



AMENDED AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION

2601 Bransford Avenue, Nashville, TN 37204

Regular Meeting – June 12, 2018 – 5:00 p.m.

Anna Shepherd, Chair

TIME

5:00

- I. CONVENE and ACTION
 - A. Establish Quorum
 - B. Pledge of Allegiance
 - C. 30 Seconds in My District...

- II. AWARDS AND RECOGNITION- OUR PEOPLE
 - A. STEM Certification by AdvanceED
 - a. Rose Park Magnet Math and Science Middle School
 - b. Stratford STEM Magnet School

- III. AND THE GOOD NEWS IS...OUR STUDENTS
 - A. Church of the City Bus Donation to Cohn Learning Center

- IV. PUBLIC PARTICIPATION - OUR COMMUNITY

The Board will hear from those persons who have requested to appear at this Board meeting. In the interest of time, speakers are requested to limit remarks to three minutes or less. Comments will be timed.

 - A. Marissa Hicks – Elementary Interventions K-2
 - B. Danna Bass –
 - C. Denise Queener – Teacher Placement

- V. GOVERNANCE ISSUES- OUR ORGANIZATION
 - A. Actions
 - 1. Consent
 - a. Approval of Minutes – 04/24/18, 05/08/2018 and 05/22/2018 – Regular Meetings
 - b. Recommended Approval of Change Order #1 for New Tusculum Elementary School – RG Anderson
 - c. Recommended Approval of Change Order #4 for East Nashville Magnet High School (Stadium Improvements) – Romach, Inc.
 - d. Awarding of Purchases and Contracts
 - (1) ACT Security, LLC
 - (2) The DBQ Company DBA The DBQ Project
 - (3) Global Education Center
 - (4) Ken Smith Auto Parts, Inc.
 - (5) Lipscomb University

- (6) Mid-South Bus Center, Inc.
- (7) Performance Matters LLC
- (8) Plant the Seed
- (9) Purity Dairies, LLC (2)
- (10) School Bus Consultant, LLC
- (11) Teaching Strategies, LLC
- (12) Teachstone Training, LLC
- (13) Tennessee Department of Human Services
- (14) Universal Instructors, Inc.
- (15) University of Washington - Center for Educational Leadership
- e. Legal Settlement Claim #C-37165 (\$6,000)

**2. Recommended Approval of Name changes and revisions of
Isaiah T. Creswell Middle School of the Arts, Murrell at Glenn
and Ida B. Wells Elementary School – Naming of Schools
Committee**

VI. REPORTS – OUR ORGANIZATION

- A. Director's Report
 - 1. Literacy Plan
- B. Board Chairman's Report
 - 1. Chair Report
 - 2. Announcements

VII. WRITTEN INFORMATION TO THE BOARD

- A. Sales Tax Collections as May 20, 2018
- B. New Hire Report

VIII. ADJOURNMENT

METROPOLITAN BOARD OF PUBLIC EDUCATION MEETING –

Tuesday, April 24, 2018

Members present

Sharon Gentry, Jo Ann Brannon, Jill Speering, Anna Shepherd, Christiane Buggs, Mary Pierce, Amy Frogge

Members absent

Tyese Hunter and Will Pinkston

Meeting called to order at 5:00 PM

CONVENE and ACTION

- A. Pledge of Allegiance
Led by Tara Loba, Andrew Jackson Middle School principal.
- B. 30 Seconds in My District...
Each Board Member gave a brief update on each of their districts.

AND THE GOOD NEWS IS...

- A. Chris Whitney – Mr. Whitney addressed the Board concerning the One Generation Away program.
- B. Barry Barlow – Mr. Barlow presented the Board a presentation on the Parent Advisory Council.
- C. Early Post-secondary Opportunities – The Academies of Nashville and Career and Technical Education Offices presented a presentation on the Academies of Nashville Growth.
- D. Stoneman Douglas High School – MNPS students performed a song in honor of the Stoneman Douglas High School.

AWARDS AND RECOGNITION

- A. Tennessee's National Outstanding Assistant Principal – The Board and Dr. Joseph recognized Ms. Shelly Archuleta-Smith, a teacher at Andrew Jackson Elementary School for being Tennessee's National Outstanding Assistant Principal.

GOVERNANCE ISSUES

A. Consent

- a. Recommended Approval of Supplement #1 for Central Office Lighting Replacement and Energy Reduction Efforts – Enterprise Solutions Inc.
- b. Recommended Approval of Change Order #5 for Overton High School Additions and Renovations – American Constructors, Inc.
- c. Awarding of Purchases and Contracts
 - (1) Aquaphase, Inc.
 - (2) CDW Government LLC (CDW-G)
 - (3) Chem-Aqua, Inc.
 - (4) Michael and Susan Dell Foundation
 - (5) Teach for America, Inc.
- d. Legal Settlement Claim C-36751 (\$7,000)
- e. Settlement Agreement (\$7,500)
- f. Tenure List
- g. High School Graduation Requirements
- h. 2018-19 Perkins Action Plan and School Summary
- i. Legal Settlement L-16111 (\$175,000)

Ms. Speering pulled Item - IV-A-1-c-(5) Teach for America, Inc.

Ms. Speering read the consent agenda.

Motion to approve consent agenda as read.

Motion by Jill Speering, second by Jo Ann Brannon.

Final Resolution: Motion Passes

Yes: Sharon Gentry, Jo Ann Brannon, Jill Speering, Anna Shepherd, Christiane Buggs, Mary Pierce, Amy Frogge

Ms. Speering asked questions about Item - IV-A-1-c-(5) Teach for America, Inc.

Motion to approve IV-A-1-c-(5) Teach for America, Inc.

Motion by Sharon Gentry, second by Christiane Buggs.

Motion Passes

Yes: Sharon Gentry, Jo Ann Brannon, Anna Shepherd, Christiane Buggs, Mary Pierce

No: Jill Speering, Amy Frogge

B. Student Appeal

Motion to grant the student a hearing.

Motion by Christiane Buggs, second by Amy Frogge.

Final Resolution: Motion Passes

Yes: Sharon Gentry, Jo Ann Brannon, Jill Speering, Christiane Buggs, Amy Frogge

No: Anna Shepherd, Mary Pierce

REPORTS

A. Director's Report

1. Dr. Felder, Dr. Narcisse and Ms. Bell updated the Board on MNPS Summer Programming.

B. Board Chairman's Report

1. Ms. Shepherd gave a brief Board Chair report

C. Announcements

1. Ms. Pierce announced that J.T. Moore Middle School would be presenting Mary Poppins starting April 26th at 7:00 p.m.
2. Dr. Brannon announced that the Oliver Middle School band will perform at the MNPS PRINCIPAL'S Meeting on May 10th.

WRITTEN INFORMATION TO THE BOARD

A. Sales Tax Collections as of April 20, 2018



Chris M. Henson

Board Secretary

Anna Shepherd

Board Chair

Date

METROPOLITAN BOARD OF PUBLIC EDUCATION MEETING - Tuesday, May 8, 2018

Members present

Sharon Gentry, Jo Ann Brannon, Jill Speering, Anna Shepherd, Christiane Buggs, Tyese Hunter, Mary Pierce

Members absent

Amy Frogge and Will Pinkston

Meeting called to order at 5:00 PM

CONVENE and ACTION

A. Establish Quorum

Ms. Shepherd called the meeting to order.

B. Pledge of Allegiance

Led by Sue Kessler, principal of Hunters Lane High School.

C. 30 Seconds in My District...

Each Board Member gave a brief update on each of their districts.

AWARDS AND RECOGNITIONS

A. 2018 Academy Students of the Year – The Board and Dr. Joseph congratulated the 2018

Academy Students of the Year.

AND THE GOOD NEWS IS...

A. Student Ambassadors from Maplewood and Whites Creek High School updated the Board on each of their high school academies.

B. Students from Toy Joy Elementary performed for the Board and displayed art work during the Board meeting.

PUBLIC PARTICIPATION

- A. Erick Huth – Dr. Huth addressed the Board concerning the budget.
- B. Kaylie Williams – Ms. Williams addressed the Board concerning Reading Recovery.
- C. Marissa Hicks – Ms. Hicks addressed the Board concerning Reading Recovery.
- D. Cristen Battle – Ms. Battle addressed the Board concerning the Certification of Ten Day Suspension of Carlton Battle.
- E. Carlton Battle – Ms. Battle addressed the Board concerning his Certification of Ten Day Suspension.

GOVERNANCE ISSUES

A. Consent

- a. Approval of Minutes – 04/16/2018, 03/13/2018, 03/27/2018, 02/27/2018, 01/23/2018, 12/12/2017, 11/28/2017, 11/14/2017
- b. Recommended Approval of Change Order #3 for Martin Luther King, Jr. Magnet School Additions and Renovations – American Constructors
- c. Recommended Approval of Request #28 for Purchase of Furniture (Glenclyff, Inglewood, Rosebank, Warner, and Whitsitt Elementary Schools) – GBI Inc.
- d. Recommended Approval of Request #1 for Material Testing Services (Eagle View Elementary School) – S&ME
- e. Awarding of Purchases and Contracts
 - (1) Carver Construction Company
 - (2) East End Preparatory School
 - (3) KIPP Nashville, Nonprofit LLC
 - (4) LEAD Public Schools
 - (5) RePublic Schools
 - (6) TNTP, Inc.
 - (7) Vanderbilt University (3 contracts)
 - (8) Well Child Inc. (WCI)
- f. Section 3 - Support Service Board Policies
- g. Section 5 - Personnel Board Policies

Ms. Speering pulled Items VI-A-1-e(6), IV-A-1-f, and IV-A-1-g

Motion to approve the consent agenda as read.

Motion by Jill Speering, second by Tyese Hunter.

Final Resolution: Motion Passess

Yes: Sharon Gentry, Jo Ann Brannon, Jill Speering, Anna Shepherd, Christiane Buggs, Tyese Hunter, Mary Pierce

Ms. Speering asked questions about the following consent agenda items: VI-A-1-e(6), IV-A-1-f, and IV-A-1-g

Motion to defer VI-A-1-f- Section 3 - Support Service Board Policies and VI-A-1-e- Section 5 - Personnel Board Policies until the May 22, 2018 Board Meeting.

Motion by Jill Speering, second by Sharon Gentry.

Motion Passess

Yes: Sharon Gentry, Jo Ann Brannon, Jill Speering, Anna Shepherd, Christiane Buggs, Tyese Hunter, Mary Pierce

Motion to approve IV-A-1-e-(6)- TNTP, Inc.

Motion by Sharon Gentry, second by Tyese Hunter.

Motion Passess

Yes: Sharon Gentry, Jo Ann Brannon, Anna Shepherd, Christiane Buggs, Tyese Hunter, Mary Pierce

Not Present : Jill Speering

A. Certification of Ten Day Suspension of Carlton Battle

Dr. Joseph read the following letter:

Dear Board Members: I am writing to recommend the suspension for 10 days of Carton Battle from employment as an assistant principal with the Metropolitan Nashville Public Schools, pursuant to T.C.A. § 49-5-511. I have charged him with unprofessional conduct (conduct unbecoming to a member of the teaching profession) and inefficiency, which are grounds for his suspension pursuant to Tenn. Code Ann. § 49-5-511. These terms are specifically defined in Tenn. Code Ann. § 49-5-501. Evidence supporting these charges was set forth in my letter to Carlton Battle on May 2, 2018, a copy of which is attached. I am asking you to certify these charges by voting that if proven true, these charges warrant Mr. Battle's suspension for 10 days. Should you certify these charges, I will inform Mr. Battle of your action and formally advise him of the right to request a hearing before an impartial hearing officer. At the present time, I am only asking you to certify the charges. I am not asking you to weigh evidence either for or against the 10-day suspension. I am merely asking you to vote that the charges, if proven true, warrant suspension. If Mr. Battle requests a hearing, it will occur at some point in the future.

Accordingly, it is my recommendation that Carlton Battle be suspended for 10 days from employment with the Metropolitan Nashville Public Schools.

Motion to Certify the Ten Day Suspension of Carlton Battle

Motion by Tyese Hunter, second by Mary Pierce.

Final Resolution: Motion Passess

Yes: Jo Ann Brannon, Anna Shepherd, Christiane Buggs, Tyese Hunter, Mary Pierce

No: Sharon Gentry

Not Present : Jill Speering

REPORTS

A. Director's Report -

- a. Update of KPI Scorecard - Ms. Fentress and Ms. Hansen presented an update on the KPI Scorecard to the Board.

B. Announcements

1. Dr. Brannon announced that Shayne Elementary School would be performing the Lion King on May 9th.
2. Ms. Pierce announced that she would be attending Eakin Elementary School presentation of 101 Dalmatians on May 9th at 6:30 p.m. She also announced that West End Middle would be presenting The Wizard Oz at 6:00 p.m. on May 9th.
3. Dr. Gentry congratulated Hume Fogg's Choir for winning a recent competition.
4. Ms. Shepherd announced that this week was School Nutrition Employee Week and Teacher Appreciation Week.

ADJOURNMENT

Ms. Buggs adjourned the meeting at 6:51 p.m.



Chris M. Henson
Board Secretary

Anna Shepherd
Board Chair

Date

METROPOLITAN BOARD OF PUBLIC EDUCATION MEETING - Tuesday, May 22, 2018

Members present

Sharon Gentry, Jo Ann Brannon, Anna Shepherd, Christiane Buggs, Tyese Hunter, Mary Pierce

Members not present

Will Pinkston, Jill Speering, Amy Frogge

Meeting called to order at 5:00 PM

CONVENE and ACTION

A. Establish Quorum

Ms. Shepherd called the meeting to order.

B. Pledge of Allegiance

Led by Dr. David Williams

GOVERNANCE ISSUES

A. Consent

- a. Approval of Minutes – 4/10/2018 – Regular Meeting
- b. Recommended Award of Contract for General Construction for Goodlettsville Middle School - Excel Builders of Tennessee
- c. Recommended Award of Contract for General Construction for Murrell School at Glenn Elementary School – Orion Building Corporation
- d. Recommended Approval of Request #1 for Summer Portable Moves (Various Schools) – Carlos Lewis & Sons House Movers
- e. Recommended Approval of Request for Small Scope Projects at Various Schools (DuPont Elementary School, East Nashville Magnet High School, and Glenn Elementary School – Kitchen Hood Replacement) – Bomar Construction Company
- f. Recommended Approval of Request for Small Scope Projects at Various Schools (Whites Creek High School, Robert E. Lillard Elementary School, and DuPont-Tyler Middle School - Kitchen Hood Replacement) – Orion Building Corporation
- g. Awarding of Purchases and Contracts
 - (1) The College Board
 - (2) Lellyett and Rogers Company
 - (3) TeachTown, Inc.
- h. Legal Settlement Claim #C-36804 (\$12,000)
- i. Section 3 - Support Service Board Policies
- j. Section 5 - Personnel Board Policies

Dr. Brannon read the consent agenda.

Motion to approve the consent agenda as read.

Motion by Jo Ann Brannon, second by Sharon Gentry.

Final Resolution: Motion Passes

Yes: Sharon Gentry, Jo Ann Brannon, Anna Shepherd, Christiane Buggs, Tyese Hunter, Mary Pierce

B. Revised Fiscal Year 2018-2019 Operating Budget – Budget and Finance Committee

Motion to approve the Revised Fiscal Year 2018-2019 Operating Budget.

Motion by Sharon Gentry, second by Tyese Hunter.

Final Resolution: Motion Passes

Yes: Sharon Gentry, Jo Ann Brannon, Anna Shepherd, Christiane Buggs, Tyese Hunter, Mary Pierce

AWARDS AND RECOGNITION

- A. National Music Recognitions – The Board and Dr. Joseph recognized Band Directors at the following schools: Meigs Middle School Orchestra and Band, Bellevue Middle School Band, Oliver Middle School Band and McGavock High School for outstanding performances by their students.

REPORTS

- A. Director's Report
 - a. Budget Implications for Revised Fiscal Year 2018-2019 Operating Budget - Dr. Joseph gave a brief update on the budget implications for the revised budget.
- B. Chair Report – Ms. Shepherd gave a brief report.
- C. Announcements
 - 1. Dr. Brannon congratulated all of the 2018 graduates.
 - 2. Ms. Pierce congratulated Youil Yao the Valedictorian of MLK Magnet High School.
 - 3. Ms. Buggs congratulated her youngest sister for graduating from East Magnet High School.

WRITTEN INFORMATION TO THE BOARD

A. HR New Hire Report

ADJOURNMENT

Ms. Buggs adjourned the meeting at 5:20 p.m.



Chris M. Henson
Board Secretary

Anna Shepherd
Board Chair

Date

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. RECOMMENDED APPROVAL OF CHANGE ORDER #1 FOR NEW TUSCULUM ELEMENTARY SCHOOL – RG ANDERSON

We are requesting approval to make the following changes to this contract:

1. Add four (4) Classrooms	\$ 1,237,000
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Total change order amount	\$ 1,237,000
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It is recommended that this change order be approved.

Legality approved by Metro Department of Law.

FUNDING: 80405015.507250

DATE: June 12, 2018

c. RECOMMENDED APPROVAL OF CHANGE ORDER #4 FOR EAST NASHVILLE MAGNET HIGH SCHOOL (STADIUM IMPROVEMENTS) – ROMACH, INC.

We are requesting approval to make the following changes to this contract:

1. Add replacement of goalposts supplied by others	\$ 6,220.70
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2. Add curb location adjustment at Northeast corner of track	\$23,886.92
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3. Deduct for counter revisions at concessions building	\$ (3,656.05)
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4. Add gates and fence at concessions building	\$ 8,835.34
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5. Replace sidewalk on visitors side	<u>\$18,110.92</u>
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Total change order amount	\$53,397.83
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It is recommended that this change order be approved.

Legality approved by Metro Department of Law.

FUNDING: 80404317.507250

DATE: June 12, 2018

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

d. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: ACT Security, LLC

SERVICE/GOODS (SOW): Amendment #1 to increase the not to exceed amount by \$400,000 to \$650,000. Contract is to furnish all supervision, transportation, labor, material, and equipment to provide emergency repair, routine repair/replacement/improvement services, and maintenance on MNPS fire alarm system equipment as requested district-wide. Contract is to ensure safe and reliable fire alarm system coverage.

SOURCING METHOD: ITB # 16-6

TERM: July 13, 2018 through September 14, 2020

FOR WHOM: All MNPS

COMPENSATION: Total compensation under this contract is not to exceed \$650,000.

OVERSIGHT: Maintenance

EVALUATION: Ability to meet requirements identified in Scope of Work.

MBPE CONTRACT NUMBER: 2-219582-00A1

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

e. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: The DBQ Company DBA The DBQ Project

SERVICE/GOODS (SOW): Honors Supplementary Curriculum in English Language Arts (ELA) and Social Studies for Grades 6-8.

SOURCING METHOD: RFP # 18-5

TERM: June 13, 2018 through June 12, 2023

FOR WHOM: All MNPS Middle Schools

COMPENSATION: Teacher Resource Binder without DBQ Online - \$351 each
Teacher Resource Binder with DBQ Online - \$225 each
DBQ Online Site License - \$375 per title per site location
Student Consumable Book - \$12.50 per book
Professional Development - \$2,500 per presenter per day

Total compensation under this contract is not to exceed \$400,000.

OVERSIGHT: Curriculum & Instruction

EVALUATION: Quality and timeliness of the materials and training received.
Effectiveness of the materials and training in classroom application.

MBPE CONTRACT NUMBER: 2-695773-00

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

f. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Global Education Center

SERVICE/GOODS (SOW): Amendment #1 to add the 2018-2019 scope of work, extend the contract term to June 30, 2019, and increase the contract value by \$50,000. Contract is for the provision of multi-cultural programs for Pre-K students at Cambridge Early Learning Center.

SOURCING METHOD: Grant Named – Pre-K Expansion Grant

TERM: June 13, 2018 through June 12, 2019

FOR WHOM: MNPS Pre-K students at Cambridge Early Learning Center

COMPENSATION: Multicultural drum and dance classes: \$300 per day
Hands-on cultural presentations: \$500 per presentation
Inter-generational family programs: \$1,500 per program
Teaching materials, supplies, instruments, and dance props: \$500 total
Administrative planning and staff training costs: \$250 per month
Teacher training on using culture boxes: \$1,200 total

Total compensation under this contract is not to exceed \$115,000.

OVERSIGHT: Federal Programs

EVALUATION: Quality of programs, materials, and training provided.

MBPE CONTRACT NUMBER: 2-332595-04A1

SOURCE OF FUNDS: Federal Funds – Pre-K Expansion Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

g. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Ken Smith Auto Parts, Inc.

SERVICE/GOODS (SOW): Contract for the provision of various batteries on an as-needed basis.

SOURCING METHOD: RFP # 18-12

TERM: June 13, 2018 through June 12, 2023

FOR WHOM: Transportation

COMPENSATION: BCI #27M, Deep Cycle/Dual Terminal	\$	77.31
BCI #31, Commercial Cycle/Dual Purpose	\$	90.28
BCI #31 Stud, Commercial Cycle/Dual	\$	90.28
BCI #31, Marine, Dual Terminal	\$	81.78
BCI #34	\$	73.91
BCI #48	\$	92.95
BCI #49, Starting Battery	\$	99.31
BCI #65	\$	82.03
BCI #78	\$	76.53
BCI #86	\$	105.85
BCI #94R, Starting Battery	\$	105.85
Pick up of old/used batteries	\$	0.00

Total compensation under this contract is not to exceed \$650,000.

OVERSIGHT: Transportation

EVALUATION: Accuracy and timeliness of orders and deliveries.

MBPE CONTRACT NUMBER: 2-460263-00

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

h. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Lipscomb University

SERVICE/GOODS (SOW): Amendment #5 to update the contract term and to modify the per square foot lease rate. Contract is for a lease agreement between MNPS and Lipscomb University at Stokes School.

SOURCING METHOD: Lease agreement

TERM: June 13, 2018 through June 12, 2021

FOR WHOM: Facilities & Construction

COMPENSATION: Commencing on July 1, 2018 and continuing throughout the first 12-month period of the term, Lessee agrees to pay Lessor an annual "rent" for the use of the premises as follows:

\$5.68 per square foot

Monthly rent will be $13,850 \text{ ft}^2 \times \$5.68 \text{ per ft}^2 / 12 \text{ months} = \$6,555.66$

Lessee shall pay rent to Lessor in monthly installments. Annually, beginning with July of each successive 12-month period, this rental rate shall increase by five percent (5%) each year throughout the Term of the Lease. This 5% increase will begin July 2019 or when a new lease agreement is agreed upon.

OVERSIGHT: Facilities & Construction

EVALUATION: Lease is paid timely and in full.

MBPE CONTRACT NUMBER: 2-222500-10A5

SOURCE OF FUNDS: Revenue

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

i. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Mid-South Bus Center, Inc.

SERVICE/GOODS (SOW): Contract for the provision of School Buses with lift apparatus.

SOURCING METHOD: RFP # 18-10

TERM: June 13, 2018 through June 12, 2019

FOR WHOM: Transportation

COMPENSATION: First 14 buses: \$106,117 (14 include trade-in consideration)

All other buses: \$107,867

Total compensation under this contract is not to exceed \$2,500,000.

OVERSIGHT: Transportation

EVALUATION: Accuracy and delivery of new buses as well as pick up of trade in buses.

MBPE CONTRACT NUMBER: 2-171347-10

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

j. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Performance Matters LLC

SERVICE/GOODS (SOW): TrueNorthLogic Platform - Amendment #1 to extend the contract term to June 30, 2019 and increase compensation by \$160,000 to reach a new not to exceed value of \$690,004. Contract is for Contractor's TrueNorthLogic personalized professional development management platform.

Unify Platform - Amendment #2 to extend the contract term to June 30, 2019 and increase compensation by \$411,000 to reach a new not to exceed value of \$1,005,275. Contract is for Contractor's Unify platform for student assessments and analysis. Unify provides a resource to teachers for building and administering their formative assessments.

SOURCING METHOD: Piggy Back – Shelby County Schools (RFP#03/22/2016)
Piggy Back – School Board of Orange County, Florida
(RFP#1304078)

TERM: June 13, 2018 through June 12, 2019

FOR WHOM: All MNPS employees and students

COMPENSATION: TrueNorthLogic Platform - \$160,000 for the TrueNorthLogic Professional Development module.

Total compensation under this contract is not to exceed \$690,004.

Unify Platform - \$387,000 for district-wide assessment and analytics and \$24,000 for 10 days of on-site professional development in the construction of test items and assessments.

Total compensation under this contract is not to exceed \$1,005,275.

OVERSIGHT: Instructional Technology; Research, Assessment & Evaluation

EVALUATION: Timeliness of product delivery and accuracy and effectiveness of assessment results.

MBPE CONTRACT NUMBER: 2-276664-00A1 and 2-276664-01A2

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

k. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Plant the Seed

SERVICE/GOODS (SOW): Amendment #6 to add the 2018-2019 scopes of work for Cambridge Early Learning Center and Whitsitt Elementary School, extend the contract term to June 30, 2019, and increase the contract value by \$192,400. Contract is for the provision of gardening education and outdoor classrooms.

SOURCING METHOD: Grant Named – Pre-K Expansion Grant

TERM: June 13, 2018 through June 12, 2019

FOR WHOM: MNPS Pre-K students at Cambridge Early Learning Center and Whitsitt Elementary School

COMPENSATION: This Amendment increases total compensation under this contract by \$192,400 to cover the provision of delivering garden-based lessons, maintaining and enhancing the educational growing spaces, and developing pilot training and sustainability models.

Total compensation under this contract is not to exceed \$1,184,746.

OVERSIGHT: Federal Programs

EVALUATION: Timely delivery and quality of program.

MBPE CONTRACT NUMBER: 2-177008-00A6

SOURCE OF FUNDS: Federal Funds – Pre-K Expansion Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

I. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Purity Dairies, LLC

SERVICE/GOODS (SOW): Provide and deliver milk to MNPS schools.

SOURCING METHOD: ITB # 18-6

TERM: June 13, 2018 through June 12, 2019

FOR WHOM: All MNPS schools

COMPENSATION: In accordance with Attachment A - Cost Spreadsheet

Total compensation under this contract is not to exceed \$3,500,000.

OVERSIGHT: Nutrition Services

EVALUATION: Accuracy and speed of delivery.

MBPE CONTRACT NUMBER: 2-172500-10

SOURCE OF FUNDS: Nutrition Services Fund

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

m. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Purity Dairies, LLC

SERVICE/GOODS (SOW): Provide and deliver frozen desserts to MNPS schools.

SOURCING METHOD: ITB # 18-7

TERM: June 13, 2018 through June 12, 2019

FOR WHOM: All MNPS schools

COMPENSATION: In accordance with Exhibit A - Cost Spreadsheet

Total compensation under this contract is not to exceed \$30,000.

OVERSIGHT: Nutrition Services

EVALUATION: Accuracy and speed of delivery.

MBPE CONTRACT NUMBER: 2-172500-11

SOURCE OF FUNDS: Nutrition Services Fund

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

n. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: School Bus Consultants, LLC

SERVICE/GOODS (SOW): Amendment #3 to increase the not to exceed value by \$ 2,955,000, attach Attachment B - MOU, and modify scope to not include any consulting services. Contract 2-177796-01 is to provide Consulting Services for Tyler Technologies GPS software and substitute bus drivers as needed.

SOURCING METHOD: Sole Source

TERM: June 13, 2018 through June 12, 2020 (amendment term)

FOR WHOM: Transportation

COMPENSATION: In accordance with Attachment B - MOU.

Total compensation under this contract is not to exceed \$6,000,000.

OVERSIGHT: Transportation

EVALUATION: Delivery of School Bus Drivers.

MBPE CONTRACT NUMBER: 2-177796-01A3

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

o. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Teaching Strategies, LLC

SERVICE/GOODS (SOW): Amendment #9 to add the 2018-2019 scope of work, extend the contract term to August 31, 2019, and increase the contract value by \$88,621.30. Contract is for Pre-K professional development, online assessments, and curriculum.

SOURCING METHOD: Grant Named - Pre-K Expansion Grant

TERM: June 13, 2018 through June 12, 2019

FOR WHOM: MNPS Pre-K staff and teachers

COMPENSATION: GOLD Online Assessment Portfolios: \$12.95 each. GOLD Archives: No charge. GOLD Plus by Teaching Strategies: \$250 each.

Total compensation under this contract is not to exceed \$1,527,421.30.

OVERSIGHT: Federal Programs and Pre-K

EVALUATION: Quality of online assessment products and services.

MBPE CONTRACT NUMBER: 2-214201-01A9

SOURCE OF FUNDS: Federal Funds - Pre-K Expansion Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

p. VENDOR: Teachstone Training, LLC

SERVICE/GOODS (SOW): Amendment #2 to add the 2018-2019 scope of work, extend the contract term to July 31, 2019, and increase the contract value by \$16,275. Contract is for individual and "Train the Trainer" professional development for Contractor's CLASS (Classroom Assessment Scoring System) products and services around assessment and intervention in Pre-K classrooms.

SOURCING METHOD: Grant

Named - Pre-K Expansion Grant

TERM: June 13, 2018 through June 12, 2019

FOR WHOM: MNPS Pre-K staff and teachers

COMPENSATION: Pre-K CLASS Group Coaching Participant Package: \$175 per package.
Pre-K Train-the-Trainer at Regional Event: \$4,700 per participant.
Pre-K CLASS Calibration: \$80 per participant.
Pre-K CLASS Observer Recertification: \$125 per observer.
Pre-K CLASS Scoresheets: \$15 per package of 5 booklets. Shipping and handling: \$25.

Total compensation under this contract is not to exceed \$170,310.

OVERSIGHT: Federal Programs and Pre-K

EVALUATION: Schedule adherence and quality of services defined in Contractor's scope of work.

MBPE CONTRACT NUMBER: 2-866218-03A2

SOURCE OF FUNDS: Federal Funds - Pre-K Expansion Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

q. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Tennessee Department of Human Services

SERVICE/GOODS (SOW): Grant for the funding for five (5) Transition Coaches to provide enhanced, concentrated transition services to MNPS students with disabilities for post- secondary activities leading to employment.

SOURCING METHOD: Grant (School to Work Program)

TERM: July 1, 2018 through September 30, 2019

FOR WHOM: MNPS students eligible for the services provided under this Grant.

COMPENSATION: Total Grant funding (net of Maintenance of Effort deductions) under the resulting contracts is $\$34,580.78 + \$138,323.12 = \$172,903.90$.

Total compensation under this contract is not to exceed \$172,903.90.

OVERSIGHT: Exceptional Education; Federal Programs

EVALUATION: Quality of services provided.

MBPE CONTRACT NUMBER: 2-222414-01 and 2-222414-02

SOURCE OF FUNDS: Revenue

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

r. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Universal Instructors, Inc.

SERVICE/GOODS (SOW): Amendment #2 to the contract for Teacher Recruitment Services. Contractor will recruit external and internal candidates for possible hiring by MNPS as well as providing professional development and assistance in preparing for Praxis exams. This amendment adds an additional \$30,000 of available compensation to the contract.

SOURCING METHOD: Sole Source

TERM: June 13, 2018 through December 31, 2018

FOR WHOM: Human Resources

COMPENSATION: One-time fee of \$2,499.99 for internal candidates and \$4,999.99 for external candidates.

Total compensation under this contract is not to exceed \$100,000.

OVERSIGHT: Human Resources

EVALUATION: Teacher retention rates from first year to second year, teacher performance as evidenced from TEAM teacher evaluation composite scores, teacher performance as evidenced from TVAAS individual teacher effect data when available and teacher performance as evidenced by TRIPOD survey data, when available.

MBPE CONTRACT NUMBER: 2-00702-00A2

SOURCE OF FUNDS: Federal Funds - Title IIA

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

s. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: University of Washington - Center for Educational Leadership

SERVICE/GOODS (SOW): Amendment #1 to add an updated scope of work for the 2018-2019 school year, extend the contract term, and increase compensation by \$73,070 on the contract. Contract is for the provision of professional development, training, and facilitation of executive and senior staff retreats for the purpose of increasing and improving Central Office capacity and skills in supporting and developing MNPS principals as instructional leaders.

SOURCING METHOD: Sole Source

TERM: June 13, 2018 through June 12, 2019

FOR WHOM: MNPS executive and senior staff and all MNPS school principals

COMPENSATION: One (1) day with one (1) Center for Educational Leadership (CEL) faculty: \$3,625 each day. Eight (8), 1-hour sessions with one (1) CEL faculty (virtual): \$385 per hour. Program Management: \$4,425 total. One (1) copy of Inquiry Binder and one (1) copy of Learning Walkthrough Basics booklet; and Handout set for 1-50 people: \$315 total.

Total compensation under this contract is not to exceed \$196,945.

OVERSIGHT: Chief of Schools

EVALUATION: Feedback on effectiveness of training from program participants.

MBPE CONTRACT NUMBER: 2-444849-01A1

SOURCE OF FUNDS: Operating Budget

Metro Nashville Public Schools
Comprehensive Literacy Plan
Working Draft – Updated 5/25/18

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Our Call to Action

“This is the greatest civil right we can give our children – the ability to read, speak, and comprehend. Literacy is the one area that can have the most significant and long-term positive impact on a student’s educational success and their success in life overall.”ⁱ

These words, spoken by MNPS Director Dr. Shawn Joseph, embody our beliefs about and commitment to literacy. **Literacy is more than a skill, habit, or understanding – it’s a gatekeeper to opportunity.** People who are literate have expanded access to academic opportunities, such as advanced coursework and postsecondary education, as well as personal and professional opportunities, including higher-paying jobs, home ownership, and better health. Conversely, those who are not proficient in literacy often face a wide range of challenges: low literacy rates correlate with low graduation rates, sporadic employment, increased dependence on social programs, and higher rates of incarceration.ⁱⁱ

Because literacy is so central to fulfilling life and liberty, we view literacy instruction not as a subject we *should* teach, but as a **civil right** we *must* provide to our children.

What is Literacy?

Literacy is the ability to read, write, listen, speak, and think critically in order to build and communicate knowledge. These abilities should be able to be applied flexibly across academic subjects and cultural contexts and with a range of media, including visual, audible, and digital materials.ⁱⁱⁱ

The Cost of Low Literacy

Nearly **9 out of 10** high school dropouts struggled to read in third grade.

- The Annie E. Casey Foundation ^{iv}

Youth who fail to complete high school by age 20 are **twice as likely** to have sporadic employment and **seven times more likely** to be persistently poor as young adults.

- The Urban Institute ^v

Two-thirds of all youth who interface with the juvenile court system could not read proficiently in fourth grade.

- U.S. Department of Justice ^{vi}

The private sector spends an estimated **\$3.1 billion** annually to improve the literacy skills of entry-level workers.

- National Commission on Writing ^{vii}

Our goal as a district is to create an environment that promotes active student engagement and consistent improvement in academic achievement among Pre-K-12 students from all backgrounds and programs.^{viii}

Link to Strategic Framework and Three Core Actions

This literacy plan supports the broader work of the district. Specifically, this plan will help us realize the following goals of our **Strategic Framework**:

- GOAL 1: *Create an environment that promotes active student engagement and consistent improvement in academic achievement among pre-K-12 students from all backgrounds and programs.*
- GOAL 4: *Create strong partnerships with our family members, guardians, and the community to collectively improve student outcomes and MNPS' contribution to greater Nashville.*

Additionally, the vision for literacy laid out in this plan affirms and builds on the **Three Core Actions** the district has already identified as priorities for literacy instruction. The Three Core Actions are:

1. **Text:** Focus each lesson on a high-quality text (or multiple texts).
Foundational Skills: Ensure that instruction and materials explicitly and systematically provide all students with the opportunity to master foundational skills.
2. **Talk:** Ask questions and facilitate discussions that prompt critical thinking and guide students toward deeper comprehension of the text(s).
3. **Task:** Employ text-specific and standards-aligned tasks, both oral and written, that engage all students in the content of the lesson.

The Purpose of this Plan

What is a comprehensive literacy plan and why does it matter?

A literacy plan is an essential blueprint for improving student achievement. It presents a comprehensive and shared vision of what literacy learning should look like in our district. It builds off the district's Strategic Framework and seeks to connect to the community as a whole. The plan's main purpose is to set clear expectations for rigor in curriculum content and for the ways content is shared with students. The plan provides recommendations for

intentional and differentiated reading and writing practices for grades PreK-12 and serves as an information storehouse and agenda for student literacy goals.

The plan will also serve as a guide for MNPS as we make calculated efforts to increase student proficiency in literacy and provide a consistent framework from which to work. The comprehensive literacy plan, along with the **district's instructional framework**, provide a roadmap for high-quality, integrated instruction that supports the goals of our academic standards and prepares students for postsecondary education and the workforce.

This literacy plan is not designed to take the place of existing priorities, nor should it be viewed as something new. Rather, it seeks to bring together current initiatives, such as the Three Core Actions and **Balanced Literacy 2.0**, within a contextualized space. This literacy plan is not a to-do list; it is a discussion about what we believe about literacy and the ways students should think and feel as they engage in literacy learning.

This document is a starting point for teachers, schools, and other stakeholders as we reflect on learning, instruction, and student achievement. The information in this plan and our ongoing observations of its implementation will inspire innovation and further literacy work across all content areas.

Who is this plan for?

This plan is written with all stakeholders in mind. We hope that students, teachers, school and district leaders, families, and community members see themselves and their priorities reflected throughout this plan.

School and district leaders and teachers in all grade levels should actively use the literacy plan to guide decision making around instruction, programming, and resource allocation. Non-English Language Arts (ELA) teachers should also review this plan closely and look for ways to support and develop students' diverse literacies across the content areas. Likewise, families and community members should actively explore this plan and find ways to integrate its recommendations into homes, neighborhoods, and other out-of-school settings.

As a school district, making sure all children receive excellent literacy instruction is our chief priority. But, the stakes are high, and we can't do it alone. All members of our community – teachers, principals, families, community associations, businesses, faith-based communities, elected officials – possess knowledge, resources, or relationships that can support our children in meeting their literacy goals. This literacy plan is an invitation to all of Nashville to learn more about what literacy is, what it can and should look like within classrooms, and how it can be

developed outside of classrooms. This plan is an opportunity to build a shared vision of student success and reflect more deeply on how students should think and feel while they learn.

Most importantly, this plan is an invitation to join us. We believe that if all stakeholders share a clear understanding of what literacy learning should look like and a bold commitment to doing their part, **together we can give our children the rights and opportunities they deserve.**

Using this Plan

This plan is designed to provide clear and actionable information to its many and diverse readers. The next section, “Where We Are and Where We’re Heading” outlines the district’s current literacy achievement and sets specific metrics for moving forward. The section on “Advanced Literacy” defines and describes what high-quality literacy learning should look and feel like. It outlines specific hallmarks of advanced literacy instruction and illustrates these hallmarks through a series of classroom portraits. We include specific sections that discuss the role of advanced literacy across the content areas and offer guidance on how to support diverse learners. We also created a section with suggestions for how families and community members can engage in the work of literacy learning alongside our children. Finally, the “Commitments” section lists the district’s specific goals for actualizing improvement.

We encourage all readers of this document to ask questions, make connections, and identify the information and recommendations that are most relevant to them. Furthermore, we hope that by sharing a common language and vision for literacy in our city, we will increase collaboration and accountability and make more aligned, strategic, and unified decisions that support all students.

Throughout this plan, you will read about **advanced literacy**. Advanced literacy is an approach to literacy learning that emphasizes critical thinking, knowledge building, and communication within rigorous and authentic instructional environments. The goal of advanced literacy instruction is to empower students with knowledge and skills that increase their access to academic, professional, and personal opportunities. Our vision for advanced literacy is informed by Tennessee’s academic standards, state and local policy, current research in the field of education, and a sincere belief that all children can learn.

More information about advanced literacy can be found on **page x**.

Where We Are and Where We're Heading

Current district data show that 27.8% of third graders and 22.8% of eighth graders demonstrated *On Track* or *Mastered* achievement in the area of English language arts, as measured by the state's summative assessment. In high school, 22.8% of students passed the English I End of Course exam and 30.7% passed it for English II. The average composite ACT (American College Testing) score for students in MNPS in 2017 is 19.0, compared to a state average of 19.6 and a national average of 21.0. These literacy scores are comparable to results from past years, even as literacy has been a district priority for decades.^{ix}

While MNPS has seen improvement in recent years, including an increase in English II proficiency and higher graduation rates, we know that our present rates of achievement are not sufficient given the significant real-world impact of literacy. **Moving forward, both our ambition and sense of urgency is high.** We are committed to a set of goals, outcomes, and actions that are targeted, bold, and, most importantly, transformative for our community.

GOAL:

All MNPS students will become *proficient in advanced literacy* by participating in daily and rigorous instruction that builds *knowledge*, promotes *critical thinking*, and encourages *thoughtful* and *confident speaking, listening, reading, and writing*.

First and foremost, our goal is for all students to develop the advanced literacy knowledge and skill needed to take full advantage of academic and personal opportunities. This includes the capacity and academic record needed to choose a postsecondary pathway or career of interest. For students to reach this goal, they must have access to an academic environment where they can participate in daily and rigorous literacy instruction that builds knowledge and vocabulary across all content areas, promotes critical thinking, and encourages them to be thoughtful, precise, and confident communicators.

Through challenging and interesting reading and writing experiences, students will develop advanced literacy proficiencies. As a result, we will expect the following outcomes:

Outcome #1:

By 2025, MNPS will - at least - double the number of third graders who are able to demonstrate grade level literacy knowledge and skill, from 27.8% to 56%, as measured by 1) a nationally-normed interim benchmark assessment, administered three times per year, and 2) the state summative assessment.

Third grade is a benchmark year for elementary students. Children reading on or above grade level by the end of third grade are likely to stay on or above level and graduate

high school on time.^x Also, students' attitudes toward school begin to cement at this age. Children who feel confident in their reading and find it enjoyable are more likely to seek out opportunities to read and write both in and out of school.

Outcome #2:

Beginning in the 2018-19 school year, all middle schools will increase literacy proficiency by 3% annually, as measured by 1) Measures of Academic Progress: Reading (MAP-R), a nationally-normed interim benchmark reading assessment, administered three times per year, and 2) TNReady, the state's summative assessment.

Middle school students who are proficient in English language arts have greater access to higher-level high school coursework, including Advanced Placement and International Baccalaureate classes. Furthermore, students who enter high school on grade level are able to complete their required coursework on time, creating opportunities to take elective classes that develop their talents and spark interest in post-secondary coursework and careers. Conversely, students who enter high school unable to read on grade level must often repeat required classes, delaying graduation and creating a sense of frustration that can lead to dropping out.

Outcome #3:

Beginning in the 2018-19 school year, all high schools will increase their average combined Reading and English ACT score by at least 0.1 points annually.

The ACT sets a benchmark score of 18 for English and 22 for Reading. According to the ACT, students who earn these scores have a high probability of success in postsecondary coursework^{xi}. Additionally, these scores satisfy requirements for postsecondary remedial coursework and make students eligible for the HOPE scholarship. Students who have to take remedial coursework must delay taking the credit-bearing classes needed for certificates and degrees, which can extend the number of semesters students spend in school and increase tuition costs.

Outcome #4:

Beginning in the 2018-19 school year, all schools will reduce the percentage of students considered "at risk" in reading by 3%, as measured by 1) Measures of Academic Progress: Reading (MAP-R).

Students who fall behind in reading often become limited in their ability to access grade-level content and engage in learning alongside their peers. Ensuring students receive the support they need to catch up, at all levels and especially early on, is critical to providing equitable opportunities for all.

Note: Outcomes may be revised or added once baseline data is established. We commit to regularly reviewing our assessment tools to ensure our priorities are appropriately reflected in our measurements. Specifically, we will look to add authentic measures that more accurately capture students’ speaking, writing, and critical thinking abilities across content areas. We are also investigating ways to better incorporate the work of families and community members within our outcomes.

These outcomes, connected together, create a trajectory of student achievement from elementary school through high school and postsecondary. They highlight the need for literacy support and development throughout students’ schooling and underscore the significant role literacy plays in a child’s academic and personal life.

It is essential to remember that these outcomes, though important, are proxy indicators of our real goal: **that all MNPS students are broadly knowledgeable, critical thinkers who are able to communicate their understandings clearly and with purpose.** We commit to supporting all students in meeting this goal, regardless of their age, family income, English proficiency, abilities and disabilities, current level of achievement in school, or any other trait or circumstance.

Defining Advanced Literacy

Students growing up in the 21st century experience new demands as learners. The creation and expansion of new technologies, rapid industrial change, and globalization require students and professionals to regularly – and quickly – learn, apply, adjust, assess, and solve new information and problems. The way we teach literacy must also then evolve, with less attention paid to memorization and the mastery of static skills and more focus given to critical and creative thinking, analysis, communication, collaboration, and the ability to apply literacy learning flexibly and in diverse settings. We define this kind of literacy teaching and learning, with a focus on developing knowledge, thinking, and application, as ***advanced literacy***.

What is Advanced Literacy?

Advanced literacy is an approach to literacy learning that emphasizes critical thinking, knowledge building, and communication within rigorous and authentic instructional environments. The goal of advanced literacy instruction is to empower students with knowledge and skills that increase their access to academic, professional, and personal opportunities, and along the way foster a lifelong interest in reading and writing.

Authenticity and Purpose

Advanced literacy requires students to read, write, listen, and speak, but with a purpose that extends beyond the simple demonstration of those abilities. Advanced literacy instruction pushes students to read, write, listen, and speak in pursuit of deeper comprehension, meaning making, vocabulary development, and knowledge building. Students empowered by advanced literacy knowledge approach their learning with authentic goals: they use their literacies to solve problems, pursue lines of inquiry, develop hobbies and interests, build and share new knowledge, better understand or communicate with particular audiences, and improve their communities.

Meaningful Expression

Advanced literacy places equal emphasis on expression – speaking and writing – as it does on receptive comprehension (listening and reading). When students can communicate clearly and compellingly, they are able to initiate their own opportunities, advocate for their interests, collaborate with others, and contribute to civic and democratic discourse.

Student Voice

Instruction that supports advanced literacy does not position the teacher as the director of learning, but rather recognizes students as meaning makers and pushes them to do the heavy lifting of comprehending, evaluating, and presenting information and opinions. This approach

to learning values the experiences and ideas that students bring with them to school as assets onto which new knowledge can be built.

A Belief in All Students

We believe that all students are capable of developing and mastering advanced literacies, regardless of their age, background experiences, socioeconomic status, native language, or past academic performances. In fact, we believe that students are more likely to engage with and achieve advanced literacy when instruction is challenging, enables them to build new and useful knowledge and skills, encourages discussion and creative thinking, and invites them to make connections with their various identities and communities.

The Seven Hallmarks of Advanced Literacy

The goal of advanced literacy instruction is to empower students with knowledge and skills that increase their access to academic, professional, and personal opportunities. To achieve this goal, advanced literacy instruction must reflect a specific set of beliefs and actions about teaching and learning.

In MNPS, we assert and embrace the following hallmarks of advanced literacy instruction.

While each hallmark stands alone as important, all hallmarks are connected and work together to create a learning environment centered on knowledge building, critical thinking, and thoughtful expression. We believe that all students deserve rigorous and authentic instruction and, with appropriate differentiation, are capable of the high levels of engagement and achievement represented by these hallmarks.

These hallmarks are aligned with current district initiatives, including Balanced Literacy 2.0 and the Three Core Actions, and seek to position the district's ongoing work within a broader framework for teaching and learning that emphasizes mindsets alongside instructional actions.

1. Advanced literacy is nurtured authentically in all subjects

Students should be given opportunities to read, write, listen, and speak in all of their academic subjects. Students should be taught the specific ways of reading, writing, and communicating that are authentic to the subject they are studying.

2. Advanced literacy develops strong foundational and language skills that support comprehension

Foundational and language skills, such as phonics, fluency, and conventions of standard English, should be taught explicitly and systematically at all grade levels. Students should be given frequent opportunities to apply these skills in the context of authentic reading and writing activities.

3. Advanced literacy requires regular practice with complex and worthy texts

Frequent engagement with rigorous texts prepares students for the increasing literacy demands they'll encounter in postsecondary courses and in the workforce. Exposure to informative and well-crafted texts builds students' knowledge of the world and provides models on which they can base their own writing.

4. Advanced literacy requires frequent opportunities for student interaction and talk

Classroom discussion gives students practice explaining information, ideas, and arguments. It creates opportunities to listen to alternative ideas and encourages

students to adjust and expand their thinking. When class time is devoted to student-led talk, teachers step back, elevating kids' voices and creating a culture where everyone's ideas are valued. MNPS uses an Accountable Talk® model, which stresses accountability to the learning community, to accurate knowledge, and to rigorous thinking.

5. Advanced literacy requires regular practice with rigorous and authentic tasks

Tasks are the activities students engage with in response to the texts they read. Tasks prompt students to reread closely, analyze language and graphics, debate meaning, and develop their own interpretations of a text. Thoughtfully-created and challenging tasks strengthen students' understanding of texts by pushing them to think in deeper and different ways.

6. Advanced literacy is relevant to students' lives

Literacy teaching should incorporate and reflect students' interests and cultural backgrounds and help them think about and solve issues and problems that matter to them. When learning feels personal and purposeful, student motivation and joy increase.

7. Advanced literacy recognizes and develops students' *literacies*

"Advanced literacy" does not mean advancing only a specific kind of literacy, such as academic literacy, but rather supporting students in developing a range of thinking and communication abilities, or *literacies*. These include digital, visual, and multicultural literacies.

Hallmark #1: Advanced literacy is nurtured authentically in all subjects

Core Action 1 – Text: Focus each lesson on a high-quality text (or multiple texts).

Foundational Skills: Ensure that instruction and materials explicitly and systematically provide all students with the opportunity to master foundational skills.

Core Action 2 – Talk: Ask questions and facilitate discussions that prompt critical thinking and guide students toward deeper comprehension of the text(s).

Core Action 3 – Task: Employ text-specific and standards-aligned tasks, both oral and written, that engage all students in the content of the lesson.

Students should be given opportunities to read, write, listen, and speak in all of their academic subjects. **Literacy is complex, and students need the chance to test out their developing skills in a range of settings.** This frequent practice helps students refine skills over time and encourages them to make connections across subjects.

Example

In their 7th grade science class, students read informational texts about the structures and functions of various organelles. Before looking at cells under a microscope, students write about what they think they'll see, including specific predictions for how plant and animal cells will look different. The next day, their teacher shows them images of different cells and students debate whether the cells come from plants or animals, based on knowledge gained from their previous research. Later, students study how cells react to different stimuli and develop their technical writing by completing a lab report. [GLE 0707.1.1]

These same students are studying significant historical speeches in their English language arts class. They read John F. Kennedy's inaugural address, discuss what he meant by "ask not what your country can do for you - ask what you can do for your country", find specific language in the speech that supports this theme, and debate which sections of his speech are most persuasive. Students choose from a list of other notable speeches, read and analyze the text, and write a summary explaining the speech's main idea and how the speaker supports it through specific arguments and language. [7.RI.KID.2]

In both of these units, students read informational texts, make inferences based on their reading, construct arguments using evidence, and write explanatory texts.

Students should be taught the specific ways of reading, writing, and communicating that are inherent to and enhance the subject they are studying. For example, in history class students learn how to identify and analyze primary and secondary sources and how to read relevant

graphics, including maps and timelines; in math class, students learn how symbols carry meaning, write equations and proofs, and use domain-specific vocabulary, such as *cosine*, *exponent*, and *median*; in art class students observe and debate the meaning of visual images.

Research shows that literacy, like many other skills, is developed through practice. **The more literacy experiences students participate in across subject areas, the more their reading, writing, and speaking skills improve.**^{xii}

“Students need the opportunity to engage with a large amount of texts. Students should spend a substantial portion of their day listening to, reading, thinking, talking, and writing about texts. The amount of time students spend reading and listening to text is a major contributor to improvement in students’ vocabulary and comprehension. Additionally, regular practice reading is essential to develop students’ fluency and word recognition.”

- *Teaching Literacy in Tennessee*, Tennessee Department of Education ^{xiii}

Hallmark #2: Advanced literacy develops strong foundational and language skills that support comprehension

Core Action 1 for Foundational Skills: Ensure that instruction and materials explicitly and systematically provide all students with the opportunity to master foundational skills.

Foundational and language skills are essential **at all grade levels**. Students begin by learning basic concepts of print and how sounds and letters form words, and progress to more complex word analysis and sophisticated application of oral and written language. Foundational and language skills are not basic skills reserved only for elementary students: they are tools for all students at all levels to both break down and compose challenging and nuanced texts.

Pre-K Example Students interact with the song <i>Old McDonald Had a Farm</i> . As they sing, they listen for specific words and count the words in each verse. They listen to their teacher read the song from a large-print book and distinguish between words and illustrations.	Second Grade Example Students read the book <i>The Fire Cat</i> by Esther Averill and identify words with different phonics patterns that produce the long i sound, including <i>fire</i> , <i>slide</i> , <i>good-bye</i> , and the name <i>Mrs. Goodkind</i> . Later, they look for these same phonics patterns when reading each other's writing.
Sixth Grade Example Students read the poem <i>Casey At the Bat</i> by Ernest Thayer and use their knowledge of syllabication and morphology to decode and comprehend complex words like <i>preceded</i> , <i>multitude</i> , and <i>sphereoid</i> .	11th Grade Example Students write short narratives using different verb tenses, then analyze how the use of different verb forms affects the meaning and tone of their stories. The following week, students experiment with punctuation and how it can be used to add emphasis or suspense in writing.

The Tennessee Academic Standards for foundational skills (K-5) and language (6-12) stretch across all grade levels and include the following concepts. (*More detailed definitions of these terms can be found in the glossary.*)

- **Print Concepts** – understanding the organization and basic features of print
- **Phonological Awareness** – understanding spoken words, syllables, and sounds

- **Phonics and Word Recognition** – understanding the relationship between letters and sounds and how groups of letters form words and word meanings; the decoding process
- **Word and Sentence Composition** – understanding how sounds and words are represented through text; the encoding process
- **Fluency** – reading with appropriate accuracy, rate, and expression
- **Vocabulary Acquisition and Use** – acquiring, recognizing, and applying general academic and subject-specific words and their meanings with accuracy and precision; using knowledge of word parts to determine the meaning of unknown words (morphology)
- **Conventions of Standard English** – knowledge and application of English grammar and usage in both oral and written form
- **Knowledge of Language** – understanding how language functions in different contexts

When students develop confidence and automaticity with the mechanics of reading and writing, they free up their cognitive attention to focus on deep comprehension and creative expression. Conversely, students who lack foundational literacy understandings are easily slowed down and frustrated by the demands of decoding and encoding and are less able to attend to the ideas, structure, and meanings of text.

“Literacy is a multi-faceted, complex relationship of interrelated skills. **The ultimate goal of literacy instruction is for students to become proficient readers and writers.** Before proficiency can be achieved, children must adequately develop the **essential foundational skills** during the early grades.”

- Tennessee Academic Standards ^{xiv}

It is not enough for students to name letters or print words. Students must understand how letters, sounds, words, and sentences work together to form text and create ideas. Students must be given opportunities to apply their developing foundational and language skills by reading, writing, and sharing real stories and informational texts. Reading and writing tasks should also be connected; that is, if students are working with one skill in a spelling lesson, they should have another opportunity to practice that same skill during a reading lesson.

“Students need practice with foundational literacy skills that have been explicitly taught and systematically applied through reading and writing. Every reading and writing experience should provide students with an opportunity to develop multiple skills-based competencies. Teachers should provide explicit and systematic instruction on foundational skills, such as: print concepts, phonological awareness, phonics and word recognition, word composition, and fluency. Once students receive instruction in particular skills based on a carefully planned sequence, they will progress more quickly when provided with

opportunities to apply those skills in the context of authentic reading and writing as opposed to isolated skill and drill work.”

- *Teaching Literacy in Tennessee*, Tennessee Department of Education ^{xv}

While certain foundational and language skills are designated by the standards to be taught in specific grade levels, students who have not yet mastered important skills require support, regardless of their current grade levels. With appropriately-aligned intervention and encouragement, struggling readers will make progress toward the mastery of grade level standards. Identifying the exact place where a student’s foundational understanding breaks down is essential for providing targeted and effective instruction.

Skills-Based and Knowledge-Based Competencies

Proficient readers and writers use both skills-based and knowledge-based competencies to make meaning from and create text. Both are vitally important, and neither serves as the foundation for the other; rather, students must develop skills-based and knowledge-based competencies at the same time.

Skills-based competencies

These competencies can be learned completely and are universally needed to read and write. Skills-based competencies support students in understanding how letters, sounds, and words work in print.

- Print concepts
- Phonics and word recognition
- Word composition (spelling)
- Fluency

Knowledge-based competencies

These competencies are developed across a lifetime and are not identical for all readers. Knowledge-based competencies support students in creating meaning from text.

- The ability to understand and express complex Ideas
- Vocabulary
- Oral language skills
- Concepts about the world

Students build skills-based and knowledge-based competencies by...

- engaging in a high volume of reading;
- reading and listening to complex texts that are on or beyond grade level;
- thinking deeply about and responding to text through speaking and writing;
- developing the skill and craft of a writer; and
- practicing foundational skills that have been taught explicitly and systematically and applied through reading and writing.

- Borrowed and adapted from *Teaching Literacy in Tennessee*, Tennessee Department of Education

Hallmark #3: Advanced literacy requires regular practice with complex and worthy texts

Core Action 1

Text: Focus each lesson on a high-quality text (or multiple texts).

Text complexity is a measure of a text’s level of difficulty. Frequent engagement with rigorous text prepares learners for the intricate and expressive literary texts and technically-demanding informational texts they’ll encounter in high school, postsecondary, and the workforce.

A landmark study conducted by the ACT compared students who earned a college-ready score on its reading assessment with those who did not. It found that both groups of students scored similarly on measures of comprehension and knowledge of textual elements. The difference was in their ability to read complex texts. Students who could read complex texts scored higher on the ACT, had higher college enrollment rates, higher college GPAs, and higher college retention rates.^{xvi}

Students should also be given the opportunity to read and explore high-quality texts that are worthy of their time and attention, that exhibit exceptional craft and thought, that provide useful, interesting, and relevant information, and that are culturally relevant for MNPS’ diverse student population.^{xvii} **Exposure to these kinds of texts develops students’ sense of the richness of literature, the utility of reading, and provides inspiration and models for their own writing.**

Complex and worthy narrative texts have interesting plots, dynamic characters, vivid language, engaging illustrations, and address thematically-rich issues. They inspire students to imagine new worlds, reflect on their own identities and communities, build empathy, and cultivate a love of reading.	Exemplar narrative text for 6th-8th grade <i>Refugee</i> , by Alan Gratz “They pushed on through driving rain and roiling seas for what felt like an eternity. It might have been ten hours or ten minutes, Mahmoud didn’t know. All he knew was that he wanted it to end, and end now. This was worse than Aleppo. Worse than bombs falling and soldiers shooting and drones buzzing overhead. In Aleppo, at least, he could run. Hide. Here he was at the mercy of nature, an invisible brown speck in an invisible black rubber dinghy in the middle of a great black sea. If it wanted to, the ocean could open its mouth and swallow him and no one in the
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	whole wide world would ever know he was gone. And then that’s exactly what it did.” xviii
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Complex and worthy informational texts share new information that is interesting, useful, and relevant to answering questions or solving problems. They build students’ knowledge of the world, spark curiosities, and encourage further research and exploration.	Exemplar informational text to read aloud for K-1st grade <i>How People Learned to Fly</i> , by Fran Hodgkins “People also learned about air. Air is made of tiny particles called molecules. When you walk or run, you push through air molecules. They push back on you, too, even though you usually don’t feel the push unless the wind blows.”xix
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When selecting texts for study, teachers should reference the Tennessee Academic Standards; seek guidance from librarians, Literacy Teacher Development Specialists (LTDSs), professional organizations, and other teachers who can recommend complex and quality texts; aim to develop students’ understanding of the world and its people; sequence texts coherently and in ways that build knowledge; and consider topics that align to students’ interests and that are relevant to their communities.

What is “Text”? “Text” refers to any source that is interpretable and provokes content-relevant thinking and interaction. Text can include print materials, digital materials, film, statistical charts and graphs, maps, timelines, music, photos, and art.
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The amount and type of complex text students engage with **should vary by subject**, and this variety is important for developing students’ disciplinary literacies. For example, students in ELA class will read a range of genres, including poems, plays, articles, and novels. Students in math class will read and make sense of equations, proofs, and word problems. Students in music class focus on interpretation and expression, which may involve reading song lyrics and sheet music. Educators should seek to learn about the various measures of text complexity and discern how those measures are appropriately represented in their grade level and subject area.

Additionally, educators should provide **differentiated support** and **multiple points of access** to ensure all students have opportunities to work with complex text. These supports may include reading texts aloud, rereading texts multiple times, building students’ knowledge of the text’s topic prior to reading, previewing key vocabulary, providing time to ask questions and discuss

key ideas while reading or listening to text, and giving students time to reflect after reading through conversation and writing.

Hallmark #4: Advanced literacy requires frequent opportunities for student interaction and talk

Core Action 2

Talk: Ask questions and facilitate discussions that prompt critical thinking and guide students toward deeper comprehension of the text(s).

Authentic reading and writing instruction “floats on a sea of talk”.^{xx} Classrooms that foster dynamic learning are constantly active and noisy. Teacher-student and peer-to-peer discussion give students valuable practice in explaining information, articulating ideas, constructing and defending arguments, advancing their own reasoning, and demonstrating knowledge. Classroom talk also provides opportunities to listen to and consider other points of view.

From a classroom culture standpoint, inviting students to present and develop ideas removes the teacher as the primary keeper of knowledge and repositions **students as valuable sense-makers and shareholders of information.**

“Students need to think deeply about and respond to text through speaking and writing.

Research tells us that teachers should give students ample opportunities to read, reread, respond to questions that require them to go back into the text and engage in discussions with peers. In fact, there is a growing body of study to support teachers taking the role of facilitator of knowledge by guiding students through text-based discussions. Authentic classroom discussion allows students to share and expand their thinking and use language in new ways. Specifically, discussions about texts provide opportunities for students to collaboratively build knowledge that in turn supports and strengthens their writing. Students’ overall reading development is supported when they have opportunities to respond to text verbally and then in writing.”

- *Teaching Literacy in Tennessee*, Tennessee Department of Education

Students should be given opportunities to talk to and interact with one another before, during, and after literacy activities. During discussions, teachers should encourage students to ask questions and learn from one another, rather than looking to the teacher to clarify confusion or provide a specific answer. **All students should be encouraged to participate and share,**

whether through introducing a new idea, adding on to a previous statement, agreeing or disagreeing with a concept, or asking a question.

Teachers should set clear and high expectations for classroom talk that include listening attentively, asking questions when they don't understand the speaker, supporting ideas and claims with textual evidence, and disagreeing respectfully.

When planning for classroom talk, teachers should take time to teach students how to participate in discussion. This includes showing examples of how to explain an idea using appropriate language and evidence as well as models of what active listening looks like (i.e., facing the speaker, making eye contact, asking questions). Some students may need help getting started, including those whose primary language is not English or those with shy personalities. Teachers can provide resources that support both verbal and non-verbal participation, such as question stems, sentence frames, gestures, or props.

Accountable Talk

MNPS uses the Accountable Talk® model, in partnership with the Institute for Learning at the University of Pittsburgh. Accountable Talk® is based on three pillars:

- **Accountability to the Learning Community** – “When classroom talk is accountable to the learning community, students listen to one another, not just obediently keeping quiet until it is their turn to take the floor, but attending carefully so that they can use and build on one another's ideas.”
- **Accountability to Accurate Knowledge** – “Accountability to accurate knowledge means that when speakers make an observation or claim, they try to be as specific and accurate as possible, not just saying anything that comes to mind. Speakers should be concerned that what they are saying is true or supportable, that is, that they have their facts straight.”
- **Accountability to Rigorous Thinking** – “If accountability to accurate knowledge can be thought of as getting the facts straight, accountability to rigorous thinking has to do with building a line of argument. Making cogent and compelling arguments requires linking together claims and evidence (facts) in a logical, coherent, and rigorous manner. When classroom talk is held to rigorous thinking standards, students and teachers consistently push for clear statements of claims (positions, explanations, or predictions) and sound reasoning in backing up those claims with evidence.”

- Accountable Talk® Sourcebook, Institute for Learning^{xxi}

Hallmark #5: Advanced literacy requires regular practice with rigorous and authentic tasks

Core Action 3

Task: Employ text-specific and standards-aligned tasks, both oral and written, that engage all students in the content of the lesson.

Tasks are the activities and assignments students engage with in response to the texts they read. Well-crafted tasks prompt students to revisit texts more closely, to think deeply about language and meaning, to draw connections within and across texts, and to develop their own interpretations and arguments about the text. Tasks require students to speak, draw, or write and provide a platform for rich discussion and debate. Authentic tasks allow students to connect their learning to real-world interests and problems.

“Students need to be assigned standards-aligned, challenging tasks that ask them to demonstrate understanding of complex and interesting texts, analysis of the author’s craft, and/or the knowledge they gained from the content of those texts. Putting a great text in front of students is not enough; students need to demonstrate their comprehension and analysis of the text and its content.”

- *Building the Framework*, a publication from the Tennessee Department of Education ^{xxii}

With an emphasis on application, tasks support students in making connections between texts and ideas. Students develop knowledge and skills related to effective storytelling and argumentation as they speak, draw, and write. Well-crafted tasks also support students in deepening content knowledge by cuing them to focus on and think deeply about key information within texts.

Exemplar **task** for **6th-8th grade**, using the text *The Adventures of Tom Sawyer* by Mark Twain

- In a written essay, students summarize the development of the morality of Tom Sawyer and analyze its connection to themes of accountability and authenticity. Students cite specific evidence from the text to support their explanation, focusing on the text’s characters, setting, and plot. [RL.KID.2]

Exemplar **task** for **K-1st grade**, using the text *How People Learned to Fly*, by Fran Hodgkins

- With prompting and support from the teacher, students describe the connection between drag and flying by performing the “arm spinning” experiment described on

page 16 of the text. Students share oral explanations with a peer, using specific vocabulary from the text, including the words “air molecules”, “drag”, and “force”.
[RI.KID.3] ^{xxiii}

Teachers should focus tasks around the most important ideas and information from the text. Tasks should reflect the Tennessee Academic Standards, build upon students’ strengths and prior knowledge, and provide space for students to practice new skills and ways of thinking. Teachers should also create series of aligned questions that guide students toward deeper understanding of the text’s key ideas and prepare them for the culminating rigor of the task. Tasks should be appropriately differentiated and regularly offer students choice in the way they demonstrate their comprehension.

Similar to how the length and form of texts should vary by subject, tasks should also look different across content areas. It’s important that tasks ask students to think rigorously about the most important concepts of the subject they’re studying, and that they require students to use precise evidence, language, and tools to justify their solutions.

Text • Talk • Task

“Daily, students will be engaged in text, talk, and task in order to master the expectations of the Tennessee ELA Standards. Complex, grade-level, worthy texts must be the core of daily instruction. Critical thinking and problem-solving skills are essential for students as they must have the ability to closely and attentively read texts in a way that will help them understand, enjoy, and build knowledge from complex works of literature and informational texts. Students must develop communication skills in order to speak and write about knowledge, ideas, and information gleaned from reading complex texts. Through collaboration in small and large groups, students will deepen and expand their understanding of the rich concepts to which they will be exposed. Students will be expected to generate and evaluate ideas and demonstrate creativity through voice, originality, and innovation in the tasks that will be required to demonstrate understanding of rich concepts.”

- Metro Nashville Public Schools Instructional Framework

Students are likely to find certain texts, tasks, and discussions challenging. Teachers should embrace these moments of **productive struggle** and encourage students to use the knowledge and skills they have to work through and make sense of new ideas, even when it’s difficult. While teachers should be intentional about differentiating content and making sure concepts are accessible to all learners, they should also hold students accountable to doing the hard work of learning.

Hallmark #6: Advanced literacy is relevant to students' lives

Students' engagement with texts and tasks increases when there is a clear **sense of purpose**. Literacy teaching should incorporate students' interests and cultural backgrounds and help them think about and solve issues and problems related to their communities. When in-school learning feels productive, students develop a sense that reading and writing has **real-world relevance** and they begin to use these skills to seek information, solve problems, and advance their interests outside of school.

Examples

A third-grade classroom welcomes a new student from Vietnam. Their teacher finds books and videos about Vietnam and together the class learns about their new friend's home country. Students use graphic organizers to catalog their new learning and write a collaborative informational text called "All About Vietnam" that they donate to their school library.

A fifth-grade teacher recognizes how nervous some of her students are about starting middle school. She partners with a sixth-grade class to write a series of narrative and opinion pieces recalling their stories and advice from the previous year. The fifth graders read these pieces and conduct follow-up interviews to learn more, practice oral speech and note taking, and build positive relationships with peers.

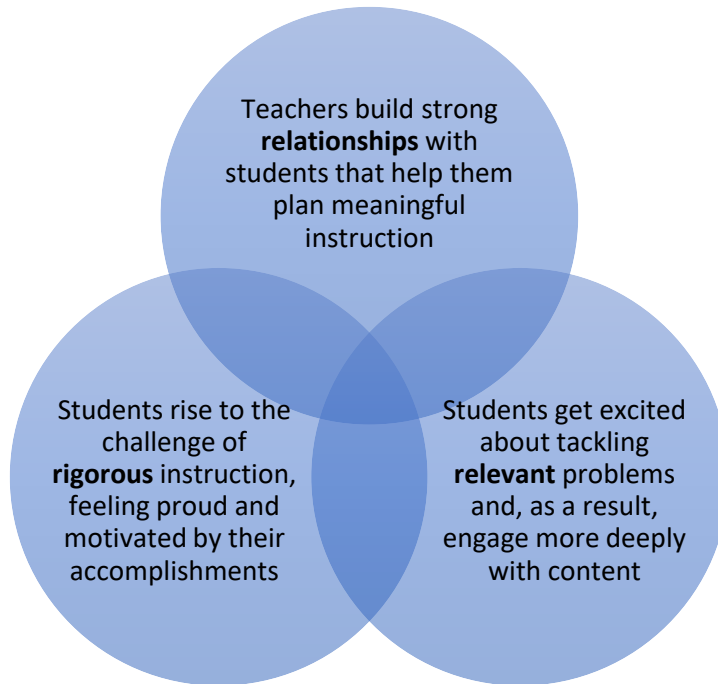
A high school is remodeling a section of classrooms, forcing some classes to be temporarily held in trailers. Students in math class measure the distance from proposed trailer sites to various school entrances, use mathematical models to predict how long it will take for students to walk different paths, determine the most efficient routes, and write a proposal to the school principal explaining their findings.

Teachers should spend time getting to know their students, their backgrounds, and their hobbies and should also find ways to learn about the practices and interests of students' neighborhoods and communities. When teachers build strong relationships with students, they are better able to incorporate relevant examples and problems into their instruction.

RELEVANCE

We believe students learn best when they are inspired by real-world challenges that promote critical thinking, inquiry, problem-solving, and creativity.

- Metro Nashville Public Schools Strategic Framework Core Values



Teachers should be intentional about selecting texts that reflect the cultures and experiences of their students. Students should regularly read texts with characters who look like them and who come from similar ethnic, socioeconomic, and linguistic backgrounds. Additionally, students should be offered texts that are written by authors who share their backgrounds. ^{xxiv}

Hallmark #7: Advanced literacy recognizes and develops students' *literacies*

Children bring a number of literacies with them to school – ways of speaking, acting, thinking, being – that are closely tied to their own identities and communities. “Advanced literacy” does not mean advancing only a specific kind of literacy, such as academic literacy, but rather supporting students in developing a range of thinking and communication abilities that promote achievement and motivation both inside and outside the classroom.

Literacy in a traditional sense is the ability to read, write, listen, speak, think critically, and use language effectively. More recently the definition of literacy has expanded exponentially. Examples of **multiple literacies** include:

- **Digital Literacy:** Cognitive and technological skills that are used in executing tasks in a digital environment
- **Information Literacy:** Ability to evaluate, locate, identify, and effectively use information
- **Political Literacy:** Knowledge and skills needed to actively participate in political matters

- **Cultural/Multicultural Literacy:** Ability to understand and appreciate the similarities and difference in the customs, values, and beliefs of one's own culture compared to the cultures of others
- **Visual Literacy:** Ability to critically read images
- **Biliteracy:** Ability to read, speak, and write in two or more languages
- **Functional Literacy:** The level of literacy required to get along successfully on a day-to-day basis

- Adapted from the Metro Nashville Public Schools Strategic Framework

While teachers should seek to develop diverse literacies within the classroom, they should also be intentional about recognizing the literacies that students develop outside of school through their hobbies, experiences, and relationships. Teachers should look for opportunities to include, affirm, question, and extend students' diverse literacies by inviting them to share their literacy practices at school.

Examples

Students in a fourth-grade class that includes English learners are studying fractions. Two students, both from Somalia, seem to understand the topic conceptually, but have a difficult time explaining their thinking orally and in writing. Their teacher encourages them to talk through and solve the problems with each other in Arabic, and then work together to draw and label their work using English as they can.

A sixth-grade teacher knows that some of her students are avid skateboarders, and through their hobby have developed spatial thinking that helps them look at the angles and surface areas of ramps and benches and determine whether they're suitable for certain tricks. As part of a geometry unit, she invites these students to take photos and videos while skateboarding and share their images with classmates. The teacher builds on her students' accounts by modeling skating ramps on coordinate planes.

A tenth-grade ELA teacher observes her students' interest and knowledge of mobile devices. She asks her students to take and collect screenshots of text conversations, social media posts, and websites that are meaningful to them. She uses these artifacts within multiple units on narrative structure and storytelling. Students discuss how authors use artifacts and experiences from their own lives as inspiration for their stories, and students use the materials they brought to class as prompts for their own writing.

Accessing Advanced Literacy

We encourage all MNPS educators to reflect on and learn about each hallmark and to incorporate the beliefs and actions inherent to each hallmark within their classroom practices and student interactions, to the fullest extent possible. We also encourage families and stakeholders to think about how they can apply and extend the advanced literacy hallmarks to conversations and interactions with students outside of school.

Learning, growth, and change take time – for both educators and students – and we have to meet students where they are. This means learning about students' strengths and needs and then differentiating approaches to each of the hallmarks appropriately so that all students are actively engaged in rigorous learning. Teachers should plan strategically to ensure that texts, discussions, and tasks are made accessible to all students. Meanwhile, district and school leaders must take time to recognize what teachers already know and do, observe and support the implementation of the advanced literacy hallmarks, champion teacher and student efforts, and provide resources and professional development as needed.

These hallmarks represent a bold, aspirational view of literacy instruction, and while our goal is for all hallmarks to be profoundly visible across classrooms and schools, we recognize that what matters most to start is taking steps in the right direction. **The first step, for all stakeholders, is a commitment to meaning making and knowledge production in all literacy and literacy-linked instructional activities.** Along the way, we will find the most constructive blend of texts, tasks, skills, interactions, and attitudes for each and all students. Through professional learning opportunities, resources, reflection, accountability, and time, we are confident that all students and educators will develop proficiency in advanced literacy.

Advanced Literacy Across the Content Areas

While this plan has referenced the importance of high-quality texts, talk, and tasks in all content areas, we want to be explicit about the value that disciplinary literacy adds to students' overall literacy development. Because advanced literacy prioritizes building knowledge and developing critical thinking capacities, students need opportunities to read, write, and talk about a range of diverse topics that challenge them to make sense of varied concepts. Without exploration of science, social studies, music, drama, health, visual art, world languages, and technical fields, students' ability to discover new ideas and solve new problems will be limited.

Content area teachers, alongside ELA teachers, share a responsibility to uphold the district's commitment to empower all students through literacy. Content area teachers can employ reading, writing, speaking, and listening activities that reflect the hallmarks of advanced literacy instruction and that also serve as vehicles for content area learning. They can incorporate texts of all kinds into their instruction – such as print and digital material, film, charts, maps, music, and art – based on the unique textual demands of their content area. Content area teachers should be mindful of providing time for students to construct meaning from these various texts, which includes encouraging them to question and interpret texts through discussion and writing. Teachers can model the content-specific vocabulary and comprehension strategies needed to make sense of the concepts in their field; create opportunities for students to apply those terms and strategies within authentic and content-specific contexts; and hold students accountable to demonstrating the knowledge, language, and critical thinking practices that scientists, historians, engineers, conductors, and other content-area leaders regularly use.

It should be noted that our commitment to advanced literacy does not mean that all teachers are expected to include ELA standards in their instruction; rather, we urge all teachers to consider how reading, writing, listening, speaking, and critical thinking support the teaching and learning of their content-area standards. More broadly, we encourage all teachers to embrace an interdisciplinary approach to instruction that builds students' content-area knowledge and critical thinking habits while also developing their comprehension and communication skills.

MNPS has created a resource titled *A Focus on Literacy: A Guide for All Content Areas* which defines what literacy means in each content area and offers a set of strategies for incorporating and developing literacy practices in content-specific ways. This guide can be accessed [here](#).

Supporting Diverse Learners

Our vision for advanced literacy is driven by a belief that all students are capable of building and sharing knowledge. The following sections provide information about how to support diverse learners in realizing the goals of advanced literacy.

English Learners

We embrace a *Can Do Philosophy* in our work with English Learners that “recognizes and builds upon the assets, contributions, and potential of culturally and linguistically diverse children and youth”^{xxv}. Within this philosophy, our approach to literacy instruction is driven by the following research-based conclusions:

- English Learners need the opportunity to engage with a large amount of text.
- English Learners need the opportunity to read complex texts.
- English Learners need to think deeply about and respond to text through speaking and writing
- English Learners need to develop writing skills in connection to what they are reading
- English Learners need practice with foundational literacy skills that have been taught explicitly and applied systematically through reading and writing

- Teaching Literacy in Tennessee: English Learner Companion^{xxvi}

The Text-Talk-Task model reflected in the three Core Actions and detailed in Hallmarks #3-5 align with the research conclusions listed above, as does Hallmark #2 around foundational literacy skills. The final two hallmarks around making literacy relevant to students’ lives and developing students’ diverse literacies match the spirit of the *Can Do Philosophy*.

English Learners should spend the majority of their literacy instruction listening to texts read aloud by fluent readers, reading in a variety of instructional settings with varied levels of support, and applying skills on their own during independent reading. English Learners should be given opportunities to listen to others talk about what they read and to answer questions and share reflections about their own reading. Teachers should support English Learners during discussions by providing extended think time and by strategically partnering English Learners with peers with higher levels of language proficiency who can serve as language models. Teachers should focus on modeling and teaching academic vocabulary that helps English Learners access and build content knowledge. English Learners should be encouraged to talk, draw, and write in ways that support their comprehension and develop their productive language skills. Interactive instruction that is multi-sensory – where students learn through touching, viewing, tasting, or moving – is also important. Other helpful language scaffolds for English Learners include real-life objectives, manipulatives, pictures and photographs, videos, graphic organizers, and cooperative grouping structures (i.e., partners, small groups).

Teachers should also consider how an English Learner’s home culture may differ from ones represented in the classroom and in the texts being read. Culturally-diverse students may need support understanding and interpreting the customs, histories, and interactions they encounter while participating in literacy instruction.

Students with Disabilities

In alignment with the Tennessee Department of Education’s framework for Instructionally Appropriate Individualized Education Programs (IAIEPs), MNPS provides a continuum of academic, behavioral, and social-emotional support for students with disabilities. MNPS is focused on providing core instruction to students in their least restrictive environment: students with disabilities receive high-quality, differentiated core instruction designed to meet their needs from their general education teacher, as well as intensive interventions aligned to their measurable annual goals from their special education teacher.

Advanced literacy emphasizes building knowledge, thinking critically, and communicating for a range of purposes through authentic texts, talk, and tasks. While we hold tightly to the outcomes of this approach – building and sharing knowledge – there must be flexibility and creativity in terms of how students achieve them. Students can engage with texts, ask questions, analyze arguments, and communicate their thinking in a range of ways, and we encourage all teachers – and particularly teachers of students with disabilities – to view advanced literacy as an inclusive and flexible vision for instruction.

Teachers should think strategically and creatively about how to best differentiate the content, process, and products of instruction to best meet students’ needs while pushing them to make sense of challenging concepts and demonstrate their reasoning. Multi-sensory approaches can be used to improve student engagement with text, including: reading aloud to students; having students listen to audio recordings of texts; watching videos, looking at graphics, or exploring real-life objectives or manipulatives that link to the topic; using visuals and graphic organizers to represent and classify ideas; and allowing students to talk or sketch about the ideas they hear. Other strategies include reading texts one section at a time, pausing during reading to check for understanding, giving students opportunities to ask questions and summarize what they heard, and giving students options to share their thinking through talking, drawing, or writing.

In addition, students with disabilities often require accommodations that are linked to their Individualized Education Program (IEP). Using the accommodations listed in the students’ IEP will help them access literacy instruction.

The following resources provide additional guidance on how to differentiate literacy lessons:

- [Tennessee Response to Instruction and Intervention Framework](#)
- MNPS Disciplinary Literacy Guide

Intellectually-Gifted and Academically-Talented Learners

MNPS offers an instructional experience designed specifically for intellectually-gifted and academically-talented learners. The program, called Encore, is hands on, interactive, and problem based with a focus on developing students' critical and creative thinking processes. Instruction is interdisciplinary and aligned with Tennessee Academic Standards.

We also recognize that there are many students who are not labeled as intellectually-gifted or academically-talented yet who are very strong or above grade level in literacy. For these students, the hallmarks of advanced literacy offer complex texts and challenging tasks that will push their comprehension and reasoning even higher.

Teachers should push all students to their maximum potential, even those who have already met grade level expectations. Teachers can encourage high-achieving students to read different kinds of texts that are uniquely challenging, either in content or structure, and to comprehend their nuances. For example, how did the time period in which the author wrote the piece contribute to its plot or tone? How do multiple texts by the same author align with or contradict each other? How does an informational text about one topic contribute to deeper understanding of another? What patterns are there in the author's word choice? Teachers can also create multi-step tasks that push students to communicate their understanding in different ways. For example, a general task could be to read an informational text on landmasses and either draw and label a picture of a specific landmass or write a descriptive paragraph about one. Advanced students could instead write a script for a brief documentary on a landmass that includes a storyboard with corresponding illustrations.

Alignment to State and Local Initiatives

Our beliefs about advanced literacy sit at the nexus of our local educational context and the interests of our Nashville community. We are committed to aligning our approach with state expectations and policies, current district initiatives, and the needs of our diverse learners.

City and State Policy

- Nashville Blueprint for Early Childhood Success
- Tennessee State Policy
- Tennessee Academic Standards
- Tennessee Early Learning Developmental Standards
- Teacher Evaluation

Current District Initiatives

- MNPS Strategic Framework
- MNPS Instructional Framework
- MNPS Multi-Tiered System of Support (MTSS)
- Balanced Literacy Framework 2.0
- Core Knowledge Language Arts Curriculum

Nashville's Blueprint for Early Childhood Success

The Mayor's Office, the Nashville Public Library, MNPS, and a network of other stakeholders came together to identify specific priorities for increasing youth literacy achievement. The result was a comprehensive and integrated city-wide framework with six specific pillars, one of which is strengthening the district's ability to meet student literacy needs. Some of the Blueprint's formal recommendations for the district include setting school-level goals, improving curriculum, and investing in teacher training and support. Many of these recommendations will be addressed through the implementation of this literacy plan.

Tennessee State Policy

The Tennessee Department of Education's *Read to be Ready* initiative focuses on improving reading achievement in grades K-3. The department's *Bridge to Postsecondary* priority places an emphasis on college and workforce readiness, with specific resources and guidance around improving ACT scores, which is one of this plan's outcomes. The *Tennessee Response to Instruction and Intervention (RTI²)* framework outlines a three-tier model for high-quality, differentiated instruction and intervention targeted to meet students' specific needs. The RTI² framework supports MNPS' commitment to differentiation and to providing all students with the specialized instruction they need to fully participate in advanced literacy learning.

Tennessee Academic Standards

The Tennessee Academic Standards were designed as “a set of learning outcomes that embrace an overall expectation of 21st century literacy skills necessary to succeed in post-secondary and workforce arenas. Thus, critical and divergent thinking, problem solving, active listening, recognition of patterns and anomalies, and evaluation and questioning of source material are essential skills”.^{xxvii} This description of the standards, with its emphasis on rigor and relevance, matches our view of advanced literacy as an approach to teaching and learning that prioritizes deep thinking and expressive communication.

Tennessee Early Learning Developmental Standards

MNPS implements the Tennessee Early Learning Developmental Standards (TN-ELDS) in Pre-Kindergarten programs. The TN-ELDS provide a continuum of developmental milestones that are research based and promote the development of the whole child. Early learning standards help to build the foundation of literacy skills needed to master advanced literacy skills in Pre-K–12th Grade.

Teacher Evaluation

MNPS uses the Tennessee Educator Acceleration Model, or TEAM, to evaluate and provide feedback to teachers and administrators. TEAM reflects traits of advanced literacy throughout its categories, with specific attention given to questioning, thinking, and problem solving.

MNPS Strategic Framework

The district’s new strategic plan is anchored by nine core values, one of which is Literacy: “We believe what research shows: early reading success is a critical factor in a child’s likelihood of graduating from high school and experiencing future life success.”^{xxviii} Additional core values include Relevance, Equity, and Diversity, principles that are also reflected within the hallmarks of advanced literacy.

MNPS Instructional Framework

The district’s instructional framework emphasizes the importance of 21st century skills. Specifically, it highlights the 4Cs: creativity, critical thinking, collaboration, and communication. The instructional framework also outlines Core Actions for each subject area. The Core Actions for ELA, which include focusing on high-quality texts, using text-specific and standards- aligned questions and tasks, and ensuring engagement for all students, are reflected throughout this plan.

MNPS Multi-Tiered System of Support (MTSS)

In alignment with the Tennessee Department of Education's RTI² framework, MNPS provides a continuum of academic, behavioral, and social-emotional support for students through MTSS and data-based decision making. Data from multiple sources are used to monitor progress and make instructional improvements at both group and individual levels. The MTSS framework ensures that all students participate in high-quality literacy instruction, with opportunities for additional instruction and interventions at increasing levels of intensity, aligned to student need.

Balanced Literacy Framework 2.0

During the 2017-18 school year, MNPS updated its Balanced Literacy Framework for elementary schools. The revised framework includes the same critical components as the original – word work, interactive read aloud and shared reading, guided reading, independent reading, and writing – but now puts greater emphasis on explicit and systematic foundational skill instruction during word work and the close reading of complex texts during interactive read aloud and shared reading. The Balanced Literacy 2.0 Framework calls for students in grades Pre-K-4 to receive structured phonics instruction and to interact with complex text, through listening or reading, every day. Nine schools in the district are currently receiving additional support with phonics and complex text instruction through the Kindergarten-Grade 1 Balanced Literacy Pilot, and all Pre-K classrooms are implementing the Heggerty Phonemic Awareness Program. This dual emphasis – on foundational skills and close reading – recognizes the importance of both skills-based and knowledge-based competencies and ensures that all students, regardless of their reading level, have access to rigorous text every day.

Core Knowledge Language Arts Curriculum

Core Knowledge Language Arts (CKLA) is a comprehensive curriculum that integrates listening, speaking, reading, and writing standards while also building knowledge and vocabulary in literature, social studies, and science. CKLA has received high marks for quality and standards alignment from a range of sources, including Ed Reports. MNPS is piloting the curriculum in a small group of schools and, after review and refinement, will consider expanding implementation to more schools throughout the district. CKLA's strong emphasis on building knowledge through complex texts and rigorous tasks make it a well-aligned vehicle for the goals of this literacy plan.

Portraits of Advanced Literacy

The following section illustrates what the hallmarks of advanced literacy could look like in practice. We encourage readers to pay specific attention to how the various hallmarks are integrated and work together to create dynamic literacy learning experiences for students.

These vignettes are not comprehensive and the way they depict implementation should not be seen as the only way to apply the concepts of advanced literacy. As we continue to observe the outstanding teachers in our district, we will add on to this section to showcase the diverse methods teachers can employ to achieve the vision of advanced literacy.

Elementary (Pre-Kindergarten – Grade 4)

Students in Ms. Shaw’s second grade class begin a unit on plants. Ms. Shaw invites students to draw pictures or take photos of plants near their homes. Students share these images with classmates and talk about what they already know about plants. They then listen to and read books, articles, and poems about plants and gardens, including texts from notable authors such as Gail Gibbons and Eric Carle and news outlets like National Geographic. They study photos and illustrations in texts and search for additional images and videos related to plant growth online. They talk about what they learn and create pictures and charts to help organize information.

As students view and read, they create a list of words that are important to their unit of study, such as “seed” and “germinate”. In addition to learning the meanings of these words, students analyze their vowel sounds, syllables, and other word parts.

Ms. Shaw ensures all students have access to a range of texts, utilizing audio books, leveled readers, graphic organizers, sentence starters, and other differentiation methods to ensure all students have access to both complex texts and texts they can read independently. She provides many opportunities for students to talk about their thinking and reflect on their ongoing learning. The class participates in various hands-on activities, including using a district science kit, that help make ideas concrete.

Students use their new knowledge to identify outdoor areas near their school that are ideal for certain types of plants, based on factors such as sun exposure and soil depth, where they then plant and cultivate those seeds. They keep written logs of their plant care and the growth of their garden. Students discuss their observations with peers, ask questions, and propose reasons for why some plants grow more than others. They use information from their log books to write an informational text about gardening. Each student contributes different pieces to the

class text, such as a word, an illustration, or a sentence. The class donates their informational text to their library so other kids at their school can learn about and grow their own plants.

Hallmark	Observed Evidence
Developed in all subjects	Through this unit of study, students develop their reading and writing skill while building their scientific knowledge of plant growth.
Foundational skills	Students develop phonics and word recognition skill by analyzing phonics patterns in vocabulary words. Students also learn the definitions of these important words.
Complex and worthy texts	Students read a range of literary and informational texts that provide interesting and useful information. They use this information to solve problems and share ideas with others.
Student interaction and talk	Students discuss images and texts and debate their observations.
Rigorous and authentic tasks	Students apply knowledge to real-world situations, including finding a place for a garden and planting seeds. Written logs are used purposefully to record information. Students create their own informational text and share it with an authentic audience.
Relevant to students' lives	Students bring their existing knowledge about plants into the classroom through images and discussion, and develop new knowledge about gardening they can use at home. Students help their community by donating their text to the library.
Multiple <i>literacies</i>	Students develop visual literacy by searching for and analyzing visual images related to plants and plant growth.

Middle School (Grades 5-8)

Mr. Gray's fifth-grade class studies the causes, events, and consequences of the Civil War and the successes and failures of Reconstruction. They study a series of informational texts, primary source documents, websites, and documentaries. Students record important vocabulary terms from the texts they study. When key terms are unfamiliar, students select from a range of word solving strategies, including using context clues and searching for the term in reference book glossaries.

Students engage in close reading activities where they analyze President Lincoln's second inaugural address. They identify figurative language in the speech and infer what message Lincoln was trying to convey through specific phrases. Given the complexity level of the text, Mr. Gray relies on various differentiation strategies to ensure all students have access to the text's meaning. He strategically builds background knowledge, engages students in repeated readings of the text, and models how to notice and think about word choice. Ms. Simons, an interventionist, uses the presidential address in her lessons with students from Mr. Gray's class. She works with students on reading the /th/ digraph, using words from the address, such as "oath" and "South", for practice.

After investigating resources in class, students take a field trip to the Tennessee State Museum to explore its Civil War and Reconstruction exhibit. Students compare and contrast the information presented in the various media they study and debate which forms are most effective in explaining different aspects of the war.

Working in small groups, students choose two forms of media from a list, including written essay, PowerPoint, oral speaking, illustrated brochure, and annotated map, and through those forms respond to the question "What were the primary causes of the Civil War and how were those causes later addressed during Reconstruction?"

Mr. Gray coordinates with his students' ELA teacher on a follow-up unit where students wonder about and debate the impacts of the Civil War on modern-day Nashville. Students learn about and consider the long-term industrial, political, and cultural influences of the war and write an opinion piece in response to the question "Do the results of the Civil War affect your life today?"

Hallmark	Observed Evidence
Developed in all subjects	Students deepen their historical understanding of the Civil War while developing reading, writing, and presentation skills.

Foundational skills	Students develop vocabulary knowledge and word solving skills by studying new words related to their unit. Students identify and analyze figurative language. Students practice reading words with /th/ during intervention.
Complex and worthy texts	Students read and view texts that are relevant to the subject they're studying, including primary sources.
Student interaction and talk	Students debate the effectiveness of various media and later collaborate in small groups to present information.
Rigorous and authentic tasks	Students respond to a rigorous question that requires critical thinking about the causes and effects of the Civil War, and are given a choice for how to present their response. Students write an opinion piece connecting their historical knowledge with current-day understandings of their home.
Relevant to students' lives	Students visit a local landmark. Students learn about the long-term impact of the war and debate its effects on their lives today.
Multiple <i>literacies</i>	Students think deeply about the role of specific media in communication and develop oral and visual presentation skills.

High School (Grades 9-12)

Eleventh-grade students in Ms. Peters' English class read *Invisible Man* and analyze how Ralph Ellison's specific use of language develops the text's meanings and tone. Students then repeat the same kind of language analysis with poetry by Langston Hughes and song lyrics by rapper Kendrick Lamar. The class compares themes presented by Ellison, Hughes, and Lamar and debate their relevance to current social and political events, including the Black Lives Matter movement.

Students record their responses, reflect on the development of their thinking, and add personal connections through daily discussions and journal writing. They conclude their unit by reading the short story *Sweetness* by Toni Morrison and writing an essay describing how Morrison uses word choice and organization to develop the tone of her story.

Ms. Peters' revisits *Sweetness*, using it as a mentor text, in a future unit on narrative writing. Students use Morrison's writing as a model for personal storytelling.

A small group of Ms. Peters' students have difficulty decoding multisyllabic words. Ms. Peters works with Mr. Hayes, an interventionist, to create a meaningful and aligned series of lessons to support this group of students with decoding while also connecting to the literary themes being studied in their ELA class. During intervention time, the students read short stories from Walter Dean Myer's *145th Street*, which has a reading level in the 4th-5th grade range and provides many opportunities to practice reading multisyllabic words. Students discuss the stories' sophisticated themes, analyze their language and structure, and draw comparisons to texts from their ELA class.

Hallmark	Observed Evidence
Developed in all subjects	Students connect their studies in English language arts to real-world social and political events.
Foundational skills	A small group of students practice decoding multisyllabic words with related texts during intervention time.
Complex and worthy texts	Students read and analyze a series of award-winning texts.
Student interaction and talk	Students share their ideas in daily classroom discussions.

Rigorous and authentic tasks	Students respond in writing to high-quality texts. The tasks in this unit require students to read closely and analyze the impact of individual words and phrases.
Relevant to students' lives	Students of color read a series of texts written by authors of color. Many students are able to personally relate to the experiences of these authors.
Multiple <i>literacies</i>	Ms. Peters knows her students like Kendrick Lamar and his music. By placing Lamar's rap lyrics next to the works of recognized authors, Ms. Peters validates his role as an artist and notable modern-day speaker and expands her students' conception of authorship. Students develop political and civic literacies by making connections between their readings and current events.

Curriculum Connection

Advanced literacy instruction requires thoughtful attention to curriculum and resources. In order for students to build knowledge through text, tasks, and talk, educators must design units around interesting, relevant, and standards-aligned topics. The Tennessee Department of Education recommends the following unit design framework, which has been edited to align to the district's curricular resources.

1. Identify Concepts

Teachers identify a concept(s) that becomes the foundation of the unit. This step should be informed by grade level and content area academic standards and district scope and sequence documents.

2. Determine Enduring Understanding(s) and Generate Essential Questions

Teachers determine enduring understanding(s) and generate essential questions that prioritize learning around the unit concept(s). Enduring understanding(s) are statements reflecting the conclusions students draw as a result of engaging with the concept, and essential questions are open-ended questions that prompt students to draw the conclusions needed to gain the enduring understanding. Essential questions may also be called "overarching questions."

3. Select Multiple Texts and Determine Focus Questions

Teachers select and use multiple texts that reflect different levels of text complexity, the expectations of grade-level standards, and support the enduring understandings. Texts should be worthy of students' time and attention, be of exceptional craft and quality, and provoke a deep level of thinking. Teachers create focus questions that frame the key ideas of each text.

4. Develop End-Of-Unit Tasks

Teachers develop end-of-unit tasks, which allow students opportunities to apply what they have read, heard, and seen during the unit in an authentic and meaningful way. End-of-unit tasks allow students to demonstrate critical thinking and textual analysis skills and convey conceptual knowledge around the enduring understandings of the unit.

5. Design Lesson Sequences

Teachers design lesson sequences that build in complexity over time and support students in gaining the enduring understandings. The lesson sequences should utilize a

variety of instructional strategies that ensure students have opportunities to deepen their understanding.

6. Create Daily Tasks

Teachers create standards-aligned daily tasks that allow students to incrementally show their knowledge and skills until they are able to fully demonstrate their learning through the more comprehensive end-of-unit task. This work should be done in collaborative planning sessions with teachers in the same grade level or subject area and with the support of a Literacy Teacher Development Specialist.

Over time, units connect to develop a cohesive scope and sequence that ensures students have access to a standards-based guaranteed and viable curriculum.

- Adapted from Teaching Literacy in Tennessee, Tennessee Department of Education

Supporting Advanced Literacy Outside of School

MNPS is full of hardworking teachers who are dedicated to providing rigorous and authentic instruction to students. But to make sure all students develop the advanced literacies needed for academic and personal success, they also need support outside of school. **All family and community members can have a positive influence on children’s learning, and we encourage all of Nashville’s citizens to do their part.** The following lists provide suggestions for how family and community members can get involved in literacy.

These lists are not exhaustive, and we encourage families and community members to seek out additional resources, such as Reading is Fundamental (<https://www.rif.org/>), the Tennessee Electronic Library (<http://tntel.tnsos.org/>), and the Education section of Kid Central TN (<https://www.kidcentraltn.com/>).

Ideas for Families with Young Children
<p>Point out and read texts around the house, such as food labels and mail. Encourage young child to find and read letters, words, or sentences they know. And, support them in figuring out letters or words they don’t yet know.</p> <p>Play with the sounds of language through rhymes, songs, chants, and tongue-twisters. This helps develop phonological awareness.</p> <p>Access the MNPS website www.mnps.org/countdowntokindergarten for ideas, activities, and resources to assist you in strengthening literacy skills while at home with your child.</p> <p>Read and share a range of materials, including story books, informational texts, newspaper articles, audio books, online books and articles, movie reviews, recipes, songs and poems, photographs, and images. Read both print and digital materials.</p> <p>Read <i>with</i> your child in different ways. Read to your child; listen to your child read; take turns reading aloud; or read together at the same time. Read in different languages, including native languages of family members or neighbors.</p> <p>Read the same text over and over again to build fluency. Read aloud in different voices or move to a different space for each reading – these strategies can help make rereading fun.</p> <p>After reading, ask your child questions about the text. Press them to explain their thinking, and if they get stuck, look back at the text and help them find evidence to support their ideas. Encourage children to write or draw about what they’ve read.</p>

Act out stories, with different family members pretending to be different characters.

Visit the library at your child's school, or go to the public library. Find books that are interesting to your children, and ask the librarian for recommendations on texts that are complex and high quality.

Share technology with children. Look at words, stories, symbols, and images on a phone, tablet, or computer and talk about what they mean.

Model reading and thinking about texts – read in front of your children and talk about what you're reading. Show children how to read from both print and digital materials.

Seek out literacy events at school and in the community, such as story times, dance performances, or art displays.

Take advantage of summer school opportunities to enrich and extend literacy learning. Ask teachers for strategies and other information about how to support children at home.

Provide authentic opportunities for your child to write. Have them write letters to family members, notes to siblings, make grocery lists, draw and label pictures, or type text messages to friends.

Sometimes children who struggle with reading are embarrassed to practice. Encourage your child to practice reading aloud to someone who won't notice their mistakes, such as a younger sibling or pet.

Show children how to be curious and use their literacy in different situations and environments. For example:

- "This sunset is so pretty. I wonder what makes the sky change color? Maybe we could go the library and find a book about sunsets?"
- "We had so much fun watching that basketball game! What was your favorite part? Let's write down things that happened in the game. Then, we can read our story later and remember how much fun we had."
- "The sign on that store is written in a different language. I wonder what language it is? Let's go inside and talk to the owner and see if we can learn more about where she is from."

Give students opportunities to think critically and tackle complex problems. Invite children to participate in problem solving at home. For example:

- “This closet is so messy! How could we organize it differently so that we can find things more easily?”
- “It’s getting late, but we still need to eat dinner. What meal can be fixed quickly? Can you help me make it?”

Talk to your children about what they’re learning and thinking. Ask questions that can’t be answered with just a “yes” or “no”. Then, encourage them to say more. For instance:

- “Tell me about something you learned at school today.”
- “What was something you noticed on the walk home today?”
- “Describe the movie you just watched to me...Would you recommend the movie to me? Why?”
- “How did you draw that picture? Tell me the steps you took.”

Take your child to new places and talk about what you see and hear. Even simple places like grocery stores and parks can spark conversations and help children use new words and language.

Teach children how to be good listeners. When talking with your child, model what it looks like to show interest in a speaker.

Encourage your child to develop and pursue interests. Help them find books, websites, and people who can teach them more about their hobbies.

Ideas for Families with Older Children

Read *with* your child in different ways. Read to your child; have your child read to you; read something your child wrote; read in different languages.

Start “family reading time” when everyone sits down together and reads and talks about texts they enjoy.

Read and share a range of materials, including stories, informational texts, graphic novels, newspaper articles, audio books, online books and articles, movie reviews, recipes, songs and poems, photographs, and images. Read both print and digital materials.

Go to the library at your child's school or visit the public library. Ask the librarian to recommend complex and worthy texts to read at home. Or, look up recommended book lists from the American Library Association at the following websites:

- <http://libguides.ala.org/recommended-reading>
- <http://www.ala.org/alsc/publications-resources/book-lists>

After reading, ask your child questions about the text. Press them to explain their thinking. Encourage children to give specific details or evidence to support their responses.

Model reading and thinking about texts – read in front of your children and talk about what you're reading. Model reading both print and digital texts.

Share technology with children. Play on a phone, tablet, or computer together and talk about the different texts, images, and symbols you find and what they mean.

Help students become strong communicators. Model how to explain ideas. Ask them difficult questions that give students practice explaining their thoughts.

Support students in communicating through writing. Encourage them to write for authentic purposes and audiences, including letters to family members, online blog posts, or letters to the editor of a local newspaper.

Give students opportunities to think critically and tackle complex problems. Invite children to participate in problem solving at home. For example:

- "We have lots of errands to run today. Which order should we do them in? How can we save time?"
- "The car is making a funny noise. How could we figure out if something is wrong with it?"

Ask children about their interests. Help them find books, websites, and people who can teach them more about their hobbies. Encourage them to pursue ideas that they find motivating.

Take children to new places and introduce them to new people. Encourage children to be curious and ask questions about topics they don't understand.

Ideas for Community Members

Talk to the children – not just the adults! – who visit your home or building. Ask them questions, or describe to them what you do at your business or organization.

Show children how reading, writing, and speaking are a part of different jobs and events. For example:

- Religious leaders read and recite scriptures, prayers, and hymns during church services.
- Store clerks read, write, and speak using the language of their industry. Grocery stores, furniture stores, and electronic stores all use different vocabulary to talk about and sell their products.

Make buildings interesting for readers. Post signs or information about what your business or organization does. Consider how you can explain complex ideas and vocabulary related to your area of work to children who visit.

Post pictures of staff members reading or people in media reading.

Provide books for children to read. Ask teachers or librarians for book recommendations and create a mini-library in your building. Include books that teach children concepts about your business or organization. Try to include a variety of text types at different reading levels.

Outsource jobs that require writing skills, such as making signs or labels. Find children in the neighborhood who want to help and show them how to write. Young children can write simple signs, like “Sale” or “Welcome”, and older children can create advertisements.

Create opportunities for children to read a text related to your business or organization and do something with their understanding. For example:

- A garden store provides directions for how to build a bird house, then provides students with the materials needed to make it.
- A restaurant prints some of its recipes. Parents and children read the recipes together and talk about what the meal will taste like.

Think about the problems you most frequently have to solve as part of your business or organization. Find a way to explain the problem in child-friendly terms. Invite students to your building or visit a school, present your problem, and talk and write with students about potential solutions.

Arrange a visit to a local school to talk about your business or organization and how literacy is involved in what you do. Showcase specific examples that illustrate how reading, writing, and speaking play an important role in well-known jobs, places, and events.

Work with schools to host field trips where students learn and experience your craft. Or, make videos, brochures, or short stories that describe your line of work and make them free and accessible to schools, libraries, and homes.

Learn more about the interests of children in your communities. Create spaces or host events where children can practice and show off their knowledge, skills, and interests. For example:

- A clothing store hosts a fashion design contest where students create outfits and speak or write about them.
- A restaurant decorates its walls with artwork created by students.
- An auto shop invites students to create an advertising video by taking and editing photos and videos and sharing them on social media.

Our Five Commitments

MNPS recognizes the importance of investing in students, teachers, principals, and families, as well as in systems and resources that will ensure literacy achievement persists in the long term. The following five commitments reflect our current understanding of what it will take to establish and develop the hallmarks of advanced literacy across all MNPS schools. These commitments initiate new work projects and build on existing efforts, such as Balanced Literacy 2.0 and the Core Actions. We seek to focus our work in targeted, aligned areas that accelerate progress.

Detailed plans for how we will act on these commitments can be found on the district's website, [HERE](#).

Emphasize the Hallmarks of Advanced Literacy

All students will engage in meaningful and authentic literacy practices, characterized by the hallmarks of advanced literacy, for the purpose of building knowledge and skills.

Invest in Texts

All pre-K-12 students will have equitable access and opportunities to engage with rich, complex texts.

Support Leaders and Teachers with Professional Development

All school and district-based instructional staff will be trained in the hallmarks of advanced literacy and their relationship to the Three Core Actions.

Use Data to Make Informed Decisions

All school and district-based instructional staff will be able to interpret and utilize multiple sources of data to inform instruction, design appropriately-differentiated tasks and student supports, and allocate resources for instructional purposes.

Engage the Community

All schools and the district's central office will create opportunities to engage family and community stakeholders as valued and collaborative partners in supporting literacy achievement.

Conclusion

Our school district is committed to expanding students' access to opportunities. We recognize that literacy is a critical lever for personal and professional prosperity, and we believe that adopting advanced literacy practices, investing in people and resources, and making strategic data-based decisions is the right place to start. We plan on revisiting and revising this literacy plan regularly, and we encourage all stakeholders to share their feedback.

Thank you, dedicated readers and citizens. Together, we can give our students the experiences, knowledge, skills, words, passions, and rights they deserve:

“We have to liberate our children. We have to give them the greatest civil right we can give them and that is the ability to read.” ^{xxix}

Personal Reflections on the Power of Literacy

“Being able to read and write has allowed me to be where I am today. I need these skills to do my schoolwork, text, use other social media and to practice law one day. There are students in my school who can’t read. I wonder how that happened. I know it’s not the student’s fault because what student doesn’t want to read. Some of these students act out. They are embarrassed that they can’t read. What else are they going to do if they can’t read and write? There’s no way you can be successful in life without being able to at least read.” [MNPS high school student]

“Unlocking the voice of the 7th grade boy who had silenced himself because he could not spell was a powerful moment for me. Once he realized that he could “fix” the spelling (using a peer reviewer or spell checker or voice transcription on his own phone), he was off and running. He didn’t think of himself as ‘dumb’ anymore.” [university professor in Nashville]

“I have seen literacy provide students a voice so they can communicate their story to others. This story might include struggles, successes, relationships, and hopes that make them who they are. Literacy provides a way for them to organize their thoughts, write them down, and express their story in a way that evokes powerful emotion and human connection.” [MNPS district leader]

“Strong literacy skills give students not only the ability but the confidence to communicate with others.” [MNPS teacher]

“Learning to write allows students to put their feelings into words.” [MNPS teacher]

“I write all of the time even in the car. I tried writing while riding my bicycle but fell off. I didn’t hurt myself. I have a journal at home and school. I like to write non-fiction stories. Writing is my favorite thing to do. I sneak to write sometimes. I like sharing my stories during writing workshop at school. I want to bring my stories home for my mom to read.” [MNPS Grade 3 student]

“Right here in “It City” my company turns down many potential employees because they do not read and write well. It’s a shame; it really is. Reading and communicating well orally and in writing are essential life skills. How can my company and other businesses help? What can we do to support literacy in Nashville?” [Nashville small business owner]

“Nothing is more exciting to me than supporting and watching a student begin to understand that he or she has a voice as the decoding and comprehension skills become fluent and begin to transcend into encoding skills that express the student’s thoughts...that can be read and reread!” [MNPS principal]

“New worlds open up when the process and practices of communication take shape!”
[university professor in Nashville]

“I like to read. First I look at the pictures and then I read all the words I know. I like books about horses. I want to be a good reader like my brother. He reads everything. My mom reads too sometimes. I write lists for my father to get stuff from the store. My teacher reads to me every day. I like the books she reads even the ones without a lot of pictures. I am learning to write. I can write my name and even more words. I know all of my letters.” [MNPS Pre-K Student]

“My niece is three. She is adopted. She loves to grab a book off the shelf and put it in my lap. She expects me to read to her. I think she loves the stories (I have read them to her many times), but I think at the heart of her requests is a desire to connect with me through stories captured in the pages of the books.” [MNPS district leader]

“If not for reading, my childhood would have been unbearable. Reading allowed an outlet for escape that helped me cope with my surroundings.” [MNP teacher]

“I grew up in a poor family. My home was traumatizing, and learning to read was the least of my problems. There was alcohol, drug abuse, and domestic violence. There wasn’t rich vocabulary, bookshelves, or bedtime stories. We moved around a lot. I was part of a family cycle that had gone on for generations and the likelihood of me getting out was slim. But then, Mrs. Green told my mom to stay for one year and she would teach me to read. She stayed after school with me three days a week. She sent home books for me to read to my younger brother and sister. I was in 2nd grade and thought I was dumb. It turned out, that was untrue. Mrs. Green saved my life.” [MNPS district leader]

“I was a struggling reader. I still struggle. I managed to finish high school... It was difficult because I was not a good reader. I distinctly remember hating to be called on to read something aloud. The pain from reading aloud in school remains with me even today. As a result, I don’t like reading. I avoid it. I am a better reader because I have to be in order to survive in this world. How did I get better? Just practice, but it’s painful. I feel so inadequate as a reader. This has impacted every area of my life... If people only knew the lengths I go to mask my poor reading skills... I have all kinds of tricks up my sleeves to avoid reading; tricks I actually

developed in school... I do NOT want my children to be struggling readers like me. Teach my children well and please help me to help my children to be good readers. Don't just push them through school if they can't read well... I wish I got more help and that someone would have helped my family to help me. In hindsight, I think my mom was a struggling reader, too. I am determined to break this cycle, but need help. I need training. I need ideas. I need support. Where do I start?" [MNPS Parent]

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Glossary

Advanced Literacy: an approach to literacy learning that emphasizes critical thinking, knowledge building, and communication within rigorous and authentic instructional environments. The goal of advanced literacy instruction is to empower students with knowledge and skills that increase their access to academic, professional, and personal opportunities.

Authentic Text: often called “real books” or “trade books,” this term refers to published narrative and informational texts that students are able to access; these can sometimes be used as primary or secondary sources

Balanced Literacy 2.0: In the summer of 2017, MNPS revised its Balanced Literacy Framework. The original framework contained five components: word work, interactive read aloud/shared reading, guided reading, independent reading, and writing. Balanced Literacy 2.0 includes these five components, but places greater emphasis on explicit and systematic foundational skill instruction during word work and the use of close reading during interactive read aloud/shared reading. This dual emphasis – on foundational skills and close reading – recognizes the importance of both skills-based and knowledge-based competencies and ensures that all students, regardless of their reading level, have access to rigorous text every day.

Close Reading: intensive, thorough, and methodical analysis of a text passage to determine its key ideas and supporting details, as well as to gain a deeper understanding of the overall text.

Comprehension: the ability to understand and make meaning of text.

Conventions of Standard English: the ability to demonstrate a command of conventions when writing, such as capitalization, punctuation, and spelling

Curriculum Based Measurement (CBM): A system for on-going monitoring of student progress through a specific curriculum. Through the use of CBM assessments, teachers assess students' academic performance on a regular basis with very brief tests.

Decoding: the process of translating print into speech by matching letters to sounds; recognizing the patterns that make syllables and words.

Differentiation: targeted instruction designed to meet the needs of all students, regardless of differences in student progress, interests, and need. Differentiated instruction includes diverse strategies and approaches to learning and supports students in processing, constructing, extending, generalizing, or making sense of ideas.

Diverse Texts: a variety of texts in terms of complexity, genre, length, style, and authors.

Domain Specific Vocabulary: vocabulary that is specific to a particular field of study.

Encoding: using knowledge of letters, sounds, and syllables to write; spelling.

Explicit Instruction: instruction that involves direct, face-to-face teaching that is highly structured, focused on specific learning outcomes, and based on a high level of student and teacher interaction. It involves explanation, demonstration, teacher modeling, and practice with topics being taught in a logical order.

Figurative Language: words or phrases with non-literal meanings used for comparisons or clarity, usually evoking strong images.

Fluency: the ability to read words accurately, quickly, and effortlessly in a way that supports comprehension. Reading fluency includes the ability to read with appropriate expression and intonation.

Knowledge of Language: knowing how language functions in different contexts in a way that increases comprehension when reading or listening; the ability to make effective choices for meaning or style when writing or speaking

Literacy: the ability to read, write, listen, speak, and think critically in order to build and communicate knowledge. These abilities should be able to be applied flexibly across academic subjects and cultural contexts and with a range of media, including visual, audible, and digital materials

Morphology: the study of meaningful units in language and how they are combined.

Phonics: the study of the relationships between letters and the sounds they represent.

Phonological Awareness: metalinguistic awareness of all levels of a language's speech-sound system, including word boundaries, stress patterns, syllables, onset-rime units, and phonemes.

Print Concepts: an awareness of the structure and function of written language, i.e., understanding that text is read from left to right and from the top of the page to the bottom of the page.

Syllabication: the division of words into syllables.

Tasks: the activities and assignments students engage with in response to the texts they read. Tasks should require students to talk, draw, or write about their understanding.

Text Complexity: the level of sophistication in a text (in terms of content, intellectual engagement, and student readiness); text complexity can be measured through a three-part assessment that pairs qualitative and quantitative measures with reader-task considerations.

Textual Evidence: facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis; should appear in a form and be derived from a source widely accepted as appropriate to a particular subject, as in details or quotations from a text in the study of literature and experimental results in the study of science.

Tone: the author's attitude toward the subject.

Vocabulary Acquisition and Use: the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials

Word and Sentence Composition: knowing and being able to apply phonics and word analysis skills when writing words and sentences; the ability to write legibly

Word Choice: the vocabulary a writer chooses to convey meaning; usually refers to the use of sensory/figurative language (e.g., simile, metaphor), descriptive words, and appropriate, relevant vocabulary to convey purpose, meaning, and tone to various audiences.

- Some definitions borrowed from The Tennessee Academic Standards and the Tennessee Department of Education's Response to Instruction and Intervention Framework

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Metropolitan Nashville Public Schools
Sales Tax Collections
As of May 20, 2018

General Purpose Fund

MONTH	2017-2018 Projection	TOTAL 2017-2018 COLLECTIONS	\$ Change For Month - FY18 Projection	% Change For Month - FY18 Projection	% Increase / Decrease Year To-Date
September	\$15,381,985.64	\$13,237,970.46	(\$2,144,015.18)	-16.20%	-16.20%
October	17,737,106.49	18,569,404.33	\$832,297.84	4.48%	-4.12%
November	18,735,563.05	19,090,775.12	\$355,212.07	1.86%	-1.88%
December	18,564,842.39	18,860,122.15	\$295,279.76	1.57%	-0.95%
January	17,718,272.36	18,506,044.41	\$787,772.05	4.26%	0.14%
February	23,522,306.81	22,777,216.45	(\$745,090.36)	-3.27%	-0.56%
March	15,903,850.36	16,631,331.50	\$727,481.14	4.37%	0.09%
April	16,775,044.03	16,707,701.24	(\$67,342.79)	-0.40%	0.03%
May	19,161,602.23	20,182,278.13	\$1,020,675.90	5.06%	
June	18,271,550.64				
July	18,550,400.20				
August	20,371,175.79				
TOTAL	\$220,693,700.00	\$164,562,843.79	\$1,062,270.43		0.65%

Debt Service Fund

MONTH	2017-2018 Projection	TOTAL 2017-2018 COLLECTIONS	\$ Change For Month - FY18 Projection	% Change For Month - FY18 Projection	% Increase / Decrease Year To-Date
September	\$3,523,252.83	\$3,171,913.06	(\$351,339.77)	-11.08%	-11.08%
October	4,062,694.64	4,449,363.02	\$386,668.38	8.69%	0.46%
November	4,291,391.69	4,574,287.21	\$282,895.52	6.18%	2.61%
December	4,252,288.03	4,519,021.10	\$266,733.07	5.90%	3.50%
January	4,058,380.68	4,434,181.52	\$375,800.84	8.48%	4.54%
February	5,387,798.17	5,457,585.11	\$69,786.94	1.28%	3.87%
March	3,642,786.24	3,984,986.81	\$342,200.57	8.59%	4.49%
April	3,842,333.68	4,003,285.55	\$160,951.87	4.02%	4.43%
May	5,553,865.54	4,835,819.19	(\$718,046.35)	-14.85%	
June	5,349,998.71				
July	4,248,980.04				
August	4,666,029.75				
TOTAL	\$52,879,800.00	\$39,430,442.57	\$815,651.07		2.07%

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