



AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION

2601 Bransford Avenue, Nashville, TN 37204

Regular Meeting – November 12, 2024 – 5:00 p.m.

Freda Player, Chair

- I. CONVENE and ACTION
 - A. Call to Order
 - B. Establish Quorum
 - C. Pledge of Allegiance
 - D. Adoption of Agenda
- II. AWARDS AND RECOGNITIONS
 - A. Carter-Lawrence Elementary/Adventure Science Center/Dr. Eiman Jahangir Partnership
- III. DIRECTOR'S REPORT

Social and Emotional Learning - 1. Re-envision Central Office as a Support Hub; 2. Empower and Equip Leaders at All Levels; 3. Create and Support Engaging, Rigorous, and Personalized Learning Experiences for All Students; 4. Identify and Eliminate Inequities
- IV. PUBLIC PARTICIPATION

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 two minutes or less. Comments will be timed.
- V. GOVERNANCE ISSUES
 - A. Actions
 1. Consent
 - a. Minutes – 10.22.2024 – Regular Meeting
 - b. Awarding of Purchases and Contracts
 1. Bauer Askew Architecture, PLLC
 2. E-Control Systems, Inc.
 3. EyeMed Vision Care, LLC
 4. Imagine Learning, LLC
 5. Metis Associates, Inc.
 6. Navigate360, LLC
 7. Pitney Bowes Global Financial Services, LLC
 8. Total Mechanical Solutions
 9. Tri Star Mechanical, LLC
 - c. 2025-2026 Academic Calendar
 - d. LEA Compliance Report

Metropolitan Board of Public Education

Agenda

November 12, 2024

- e. Rezoning Plan 2025-2026 School Year
- f. TISA Accountability Report
- g. Science Materials Adoption Committee
- h. Legal Settlement Claim C-44772

VI. BOARD REPORTS

VII. ANNOUNCEMENTS

VIII. ADJOURNMENT

If any accommodations are needed for individuals with disabilities who wish to be present at this meeting, please request the accommodation through hubNashville at <https://nashville.gov/hub-ADA-boards> or by calling (615) 862-5000. Requests should be made as soon as possible, but 72 hours prior to the scheduled meeting is recommended.

Director's Report

November 12, 2024



METRO
NASHVILLE
PUBLIC
SCHOOLS

SIGNATURE INITIATIVES

Personalized Student
Dashboard



Navigators



Literacy Reimagined



Math {n}



Leadership Framework



Scholars Portfolio



Equity Roadmap



University MNPS



Results-Focused
Innovation



Central Office
Support Hub



Metro Schools
ReimaginED



Community Support
Hubs



Focused



Literacy



SEL

Core Tenets

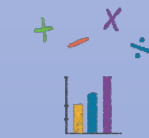
Re-envision
central office as a
support hub

Empower and
equip leaders at
all levels

Create and
support
engaging,
rigorous and
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learning
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all students

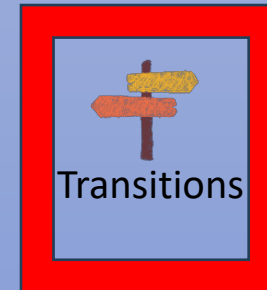
Identify and
eliminate
inequities

Outcomes



Numeracy

Transitions



2021-2024 State-Reported Graduation Rate

	2021	2022	2023	2024	2023 → 2024 Change	2021 to 2024 Change
All Students	81.8%	81.6%	81.2%	85.7%	4.5%	3.9%

2021-2024 State-Reported Graduation Rate

	2021	2022	2023	2024	2023 → 2024 Change	2021 to 2024 Change
All Students	81.8%	81.6%	81.2%	85.7%	4.5%	3.9%
Black/African American	82.7%	86.0%	85.6%	87.8%	2.2%	5.1%

2021-2024 State-Reported Graduation Rate

	2021	2022	2023	2024	2023 → 2024 Change	2021 to 2024 Change
All Students	81.8%	81.6%	81.2%	85.7%	4.5%	3.9%
Black/African American	82.7%	86.0%	85.6%	87.8%	2.2%	5.1%
Hispanic/Latino	73.4%	69.2%	69.8%	79.3%	9.5%	5.9%

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Hispanic/Latino	73.4%	69.2%	69.8%	79.3%	9.5%	5.9%
White	87.3%	87.7%	89.3%	90.3%	1.0%	3.0%

2021-2024 State-Reported Graduation Rate

	2021	2022	2023	2024	2023 → 2024 Change	2021 to 2024 Change
All Students	81.8%	81.6%	81.2%	85.7%	4.5%	3.9%
Black/African American	82.7%	86.0%	85.6%	87.8%	2.2%	5.1%
Hispanic/Latino	73.4%	69.2%	69.8%	79.3%	9.5%	5.9%
White	87.3%	87.7%	89.3%	90.3%	1.0%	3.0%
ED	77.6%	78.7%	77.1%	82.2%	5.1%	4.6%

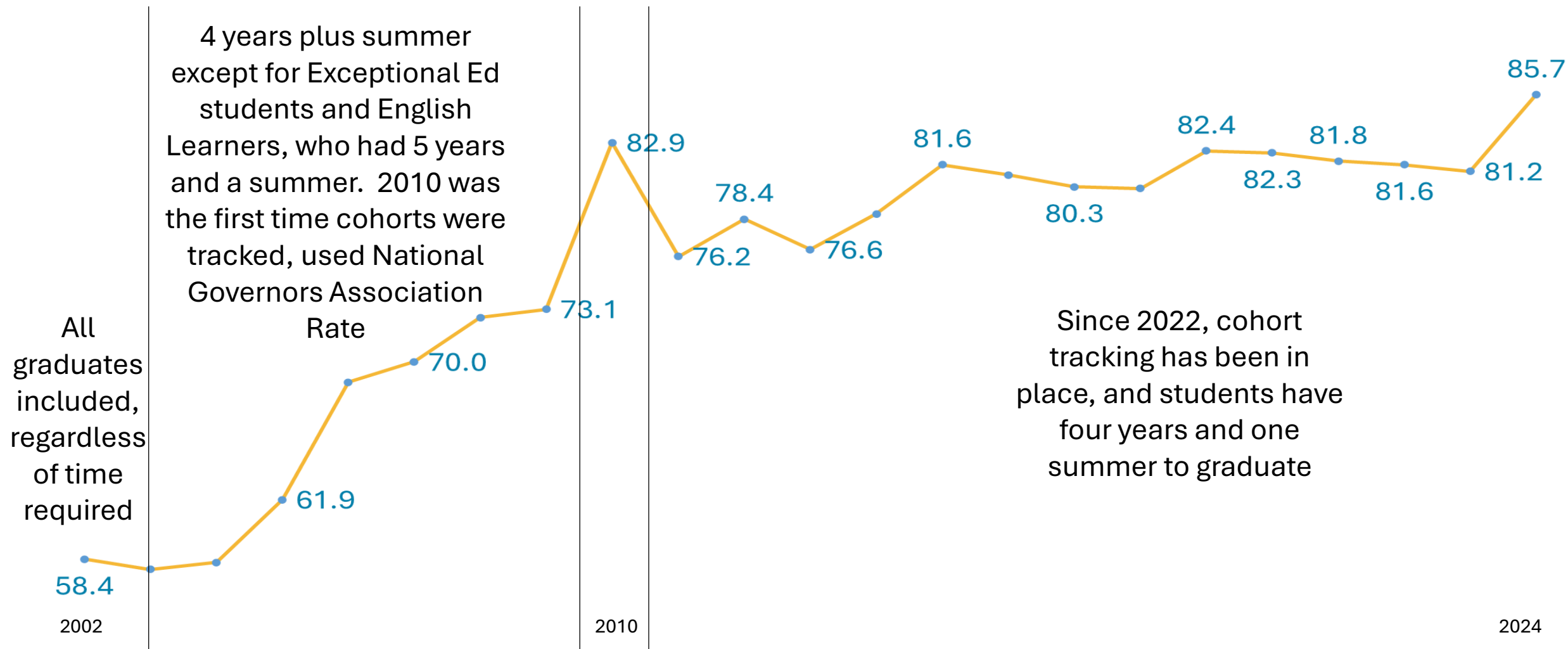
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Hispanic/Latino	73.4%	69.2%	69.8%	79.3%	9.5%	5.9%
White	87.3%	87.7%	89.3%	90.3%	1.0%	3.0%
ED	77.6%	78.7%	77.1%	82.2%	5.1%	4.6%
SWD	62.5%	75.9%	78.1%	78.9%	0.8%	16.4%

2021-2024 State-Reported Graduation Rate

	2021	2022	2023	2024	2023 → 2024 Change	2021 to 2024 Change
All Students	81.8%	81.6%	81.2%	85.7%	4.5%	3.9%
Black/African American	82.7%	86.0%	85.6%	87.8%	2.2%	5.1%
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White	87.3%	87.7%	89.3%	90.3%	1.0%	3.0%
ED	77.6%	78.7%	77.1%	82.2%	5.1%	4.6%
SWD	62.5%	75.9%	78.1%	78.9%	0.8%	16.4%
LEP	65.4%	59.6%	57.8%	70.9%	13.1%	5.5%

2002-2024 State-Reported Graduation Rate





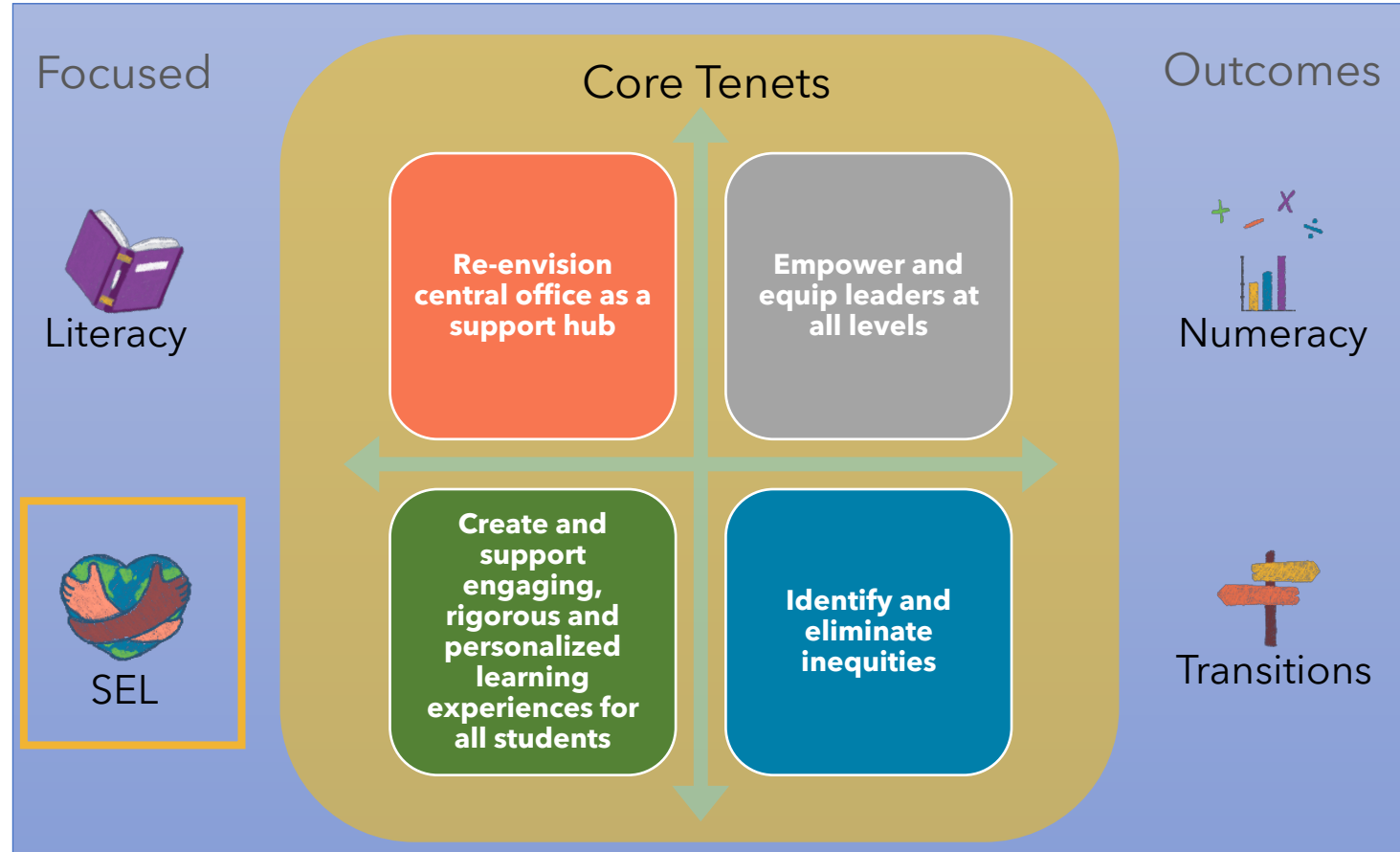
METRO NASHVILLE
PUBLIC SCHOOLS

SOCIAL-EMOTIONAL LEARNING

NOVEMBER 12, 2024

BOARD OF EDUCATION MEETING

SIGNATURE INITIATIVES



Personalized Student Dashboard



Navigators



Literacy Reimagined



Math {n}



Results-Focused Innovation



Central Office Support Hub



Metro Schools ReimaginED



Community Support Hubs



Leadership Framework



Scholars Portfolio



Equity Roadmap



University MNPS

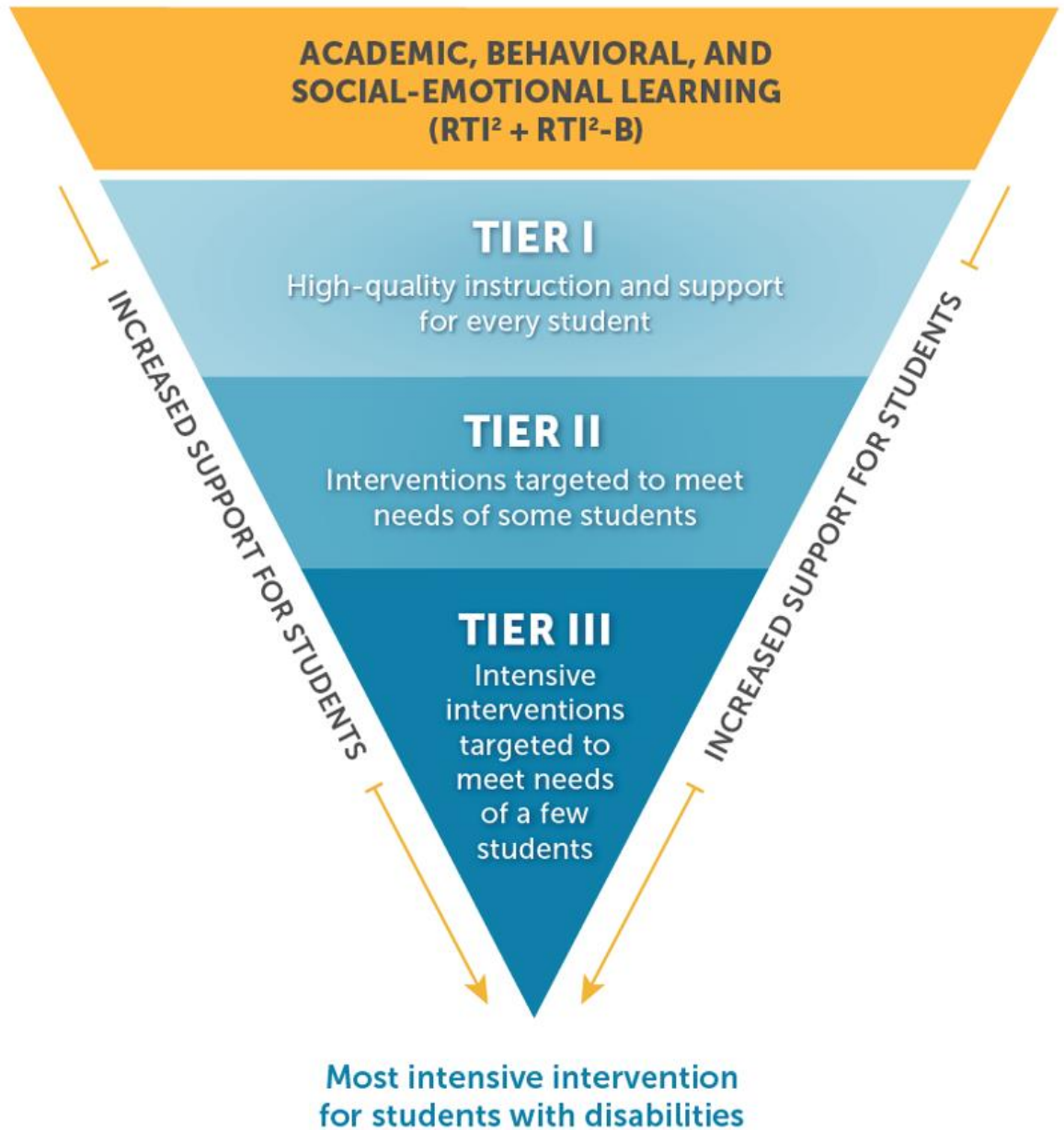




Every
student
Known

VISION FOR SUCCESS

We will ensure **every student** has access to high-quality instruction through an integrated academic/SEL system.



HOW MNPS MAKES EVERY STUDENT KNOWN

Setting a clear academic theme for each cluster to define the type of experience students will have and serve as the consistent guiding framework for all major academic decisions within cluster.

Offering GPA experiences to ensure students in every school experience the same level of rigor and engagement in their learning.

GROW
Together
with MNPS

elementary GUARANTEED

Foundations for continuous academic success & SEL development

Example: STEAM labs at each elementary school focused on engineering design challenges

middle PERSONALIZED

Sustainable best practices to support student engagement and achievement

Example: Allowing students to select STEAM focuses that connect with high school experiences

high APPLIED

Transitional supports for post-secondary success

Example: Apply skills to STEAM career experiences and connect experiences to the AoN pathway

UNIVERSITY
MNPS

Creating intentional, aligned academic pathways in MNPS, students graduate embodying the **Ready Graduate** profile.



Head

MNPS Ready Graduates are able to think **critically** across a broad range of knowledge, information, and concepts.

MNPS Ready Graduates think **creatively** to generate possibilities and solutions to complex challenges.



Heart

MNPS Ready Graduates are aware of their emotions and core values and display **confidence** in themselves and their abilities.

MNPS Ready Graduates **communicate** effectively showing empathy to others through consideration of diverse perspectives.



Hands

MNPS Ready Graduates display **competence** in applying the knowledge, skills, abilities, and productive behaviors to positively contribute to individual and community success.

MNPS Ready Graduates **collaboratively** foster teamwork interacting with others respectfully and embracing diverse perspectives to achieve a common goal.



Feet

MNPS Ready Graduates initiate positive and meaningful action toward the betterment of their **community**.

MNPS Ready Graduates demonstrate **cultural competence** toward common value and purpose.

Ready Graduate Profile

High School Graduate

MNPS Ready Graduates are well-rounded and equipped with knowledge, skills, and dispositions to make a positive difference in our world.

Head

MNPS Ready Graduates are able to think **critically** across a broad range of knowledge, information, and concepts.

They think **creatively** to generate possibilities and solutions to complex challenges.

Heart

MNPS Ready Graduates are aware of their emotions and core values and display **confidence** in themselves and their abilities.

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Feet

MNPS Ready Graduates initiate positive and meaningful action toward the betterment of their **community**.

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Hands

MNPS Ready Graduates display **competence** in applying the knowledge, skills, abilities, and productive behaviors to positively contribute to individual and community success.

They **collaboratively** foster teamwork interacting with others respectfully and embracing diverse perspectives to achieve a common goal.

Inspired by "Taking the Drivers on the Road: Reflections 10 months into the Journey" By Michael Fullan, December 2021

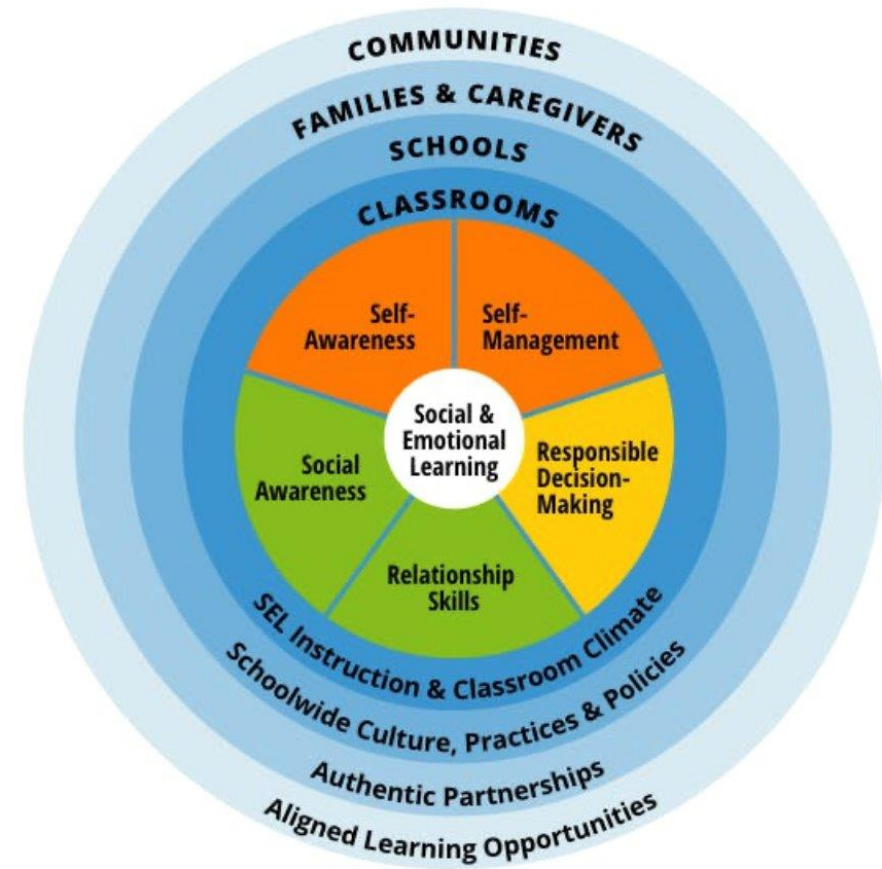
SEL Portfolio



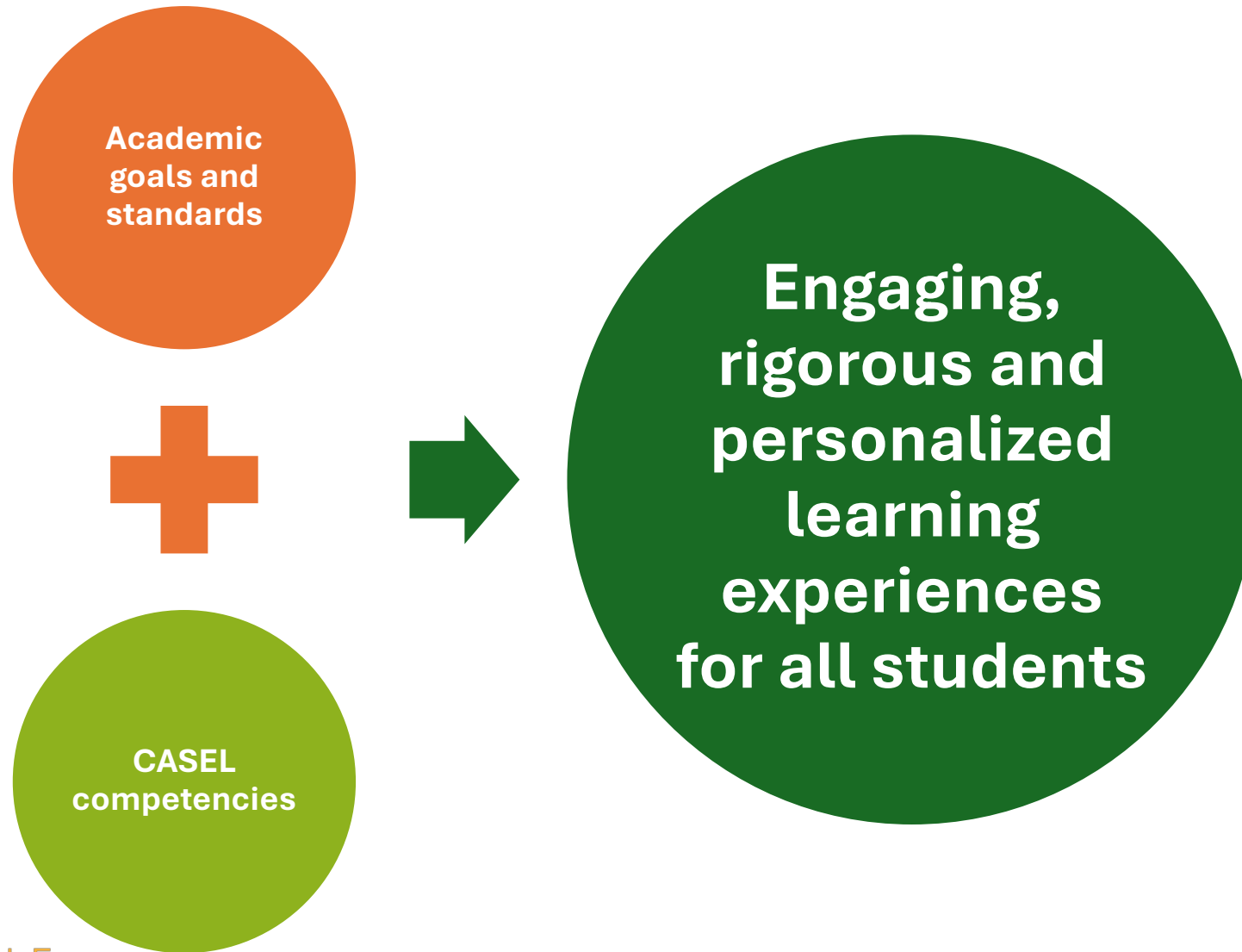
**THIS
IS THE
STORY
OF OUR
TRIUMPH**

SEL Competencies and Signature Practices

- **Welcoming Ritual** - Activities for inclusion, establish safety and predictability, allow students to connect with one another and create a sense of belonging. Activities are connected to the learning of the day.
- **Engaging Practices** - Academic integration, sense-making, transitions and “brain breaks” that foster relationships, cultural humility, empowerment, and collaboration.
- **Optimistic Closure** - Reflections and looking forward provides intentional closure by asking students to name something that helps them transition on a positive note.



Curricula for All



SEL Supports and Strategies

Foster community partnerships to support schools in removing barriers to learning

Community Achieves

Advocacy and Peace Centers

Tier 1 supports/spaces where students learn de-escalation strategies, prosocial skills, and engage in restorative activities

Sessions that reinforce responsible decision making and create opportunities to repair harm and restore relationships

Restorative Interventions

Mental-health Counselors

Facilitate individual and small-group sessions and collaborates with Social Workers to support students and families

Help maintain optimal health and reduce health disparities to enhance academic outcomes

Nurses

Navigators

Safe space for students to share any barriers to learning which may include housing challenges and/or food insecurities

Advocacy Centers	Peace Centers
8067 visits 1867 unique students	7572 visits 3483 unique students
<u>Intervention types</u> • Formal mentoring • Incentive time • Check in/check out • Wellness check	<u>Intervention types</u> • Restorative circles • Impromptu conversations • Check in/check out • Wellness check

What we are seeing

Students have grown in their abilities to use the 5 SEL competencies.

- “I feel connected to adults in my school.”
- “I know what my strengths are.”
- “I can do well on all my tests, even when they are difficult.”

There has been an increase in a sense of belonging.

- “I matter to others at this school.”
- “People at my school understand me as a person.”
- “Overall, I feel like I belong at my school.”



Through collective efforts between schools and the Support Hub, the district has seen **increases** in **overall attendance**, **satisfactory attendance**, and **perfect attendance**.

Across the district, there is a **decrease** in the number of students **who are chronically absent**.

In short, we prioritize instructional time through prioritizing attendance.

Overall Attendance			Chronic Absenteeism			Satisfactory Attendance			Perfect Attendance		
21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
91.10%	91.60%	93.10%	31.30%	27.20%	21.30%	41.60%	47.20%	56.20%	7.70%	9.20%	13.60%
Overall increase from 21-22 to 23-24 = 2%			Overall decrease from 21-22 to 23-24 = 10%			Overall increase from 21-22 to 23-24 = 14.6%			Overall increase from 21-22 to 23-24 = 5.9%		

Notable 2023-24 TCAP Achievement and EOC Results

- A higher percentage of MNPS students reached proficiency in 2024 than in 2023 for every tested category.
- TCAP Achievement scores improved at every grade level in every content area.
- ELA scores are the highest they have been since new standards were introduced, after surpassing pre-pandemic levels in 2023.
- One-year TCAP Achievement score improvement across grades 3-8 equaled or surpassed that of the state for 17 of 21 grade/subject combinations.
- One-year TCAP EOC score improvement equaled or surpassed that of the state for 5 of 7 EOC subjects.
- Highest graduation rate in MNPS history (85.7%) with an increase of 4.5 percentage points this year – surpassing state growth by 3 points.



Every *student* Known

THE SUMMIT

Academics

Understanding
Math in a New
Way

Preparing for
ES/MS/HS
Transitions

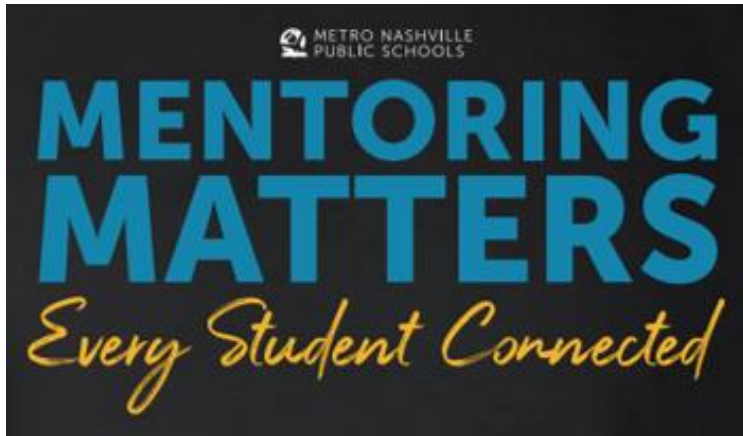
Exploring
Exciting
Careers

SEL

Elevating
Student Voice

Embracing
Diversity

Exploring
Creativity



How has SEL and academic integration helped?



- Aligns district and school approaches/strategies to support students
- Supports universal implementation across diverse portfolio of schools
- Responds to shifting needs of school communities
- Better meets the needs of ALL students
- Reminds us of our collective why!

How can the Board support

- Continue to celebrate MNPS students and schools
- Continue to advocate for funding

METROPOLITAN NASHVILLE PUBLIC SCHOOL BOARD MEETING –

October 22, 2024

Members Present: Freda Player – Chair, Berthena Nabaa-McKinney – Vice-chair, Rachael Anne Elrod, Erin O’Hara Block, Cheryl Mayes, TK Fayne (arrived at 5:08 p.m.), Abigail Tylor, Zach Young, Robert Taylor and Rachael Anne Elrod

Meeting called to order at 5:00 p.m.

CONVENE AND ACTION

- A. Call to Order – Freda Player called the meeting to order.
- B. Pledge of Allegiance - Led by Michael Cass, Director of External Communications.
- C. Adoption of Agenda

Motion to agenda to adopt agenda as listed.

By Cheryl Mayes, seconded Robert Taylor

Vote: 8-0 (unanimous)

- D. Director of Schools Contract

Motion to approve the Director of Schools Contract

By Cheryl Mayes, seconded Abigail Tylor

Vote: 8-0 (unanimous)

DIRECTOR’S REPORT

- A. Dr. Battle and staff presented an update on SEL Conference Recap and MSA 2025 Conference Trailer - 1. Re-envision Central Office as a Support Hub; 2. Empower and Equip Leaders at All Levels; 3. Create and Support Engaging, Rigorous, and Personalized Learning Experiences for All Students; 4. Identify and Eliminate Inequities

PUBLIC PARTICIPATION

There were no public participation speakers.

GOVERNANCE ISSUES

- a. **Minutes – 09.24.2024 – Regular Meeting**
- b. **Awarding of Purchases and Contracts**
 - 1. **Amazon Capital Services, Inc.**
 - 2. **Bridges for the Deaf & Hard of Hearing**
 - 3. **Brown & Brown Insurance Services, Inc. dba Claim Technologies Incorporated**
 - 4. **Grant Consulting dba McGrath Training Solutions**
 - 5. **Gray Line of Tennessee**
 - 6. **I.C. Thomasson Associates, Inc.**
 - 7. **Intuit, Inc.**
 - 8. **Liberty Collegiate Academy**
 - 9. **Lipscomb University**
 - 10. **Metropolitan Public Health Department**
 - 11. **Nashville State Community College (NSCC)**
 - 12. **National Career Academy Coalition**
 - 13. **Oasis Center**
 - 14. **Pathful, Inc.**
 - 15. **State of Tennessee, Tennessee Bureau of Investigation**
 - 16. **YouScience, LLC**

Motion to agenda to adopt agenda as listed.

By Berthena Nabaa-McKinney, seconded Cheryl Mayes

Vote: 9-0 (unanimous)

BOARD REPORTS

- A. Student Board Member Christine Tran gave a brief update on attending the Council of the Great City Schools Conference.
- B. Berthena Nabaa-McKinney gave a brief update on the Directors of Schools Evaluation Committee.

ANNOUNCEMENTS

- A. Freda Player announced that several Board members will be attending the Tennessee Schools Board Association Conference November 8-10th.

WRITTEN INFORMATION TO THE BOARD

A. Sales Tax Collections as of October 20, 2024.

Ms. Player adjourned the meeting at 6:56 p.m.



Chris M. Henson
Board Secretary

Freda Player
Board Chair

Date

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(1) VENDOR: Bauer Askew Architecture, PLLC

SERVICE/GOODS (SOW): For the provision of design services for the new Nashville School of the Arts facility.

SOURCING METHOD: QBS 378385

TERM: November 13, 2024 through Project Completion

FOR WHOM: Nashville School of the Arts

COMPENSATION: Contractor will be compensated in accordance with Attachment A.

Total compensation for this contract is not to exceed \$7,647,754.

Total compensation is based on an estimated project amount of \$7,647,754.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of the plans and drawings provided to MNPS, meeting the requirements of the scope of work, and achieving the overall desired outcome for the staff involved.

MBPE CONTRACT NUMBER: 7597385

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: E-Control Systems, Inc.

SERVICE/GOODS (SOW): For the provision of an electronic refrigeration monitoring and HACCP food temperature recording hardware/software system for all MNPS cafés. The solution will ensure continuity of compliance with food safety regulations, improved operational efficiency, and reduced food spoilage through accurate and reliable temperature monitoring.

SOURCING METHOD: RFP 384371

TERM: November 13, 2024 through November 12, 2029

FOR WHOM: MNPS Nutrition Services- Staff and Students

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

Total compensation for this contract is not to exceed \$379,840.

OVERSIGHT: MNPS Nutrition Services

EVALUATION: Based on the quality, timeliness, and capacity to provide the services upon MNPS request.

MBPE CONTRACT NUMBER: 7600809

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(2) VENDOR: EyeMed Vision Care, LLC

SERVICE/GOODS (SOW): For the provision of vision insurance, underwritten by Fidelity Security Life Insurance Company, for the members of the teacher's health plan, further defined in Exhibit A.

SOURCING METHOD: RFP 376370

TERM: January 1, 2025 through December 31, 2029

FOR WHOM: MNPS Certificated Employees and Certificated Retirees

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

Total compensation for this contract is not to exceed \$4,500,000.

Total compensation is based on an estimated yearly amount of \$900,000.

OVERSIGHT: Human Resources – Employee Benefits

EVALUATION: Based on the quality of services provided.

MBPE CONTRACT NUMBER: 7593528

SOURCE OF FUNDS: Insurance Trust Fund

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(3) VENDOR: Imagine Learning, LLC

SERVICE/GOODS (SOW): For the provision of Imagine Learning's Academic Credit Recovery solution.

SOURCING METHOD: RFP 374384

TERM: July 1, 2025 through June 30, 2030

FOR WHOM: MNPS students in grades 9-12 in need of credit recovery and some middle school students enrolled in credit bearing 9-12 courses.

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

Total compensation for this contract is not to exceed \$1,850,000.

Total compensation is based on an estimated yearly amount of \$370,000.

OVERSIGHT: Learning Technology and Library Services

EVALUATION: Based on system performance, ease of use, customer service, support, and other deliverables as outlined in the RFP and Contractor's proposal.

MBPE CONTRACT NUMBER: 7594383

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(4) VENDOR: Metis Associates, Inc.

SERVICE/GOODS (SOW): For the provision of grant evaluation services for the Magnet Schools Assistance Program (MSAP).

SOURCING METHOD: RFP 371377

TERM: November 13, 2024 through October 31, 2029

FOR WHOM: Magnet School Assistance Program

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

Total compensation for this contract is not to exceed \$412,000.

Total compensation is based on an estimated yearly amount of \$103,000.

OVERSIGHT: Magnet School Assistance Program

EVALUATION: Based on the quality of evaluation services provided, bi-annual visits, assistance with grant reporting, and evidence of promise study completed in years 4-5.

MBPE CONTRACT NUMBER: 7599361

SOURCE OF FUNDS: Federal Funds – MSAP Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(5) VENDOR: Navigate360, LLC

SERVICE/GOODS (SOW): Amendment #1 increases the contract value and extends the contract term. The contract is for the ongoing subscription to the Contractor's Emergency Management Suite Platform. This platform helps maximize district emergency preparedness initiatives and build confidence in school safety.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: November 13, 2024 through December 30, 2026

FOR WHOM: All MNPS

COMPENSATION: This amendment increases the contract value by \$318,032.23.

Total compensation for this contract is not to exceed \$781,092.87.

Total compensation is based on the following annual amounts for the next two years:

- 2024-2025: \$156,666.23
- 2025-2026: \$161,366.00

OVERSIGHT: Safety & Security

EVALUATION: Based on the quality of the platform, customer support provided, and effectiveness in increasing the district's emergency preparedness initiatives.

MBPE CONTRACT NUMBER: 7525949

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(6) VENDOR: Pitney Bowes Global Financial Services, LLC

SERVICE/GOODS (SOW): Amendment #1 increases the contract value. The contract is for the lease of mail center machines.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: November 13, 2024 through August 11, 2025

FOR WHOM: Print Shop

COMPENSATION: This amendment increases the contract value by \$50,000.

Total compensation for this contract is not to exceed \$245,000.

Total compensation is based on an estimated yearly amount of \$50,000.

OVERSIGHT: Print Shop

EVALUATION: Based on the quality of the leased machines and timeliness of any customer support/service.

MBPE CONTRACT NUMBER: 7497745

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(7) VENDOR: Total Mechanical Solutions

SERVICE/GOODS (SOW): For the provision of annual preventative maintenance of HVAC systems.

SOURCING METHOD: RFP 379379

TERM: November 13, 2024 through November 12, 2029

FOR WHOM: MNPS Facilities

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

Total compensation for this contract is not to exceed \$4,143,005.

Total compensation is based on an estimated yearly amount of \$828,601.

OVERSIGHT: Facilities

EVALUATION: Based on the quality, timeliness, and capacity to provide the services upon MNPS request.

MBPE CONTRACT NUMBER: 7598224

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(8) VENDOR: Tri Star Mechanical, LLC

SERVICE/GOODS (SOW): For the provision of preventative maintenance and inspections of cooling towers, fluid cooler/hydronic pumps, and hydronic heat exchangers.

SOURCING METHOD: RFP 379377

TERM: November 13, 2024 through November 12, 2029

FOR WHOM: MNPS Facilities

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

Total compensation for this contract is not to exceed \$1,029,565.

Total compensation is based on an estimated yearly amount of \$205,913.

OVERSIGHT: Facilities

EVALUATION: Based on the quality, timeliness, and capacity to provide the services upon MNPS request.

MBPE CONTRACT NUMBER: 7598225

SOURCE OF FUNDS: Capital Funds

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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28	29	30				

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28	29	30				

Key Dates

FALL SEMESTER (84 student attendance days)

July 4: Independence Day observed (District closed)

July 10: Assistant principals report

July 28: Teachers report; Teacher in-service day

July 29-31: Teacher in-service day (Statewide Primary)

Aug. 1: Stockpiled PD Day (Students do not report)

Aug. 4: Stockpiled PD Day (Students do not report)

Aug. 5: First full day for grades 1-12; Half day for Pre-K and K

Aug. 6: Full day for grades 1-12; Half day for Pre-K and K

Aug. 7: Full day for all grades

Sept. 1: Labor Day observed (District closed)

Sept. 4: Progress reports issued

Oct. 3: First quarter ends

Oct. 6: Second quarter begins

Oct. 10: Stockpiled PD Day (Students do not report)

Oct. 13-17: Fall break holiday

Oct. 23: Report cards issued

Oct. 31: Parent conference day (Students do not report)

Nov. 4: Stockpiled PD Day (General Election)

Nov. 6: Progress reports issued

Nov. 11: Veterans Day observed (District closed)

Nov. 24-28: Thanksgiving holiday (District closed Nov. 27-28)

Dec. 16-18: Half day for exams grades 9-12; Full day for Pre-K-8

Dec. 19: Half day for all students; Exams grades 9-12; Second quarter ends

Dec. 22-Jan. 2: Winter break holiday

SPRING SEMESTER (91 student attendance days)

Jan. 5-6: Stockpiled PD Day (Students do not report)

Jan. 7: Third quarter begins

Jan. 15: Report cards issued

Jan. 19: MLK holiday observed (District closed)

Feb. 5: Progress reports issued

Feb. 16: Stockpiled PD Day (Students do not report)

March 6: Half day for all students; Third quarter ends

March 9-13: Spring break holiday

March 16: Fourth quarter begins

March 26: Report cards issued

April 3: Spring holiday (District closed)

April 16: Progress reports issued

May 18-20: Half day for exams grades 9-12; Full day for PreK-8

May 21: Half day for all students; Exams grades 9-12; End of school year; Report cards issued (elementary and middle schools)

May 22: Teacher in-service day; Last day for teachers

May 25: Memorial Day observed (District closed)

June 19: Juneteenth observed (District closed)

Potential snow make-up days:

March 9, 10, 11, 12, 13, April 3

7 Stockpiled PD days

6 Stockpiled inclement weather days

Calendar Key

Students in school

Students out of school

Students out of school; District closed

Teacher in-service day (Students do not report)

Stockpiled professional development (PD) day (Students do not report)

Half day for all students

Half day for exams (grades 9-12 only); Half virtual day

2024 Local Education Agency Compliance Report

Local education agencies (LEAs) are required to comply with all federal and state education laws and State Board of Education (SBE) rules. This annual compliance report is one mechanism the department uses to ensure education laws and rules are faithfully executed. The commissioner of education is charged with taking corrective action when an LEA is noncompliant with those laws and rules or is not following a department-approved compliance plan.

Each LEA must submit this report and, if applicable, the corresponding corrective action plan, to the department by **November 29, 2024**. During completion, an LEA should carefully check the status of its compliance with all federal and state education laws and SBE rules. The department monitors and verifies LEA compliance via multiple data sources (e.g., Education Information System, internal program managers) and will consider those sources in making a final determination of an LEA's compliance. Please be advised annual compliance report data may inform an LEA's approval classification.

I certify that the LEA is in compliance with all federal and state education laws and SBE rules.

I certify that, with the exception of areas indicated in the **attached corrective action plan**, the LEA is in compliance with all federal and state education laws and SBE rules.

LEA Name:

Director of Schools/Superintendent Name:

Director of Schools/Superintendent Signature:

School Board Chair Name:

School Board Chair Signature:

Date of School Board Approval:

UPLOAD COMPLETED REPORT TO ePlan BY NOVEMBER 29, 2024

(including the corresponding corrective action plan if applicable).

Upload instructions are accessible [here](#).

METRO SCHOOLS
Reimagined

ZONING PROPOSALS FOR SY25-26

GLENCLIFF CLUSTER DISTRICTS 4, 5 & 7

Schools:

Margaret Allen Middle
Napier Elementary
Whitsitt Elementary

ANTIOCH CLUSTER DISTRICT 6

Schools:

Apollo Middle
JFK Middle
Smith Springs Elementary
Una Elementary

HILLSBORO CLUSTER DISTRICT 8

Schools :

Eakin Elementary
Glendale Elementary
Julia Green Elementary
Sylvan Park Elementary

GLENCLIFF PROPOSAL SUMMARY

Districts 4, 5 & 7

- **Recommendation #1:** Rezone Napier ES from the McGavock Cluster into the Glencliff Cluster and realign the elementary to middle school feeder patterns
- **Recommendation #2:** Rezone a small portion of Whitsitt ES to Napier ES
- **Recommendation #3:** Rezone Margaret Allen MS from the Antioch Cluster to the Glencliff Cluster



Glenclyff | Recommendation #1: Rezone Schools to the Cluster

Summary

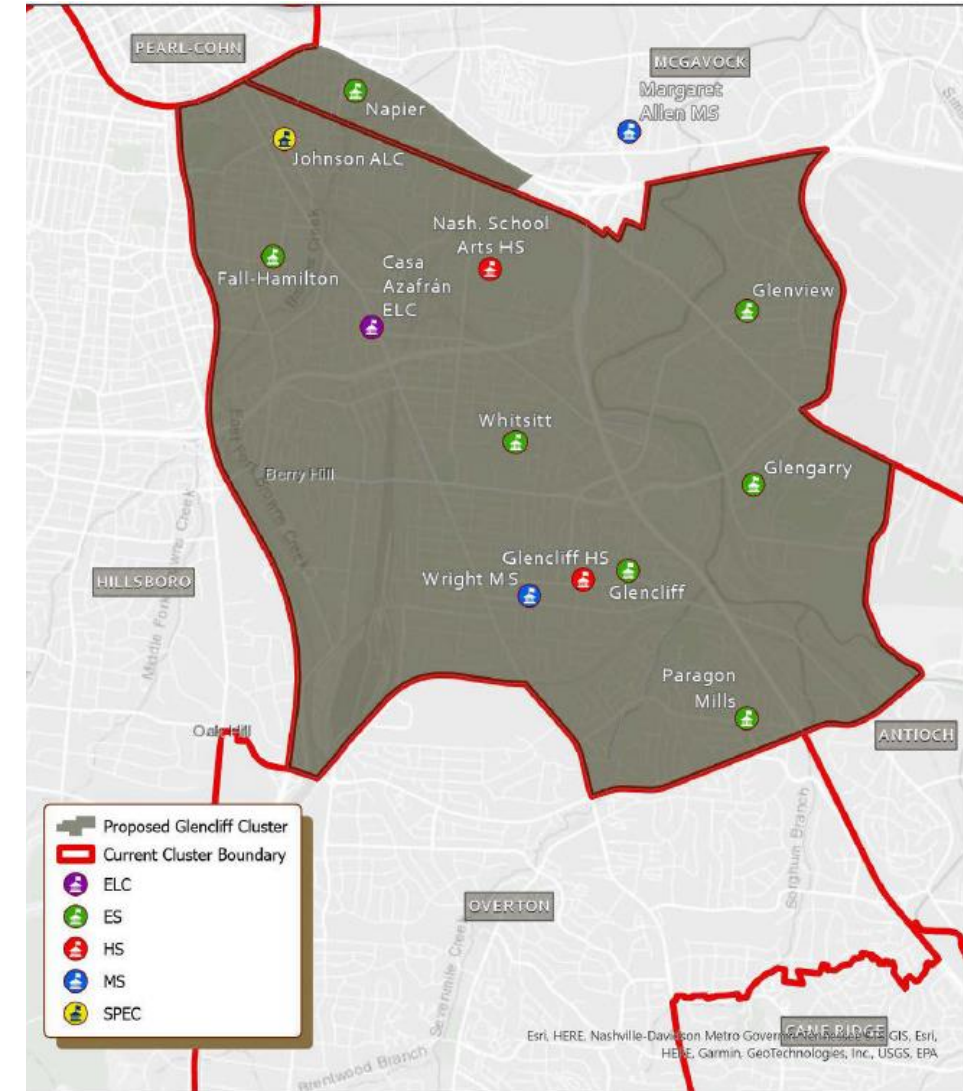
Napier and Margaret Allen would move from the McGavock/Antioch cluster to the Glenclyff cluster.

In total, this would rezone 67 students from Two Rivers to Margaret Allen Middle School and 136 students from McGavock High School to Glenclyff High School.

Feeder Patterns

Fall-Hamilton, Glenview, Napier, Whitsitt
→ Margaret Allen → Glenclyff

Glenclyff, Glengarry, Paragon Mills →
Wright → Glenclyff (no change)



Glenclyff | Recommendation #2: Whitsitt Rezoning

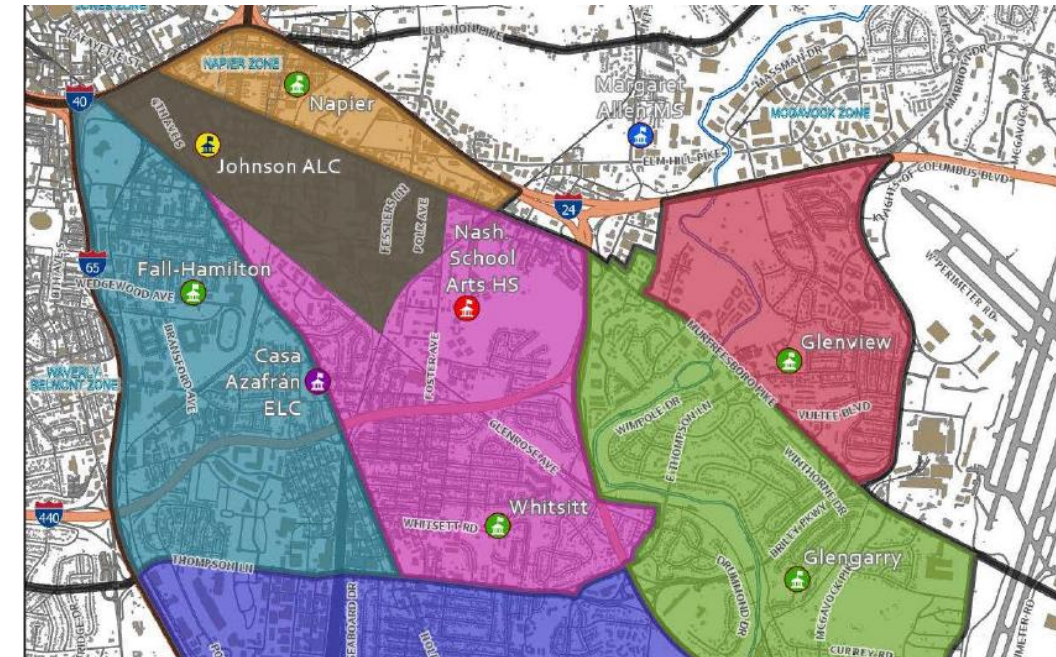
Summary

Relieve capacity at Whitsitt by rezoning 36 students from a small section bound by I-40, Foster Ave., and the railroad.

We would extend grandfathering to existing Whitsitt families impacted by the rezoning.

Estimated Enrollment and Capacity

Glenclyff Cluster	Oct. 19/20	Oct. 20/21	Oct. 21/22	Oct. 22/23	Oct. 23/24	Day 20 24/25	Proj. 25/26	Capacity	Proj. 25/26 Utilization
Fall-Hamilton Enhanced Option School	317	294	293	290	266	267	267	375	71.2%
Glenclyff Elementary School	603	522	539	529	530	597	599	565	106.0%
Glengarry Elementary School	398	375	360	362	357	438	406	478	84.9%
Glenview Elementary School	633	561	543	611	645	622	606	610	99.3%
Paragon Mills Elementary School	598	535	581	568	552	619	610	811	75.2%
John B Whitsitt Elementary School	449	424	414	483	507	514	478	468	102.1%
Napier Enhanced Option School	302	257	259	310	283	264	300	323	92.9%
Elementary Cluster Totals	3,300	2,968	2,989	3,153	3,140	3,321	3,266	3,630	90.0%
Wright Middle School	803	795	750	687	662	497	511	878	58.2%
Margaret Allen Middle School	490	430	391	265	296	306	300	468	64.1%
Middle School Cluster Totals	1,293	1,225	1,141	952	958	803	811	1,346	60.3%
Glenclyff High School	1,208	1,085	1,127	1,194	1,095	1,012	1,148	1,170	98.1%
Glenclyff Cluster School Totals	5,801	5,278	5,257	5,299	5,193	5,136	5,225	6,146	85.0%



ANTIOCH PROPOSAL SUMMARY

District 6

Recommendation #1: Adjust feeder patterns to account for Margaret Allen rezoning

Recommendation #2: Unify the split feeder pattern of Smith Springs



Antioch | Recommendations #1 + #2: Feeder Patterns

Summary

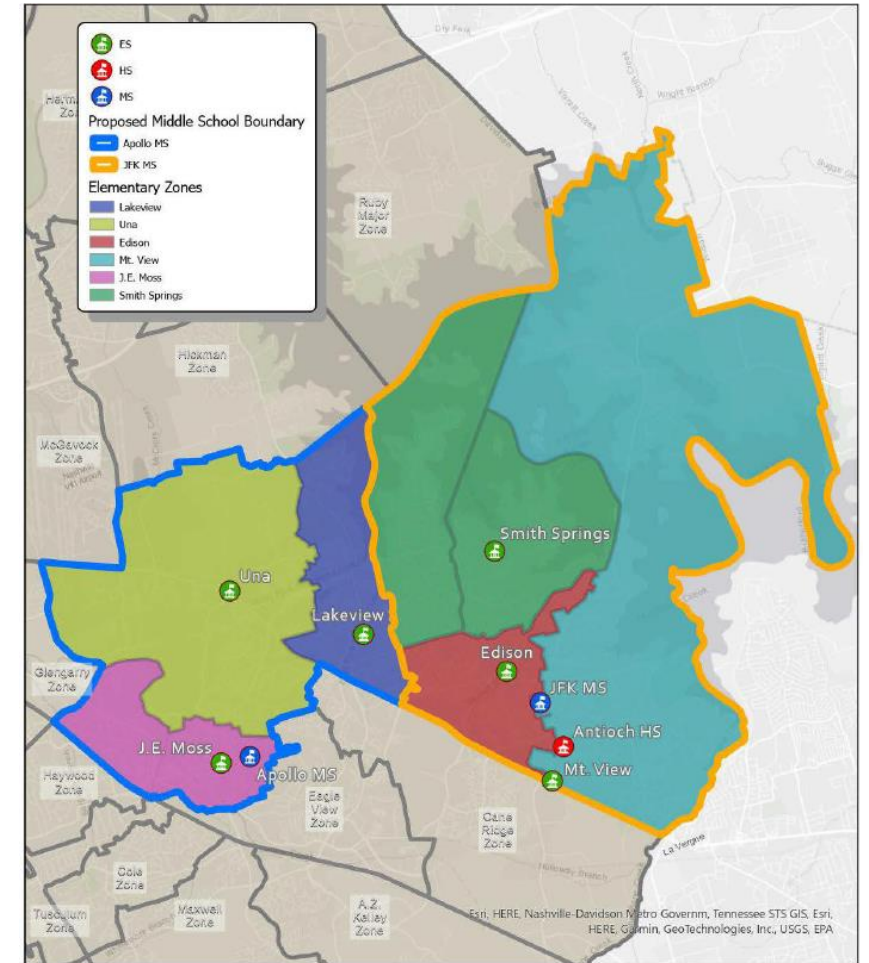
Change Una's feeder pattern to Apollo Middle (from Margaret Allen)

Unify Smith Springs feeder to JFK Middle (instead of splitting their zoning between Apollo and JFK)

Feeder Patterns

Lakeview, JE Moss, Una → Apollo → Antioch High

Edison, Mt. View, Smith Springs → JFK → Antioch High



HILLSBORO PROPOSAL SUMMARY

District 8

Recommendation: Rezoning a small portion of Julia Green ES to Percy Priest ES

Hillsboro | Recommendation: Julia Green + Percy Priest Zoning

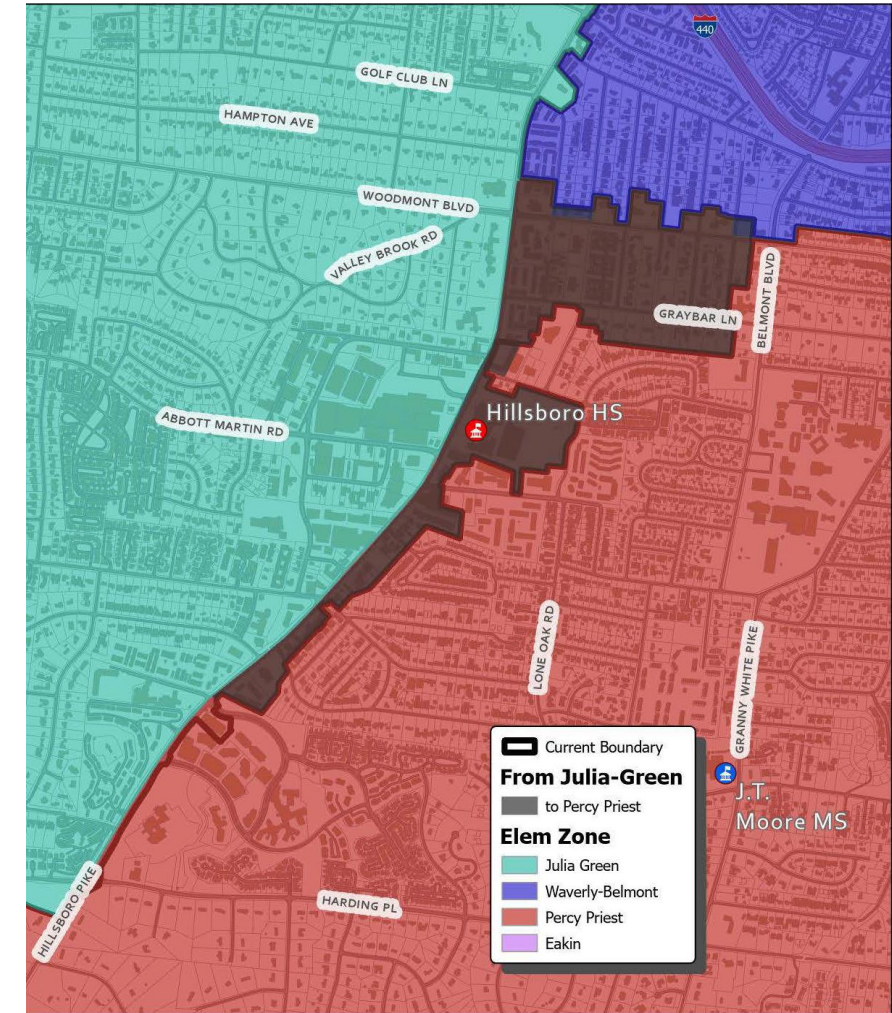
Summary

Relieve capacity at Julia Green by rezoning 28 students from a small section east of Hillsboro Pike to Percy Priest. Current students in this zone will be offered a grandfathering option.

With Percy Priest's new building, there will be plenty of capacity for additional students.

Estimated Enrollment and Capacity

Hillsboro Cluster	Oct. 20/21	Oct. 21/22	Oct. 22/23	Oct. 23/24	Day 20 24/25	Proj. 25/26	Capacity	Proj. 25/26 Utilization
Eakin Elementary School	466	499	525	546	537	545	581	93.8%
Julia Green Elementary School	373	403	432	494	501	468	455	102.9%
Percy Priest Elementary School	420	410	452	534	558	600	743	80.8%
Sylvan Park Paideia Design Center	382	393	451	439	461	440	437	100.7%
Waverly-Belmont	488	467	483	531	525	525	567	92.6%
Elementary Cluster Totals	2,129	2,172	2,343	2,544	2,582	2,578	2,783	92.6%





2024-25 Accountability Report Template

The Tennessee Investment in Student Achievement (TISA) public school funding formula marks a significant change in how Tennessee invests in public education. The TISA funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed for all students to ensure they succeed.

As part of TISA, [T.C.A. § 49-3-112](#) requires each school district, starting in the 2023-24 school year, to submit an annual accountability report to the Tennessee Department of Education (department). This report must include:

- Goals for student achievement
 - One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over the next three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA.¹
- Explanation how the district's stated goals can be met within the district's budget.
- For reports submitted **starting in the 2024-25** school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals.

Each district's TISA accountability report is required to be presented to the public for review and comment before the report is submitted to the department. The report must be submitted annually to the department by November 1st.

Furthermore, each district's TISA accountability report is required to be reviewed annually by the TISA Progress Review Board pursuant to [T.C.A. § 49-3-114](#) to determine whether the school district is taking the proper steps to achieve their stated goal.

This template is intended to assist districts in submitting their accountability reports to the department.

For questions, please review the TISA Accountability Report Guidance document or contact tnedu.funding@tn.gov

Completed reports should be submitted in ePlan by **November 1, 2024**.

¹ T.C.A. § 49-3-114 requires the TISA Progress Review Board to review district TISA accountability reports and set a district's minimum goal to increase the district's 3rd grade proficiency by 15% of the gap to 70% in 3 years, starting with the 2022-23 TCAP results. This does not apply to districts who have 70% or more of 3rd grade students proficient in ELA.

DISTRICT INFORMATION		
District Name		Metro Nashville Public Schools
Director of Schools Name		Dr. Adrienne Battle
District Point of Contact for TISA Accountability Report	Name	Jorge Robles
	Phone Number	615-430-7798
	Email Address	Jorge.robles@mnps.org
Percent of 3 rd grade students who scored proficient ("met expectations" or "exceeded expectations") on the English Language Arts (ELA) portion of the most recent spring TCAP		31.3%
DISTRICT GOAL STATEMENT(S)		
Goal Statement 1: 3 rd Grade ELA Proficiency ²	70 % of students will score proficient on the 3 rd grade ELA TCAP by 2038 year	
Goal Statement 2:	Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.	
Goal Statement 3:	Provide a positive school climate with opportunity for students to explore, understand and value others in a safe, nurturing, and diverse learning environment, with every student known, supported, and connected.	

² **Note:** This is a required goal pursuant to T.C.A. § 49-3-112 and must include 70% or more of 3rd grade students proficient on the ELA TCAP. If your district already has 70% or more of 3rd grade students proficient in ELA, please state a goal that either maintains or increases that proficiency rate.

Goal Statement 1 (3rd grade ELA proficiency): 3rd grade ELA proficiency: 70% of 3rd grade students will meet or exceed expectations on TCAP test. MNPS will do this by creating and supporting engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant literacy/ELA curricula and materials.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	31.3%	
Year 2: 2024-2025 school year	34.2%	
Year 3: 2025-2026 school year	37.1%	
Year 4: 2026-2027 school year	41.0%	
Year 5: 2027-2028 school year	44.7%	
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	MNPS did not meet its year 1 outcomes for 3 rd grade ELA proficiency, however, MNPS students achieved significant growth in TCAP Achievement and EOC Results during the 2023-24 school year:	
	- For every state assessment MNPS administered, we met or exceeded the 95% participation rate. - A higher percentage of MNPS students reached proficiency in 2024 than in 2023 for every tested category. - TCAP Achievement scores improved at every grade level in every content area. - ELA scores are the highest they have been since new standards were introduced, after surpassing pre-pandemic levels in 2023. - One-year TCAP Achievement score improvement across grades 3-8 equaled or surpassed that of the state for 17 of 21 grade/subject combinations. - One-year TCAP EOC (End of Course) score improvement equaled or surpassed that of the state for 2 of 4 EOC released subjects	

Goal Statement 1 (3rd grade ELA proficiency): 3rd grade ELA proficiency: 70% of 3rd grade students will meet or exceed expectations on TCAP test. MNPS will do this by creating and supporting engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant literacy/ELA curricula and materials.

2021-2024 Achievement Proficiency Percentages TCAP Grades 3-5

	2021	2022	2021-9-2022 Change	2023	2022-9-2023 Change	2024	2023-9-2024 Change	2021 to 2024 Change
ELA	20.6%	28.0%	7.4%	30.5%	2.5%	32.8%	2.4%	12.3%
Math	15.2%	23.6%	8.4%	29.9%	6.3%	33.4%	3.5%	18.2%
Science	22.4%	26.3%	3.9%	31.7%	5.4%	34.1%	2.4%	11.6%

2021-2024 Achievement Proficiency Percentages TCAP Grades 6-8

	2021	2022	2021-9-2022 Change	2023	2022-9-2023 Change	2024	2023-9-2024 Change	2021 to 2024 Change
ELA	16.0%	23.1%	7.1%	24.1%	1.0%	26.0%	1.9%	10.0%
Math	9.8%	18.7%	8.9%	22.3%	3.6%	24.9%	2.6%	15.1%
Science	18.3%	21.3%	3.0%	28.1%	6.8%	30.2%	2.2%	11.9%
Social Studies	20.5%	27.7%	7.2%	29.9%	2.1%	33.7%	3.8%	13.2%

2021-2024 Achievement Proficiency Percentages TCAP Grades 3-8

	2021	2022	2021-9-2022 Change	2023	2022-9-2023 Change	2024	2023-9-2024 Change	2021 to 2024 Change
ELA	18.4%	25.6%	7.2%	27.4%	1.8%	29.6%	2.2%	11.2%
Math	12.6%	21.3%	8.7%	26.4%	5.1%	29.5%	3.1%	16.9%
Science	20.5%	23.9%	3.4%	30.0%	6.1%	32.3%	2.3%	11.8%
Social Studies	20.5%	27.7%	7.2%	29.9%	2.2%	33.7%	3.8%	13.2%

MNPS plans to remain focused on the core tenets, focused outcomes, and signature initiatives that we have been investing in to drive the strong overall achievement results students at MNPS are demonstrating. The action plan outlined in the 2024-25 MNPS' LEA plan and shared in this TISA Accountability Report is very consistent with what was implemented during school year 2023-24 since it is producing the outcomes for students we want to see, and we are confident that it will translate in meeting the specific 3rd grade ELA proficiency goals outlined in this document.

Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on

- High Dosage Tutoring - Braided federal funds: \$10.2M
 - MNPS began implementing a research-based, high-dosage tutoring model in spring 2021. Literacy tutoring is embedded in the school day and offered in extended learning time through before and after-school or summer by trained tutors using a high-impact curriculum. Tutor-student matches are consistent, and tutoring takes place through 30-minute sessions that occur three times per week or 45-minute sessions two times per week. In partnership with PENCIL Foundation and the Connected Literacy Grant, families of students receiving high dosage

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whether or not the investment contributed to progressing toward the goal or not, and how so.

- tutoring in early literacy are invited to participate in a monthly Family Literacy Council. We have seen a measurable impact on students from this initiative and we plan for High-Dosage Tutoring to continue throughout SY2024-2025.
- Districtwide Literacy Supports - MNPS's instructional support budget covers \$23M in instructional support roles, primarily in coaches, who may both support multiple schools or serve at one school site. MNPS operating budget supports \$1.4M in centrally provided curriculum and instruction roles, including the team that supports the implementation of our literacy curriculum and related supports. Schools may additionally use their student-based budgeting dollars to invest in additional literacy coaches. MNPS also used federal funds in the form of ESSER to implement literacy supports for SY 23-24. Additionally, MNPS used ESSER funds to pay for additional staff time for professional learning, including an additional summer PD Day in summer 2023.
 - Throughout SY 2023-24, the district's Curriculum and Instruction (C & I) Department provided ongoing training to improve educators' capacity to implement evidence-based reading and writing instructional practices consistent with the state's and district's vision for literacy and the MNPS Instructional Framework. Monthly/quarterly/summer trainings were included: Foundational Skills instruction (e.g. TN Foundational Skills Curriculum Supplement), implementation of the newly adopted state-approved ELA instructional materials, ELA Core Action Tool, and skills-based literacy interventions aligned to student need. As an additional measure to improve teacher capacity, C & I provided instructional literacy resources for school-identified literacy leads to share schoolwide such as scope & sequence documents, lesson and assessment resources, supplemental curricular resources, performance writing tasks aligned to TN standards, DNA, FAST Bridge universal screening and progress monitoring, and professional development opportunities for all staff. We have seen a measurable impact on students from this initiative and we plan for our investments in Districtwide Literacy Supports to continue throughout SY2024-2025.
 - High Quality Instructional Materials & Professional Development - Braided federal funds for \$11.3M in professional learning: includes 1 HC 1 FTE Director of Professional Growth and Development; 1 HC 1 FTE Coordinator of Professional Growth and Development; Compensation to school-level staff for planning and professional development in the summer of 2023.
 - MNPS provided schools and teachers with high quality literacy materials and professional development to support MNPS staff in delivering the literacy curriculum with integrity. Professional development opportunities were offered throughout the school year and in the summer months related to implementation of high-quality curricula, pedagogical practices, unit and lesson planning, and integrating SEL practices. Each semester, MNPS collaborated with NAZA to offer professional development that supported delivering curriculum with integrity to extended learning partners. We have seen a measurable impact on students from this initiative and we plan for our investments in High Quality Instructional Materials & Professional Development to continue throughout SY2024-2025.
 - Support for EL Services in Schools - MNPS budgeted \$33M in operating funds for students who are English language learners, including school-based supports and central supports and oversight. MNPS further used its ESSER 3 funds to support additional translators to support the service.
 - Each semester, the district's office of English Learners (EL) ensured that schools created and followed an effective, research based ELD service model and that students were provided services based on their ACCESS scores, ELD standards, and literacy to assist students in meeting their language growth goals as indicated in the ILP. EL students – across all MNPS schools and clusters, at all language proficiencies –had opportunities to master grade-level content and standards. District EL staff build capacity of school stakeholders around EL service programming and service implementation for identified students as well as promoted fidelity of implementation of selected professional development and services models. The EL team offered virtual PD Pathways regarding EL services,

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	programs, and WIDA standards/content integration. For the growing population of English Learners, we have seen a positive impact by the supports provided from this initiative and we plan for our investments in Support for EL Services in Schools to continue throughout SY2024-2025.	
Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.	Action Step summary	Action Step Description
	Districtwide Literacy Supports	Throughout SY 2024-25, the district's Curriculum and Instruction Department will provide ongoing training to improve educators' capacity to implement evidence-based reading and writing instructional practices consistent with the state and district's vision for literacy and the MNPS Instructional Framework. Monthly/quarterly/summer trainings will include but are not limited to: Foundational Skills instruction (e.g. TN Foundational Skills Curriculum Supplement), Implementation of the newly adopted state-approved ELA instructional materials, ELA Core Action Tool, and skills-based literacy interventions aligned to student need. As an additional measure to improve teacher capacity, C & I will also provide literacy instructional resources for school-identified literacy leads to share schoolwide such as Scope & Sequence documents, Lesson and Assessment resources, Supplemental curricular resources, Performance Writing Tasks aligned to TN standards, DNA, FAST Bridge universal screening and progress monitoring, and professional development opportunities for all staff.
	High Quality Instructional Materials & Professional Development	MNPS will continue providing schools/teachers with high quality literacy materials and professional development to support MNPS staffing delivering the literacy curriculum with integrity. Professional Development opportunities will be offered throughout the school year and the summer months related to implementation of high-quality curricula, pedagogical practices, unit, and lesson planning and integrating a practices. Each semester, MNPS will collaborate with NAZA to offer professional development that supports delivering curriculum with integrity to extended learning partners.
	Equitable Access Training and Support	MNPS empowers educators to implement responsive practices that impact learning for each student. Through strategic professional learning systems and supports, MNPS supports schools in operationalizing high-yield leadership and instructional practices to positively impact continuous improvement processes and student achievement. During SY 2024-25 the Professional Learning Systems team will work with school teams in their planning meetings, offer professional learning across the district for all teachers, provide modeling for teachers and any additional training support necessary for schools.
	Professional Development for FY25	To operationalize district-wide professional learning focused on equity, social and emotional learning, and academics, MNPS (Metropolitan Nashville Public Schools) will leverage a distributive leadership model to enhance staff expertise, create opportunities for innovation and change, and generate the capacity for instructional improvement. Support Hub departments will develop essential professional development experiences using a district-wide professional learning process.

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		The cyclical nature of this design ensures that Support Hub professional learning is responsive to the needs of MNPS schools, staff, students, and stakeholders. By pairing strategic, centralized Support Hub training with the development of site-based professional learning cycles, MNPS creates the opportunity for schools to implement personalized and responsive professional learning plans. To realize this model, MNPS leverages a professional learning throughline from executive leaders (weekly Executive Director of Schools collaborative meetings) to beginning teachers (multi-day kick-off for beginning teachers through the New Teacher Academy), all anchored back to the Focused Outcomes, Core Tenets, and district Strategic Initiatives. The MNPS Leadership Framework signature initiative establishes the conditions necessary for instructional leadership priorities. These instructional leadership priorities have been synthesized into 5 key leadership plays (Continuous Improvement Cycles, School Leadership Visibility, Instructional Leadership Teams, Collaborative Planning Structures, and Cycles of Professional Learning) focus the instructional leadership development in MNPS. Our Principal Leadership Network (PLN), Assistant Principal Leadership Network (APLN), Aspiring Principals Program (APP), Aspiring Assistant Principals Academy (AAPA), and Instructional Leadership Team (ILT) professional learning are all focused on enhancing leadership expertise through the operationalization of critical leadership strategies. These strategies are supported through job-embedded supports (such as Executive Director of Schools coaching visits), educative curriculum materials, and turnkey professional learning resources designed to support school-based cycles of professional learning.
	Monitoring	PLD, Coaching Cycles, Instructional Leadership Teams; Benchmark Assessments, Collaborative Planning, Continuous Improvement Cycles
	SOI	SOI Specialists will provide monthly professional development in conjunction with the MNPS Curriculum and Instruction department for school-based literacy and numeracy coaches to increase knowledge of curricula and coaching practices. School-based instructional coaches will meet with school-based leaders to set clearly defined expectations that match the needs of individual teachers and aligned to the problem of practice (coaching logs/trackers).
	New Teacher Academy	The district will implement the New Teacher Academy, a multi-day summer program for all educators who are new to MNPS. Professional learning will be provided so that all new certificated employees have access to resources and information they need to be successful in their first year of teaching with the district.
	Equity and Diversity Professional Development	Each semester, the district will provide professional learning opportunities to all staff, including trainings that will cover topics such as: social-emotional learning, classroom management, implicit bias, civil rights; creating safe, respectful, and supportive school environments for all students, families and staff; including EL and EE families and students from diverse backgrounds; culturally

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		responsive pedagogy; using Panorama survey data; teaching diverse learners; and related sessions at the MNPS SEL summer conference. District-wide coaches and specialist provide professional learning in a variety of ways, including one-on-one coaching, small-group trainings, online books studies, and more.
	Leadership Framework	Building on the work done beginning Summer 2021, a district/principal team will continue to identify competencies that drive high quality leadership, increase employee engagement, and improve student outcomes. The framework will outline roles, responsibilities, and key behaviors in various leadership structures that will drive best practice, and will be integrated as part of our culture, at all levels of the organization - classroom, school, and district. This framework will connect planning, communication, implementation, and reflection structures to all work and inspire how MNPS attracts, recruits, on-boards, retains, develops, and off-boards school leaders. This work begun in 2022 is on-going with principals and will evolve to encompass all MNPS employees.
	SEL and Academic Integration	The district will ensure that classroom instruction integrates the SEL I Can Statements and performance Indicators, as well as the Three Guiding Questions and Three Signature Practices, into everyday academic ELA lessons. The SEL Department will complete integrating the I Can Statements into the ELA Scope and Sequence. The SEL Department will collaborate with the ELA Elementary Department to create model lesson plans for teachers to use with Wit and Wisdom and the SEL indicators. The SEL Department will also collaborate with the ELA Secondary Department to create model lesson plans that integrate the My Perspectives materials and the SEL indicators. Throughout the school year, the two teams will then present how to integrate SEL and the content during professional learning opportunities and MTSS meetings.
	Equity Playbook	Building on the work during the 2021-22 and 2022-23 school years, district/principal leader teams will continue to develop a six-core pillar MNPS Equity Roadmap to address district policy and practice and to serve as a set of core values, evidence-based practices and concepts, texts and tools designed to create culturally sensitive learning environments and remove barriers for all children to receive high-quality instruction. The Equity Roadmap will continue to be introduced to new employees beginning Fall 2022.
	Curriculum Adoption Calendar	Curriculum adoption calendar to ensure that PD is provided and materials in the hands of teachers prior to the beginning of each new year.
	Annual Scope and Sequence Review	Annual Scope and Sequence review and edits to align adopted materials with appropriate PD and delivery.
	Literacy Support and Intervention on the MTSS Continuum	Schools provide skills-based Tier II, Tier III and Special Education Interventions and monitor progress for all students identified as at risk through the on skills-based screeners according to the MNPS MTSS Academic/Dyslexia Screening Process. Schools utilize interventions approved by the

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		district [reviewed for research-support and systematic, explicit instruction by skill area (including dyslexia-specific)]. Specific blended learning platforms for literacy intervention are provided by the district. Schools may also provide standards-based remediation, re-teaching, and enrichment in literacy during the “Personalized Learning Time (PLT)” block, which is designated to allow for supports and interventions to be provided in addition to access to high-quality tier I (core) instruction for all students. The district supports the implementation of literacy supports and interventions by providing resources, data, professional development opportunities, and ongoing coaching for school teams and individual teachers throughout the school year. Consistent, high-quality standards-based supports and skills-based interventions in literacy should result in movement of students through the tiers (requiring increasingly less-intensive supports) and ultimately a reduction in the percentage of students scoring at risk on skills-based screeners.
	Support for EL Services in Schools	MNPS' Curriculum and Instruction Department and the EL Office will share the EL-focused resources and supports, such as curriculum scaffolds, vetted resources, and service model guidance, are easily accessible for, communicated to, and routinely utilized by school-based staff. Language development scaffolds and instructional supports that integrate the four domains of language are used consistently across the district in all content area/general education classes. The MNPS' Curriculum and Instruction Department and the EL Office will offer professional learning focused on ELs is integrated as part of action plans to improve overall capacity of all educators to support EL learning.
	Specialized Instructional Support for Students with Disabilities	On a weekly/monthly/quarterly basis, the district's Exceptional Education (EE) Department will provide guidance for school teams in mapping resources aligned to the continuum of services using multiple data sources. District-level EE roles will directly support schools and school level EE roles who provide specialized instructional support to students as defined in the Individual Education Program (IEP). School-level EE roles include special education teachers, paraprofessionals, speech/language pathologists, occupational therapists, physical therapists, school psychologists, home-bound teachers, and pre-K teachers. The Department of EE will build capacity in schools to use data to inform instructional decisions and monitor progress. We will continue to provide professional development on data-based decision-making and fidelity of interventions. We will continue to improve access to core instruction (LRE) through support, collaboration with core content leaders and provide guidance on the full continuum of services. We will continue to promote universal design for learning, accommodation, modification, and differentiation of instruction. We will also continue to provide support and professional development on identifying deficit areas and aligning most intensive intervention to the specific areas of need while monitoring to determine if student is making progress. The department of Exceptional Education has begun cohorts for high incidence and low incidence teachers to better directly support instructional practices using the adult learning theory and also effective Coaching practices to better support teachers with instruction. In addition, to help ensure access to core instruction and

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		increasingly intensive interventions, the department of EE has partnered with MTSS. The EE director co-manages the MTSS district support team, and EE instructional coaches are on the team to help support the continuum of interventions. To better support schools, students and families, School Psychologists have all been trained on making data-based decisions, interventions, dyslexia, and identifying the root causes of literacy needs for student. We continue to build school IEP teams capacity on writing instructionally appropriate IEPs through a continuous improvement model. In addition a School Leaders Advisory Council has been developed that is focusing on building school leaders expertise in IAEPS.
	Addressing Multiple Literacies	Each day, students and teachers will use a variety of print and digital resources to support literacy instruction, independent reading, and intervention. Provide high quality, diverse and relevant print material for school libraries for independent and pleasure reading. MNPS will expand the use of Limitless Libraries to include grades PreK-2 to enhance opportunities for students to receive additional reading materials. We will engage in the use of digital tools to support literacy initiatives and the scope and sequence. Additionally, MNPS will leverage librarians and learning technology specialists for implementation and support of literacy tools, including both print and digital.
	Inquiry Cycle (a continuous improvement model)	Provide schools with a framework and process for identifying high-leverage problems and solutions to solve them. Each month, cross-departmental district teams will meet with each school leadership team to review and reflect on many data points (qualitative and quantitative), conduct classroom observations, and collaboratively identify the school's Student Problem of Learning, Teacher Problem of Practice, and Principal Problem of Leadership, aligned to the Core Actions in literacy/numeracy. A subset of schools will receive more in-depth case management that addresses the problems that have been identified.
	Design Sprints (School or Team Level Innovation)	Building on work started in Spring 2020 as a result of challenges faced due to tornadoes and the pandemic throughout SY2021-22, district/principal teams supported short-cycle design sprints at both the school and district levels that helped quickly define and pilot solutions for challenges, evaluate solutions for impact and scale those that demonstrate results for our students. Design sprints focused on listening to stakeholders to define a right-sized challenge, identifying the root cause, designing a quick solution to test, piloting a solution quickly and improving and iterating in a 6-week time cycle. Design Sprints will continue throughout SY 2024-2025.
	Promising Scholars Summer Learning Camps	MNPS is offering robust K-12 summer learning experiences. Summer Bridge and Summer Learning Loss Camps are offered for all students in grades K-12. These include intensive supports in literacy. Credit recovery and college access and success programs are also offered for high school students.
	Family Partnerships	Utilizing the community school model and through Family University and school level events, stakeholders will have access to trainings, workshops, and events to support the School Improvement Plan. School employees will also receive robust training and support from the Family

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		and Community Partnership team to learn strategies to recruit partnerships to support school outcomes and engage families and the school community.
	Community/Business Partnership	In partnership with Vanderbilt, the PEER research project is analyzing the impact of Early Post Secondary Opportunities in our High Schools. In addition, we are completing a rapid response project to understand the impact our University MNPS scholarship opportunities have on college enrollment.
	Family Engagement	To provide families opportunities to be more involved in their child's literacy development, on a monthly/quarterly/semester basis, district staff will assist/guide schools in: * Raising Readers * Family University * Governor's Early Literacy Foundation (GELF) * Metro Library * Expanding family participation, voice and leadership * Increasing opportunities for parents to volunteer * Improving two-way communication between school and home * Increasing parent use of the Family Portal and Countdown to Kindergarten (Kindergarten Readiness portal) * English and Literacy Classes for EL Families through Office of English Learners * Conexion's Parents as Partners with Office of English Learners * Use of Parent Outreach Translators and Acutrans (translation and interpretation contract service) * Encouraging under-represented families (i.e. EL/ non-English background) to join PACs and/or similar parent organizations * Reaching out to Conexion Americas, Tennessee Immigrant & Refugee Rights Coalition, Hispanic Family Foundation and similar organizations to help identify potential parent leaders

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		* Expanding communication of family engagement/empowerment opportunities in the district's core languages via workshops, social media, weekly newsletters, radio, etc. In addition, the district supports the Exceptional Education Family Advisory Council which is an organization developed by parents of students with disabilities and meets quarterly.
	High Dosage Tutoring	MNPS began implementing a research-based, high-dosage tutoring model in spring 2021. Literacy tutoring is embedded in the school day and offered in extended learning time through before and after-school or summer by trained tutors using a high-impact, standards-based curriculum. Tutor-student matches are consistent, and tutoring takes place through 30-minute sessions that occur three times per week or 45-minute sessions two times per week. In partnership with PENCIL Foundation and the Connected Literacy Grant, families of students receiving high dosage tutoring in early literacy will be invited to participate in a monthly Family Literacy Council. High-Dosage Tutoring will continue throughout SY 2022-2023 and 2023-2024.
	Partnering with Parents to Support Students with Disabilities	During SY2023-24, the department of Exceptional Education is available to partner with schools to improve communication and support for students with disabilities. The home and school connection may include learning opportunities through live broadcast, resources, modules by topic of support, pamphlets and help desk for parents of students with disabilities. There is also a parent advocacy group run by parents called Exceptional Education Family Advisory council. The Department of EE has also partnered with The Arc Tennessee to provide family engagement through educator training and technical assistance. School Psychologists and SLPs partner in schools to support families and students through intervention, evaluation, and the IEP process.
	Research Practice Partnership	The Nashville Partnership for Educational Equity Research (or, Nashville PEER) is a research-practice partnership between Metro Nashville Public Schools and Vanderbilt University's Peabody College of Education and Human Development. To better understand and address inequities in Nashville schools, researchers and educators will come together as equal partners. Through a joint Steering Committee and cross-institutional Working Groups, and incorporating the voices of students, teachers, families, and community members, researchers and educators will work in partnership through every stage of the research cycle—including setting the agenda, framing problems of practice, designing, and executing studies, interpreting findings, widely communicating results, and identifying action steps. We are mindful that educators and university partners do not always enter this work on equal footings, so we will invest inbuilding relationships, strengthening communication channels, and creating infrastructure to foster a deep, equal, and lasting partnership.
	Partner Liaison	Continuing the work begun in Fall 2021, each school will identify a partnership liaison that will be the point of contact for partners for their school. Throughout the year, a series of professional development opportunities will be available to support schools in maintaining, growing, and aligning partnerships to school goals. Student Services will use an MNPS partner registration system and current structures with PENCIL to expand partnerships.

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	School Nurse	During the school year, school nurses will provide intervention and management of acute and chronic illness, injuries, and emergencies. They will also provide surveillance, prevention, and education to address health concerns of students, in turn improving attendance. Improved attendance means healthy students in the classroom and ready to learn. The school nurse will provide connections and referrals to health care providers to enable better academic performance, which also contributes to increasing the graduation rate.
	Vision Screenings and Optometry Services	Good vision is a key to doing well in school because as much as 80% of learning occurs through visual tasks such as reading, writing, and using computers. Studies provide ample evidence showing that uncorrected vision problems and the lack of certain visual skills undermine a child's ability to read, an ability which is critical to academic achievement. Early vision screening and comprehensive vision examinations for children who fail vision screening are very important so that vision problems don't undermine a child's academic readiness and performance. Throughout the year, the Office of Student Health will provide vision screenings for grades K, 2, 4, 6, 8 and optometry services for students in all grades.
	Hearing Screenings	Hearing loss is still prevalent in school aged populations. Hearing problems and their consequences are best addressed before school age. However, routine hearing screenings are important throughout school age children. Early age should receive services as early as needed to minimize the impact of hearing loss on development. Hearing loss can affect a child's ability to speak and learn. Throughout the year, the Office of Student Health will provide hearing screenings for grades K, 2, 4, 6, 8 services for students in all grades.
	Health Screenings	Students need access to health screenings. Preventative services and screenings such as dental along with Early and Periodic Screenings Diagnostic and Treatment (EPSDT) and optometry services will be offered by the Office of Student Health throughout the school year. The result of not having access to health care needs means missed school days which affects academic performance. Children need access to preventative services so it will not impede their ability to learn.
	Extended Learning Opportunities	Every school day, the district's office of Extended Learning Programs will facilitate various in person and virtual opportunities for students that promote continued learning and positive development beyond school hours (before and after school) and throughout the summer. Extended Learning opportunities will include fee-based programs, community-managed programs, state and federally funded programs, and locally funded programs (i.e., High School Credit Recovery, Bright Path, Nashville Afterschool Zone Alliance (NAZA) programs, YMCA Fun Company, GEAR UP, EL Reading Club, tutoring for EL students Rise for Reading Summer Program, and STEAM Camp). All extended learning activities will include an ELA component to help improve students' literacy skills.
	Scholars Portfolio - Enriching Scholars Program	The Office of Innovation District Support team works to provide supports to designated schools with our Enriching Scholars Program, an extended learning opportunity for students on Saturdays at select schools. The MNPS MTSS District Support Team works to provide integrated services and support for instruction and intervention on the continuum. This cross-departmental team (EE

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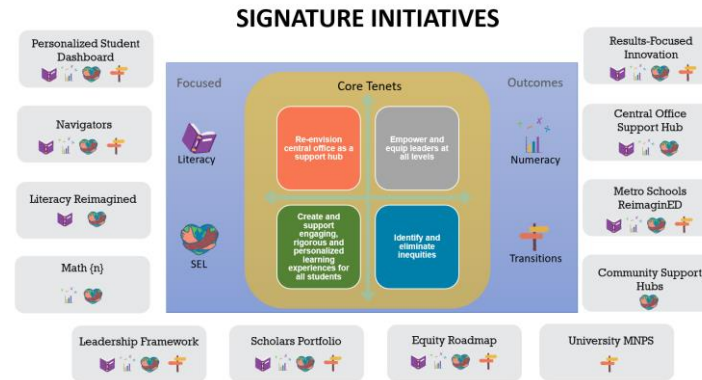
		and General Education) provides ongoing professional learning and coaching for literacy assessment, data-based decision-making, and interventions. The Department of Exceptional Education has enhanced and differentiated training on the developments and implementation of instructionally appropriate IEPs to better support EE teachers. The training series now includes three strands: Foundations of Instructionally Appropriate IEPs; High-Incidence Instructionally-Appropriate IEPs; Low-Incidence Instructionally appropriate IEPs.
	District wide intervention investment and streamlining	The district has a list of literacy and math interventions that have been reviewed for research support and systematic, explicit instruction by skill area (including dyslexia-specific). Specific blended learning platforms for literacy and math intervention are provided district-wide. Professional learning and ongoing coaching support is coordinated and provided by the MTSS District Support Team.
	DNA and FASTbridge Reading Participation for Students with Disabilities	The EE department will partner with research and assessment to regularly communicate the importance of the participation rate of SWDs in the DNA and FASTbridge assessments as well as use the district data to provide feedback to executive directors and principals on the participation rate of their schools for improvement. By communicating the importance of DNA and FASTbridge participation and data use, the district hopes to see the DNA and FASTbridge participation rate for SWDs increase to 95%.
	Professional Learning about Literacy Interventions for Students with Disabilities	The EE director co-manages MTSS with the district MTSS director to support schools with ensuring students have access to core instruction and increasingly intensive intervention with special education being the most intensive intervention. The MTSS district support team provides professional learning opportunities and support on a monthly/quarterly/annual basis. Professional learning opportunities include: Using multiple sources of data to effectively align interventions, providing intervention /how to increase intensity of the interventions, progress monitoring, dyslexia, and intervention documentation. The MTSS District Support Team (including exceptional ed) provides professional learning opportunities, specific training and individualized support to buildings based on needs.
	Professional Learning about Literacy Core Instruction for Students with Disabilities	The EE department will partner with schools and provide professional learning opportunities to teachers on how core instruction connects with intensive ; how to write instructionally appropriate present levels of performance, literacy goals, increase intensity of literacy interventions for students with disabilities; and how to progress monitor. Support will be offered through multiple modes including but not limited to monthly/quarterly Schoology courses, office hours, IAIEP training and/or school level trainings based on principal request. During the 2023-2024 school year, high and low incidence cohort groups were formed to provide additional support to teachers and professional learning. The Department of EE, EL & C&I are working collaboratively together to integrate universal design for learning, scaffolds, and differentiation of literacy core instruction. The district focus on new curriculum and built-in supports benefits all students, specifically the work around foundational literacy skills. To better support schools, students and families, School Psychologists

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		have all been trained on data-based decisions, interventions, dyslexia, and identifying root causes of literacy needs for student.
	ELCIC Plan	The Elementary Executive Directors and Elementary Literacy Lead Coaches will collaboratively co-facilitate Early Literacy Continuous Improvement Cycles (ELCIC) during the fall and spring semesters of the 2023-2024 school year. ELCICs are cyclical processes designed to support school-based Instructional Leadership Teams in identifying areas of instructional focus, creating SMART goals, identifying and implementing precise actions to accomplish those goals and monitoring the change within a continuous feedback loop. ELCICs enable school leaders to narrow their focus on instructional priorities and target time and resources toward addressing those needs. Seventy elementary schools in the district participated in observing classroom instruction, analyzing formative and summative data, developing action plans, and revising plans to meet the needs of teachers and students.
	Curriculum Supplementation and Support (TN Foundational Skills)	The Curriculum & Instruction Department provides foundational skills professional development and site-based coaching support to MNPS educators and administrators. Through our principals and coaches' learning networks, MTSS sessions, and workshops, the literacy team provides ongoing support for the implementation of the TN Foundational Skills Curriculum Supplement. The literacy team supplied pacing and scheduling guidance, assessment resources, and unit and lesson planning protocols to support Instructional Leadership Teams and educators. This year, the PreK Department implemented the PreK TN Foundational Skills Curriculum Supplement by providing initial training, collaborative planning support, and pacing guidance to PreK teachers and administrators.
	Scholars Portfolio - Accelerating Scholars	Accelerating Scholars high-impact tutoring provides early literacy tutoring to students in 1st-3rd grade in 2023-2024 and will expand to include kindergarten in 2024-2025. The tutoring curriculum is aligned to the Tennessee Foundational Skills Curriculum Supplement to provide students with additional support in mastering foundational reading skills. Tutors who are not licensed teachers are asked to complete the Tennessee Reading 360 Early Reading Training Course Week 1 prior to tutoring.

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MNPS' FY2024-25 budget is set to provide continuity to all the strategies and action steps that we have been prioritizing for the past two years. The development and implementation of our budget is anchored on our core tenets, focused outcomes, and strategic initiatives (see slide below)



Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

, as well as on the FY24-25 board priorities:

- Continuing strategic investments
- Continuity of operations
- Cost of living adjustments to recruit and retain talent in our schools and support hub

The main investment MNPS is making to support and execute the action steps identified and meet the state goal are:

- High quality instructional materials - \$24.2M
- Expansion of Community Achieves students and family support services - \$1.38M
- Nurses at every school - \$12M
- Safety Ambassadors at elementary schools - \$3.0M
- Enriching Scholars program (Saturday extended learning time experience) - \$1.05M
- Accelerating Scholars program (high dosage tutoring) - \$7.39M
- Promising Scholars program (summer learning camps) - \$4.6M
- Mental health supports at schools (counselors) - \$5.16M
- Professional development - \$1.95M
- University MNPS (college & career readiness) - \$0.75M
- Support for English Learners (EL) Services in Schools and Support Hub - \$40.8M
- Specialized Instructional Support for Students with Disabilities
 - Special education supervisory oversight to support central decision making and supports for students - \$1.45M
 - Special education resources at schools (classroom Special Ed Teachers and paraprofessionals) - \$64.5M
- SEL and Academic Integration
 - MNPS's student support services, counseling, school supports - \$2.4M
 - Counseling services at schools - \$21.2M

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- Literacy Support and Intervention on the MTSS Continuum
 - Curriculum and instruction roles - \$1.5M
 - Central literacy program & MTSS supports - \$2.4M
- Inquiry Cycle (a continuous improvement model) - \$3.8M
 - Research, Assessment, and Evaluation team which leads the evaluation of MNPS strategic initiatives. This team generates the data necessary to inform effective design sprints
- Health Services - \$0.8M
- Districtwide literacy supports - \$29.8M
 - Instructional support roles, primarily in coaches, interventionists and other supports at schools

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	Students will meet or exceed their individual academic growth projection in numeracy prior to the previous school year, as measured by GOLD (PK) or FAST (K-9)	GOLD or FAST projection
Year 2: 2024-2025 school year	Students will meet or exceed their individual academic growth projection in numeracy prior to the previous school year, as measured by GOLD (PK) or FAST (K-9)	
Year 3: 2025-2026 school year	Students will meet or exceed their individual academic growth projection in numeracy prior to the previous school year, as measured by GOLD (PK) or FAST (K-9)	
Year 4: 2026-2027 school year	Students will meet or exceed their individual academic growth projection in numeracy prior to the previous school year, as measured by GOLD (PK) or FAST (K-9)	
Year 5: 2027-2028 school year	Students will meet or exceed their individual academic growth projection in numeracy prior to the previous school year, as measured by GOLD (PK) or FAST (K-9)	

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?

The annual outcome target is set at the student level, and we believe that we are meeting our targets for a large number of MNPS students given the significant growth achieved in TCAP Achievement and EOC Results during the 2023-24 school year:

- In Math, students in grades 3-5 grew 3.5 percentage points last year, and 18.2 percentage points since 2021. For students in grades 6-8 grew 2.6 percentage points last year, and 15.1 percentage points since 2021.
- For every state assessment MNPS administered, we met or exceeded the 95% participation rate.
- A higher percentage of MNPS students reached proficiency in 2024 than in 2023 for every tested category.
- TCAP Achievement scores improved at every grade level in every content area.
- ELA scores are the highest they have been since new standards were introduced, after surpassing pre-pandemic levels in 2023.
- One-year TCAP Achievement score improvement across grades 3-8 equaled or surpassed that of the state for 17 of 21 grade/subject combinations.
- One-year TCAP EOC (End of Course) score improvement equaled or surpassed that of the state for 2 of 4 EOC released subjects

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

								
2021-2024 Achievement Proficiency Percentages								
TCAP Grades 3-5								
	2021	2022	2021-9-2022 Change	2023	2022-9-2023 Change	2024	2023-9-2024 Change	2021 to 2024 Change
ELA	20.6%	28.0%	7.4%	30.5%	2.5%	32.8%	2.4%	12.3%
Math	15.2%	23.6%	8.4%	29.9%	6.3%	33.4%	3.5%	18.2%
Science	22.4%	26.3%	3.9%	31.7%	5.4%	34.1%	2.4%	11.6%
								
2021-2024 Achievement Proficiency Percentages								
TCAP Grades 6-8								
	2021	2022	2021-9-2022 Change	2023	2022-9-2023 Change	2024	2023-9-2024 Change	2021 to 2024 Change
ELA	16.0%	23.1%	7.1%	24.1%	1.0%	26.0%	1.9%	10.0%
Math	9.8%	18.7%	8.9%	22.3%	3.6%	24.9%	2.6%	15.1%
Science	18.3%	21.3%	3.0%	28.1%	6.8%	30.2%	2.2%	11.9%
Social Studies	20.5%	27.7%	7.2%	29.9%	2.1%	33.7%	3.8%	13.2%
								
2021-2024 Achievement Proficiency Percentages								
TCAP Grades 3-8								
	2021	2022	2021-9-2022 Change	2023	2022-9-2023 Change	2024	2023-9-2024 Change	2021 to 2024 Change
ELA	18.4%	25.6%	7.2%	27.4%	1.8%	29.6%	2.2%	11.2%
Math	12.6%	21.3%	8.7%	26.4%	5.1%	29.5%	3.1%	16.9%
Science	20.5%	23.9%	3.4%	30.0%	6.1%	32.3%	2.3%	11.8%
Social Studies	20.5%	27.7%	7.2%	29.9%	2.2%	33.7%	3.8%	13.2%
								

MNPS plans to remain focused on the core tenets, focused outcomes, and signature initiatives that we have been investing in to drive the strong overall achievement results students at MNPS are demonstrating. The action plan outlined in the 2024-25 MNPS' LEA plan and shared in this TISA Accountability Report is very consistent with what was implemented during school year 2023-24 since it is producing the outcomes for students we want to see, and we are confident that it will translate in meeting the specific goal of creating and supporting engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials. outlined in this document.

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.	• Districtwide mathematics supports - MNPS's instructional support budget covers \$23M in instructional support roles, primarily in coaches, who may both support multiple schools or serve at one school site. MNPS operating budget supports \$1.4M in centrally-provided curriculum and instruction roles, including the team that supports the implementation of numeracy curriculum and related supports. Schools may additionally use their student-based budgeting dollars to invest in additional numeracy coaches. • Engagement with Digital Tools and Software - MNPS's operating budget includes \$5.9M in information management and \$13M in technology services, which in addition to their other responsibilities supports our 1:1 technology program. Braided ESSER funds have gone to support an ED of Technology role. \$1.9M in FY 23-24 operating funds are earmarked for STEAM initiatives including district-level oversight and support. • Numeracy Support and Intervention on the MTSS Continuum - Braided federal funds for \$11.3M in professional learning. MNPS operating budget supports \$1.4M in curriculum and instruction roles, including a team that supports the design and implementation of the multi-tiered system of support (MTSS). • Professional Learning about Math Core Instruction for Students with Disabilities - MNPS operating budget supports \$1.3M in special education supervisory oversight to support central decision making and supports for students. MNPS invests a further \$60.2M in special education teaching roles to support the implementation of supports for students. • Support for EL Services in Schools - MNPS budgets \$33M in operating funds for students who are English language learners, including school-based supports and central supports and oversight. MNPS further uses its ESSER 3 funds to support additional translators to support the service.	
Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.	Action Step summary	Action Step Description
	Districtwide Mathematics Support	MNPS' Curriculum and Instruction Department will provide ongoing professional learning to improve educators' capacity to implement evidence-based pedagogical practices in mathematics consistent with the Mathematics Instruction Focus Documents created by the Tennessee Department of Education, the MNPS Mathematics Curriculum Framework, and the MNPS Instructional Framework. Trainings will include support for the following: Professional Development: New Teacher Academy, PLN, Cycles of Professional Learning, APP/APLN, Leadership Playbooks; Collaborative Planning, instructional and mathematical language routines to support the development of content and communication skills in students; the National Council of Mathematics' eight Math Teaching Practices; the TN Standards for Mathematical practice and Literacy Skills for Mathematical Proficiency; the Math Core Actions; implementation of task-based/problem-based curricular materials to support the development of reasoning and problem-solving in

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

		students; appropriate supports for English Language learners and students with disabilities; mathematics interventions that include formative assessments and progress monitoring. C & I will also provide mathematics instructional resources such as Scope & Sequence documents; Lesson and Assessment resources; Benchmarks aligned to TN Math Standards; DNA and FAST Bridge universal screening; professional development opportunities for teachers, coaches, and school leaders; and coaching from district-level mathematics coaches.
	Equitable Access Training and Support	MNPS empowers educators to implement responsive practices that impact learning for each student. Through strategic professional learning systems and supports, MNPS supports schools in operationalizing high-yield leadership and instructional practices to positively impact continuous improvement processes and student achievement. During SY 2024-25 the Professional Learning Systems team will work with school teams in their planning meetings, offer professional learning across the district for all teachers, provide modeling for teachers and any additional training support necessary for schools.
	Monitoring	PLD, Coaching Cycles, Instructional Leadership Teams; Benchmark Assessments, Collaborative Planning, Continuous Improvement Cycles
	SOI	SOI: Intensive coaching and support with school-based coaches to engage in coaching cycles
	Equity and Diversity Professional Development	Each semester, the district will provide professional learning opportunities to all staff, including trainings that will cover topics such as social-emotional learning, classroom management, implicit bias and civil rights; creating safe, respectful, and supportive school environments for all students, families and staff; including EL and EE families and international cultures; culturally responsive pedagogy; using Panorama survey data; teaching diverse learners; and related sessions at the MNPS SEL summer conference. District-wide coaches provide professional

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

		development in a variety of ways, including one-on-one coaching, small-group trainings, online books studies, and more.
	New Teacher Academy	Implement the New Teacher Academy, a multi-day summer program for all educators who are new to MNPS. Professional learning will be provided so that all new certificated employees have access to resources and information they need to be successful in their first year of teaching with the district.
	Leadership Framework	Building on the work begun Summer 2021, a district/principal team will identify competencies that drive high quality leadership, increase employee engagement, and improve student outcomes. The framework will outline roles, responsibilities, and key behavior sin various leadership structures that will drive best practice, and will be integrated as part of our culture, at all levels of the organization- classroom, school, and district. This framework will connect planning, communication, implementation, and reflection structures to all work and inspire how MNPS attracts, recruits, on-boards, retains, develops, and off-boards school leaders.
	SEL and Academic Integration	Ensure that classroom instruction integrates the SEL I Can Statements and performance Indicators, as well as the Three Guiding Questions and the Three Signature Practices, into everyday academic math lessons. The SEL Department will collaborate with the Math Department to create model lesson plans for teachers to use with the district chosen curriculum and the SEL indicators. Throughout the school year, the two teams will then present how to integrate SEL and academic content during professional learning opportunities or MTSS meetings.
	GEAR UP Nashville- Lipscomb University Ayers Foundation	GEAR UP Nashville will partner with Lipscomb University, Ayers Foundation to provide professional development opportunities for GEAR UP Nashville Cohort teachers. Throughout the Academic year, GEAR UP and Lipscomb will partner to provide on-

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

		going workshops and professional development opportunities for GEAR UP MNPS cohort teachers.
	Promising Scholars Summer Learning Camps	MNPS is offering robust K-12 summer learning experiences. Summer Bridge and Summer Learning Loss Camps are offered for all students in grades K-12. These include intensive supports in numeracy. Credit recovery, First Time Credit, and college access and success programs are also offered for high school students.
	Equity Playbook	Building on the work during the 2021-22 and 2022-23 school years, district/principal leader teams will continue to develop a six-core pillar MNPS Equity Roadmap to address district policy and practice and to serve as a set of core values, evidence-based practices and concepts, texts and tools designed to create culturally sensitive learning environments and remove barriers for all children to receive high quality instruction. The Equity Roadmap will continue to be introduced to new employees beginning Fall 2022 and reinforced with returning employees. Curriculum adoption calendar to ensure that PD is provided and materials in the hands of teachers PRIOR to the beginning of each new year.
	Curriculum Adoption Calendar	Curriculum adoption calendar to ensure that PD is provided and materials in the hands of teachers prior to the beginning of each new year.
	Annual Scope and Sequence Review	Annual Scope and Sequence review and edits to align adopted materials with appropriate PD and delivery.
	Scholars Portfolio	MNPS is offering robust K-12 extended learning experiences: Promising Scholars, Accelerating Scholars, and Enriching Scholars. Each of these includes intensive supports in numeracy. Credit recovery and college access and success programs are also offered for high school students.
	Support for EL Services in Schools	MNPS' Curriculum and Instruction Department and the EL Office will share the EL-focused resources and supports, such as curriculum scaffolds, vetted resources, and service model guidance, are easily

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

		accessible for, communicated to, and routinely utilized by school-based staff. Language development scaffolds and instructional supports that integrate the four domains of language are used consistently across the district in all content area/general education classes. The MNPS' Curriculum and Instruction Department and the EL Office will offer professional learning focused on ELs is integrated as part of action plans to improve overall capacity of all educators to support EL learning.
	Numeracy Support and Intervention on the MTSS Continuum	Schools provide skills-based Tier II, Tier III, and special education intervention and monitor progress for all students scoring below the 25th national percentile on skills-based screeners according to the MNPS MTSS Academic Screening Process. Schools utilize interventions approved by the district (reviewed for research support and systematic, explicit instruction by skill area). Schools may also provide standards-based remediation, re-teaching, and enrichment in math during the "Personalized Learning Time (PLT)" block, which is designated to allow for supports and interventions to be provided in addition to high-quality tier I (core) instruction for all students. The district will support the implementation of math supports and interventions by providing resources, data, monthly professional development opportunities, and ongoing coaching for school teams and individual teachers. Consistent, high-quality standards-based supports and skills-based interventions in math should result in movement of students through the tiers (requiring increasingly less-intensive supports) and ultimately a reduction in the percentage of students scoring at risk on skills-based screeners. For SY 2023-24, MNPS plans to continue the districtwide provision of an approved math intervention program that begun in SY 2020-21.
	Specialized Instructional Support for Students with Disabilities	On a weekly/monthly/quarterly basis, district EE staff will build capacity of school stakeholders around EE service programming and service implementation for students and promote fidelity of implementation of

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

		selected professional development and services models. The EE team will offer professional learning regarding special education services, programs, and interventions for effective implementation. The district's Exceptional Education (EE) Department will provide guidance for school teams in mapping resources aligned to the continuum of services using multiple data sources. District-level EE roles will directly support schools and school level EE roles who provide specialized instructional support to students as defined in the Individual Education Program (IEP). School-level EE roles include special education teachers, paraprofessional speech/language pathologists, occupational therapists, physical therapists, school psychologists, home bound teachers, and pre-K teachers. Department of EE will build capacity in schools to use data to inform instructional decisions and monitor progress toward mastery of math standards. We will continue to provide professional development on data-based decision making and fidelity of interventions. We will continue to improve access to core instruction (LRE) and provide guidance on the full continuum of services. We will continue to promote universal design for learning, accommodations, and differentiation of instruction. We will continue to provide support and professional development on identifying deficit areas and aligning most intensive interventions to specific area of need, while monitoring to determine if student is making progress toward mastery of math standards. In addition, to help ensure access to core instruction and increasingly intensive interventions, the department of EE has partnered with MTSS. The EE director co-manages the MTSS district support team and EE instructional coaches are on the team to help support the continuum of interventions. School Psychologists have all been trained on data-based decisions, interventions, dyslexia, and root cause of literacy need for student to better support schools, students and families. we continue to build school IEP teams capacity on writing instructionally appropriate IEPs
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Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

		through a continuous improvement model. In addition, a School Leaders Advisory Council has been developed that is focusing on building school leaders' expertise in IAIEPS.
	Engagement with Digital Tools and Software	Teachers will use digital content to support math instruction and intervention. Teachers will engage in the use of digital tools to support math initiatives and the scope and sequence. Monthly, schools will leverage librarians and learning technology specialist for implementation to integrate digital math content. Students will have access to engaging, reviewed and vetted digital tools to access enrichment, remediation, and acceleration support beyond school hours.
	Inquiry Cycle (a continuous improvement model)	Provide schools with a framework and process for identifying high-leverage problems and solutions to solve them. Each month, cross-departmental district teams will meet with each school leadership team to review and reflect on many data points (qualitative and quantitative), conduct classroom observations, and collaboratively identify the school's Student Problem of Learning, Teacher Problem of Practice, and Principal Problem of Leadership, aligned to the Core Actions in literacy/numeracy. A subset of schools will receive more in-depth case management that addresses the problems that have been identified.
	Design Sprints (School or Team Level Innovation)	Building on work started in Spring 2020 as a result of challenges faced due to tornadoes and the pandemic, throughout SY2021-22 district/principal teams supported short-cycle design sprints at both the school and district levels that helped quickly define and pilot solutions for challenges, evaluate solutions for impact, and scale those that demonstrate results for our students. Design sprints will focus on listening to stakeholders to define a right-sized challenge, identifying the root cause, designing a quick solution to test, piloting a solution quickly, and improving and iterating in a 6-week time cycle. Design Sprints will continue throughout SY 2023-2024.

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

	Family Engagement	To provide parents opportunities to be more involved in their child's literacy development, on a monthly/quarterly/semester basis, district staff will assist/guide schools in: * Expanding family participation, voice and leadership * Increasing opportunities for parents to volunteer * Improving two-way communication between school and home * Increasing parent use of the Family Portal and Countdown to Kindergarten (Kindergarten Readiness portal) * Adventure Science and Zoo * SSMV, Day of Discovery * Continuing English classes for families (LEAF- Linking, Educating, Advancing Families) and use of Parent Outreach Translators * Encouraging underrepresented families (i.e. EL/ non-English background) to join PACs and/or similar parent organizations * Connecting with Conexion Americas, Tennessee Immigrant & Refugee Rights Coalition, Hispanic Family Foundation, NICE, Catholic Charities and similar organizations to share family engagement opportunities and help identify potential parent leaders * Expanding communication of family engagement/empowerment opportunities in the district's core languages via workshops, social media, weekly newsletters, radio, etc. In addition, the district supports the Exceptional Education Family Advisory Council which is an organization developed by parents of students with disabilities and meets quarterly. The Department of EE has also partnered with The Arc Tennessee to provide educator training and technical assistance and the integration of family supports.
	Extended Learning Opportunities	Every school day, the district's office of Extended Learning Programs will facilitate various in person and virtual opportunities for students that promote continued learning and positive development beyond school hours (before and after school) and throughout the summer. Extended Learning opportunities will

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

		include fee-based programs, community-managed programs, state and federally funded programs, and locally funded programs (i.e., High School Credit Recovery, Bright Path, Nashville Afterschool Zone Alliance (NAZA) programs, YMCA Fun Company, GEAR UP, EL Reading Club-EL tutoring, and Rise for Reading Summer Program). All extended learning activities will include an ELA component to help improve students' literacy skills.
	Family Partnerships	Utilizing the community school model and through Family University and school level events, stakeholders will have access to trainings, workshops, and events to support the School Improvement Plan. School employees will also receive robust training and support from the Family and Community Partnership team to learn strategies to recruit partnerships to support school outcomes and engage families and the school community.
	Community/Business Partnership	In partnership with Vanderbilt, the PEER research project is analyzing the impact of Early Post Secondary Opportunities in our High Schools. In addition, we are completing a rapid response project to understand the impact our University MNPS scholarship opportunities have on college enrollment.
	High Dosage Tutoring	MNPS began implementing a research-based, high-dosage tutoring model in spring 2021. Numeracy tutoring is embedded in the school day and offered in extended learning time through after-school or summer by trained tutors using a high-impact, standards-based curriculum, tutor-student matches, and 30-minute sessions that occur three times per week or 45-minute sessions two times per week. High-Dosage Tutoring will continue throughout SY 2022-2023 and 2023-2024.
	Research Practice Partnership	The Nashville Partnership for Educational Equity Research (or, Nashville PEER) is a research-practice partnership between Metro Nashville Public Schools and Vanderbilt University's Peabody College of Education and Human Development. To better

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

		understand and address inequities in Nashville schools, researchers and educators will come together as equal partners. Through a joint Steering Committee and cross-institutional Working Groups, and incorporating the voices of students, teachers, families, and community members, researchers and educators will work in partnership through every stage of the research cycle—including setting the agenda, framing problems of practice, designing, and executing studies, interpreting findings, widely communicating results, and identifying action steps. We are mindful that educators and university partners do not always enter this work on equal footings, so we will invest in building relationships, strengthening communication channels, and creating infrastructure to foster a deep, equal, and lasting partnership.
	Partner Liaison	Continuing the work begun in Fall 2021, each school will identify a partnership liaison that will be the point of contact for partners for their school. Throughout the year, a series of professional development opportunities will be available to support schools in maintaining, growing, and aligning partnerships to school goals. Student Services will use an MNPS partner registration system and current structures with PENCIL to expand partnerships.
	School Nurse	During the school year, school nurses will provide intervention and management of acute and chronic illness, injuries, and emergencies. They will also provide surveillance, prevention, and education to address health concerns of students, in turn improving attendance. Improved attendance means healthy students in the classroom and ready to learn. The school nurse will provide connections and referrals to health care providers to enable better academic performance, which also contributes to increasing the graduation rate.
	Vision Screenings and Optometry Services	Good vision is a key to doing well in school because as much as 80% of learning occurs through visual tasks such as reading, writing, and using computers. Studies provide ample evidence showing that uncorrected

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

		vision problems and the lack of certain visual skills undermine a child's ability to read, an ability which is critical to academic achievement. Early vision screening and comprehensive vision examinations for children who fail vision screening are very important so that vision problems don't undermine a child's academic readiness and performance. Throughout the year, the Office of Student Health will provide vision screenings for grades K, 2, 4, 6, 8 and optometry services for students in all grades.
	Hearing Screenings	Hearing loss is still prevalent in school aged populations. Hearing problems and their consequences are best addressed before school age. However, routine hearing screenings are important throughout school age children. Early age should receive services as early as needed to minimize the impact of hearing loss on development. Hearing loss can affect a child's ability to speak and learn. Throughout the year, the Office of Student Health will provide hearing screenings for grades K, 2, 4, 6, 8.
	Health Screenings	Students need access to health screenings. Preventative services and screenings such as dental along with Early and Periodic Screenings Diagnostic and Treatment (EPSDT) and optometry services will be offered by the Office of Student Health throughout the school year. The result of not having access to health care needs means missed school days which affects academic performance. Children need access to preventative services so it will not impede their ability to learn.
	EE Service Programing	On a weekly/monthly/quarterly basis, district EE staff will build capacity of school stakeholders around EE service programming and service implementation for students and promote fidelity of implementation of selected professional development and services models. The EE team will offer professional learning regarding special education services, programs, and interventions for effective implementation. The district's Exceptional Education (EE) Department will provide guidance for school teams in mapping resources

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

		aligned to the continuum of services using multiple data sources. District-level EE roles will directly support schools and school level EE roles who provide specialized instructional support to students as defined in the Individual Education Program (IEP). School-level EE roles include special education teachers, paraprofessional speech/language pathologists, occupational therapists, physical therapists, school psychologists, home bound teachers, and pre-K teachers. Department of EE will build capacity in schools to use data to inform instructional decisions and monitor progress toward mastery of math standards. We will continue to provide professional development on data-based decision making and fidelity of interventions. We will continue to improve access to core instruction (LRE) and provide guidance on the full continuum of services. We will continue to promote universal design for learning, accommodations, and differentiation of instruction. We will continue to provide support and professional development on identifying deficit areas and aligning most intensive interventions to specific area of need, while monitoring to determine if student is making progress toward mastery of math standards. In addition, to help ensure access to core instruction and increasingly intensive interventions, the department of EE has partnered with MTSS. The EE director co-manages the MTSS district support team and EE instructional coaches are on the team to help support the continuum of interventions. School Psychologists have all been trained on data-based decisions, interventions, dyslexia, and root cause of literacy need for student to better support schools, students and families. The Dept of EE has also partnered with Core Content leaders to ensure equitable access for SWD.
	ELD Services	ELs have meaningful access to high-quality, standards-aligned learning opportunities that integrate language development, literacy, and content mastery. Language development scaffolds and instructional supports that integrate the four domains of language (listening, speaking, reading, and writing) are used

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

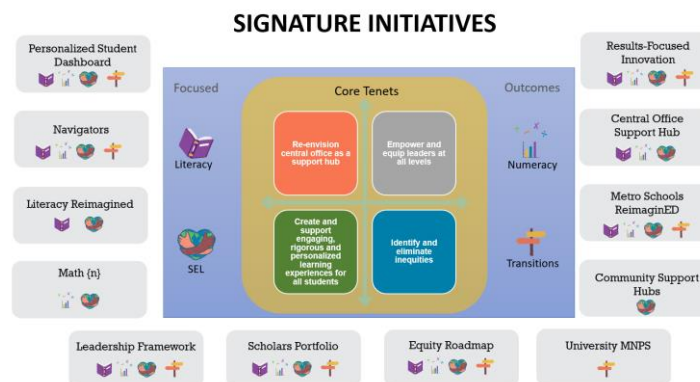
		consistently across the district in both ELD and all content area/general education classes.
	Scholars Portfolio	Individual Learning Plans for ELs-The education of ELs is regarded as a shared responsibility across an effective, knowledgeable team of educators, staff, and leaders at all levels of the school system. Individual learning plans for ELs are an explicit component of school- and district-driven continuous improvement cycles. All staff who serve ELs actively participate and engage in setting language proficiency goals as well as tracking and monitoring progress toward goals in a meaningful way that leads to positive shared ownership of language development and ultimately to on-time reclassification. EL students themselves and their families are included in the development of goals and aware of their progress toward goals.
	Universal Screener Participation for Students with Disabilities	The department of EE will partner with research and assessment to regularly communicate the importance of participation rate of SWDs in Universal Screeners as well as use the district data to provide feedback to executive directors and principals on the participation rate of their schools. By communicating the importance of Universal Screeners participation and data use, the district hopes to see the Universal Screening participation rate for SWD increase to 95%.
	Professional Learning about Math Interventions for Students with Disabilities	The EE director co-manages MTSS with the district MTSS director to support schools with ensuring students have access to core instruction and increasingly intensive intervention with special education being the most intensive intervention. The MTSS district support team provides professional learning opportunities and support on a monthly/quarterly/annual basis. Professional learning opportunities include but are not limited to using multiple sources of data to effectively align interventions, providing intervention and how to increase intensity of the interventions, progress monitoring, dyslexia and intervention documentation. The MTSS District Support Team (Including exceptional ed) provides professional learning

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

		opportunities, specific training, and individualized support to buildings based on needs. The MTSS District Support team (includes EE instructional team) provides support for district approved math interventions at the district and school level. Ongoing coaching support, for data-based decision, intervention and progress monitoring of math are available to the schools.
	Professional Learning about Math Core Instruction for Students with Disabilities	The department of EE will provide professional learning opportunities to teachers on how to write instructionally appropriate present levels of performance, numeracy goals, increase intensity of numeracy interventions for students with disabilities, and how to progress monitor. Support will be offered through multiple modes including but not limited to monthly/quarterly Schoology courses, office hours, IAIEP training and/or school level trainings based on principal request. MTSS District Support Team (includes EE instructional coaches), C & I and EL work collaboratively to focus on universal design, scaffolds, and differentiation of core instruction to better support schools during professional learning opportunities. School Psychologists have all been trained on data-based decisions, interventions, dyslexia, and identifying the root causes of literacy needs for students to better support schools, students, and families. Interventions help close gaps and help support access to core instruction.

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

MNPS' FY2024-25 budget is set to provide continuity to all the strategies and action steps that we have been prioritizing for the past two years. The development and implementation of our budget is anchored on our core tenets, focused outcomes, and strategic initiatives (see slide below)



, as well as on the FY24-25 board priorities:

- Continuing strategic investments
- Continuity of operations
- Cost of living adjustments to recruit and retain talent in our schools and support hub

The main investment MNPS is making to support and execute the action steps identified and meet the state goal are:

- High quality instructional materials - \$24.2M
- Expansion of Community Achieves students and family support services - \$1.38M
- Nurses at every school - \$12M
- Safety Ambassadors at elementary schools - \$3.0M
- Enriching Scholars program (Saturday extended learning time experience) - \$1.05M
- Accelerating Scholars program (high dosage tutoring) - \$7.39M
- Promising Scholars program (summer learning camps) - \$4.6M
- Mental health supports at schools (counselors) - \$5.16M
- Professional development - \$1.95M
- University MNPS (college & career readiness) - \$0.75M
- Support for English Learners (EL) Services in Schools and Support Hub - \$40.8M
- Specialized Instructional Support for Students with Disabilities
 - Special education supervisory oversight to support central decision making and supports for students - \$1.45M
 - Special education resources at schools (classroom Special Ed Teachers and paraprofessionals) - \$64.5M
- SEL and Academic Integration

Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

Goal Statement 2: Create and support engaging, rigorous, and personalized learning experiences for all students through the delivery of high-quality, relevant numeracy curricula and materials.

- MNPS's student support services, counseling, school supports - \$2.4M
 - Counseling services at schools - \$21.2M
- Numeracy Support and Intervention on the MTSS Continuum
 - Curriculum and instruction roles - \$1.5M
 - Central numeracy program & MTSS supports - \$2.4M
- Inquiry Cycle (a continuous improvement model) - \$3.8M
 - Research, Assessment, and Evaluation team which leads the evaluation of MNPS strategic initiatives. This team generates the data necessary to inform effective design sprints
- Health Services - \$0.8M
- Districtwide numeracy supports - \$29.8M
 - Instructional support roles, primarily in coaches, interventionists and other supports at schools

Goal Statement 3: Provide a positive school climate with opportunity for students to explore, understand and value others in a safe, nurturing, and diverse learning environment, with every student known, supported, and connected.

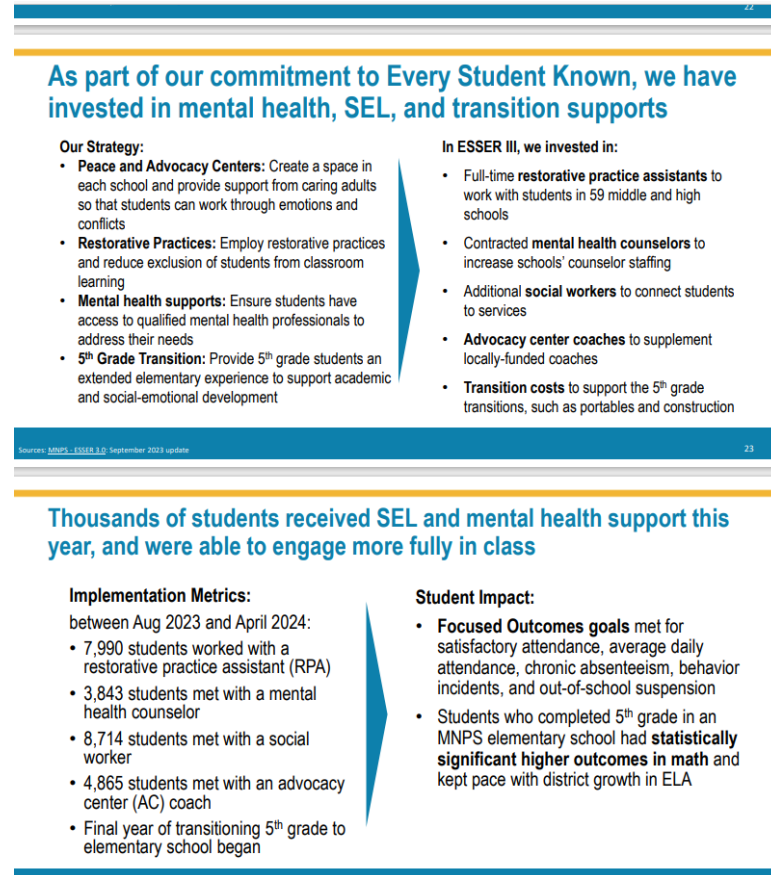
Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	All students will be supported in developing the five social and emotional core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), measured by behavior incidents and discipline responses.	Student surveys (Panorama), discipline records by school.
Year 2: 2024-2025 school year	All students will be supported in developing the five social and emotional core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), measured by behavior incidents and discipline responses.	
Year 3: 2025-2026 school year	All students will be supported in developing the five social and emotional core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), measured by behavior incidents and discipline responses.	
Year 4: 2026-2027 school year	All students will be supported in developing the five social and emotional core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), measured by behavior incidents and discipline responses.	
Year 5: 2027-2028 school year	All students will be supported in developing the five social and emotional core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making),	

Goal Statement 3: Provide a positive school climate with opportunity for students to explore, understand and value others in a safe, nurturing, and diverse learning environment, with every student known, supported, and connected.

measured by behavior incidents and discipline responses.

The annual outcome target is set at the school level, and we believe that we are meeting our targets for a large number of MNPS students given the significant progress we have made to ensure that every student is known.

Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?



Goal Statement 3: Provide a positive school climate with opportunity for students to explore, understand and value others in a safe, nurturing, and diverse learning environment, with every student known, supported, and connected.

Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.	• Navigators: MNPS invests in a platform to support our Navigator program, where every student in MNPS is connected to a caring adult in their school with whom they correspond on a weekly or biweekly basis in writing, and then connect with in a face-to-face meeting once per month. In addition to the cost of staff time, this platform costs \$450K annually. • Peace and advocacy centers: MNPS invests in a restorative practice center at every school where students have space in their schools to de-escalate, learn self-regulatory skills, and create the conditions where they are able to safely re-enter the classroom and continue access learning. This program costs the district approximately \$6.2M annually. • Mental health counselors: MNPS used braided federal funds to provide increased access to collocated mental health services, at \$5.5M per year. • Social workers: MNPS invests in 70 FTE of social workers to support connecting students to direct community supports and resources. \$5.6M • To better create nurturing, elementary-aligned supportive environments for all 5th grade students, MNPS invested in transitioning all 5th grade students out of middle schools back to elementary schools. This program transition cost MNPS \$700K in relocation funds in SY24. • Accelerating Scholars (implementation of high-dosage tutoring) - Braided federal funds: \$10.2M. • Better Together (expanding dual enrollment course offerings) - MNPS operating budget supports \$8.8M in career and technical education roles, which supports college and career readiness. • Classroom instruction in social emotional health and wellbeing - MNPS operating budget supports culture and climate supports- \$2.01M. MNPS operating budget supports a \$8.1M in social emotional learning roles.	
Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.	Action Step summary	Action Step Description
	Navigators	Leverage Navigator to ensure that all students have a robust support system connecting them with caring adults as an additional strategy to increase student engagement and regular daily attendance. Upon enrollment in a school, students will be assigned a Navigator that could serve as the student's mentor, advocate, and/or advisor throughout their year at the school. Navigators will conduct monthly check-ins to ensure that every student is connected and supported. At the high school level, Navigators can provide support as a student builds and acts on postsecondary planning. Students will engage in weekly reflections and monthly goalsetting aligned to SEL competencies and transitions.
	Utilizing Technology in Instruction and Extended Learning	Educators will regularly integrate technology to enhance instruction and support student learning leading to increased student participation. Educators and extended learning partners use technology to offer

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		enrichment, acceleration, and remediation programs that enhance instruction and support student learning outside the regular school day. The four C's (collaboration, communication, critical thinking, and creativity) will be integrated utilizing digital tools to support student learning. Educators will provide hands-on learning opportunities, using technology, to increase engagement in reviewed and vetted digital tools like Minecraft, Schoology, Teams, and Office Products and leverage an expansion of Makerspaces throughout the district to support students' academic needs, both inside and outside of the school day.
	ADA Compliant	Utilize our ADA-compliant website to provide accessible information to students, families, and staff; provide training and support to schools to update information and ensure that content is current and relevant.
	District Provided Application for Family Support	Students and families can access critical information and resources through district-provided applications such as a two-way multi-language texting and survey tool, online content access system, centralized callout system with multiple language support, student information system, and personalized student dashboard.
	Social Media Presence and Communication for Better Engagement	Increase social media presence via district, department, and school social media platforms, which may include Facebook (including a Spanish-language account), Twitter, Instagram, and YouTube. Developed and enacted social media procedures to guide and support schools in the active use of social media to engage students, families, and the community. Providing intensive school engagement planning support to ensure alignment with all communications assets. Providing district-wide communications tools to enhance the quality of social media content to promote better engagement. Used social media accounts to share blog posts with tips for families to encourage daily attendance.

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	Spanish Language Communication	Utilize district and departmental newsletters to keep families and community members informed, including a Spanish-language newsletter. Used the MNPS website as well as the "District Update" newsletter, Spanish-language radio shows, and newsletter with multilingual content to keep families and community members up to date on the district's "Attendance Matters: All Day, Every Day" initiative.
	MNPS Initiatives Communication	Leverage earned media to keep families and community members informed of key initiatives and answer community questions as to the ongoing status of improvements at MNPS. Regularly worked with local news media to update the entire community on MNPS initiatives, events, accomplishments, changes in state legislation, etc.
	Spanish Language Media Communication	Participate in Spanish-language radio shows and Spanish-language television programs to keep families informed and engaged.
	MNPS Translation and Interpretation Services	Using MNPS Translation and Interpretation Services, as well as automatic translation features of communication platforms, to ensure that important district and school-based emails and callouts are available to families in multiple languages in a timely manner.
	Leveraging Community Resources and Aligning Partnerships to Provide Opportunities	Utilize Community Achieves (CA) - (including Family Resources Centers) – to increase the well-being of children and families by assisting schools to leverage community resources and align partnerships to provide opportunities that promote physical, mental, and social health and wellness.
	Coordinated Resources and Services	Utilize Communities in Schools (CIS) to provide ongoing Tier 2 & 3 supports for school chronic absenteeism, student case management, interventions, small group services, and coordinate resources and services for students and families. Write blog posts and share on social media about the importance of daily attendance and tips families can

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		use. Encouraged schools to use the Remind app to communicate with families.
	Positive Schools Support Coordinator	Positive Schools Support Coordinator will examine racial and other disparities in school discipline, and actively identify and partner with community organizations that can support schools in reducing exclusionary discipline that contributes to chronic absenteeism.
	Attendance and Chronic Absenteeism Training Support	Provide classes for families on attendance, chronic absenteeism, and the importance of being in school all day every day.
	Rites of Passage (ROP) groups as a Tier 2 Strategy	Facilitate Rites of Passage (ROP) groups as a Tier 2 strategy to elevate student voice and learn from students opportunities to increase engagement, average daily attendance and decrease behavior infractions that lead to out-of-school suspension.
	Health Department Collaboration for Healthy Students	To ensure students remain healthy and able to come to school, the district will work with the Health Department to provide health and dental screenings, as well as vaccination clinics.
	Collaborative Referrals	The Collaborative Referral process allows anyone to make a referral for a student identified as needing additional support. Although anyone can complete a collaborative referral for any reason (ex. student, staff, parent, friend, etc.), there are several district processes in place to assist in identifying students in need of additional support. Some examples of the processes are MTSS-B, Navigator, Attendance Assessments, Intervention Plans, Home Visits, and Teacher concerns.
	Navigators	Upon enrollment in a school, students will be assigned a Navigator who could serve as the student's mentor, advocate, and/or advisor throughout their year at the school. Navigators will conduct monthly check-ins to ensure that every student is connected and supported. At the high school level, Navigators can assist in, providing support as a student builds and acts on post-secondary planning. Students will engage in a weekly

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		self-assessment aligned to SEL competencies and monthly goalsetting aligned to transitions.
	Increasingly intensive intervention for students requiring Tier II, Tier III and/or special education behavior intervention	The MTSS District Steering Committee executive leadership team will ensure regular professional learning opportunities are offered to schools on how to use data to align interventions for students in the area of behavior. Support will be offered through multiple modes including but not limited to monthly MTSS leadership meetings, quarterly network meetings, Schoology courses, office hours and/or school-level trainings based on principal request. In addition, individualized training for school counselors, social workers, and school psychologists has been provided to build capacity of support for school teams. Opportunities for schools to use universal screening for behavior are available and help align the needs of buildings and students to intervention supports.
	Data-Based Decision-Making within the Multi-Tiered System of Support	School-Based MTSS Leadership Teams will meet monthly to review school level data to identify patterns to proactively address academic, behavior and social-emotional needs. MTSS Leadership Teams are facilitated by the principal and include MTSS co-leads (academic and behavior), school administrators, School Counselor, School Psychologist, academic and behavior coaches and specialists, and EL and EE representation. These teams define areas of focus for academics, behavior/SEL, and attendance, develop plans, and monitor school-wide systems and practices. School-Based MTSS Data Teams utilize data-based decision-making to ensure that individual students are making adequate progress through interventions. These teams are co-facilitated by the MTSS academic and behavior leads and meet every 5 weeks to identify students for tiered interventions; align interventions based on needs; monitor progress of students; make adjustments based on data; complete Collaborative Referrals to refer students to MTSS-B team for additional behavior interventions; and refer students to Support Teams as needed. K-8 Data Teams are grade-level teams, including administrator, School

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		Counselor, EL teacher, EE teacher, School Psychologist, and any other relevant team members (e.g. Interventionist, behavior analyst). High School Data Teams are academy teams including School Counselor, EE teacher, EL teacher, School Psychologist and any other relevant team members (e.g., interventionist, behavior analyst). MTSS-B teams work collaboratively to coordinate tiered supports for students in the areas of behavior, attendance, trauma, and mental health. Facilitated by the MTSS-BLead, this team includes an Administrator, School Counselor, School Social Worker, School Psychologist, School-Based Providers, and any other relevant team members (e.g., interventionist, behavior analyst) MTSS-B Teams meet every two weeks. District administrators, coaches, and behavior analysts will collaborate across departments and divisions to provide ongoing professional learning, resources, coaching, and support for data-based decision-making within these team structures. The district MTSS District Steering Committee provides quarterly MTSS Network meetings designed to support school-level implementation of MTSS.
	Integrated SEL	The district will support student competency in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making by ensuring the competencies are integrated into academic content using the SEL I Can Statements and Indicators. Throughout the school year, the SEL Department will continue to collaborate with the Curriculum and Instruction Department to integrate SEL into academic content. The SEL Department will also create and share morning meetings, community gatherings, stand-alone SEL lessons, brain –breaks, and engaging practices, model lesson plans, and co-develop and present during monthly MTSS meetings or professional learning opportunities that support SEL integration.
	Health/Conditions for Learning	Throughout the school year, the district’s office of Student Support Services and Nutrition Services will

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		implement the following to successfully promote and improve the health of students and families: (1) Coordinated School Health best practices – for health education/services, nutrition, physical education/physical activity, healthy school environments, school counseling, psychological and social services, student/family/community involvement and staff wellness. (2) School Nutrition programs – to increase student participation in the school lunch program; work with community partners and MNPS Transportation Services to provide meal packs for weekdays, weekends, summers, and/or unexpected school breaks. (3) Mental Health – Once identified, school counselors, social workers, and psychologists will coordinate with school staff and community partners to ensure that those students and families in need of food have access to it, outside of the school building.
	Digital Supports for Improved School Culture and Behavior	Reviewed and vetted digital tools will be provided to support building online users that engage in technology safely and appropriately. Structured Digital citizenship instruction is a part of the student educational process that provides foundational skills for a successful online learning environment. MNPS will increase opportunities for parents to connect with educators to build school and community engagement through the use of the Schoology Parent app and personalized student dashboards. MNPS will leverage librarians and learning technology specialists for the implementation and support of Social Emotional Learning, including both print and digital.
	School Psychologist Support	School psychologists are trained to support schools with setting up systems, and structures around data-based decision-making and support for students based on need. Their expertise spans MTSS and special education data and intervention. School Psychologists will support school teams, parents, and students with academic, social-emotional, and/or behavioral needs. Services include using data to support intervention decisions and aligning interventions with areas of need

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		in Tier II, Tier III, and or with special education services. School Psychologists may provide individual or group counseling for students with social-emotional or behavioral needs. School Psychologists are trained to conduct functional behavior assessments and behavior intervention plans as well as support schools on how to improve school-wide practices that will decrease disproportionality. In addition, school psychologists are part of the district crisis response team along with social workers and school counselors. MNPS continues to lower the ratio of school psychologists to students to allow for more group and direct service models for social-emotional and behavioral needs as we decrease the ratio of students per school psychologist.
	GEAR UP Nashville	Throughout SY2023-24, GEAR UP Nashville will work closely with students to develop college-going identities through exploration, advising, and academic support; College Visits; College/Career exploration; Peer Mentoring; and Career interest surveys.
	TN Safe Schools: 1st Time Drug Offender program; Alternative Disciplinary Supports for Drug Offenses	The First Time Drug Offender Program (FTDOP) is an alternative to expulsion for students who receive their first zero-tolerance offense under unlawful possession and use of drugs. It aims to educate students and parents about the risks of drug use, its impact on school attendance, performance, and family dynamics and to learn positive coping strategies. FTDOP takes place one Saturday each month during the fiscal school year.
	Rites of Passage: Moving from Boyhood to Manhood	The Rites of Passage Mentoring Program (ROP) is an 18-week curriculum that is designed to reduce behavior infractions, suspensions, expulsions, and chronic absenteeism. It creates a supportive environment, fosters positive relationships, and teaches skills for a successful transition from boyhood to manhood. Rites of Passage is a Tier 2 and 3 support for young men in grades 5-12, as identified in the MTSS B process.

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	Classroom Lessons for Social Emotional and Mental Health Well-being	Utilizing summer/monthly/semester professional development and research-based curricula that are aligned to CASEL core competencies and mental health and school counseling standards, school counselors will present monthly classroom lessons on Social Emotional, and Mental Health to improve students' well-being. Classroom programming that supports skill acquisition related to emotional regulation and CASEL competencies is also provided for implementation by all teachers at the elementary level. School-wide mental health awareness days are also offered.
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	Personalized Student Dashboard	Parent-facing data is a key part of the Every Student Known initiative to create focused outcomes for students that parents can monitor and track, outside of normal report cards, to see how their children are doing in the areas of literacy, numeracy, social-emotional learning (attendance and behavioral information), and transitions (moving between grade levels and onto college or a career). Families

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		of MNPS students now have on-demand access to assessment data, such as FastBridge, aReading and aMath, Benchmark, TCAP, and WIDA ACCESS scores, as well as a record of behavioral incidents. In addition to assessment and behavioral fields, the Family Portal also contains grades, academic plans, attendance, and other information that can help give parents a deeper understanding and knowledge of their students' progress. We will continue to improve the student dashboard in the 2023-24 school year.
	Accelerating Scholars	MNPS continued its implementation of high-dosage tutoring during the fall 2023 and spring 2024 semesters at 116 schools. Staff and volunteers tutored the same small groups of students thirty minutes three times a week for 12 weeks each semester. Tutoring will continue in the fall of 2024 and spring of 2025 in over 100 schools. Students will be tutored individually or in small groups for thirty minutes three times per week or forty-five minutes two times per week for 12 weeks each semester. Priority will be placed on consistent tutor-student pairings to foster relationship-building, which is key to the long-term success of tutoring initiatives. Tutors will be matched with up to 3 students in 1st-5th graders or 4 students in 6th-9th grades. Some volunteers and community partners with additional training or education experience may tutor small groups of students. Preliminary program evaluation data shows relationship-building and SEL supports as strengths of Accelerating Scholars. Tutoring sessions may be facilitated virtually using the GoSchoolBox platform or in person to meet the needs of each participant. Whenever possible, tutoring during the school day will be prioritized to ensure equitable access. However, when that is not possible due to scheduling, MNPS will work to provide out-of-school tutoring to ensure all students who need it can participate in tutoring.
	Data-Based Decisions about Discipline Responses for Students with Disabilities	Throughout the 2022-23 school year, the district trained and supported MTSS teams on how to utilize social-emotional and behavioral data to align effective

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		interventions and support for students with disabilities. Through the training and support, the district improved data-based decision-making for students with disabilities in the area of behavior. Principals also have access to on-time data in Data warehouse with their individual school risk ratios and now have access to the principal data dashboard. The department of EE continues to partner with Student Support Services on Tier 1 Essential Practices as well as increasingly intensive intervention for behavior including completing FBA and BIPs for students with a need. School Psychologists and BCBAs have been trained on new laws about FBA/BIP and will continue to train and support schools in the process. In addition, EE continues to promote the opportunity for schools to utilize the universal screening for behavior to help align behavior interventions for students with needs and to monitor the progress of students. Promoting access to core instruction through Tier I Essential Practices (SEL, Restorative, PBIS), promoting databased decision making and increasingly intensive intervention through positive behavior support Interventions will decrease disproportionality.
	Tracking of Behavior Intervention Data for Students with Disabilities	The district purchased a comprehensive system as an add-on to the TN Pulse platform. The platform includes an Early Warning System (EWS) that allows schools to focus on the whole child and visually see student academic, behavior/SeL, and attendance data. A comprehensive view of all data supports making data-based decisions for students who need additional behavioral support. The district has trained schools including in-person and virtual training and videos to support schools' ongoing need for training. The district will continue to train and support school-level teams on how to utilize Infinite Campus and TN PULSE/SIMS to make data-based decisions and document behavior interventions on the continuum (Tier II, Tier III, or special education intervention). Multiple modes for training and support including monthly/quarterly Schoology courses, office hours, MTSS leadership

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		meetings, and individual school support based on the request of the administrator. Through training and support, the district will improve behavior intervention data collection, which improves data-based decisions and supports students.
	Integration of Tier I Behavior Practices for Students with Disabilities	Through ongoing collaboration with student support services, the EE department will improve the integration of school-level Tier I Essential Practices, which include SEL, restorative, and positive behavior support practices to improve preventative supports for all students including students with disabilities. By supporting this integration, the district will effectively combine Tier I behavior practices for Students with Disabilities. Tier 1 Essentials Practices training is provided to all MTSS school-level teams.
	Targeted Supports for Schools with High Disproportionality	Beginning Summer of 2021 and continuing throughout the 2022-23 school year, the department of Exceptional Education identified and provided targeted supports to MNPS schools that were disproportionately suspending black students with disabilities. Once identified, the EE department provided multiple modes of support to schools on practices that improve access to increasingly intensive intervention and reduce disproportionality for black students with disabilities. This includes professional learning opportunities during MTSS leadership, data-based decision-making, asynchronous and synchronous opportunities on effective interventions, office hours, and specific school-level supports as requested. In addition, MNPS was added disproportionately as one indicator on the data and principal dashboard so they can view in real-time and make data-based decisions about practices in buildings.

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MNPS' FY2024-25 budget is set to provide continuity to all the strategies and action steps that we have been prioritizing for the past two years. The development and implementation of our budget is anchored on our core tenets, focused outcomes, and strategic initiatives (see slide below)



, as well as on the FY24-25 board priorities:

- Continuing strategic investments
- Continuity of operations
- Cost of living adjustments to recruit and retain talent in our schools and support hub

The main investment MNPS is making to support and execute the action steps identified and meet the state goal are:

- High quality instructional materials - \$24.2M
- Expansion of Community Achieves students and family support services - \$1.38M
- Nurses at every school - \$12M
- Safety Ambassadors at elementary schools - \$3.0M
- Enriching Scholars program (Saturday extended learning time experience) - \$1.05M
- Accelerating Scholars program (high dosage tutoring) - \$7.39M
- Promising Scholars program (summer learning camps) - \$4.6M
- Mental health supports at schools (counselors) - \$5.16M
- Professional development - \$1.95M
- University MNPS (college & career readiness) - \$0.75M
- Support for English Learners (EL) Services in Schools and Support Hub - \$40.8M
- Specialized Instructional Support for Students with Disabilities
 - Special education supervisory oversight to support central decision making and supports for students - \$1.45M
 - Special education resources at schools (classroom Special Ed Teachers and paraprofessionals) - \$64.5M
- SEL and Academic Integration

Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

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- MNPS's student support services, counseling, school supports - \$2.4M
- Counseling services at schools - \$21.2M
- Academic Support and Intervention on the MTSS Continuum
 - Curriculum and instruction roles - \$1.5M
 - Central literacy and numeracy program & MTSS supports - \$2.4M
- Inquiry Cycle (a continuous improvement model) - \$3.8M
 - Research, Assessment, and Evaluation team which leads the evaluation of MNPS strategic initiatives. This team generates the data necessary to inform effective design sprints
- Health Services - \$0.8M
- Districtwide numeracy supports - \$29.8M
 - Instructional support roles, primarily in coaches, interventionists and other supports at schools
- Career and technical education roles, which supports college and career readiness - \$10M

Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1.

Date(s) of opportunity for local public comment.	Nov 12, 2024 – MNPS Board approval of TISA Accountability Plan
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	- Questions and answers, plus comments at Director's Cabinet meetings where updates on district strategies and action plans outlined in the LEA plan and TISA Accountability Plan are shared - Local board meeting presentations and discussions on district plans and updates strategy results - Focus groups to offer feedback on proposed action steps in LEA plan
Summary of public comment received, if any.	Overall support on continuing the focus on our core tenets, focused outcomes, and strategic initiatives as MNPS has experienced consistent growth on students' academic outcomes, graduation rates, attendance, etc.
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	The district strategic framework includes vision, mission, and core value statements, as well as student and school characteristics, goals and major strategies. Benchmark indicators have been developed for each goal/strategy of this framework. The TISA Accountability Plan is based on the LEA Plan which is based on district priorities and current performance targets and is revised (as needed) as additional priorities are set. Action steps are added or eliminated as needed based on data. Parents, teachers, support staff, principals, students, and support hub staff participated in focus groups to offer feedback on proposed action steps in the LEA plan reflected in the TISA Accountability Plan. Work groups comprised of district/school staff and community stakeholders as well as the Director's Cabinets participate in monthly meetings to review data/progress. Instructional Leadership Team meetings are conducted with individual schools to review data/progress. Regular updates are provided to principals, Executive Directors of School Support (EDs) and district staff during Principal Leadership Network (PLN) meetings. Presentations at various Alignment Team meetings and community forums including monthly board meetings also provide an opportunity for stakeholder engagement and feedback throughout the year on the action steps outlined in the LEA plan and TISA accountability plan. Some of the meetings referenced occurred in the following dates: - Jan 25, 2024 – LEA Plan for 2024-25 (represented in this 2024-25 TISA Accountability Plan) presented for feedback to: - Support Hub Directors Cabinet - Staff Director Cabinet - Student Leaders Directors Cabinet - Principal Directors Cabinet (video) - Teacher Directors Cabinet - Jan 31, 2024 – Attendance Family University - Feb 24, 2024 – Stratford STEM Family University - Jun 25, 2024 – Director's report to MNPS Board – State of Schools - Jun 25, 2024 – FY 24-25 Operating Budget - Sep 10, 2024 – Director's report to MNPS Board – Data Update - Sep 19, 2024 – Director's Parent Cabinet

Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1.

- Sep 19, 2024 – Director’s Student Leaders Cabinet

MNPS also sent out newsletters and email blast to different relevant groups regarding the 2024-25 LEA Plan on the following dates:

- Jan 23, 2024 - January District Update Newsletter
- Jan 24, 2024 - Family Engagement Distribution Email PTO/PTA Email List
- Jan 25, 2024 - Inside MNPS Newsletter
- Feb 2, 2024 - Charter Schools Newsletter

For Board Consent Agenda

November 12, 2024

Below are the names of the teachers who are the members of the 2024-2025 Science Instructional Materials Selection Committees by course/grade level.

Name	School	E-Mail Address:	Committee Grade Band/Content Member
Brooke Adler	MLK Jr High School	brooke.adler@mnps.org	Anatomy and Physiology
Abigail Isiip	East Magnet High School	Abigail.isiip@mnps.org	Anatomy and Physiology
Robert Clifton	Cane Ridge HS	Robert.Clifton@mnps.org	Biology
Kellee Hill	Whites Creek HS	Kellee.Hill@mnps.org	Biology
Tiffany Payne	McGavock HS	Tiffany.Payne@mnps.org	Biology
Stacey Inez Turner	MLK HS	Stacey.Turner@mnps.org	Biology
Shannon Youngman	Overton HS	Shannon.Youngman@mnps.org	Biology
Darnell Towns Gedeus	Glenclyff HS	Darnell.Towns-Gedeus@mnps.org	Biology (Alternate)
Artis, LeAnette	Pearl-Cohn High	leanette.artis@mnps.org	Chemistry
Mackenzie Coveney	MLK Jr High School	mackenzie.coveney@mnps.org	Chemistry
Tobey Green	Stratford High	tobey.green@mnps.org	Chemistry (Alternate)
Kylee List	Hume-Fogg High	kylee.list@mnps.org	Chemistry
Stephanie Marshall	Nashville Big Picture High School	stephanie.marshall@mnps.org	Chemistry
Stephanie Meadows	Cane Ridge High School	stephanie.meadows@mnps.org	Chemistry

Ashleigh Bennett	Overton HS	Ashleigh.Bennett@mnps.org	Environmental Science
Marlene Moxness	Stratford HS	Marlene.Moxness@mnps.org	Environmental Science
Steven Priester	Hillsboro HS	Steven.Priester@mnps.org	Environmental Science
Kyle Strom	Hume Fogg HS	Kyle.Strom@mnps.org	Environmental Science
Essence Pryor	McGavock HS	Essence.Pryor@mnps.org	Environmental Science
Leroy Castle	Cane Ridge HS	Leroy.Castle@mnps.org	Physics/ Physical Science
Michael Pugh	James Lawson HS	Michael.Pugh2@mnps.org	Physics/ Physical Science
Ashly Abernathy	Ashly Abernathy	Ashly.Abernathy@mnps.org	Physical Science
Julie Ann Carey	Ruby Majors	Julie.Carey@mnps.org	K-2
Rebecca Lawson	Charlotte Park Elementary	Rebecca.Lawson@mnps.org	K-2
Danielle Rusk-Carter	Eakin Elementary	Danielle.Rusk-Carter@mnps.org	K-2
Donna Keyser	Una Elementary	Donna.Keyser@mnps.org	K-2
Nicole Johnson	Hull Jackson Elementary	Nicole.Johnson@mnps.org	K-2
Amanda Calvo	Warner Elementary	Amanda.Calvo@mnps.org	K-2 (Alternate)
Carlee Watson	A.Z. Kelly Elementary	Carlee.Watson@mnps.org	3-5

Deb Davis	Gower Elementary	Deborah.Davis@mnps.org	3-5
Jessica Hall	Harpeth Valley Elem	Jessica.Hall@mnps.org	3-5
Melissa Kurras	Dodson Elementary	Melissa.Kurras@mnps.org	3-5
Brittney Desch	Glendale Elementary	Brittney.Desch@mnps.org	3-5
Erica Watson	DuPont Hadley Middle	erica.watson@mnps.org	6-8 Science
Alfred Gallaher	Croft Middle School	alfred.gallaher@mnps.org	6-8 Science
Sarah Hawthorne	John F. Kennedy Middle School	sarah.hawthorne@mnps.org	6-8 Science
William Sayles	H.G. Hill Middle School	william.sayles@mnps.org	6-8 Science
Carlene Taylor	Rose Park Middle School	carlene.taylor@mnps.org	6-8 Science
Nicola Vincent	Rose Park Middle School	nicola.vincent@mnps.org	6-8 Science (Alternate)