learning communities in high schools. |
| 2B.3 | Funds EXPLORE and/or PLAN (Pre-ACT and PSAT) annually prior to the onset of the 8 th grade year. |
| 2B.4 | Markets and promotes relevant and engaging extra-curricular activities for students at risk of dropping out. |
| 2B.5 | Creates an annual "negotiable contract" between teacher and student for developing the student's personal goals/pursuits. |
| 2B.6 | Extends adult education in the district by recruiting parents of at risk students. |
| 2B.7 | Continues to design and implement non-traditional schools to attract and maintain students. |
| Strategic Result C - Decrease the achievement gap by increasing the opportunity for ALL students to meet more challenging expectations for their success. | |
| 2C.1 | Creates an individual learning plan for excellence where every student has a plan for reaching MNPS benchmarks of 100%. |
| 2C.2 | Creates a system-wide individual student learning plan template to address achievement gap. |
| 2C.3 | Reviews individual student learning plans two times a year. |
| 2C.4 | Provides Honors course opportunities for all MS/HS students and Advanced Placement courses for all HS students. |
| 2C.5 | Offers all students foreign language opportunities in the middle and high schools. |
| 2C.6 | Designs and implements a content (credit) recovery program in middle schools. |

| Strategic Result D- Achieve academic standards by meeting 75% of State and/or MNPS benchmarks based on uniform standards of mastery. | |
|---|---|
| 2D.1 | Develops uniform standards of instruction across all levels of education. |
| 2D.2 | Develops school based student interventions/problem solving team to address grade level standards for every student. |
| 2D.3 | Connects teacher training and preparation to the realities of our urban district. |
| 2D.4 | Establishes peer-to peer training and flexible scheduling for sharing best practices across the district. |
| 2D.5 | Aligns clusters by implementing subject (collaborative) teaching teams to ensure continuity of education on all grade levels and district wide focus on vertical articulation between grade levels. |
| 2D.6 | Develops individualized student learning plans that identify the learning needs and interest of each student. |

Strategy 3 - We will provide all students with safe and nurturing learning environments.

Action Steps

| Strategic Result A - Establish school-wide positive behavior support system that fosters safe and nurturing learning environments. | |
|---|--|
| 3A.1 | Establishes a positive behavior support program that would include anti-bullying and conflict resolution curricula in all K-12 schools. |
| 3A.2 | Develops MNPS comprehensive school counseling standards K-12. |
| 3A.3 | Evaluates and redesigns school counseling programs to ensure they address social and emotional needs of students. |
| 3A.4 | Develops advisor/advisee programs to promote nurturing environments between students and teachers in grades 5-12. |
| 3A.5 | Develops small learning communities in grades 5-12. |
| 3A.6 | Expands existing character education pilot program to all middle and high schools. |
| 3A.7 | Evaluates and redesigns social work programs to ensure social and emotional needs of students are addressed. |
| Strategic Result B - Define and implement a common code of professionalism for MNPS that promotes safe and nurturing environments. | |
| 3B.1 | Defines and models professionalism. |
| 3B.2 | Establishes adequate personnel supports – inclusion, disabilities and modification training for the general education teachers; provides paraprofessionals in applicable general education classrooms and supporting/circulating special education teachers in schools of zone for students with disabilities. |
| 3B.3 | Creates an annual “negotiable contract” between teacher and student for developing the student's personal goals /pursuits. |
| 3B.4 | Trains all stake holders to foster positive relationships; student-to-student, teacher-to-student, student-to-teacher, and teacher-to-teacher. |

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| 3B.5 | Establishes effective leadership through stability of building level administrators. |
| Strategic Result C - Develop and implement safety standards and plans that ensure safe and nurturing learning environments. | |
| 3C.1 | Standardizes district wide protocol for all emergency procedures (i.e. tornado, fire, lock downs). |
| 3C.2 | Incorporates gang education training for all personnel. |
| 3C.3 | Increases the use of technology in ensuring safety and security in all schools. |
| 3C.4 | Utilizes technology on all school buses to help regulate safety. |
| 3C.5 | Conducts a comprehensive school climate survey to detect perceptions on safety. |

Strategy 4 - We will ensure that we have exemplary staff throughout the district.

Action Steps

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| Strategic Result A - Develop accountability/assessment tools to determine employee effectiveness to recognize exemplary performance and to address areas of concern. | |
| 4A. 1 | Reviews existing evaluation policies and procedures. |
| 4A.2 | Conducts periodic mandatory employee evaluations as determined by the administrator. |
| 4A.3 | Provides additional training and professional development for any employee whose evaluations reflect areas of concern; requires mandatory re-evaluation after a specified time period and training. |
| 4A.4 | Informes all employees of due process rights at inception of his/her term of employment. |
| 4A.5 | Provides a mandatory component of the administrative/supervisory evaluation that uses staff feedback. |
| Strategic Result B - Develop compensation and incentive systems aligned with broader school and district improvement strategies that meet and will eventually exceed industry standards for the purpose of attracting and maintaining top-quality employees. | |
| 4B.1 | Researches and studies current compensation system to include a review of all staff pay schedule/scales. |
| 4B.2 | Designs a new compensation system. |
| 4B.3 | Establishes strategic benchmarks based on compensation system for student achievement, staff quality, recruitment and retention.* |
| 4B.4 | Educates employees during new employee training and as a part of continual staff development about available employee assistant options. |
| 4B.5 | Allows for cross departmental as well as school based training that focuses on system wide issues (sexual harassment, technology training, benefits, strategic planning, etc.). |
| 4B.6 | Supports state initiatives that are relevant to compensation. |
| 4B.7 | Establishes collaborative incentive programs with local businesses that attract potential applicants. |

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| 4B.8 | Establishes compelling compensation packages for recruitment efforts.* |
| 4B.9 | Ensures that both employed and retired staff medical benefit packages will service the employees to the highest extent. |
| 4B.10 | Secures an agreement with parties representing teachers or other employees to establish a compensation system that includes steps based on performance.* |
| 4B.11 | Designs periodic evaluation tools to measure effectiveness of suggested strategies in improving student performance, staff quality, recruitment and retention against projected benchmarks. |

Strategic Result C - Establish a three-tiered employee professional development program that encompasses every aspect of school staff leadership, including induction, internship, and mentoring.

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| 4C.1 | Establishes a mentoring team of seasoned employees at each school, department, and at the district wide level to provide support to new and/or struggling employees throughout the year. |
| 4C.2 | Continues to align and to expand professional development with district initiatives. |
| 4C.3 | Requires all employees to develop a professional growth plan annually. |
| 4C.4 | Allocates two optional in-service days with stipends.* |
| 4C.5 | Provides training on building and fostering positive parent and community relationships. |
| 4C.6 | Continues new employee orientation and strengthen orientation at each school and department level. |

Strategic Result D - Recruit and retain teachers and staff to meet the needs of the student population.

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| 4D.1 | Revises current recruitment plan to reflect the needs of the student population. |
| 4D.2 | Identifies recruiters to actively recruit and hire teachers from under-represented populations including African American, Hispanic, Asian, and male teachers. |
| 4D.3 | Recruits and hires teacher candidates early and allows principals to select from the pool of candidates. |
| 4D.4 | Identifies funds to support incentive programs designed to address the achievement gap within the student population. |
| 4D.5 | Revises hiring practices to centralize hiring and placement of all employees. |
| 4D.6 | Revises selection practices for administrators to fill positions within their school. |
| 4D.7 | Conducts staff development to inform principals of hiring practices and sensitivity of cultural dissidence as well as socio-economic status factors. |
| 4D.8 | Creates mentoring/encouragement team/program to partner with college placement offices in higher education institutions. |
| 4D.9 | Re-establishes teaching as a noble profession. |
| 4D.10 | Recruits under-represented populations including African American, Hispanic, Asian and male administrators. |

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| 4D.11 | Recruits bi-lingual employees. |
| 4D.12 | Recruits multi-lingual service provider(s) to include translation and interpretation to all levels of staff and educational departments. |
| 4D.13 | Offers professional development of foreign languages to bridge the language barrier. |
| 4D.14 | Recruits, from other professions, alternative licensed teachers dedicated to addressing needs of student population. |
| 4D.15 | Develops an incentive program to attract/retain teachers in schools with high need students. |
| 4D.16 | Creates an attractive signing bonus program, tied to specified minimum employment commitment, offered to critical needs areas. |
| 4D.17 | Makes diversity of staff a component of the evaluation document. |
| 4D.18 | Evaluates effectiveness of recruitment plan annually. |
| 4D.19 | Creates incentive packages that include relocation allowance and starting initiatives. |
| 4D.20 | Provides opportunities to cross train exemplary staff to critical need areas by offering time, money and tuition reimbursement to take course work (evaluate program annually to make sure program is non-discriminatory). |
| 4D.21 | Explores other incentives that include collaborations with community to attract recruits to Nashville. |
| 4D.22 | Establishes or revitalizes Future Teachers of America chapters at MNPS high schools and area colleges and universities to recruit African American, Hispanic, Asian, and male staff. |
| 4D.23 | Provides teacher preparation programs for minority college students and employees, especially African Americans and African American males, that provide test-taking seminars and tutorials sessions for the PRAXIS I and II. |
| * Subject to MNEA negotiations and conference with SEIU/Steelworkers Unions | |

Strategy 5 – We will ensure an array of educational options for each student to pursue his/her personal goals.

Action Steps

| Strategic Result A - Options should be available to all students regardless of geography/transportation and scheduling. | |
|---|---|
| 5A.1 | Develops cluster open enrollment that ensures zones that allow movement within a geographic area which includes a management system for enrollment and procedures and rules for pathways. |
| 5A.2 | Develops start/end times that encompass site based decision making that address needs of individual school identities. |
| 5A.3 | Ensures that students with disabilities are provided educational opportunities with non-disabled peers to the maximum extent possible as determined by the IEP process. |
| 5A.4 | Develops themes within schools that allow career academies for the purpose of establishing small learning communities. |
| 5A.5 | Creates and utilizes virtual classrooms to overcome transportation barriers. |

| Strategic Result B - Provide all students CHOICE among unique and diverse option schools. | |
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| 5B.1 | Identifies and markets school individuality through a variety of mediums (e.g. written communication, open house, enrollment fair). |
| 5B.2 | Creates a process to require choice between a number of school options. |
| 5B.3 | Identifies diverse and unique programs that can be implemented. |
| 5B.4 | Creates integral new programs annually in ten percent of our schools so that over time we create diverse, different programs and choices within mega-clusters. |
| 5B.5 | Creates multiple benchmarks for school success (e.g. parent and student climate perceptions, varied evaluations tools that measure student performance and traditional testing measures). |
| 5B.6 | Evaluates each school by the multiple benchmarks and considers reinvention of those schools that under perform on multiple benchmarks, while recognizing those that show marked success. |
| 5B.7 | Creates open enrollment of all schools throughout the district. |
| 5B.8 | Provides transportation for each student to attend his/her school of choice. (Transportation Taskforce) |
| 5B.9 | Identifies various pedagogical styles and curricular disciplines to attract parents and students to different schools. |
| 5B.10 | Establishes dialogue with surrounding counties to consider open enrollment. |
| 5B.11 | Establishes a dialogue with parents, community members, and district administrators to find ways to maintain students in and attract students to MNPS. |
| Strategic Result C - All students to the maximum extent possible will self-select an area of interest (exploratory activity) in which he/she will have learning experiences. | |
| 5C.1 | Surveys all students, parents, and school personnel to determine topics of interest for exploratory activities. |
| 5C.2 | Develops an ongoing collection of ideas and activities for the exploratory activities content appropriate for elementary, middle and high school students. |
| 5C.3 | Creates experiential opportunities including day options and community service for students participating in exploratory activities. |
| 5C.4 | Evaluates the process and the educational benefits of the exploratory activities. |
| Strategic Result D - Create a process for developing small learning communities and other programs focused on the concept of smaller learning environments in schools distributed across the clusters over a seven year time-frame. | |
| 5D.1 | Develops Big Picture Schools for "at risk" high school students to increase graduation rates. |
| 5D.2 | Develops technology demonstration programs at all grade levels. |
| 5D.3 | Implements pilot dual enrollment programs for high school students to explore their personal goals. |
| 5D.4 | Formulates Freshman Academies to ease the transition for students as they enter high school. |

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| 5D.5 | Establishes single gender classrooms and/or schools to address student academic and personal achievement needs. |
| 5D.6 | Provides personnel and supports for students for students-with disabilities in small learning communities. |
| 5D.7 | Develops small learning communities in zone clusters. |

Strategy 6 - We will ensure a network of personal support for each student.

Action Steps

| Strategic Result A - Adopt and implement a comprehensive district-wide model to ensure the intentional advancement and support of a social-emotional learning and youth development. | |
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| 6A.1 | Ensures that the model addresses the following critical components of social-emotional learning and youth development: a)Social, emotional, physical, and mental health of students in order to meet their academic potential b)Creation of a network of support for students, education and support for parents and community, and professional development and support for staff c)Student engagement in-school to promote leadership and ownership of their learning d)Establishment of a foundation for a safe and nurturing school environment and culture. |
| 6A.2 | Establishes and sustains a network of supportive adults from home, school, and the community for each student. |
| 6A.3 | Identifies, builds upon, and creates external supports within the home, school and community that focus on boundaries, high expectations, empowerment, and constructive use of time. |
| 6A.4 | Identifies, builds upon, and creates internal supports such as character, beliefs, and behaviors. |
| 6A.5 | Assesses the level of resiliency in each student and foster/increase those skills to resist negative influences in their lives. |
| 6A.6 | Identifies and reduces risk factors that negatively impact students (e.g. drugs, alcohol, bullying, physical/sexual/emotional/psychological abuse, negative peer pressure, etc.). |
| 6A.7 | Provides ongoing, high quality care and support for caregivers (e.g. teachers, school staff, parents, community). |
| 6A.8 | Creates a pervasive healthy and nurturing culture and climate throughout the District, schools, home and community. |
| 6A.9 | Applies the principles of social, emotional, mental, and physical developmental stages in the network of support for each student. |
| 6A.10 | Provides on-going opportunities for student engagement (e.g. service learning, leadership development, academic choices, etc.). |
| Strategic Result B - Establish the oversight and infrastructure needed to ensure the successful implementation of a Social/Emotional Learning/Youth Development model in all district schools. | |
| 6B.1 | Establishes a district-level division, the office of Social/Emotional Learning /Youth Development (SEL/YD), to provide leadership for the implementation of a comprehensive SEL/YD model throughout the District and in the greater Nashville community. |
| 6B.2 | Contracts and consults with experts in the field, as needed, to develop and implement a comprehensive SEL/YD model, including the training and coaching of SEL/YD specialists. |
| 6B.2 | Conducts informational meetings and conversations with community stakeholders, parents, and central office and local school administrators to establish the comprehensive SEL/YD model as a priority and to increase knowledge about the implementation of SEL/YD strategies. |
| 6B.3 | Orients the MNPS School Board, Metropolitan Council leaders, Chamber Education Committee, Alignment Nashville, and other community leaders to help them understand the importance of SEL/YD. |
| 6B.4 | Provides comprehensive SEL/YD training for district administrators, social workers, counselors, as well as social service providers serving our children. |

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| 6B.5 | Creates a resource center in every school for students, staff, parents, and community to provide a variety of supports. |
| 6B.6 | Identifies and trains SEL/YD specialists to: provide staff professional development training, coach, model, oversee SEL/YD implementation, provide care for the caregiver (e.g. activities, support, education for teachers/staff/parents/guardians), guide the assessment of the comprehensive SEL/YD model. |
| 6B.7 | Establishes an SEL/YD School Support Team in each school (consisting of a designated administrator, SEL/YD Specialist, guidance counselors, STARS Specialist, social worker(s), School Resource Officer, and school nurse, and others who need to be included) and clearly defines and communicates the roles each of the team members will have in the SEL/YD model. |
| 6B.8 | Conducts site-based assessments to establish baseline data against which progress may be measured. |
| 6B.9 | Ensures quality time for planning and training for school staffs to successfully implement SEL/YD model and for other important professional activities(e.g., late student arrival days to embed professional development through planning, training and follow-up coaching). |
| 6B.10 | Develops a parent training module to provide parents the needed skills to integrate SEL/YD principles in the home. |
| 6B.11 | Collects, catalogs, and disseminates information about all available school and community support services and develops an efficient referral system that provides equitable access for all students to a variety of supports. |

Strategy 7 – We will immerse every family in their child's education.

Action Steps

| Strategic Result A - MNPS will provide a network of support that enables families to participate actively in their child's school and education. | |
|---|---|
| 7A.1 | Ensures that each school offers a welcoming environment and maintains an "open door" policy that allows families regular access to the school and provides for opportunities to observe in the classroom. |
| 7A.2 | Provides volunteer opportunities, appropriate training, clear instructions, recognition, and appreciation for volunteer involvement to all stakeholders. |
| 7A.3 | Educates all stakeholders about the importance and process of family involvement. |
| 7A.4 | Assists and encourages families to become involved at all levels (e.g. transportation, before/after school care, varied scheduling of events/meetings, interpreters) |
| 7A.5 | Provides support for parents in the form of training and supplemental resources. |
| 7A.6 | Provides support and training for staff to establish a positive and accessible environment. |
| 7A.7 | Ensures that all schools have a designated Family Resource Coordinator who is responsible for coordinating and facilitating family involvement. |
| 7A.8 | Establishes a sense of community at the level of individual schools, clusters, and the district. |
| 7A.9 | Establishes an interpersonal network that engages parents and others as partners in the education of Nashville's children. |
| Strategic Result B - MNPS will communicate effectively and responsively with 100 percent of its students' families. | |
| 7B.1 | Updates parental communications policy, published as part of its parental involvement policy, to include effective communication strategies. |
| 7B.2 | Creates and implements a written plan for district-level communications with parents. |

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| 7B.3 | Assigns at least one parent liaison, trained in MNPS policy and procedures, to every cluster. |
| 7B.4 | Standardizes the minimum requirements for all of its schools' communication practices and trains faculty, administration and staff in required practices in order to meet the diverse needs of all MNPS families. |
| 7B.5 | Establishes and implements a written family communications plan in every school that meets or exceeds MNPS' minimum requirements for communication. |
| 7B.6 | Composes school and district communications in jargon-free language readily understandable to those outside the educational professions. |
| 7B.7 | Communicates with and responds to parents in a timely fashion. |
| 7B.8 | Designates two parent-teacher conferences per year (spring and fall), utilizing flexible scheduling and alternative sites to maximize accessibility and parental participation. |
| 7B.9 | Uses its phone call-out and email systems to communicate certain types of information (e.g. attendance concerns, emergencies, school events, surveys and report-card releases). |
| 7B.10 | Establishes a phone call-in system, based on recorded messages from teachers and the principal, which parents can use to access information about homework, class news and school events. |
| 7B.11 | Creates a readily accessible parent resource and information center within each school. |

Strategy 8 – We will ensure the convergence of schools and communities to achieve student success.

Action Steps

| Strategic Result A - Establish full-service community schools that reflect the diversity in each community. | |
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| 8A.1 | Secures a location for the community school headquarters that supports the needs of the community. |
| 8A.2 | Designates one individual as a site-based community planner to coordinate the community school. |
| 8A.3 | Conducts a needs assessment to determine the priorities in each community (e.g. Survey, interview, telephone, e-mail, and using US census data). |
| 8A.4 | Offers family resource services based on needs assessment results. |
| 8A.5 | Provides proper space for services rendered in each community school. |
| 8A.6 | Establishes a communication plan in each community that invites full participation of all families (e.g. telephone, PTO/PTA, television, translator services, etc.). |
| 8A.7 | Allows community access to MNPS sites to fulfill the needs of the community. |
| 8A.8 | Locates, compiles, categorizes, and provides a listing of educational, health, home-planning, and all support services available in the community. |
| 8A.9 | Conducts an annual evaluation review and revises assessment to meet the ever changing needs of each community. |
| Strategic Result B - Create community service projects at the elementary school level, leading to service learning classes at the middle and high school levels. | |

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| 8B.1 | Assesses the needs and resources of individual community, school, and students. |
| 8B.2 | Forms community partnerships with non-profit agencies, businesses and other potential partners. |
| 8B.3 | Selects and develops a service-learning curriculum model. |
| 8B.4 | Identifies sources of funds necessary to establish service-learning projects (e.g., PTO, grants, district funds, businesses, alumni, etc). |
| 8B.5 | Creates a service-learning and community service advisory committee (including parents, students, teachers, and partner businesses and agencies). |
| 8B.6 | Educates teachers, parents, and community stakeholders on incorporating service-learning and community service into classrooms. |
| 8B.7 | Evaluates annually the effectiveness of service-learning and community service programs and revises accordingly. |
| 8B.8 | Publicizes and celebrates the achievements of the service-learning and community service programs. |
| Strategic Result C - Launch and improve partnerships between school district and all community stakeholders to provide active support for all students. | |
| 8C.1 | Creates an Office of School and Community Convergence. |
| 8C.2 | Assigns a Coordinator of School and Community Convergence. |
| 8C.3 | Produces a database of the businesses, churches, and agencies with information on their services, programs, and relevant assets. |
| 8C.4 | Develops district policies and guidelines to ensure the implementation of school community convergence. |
| 8C.5 | Establishes a leadership council with equal representatives from the school and community. |
| 8C.6 | Conducts training on a regular basis regarding community partnerships and decision-making in the schools and district. |
| 8C.7 | Disperses information on opportunities to engage in collaborative partnerships. |
| 8C.8 | Creates an environment for building trust which reflects the following: accurate, accessible information, opportunities for dialogue, clear understanding of roles, mutual respect, and fault-free environment. |
| 8C.9 | Institutes a campaign for business to allow release time for parents to support schools. |
| 8C.10 | Creates a program for real-world instruction and student mentoring. |
| 8C.11 | Involves new community groups in providing intervention programs in schools and family resource centers in all schools. |

Strategy 9 – We will establish MNPS as the premier educational system for ensuring every student excels at levels not previously imagined.

Action Steps

| Strategic Result A - Identify and acknowledge the needs of MNPS stakeholders and promote on-going achievements to address those needs. | |
|---|---|
| 9A.1 | Maintains a deliberate focus on the position of MNPS within the Nashville Community. |
| 9A.2 | Identifies stakeholder groups to facilitate establishing MNPS as a premier educational system. |
| 9A.3 | Identifies perceptions of MNPS community and greater Nashville community. |
| 9A.4 | Creates grassroots communication strategy to inform all members of the community (district and greater Nashville communities respectively). |
| 9A.5 | Develops potential revenue sources – inclusive of “in-kind” sources. Develop promotional paid/in-kind campaign. |
| 9A.6 | Communicates and encourages involvement by immersing faculty and staff in a promotional campaign. |

**Metropolitan Nashville Public Schools
EXECUTIVE EXPECTATIONS
BOARD PRELIMINARY MONITORING SHEET**

EE-9 – Asset Protection

Date Report Submitted: 5/23/07

Date of Board Discussion: 7/10/07

Members Submitting Monitoring Report: (DF, MW, SG, MN, GP, JB, KJ)

The Board has received and reviewed the official internal monitoring report of its policy EE-9 submitted by the Director of Schools. Following its review of the report, the Board makes the following preliminary conclusions:

7 (DF, GP, JB) The Director of Schools has reasonably interpreted the provisions of the
SG, MN, MW, KJ relevant Board policy, and

7 The Board finds the Director of Schools to be in full and complete compliance with the provisions of the policy.

_____ The Board finds the Director of Schools to be in compliance with the following **commendations**:

- _____

_____ The Board finds the Director of Schools to be in compliance with the following **provisions**:

- _____

_____ The Director of Schools is **not** in compliance with the provisions of the policy.

Comments on Interpretations and Actions needed:

- Referring liability concerns to Risk Management is the method by which MNPS is in compliance with this policy rather than a reason to eliminate this policy.
- Building maintenance – reassessment needed every 3-5 years, but Master Plan was in 2003 and last audit was in 2000. The Board would like a reassessment by 9/1/07.

_____ The information provided by the Director of Schools is insufficient for the Board to decide whether the Director has reasonably interpreted the provisions of the policy or whether the Director is in compliance. The Board suggests the following monitoring report changes or additions:

- _____

Suggested Additions or Deletions for Policy:

- Rather than eliminating portions of the policy, it should be amended to recognize that utilizing other departments of Metro is a means by which MNPS may comply with the policy.

Suggested Additions or Deletions for Administrative Reporting:

(1) _____

Other Board Member Comments:

- Building maintenance should continue to be a priority because maintenance and security of buildings will go a long way toward limiting a wide variety of liabilities.

Metropolitan Nashville Public Schools
ENDS RESULTS FOR STUDENTS POLICY
BOARD PRELIMINARY MONITORING SHEET

E-2.7 – Academic Achievement - ELL

Date Report Submitted: 5/23/07 **Date of Board Discussion:** 7/10/07

Members Submitting Monitoring Report: (DF, MW, SG, MN, GP, JB, KJ)

The Board has received and reviewed the official internal monitoring report of Board policy E-2.7 submitted by the Director of Schools. Following its review of the report, the Board makes the following preliminary conclusions:

7 (DF, GP, JB) The Director of Schools has reasonably interpreted the provisions of the relevant SG, MN, MW, GP) Board policy, and

 The Board finds that the End Result has been fully achieved.

 7 The Board finds that reasonable progress is being made towards the ultimate achievement of this End Result and finds the Director in compliance with the following **commendations and provisions:**

COMMENDATIONS:

- Great information! Look forward to receiving data about ELL students in the 1st and 2nd year out of the formal program and seeing how their performance is measured.
- Working with parents to explain the program.
- Progressing well.
- Kudos to the ELL Department for servicing our ELL students with a scientifically researched-based program which provides opportunities for obtaining English proficiency.
- The Newcomer Model will provide great promise to those students who have had very little experience in terms of formal education. The crucial components/recommendations for continued success for the program seem to be right on target.
- Great information reported. Presenter very knowledgeable of ELL and process.
- Pleased to see monitoring of Title I funds and efforts to provide equal access. The percentage of exits has increased significantly since 2000. The expectation of increased funding and additional staff development should continue this trend.

PROVISIONS:

- Percentage of exits is not clear on how the formula is actually calculated.

_____ The Board finds the Director of Schools has failed to provide evidence of reasonable organizational progress toward the ultimate achievement of this End Result.

Comments on Interpretations and **Actions Needed:**

- Continue to target and work towards increasing retention rates for ELL teachers.
- Following these students through graduation, if possible, is imperative for an accurate measure of this end result. The Board would like this reported on in next year's monitoring report.

_____ The information provided by the Director of Schools is insufficient for the Board to decide whether reasonable progress has been made. The following monitoring report **changes or additions** are suggested:

Suggested Additions or Deletions for Policy:

- System should seek to enhance the number of languages taught to the students and adults. For adults, this could be taught through adult education classes.

Other Board Member Comments:

- Student mobility remains a concern and may have an impact on ELL end results as well as others.

Date: _____

Signatures: _____
Board Chair Director of Schools

Metropolitan Nashville Public Schools
ENDS RESULTS FOR STUDENTS POLICY
BOARD PRELIMINARY MONITORING SHEET

E-2.8 – Academic Achievement – Special Education

Date Report Submitted: 5/23/07 **Date of Board Discussion:** 7/10/07

Members Submitting Monitoring Report: (DF, MW, SG, MN, GP, JB, KJ)

The Board has received and reviewed the official internal monitoring report of Board policy E-2.7 submitted by the Director of Schools. Following its review of the report, the Board makes the following preliminary conclusions:

7 (DF, GP, JB SG, MN, MW, KJ) The Director of Schools has reasonably interpreted the provisions of the relevant Board policy, and

 The Board finds that the End Result has been fully achieved.

7 The Board finds that reasonable progress is being made towards the ultimate achievement of this End Result and finds the Director in compliance with the following **commendations and provisions:**

COMMENDATIONS:

- Improved graduation rate of special education students receiving regular diplomas.
- Reduction of the number of students receiving special education services over the past three years.
- Formation of the Family Advisory Council.
- Community Based Transition Programs to assist students to move into the workplace.
- Mental Health Counseling Contracts for MIP Conduct and MIP Fragile students.
- Improved family/school partnerships.
- The computerized IEP process is great. Great report.
- Great information.
- Percentage of awarding of regular diplomas has increased and I applaud your efforts. The work being done and the transition plan for these students is making progress. It is promising to see upward trends in our graduation rates for our special education students.

PROVISIONS:

- Need to look at how tests are being administered, type of test used. Should look at research on the national level concerning testing students.

- _____ The Board finds the Director of Schools has failed to provide evidence of reasonable organizational progress toward the ultimate achievement of this End Result.

- Is it feasible to provide more psychologists and counselors in schools that are low-performing or with a high number of MIP students? MNPS could consider full-time counseling with space for outside (Centerstone, for example) counselors.
- Are more services needed as the number of autistic children is increasing and how is MNPS responding to the demand for that growing population?

- MNPS continues to address and serve this difficult area with dedicated staff and faculty, including support staff and transportation. Also, the report recognizes areas to improve.
- It was shared with me that teachers have in-service, but special education does not, and it has been expressed to have this looked at and considered.
(KJ)

Date: _____

29

BOARD OF EDUCATION
CALENDAR OF UPCOMING EVENTS

| <u>DATE</u> | <u>TIME</u> | <u>EVENT</u> | <u>LOCATION</u> |
|-------------|-------------|-----------------------|-----------------------|
| Jul 10 | 5:00 pm | Regular Board Meeting | Board Room |
| Jul 13 | 4:00 pm | Board Retreat | Board Room |
| Jul 24 | 5:00 pm | Regular Board Meeting | Board Room |
| Aug 14 | 5:00 pm | Regular Board Meeting | Board Room |
| Aug 22 | 4:30 pm | Insurance Trust | Board Conference Room |
| Aug 28 | 5:00 pm | Regular Board Meeting | Board Room |
| Sep 11 | 5:00 pm | Regular Board Meeting | Board Room |

DEBRIEFING

The Board will be debriefing at the end of each Board meeting. This will be a very short process allowing approximately one minute for each Board member to weigh in. The questions that the discussion will surround are:

1. What did we do well?
2. What could we do better?
3. What would you wish we do at our next meeting?