



## AMENDED AGENDA

### METROPOLITAN BOARD OF PUBLIC EDUCATION

2601 Bransford Avenue, Nashville, TN 37204

Regular Meeting – October 11, 2016 - 5:00 p.m.

**Anna Shepherd, Chair**

#### TIME

- |      |   |        |
|------|---|--------|
| 5:00 | I. <u>CONVENE and ACTION</u><br>A. Establish Quorum<br>B. Pledge of Allegiance  |        |
| 5:05 | II. <u>AWARDS AND RECOGNITIONS</u><br>A. Bill Warren – NPT American Graduate Champion Honor   | GP-3   |
| 5:10 | III. <u>AND THE GOOD NEWS IS...</u><br>A. McGavock High School – Dance Team   | GP-3.1 |
| 5:15 | IV. <u>PUBLIC PARTICIPATION</u><br><i>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.</i><br><br>A. Erick Huth - Collaboration<br>B. Laura Leonard - Teacher Autonomy<br>C. Zulfat Suara - Muslim Community Support<br>D. Carrol Trusty - Planning Time<br>E. Tallulah Crawley - Shinault - Substitute Teaching: Issues & Needs in MNPS<br>F. Andrea Flores - Westmeade Elementary School<br>G. Jennifer Yoder - Westmeade Elementary School<br>H. Patricia Hand - Westmeade Elementary School<br>I. Matt Moses - Westmeade Elementary School<br>J. Lia Spira - Westmeade Elementary School<br>K. Amanda Kail - Teacher Retention |        |
| 5:50 | V. <u>GOVERNANCE ISSUES</u><br>A. Actions<br>1. Consent<br>a. Recommended Award of Contract for the New Cane Ridge Area Elementary School - Orion Building Corporation<br>b. Recommended Award of Contract for Professional Services - Facility Assessment and Master Planning Services - MGT of America Consulting LLC<br>c. Recommended Award of Contract for Professional Services - Mechanical, Plumbing, and Electrical Engineering - Envision Advantage LLC<br>d. Awarding of Purchases and Contracts<br>(1) Cook's Pest Control, Inc.<br>(2) Dell Marketing LP<br>(3) Trane U.S. Inc.<br>e. <b>Compulsory Attendance Waivers</b><br>2. <b>A resolution condemning violence and hate speech against Muslims and Muslim students</b>   | GP-8.3 |

- 6:00 VI. REPORTS
- A. Director's Report
    - 1. Priority Schools
    - 2. First 100 Days Update
  - B. Committee Reports
    - 1. **Governance**
  - C. Board Chairman's Report
    - 1. Announcements
    - 2.
- 6:45 VII. WRITTEN INFORMATION TO THE BOARD (not for discussion)
- A.
- 6:45 VIII. ADJOURNMENT

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

##### a. RECOMMENDED AWARD OF CONTRACT FOR THE NEW CANE RIDGE AREA ELEMENTARY SCHOOL – ORION BUILDING CORPORATION

Bid Date: September 27, 2016

Bid Time: 2:00 PM

Architect: EOA Architects

Bidder:	Base Bid:
Orion Building Corporation	\$13,815,000
R.G. Anderson Company, Inc.	\$13,817,000
Southland Constructors, Inc.	\$14,175,000

Projects recently successfully completed

- Norman Binkley Elementary Additions and Renovations
- Granbery Elementary School Addition
- Shayne Elementary School Addition

It is recommended that this contract be approved.

FUNDING: 45016.80406616

DATE: October 11, 2016

##### b. RECOMMENDED AWARD OF CONTRACT FOR PROFESSIONAL SERVICES – FACILITY ASSESSMENT AND MASTER PLANNING SERVICES – MGT OF AMERICA CONSULTING LLC

We are requesting approval to issue a purchase order for Facility Assessment and Master Planning Services in the amount of \$866,176.

Compensation is monthly, at an hourly rate, as assigned work is completed.

It is recommended that this contract be approved.

Legality approved by Metro Department of Law.

FUNDING: Various funds used depending on project

DATE: October 11, 2016

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### c. RECOMMENDED AWARD OF CONTRACT FOR PROFESSIONAL SERVICES – MECHANICAL, PLUMBING, AND ELECTRICAL ENGINEERING – ENVISION ADVANTAGE LLC

We are requesting a five-year contract with Envision Advantage LLC to perform Mechanical, Plumbing, and Electrical Engineering for various projects as determined by Metro Schools.

Compensation is monthly, at an hourly rate, as assigned work is completed.

It is recommended that this contract be approved.

Legality approved by Metro Department of Law.

FUNDING: Various funds used depending on project

DATE: October 11, 2016

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### d. AWARDING OF PURCHASES AND CONTRACTS

(1) VENDOR: Cook's Pest Control, Inc.

SERVICE/GOODS: Pest control services for all MNPS facilities, with piggyback option for any other Metro Government divisions. This contract is awarded from MNPS Request for Proposals (RFP) #17-1.

TERM: October 12, 2016 through October 11, 2021

FOR WHOM: Facility and Grounds Maintenance

COMPENSATION: \$.0009 per square foot per month for the control of general pests and occasional invaders (approximate monthly charge of \$18,900).

Ala-carte pricing:

- Termites: \$3.00 per linear foot
- Swarming termites: \$399 per occurrence
- Birds, bats & miscellaneous: \$75 per hour
- Brown Recluse Spiders: \$.15 per square foot (\$199 minimum)
- Fire Ants: \$.019 per square foot (\$399 minimum)
- Bed Bugs: \$.50 per square foot (\$399 minimum)

Total compensation under this contract is not to exceed \$1,134,000.

OVERSIGHT: Facility and Grounds Maintenance

EVALUATION: Ability to control pests, provide required documentation, meet required response times, communicate with MNPS management, and other deliverables as outlined in the RFP.

MBPE CONTRACT NUMBER: 2-262067-01

SOURCE OF FUNDS: Operating Budget

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### d. AWARDING OF PURCHASES AND CONTRACTS

##### (2) VENDOR: Dell Marketing LP

SERVICE/GOODS: Purchase requisition for approximately two thousand three hundred (2,300) Dell Latitude model 3350 laptop computers, including warranty and accessories. This purchase piggybacks the Metropolitan Nashville Government (Metro) contract with Dell Marketing LP.

TERM: October 12, 2016 through October 31, 2016

FOR WHOM: Technology and Information Services

COMPENSATION: Total purchase is not to exceed \$1,500,000.

OVERSIGHT: Technology and Information Services

EVALUATION: Quality of products and timeliness of delivery.

MBPE CONTRACT NUMBER: Metro contract #355070

SOURCE OF FUNDS: Capital Funds – Technology

#### d. AWARDING OF PURCHASES AND CONTRACTS

##### (3) VENDOR: Trane U.S. Inc.

SERVICE/GOODS: Contractor will provide scheduled maintenance, inspection, and repair services for chillers in all MNPS buildings. This contract is awarded from MNPS Request for Proposals (RFP) #16-19.

TERM: October 12, 2016 through October 11, 2017

FOR WHOM: Facility and Grounds Maintenance

COMPENSATION: Pricing is an annual flat fee (\$69,959 for the first year) to cover the scheduled maintenance and inspection services. Repair services are priced on a time and materials basis.

Total compensation under this contract is not to exceed \$250,000.

OVERSIGHT: Facility and Grounds Maintenance

EVALUATION: Quality of services and timeliness of response.

MBPE CONTRACT NUMBER: 2-175288-01

SOURCE OF FUNDS: Operating Budget

# Memorandum

**To:** Dr. Shawn Joseph, Director of Schools

**From:** Alvin Jones, Executive Director, Student Support Services

**Date:** 10/10/16

**Re:** Compulsory Attendance Waiver Request

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This request for exemption from compulsory school attendance has been reviewed. The request meets the guidelines for exemption as approved by the State Board of Education and MNPS policy. I recommend approval of this request.

NAME	AGE	SCHOOL	Waiver	Waiver/ GED
M.C.	17	McGavock HS		X
J.B.	17	Cohn Learning Center		X
D.W.	17	Glenclyff HS		X

## Resolution

### Metropolitan Nashville Davidson County Board of Public Education Nashville, Tennessee

A resolution condemning violence and hate speech against Muslims and Muslim students

**WHEREAS, the United States was founded by immigrants, who enshrined freedom of religion as one of our nation's fundamental legal and ethical principles; and**

**WHEREAS, there are more than 3 million Muslims living in the United States today, and an estimated 30,000 Muslims living in Nashville and Davidson County, contributing to our economy, our social and political life, and our culture; and**

**WHEREAS, Arab and Muslim Americans, and those perceived as Muslims, are frequently the targets of abusive and discriminatory practices; and**

**WHEREAS, the recent escalation of hateful rhetoric against Muslims, immigrants, and people of color is especially harmful to children, as it has a negative impact on their psychological well-being, the health of their peer relationships, and their ability to thrive in school; and**

**WHEREAS, Muslim students across the country have reported instances of discrimination based on their religion and/or race; and**

**WHEREAS, there are an estimated 2,000 Muslim students in Metro Nashville Public Schools (MNPS) who contribute to the vitality of the learning environment, and whose families form an integral part of their school communities; and**

**WHEREAS, providing a safe school environment that ensures both the physical and emotional safety of students creates the conditions necessary to foster academic achievement; and**

**WHEREAS, it is the responsibility of our schools to educate students about the social, cultural and ethnic diversity of the United States, Tennessee, and Nashville.**

**THEREFORE, BE IT RESOLVED, the Metro Nashville Board of Public Education:**

- (1) Condemns hate speech and violence directed at Muslims, immigrants and people of color;**
- (2) Commits to fostering a school environment that promotes respect for and curiosity about all religions and cultures, and rejects all forms of discrimination;**
- (3) Asks the director of schools to ensure an educational curriculum that reflects the values expressed in this resolution via professional development of faculty and staff, the inclusion of diverse resources to supplement in-class curricula, and the creation of safe spaces for students to address issues of discrimination.**

**Adopted this day, Tuesday, October 11, 2016.**





*Children depend on us to create opportunities for a better life.*

## THE L5 INNOVATION SCHOOLS

### STRATEGIC PLAN TO TRANSFORM PRIORITY SCHOOLS

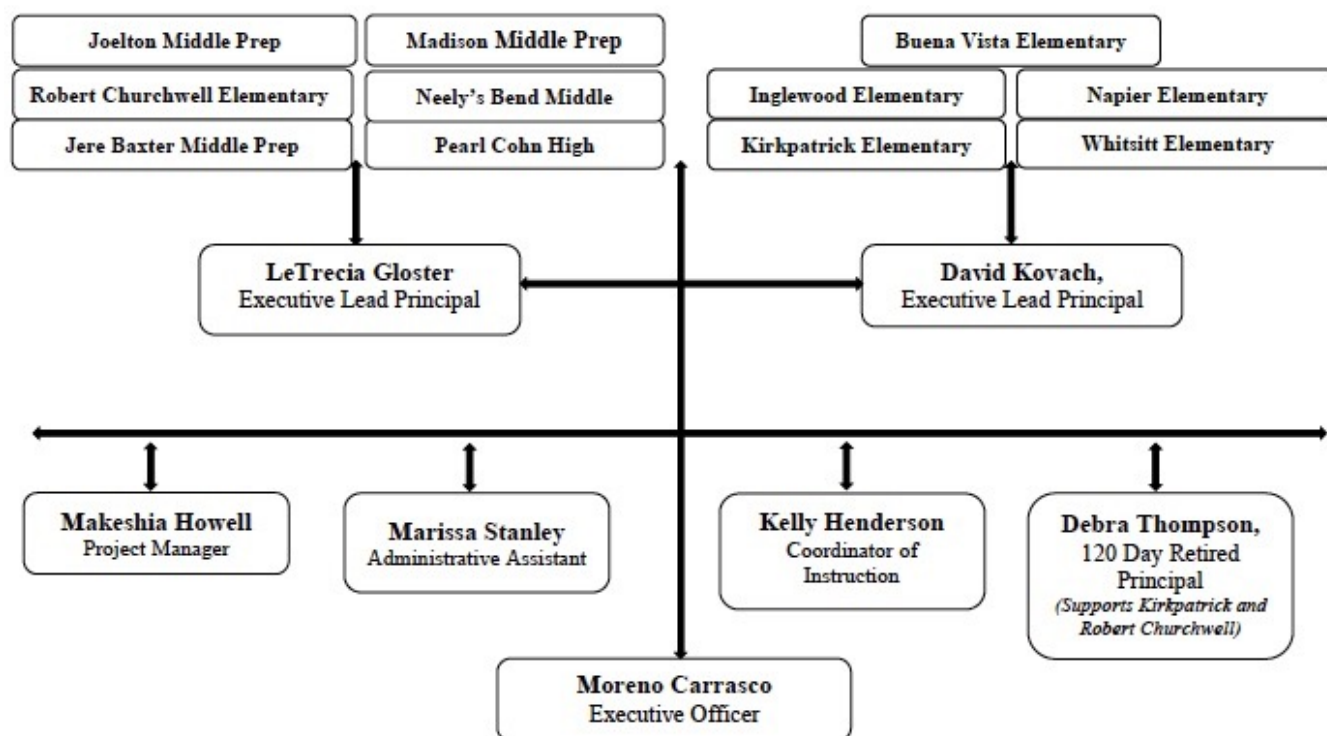
*This report has been prepared as an introduction to the vision for elevating student performance in all schools categorized as “priority” in Metro Nashville Public Schools. The content of this report is the first step in building a multi-year plan to create sustainability of effort for consistent and reliable school improvement across the district.*

# THE L5 INNOVATION SCHOOLS

## STRATEGIC PLAN TO TRANSFORM PRIORITY SCHOOLS



### Office of L5 Innovation Schools



# THE L5 INNOVATION SCHOOLS

## Strategic Plan to Transform Priority Schools

### *Executive Summary*

The Metropolitan Nashville Public School System (MNPS) is committed to improving student achievement in all of its schools with targeted and concentrated focus on turning around priority schools. The district currently serves over 88,000 students with approximately 4% of those students attending priority schools. Newly appointed Director of Schools, Dr. Shawn Joseph has assembled a team of experienced educators to develop an innovative and aggressive initiative to improve student learning in all priority schools. The turnaround model is based on innovation and accountability. Thus, the new name will be the Office of L5 Innovation Schools. The team is approaching the work from a scientific dimension that removes the “hope and prayer” approach from the school improvement process as we use research to increase the level of predictability in improving student achievement.

We have gathered enough knowledge through experimentation and research to guide us in our intentional selection of educational practice to increase reliability in the school improvement process. Many organizations such as the College Board and the International Baccalaureate anchor their work on predictability systems. MNPS L5 Innovation Schools will use a similar model. Anchored in a philosophy of predictability as our central and unifying principle of operation, priority schools will receive intensive support to build the leadership capacity of every principal to provide stewardship for their staff as they become more scientific in their approach to improving student learning.

The restructuring of the Office of Priority Schools is pertinent to this operation. MNPS has created different leadership structures for Charter Schools and Priority Schools which were formerly under the direction of the same executive officer.

## PREDICTABILITY

### IS OUR MISSION

Principals and their staff will receive support to implement systems and processes that will lead to the improvement of student achievement in a consistent, reliable, and **predictable** manner.

L5 Innovation  
Schools  
Improving  
Performance  
by Design

The personnel strategically placed in these offices have experience improving school performance in urban and suburban school districts and will be able to provide adequate support to MNPS schools. Pertinent to this team is a new philosophy of school supervision based on the recommendations from the Wallace Foundation and the American Association of School Administrators (AASA). L5 Principals will experience a dramatic transformation in the way they receive support and services from the central office. This transformation extends from our operational core values to our shoulder-to-shoulder coaching support provided to principals and school staff. In addition, we will use the Coherence Framework from Harvard University, which emphasizes: Culture, Systems, Structures, Stakeholders, and Resources as the fundamental elements of organizational improvement. The Executive Officer for the L5 Innovation Schools will coordinate the professional development and the coaching efforts of two Executive Lead Principals (ELPs), a project manager, and a coordinator of professional development to provide job-embedded professional development to 11 schools identified as “priority.” The entire team operates under the premise of predictability in student performance.

The MNPS Turnaround Initiative begins at the root of the problem. The team has drafted fundamental questions to guide the research in the current context. The content of this report and the initial strategies of the turnaround plan are grounded on the answers to the following questions:

1. Why do we have failing schools in Nashville? What does the research say? What is the MNPS context to improve schools?
2. What is the role of the principal in MNPS? How much time are principals spending on instructional leadership activities?
3. What is the district’s leverage point to ensure the written curriculum is the curriculum being taught in schools?
4. What is reading proficiency? What is rigor?
5. What is the relationship between central office and principals?
6. What is the prevalent culture?
7. How do we address the instability created by the constant mobility of students, teachers, principals, and central office leaders in the district?
8. How do we mobilize district resources to design and implement systems and structures to improve student achievement in a consistent, reliable and predictable manner?
9. What would it take to create an L5 School?

The L5 Team welcomes feedback from all stakeholders regarding the content and scope of the work communicated in this report.

# THE L5 INNOVATION SCHOOLS

## Strategic Plan to Transform Priority Schools

### Significant Findings:

Why do we have failing schools in Nashville? During the first year of operation, the L5 Team is focusing on diagnostic practices in order to gain a better understanding of the current practices in our schools. We have already read several reports, conducted focus groups, and examined school data. While there are many theories to explain the notion of failing schools, based on the team's research, we have arrived at specific root-causes to inform our work. The diagnostic work has been informed by theories and postulates emerging from thought leaders, scholars, and action researchers. The following is a brief summary of some of the findings:

1. **Coherence:** We have found inconsistencies in the level of coherence that exists within and across the various systems of operation to support student achievement. Peter Senge in *The Fifth Discipline* discusses the importance of organizational development through system thinking. We have found that the School Improvement Process (SIP), for example, resides in the Office of Federal Programs and not in the division responsible for overseeing and supporting school performance. The SIP has been a compliance process rather than a strategic initiative to improve student achievement.
2. **Inconsistency in Leadership:** We have found inconsistencies in educational and leadership practices. We lack a common understanding of performance expectations and definition of essential elements of the work. Richard Elmore, author and professor at Harvard University, speaks about the importance of calibration of knowledge and the norming of educational practice. Capacity cannot be built with inconsistency in leadership.

### Findings:

1. Inconsistency in School Support
2. Inconsistency in Processes and Structures
3. Variability in Leadership Practice
4. Inconsistency in School Improvement Planning
5. A Culture of Stress and Instability
6. A Culture of Punishment in Schools
7. Lack of Viable Programs
8. Mobility at all Levels

**L5 Schools**  
**Improving**  
**Performance**  
**by Design**



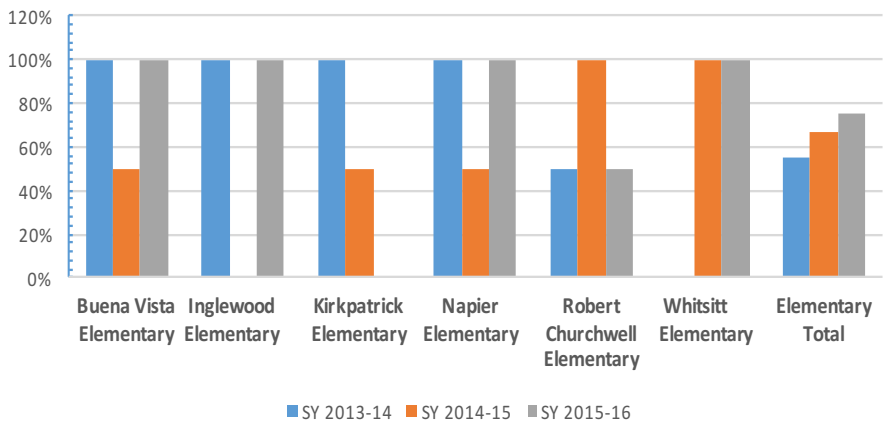
3. **Culture and Climate:** A significant finding is the climate and culture that existed in schools and at the central office. The relationship with principals has been contentious and stifling. A culture of “us versus them” appears to have been the norm between principals and central office leaders. At the school level, the culture and climate is no different. The data indicates the existence of a climate of “crime and punishment” in some priority schools. Our middle schools, for example, led the district in suspensions and expulsions last year.
4. **Implementation Strategy:** We have found an absence of processes and structures to deploy a new initiative. Researcher David Allen has found that schools and organizations, in general, are not very effective at implementing new ideas. It is estimated that over 75% of the initiatives launched in education never reach the level of implementation necessary to yield the results promised by the initiative. We have found many initiatives at different levels of implementation and most lack a sound theory of action and a plan to ensure fidelity of implementation.
5. **High Functioning Teams:** Processes, structures, and expectations for high functioning teams are inconsistent. Some schools have a strong leadership team while others rarely meet. Grade level teams lack a unifying principle of operation that compels them to work together as a professional learning community. Patrick Lencioni suggests that organizational failure is due to the *Five Dysfunctions of a Team*. Structured team development processes are often missing in educational practice. Staff in priority schools have begun to work together with very little training on how to become a high performing team. This work has already started, but we have to go deeper into assessing the existence of high performing teams in each school. There is a great need to create teams of people who operate under the principles of: interdependence, accountability for results, shared leadership, and collective responsibility for the work.
6. **Random Leadership:** Jim Collins discovered in his *Good to Great* research that successful companies are guided by a unifying principle of operation that creates coherence and reliability of purpose. Personal and organizational discipline must exist in order to impact essential variables in the organization. We have found in our schools that principals are working long hours but less than 20% of their time is spent on the business of improving teaching and learning. Principals live in a constant state of interruptions with managerial tasks. Support personnel are deployed in a way that has reduced the principal’s activities to clerical work. Disciplinary issues, interruptions, electronic communication, and other management tasks consume most of the principal’s time. There is a great need to increase the focus of the principal’s work on instructional leadership.

7. **Family Engagement:** We have found inconsistencies in the relationship with the parent community. While some schools have a Parent Teacher Association, others meet with parents at random times. Community activities are present in some schools but others need improvement in this area. There is a comprehensive need for wraparound services for all of the communities served by priority schools.
8. **Viable Programs:** Attractive, challenging, and engaging programs are a must in Metropolitan Nashville. Parents and students need to have viable options in their community school to access high quality programs. There is a large disparity in program options among the 11 schools labeled “priority.”
9. **Mobility:** Mobility is probably the greatest challenge facing priority schools. There is significant mobility among the teachers, students, principals, and at the central office level. We have found that student achievement is directly linked to the mobility of critical people in the organization. Improving performance is going to require stability of educational practice and stability in leadership. Please see charts on the following pages:

## Administrator Mobility

### Elementary Tier Trends

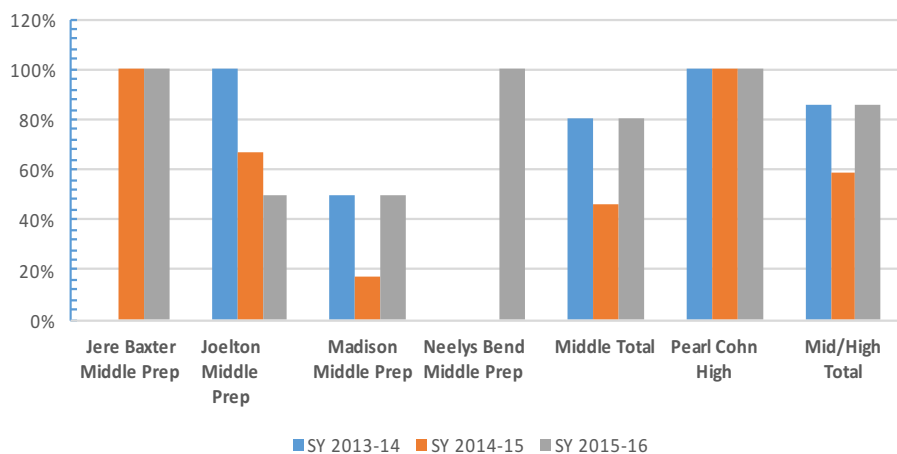
Elementary Priority Schools: Administrator Retention Rate by School Year



- Three priority elementary schools have experienced a school year in which the Principal and Assistant Principal left.
- Whitsitt Elementary has not experienced administrator turnover in the last two years.
- Kirkpatrick Elementary is the only school to retain any administrators from SY 2015-16.

### Middle/High Priority School Trends:

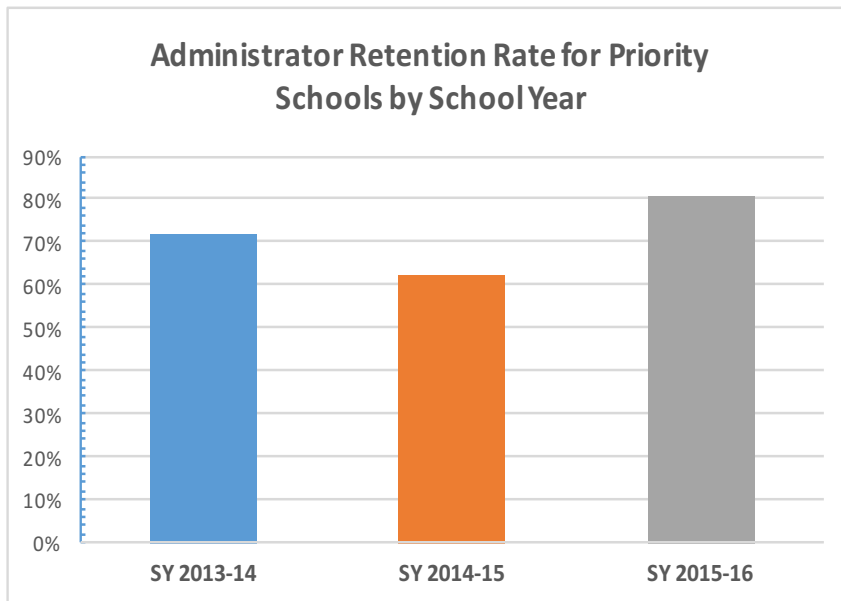
Middle/High Priority Schools: Administrator Retention Rate by School Year



- Two priority middle schools have experienced a school year in which the Principal and Assistant Principal left the school.
- Pearl Cohn High is the only priority school to have no administrator turnover in the past three years.
- Jere Baxter Middle Prep has not experienced any administrator turnover in the past two years.

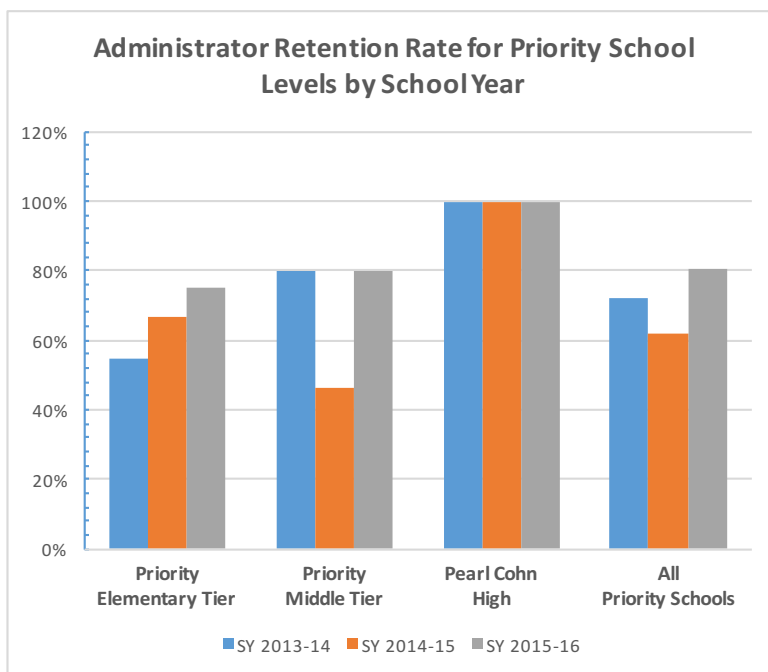


## Trends by Priority School Tier



- The priority elementary tier retention rate has increased every year for the past three years.
- Pearl Cohn High has not seen a change in their school's administration in the past three years.

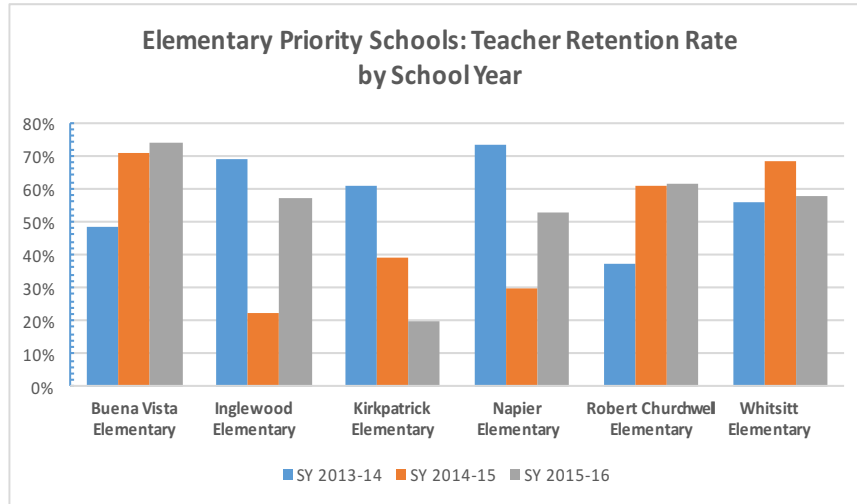
## Overall Priority Schools Trends



- The principals and assistant principals of seven of the current eleven priority schools were retained from the previous 2015-16 School Year.
- 80% of the MNPS district's administrators were retained from the 2015-16 school year.

## Teacher Mobility

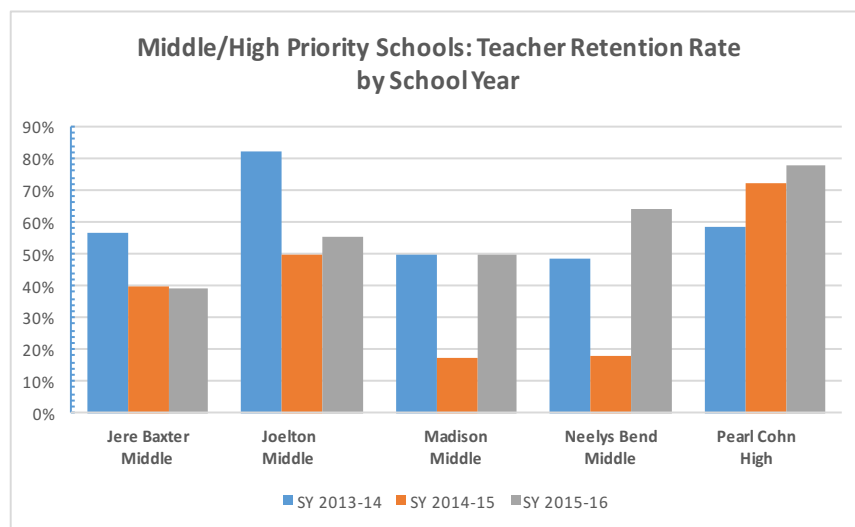
### Elementary Priority School Teacher Retention Trends



*Note: Kirkpatrick Elementary is going through a conversion process in which it loses a grade level each year. Accordingly, it also loses the teachers from that dropped grade level.*

- Buena Vista EOS is the only elementary priority school that has experienced an increase in teacher retention rate over the course of the past three years.
- Three of six priority elementary schools have experienced a decrease in teacher retentions rate from SY 2013-14 to SY 2015-16.

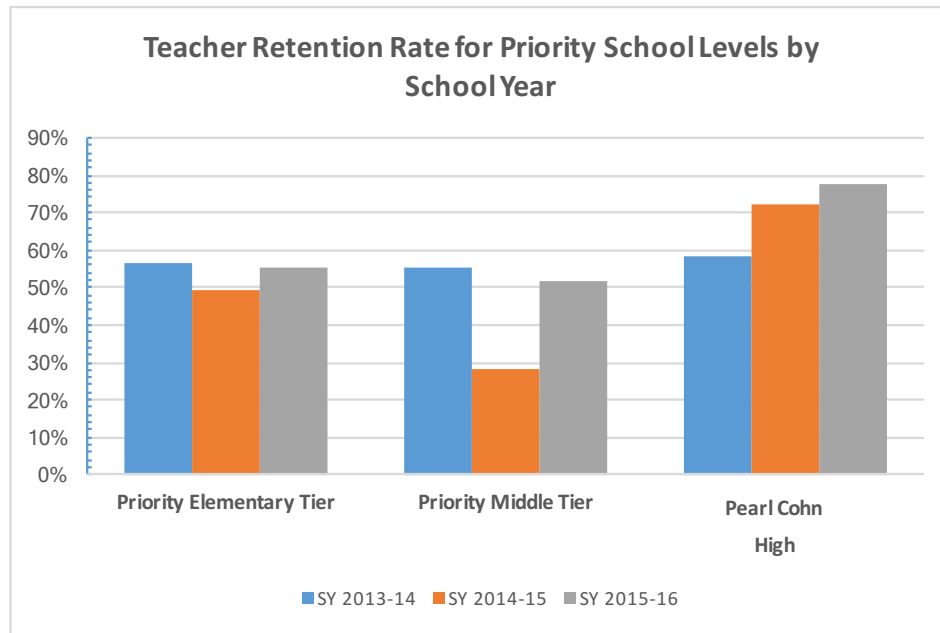
### Middle/High Priority School Teacher Retention Trends



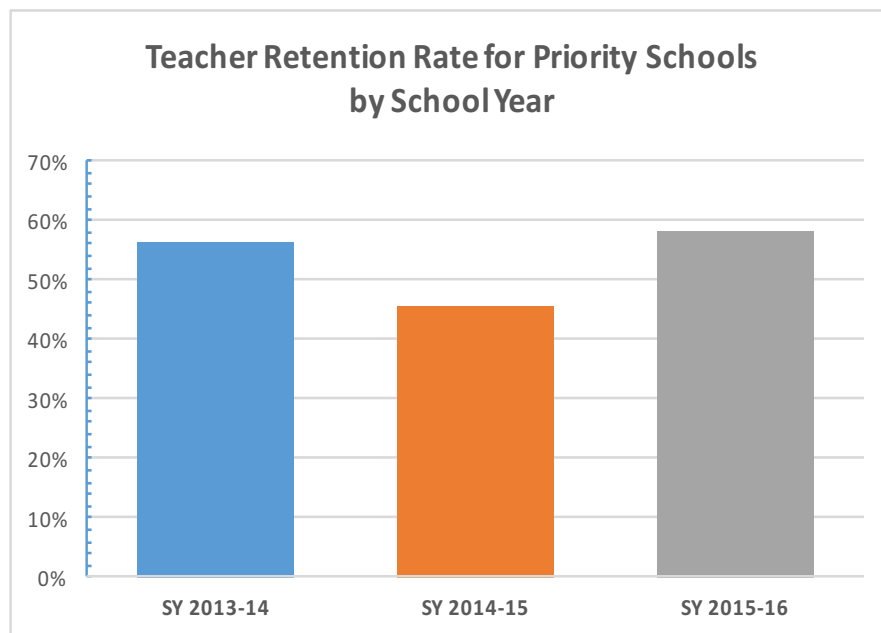
*Notes: Neely's Bend Middle is going through a conversion process in which it loses a grade level each year. Accordingly, it also loses the teachers from that dropped grade level.*

- Two of four priority middle schools experienced a decrease from SY 2013-14 to SY 2015-16.
- Pearl Cohn High has experienced a continual increase in their teacher retention rate over the course of the past three years.

### Overall Priority School Teacher Retention Trends by Tier



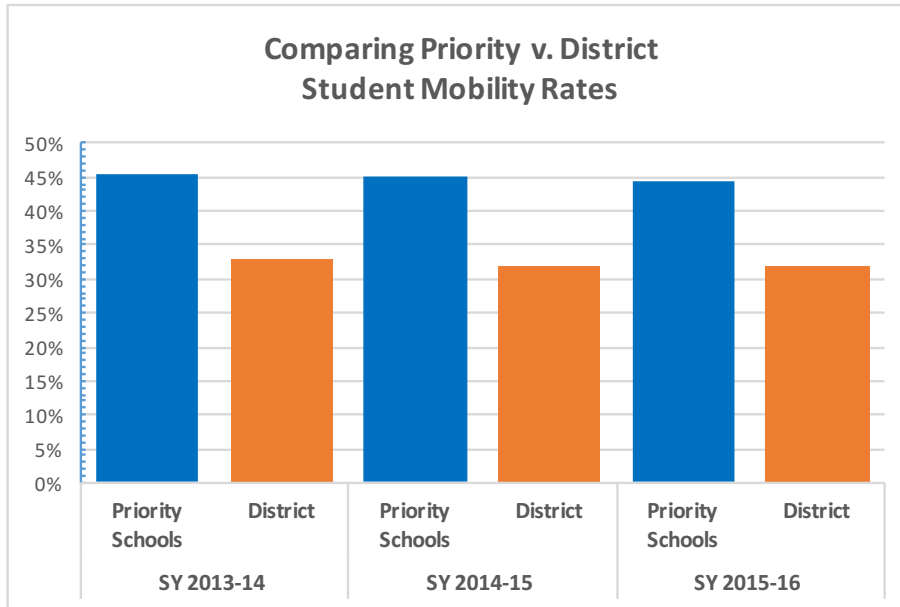
### Overall Priority School Teacher Retention Trends by School Year



The teacher retention rate for priority schools decreased to nearly 45% in SY 2014-15 and increased to nearly 60% in SY 2015-16.

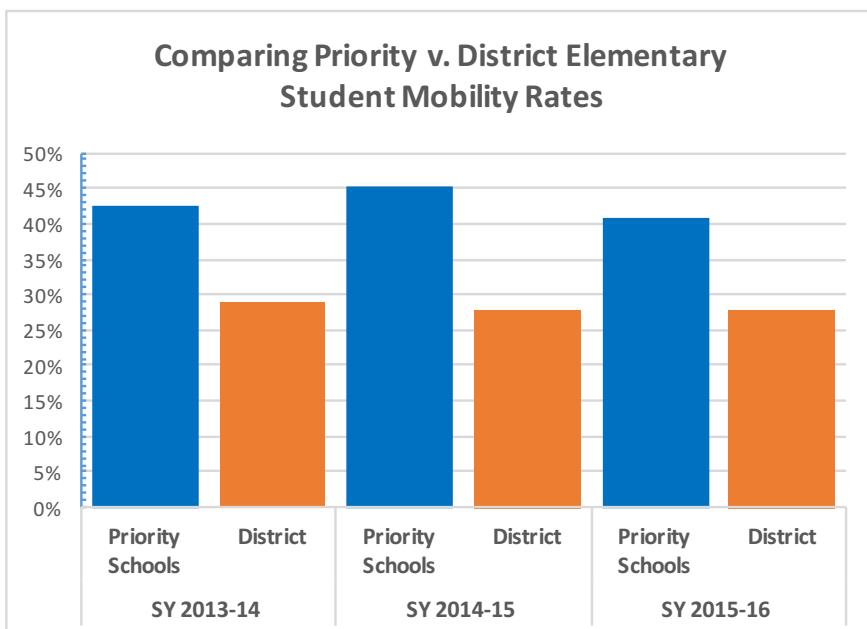
## Student Mobility

### Comparing Overall Priority Schools to District Student Mobility Rates



The mobility rates for the priority schools has consistently been at least 10 percentage points higher than those of district schools over the course of the last three years

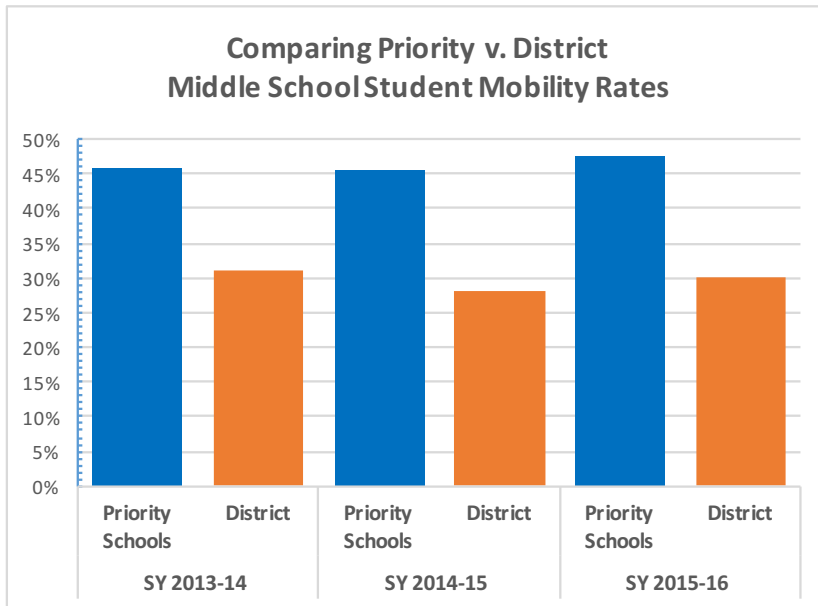
### Priority Elementary Student Mobility Rate School Trends



*Note: The student mobility rates for Buena Vista Elementary were the highest of any priority elementary school over the course of the last three years. (76%, 78%, and 66%, respectively).*

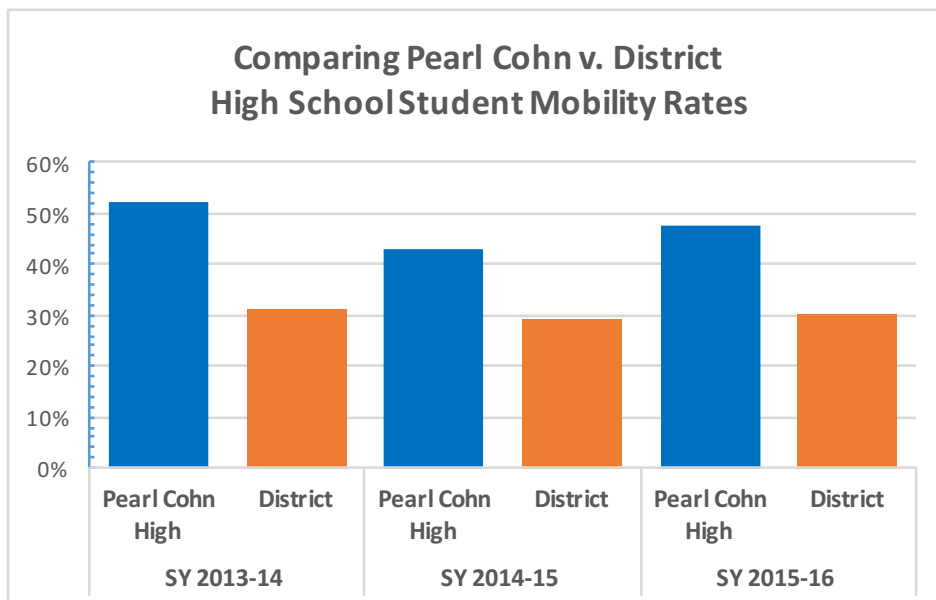
The student mobility rates for priority elementary schools has consistently been over 10 percentage points higher than the rates for district middle schools over the course of the past three years.

## Priority Middle School Student Mobility Rate Trends



The student mobility rates for priority middle schools has consistently been over 15 percentage points higher than the rates for district middle schools over the course of the past three years.

## Priority High School Student Mobility Rate Trends



The student mobility rates for Pearl Cohn High has consistently been at least 10 percentage points higher than the rates for district middle schools over the course of the past three years.

# THE L5 INNOVATION SCHOOLS

## Strategic Plan to Transform Priority Schools

Metropolitan Nashville Public Schools will utilize a cross-functional approach to the turnaround initiative, whereby the L5 Innovation Team works in collaboration with other offices, external agencies, and consultants to maximize acceleration in student achievement while creating and implementing sustainable structures for future student success. The team will operate under five operating principles: culture, systems of operation, structures, resources, and stakeholder input. The operational goal is to achieve improved student achievement through clarity, consistency, and coherence of effort. The following overarching goals will drive the long-term MNPS turnaround initiative with very specific strategies to achieve more imminent objectives and outcomes. These goals and strategies are listed below:

1. To create a collaborative culture of data analysis to inform decisions regarding school improvement strategies to increase the reliability and predictability in student achievement.
2. To coach and support every principal in the identification and implementation of a High Impact Instructional Leadership Practice (HIILP) to increase the daily focus on impacting teacher practice and student learning. The HIILP must converge on three criteria for success: *the leader's passion, the leader's best skill, and the reliability of practice.*
3. To build the capacity of teacher and teacher leaders to organize and lead high functioning teams whose members are mutually interdependent and collectively accountable for student results.
4. To create the conditions for coaching by building a culture of trust and open communication where principals are given the freedom to speak their truths and the freedom to be the best instructional leaders for students, parents, and staff.
5. To create a "culture shift" in schools so that students from all socio-economic and ethnic backgrounds receive quality instruction every day and feel welcomed, supported, and dignified.
6. To improve the home/school relationship by implementing effective communication systems and strategies to increase parental engagement in the operation and direction of each school.

- 7 To ensure students are College and Career Ready by creating continuity of program options and services through a seamless vertical articulation pattern.
- 8 To mitigate the adverse impact of teacher and principal mobility through stability of educational and leadership practices.

Area of Focus	School Improvement Process
Goal	To create a collaborative culture of data analysis to inform decisions regarding the development of a reliable school improvement plan (SIP) that leads to increased student achievement in a consistent and predictable manner

### Strategies:

1. Increase collaboration with the Office of Federal Program to change the SIP process from a compliance model to a responsive model to address students' academic needs.
2. Create a strategic and coherent process to ensure that accurate information and responsive strategies are used to produce the desired results. The SIP process must include four critical steps: root-cause analysis, strategic priorities, strategic goals, and professional development to ensure effective implementation.
3. Implement a SIP review process to ensure that all plans include a cyclical data analysis process to inform instruction and predict student outcomes, the use of benchmark assessments to calibrate performance, and a learning progression for build staff capacity to execute the plan.

Area of Focus	Instructional Leadership
<b>Goal:</b>	To coach and support every principal in the identification and implementation of a High Impact Instructional Leadership Practice (HIILP) to increase the daily focus on impacting teacher practice and student learning. The HIILP must converge on three criteria for success: <i>the leader's passion, the leader's best skill, and the reliability of practice.</i>

### Strategies:

1. Emphasize the definition of the principal's primary function as instructional leadership.
2. Ensure principals are using their passion and skills to adopt a leadership practice which has a direct impact on teacher practice regarding the delivery of high quality instruction.
3. Conduct professional development on management strategies to ensure that principals are spending at least 40% of their time coaching the instructional staff.
4. Build the capacity of teacher and teacher leaders to support the principal in a shared model of instructional leadership.
5. Design a program for assistant principals to elevate their role as instructional leaders.
6. Implement an expectation for predictability of student outcome to compel teachers and teacher leaders to use a continuous improvement cycle that emphasizes intentional planning, sound methodology, validity of assessment, collection of data, reflection, and new action.
7. Provide professional development for teachers and teacher leaders in aligning instructional plans with the performance indicators under state curriculum standards.



Area of Focus	Student Achievement
Goal	To improve reading proficiency for every student through a clear definition of literacy which provides a compelling reason for teachers to use concepts and skills from curriculum standards to plan and deliver instruction.

### Strategies:

1. Develop a common strategy to establish strategic achievement goals using baseline data and a progressive improvement cycle.
2. Utilize the definition of performance-based literacy to develop in students the ability to **Understand** meaning; b) **Apply** meaning to engage in collaborative problem solving; c) **Communicate** meaning and solutions in a variety of formats; d) **Extend** meaning in a creative way beyond the classroom walls (U'ACE it!™).
3. School leaders will train and coach teachers as they create language-rich classrooms where students master 5 to 10 academically rich vocabulary words per day.
4. Identify and teach students the top 20 academic terminologies necessary to perform essential tasks in school.
5. Increase leadership presence in classrooms to ensure maximum utilization of time to promote student engagement in the learning process.
6. Designate Federal funds from the School Improvement Grant to lower class sizes in grades 4<sup>th</sup> and 5<sup>th</sup> to increase individualized instruction.
7. Implement small group instruction to differentiate and scaffold lessons.
8. Implement the Reading Recovery Program in all elementary schools.

9. Implement a central office mentoring program to focus on reading proficiency for all students in second, fifth, and ninth grades in every school.
10. Utilize TechBook from Discovery Communications to adjust reading levels electronically.
11. Continue to leverage partnerships with consultants and agencies that have provided reliable support for student achievement.
12. Continue to utilize Federal funds to implement the Enhanced Option model for extended learning time.
13. Implement the Enhanced School Improvement Team (ESIT) model to monitor progress on a quarterly basis at each school.

Area of Focus	Culture and Climate in Central Office
Goal	To create a culture of trust and open communication where principals are given the freedom to speak their truths and the freedom to be the best instructional leaders for students, parents, and staff.

### Strategies:

1. Conduct a town hall meeting with principals and assistant principals to identify hopes, dreams, and fears regarding the new administration in the L5 Office.
2. Establish a covenant of mutual expectations and operational procedures.
3. Redefine the principal's supervisor's role as a coach, mentor, trainer, and motivator.
4. Schedule meetings with assistant principals to explore their professional aspirations, and their working relationship with principals and central office staff.
5. Utilize the TEAM evaluation system as an instrument for professional growth and personal development. This approach will increase transparency and trust among principals.

<b>Area of Focus</b>	<b>Culture and Climate in Schools</b>
<b>Goal</b>	To ensure a positive school climate conducive to effective teaching and learning in every school where students from all socio-economic and ethnic backgrounds feel welcomed, supported, and dignified.

### Strategies:

1. Place race on the table. Create a vision for a culturally responsive school through the implementation of the *Culture Shift Model™* to achieve Equity and Excellence in schools.
2. Ensure that schools establish a climate and culture goal with adequate professional development for the staff.
3. Conduct a professional learning session to introduce the *Culture Shift Model™* for principals and assistant principals.
4. Continue to shift the school culture from “punishment to intervention” by infusing Social Emotional Learning and Restorative Practices in daily instruction.
5. Leverage supports from partner agencies to increase wraparound services to mitigate adverse conditions impacting students’ physical and socio-emotional well-being.
6. Utilize effective instruction that promotes student engagement and student success to minimize opportunities for disruptive behaviors.

Area of Focus	Parental Engagement
Goal	To improve the home/school relationship by implementing effective communication systems and strategies for parent access and voice.

### Strategies:

1. Hold planning sessions with parent participation to envision and design innovation initiatives to improve program options at each school.
2. Organize parent walkthroughs in various schools to share successes and program options available to students.
3. Leverage support from partners like the Community Achieves Office to establish a Parent Teacher Association at every school as a vehicle to increase support and advocacy for students.
4. Create more open forums in every school for parents to provide input on school programs and operation.
5. Implement systems and structures to capture parent feedback on the services provided by each school.
6. Collaborate with the Communications department to improve marketing and public relations efforts with the community.

Area of Focus	<b>L5 Innovations - Program Options in Schools</b>
<b>Goals</b>	<ol style="list-style-type: none"> <li>1. To ensure students are College and Career Ready by creating continuity of program options and services through a seamless vertical articulation pattern</li> <li>2. To increase enrollment in various schools through program enhancement and open enrollment options</li> </ol>

### Strategies:

1. Design and promote an L5 Innovation School Model with excellent program options for students and parents and one that is led by a highly trained L5 Principal and highly trained L5 Teachers.
2. To expand the Entertainment Management Academy at Pearl-Cohn High School to include other career pathways. PCHS has excellent infrastructures for program expansion with the inclusion of a more rigorous course of study such as Dual Enrollment, Advanced Placement or International Baccalaureate.
3. To design and implement a computer technology program at Madison Middle Prep. Madison feeds into Hunters Lane High School which has a very strong coding program. Madison will strengthen its program offering to ensure a seamless transition of services to students in the zoned school feeder pattern.
4. Implement the Academy for the Performing Arts at Whitsitt Elementary. The school has started to explore opportunities to organize and launch this program next year. The school has already received “open enrollment” options to attract students and family interested in the performing arts.
5. Design and implement a STEM Program at Joelton Middle Prep. Joelton has already started the research into STEM by partnering with Goodlettsville Middle Prep which already has a program established. Infrastructures and program designs are in the making. Joelton is also partnering with White’s Creek High School which has a strong science program.

6. Design and implement a STEAM Program at Napier Elementary School. Napier is already partnering with Inglewood Elementary School which launched a STEAM program this year. Napier is conducting a feasibility study and beginning to design program scope and implementation steps.
7. Design and implement an Applied Communications Magnet Program at Jere Baxter Middle Prep. Jere Baxter has already laid out a learning progression with specific focus areas for students in grades five to eight. The Department of Instructional Technology is guiding the principal regarding the program design, scope and sequence, and equipment to purchase.

Area of Focus	Human Capital
Goal	To implement processes and structures to recruit, induct, develop, and retain talent to work in the L5 Innovation Schools.

### Strategies:

1. To create support systems to build the capacity of every staff member by using macro learning strategies coupled with job-embedded coaching.
2. Increase staff retention by improving the working conditions of all employees through Social Emotional Leadership strategies, resource allocation, and onsite support.
3. Organize a one-day seminar with principals and their administrative assistant to increase efficiency and productivity through a program called Synergy at Work!
4. Organize monthly meetings with principals to promote professional development and engage in collective problem solving.
5. Create a principal pipeline by implementing the L5 Principal Development Program™ which includes five levels of leadership: a) Efficiency & Productivity; b) Focused Leadership; c) Climate and Culture; d) Collective Accountability for Results; and e) Coaching for High Performance.

6. Organize monthly seminars with assistant principals for professional development and collective problem solving. This venue provides opportunities for assistant principals to present evidence of their instructional leadership and professional growth.
7. Hold a recruitment fair to enlist future administrators into the principal pipeline with emphasis on L5 Innovation Schools.
8. Create professional development opportunities for teacher leaders in every school to lead high functioning teams and utilize a continuous improvement model to guide teachers through the use of data to inform instructional decisions and predictability of outcomes.
9. Organize support systems in every school to ensure the success of beginning teachers.
10. Build capacity among supporting services staff to support the principal with managerial and routine tasks.

This comprehensive strategy will produce improvement in student achievement in a consistent, reliable, and predictable manner.

# DEFINING OUR WORK

Presented by

Vanessa Garcia, Terry Shrader, Antoinette Williams,  
Aimee Wyatt, Dennis Queen, and Mo Carrasco



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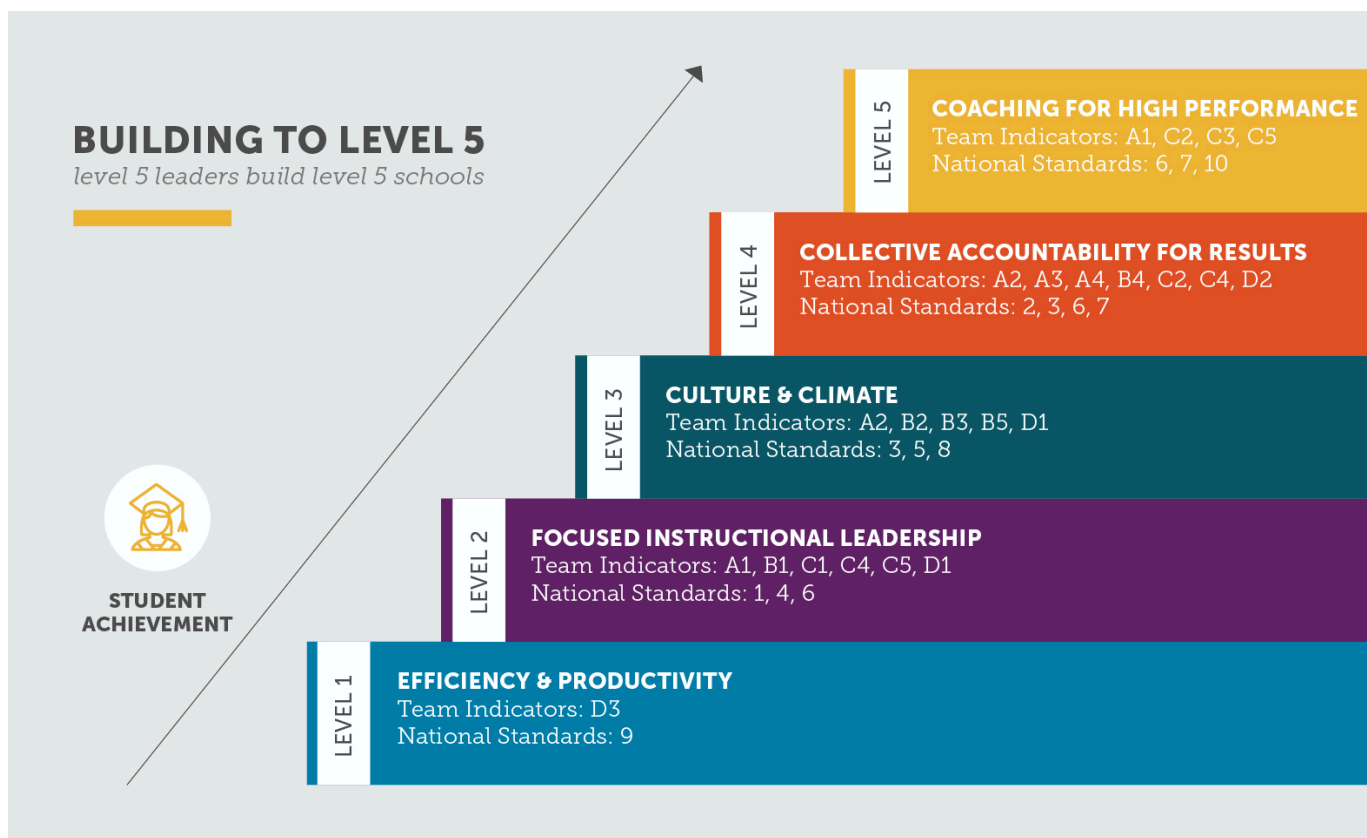




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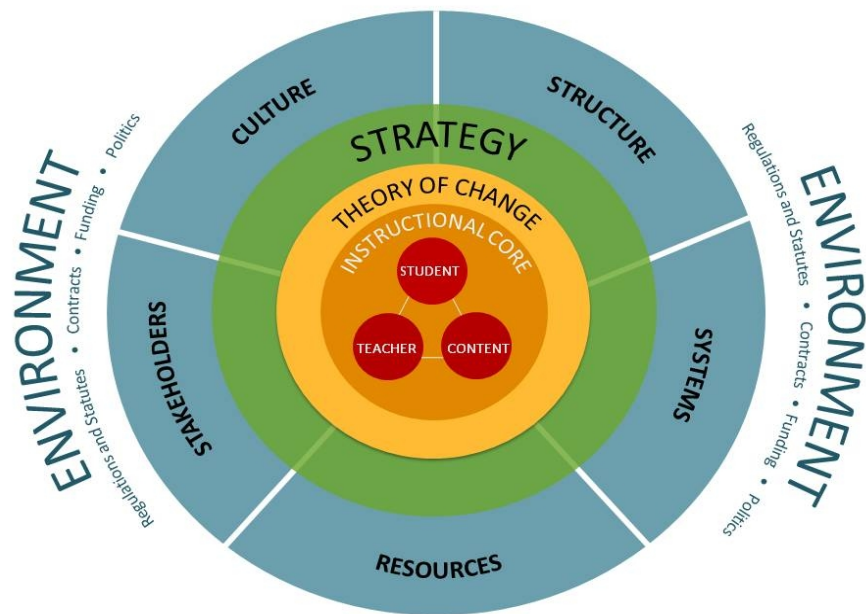
# The Making of the L5 Principal



Adapted from the L5 Principal Program [www.Level5principal.com](http://www.Level5principal.com)

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# Coherence Framework



# THE L5 INNOVATION SCHOOLS

## Strategic Plan to Transform Priority Schools

### Professional Development Plan

#### Instructional Leadership

- High Functioning Teams
  - Provide training on developing high functioning teams through the creation of structured meeting processes and creating teams of people who operate under the principles of interdependence, accountability for results, shared leadership, and collective responsibility for the work.
- Team Leader Training
  - Build the capacity of teacher leaders to organize and lead high functioning teams.
- Efficiency Training
  - Conduct training on how to increase efficiency and productivity with principals and their administrative assistants.
  - Conduct training on management strategies to ensure that principals are spending at least 40% of their time coaching the instructional staff.
- Alignment of Curriculum
  - Provide professional development for teachers and leaders in aligning instructional plans with the performance indicators under state curriculum standards.

## Professional Development Plan (continued)

### Student Achievement

#### U'ACE - Performance Based Literacy

- Develop cross-functional collaboration sessions with Director of K-4 Literacy and Director of Secondary Literacy to calibrate alignment of U'ACE with district literacy initiatives.
- Develop feedback sessions with the Executive Officers within the Division of School Improvement and Support to calibrate alignment of U'ACE with district initiatives.
- Hold quarterly meetings with principals to review prediction reports.
- Develop feedback sessions with L5 principals and assistant principals to calibrate alignment of U'ACE with school initiatives.
- Provide work sessions to unpack standards and align concepts, content, and skills through the lens of U'ACE.
- Provide professional development on the components of U'ACE:
  - Assisting teachers with creating language-rich classrooms that emphasize student acquisition of language through interactions with both peers and adults.
  - Building the capacity of teachers to use interactive strategies that allow students to gather, process, and apply information by solving problems and articulating what they have discovered.
  - Developing classroom communication strategies that allow students to communicate effectively in verbal and written form and compose a coherent message using academic language.
  - Creating relevance in the curriculum that allow students to extend meaning in a creative way beyond the classroom walls.

## Professional Development Plan (continued)

### Human Capital

- Conduct monthly principal meetings for collective sharing of reliable practices and collective problem solving with the L5 staff and principals.
- Conduct monthly assistant principal meetings for collective sharing of reliable practices collective problem solving with the L5 staff and principals.
- Conduct sessions with L5 principals and assistant principals in developing High Impact Instructional Leadership Practices (HIILP).

### Culture and Climate in Schools

- Provide professional development on the *Culture Shift Model* allowing L5 schools to create a vision for a culturally responsive school in order to achieve equity and excellence.

# THE L5 INNOVATION SCHOOLS

## Strategic Plan to Transform Priority Schools

### Teacher's Voice Sessions

The Office of L5 Innovation Schools has hosted two Teacher Voice Sessions during the current 2016-17 school year. The past locations and times are below:

#### Madison Middle Prep

July 28, 2016

4:00 p.m. – 5:30 p.m.

18 teacher attendees

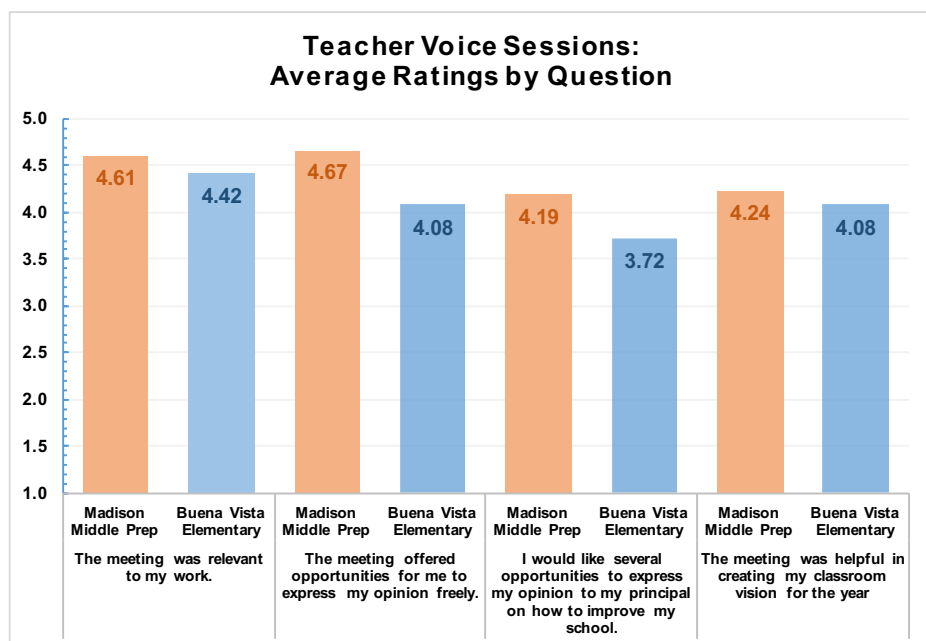
#### Buena Vista Elementary

August 2, 2016

4:30 p.m. – 5:30 p.m.

26 teacher attendees

Feedback from the past Teacher Voice Sessions is below:



- Overall, there were 44 teacher attendees to the teacher voice sessions.
- The feedback from the first two Teacher Voice Sessions was favorable.

The upcoming Teacher & Staff Voice Session for priority schools will be held at:

#### Pearl Cohn High

October 18, 2016

4:30 p.m. – 7:00 p.m.

# THE L5 INNOVATION SCHOOLS

## Strategic Plan to Transform Priority Schools

### Teacher's Voice

The Office of L5 Priority Schools has also taken additional steps to gather feedback from teachers currently operating in MNPS priority schools. Two excerpts of feedback from two Priority school teachers after participating in the Office of L5 Innovation Schools' Four Pillars of Literacy Instruction Workshop are included below:

**Katie Brady**  
**English 11**  
**Pearl Cohn High School**  
**10-4-16**

Before attending this workshop, I was not quite sure what to expect. I surely did not expect to learn anything new; in fact, I figured that, if I was able to get anything out of this workshop, it wouldn't be more than a few new labels for practices I already participate in. I figured that this new framework was little more than a rebranding for the district, and I would be learning more about the new brand than about actual teaching practices. The first day of work did not exceed my expectations. I used my unit plan to fill in the blanks on the UACE it model, and did not really get any feedback to help me improve my unit. On the second day however, I decided that I *wanted* to get something out of this workshop, and so I decided to ask what I was missing in using this model. My school currently uses the district unit plan, and unit planning is something that I have always done, through my MT program, my student teaching, and through my years, however few they may be, of teaching. When I sat down with Mo and really looked at the unit plan, I discovered that what I was doing was not different than the UACE it model, but I also realized why I have always hated the MNPS unit plan template; its because it dos not clearly align with UACE. I had been struggling with my unit plan to make sure that I was engaging students, asking them to communicate, and pushing them to make meaningful applications with their knowledge, and the reason it had been so difficult is because the unit plan does not ask for this information; in fact, it asks for a number of other pieces of information I had been copy/pasting from my scope and sequence to do little more than comply with a district initiative. What



# THE L5 INNOVATION SCHOOLS

## Strategic Plan to Transform Priority Schools

### Teacher's Voice (continued)

**Brandalyn Hayes**  
**Dean of Instruction**  
**Joelton Middle Prep**

Before coming to the professional development regarding the 4 pillars of literacy, I assumed that the PD would be like many other PD given in Metro. I also assumed that this would be something else for us to do that wouldn't last. During my 8 years in Metro I've attended many trainings in hopes of making myself a better practitioner of education. I can't say that every training was able to give me that and honestly I assumed this training would be more of the same. This training opened my eyes to a new way of thinking. The UACE model is a great tool to improve teaching and learning within our classrooms.

After the first half of the day I discovered that this strategy was a great way to engage students and to get teachers to dig deeper into their planning. I also discovered that this was what was best for our students in their quest for academic growth. After the first few activities and information provided by Mo, David and Kelley, I soon saw the connections between Project Based Learning and the TEAM rubric.

When I think about the work that needs to be done at Joelton, this strategy will help me help my teachers to think about their lessons differently. It will also help me think about what am I asking my teachers to do in the classroom. Our goal at Joelton is to increase academic growth for all students. The UACE model helps me to put into perspective the type of teaching that has to be done to move our students. Traditional teaching will not work for the population of students we serve. My role is to coach our teachers through this model and help them to focus on the benefits of teaching our students in a more engaging classroom.

When I return to Joelton I will work closely with Todd and Deanna to develop a plan to introduce the model to our staff. We will also work with the teachers to develop examples of each area of the UACE model that will can be done in the classroom.

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# The L5 Innovation Schools

Plan to Transform Priority Schools

*Presented to the Metro Nashville Board of Education  
October 11, 2016*



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# What is an L5 Innovation School?

- L5 stands for “Level 5”
- All schools will work to have Level 5 Leadership
- L5 Innovations Schools will:
  - Accelerate student learning
  - Build capacity with students and communities
  - Have a holistic approach to student learning

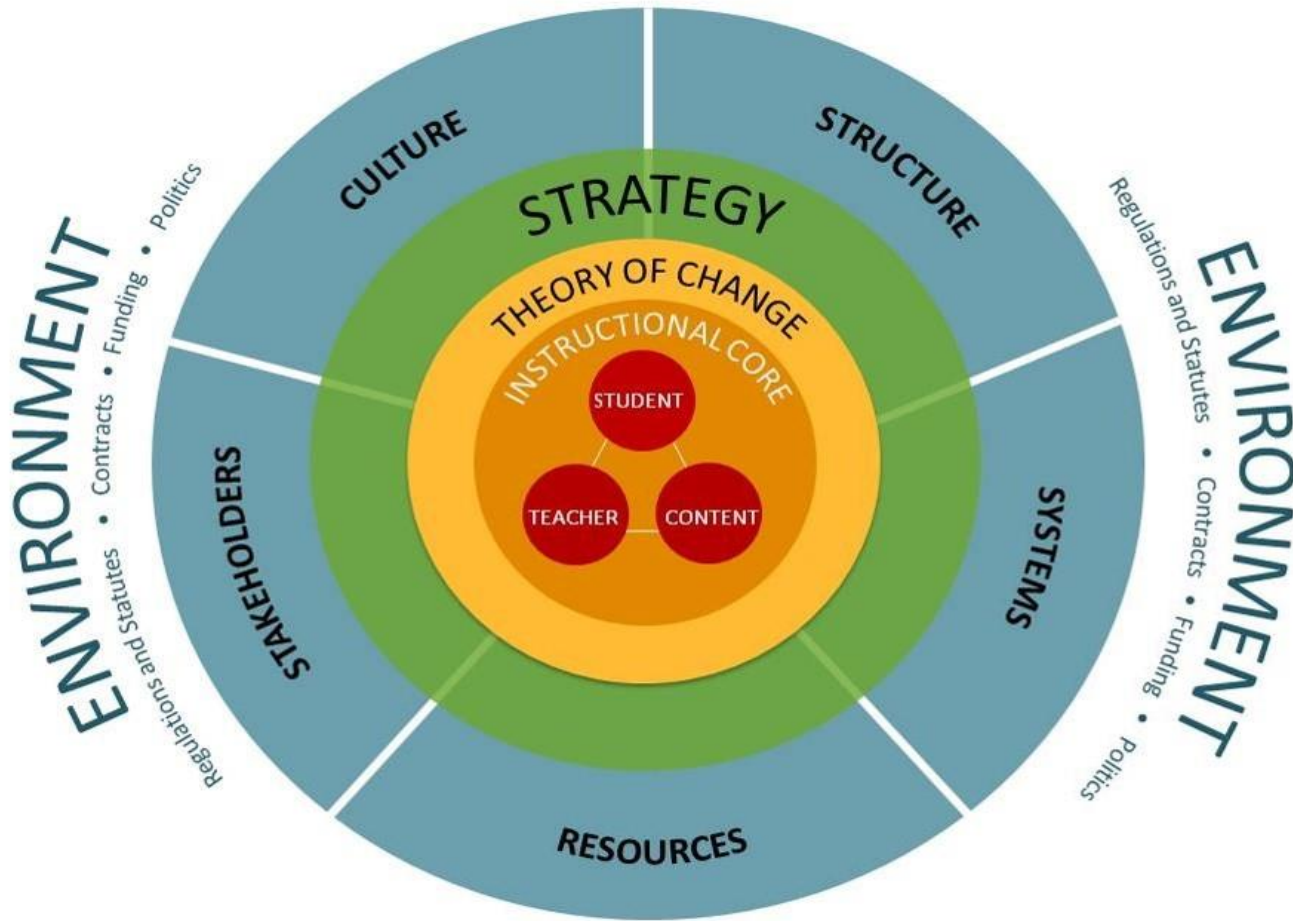
# Diagnostic Process

- Surveys of teachers and school leadership teams
- Teacher interviews
- Teacher voice sessions
- Classroom observations
- Data analysis of systems, structure, culture, resources and professional development
- Met with each principal and their teams
- Reviewed School Improvement Plans

# Findings

- Inconsistency in school support
- Inconsistency in processes and structures
- Variability in leadership practice
- Inconsistency in school improvement planning
- A culture of stress and instability
- A culture of punitive measures
- Lack of viable programs
- Mobility at all levels

# Coherence Framework



# Focus Areas

- Instructional Leadership
- Student Achievement
- School Improvement Process
- Parental Engagement
- Human Capital
- Culture and Climate in Central Office
- Culture and Climate in Schools
- Program Options in Schools



# U'ACE it! Instructional Model

- **Understand** meaning
- **Apply** meaning to engage in collaborative problem solving
- **Communicate** meaning and solutions in a variety of formats
- **Extend** meaning in a creative way beyond the classroom walls

# Voices from our L5 Schools



- Ms. Katie Brady  
Language Arts Teacher at  
Pearl-Cohn High School
- Dr. Brandalyn Hayes  
Dean of Instruction at Joelton  
Middle
- Mr. Todd Irving  
Principal of Joelton Middle