



### **AMENDED AGENDA**

METROPOLITAN BOARD OF PUBLIC EDUCATION

2601 Bransford Avenue, Nashville, TN 37204

Regular Meeting – January 9, 2018 – 5:00 p.m.

**Anna Shepherd, Chair**

#### TIME

- I. CONVENE and ACTION
  - 5:00 A. Establish Quorum
  - B. Pledge of Allegiance
  - C. 30 Seconds in My District...
  
- II. AND THE GOOD NEWS IS... - OUR STUDENTS
  - 5:05 A. Student Ambassadors - Cane Ridge High School
    - a. Nelson Torres
    - b. Jarad McCray
  - B. McGavock High School
    - a. Future Farmers of America
  - C. Apollo Middle School Choir
  - D. Norman Binkley Elementary Artwork
  
- III. 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, interest of time, speakers are requested to limit remarks to three minutes or less. Comments will be timed.*

  - 5:20 A. Ahmed White – SCA Application Renewal
  - B. Fr. John Raphael – SCA Application Renewal
  
- IV. GOVERNANCE ISSUES- OUR ORGANIZATION
  - 5:25 A. Actions
    - 1. Consent
      - a. Approval of Minutes – 10/24/2017 – Regular Meeting
      - b. Recommended Approval of Request #27 for Purchase of Furniture (Overton High School Additions and Renovations) – GBI
      - c. Awarding of Purchases and Contracts
        - (1) Cigna Health and Life Insurance Company (CHLIC)
        - (2) Cigna Health Life Insurance Company DBA Cigna-HealthSpring
        - (3) ComPsych Corporation
        - (4) Dell Marketing LP (2 contracts)
        - (5) Learning Labs, Inc.
        - (6) Tennessee Achievement School District (ASD)

(7) Youth Opportunity Investments, LLC

- ~~d. Board Policies – Fiscal Management~~
- e. Legal Settlement Claim L-16224 (\$30,000)

- 5:30 V. REPORTS – OUR ORGANIZATION
  - A. Director's Report
    - 1. Transition Plan/Strategic Plan Update
  - B. Committee Reports
    - ~~1. Governance~~
    - 2. Director's Evaluation Update
  - C. Board Chairman's Report
    - 1. Chair Report
    - 2. Announcements
- 6:30 VI. ADJOURNMENT

**METROPOLITAN BOARD OF PUBLIC EDUCATION MEETING – Minutes**  
**Tuesday, October 24, 2017**

**Members present**

Sharon Gentry (arrived at 5:25 p.m.), Jo Ann Brannon, Anna Shepherd (Chair), Christiane Buggs, Tyese Hunter, Mary Pierce, Amy Frogge

**Members absent**

Will Pinkston and Jill Speering (Vice-Chair)

**Meeting called to order at 5:00 PM**

**CONVENE and ACTION**

Ms. Shepherd called the meeting to order at 5:00 p.m.

**PLEDGE OF ALLEGIANCE**

Led by Dr. Erick Huth, MNEA President.

**30 SECONDS IN MY DISTRICT...**

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

**AWARDS AND RECOGNITIONS**

2017 Well-Being Award - Cigna thanked MNPS for their partnership and presented the Well Being Award to MNPS.

**GOVERNANCE ISSUES**

*A. Consent Agenda*

Dr. Brannon read the consent agenda.

- a. Awarding of Purchases and Contracts
  - (1) CDW Government
  - (2) SRI
  - (3) University of Colorado, D
  - (4) University of South Florida
  - (5) Vanderbilt University

**Motion to approve consent agenda as read.**

**Motion by Jo Ann Brannon, second by Christiane Buggs.**

**Final Resolution: Motion Passes**

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

*B. New Eagle View Elementary Attendance Zone*

**Motion to approve the New Eagle View Elementary Attendance Zone.**

**Motion by Tyese Hunter, second by Jo Ann Brannon.**

**Final Resolution: Motion Passes**

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

*C. 2018-19 District Calendar*

**Motion to approve 2018-19 District Calendar**

**Motion by Amy Frogge, second by Jo Ann Brannon.**

**Final Resolution: Motion Passes**

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

**REPORTS**

**A. MNPS Next Recommendations**

Dr. Turner and Dr. Tasby presented the MNPS Next Recommendations for the following schools: Caldwell, Glenn and Murrell Elementary Schools.

**Board Chairman's Report**

**A. Chair Report**

Ms. Frogge gave a brief report on their attendance to the Network for Public Education conference.

**B. Announcements**

- Dr. Brannon thanked the community support of the Granberry Elementary School Trucks and Tunes festival.
- Ms. Frogge announced that Hillwood High School would be presenting Mid-Summer Night's Dream, November 2<sup>nd</sup> – 4<sup>th</sup> at 7:00 p.m. at the school.
- Ms. Pierce announced that on October 28<sup>th</sup> at 10:00 a.m. J.T. Moore Middle Prep would host their Campus Beautification Day. The school is requesting that volunteers come and support the event.
- Ms. Pierce announced that on October 24<sup>th</sup>, Tools for Schools would host their Open House from 5:30 p.m. – 8:00 p.m.
- Ms. Pierce announced that on the Hillsboro High School Players would be presenting Peter Pan starting October 26<sup>th</sup>.

**WRITTEN INFORMATION TO THE BOARD**

A. Sales Tax Collections as of October 20, 2017

B. Fiscal Year 2017-2018 Operating Budget Financial Reports

**ADJOURNMENT**

Ms. Pierce adjourned the meeting at 6:06 p.m.



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Chris M. Henson  
Board Secretary

Anna Shepherd  
Board Chair

Date

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### b. RECOMMENDED APPROVAL OF REQUEST #27 FOR PURCHASE OF FURNITURE (OVERTON HIGH SCHOOL ADDITIONS AND RENOVATIONS) – GBI

We are requesting approval to issue a purchase order for furniture at Overton High School in the amount of \$65,076.59.

It is recommended that this change order be approved.

Legality approved by Metro Department of Law.

FUNDING: 45017.80406817

DATE: January 9, 2018

#### c. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Cigna Health and Life Insurance Company (CHLIC)

SERVICE/GOODS: Group medical and pharmacy benefit administrative services for the certificated employees and certificated retirees of Metro Nashville Public Schools

TERM: January 1, 2018 through December 31, 2019

FOR WHOM Certificated Staff and Retirees

COMPENSATION: Approximately \$3,000,000 per year  
Total compensation under this contract is not to exceed \$6,000,000

OVERSIGHT: Employee Benefits

EVALUATION: Customer satisfaction, ability to control costs, and timelessness of payments.

MBPE CONTRACT NUMBER: 2-473318-03

SOURCE OF FUNDS: Insurance Trust Fund

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### d. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Cigna Health Life Insurance Company DBA Cigna-HealthSpring

SERVICE/GOODS: Amendment #1 for Comprehensive Medicare Plan plus prescription drugs Medicare Advantage Prescription Drug Plan (MAPD). Amendment#1 extends the term of the contract, establishes 2018 rates, and increases the not to exceed amount of the contract.

TERM: January 1, 2017 through December 31, 2019

FOR WHOM Certificated Retirees

COMPENSATION: \$254.90 per member per month  
Total compensation under this contract is increased by \$125,000 for a new not to exceed amount of \$220,000

OVERSIGHT: Employee Benefits

EVALUATION: Customer satisfaction, ability to control costs, and timelessness of payments.

MBPE CONTRACT NUMBER: 2-473318-02A1

SOURCE OF FUNDS: Insurance Trust Fund

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### e. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: ComPsych Corporation

SERVICE/GOODS: Amendment #1 to the contract awarded through RFP 15-21. Contractor will provide an Employee Assistance Program (EAP) to employees of MNPS. Services such as, but not limited to, divorce counseling, financial questions, stress management, substance abuse, and depression.

Amendment #1 adds on-site services at MNPS school locations.

TERM: January 1, 2016 through December 31, 2020

FOR WHOM Certificated Staff and Retirees. Support Staff can also be covered through this plan if we so choose. Amendment #1 adds on-site services at Amqui Elementary School and Napier Elementary School. However, other sites could be added in the future.

COMPENSATION: Five-year fixed rate of \$1.13 per employee per month for coverage of our estimated 9,500 certificated employees and retirees. Rate drops to \$1.07 per employee per month if we include our estimated 4,300 support staff.

Amendment #1 sets the rate for on-site services at \$97 per hour.

Total compensation under this contract is increased \$75,000 for a new not to exceed amount of \$850,000.

OVERSIGHT: Employee Benefits

EVALUATION: Based on required deliverables in the RFP and the contractor's proposal.

MBPE CONTRACT NUMBER: 2-182187-00A1

SOURCE OF FUNDS: Insurance Trust Fund (Onsite is reimbursable through Cigna Wellness Funds)

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### f. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Dell Marketing LP

SERVICE/GOODS: Purchase of 3-year subscription to “Airwatch Enterprise Mobility Manager” along with training, setup, and support. This product is used to manage the MNPS fleet of over 8,300 Apple iPads and other IOS devices for the distribution of programs purchased by the district/schools, maintaining updates to the operating systems, and managing security on the devices.

TERM: Immediate one-time purchase

FOR WHOM MNPS Students, Teachers, and Administrators

COMPENSATION: 3-year subscription:  $\$16.56 \text{ per device} \times 8,300 = \$137,448$

Training: 21,750

Setup and Support: 62,835

Total: \$222,033

OVERSIGHT Technology and Information Services

EVALUATION: System functionality, cost effectiveness, and usefulness of the product to the district.

MBPE CONTRACT NUMBER: Metro Government Contract# 355070

SOURCE OF FUNDS: Capital Funds -Technology



## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### g. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Dell Marketing LP

SERVICE/GOODS: Purchase of approximately 1,450 computers for students and staff. This expenditure procures the devices necessary to ensure a minimum 3:1 (student to computer) ratio in all schools and to support the 2:1 ratio for STEAM Phase 1 and 2 schools. This also supports the move to providing laptops that are considered to be “current technology” for teachers currently using devices that do not fall into that category, upgrade aging administrative computers identified as no longer supported due to age and embedded technology levels.

#### Breakdown of 1,450 devices:

3:1 ratio = 630 devices (Dell Latitude 3380)

2:1 ratio STEAM Phase 1 = Phase 1 schools need additional 180 devices (Dell Latitude 3380)

2:1 ratio STEAM Phase 2 = 540 devices (Dell Latitude 3380)

Admin/teacher/principal/CO = 100 devices (TBD: Step above 3380)

TERM: Immediate one-time purchase

FOR WHOM MNPS Students and Staff

COMPENSATION: Latitude 3380:  $\$719.26 \times 1,350 = \$971,001$

TBD unit step above 3380:  $\$1,450.00 \times 100 = \underline{\$145,000}$

Total purchase \$1,116,001

OVERSIGHT Technology and Information Services

EVALUATION: Uptime and customer service

MBPE CONTRACT NUMBER: Metro Government Contract# 355070

SOURCE OF FUNDS: Capital Funds -Technology

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### h. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Learning Labs, Inc.

SERVICE/GOODS: Amendment #1 to the contract awarded through RFP 11-21 for the replenishment of consumable curriculum materials and maintenance support of hardware previously purchased. Contractor provides a comprehensive introductory high school level curriculum for engineering that includes hands-on projects, student management and assessment tools, installation, instructor professional development, and support.

Amendment #1 adds an additional \$330,000 to the contract.

TERM: August 9, 2017 through June 30, 2022.

FOR WHOM Antioch High School and McGavock High School

COMPENSATION: Amendment increases total compensation available under this contract by \$330,000 for a new not to exceed amount of \$480,000.

OVERSIGHT: Career and Technical Education (CTE)

EVALUATION: Based on required deliverables in the RFP, contractor's proposal, and timely delivery of material and support.

MBPE CONTRACT NUMBER: 2-173182-03A1

SOURCE OF FUNDS: Federal Funds – Carl Perkins Grant

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

##### i. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Tennessee Achievement School District (ASD)

SERVICE/GOODS: Amendment #1 to the MOU with the Tennessee Achievement School District (ASD). This amendment addresses nonperformance issues, facility use and responsibilities, facility repairs and capital improvements, transportation issues and requests, Special Education concerns and placement responsibilities, requested services, protection of student data, and all related costs.

TERM: Co-terminus with the Tennessee Achievement School District (ASD) agreement

FOR WHOM All ASD students

COMPENSATION: Per the ASD agreement and related MOU services.

OVERSIGHT: Metropolitan Board of Public Education

EVALUATION: Based on required deliverables in the MOU and amendments.

MBPE CONTRACT NUMBER: Memorandum of Understanding (MOU) signed and effective August 5, 2015, between the ASD and MNPS

SOURCE OF FUNDS: Various

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### j. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Youth Opportunity Investments, LLC

SERVICE/GOODS: Youth Opportunity Investments, LLC will provide two (2) Title I supplementary teachers, one (1) Title I educational assistant, and two (2) Title I contracted instructors along with the instructional materials, equipment, and therapies for students at the Davidson County Juvenile Detention Center facility.

TERM: August 1, 2017 through July 31, 2022

FOR WHOM: Students at the Davidson County Juvenile Detention Center facility

COMPENSATION: Supplemental Teachers: 1 full-time at \$55,960.77 and 1 part-time at \$25,128.98

Educational Assistant: 1 full time at \$37,940.39

Contracted Services: \$8,200.00

Family Engagement: \$189.86

Total compensation under this contract is not to exceed \$127,420.00.

OVERSIGHT: Federal Programs

EVALUATION: Based on MNPS monitoring of the facility to ensure Youth Opportunity Investments is carrying out their responsibilities as outlined in the agreement and is complying with all of the applicable statutory and regulatory requirements. MNPS will examine all invoices, requests and supporting documentation to ensure that funds are being used for program administration or coordination and that the requests are reasonable and necessary and have a clear and direct effect on the improvement of services for students.

MBPE CONTRACT NUMBER: 2-180484-00

SOURCE OF FUNDS: Federal Funds – Title I

# MNPS Transition Team Report Update

This report provides both a status update and maps the alignment of the Transition Team recommendations to the work being carried out within the district's Strategic Framework. As such, this is the final reporting on the status of the recommendations. The execution of the work in the framework and how it aligns back to the Transition Team report is summarized below. A more detailed view of the implementation structure follows on the next page.



As we provide updates regarding each of the goal areas (***Our Students, Our People, Our Organization*** and ***Our Community***), the district will essentially be reporting on how the work included in the Transition Team recommendations are continuing to drive our efforts to ***Exceed Great Expectations.***

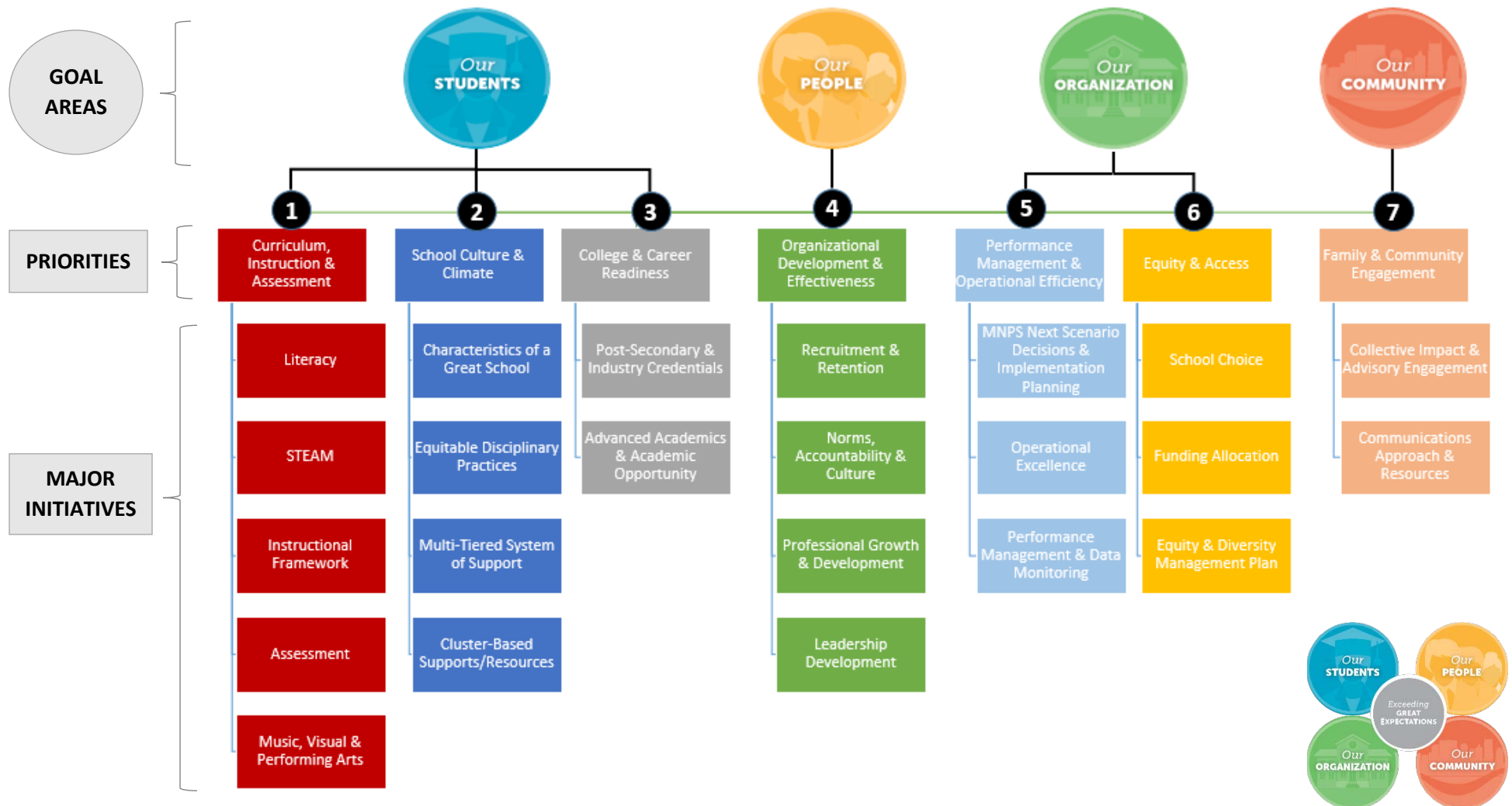
...from Transition Team Recommendations to the MNPS Strategic Framework → Moving Forward

Transition Team Priority Areas & Recommendations	MNPS Strategic Framework			
	Our Students	Our People	Our Organization	Our Community
<b>STUDENT ACHIEVEMENT</b>				
1. Academic Priorities & Goals	■	■	■	■
2. Instructional Tools & Instructional Coherence	■	■	■	■
3. Professional Development	■	■		
4. Assessments & Data	■	■	■	■
<b>SCHOOL CHOICE</b>				
1. Choice Programs	■		■	■
2. Diversity	■	■	■	■
3. Transportation	■		■	■
4. Marketing/Outreach/Recruitment in the School Choice Process	■		■	■
<b>COMMUNICATIONS &amp; COMMUNITY ENGAGEMENT</b>				
1. Communication of Vision		■	■	
2. Customer Service Culture			■	■
3. Parent/Family Engagement	■		■	■
4. Organizational Structure		■	■	■
<b>HUMAN RESOURCES &amp; TALENT MANAGEMENT</b>				
1. Human Resource Processes		■		
2. Customer Service	■	■	■	■
3. High-Quality Staff	■	■		
4. Performance Management	■	■	■	

January 2018

This status update includes a column (Framework Alignment) referring to the implementation structure of the Strategic Framework. The visual below is provided as a point of reference to demonstrate where each component of the framework resides beyond the Goal Areas. In addition, information from the Transition Team Report (Priority Areas with description and Short/Long-Term Recommendations) are included in the remaining pages verbatim with a status update.

# MNPS Strategic Framework



## STUDENT ACHIEVEMENT

PRIORITY AREA 1   ACADEMIC PRIORITIES AND GOALS			
<i>Agree on a broad academic plan, work together on implementing that plan, and stick with it over a sustained period of time.</i>			
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority	Framework Alignment
1	Encourage the school board to develop clear academic priorities, and then reorient the board's work and its meetings primarily around monitoring the academic progress of the district's children on an agreed-upon set of key performance indicators.	✓ <ul style="list-style-type: none"> <li>Strategic Framework established</li> <li>School-level Key Performance Indicators (KPIs) developed</li> <li>Quarterly KPI updates to Board of Education (BOE) planned</li> <li>Director evaluation and BOE self-evaluation in process</li> <li>BOE goals established</li> </ul>	<u>Our Students</u> <ul style="list-style-type: none"> <li>Priorities 1,2 &amp; 3 and all 11 Major Initiatives</li> </ul>
2	Ensure the school board and the district's new administrative leadership are very clear and repeatedly vocal about the need for high expectations for all children in the district.	✓ <ul style="list-style-type: none"> <li>BOE agendas now mirror Strategic Framework</li> <li>Mission, Vision, Values posters being printed</li> <li>Mission, Vision, Values open up presentations</li> </ul>	<u>Our Students</u> <ul style="list-style-type: none"> <li>Instructional Framework</li> </ul>
3	Charge the school board and the district's new administrative leadership with rethinking and revamping the district's site-based instructional approach to academic improvement, and define a clear academic direction for the school system.	✓ <ul style="list-style-type: none"> <li>Academic standards streamlined and restructured</li> <li>Three (3) out of seven (7) annual priorities focus on academics</li> <li>Literacy Teacher Development Specialists (LTDSs) and Advanced Academics Resource Teachers (AARTs) now required for all schools to budget</li> </ul>	<u>Our Students</u> <ul style="list-style-type: none"> <li>Literacy</li> <li>Instructional Framework</li> <li>Advanced Academics &amp; Academic Opportunity</li> </ul>
4	As the district is updating its strategic plan, revisit what worked and did not work in the previous plan and ensure the district's goals are built around attaining more than one year's worth of growth for students who are behind.	✓ <ul style="list-style-type: none"> <li>Core themes and components maintained from previous strategic plan around Social and Emotional Learning (SEL), equity and access, leadership development, personalized learning and many others. The district's new vision, mission and values brings additional continuity.</li> <li>School-level KPIs target growth goals that exceed state's</li> </ul>	Strategic Framework High-Level Actions specifically call for continuing, evaluating, monitoring, strengthening, expanding and so on for many of the compiled items.
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority	Framework Alignment
1	Carefully monitor progress on the district's academic goals, ascertain what parts of the district's improvement plan are working and why, and stick with the broader and most effective parts of the plan for a number of years.	✓ <ul style="list-style-type: none"> <li>Priority based budgeting has targeted eight (8) areas for evaluation and monitoring in FY2017</li> <li>School-level KPIs established and regular reports to BOE planned starting in January 2018 (an initial school KPI presentation was shared in November 2017)</li> </ul>	<u>Our Organization</u> <ul style="list-style-type: none"> <li>Performance Management &amp; Data Monitoring</li> <li>Funding Allocation</li> </ul>
2	Evaluate the superintendent on progress towards the academic goals that the board and superintendent have set.	✓ <ul style="list-style-type: none"> <li>Director's evaluation drafted and aligns with school-level KPIs</li> </ul>	Our Students, Our People, Our Organization and Our Community

PRIORITY AREA 1		ACADEMIC PRIORITIES AND GOALS		
3	Ensure that each of the district's major instructionally related departments has plans and goals that align with the broader strategic plan of the school system.	✓	<ul style="list-style-type: none"> <li>Project plans established for annual priorities and major initiatives</li> </ul>	<u>Our Students</u> <ul style="list-style-type: none"> <li>Priorities 1,2 &amp; 3 and all 11 Major Initiatives</li> </ul>
4	Structure the central office to ensure that it is aligned to meeting the goals that the board and the superintendent have set.	✓	<ul style="list-style-type: none"> <li>Reorganization of district into quadrants led by Community Superintendents</li> <li>Division of School Support and Improvement established to be responsible for SEL and choice</li> <li>Division of academics streamlined to only include academic departments</li> <li>Communication and Community Engagement in process of merging</li> <li>Curriculum &amp; Instruction role elevated</li> </ul>	<u>Our Students</u> <ul style="list-style-type: none"> <li>Priorities 1,2 &amp; 3 and all 11 Major Initiatives</li> </ul>

PRIORITY AREA 2		INSTRUCTIONAL TOOLS AND INSTRUCTIONAL COHERENCE		
Address the quality and focus of the district’s instructional tools for raising student achievement.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE    ✓ = Complete and/or Ongoing    ★ = Future Priority		Framework Alignment
1	Have every child read and practice with complex, grade-level text every day to begin strengthening language skills of all students.	✓	<ul style="list-style-type: none"><li>▪ English Language Arts (ELA) Scope &amp; Sequence revised</li><li>▪ ELA Scope &amp; Sequence includes Institute for Learning (IFL) Units that focus on complex texts</li><li>▪ Anchor/complex text to support revised ELA Scope and Sequence will be purchased for schools this school year</li><li>▪ New ELA curriculum (Core Knowledge Language Arts [CKLA]) that builds skills and knowledge through the use of complex text is being piloted in five (5) elementary schools this school year</li></ul>	<u>Our Students</u> <ul style="list-style-type: none"><li>▪ Literacy</li><li>▪ Instructional Framework</li></ul>
2	Revise the district’s scope and sequence documents to provide more guidance for principals and teachers on what needs to be taught and at what level of understanding and ensure a level of cognitive demand that is consistent with the standards.	✓	<ul style="list-style-type: none"><li>▪ ELA Scope &amp; Sequence revised during this school year (K-Grade 11)</li></ul>	<u>Our Students</u> <ul style="list-style-type: none"><li>▪ Instructional Framework</li></ul>



PRIORITY AREA 2		INSTRUCTIONAL TOOLS AND INSTRUCTIONAL COHERENCE		
3	As the district is revising its scope and sequence documents, take advantage of sample units found in the Basal Alignment Project on Edmodo to help support students in building knowledge, developing academic vocabulary, and reading and understanding grade-level, complex texts.	✓	<ul style="list-style-type: none"> <li>This school year, MNPS is providing model IFL ELA units for all teachers in Kindergarten - Grade 11 as part of the revised ELA Scope &amp; Sequence. IFL units have been professionally developed and nationally vetted for both quality and rigor by the Institute for Learning (IFL). The units are built on complex and engaging texts, sequenced questions and tasks, and academically productive talk. The revised ELA Scope and Sequence notes when teachers should incorporate these units into their instruction. There is one model IFL unit for Kindergarten and two model IFL units for Grades 1-11.</li> </ul>	<u>Our Students</u> <ul style="list-style-type: none"> <li>Instructional Framework</li> </ul>
4	Give the chief of schools final sign-off authority on school improvement plans, ensure that the plans are not approved unless they actually contain strategies for improvement, and develop a mechanism for regularly monitoring progress on the plans.	✓	<ul style="list-style-type: none"> <li>This required step has been included in the overall process for finalizing school improvement plans prior to submission to the state.</li> </ul>	<u>Our Organization</u> <ul style="list-style-type: none"> <li>Performance Management &amp; Monitoring</li> </ul>
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Identify all of the instructionally-related initiatives in the district, determine whether they are actually adding value to students' academic performance, and curtail programs that do not appear to be producing results.	✓	<ul style="list-style-type: none"> <li>Balanced Literacy Framework was revised to Balanced Literacy Framework 2.0 (BLF 2.0). BLF 2.0 was revised to include a focus on Foundational Skills and Complex Text called for in the new state standards.</li> </ul>	<u>Our Students</u> <ul style="list-style-type: none"> <li>Instructional Framework</li> <li>Assessment</li> </ul> <u>Our Organization</u> <ul style="list-style-type: none"> <li>Funding Allocation</li> </ul>
2	Develop the evidence that teachers should be looking for in order to determine the quality of student work and provide guidance on how instructional practice might change to improve that work.	✓	<ul style="list-style-type: none"> <li>Instructional Framework created</li> <li>Three (3) Core Actions walk-through document for ELA and Math created and training provided</li> <li>Social and Emotional Learning (SEL) walk-through rubric created</li> </ul>	<u>Our Students</u> <ul style="list-style-type: none"> <li>Instructional Framework</li> <li>Characteristics of a Great School</li> </ul>
3	Revamp the district's walk-through documents to ensure they are gathering appropriate information on how the curriculum is being implemented and whether students are actively engaged in their learning.	✓	<ul style="list-style-type: none"> <li>ELA and Math three (3) Core Actions walk-through documents created</li> <li>STEAM (4Cs: Collaboration, Creativity/Curiosity, Communication and Critical Thinking) walk-through document being created</li> <li>Guided Reading walk-through document created</li> <li>Social and Emotional Learning (SEL) walk-through rubric created</li> </ul>	<u>Our Students</u> <ul style="list-style-type: none"> <li>Instructional Framework</li> <li>STEAM</li> <li>Characteristics of a Great School</li> </ul>

PRIORITY AREA 2		INSTRUCTIONAL TOOLS AND INSTRUCTIONAL COHERENCE	
4	Build instructional coherence within and across grade levels consistent with college and career readiness standards at each grade level.	✓	<ul style="list-style-type: none"> <li>▪ ELA and Math Scope &amp; Sequence revised K-Grade 11</li> <li>▪ ELA and Math Curriculum and Instruction Update Meetings focus on three (3) Core Actions across all three tiers (elementary, middle and high school)</li> <li>▪ Developing a district-wide Comprehensive Literacy Plan</li> </ul>
		<u>Our Students</u> <ul style="list-style-type: none"> <li>▪ Literacy</li> <li>▪ Instructional Framework</li> </ul>	

PRIORITY AREA 3		PROFESSIONAL DEVELOPMENT	
Build the capacity of the district's people to perform higher levels of work through the establishment of clear structures and expectations for professional development at the school and system levels.			
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE	Framework Alignment
1	Set up a structure system wide for establishing school-level professional learning communities (PLCs) and allocate time to hold them.	✓ <ul style="list-style-type: none"><li>District-wide Pre-service 2-Day PD for all MNPS teachers facilitated</li><li>Four (4) district-wide Stockpile PD Days with planning scheduled</li></ul>	<u>Our Students</u> <ul style="list-style-type: none"><li>Instructional Framework</li></ul>
2	Identify key short-term instructional priorities (e.g., daily use of complex texts) and begin building system wide professional development around these short-term priorities. Create greater coherence around all professional development training.	✓ <ul style="list-style-type: none"><li>ELA and Math Curriculum and Instruction Update Meetings' PD focus on three (3) Core Actions across all three tiers (elementary, middle and high school)</li><li>PD provided for all district Literacy teacher Development Specialists (LTDSs), Advanced Academic Resource Teachers (AARTs), Numeracy Coaches and other Coaches related to ELA and Math content as well as skill based PD (i.e. coaching skills, leadership skills, communication skills, etc.)</li><li>Professional Development Users' Guide created</li></ul>	<u>Our Students</u> <ul style="list-style-type: none"><li>Literacy</li><li>Instructional Framework</li><li>Advanced Academics &amp; Academic Opportunity</li></ul>
3	Redesign the district's current professional development program around the district's academic goals rather than the individual choices of school staff.	✓ <ul style="list-style-type: none"><li>District-wide Preservice 2-Day PD for all MNPS teachers facilitated</li><li>PD offerings largely focus on ELA, Math, and STEAM, and SEL related topics</li></ul>	<u>Our Students</u> <ul style="list-style-type: none"><li>Instructional Framework</li><li>STEAM</li><li>Multi-Tiered System of Support</li></ul>
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE	Framework Alignment
1	Develop a multi-year professional development plan to ensure a long-term and coherent strategy for building the capacity of staff at all levels.	✓ <ul style="list-style-type: none"><li>Multi-year PD plan developed for ELA and Math Curriculum and Instruction Meetings</li><li>Multi-year PD plan developed for STEAM</li></ul>	<u>Our Students</u> <ul style="list-style-type: none"><li>Instructional Framework</li><li>STEAM</li></ul>

PRIORITY AREA 3		PROFESSIONAL DEVELOPMENT		
2	Negotiate “non-negotiables” into the district’s professional development—that is, that everyone will be required to participate in order to build the instructional capacity of the teaching force.	✓	<ul style="list-style-type: none"> <li>Professional Development Users’ Guide created</li> <li>Protocols and processes established for developing and vetting PD both with internal and external PD facilitators</li> </ul>	<u>Our Students</u> <ul style="list-style-type: none"> <li>Instructional Framework</li> </ul>
3	Build a districtwide professional development system that will not only strengthen the capacity of current staff but also define a pipeline of talent across personnel levels of the system.	✓	<ul style="list-style-type: none"> <li>Performance Matters is now the PD management system. Course approver training occurred the week of December 4th. This training was for building level principals and course approvers for various district departments. The training focused on proposing, creating and approving professional development.</li> </ul>	<u>Our Students</u> <ul style="list-style-type: none"> <li>Assessment</li> </ul>
4	Build a system for regularly evaluating the effectiveness of professional development in terms of how well it is implemented and whether it has any effects on student outcomes.	✓	<ul style="list-style-type: none"> <li>All PD has an evaluation component</li> <li>PD evaluation data are reviewed and debriefed</li> <li>Feedback on evaluation data is collected and shared with PD participants (i.e. “feedback on feedback”)</li> </ul>	<u>Our People</u> <ul style="list-style-type: none"> <li>Professional Growth &amp; Development</li> </ul>

PRIORITY AREA 4		ASSESSMENTS AND DATA		
Revamp the district's system of assessments to ensure alignment and support schools in reviewing, interpreting, analyzing, and discussing data.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE    ✓ = Complete and/or Ongoing    ★ = Future Priority		Framework Alignment
1	Review and begin revamping the district's short-term interim assessments to ensure their alignment with state standards, the revised scope and sequence, classroom practice, and state summative assessments; involve the district's best teachers in this process.	✓	<ul style="list-style-type: none"><li>▪ Short-term assessments (e.g. MAP-R and M, FAST) are administered three (3) times each school year and align with current standards. They have also been made a priority as part of the school-level KPIs rolled out in October 2017.</li></ul>	<u>Our Students</u> <ul style="list-style-type: none"><li>▪ Assessment</li></ul>
2	Enhance the district's training on the interpretation and use of data.	✓	<ul style="list-style-type: none"><li>▪ We have incorporated MAP training into the Curriculum and Instruction Update Meetings (CIUM) meetings and the Administration &amp; Supervision (A&amp;S) meetings. In addition, separate development sessions have been held which all schools sent their leadership teams to participate.</li><li>▪ A Performance Matters Unify training has been conducted on the use of building common formative assessments.</li><li>▪ Additional training will be setup for the remainder of the school year.</li><li>▪ An assessment PD plan is being developed and will be prepared in advance of the 2018-19 school year.</li></ul>	<u>Our Students</u> <ul style="list-style-type: none"><li>▪ Assessment</li></ul>

PRIORITY AREA 4		ASSESSMENTS AND DATA		
3	De-emphasize, within state guidelines, the use of test scores to determine teacher effectiveness as instructional reforms are being put into place.	✓	<ul style="list-style-type: none"> <li>This continues to be a challenge as no flexibility exists to “de-emphasize” student achievement data within the Tennessee State Board of Education Teacher and Administrator Evaluation Policy 5.201.</li> </ul>	<u>Our People</u> <ul style="list-style-type: none"> <li>Professional Growth &amp; Development</li> </ul>
4	Begin curtailing individual schools’ use of differing assessment systems of their own choosing.	✓	<ul style="list-style-type: none"> <li>A survey has been developed.</li> <li>In January 2018, a survey will be administered to determine what assessments are being given in addition to those already mandated. The purpose and specific use will be a question included.</li> </ul>	<u>Our Students</u> <ul style="list-style-type: none"> <li>Assessment</li> </ul>
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Begin building an easy-to-use, data-analytic system with as close to real-time data as is possible to provide central office staff and school-based staff with better information on where students are struggling academically and where they are making progress.	✓	<ul style="list-style-type: none"> <li>The district’s Data Warehouse system provides instant access to a wide variety of district and school-level data which is updated daily.</li> <li>The contents of the Data Warehouse are continuously improved with current efforts underway to align and further build-out current reports to match school KPIs.</li> <li>The district has added Performance Matters Unify to its toolset. It allows schools to look at their own formative assessment data.</li> <li>We’ve also started working with the Dell Foundation, via a grant, as one of five districts to help us integrate our data systems to enhance assessment reporting.</li> </ul>	<u>Our Students</u> <ul style="list-style-type: none"> <li>Assessment</li> </ul>
2	Build a regular calendar of program evaluations to determine what works and what doesn’t.	✓	<ul style="list-style-type: none"> <li>As part of the Priority Based Budgeting work, district leadership prioritized seven (7) programs to evaluate. The programs are as follows: English Learners, Pre-K, Exceptional Education, Student Services, Advanced Academics, Literacy and STEAM.</li> <li>In addition, the Research &amp; Assessment team is looking at other literacy related programs to evaluate effectiveness.</li> </ul>	<u>Our Students</u> <ul style="list-style-type: none"> <li>Literacy</li> <li>STEAM</li> <li>Advanced Academics &amp; Academic Opportunity</li> <li>Priority: School Culture &amp; Climate</li> </ul> <u>Our Organization</u> <ul style="list-style-type: none"> <li>Funding Allocation</li> </ul>

PRIORITY AREA 4		ASSESSMENTS AND DATA		
3	Define a standard data approach for schools to help them review, interpret, analyze, and discuss data that will help school-based staff ask the right questions and consider the appropriate steps for improving student achievement.	✓	<ul style="list-style-type: none"> <li>Curriculum Instruction Update Meetings (CIUM) and Administration &amp; Supervision meetings include a focus on school-level KPIs</li> <li>A list of probing questions have been developed for each metric included in the school-level KPIs.</li> <li>As part of the Dell Foundation work we are participating with four (4) other districts to identify and prioritize key assessment questions that our data systems should be able to respond to easily with an appropriate data result.</li> <li>Collaborative data inquiry process continues to be introduced on a school by school basis with initial planning underway to develop tools for reaching more schools faster.</li> </ul>	<u>Our Students</u> <ul style="list-style-type: none"> <li>Assessment</li> </ul>

## SCHOOL CHOICE

PRIORITY AREA 1		CHOICE PROGRAMS		
Analyze and improve the structure and function of choice programs in the district, including program features, curriculum, and administration consistent with district strategic plans.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE    ✓ = Complete and/or Ongoing    ★ = Future Priority		Framework Alignment
1	Hire or designate a Director of Magnet School Programs and other staff to work collaboratively across departments to develop a district wide comprehensive vision and plan to ensure equitable distribution of magnet schools and programs across MNPS.	✓	<ul style="list-style-type: none"><li>Selected an interim Director of School Choice</li><li>Received \$15M magnet school grant to help build capacity</li></ul>	<u>Our Organization</u> <ul style="list-style-type: none"><li>School Choice</li></ul>
2	Consider grouping choice programs into fewer categories so that parents will be able to understand the choices available and thus make more informed choices about what program they would choose for their student.	✓	<ul style="list-style-type: none"><li>Mapping of current programs available across the district is underway</li></ul>	<u>Our Organization</u> <ul style="list-style-type: none"><li>School Choice</li></ul>

PRIORITY AREA 1		CHOICE PROGRAMS		
3	Increase the rigor and advanced academic course offerings in all middle and high schools to address the attrition of students from elementary to middle school.	✓	<ul style="list-style-type: none"> <li>Advanced Academics Resource Teachers (AARTs) now required for all schools to budget</li> <li>STEAM implementation underway at first group of 18 schools for the 2017-18 school year</li> <li>This school year MNPS is focused on bringing advanced academic options back to all middle schools beginning with ELA. Training was provided over summer 2017 around honors ELA courses and they are now offered on middle school schedules.</li> </ul>	<u>Our Students</u> <ul style="list-style-type: none"> <li>STEAM</li> <li>Advanced Academics &amp; Academic Opportunity</li> <li>Instructional Framework</li> </ul>
4	Create an elementary-level arts magnet to establish vertical alignment across tiers in the district's arts offerings.	✓	<ul style="list-style-type: none"> <li>Will use part of \$15M grant to fund an arts-themed magnet elementary school</li> </ul>	<u>Our Organization</u> <ul style="list-style-type: none"> <li>School Choice</li> </ul>
#	<b>LONG-TERM RECOMMENDATIONS</b>	<b>STATUS UPDATE</b> ✓ = Complete and/or Ongoing ★ = Future Priority		<b>Framework Alignment</b>
1	Consider how the school choice process can be used to assist with addressing the attrition of students that occurs between the transition from elementary to middle schools.	✓	<ul style="list-style-type: none"> <li>Analysis underway as part of MNPS Next and new choice office</li> </ul>	<u>Our Organization</u> <ul style="list-style-type: none"> <li>MNPS Next</li> <li>School Choice</li> </ul>
2	Consider relocating Nashville School of the Arts to a more appropriate building.	✓	<ul style="list-style-type: none"> <li>District in process of acquiring land</li> <li>Additional capital for construction to be included in 2018 budget request</li> </ul>	<u>Our Organization</u> <ul style="list-style-type: none"> <li>MNPS Next</li> <li>Operational Excellence</li> <li>School Choice</li> </ul>
3	Develop a plan to increase student internships, apprenticeships, and mentorships for the various high school academies by leveraging community resources.	★	<ul style="list-style-type: none"> <li>Not a 2017/18 major initiative, will review during 2018-19SY planning and budget conversations</li> </ul>	Our Students and Our Community
4	Provide, in every high school, a liberal arts pathway for those students who do not wish to participate in the academies.	★	<ul style="list-style-type: none"> <li>Not a 2017/18 major initiative, will review during 2018-19 SY planning and budget conversations</li> </ul>	Our Students
5	Determine the minimum number of high school course credit offerings available in all middle schools and of core academic courses in Advanced Placement (AP), International Baccalaureate (IB), or Cambridge International programs in each high school.	✓	<ul style="list-style-type: none"> <li>Initially, honors ELA courses are being added back into middle schools during the 2017-18 school year with plans to expand further in the upcoming years. A minimum number of high school advanced academic courses in middle schools is to be determined.</li> </ul>	<u>Our Students</u> <ul style="list-style-type: none"> <li>Instructional Framework</li> <li>STEAM</li> </ul>

PRIORITY AREA 1		CHOICE PROGRAMS		
6	Determine feasibility of moving 5th grade to elementary schools to help address student attrition between elementary and middle school.	✓	<ul style="list-style-type: none"> <li>▪ Ruled out during Phase 1 of MNPS Next</li> </ul>	<u>Our Organization</u> <ul style="list-style-type: none"> <li>▪ MNPS Next</li> </ul>

PRIORITY AREA 2		DIVERSITY		
Demonstrate a commitment to diversity through continuous improvement in processes for placement, data analysis, and student services regarding its choice options.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE    ✓ = Complete and/or Ongoing    ★ = Future Priority		Framework Alignment
1	Reaffirm the district's commitment to diversity.	✓	▪ In process -There is Diversity & Equity Calendar of events that has been outlined for the year, central office and school staff are all invited. Diversity & Equity Summit is also planned to take place March 2018. Poverty simulations have been hosted to schools, there was one central office simulation held this past fall, and there is one more scheduled for Spring. Diversity & Equity Framework will be presented to Executive Staff by February 2018.	<u>Our Organization</u> ▪ Equity & Diversity Management Plan
2	Reconstitute the Diversity Taskforce to provide input regarding the district's implementation of its Diversity Management Plan and implementation of the School Choice Subcommittee's recommendations.	✓	▪ In process - The Diversity Management Plan Steering committee has reconvened and is meeting. The 2016-2017 Diversity management Plan report was updated and submitted to the Director of Schools, and Communications for publication. Meetings have been scheduled for the remainder of the school year and will review the report content, definitions, and identify ways to elevate or further engage community support across the various departments.	<u>Our Organization</u> ▪ Equity & Diversity Management Plan
3	Seek options to ensure equitable access and diversity when reviewing the academic entrance requirements and lottery process used to place students into relevant programs.	★	▪ Not a 2017-18 priority (2016-17 TN Ready results need to be reviewed prior to determining the best way to promote diversity in the academic magnets), will review during 2018-19 SY planning conversations.	<u>Our Organization</u> ▪ Equity & Diversity Management Plan ▪ School Choice ▪ Operational Excellence
4	Use the same criteria for removing a child from a choice school as it does for removing a child from a zoned school and a charter school.	✓	▪ Complete, criteria updated.	<u>Our Organization</u> ▪ Operational Excellence ▪ School Choice



PRIORITY AREA 2		DIVERSITY		
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Study whether all students who meet the academic eligibility requirements should be automatically entered in the academic magnet schools' lottery.	★	<ul style="list-style-type: none"> <li>Not a 2017-18 priority (2016-17 TN Ready results need to be reviewed prior to determining the best way to promote diversity in the academic magnets, will review during 2018-19SY planning conversations.</li> </ul>	<u>Our Organization</u> <ul style="list-style-type: none"> <li>Operational Excellence</li> <li>School Choice</li> </ul>
2	Allocate available seats proportionally across the district (based on cluster population) to the magnet schools with academic entrance requirements and their feeder schools.	★	<ul style="list-style-type: none"> <li>Not a 2017-18 priority (2016-17 TN Ready results need to be reviewed prior to determining the best way to promote diversity in the academic magnets), will review during 2018-19 SY planning conversations.</li> </ul>	<u>Our Organization</u> <ul style="list-style-type: none"> <li>Operational Excellence</li> <li>School Choice</li> </ul>
3	Develop a regular schedule for re-evaluating GPZs (geographic priority zone), zoned options, and other optional boundaries to promote the goals of the Diversity Management Plan.	★	<ul style="list-style-type: none"> <li>Not a 2017-18 priority (district plans to review next year), will review during 2018-19 SY planning conversations.</li> </ul>	<u>Our Organization</u> <ul style="list-style-type: none"> <li>Operational Excellence</li> <li>School Choice</li> </ul>

PRIORITY AREA 3		TRANSPORTATION		
Prioritize transportation as a function to ensure school choice options are available to all students through clear communication and ongoing analysis of transportation and school choice patterns.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE    ✓ = Complete and/or Ongoing    ★ = Future Priority		Framework Alignment
1	Eliminate the call center approach to resolving transportation related concerns and establish a public phone number for all transportation related questions and concerns so that parents and school staff can directly contact transportation staff without being routed through the Family Information Center.	✓	<ul style="list-style-type: none"><li>▪ Enhanced collaboration between transportation and Family Information Center (FIC) to streamline access and support to needed information.</li><li>▪ Determined importance of maintaining FIC approach.</li></ul>	<u>Our Organization</u> <ul style="list-style-type: none"><li>▪ Operational Excellence</li></ul>
2	Provide additional information in the School Choice Application about the StrIDE program* and include a phone number where parents can get additional information about transportation.	✓	<ul style="list-style-type: none"><li>▪ Complete – The update will be included in the 2018-19 Optional School Application.</li></ul>	<u>Our Organization</u> <ul style="list-style-type: none"><li>▪ Operational Excellence</li><li>▪ School Choice</li></ul>



PRIORITY AREA 3		TRANSPORTATION		
3	Collaborate with Metropolitan Transportation Authority (MTA) to continue and expand where feasible the StriDe program.	✓	<ul style="list-style-type: none"> <li>▪ Ongoing</li> <li>▪ Expanding the program to additional schools and/or tiers is limited due to the budget of both entities.</li> <li>▪ MTA routing expansions are limited by federal guidelines.</li> </ul>	<u>Our Organization</u> <ul style="list-style-type: none"> <li>▪ Operational Excellence</li> <li>▪ School Choice</li> </ul>
4	Establish a transportation committee that includes staff from the District, MTA, and other agencies to study options to ensure equitable access for students exercising school choice.	★	<ul style="list-style-type: none"> <li>▪ Not a 2017/2018 major initiative, but we are continuing transportation services for choice schools including the StRide program.</li> </ul>	<u>Our Organization</u> <ul style="list-style-type: none"> <li>▪ Operational Excellence</li> <li>▪ School Choice</li> </ul>
5	Continue partnering with the Nashville After Zone Alliance (NAZA) program which helps to provide equitable access to after school extracurricular activities and provides transportation for the programs.	✓	<ul style="list-style-type: none"> <li>▪ Ongoing</li> <li>▪ The NAZA program partnership has continued.</li> </ul>	<u>Our Organization</u> <ul style="list-style-type: none"> <li>▪ Operational Excellence</li> <li>▪ School Choice</li> </ul>
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Study school choice patterns to determine if there are large groups of students who wish to exercise choice to attend schools in specific geographic areas and the cost viability of providing transportation services when such cases exist	★	<ul style="list-style-type: none"> <li>▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning and budget conversations.</li> </ul>	<u>Our Organization</u> <ul style="list-style-type: none"> <li>▪ Operational Excellence</li> <li>▪ School Choice</li> </ul>
2	Consider whether charter middle school students should be included in the StriDe program.	★	<ul style="list-style-type: none"> <li>▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning and budget conversations.</li> </ul>	<u>Our Organization</u> <ul style="list-style-type: none"> <li>▪ Operational Excellence</li> <li>▪ School Choice</li> </ul>

PRIORITY AREA 4		MARKETING/OUTREACH/RECRUITMENT IN THE SCHOOL CHOICE PROCESS		
Leverage and extend existing marketing/outreach/recruitment efforts to ensure information is readily available and easily understood by all families.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE    ✓ = Complete and/or Ongoing    ★ = Future Priority		Framework Alignment
1	Use enrollment centers and family resource centers as information hubs.	★	▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations.	<u>Our Organization</u> ▪ School Choice <u>Our Community</u> ▪ Communications Approach & Resources

<b>PRIORITY AREA 4</b>		<b>MARKETING/OUTREACH/RECRUITMENT IN THE SCHOOL CHOICE PROCESS</b>		
2	Extend the application period for the school choice process to March 1st. The school choice lottery should be run after March 1st.	✓	<ul style="list-style-type: none"> <li>Complete – The 2018-19 application period was moved to the spring semester.</li> </ul>	<u>Our Organization</u> <ul style="list-style-type: none"> <li>Operational Excellence</li> <li>School Choice</li> </ul>
3	Provide professional support and financial resources to schools to assist with marketing their schools and recruiting students.	✓	<ul style="list-style-type: none"> <li>Hired a Marketing Manager to assess school needs and support</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Communications Approach &amp; Resources</li> </ul>
4	Continue partnering with the Nashville Public Education Foundation to refine and improve Nashville School Finder.	★	<ul style="list-style-type: none"> <li>Portions of SchoolFinder build-out have been completed, but the overall project is on hold for remainder of the 2017-18 school year.</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Communications Approach &amp; Resources</li> </ul>
5	Convene – prior to and after the launch of School Finder version 2.0 – representative groups of parents, principals, staff and other stakeholders to gather feedback on its effectiveness.	★	<ul style="list-style-type: none"> <li>Portions of SchoolFinder build-out have been completed, but the overall project is on hold for remainder of the 2017-18 school year.</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Collective Impact &amp; Advisory Engagement</li> <li>Communications Approach &amp; Resources</li> </ul>
6	Introduce the new version of School Finder 2.0 via principals at their school parent nights.	★	<ul style="list-style-type: none"> <li>Portions of SchoolFinder build-out have been completed, but the overall project is on hold for remainder of the 2017-18 school year.</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Collective Impact &amp; Advisory Engagement</li> <li>Communications Approach &amp; Resources</li> </ul>
7	Link SchoolFinder.org and MNPS websites so that school descriptions are consistent and easily updated by the school.	★	<ul style="list-style-type: none"> <li>Portions of SchoolFinder build-out have been completed, but the overall project is on hold for remainder of the 2017-18 school year.</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Collective Impact &amp; Advisory Engagement</li> <li>Communications Approach &amp; Resources</li> </ul>
8	Develop a districtwide strategy to market and promote zoned middle schools' strengths to help decrease student attrition between elementary and middle school	✓	<ul style="list-style-type: none"> <li>In process - Marketing has begun process of visiting schools to identify challenges and opportunities to better communicate available offerings in the choice process</li> <li>Currently working on research of charter and private schools surrounding Metro zoned schools and marketing and recruitment strategies</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Communications Approach &amp; Resources</li> </ul>
#	<b>LONG-TERM RECOMMENDATIONS</b>	<b>STATUS UPDATE</b> ✓ = Complete and/or Ongoing ★ = Future Priority		
1	Consider mobile units for traveling into communities throughout the school year to communicate options and assist with the application process.	★	<ul style="list-style-type: none"> <li>Not a 2017/18 major initiative, will review during 2018-19 SY planning and budget conversations.</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Communications Approach &amp; Resources</li> </ul>

PRIORITY AREA 4		MARKETING/OUTREACH/RECRUITMENT IN THE SCHOOL CHOICE PROCESS		
2	Conduct an academic and enrollment needs assessment at each school. Use results of this assessment to develop a strategic marketing plan to help promote equity and access.	✓	<ul style="list-style-type: none"> <li>Initial data gathering underway</li> <li>School Choice program data collection is expected to also support this work.</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Communications Approach &amp; Resources</li> </ul> <u>Our Organization</u> <ul style="list-style-type: none"> <li>School Choice</li> </ul>
3	Develop marketing and outreach strategies to promote the school choice process.	✓	<ul style="list-style-type: none"> <li>In process – Event plan is in development for annual School Choice Festival that will include marketing outreach strategy to families and the community</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Communications Approach &amp; Resources</li> </ul> <u>Our Organization</u> <ul style="list-style-type: none"> <li>School Choice</li> </ul>
4	Seek business community support to assist with the school choice marketing and outreach process.	✓	<ul style="list-style-type: none"> <li>In process – Steps are underway to work with business and community partners to educate on new initiatives such as an expanded literacy focus and STEAM to help drive outreach efforts as well as support of the annual School Choice Festival.</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Collective Impact &amp; Advisory Engagement</li> <li>Communications Approach &amp; Resources</li> </ul>

## COMMUNICATIONS AND COMMUNITY ENGAGEMENT

PRIORITY AREA 1		COMMUNICATION OF VISION		
Articulate a clear vision and put in place a framework for consistently, transparently communicating it.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE    ✓ = Complete and/or Ongoing    ★ = Future Priority		Framework Alignment
1	Put in place a consistent, well-publicized way for securing public input into the district’s strategic plan, using community partners to help rally community voices where appropriate And, coming out of the strategic planning process, create and publicly promote a branded digital scorecard to track district goals outlined in the strategic plan.	✓	▪ In process - A static District Scorecard is under development for sharing with the School Board and posting to the MNPS website no later than Spring 2018.	<u>Our Organization</u> ▪ Performance Management & Data Monitoring <u>Our Community</u> ▪ Collective Impact & Advisory Engagement ▪ Communications Approach & Resources
2	Create and execute an editorial plan that regularly showcases district and school activities and accomplishments and authentic stories of educators, students, and community members using mainstream media, social media, video and website.	✓	▪ Launched a digital newsroom as a central location to house press releases, blogs, video, social media posts, etc. ▪ Editorial calendar created and placed into use ▪ Re-launched Metro Minute video segments for Spanish-language media outlets and district use for outreach to families.	<u>Our Community</u> ▪ Communications Approach & Resources

PRIORITY AREA 1		COMMUNICATION OF VISION		
3	Streamline good news blogs and proactively send a weekly digest to a “Friends of Public Schools” list to ensure key influencers are seeing what is on elective social media channels.	✓	<ul style="list-style-type: none"> <li>Created and launched weekly “What’s News” roundup of positive stories each Friday. Currently going to internal audience, with plans to expand to a community list.</li> <li>Launched a weekly MNPS Voices campaign that spotlights a district employee on social media each Wednesday.</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Communications Approach &amp; Resources</li> </ul>
4	Strengthen proactive communications with the city and state.	✓	<ul style="list-style-type: none"> <li>In process</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Communications Approach &amp; Resources</li> </ul>
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Produce an annual report to the community that candidly and transparently outlines achievements, areas of focus, challenges, and progress toward the larger vision and strategy. In tandem with the release of the annual report, consider making an annual State of the Schools address.	★	<ul style="list-style-type: none"> <li>Planned for Fall 2018 - An abbreviated marketing piece has already been developed with distribution at various district events and meetings. The brochure highlights goals, first-year accomplishments (2016-17) and second-year priorities (2017-18) in the areas of curriculum, instruction &amp; assessment, school culture &amp; climate, college &amp; career readiness, organizational development &amp; effectiveness, performance management &amp; operational efficiency, equity &amp; access, and family &amp; community engagement.</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Communications Approach &amp; Resources</li> </ul>
2	Retain outside help to develop a robust marketing strategy and staff/resource it effectively.	✓	<ul style="list-style-type: none"> <li>Marketing manager is conducting needs assessment</li> <li>In process - A reassessment of the marketing function and key roles is currently underway. Among recent changes include moving the Community Engagement Coordinator position under Marketing to support recruitment, outreach and branding goals.</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Communications Approach &amp; Resources</li> </ul>
3	Better measure satisfaction and perceptions of schools and the district through annual parent, staff, and student surveys.	✓	<ul style="list-style-type: none"> <li>In process - Marketing has begun the process of researching best practices in customer service training as well as strategies for collecting feedback from families, partners and the community. In recent weeks, surveys have been used to ascertain the level of satisfaction that attendees have with community engagement forums relative to the meeting formats and information shared.</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Communications Approach &amp; Resources</li> </ul>
4	Strengthen the ongoing feedback loop with parents and teachers.	✓	<ul style="list-style-type: none"> <li>Teacher Voice Sessions conducted</li> <li>District and school-level Parent Advisory Council (PAC) relaunched</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Communications Approach &amp; Resources</li> </ul> <u>Our People</u> <ul style="list-style-type: none"> <li>Norms, Accountability &amp; Culture</li> </ul>

PRIORITY AREA 2		CUSTOMER SERVICE CULTURE		
Build a stronger internal culture that is customer-centered.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE    ✓ = Complete and/or Ongoing    ★ = Future Priority		Framework Alignment
1	Communicate clear, specific customer service values and expectations for all divisions and schools.	★	▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations.	<u>Our Community</u> ▪ Communications Approach & Resources
2	Take immediate steps to train front-office school staff on customer service strategies and to evaluate (and where necessary, overhaul) front offices to make them more welcoming to parents and community partners.	✓	▪ In process - Marketing has begun the process of researching best practices in customer service training as well as strategies for collecting feedback from families, partners and the community.	<u>Our Community</u> ▪ Communications Approach & Resources
3	Consider augmenting the work with the Arbinger Institute and Gallup by designating someone as a senior-level “culture czar” in the district.	✓	▪ District leadership will begin conducting Arbinger training sessions within their divisions. A refresher course for leadership delivering this content is planned for January 2018, with an additional area being trained at the end of February 2018. ▪ In addition, the Arbinger content will be covered in the Administration & Supervision meetings for Principals and district leadership beginning in January 2018.	<u>Our People</u> ▪ Norms, Accountability & Culture
4	Take additional steps to promote the positive culture work early and often.	✓	▪ Arbinger Central Office retreat held in June 2017. ▪ All schools have created a culture/climate goal within the school-level KPIs ▪ MNPS is working with Vanderbilt to better define and articulate culture/climate.	<u>Our People</u> ▪ Norms, Accountability & Culture
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE    ✓ = Complete and/or Ongoing    ★ = Future Priority		Framework Alignment
1	Conduct a ‘culture asset mapping’ of all schools to provide school leaders with candid, independent feedback that will help them strengthen the culture of buildings, better engage families and community partners, and grow faculty and student satisfaction.	★	▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations.	<u>Our People</u> ▪ Norms, Accountability & Culture
2	Review the district’s policies regarding faculty access and use of technology, Internet, and social media and ensure they are consistent with strengthening family communication and engagement.	★	▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations.	<u>Our Community</u> ▪ Family & Community Engagement <u>Our Organization</u> ▪ Operational Excellence

PRIORITY AREA 2		CUSTOMER SERVICE CULTURE		
3	Conduct an expansive audit of existing parent communications around critical areas to determine if they exist and/or if they need improvements so they are more family-friendly.	★	<ul style="list-style-type: none"> <li>Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations.</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Family &amp; Community Engagement</li> </ul>

PRIORITY AREA 3		PARENT/FAMILY ENGAGEMENT		
Reimagine parent/family engagement, and better leverage and coordinate community partners.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE    ✓ = Complete and/or Ongoing    ★ = Future Priority		Framework Alignment
1	Resolve Infinite Campus implementation challenges.	✓	▪ Complete	<u>Our Organization</u> ▪ Operational Excellence
2	Explore bringing in outside expertise to design a more family-focused engagement program, including resources and tools for parents.	★	▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations.	<u>Our Community</u> ▪ Family & Community Engagement
3	Consolidate various positions/offices within the Central Office that coordinate partnerships to create one position dedicated to overseeing the process districtwide for needs assessment and partner engagement.	★	▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations.	<u>Our Community</u> ▪ Family & Community Engagement
4	Initiate monthly partner coordination meetings with key groups to forge stronger relationships with the many district nonprofit partners and better align their work with the district’s strategic plan.	★	▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations.	<u>Our Community</u> ▪ Family & Community Engagement
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE    ✓ = Complete and/or Ongoing    ★ = Future Priority		Framework Alignment
1	Clearly communicate district expectations re: family and community engagement, communications, and school culture.	✓	▪ School-level KPIs ▪ Share expectations through employee newsletter, Forward Focus	<u>Our Community</u> ▪ Communications Approach & Resources
2	Address staffing and training needs associated with more rigorous family and community engagement efforts.	★	▪ Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations.	<u>Our Community</u> ▪ Family & Community Engagement

PRIORITY AREA 3		PARENT/FAMILY ENGAGEMENT		
3	Conduct an annual needs assessment (district wide and school-level) aligned with school improvement plans to identify gaps and partners needed to address those needs.	★	<ul style="list-style-type: none"> <li>Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations.</li> </ul>	<u>Our Organization</u> <ul style="list-style-type: none"> <li>Performance Management &amp; Data Monitoring</li> </ul> <u>Our Community</u> <ul style="list-style-type: none"> <li>Collective Impact &amp; Advisory Engagement</li> </ul>
4	Evaluate the impact of community partners on student success and link partner efforts to each individual school's School Improvement Plan.	★	<ul style="list-style-type: none"> <li>Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations.</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Collective Impact &amp; Advisory Engagement</li> </ul>

PRIORITY AREA 4		ORGANIZATIONAL STRUCTURE		
Strengthen the organizational structure for communications and engagement.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE    ✓ = Complete and/or Ongoing    ★ = Future Priority		Framework Alignment
1	Revisit organizational structure of the Communications Office, considering the model many districts have pursued of having one office of Communications & Engagement.	✓	<ul style="list-style-type: none"><li>▪ In process - A reassessment of the marketing function and key roles is currently underway. Among recent changes include moving the Community Engagement Coordinator position under Marketing to support recruitment, outreach and branding goals. The area also supports public relations efforts, digital (website management, social media, videos), branding, community and partner collaboration, and event support.</li><li>▪ Clearly defined roles and structure for work should align with key objectives in strategic framework</li></ul>	<u>Our Community</u> <ul style="list-style-type: none"><li>▪ Communications Approach &amp; Resources</li></ul>
2	Revisit organizational structure of the Communications Office, considering the model many districts have pursued of having one office of Communications & Engagement.	✓	<ul style="list-style-type: none"><li>▪ Complete – The two areas are currently merging</li></ul>	<u>Our Community</u> <ul style="list-style-type: none"><li>▪ Family &amp; Community Engagement</li></ul>
3	Ensure all offices of the Communications Department have comprehensive strategic plans in place with specific key performance indicators (KPIs) and that, in turn, each position has a clear job description with individual KPIs that are reviewed and measured regularly.	✓	<ul style="list-style-type: none"><li>▪ Communications plan completed</li><li>▪ Marketing plan in development – as well as component that aligns with Family and Community Engagement to support outreach and marketing efforts</li><li>▪ Community engagement plan pending hiring of new Director of Family &amp; Community Engagement</li></ul>	<u>Our Community</u> <ul style="list-style-type: none"><li>▪ Family &amp; Community Engagement</li></ul>



PRIORITY AREA 4		ORGANIZATIONAL STRUCTURE		
4	Regularly track and report data relating to coverage of the district and communications office staff time to ensure a greater focus on proactive vs. reactive communications, and a stronger public narrative about the district.	★	<ul style="list-style-type: none"> <li>Not a 2017/18 major initiative, will review during 2018-19 SY planning conversations.</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Communications Approach &amp; Resources</li> </ul>
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Strengthen and modernize the Communications Department's multi-media capacity, tools, and resources.	✓	<ul style="list-style-type: none"> <li>Digital newsroom added</li> <li>Developing a studio space in central office for recording video, hosting media, etc.</li> <li>Added equipment and assessed needs for additional equipment.</li> <li>Planned – Producing marketing videos for each school for promotion on school web pages. Additionally, website improvements are planned.</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Communications Approach &amp; Resources</li> </ul>
2	Tailor messages to individual schools' unique needs and circumstances rather than a one size-fits-all approach to school-level marketing needs.	✓	<ul style="list-style-type: none"> <li>To be included in marketing plan – currently analyzing school academic programming and offerings, including assessment of magnets, charters, high school academies, college readiness and other advanced academic and student support opportunities across district schools.</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Communications Approach &amp; Resources</li> </ul>
3	Address Information Technology needs that significantly impede the Communications Department's ability to succeed.	✓	<ul style="list-style-type: none"> <li>In process - Identifying areas of need and those options which can be addressed during current school year.</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Communications Approach &amp; Resources</li> </ul> <u>Our Organization</u> <ul style="list-style-type: none"> <li>Operational Excellence</li> </ul>
4	Revisit the function of internal communications so that its focus is more on communicating about and enhancing the district's organizational culture (rather than on helping Central Office or school staff with one-off documents).	✓	<ul style="list-style-type: none"> <li>Adjustments are in process.</li> </ul>	<u>Our Community</u> <ul style="list-style-type: none"> <li>Communications Approach &amp; Resources</li> </ul>



## HUMAN RESOURCES AND TALENT MANAGEMENT

PRIORITY AREA 1		HUMAN RESOURCE PROCESSES		
Refine and streamline all HR processes to ensure MNPS can think about human capital in a strategic way.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE    ✓ = Complete and/or Ongoing    ★ = Future Priority		Framework Alignment
1	Redesign and streamline the application and hiring processes with the goal of ensuring that all high-quality candidates are available for principals to hire in January, February, and March and for central office hiring managers to hire in a timely manner.	✓	<ul style="list-style-type: none"><li>Processes mapped and streamlining in progress.</li><li>Step by step training for recruiters and Human Resource Partners (HRP) being developed.</li><li>Consultant from Propel Change working with team</li></ul>	<u>Our People</u> <ul style="list-style-type: none"><li>Norms, Accountability &amp; Culture</li></ul>
2	Implement a strong recruitment effort that highlights why MNPS is a great place to work. Focus recruitment efforts on hard-to-fill areas and ensure that the workforce is diverse and of high quality.	✓	<ul style="list-style-type: none"><li>A number of efforts are underway, including a Diversity Innovation Grant (DIG) application from TDOE.</li></ul>	<u>Our People</u> <ul style="list-style-type: none"><li>Recruitment &amp; Retention</li></ul>
3	Review the current use of the Applitracks system and redesign the workflow to ensure that this automated applicant-tracking system is used to its full potential.	✓	<ul style="list-style-type: none"><li>Workflow mapping complete.</li><li>Positions being routed to appropriate TAP or HRP based on tier and quadrant</li></ul>	<u>Our People</u> <ul style="list-style-type: none"><li>Norms, Accountability &amp; Culture</li></ul>
4	Implement strategies to improve the substitute teacher fill-rate through improved systems that enhance recruitment and incentive pay for substitutes.	✓	<ul style="list-style-type: none"><li>Partnership in place with Education Solutions Services (ESS) to provide substitutes to high-need schools</li><li>Substitute teacher incentive program restructured to encourage more consistency in substitute work schedules</li><li>Classroom management training added to improve quality and retention of substitutes</li></ul>	<u>Our People</u> <ul style="list-style-type: none"><li>Recruitment &amp; Retention</li></ul>
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE    ✓ = Complete and/or Ongoing    ★ = Future Priority		Framework Alignment
1	Create and implement a multi-year quality research-based induction program for all employees.	✓	<ul style="list-style-type: none"><li>Action plan refinement in process.</li></ul>	<u>Our People</u> <ul style="list-style-type: none"><li>Professional Growth &amp; Development</li></ul>
2	Audit all current data reports so decisions can be made regarding the prioritization of the data to be used internally with HR staff and externally with customers and stakeholders.	✓	<ul style="list-style-type: none"><li>Audit is currently in process.</li></ul>	<u>Our People</u> <ul style="list-style-type: none"><li>Norms, Accountability &amp; Culture</li></ul>

PRIORITY AREA 1		HUMAN RESOURCE PROCESSES		
3	Identify clear goals and objectives for the HR Department that contribute to the accomplishment of the district's goals.	✓	<ul style="list-style-type: none"> <li>Goals, strategies and high-level actions were articulated within the Our People section of the Strategic Framework</li> <li>Action plan refinement in progress.</li> </ul>	<u>Our People</u> <ul style="list-style-type: none"> <li>Norms, Accountability &amp; Culture</li> </ul>
4	Determine key performance indicators (KPIs) and benchmarks to measure and compare performance and effectiveness of the department and regularly report on these metrics.	✓	<ul style="list-style-type: none"> <li>Identification of specific metrics to monitor the performance measures included within the Strategic Framework are in process.</li> </ul>	<u>Our People</u> <ul style="list-style-type: none"> <li>Norms, Accountability &amp; Culture</li> </ul>

PRIORITY AREA 2		CUSTOMER SERVICE		
Improve customer service to ensure Human Resources is supporting the human capital needs of schools and worksites.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE    ✓ = Complete and/or Ongoing    ★ = Future Priority		Framework Alignment
1	Create a Principal and Hiring Manager Advisory Board to advise the Executive Human Resources Officer about challenge areas and opportunities for improvement.	★	▪ Not a priority for 2017-18, will review during 2018-19 SY planning conversations.	<u>Our People</u> ▪ Norms, Accountability & Culture ▪ Leadership Development
2	Establish an annual survey that is sent to principals and hiring managers to learn about the ways in which Human Resources is supporting the human capital needs of schools and worksites.	✓	▪ An Our People Strategic Framework performance measures is as follows, “Increased employee and candidate satisfaction with organizational support, services, and responsiveness provided by the Office of Human Resources. ▪ Action plan refinement is in process.	<u>Our People</u> ▪ Norms, Accountability & Culture
3	Institute consistent exit surveys that are automatically sent to staff who leave the district and use this data to inform recruitment, hiring, and retention strategies.	✓	▪ A high-level action within the Strategic Framework covers exit interviews. ▪ Action plan refinement in process. ▪ Exit interview for certificated staff in use ▪ Exit interview for support staff began in December 2017	<u>Our People</u> ▪ Recruitment & Retention
4	Build a culture of helpfulness within the HR department through training, coaching, and practicing an outward mindset.	✓	▪ The Our People goal and a strategy aligns with this recommendation. ▪ Action plan refinement in process. ▪ Consultant from Urban Schools Human Capital Academy is providing training to Human Resource Partners (HRP) and Talent Acquisition Partners (TAP) on strategic practices and planning	<u>Our People</u> ▪ Norms, Accountability & Culture

PRIORITY AREA 2		CUSTOMER SERVICE		
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	<p>Develop and communicate clear protocols for various HR actions so that employees are aware of the procedures. Develop the following areas first:</p> <ul style="list-style-type: none"> <li>a. Create an annual Compensation Benefit Summary and distribute it to all employees.</li> <li>b. Develop a protocol for terminations so the employee and the workplace site has a clear procedure for exiting employees.</li> <li>c. Develop an online Human Capital portal – for current and future employees – where all standard operating procedures would be updated.</li> </ul>	✓	<ul style="list-style-type: none"> <li>▪ a. Currently in process with a completion target of March 2018.</li> <li>▪ b. Not a priority for 2017-18, will review during 2018-19 SY planning conversations.</li> <li>▪ c. All policies being updated in conjunction with larger district initiative. Current policies will be converted to Standard Operating Procedures (SOPs) and posted for employees in the Spring.</li> </ul>	<p><u>Our People</u></p> <ul style="list-style-type: none"> <li>▪ Norms, Accountability &amp; Culture</li> </ul>

PRIORITY AREA 3		HIGH-QUALITY STAFF		
Retain high quality staff by providing staff with multiple opportunities for growth and recognition.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE    ✓ = Complete and/or Ongoing    ★ = Future Priority		Framework Alignment
1	Working with schools and offices, create a districtwide Retention Plan that focuses on support for highly-effective employees and provides career paths for all employees. Review turnover data by worksite yearly.	✓	<ul style="list-style-type: none"><li>▪ Greater attention is given to new teachers through the New Teacher Academy project to increase support and professional development aimed at increasing retention rates.</li><li>▪ Career pathways are supported with programs such as Future Administrator’s Workshops to prepare teachers for school-based leadership positions.</li><li>▪ Turnover data by worksite completed for 16-17 SY</li></ul>	<u>Our People</u> <ul style="list-style-type: none"><li>▪ Recruitment &amp; Retention</li><li>▪ Professional Growth &amp; Development</li></ul>

PRIORITY AREA 3		HIGH-QUALITY STAFF		
2	Conduct a compensation study that includes a review of how MNPS compares to surrounding districts as well as comparable districts, and subsequently develop a strategic approach to MNPS total compensation that recognizes the contributions of employees and can be used to recruit and retain the highest quality staff.	✓	<ul style="list-style-type: none"> <li>Compensation study is currently in process – February 2018 completion expected.</li> </ul>	<u>Our People</u> <ul style="list-style-type: none"> <li>Recruitment &amp; Retention</li> </ul>
3	Create leadership pathways for all employee groups by promoting a culture of learning and development for all employees.	✓	<ul style="list-style-type: none"> <li>A Principal Pipeline Initiative has been implemented to recruit, select, develop, and retain high-quality leaders in every school.</li> <li>Partnerships have been established with Teach for America, Lipscomb University, and Vanderbilt Peabody College of Education to enhance leader's recruitment, preparation and performance.</li> </ul>	<u>Our People</u> <ul style="list-style-type: none"> <li>Leadership Development</li> </ul>
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Create partnerships with local universities and alternative certification programs, for current staff and students who intend to pursue teaching, to establish a "grow your own" pipeline to assist in staffing hard-to-fill teacher positions and increase the diversity of the workforce.	✓	<ul style="list-style-type: none"> <li>A Strategic Framework High-Level Action calls for the district to continue building partnerships to improve and further develop pipeline of educators for MNPS.</li> <li>Action plan refinement is in process.</li> <li>College Instructor Program initiated in October 2017.</li> <li>Partnership with Vanderbilt Peabody College of Education</li> <li>Partnership with Lipscomb University</li> </ul>	<u>Our People</u> <ul style="list-style-type: none"> <li>Recruitment &amp; Retention</li> <li>Professional Growth &amp; Development</li> </ul>
2	Institute a strong recognition program for all staff that recognizes employees who devote their time, skills, and energy to support and improve student achievement.	★	<ul style="list-style-type: none"> <li>Not a priority for 2017-18, will review during 2018-19 SY planning conversations.</li> </ul>	<u>Our People</u> <ul style="list-style-type: none"> <li>Recruitment &amp; Retention</li> </ul>

PRIORITY AREA 4		PERFORMANCE MANAGEMENT		
Develop and implement a performance management system to articulate performance standards for every role and to provide supports to help employees grow.				
#	SHORT-TERM RECOMMENDATIONS	STATUS UPDATE    ✓ = Complete and/or Ongoing    ★ = Future Priority		Framework Alignment
1	Support all employees with a Performance Management System with goals, objectives, standards, and supports that are implemented consistently and with transparency and in a manner that helps all employees grow.	✓	<ul style="list-style-type: none"><li>▪ All assistant principals develop a Student Learning Objective (SLO) and a culture goal to demonstrate impact on student achievement and school operations.</li></ul>	<u>Our People</u> <ul style="list-style-type: none"><li>▪ Leadership Development</li><li>▪ Professional Growth &amp; Development</li></ul>
2	Establish collaborations between HR and Executive Leadership Principals (ELPs), Academics, and Special Education to ensure that there is high-quality professional development that is connected to the knowledge and skills that are needed by employees to perform their duties successfully.	✓	<ul style="list-style-type: none"><li>▪ A spiraling curriculum is being designed to address knowledge and skill gaps in school leaders.</li><li>▪ Monthly professional development is offered to assistant principals new to their positions.</li></ul>	<u>Our People</u> <ul style="list-style-type: none"><li>▪ Leadership Development</li></ul>
3	Analyze the distribution of effective teachers to ensure that the highest-needs schools have the highest-quality teachers and consider incentives for staff to choose to work in high-need schools.	✓	<ul style="list-style-type: none"><li>▪ Observations of teachers are being conducted throughout the school year to gauge effectiveness. Feedback is provided to educators regarding areas of reinforcement and areas of refinement after each formal observation.</li><li>▪ Talent Management provides quarterly audits of observation data to EDSSIs and school level administration for review.</li><li>▪ The district implemented a Turnaround Corp strategy for two years (15-16 and 16-17). Highly effective educators worked an 11-month contract, received a bonus to relocate to a high-needs school and received a performance bonus for having an overall level of effectiveness 4 or 5.</li><li>▪ Further analysis and consideration needs to be given to continuing or revamping and funding this initiative.</li></ul>	<u>Our People</u> <ul style="list-style-type: none"><li>▪ Professional Growth &amp; Development</li></ul>

PRIORITY AREA 4		PERFORMANCE MANAGEMENT		
4	Develop clear and coherent roles for teachers and support staff to lead in both professional learning and performance management.	✓	<ul style="list-style-type: none"> <li>▪ The TEAM Ambassador Program is a leadership opportunity and was funded through the student based budgeting process for the 17-18 school level. Selected teacher leaders are providing evaluation support to educators in schools as well as developing individual leadership action plans.</li> <li>▪ More intentional focus needs to be applied to support staff development. This is not a year one (17/18) Strategic Framework priority, but is noted as a need in future years.</li> </ul>	<u>Our People</u> <ul style="list-style-type: none"> <li>▪ Professional Growth &amp; Development</li> </ul>
#	LONG-TERM RECOMMENDATIONS	STATUS UPDATE ✓ = Complete and/or Ongoing ★ = Future Priority		Framework Alignment
1	Strategically manage the performance of employees in the district by developing a talent management report that includes the performance of each employee and other relevant employee data (such as employee assignments, attendance, etc.) to identify employees' relative areas of strength and needs for growth.	★	<ul style="list-style-type: none"> <li>▪ Not a priority for 2017-18, will review during 2018-19 SY planning conversations.</li> </ul>	<u>Our People</u> <ul style="list-style-type: none"> <li>▪ Professional Growth &amp; Development</li> </ul>
2	Create and disseminate regular employee absentee reports to supervisors and consider incentives for employees who have good attendance.	★	<ul style="list-style-type: none"> <li>▪ Not a priority for 2017-18, will review during 2018-19 SY planning conversations.</li> </ul>	<u>Our People</u> <ul style="list-style-type: none"> <li>▪ Norms, Accountability &amp; Culture</li> </ul>

**TRANSITION TEAM REPORT STATUS**  
*SUMMARY BY SECTION*

Transition Team Priority Areas & Recommendations	STATUS		
	✓ = Complete and/or Ongoing	★ = Future Priority	Overall Total
<b>STUDENT ACHIEVEMENT</b>			
1. Academic Priorities & Goals	8	0	8
2. Instructional Tools & Instructional Coherence	8	0	8
3. Professional Development	7	0	7
4. Assessments & Data	7	0	7
<b>SECTION TOTAL</b>	<b>30</b>	<b>0</b>	<b>30</b>
<b>SCHOOL CHOICE</b>			
1. Choice Programs	8	2	10
2. Diversity	3	4	7
3. Transportation	4	3	7
4. Marketing/Outreach/Recruitment in the School Choice Process	6	6	12
<b>SECTION TOTAL</b>	<b>21</b>	<b>15</b>	<b>36</b>
<b>COMMUNICATIONS &amp; COMMUNITY ENGAGEMENT</b>			
1. Communication of Vision	7	1	8
2. Customer Service Culture	3	4	7
3. Parent/Family Engagement	2	6	8
4. Organizational Structure	7	1	8
<b>SECTION TOTAL</b>	<b>19</b>	<b>12</b>	<b>31</b>
<b>HUMAN RESOURCES &amp; TALENT MANAGEMENT</b>			
1. Human Resource Processes	8	0	8
2. Customer Service	4	1	5
3. High-Quality Staff	4	1	5
4. Performance Management	4	2	6
<b>SECTION TOTAL</b>	<b>20</b>	<b>4</b>	<b>24</b>
<b>OVERALL REPORT TOTAL</b>	<b>90</b>	<b>31</b>	<b>121</b>