AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION
2601 Bransford Avenue, Nashville, TN 37204
Regular Meeting – May 13, 2025 – 3:00 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. Tennessee House of Representatives Resolution honoring Hillsboro High School Boys' Basketball State Champions – Rep. John Ray Clemmons
- B. Academies of Nashville Students of the Year
- C. MNPS Energy Conservation Video Contest Winner – Nashville School of the Arts

III. DIRECTOR REPORT
AVID Update All Core Tenets

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. COMMITTEE REPORTS

VI. GOVERNANCE ISSUES

A. Actions

1. Consent
    a. Minutes – 4.22.2025 – Regular Meeting
    b. Awarding of Purchases and Contracts
        1. Amazon Capital Services, Inc.
        2. Assessment Technologies Institute, LLC dba National Healthcareer
        3. BMC Metalworks, LLC
        4. Bryne and Jones Construction
        5. CareerSafe, LLC
        6. Collier Roofing Company
        7. Convergint Technologies LLC
        8. Crown Paving, LLC
        9. D&J Enterprise, LLC
        10. Everon, LLC
        11. Jarrett Builders, Inc.
        12. Kenny Pipe & Supply, Inc.
        13. Leland, Inc.

14. LU Inc.
15. Maxwell Roofing & Sheet Metal
16. Pavement Restorations, Inc.
17. Porter Roofing Contractors, Inc.
18. QuaverEd, Inc.
19. Ragan Construction Company dba Southern Roofing Company of Tennessee
20. RSS – Nashville, Inc.
21. Sessions Paving Company
22. South Western Communications
23. Turner Construction Services, LLC dba Fence Kings East
24. Tutored by Teachers, Inc.

c. District Strategic Plan

d. Teacher Bonus Pay Resolution

e. FY 25-26 Operating Budget – *Recommendation from Budget & Finance Committee*

VI. BOARD REPORTS

VII. ADJOURNMENT

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

METROPOLITAN NASHVILLE PUBLIC SCHOOL BOARD MEETING – April 22, 2025

Members Present: Freda Player – Chair, Berthena Nabaa-McKinney – Vice-chair, Rachael Anne Elrod, Erin O'Hara Block, Cheryl Mayes, TK Fayne, Abigail Tylor, Robert Taylor, Rachael Anne Elrod and Zach Young

Student Members Present: Christine Tran

Student Members Absent: Hannah Nguyen

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 Lieutenant Colonel Spencer Taylor.
C. Adoption of Agenda

Motion to agenda to adopt agenda with changes.
By Berthena Nabaa-Mckinney, seconded Cheryl Mayes
Vote: 9-0 (unanimous)

AWARDS AND RECOGNITIONS

A. Tennessee Senate Resolution Recognizing "Every Student Known" Students for Emmy Award – The Board and Dr. Battle recognized this achievement.
B. Tennessee House of Representatives Resolution Recognizing Hillsboro High School Boys' - Basketball Team for State Championship - The Board and Dr. Battle recognized this achievement.
C. Magnet Schools of America National Conference - The Board and Dr. Battle recognized the Magnet School Team.
D. VAPA Recognitions - The Board and Dr. Battle recognized the students.
E. Class of 2025 Valedictorians and Salutatorians - The Board and Dr. Battle recognized the students.

PUBLIC PARTICIPATION

A. Ahmed White – He addressed the Board concerning the Rock Academy charter school application.
B. Berta Young – She addressed the Board concerning the Rock Academy charter school application.
C. Terry Pruitt – He addressed the Board concerning the Rock Academy charter school application.
D. Lekita Sims – She addressed the Board concerning the Rock Academy charter school application.
E. Greg Lippman – He addressed the Board concerning the Rock Academy charter school application.
F. Jennifer Walker – She addressed the Board concerning the Rock Academy charter school application.
G. James Johnson - He addressed the Board concerning the Rock Academy charter school application.
H. Sara Tuttle – She addressed the Board concerning the Forge School charter school application.
I. Jennifer Wade - She addressed the Board concerning the Rock Academy charter school application.
J. Elda Hernandez – She addressed the Board concerning the Rock Academy charter school application.
K. Cornelius Hill – He addressed the Board concerning the Rock Academy charter school application.
L. Laney Karnes – She addressed the Board concerning the administrative support.
M. Dillon Moore – He addressed the Board concerning the budget.
N. Shane Moore – He addressed the Board concerning the budget.
O. Mary Jo Cramb – She addressed the Board concerning the budget.
P. Bobbilyn Negron – She addressed the Board concerning the budget and immigration status of students.
Q. KrisAnn Christian – She addressed the Board concerning the budget.
R. Chase Gay – He addressed the Board concerning the Planning Time for teachers.
S. Harry Guess – He addressed the Board concerning the students within the district.

BOARD COMMITTEE REPORTS

A. Berthena Nabaa-Mckinney – Gave a brief update on the operating budget process.

GOVERNANCE ISSUES

Consent

a. Minutes – 3.25.2025 – Regular Meeting

b. Awarding of Purchases and Contracts

1. **AbleNet Inc**
2. **Anthony N. Harris dba Avenue Construction, LLC**
3. **Bomar Construction Co., Inc.**
4. **Carahsoft Technology Corporation**
5. **Carter Group, LLC (2)**
6. **CEV Multimedia, LLC**
7. **CI Solutions**
8. **Eduservice, Inc. dba CT3**
9. **ETA Hand2Mind**
10. **Freeland CDJR LLC**
11. **Hendrick, Inc.**
12. **Hoffman Broadcast Electronics Engineering, LLC**
13. **Infinite Campus, Inc.**
14. **Insight Public Sector, Inc.**
15. **Interior Design & Architecture dba ID&A Inc.**
16. **Jarrett Fire Protection, LLC**
17. **Kendall Stage Curtains**
18. **Lipscomb University**
19. **MTLC Incorporated**
20. **Orion Building Corporation**
21. **ParentSquare, Inc.**

22. **PowerSchool Group LLC**
23. **REA Controls, Inc.**
24. **The Bruman Group, PLLC dba Brustein and Manasevit**
25. **The Center for International Learning dba Participate Learning**

c. FY 25-26 Budget-Recommendation from Budget & Finance Committee

d. Cigna Agreement

Motion to approve the consent agenda.
By Zach Young, seconded Cheryl Mayes
Vote: 9-0 (unanimous)

2. Charter School New Start Applications

Motion to deny the New Start Charter School application for the Rock Academy based on the Charter School Review Team Evidence findings report and presentation noting deficiencies in the academic plan and design. Operations plan and capacity and financial planning capacity. Among those within the review teams findings I would note specific concerns that should be addressed include but aren't limited to Section 1.8 Special Populations, Section 2.4 Personnel and Human Capital, and Section 3.1 Operating Budget.
By Erin O'Hara Block, seconded Rachael Anne Elrod
Vote: 8-1 (Robert Taylor)

Motion to deny the New Start Charter School application for the Forge School based upon the finding by the Carter School Review Team and all categories including but not limited to Sections Academic Plan and Design, Operational plan, and Financial Planning: 1.5, 2.2. 2.3, 3.1 and 3.2
By Berthena Nabaa-Mckinney, seconded Erin O'Hara Block
Vote: 9-0 (unanimous)

Motion to deny the New Start Charter School application for the Rocketship #5 based on the Charter School Review Team Evidence findings report and presentation noting deficiencies in the academic plan and design operations. Planning capacity and financial planning capacity. Among those within the review teams findings I would note specific concerns that should be addressed include but aren't limited to Section 1.5 Academic Plan and Design, Section 2.2 and 2.10 Operations Plan and Capacity, Section 3.2 Financial Plan and Capacity, Section 4.3 Portfolio Review and Performance Record.
By Cheryl Mayes, seconded Abigail Tylor
Vote: 9-0 (unanimous)

WRITTEN INFORMATION TO THE BOARD

A. Sales Tax Collections as of April 20, 2025

Freda Player adjourned the meeting at 7:29 p.m.



Chris M. Henson — Board Secretary

Freda Player — Board Chair

Date

METRO NASHVILLE PUBLIC SCHOOLS

DRAFT

DIRECTOR'S REPORT
MAY 13, 2025

METRO NASHVILLE PUBLIC SCHOOLS

COLLEGE & CAREER READINESS IN MNPS

Our vision is that every MNPS student is a Ready Graduate who is known, inspired, informed, and prepared for postsecondary attainment to embark on a career that provides fulfillment and thriving wages.

DRAFT

AVID®

OBJECTIVES

Explain what AVID is and how it supports students across elementary, middle, and high school.

Share how AVID has been implemented in MNPS.

Highlight local and national indicators of success to show how AVID drives impact.

Clarify how AVID aligns with MNPS strategic priorities for student success and opportunity, readiness, and academic growth.

Identify opportunities for the Board to sustain and expand AVID's success.

DRAFT

AVID'S COLLEGE AND CAREER FRAMEWORK IS A PROVEN SYSTEM

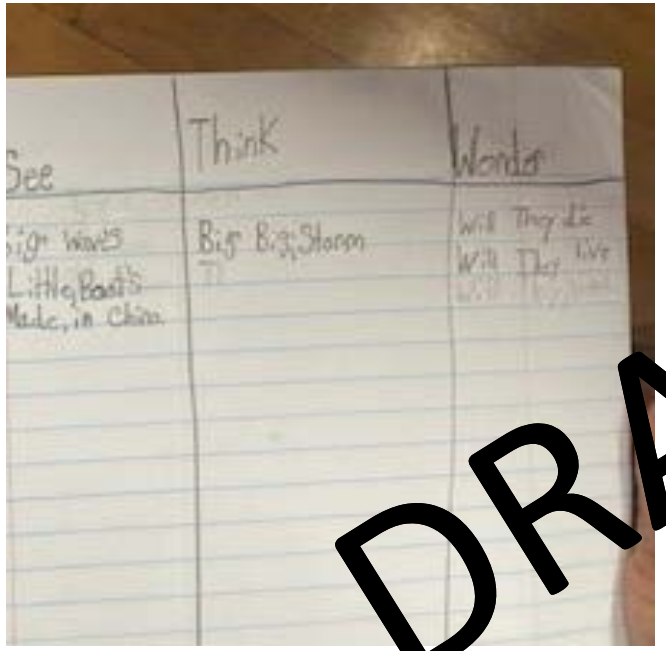
- **A**dvancement **V**ia **I**ndividual **D**etermination
- The AVID framework revolves around Instruction, Systems, Leadership, and Culture.
- AVID provides research-based strategies that build skills in writing, inquiry, collaboration, organization, and reading (WICOR).
- It creates a culture of high expectations and student ownership.
- AVID focuses on closing opportunity gaps and increasing access to postsecondary success.

DRAFT

A DAY IN THE LIFE OF AN AVID ELEMENTARY STUDENT



W – riting
I – nquiry
C – ollaboration
O – rganization
R - eading



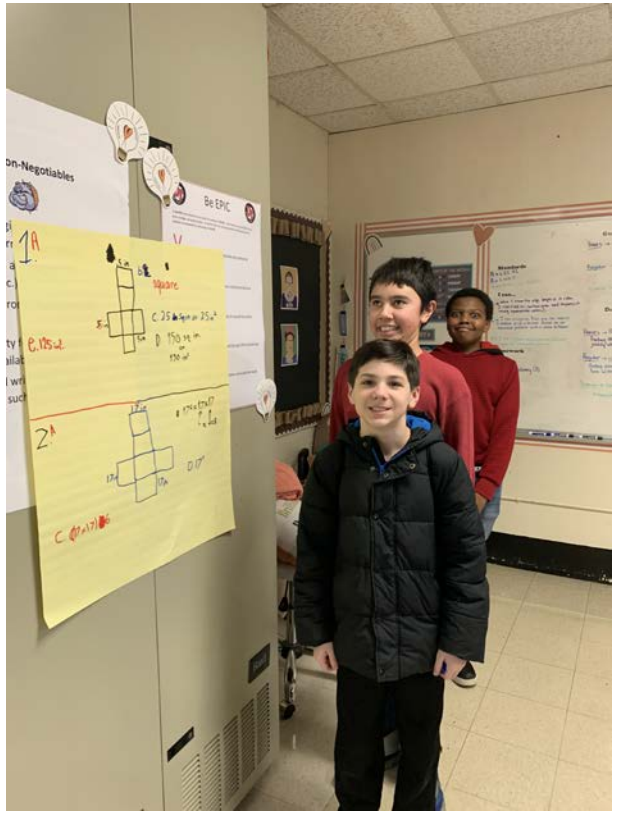
Three Column Notes

DRAFT

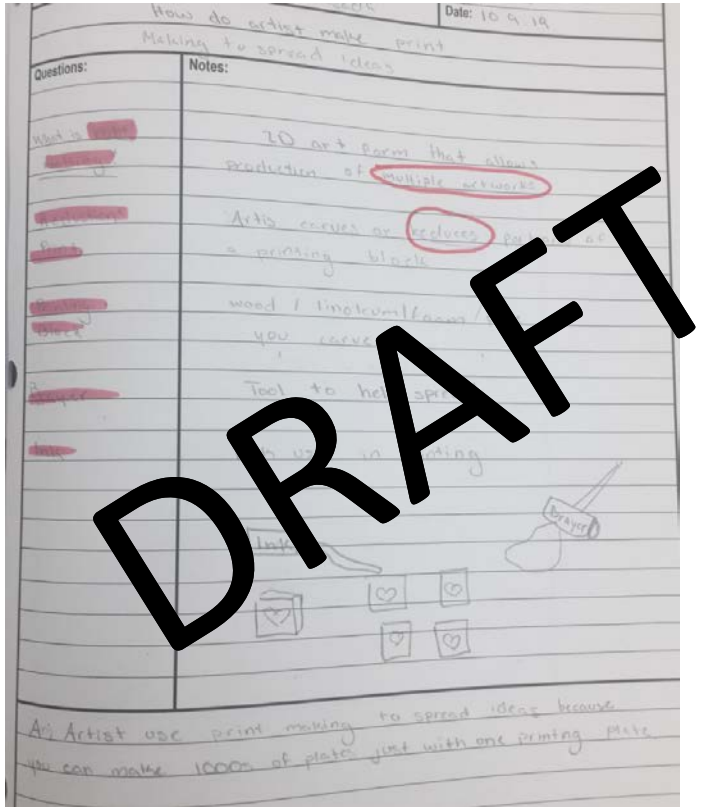


Collaboration

A DAY IN THE LIFE OF AN AVID MIDDLE SCHOOL STUDENT



AVID Elective Course Peer Tutorials

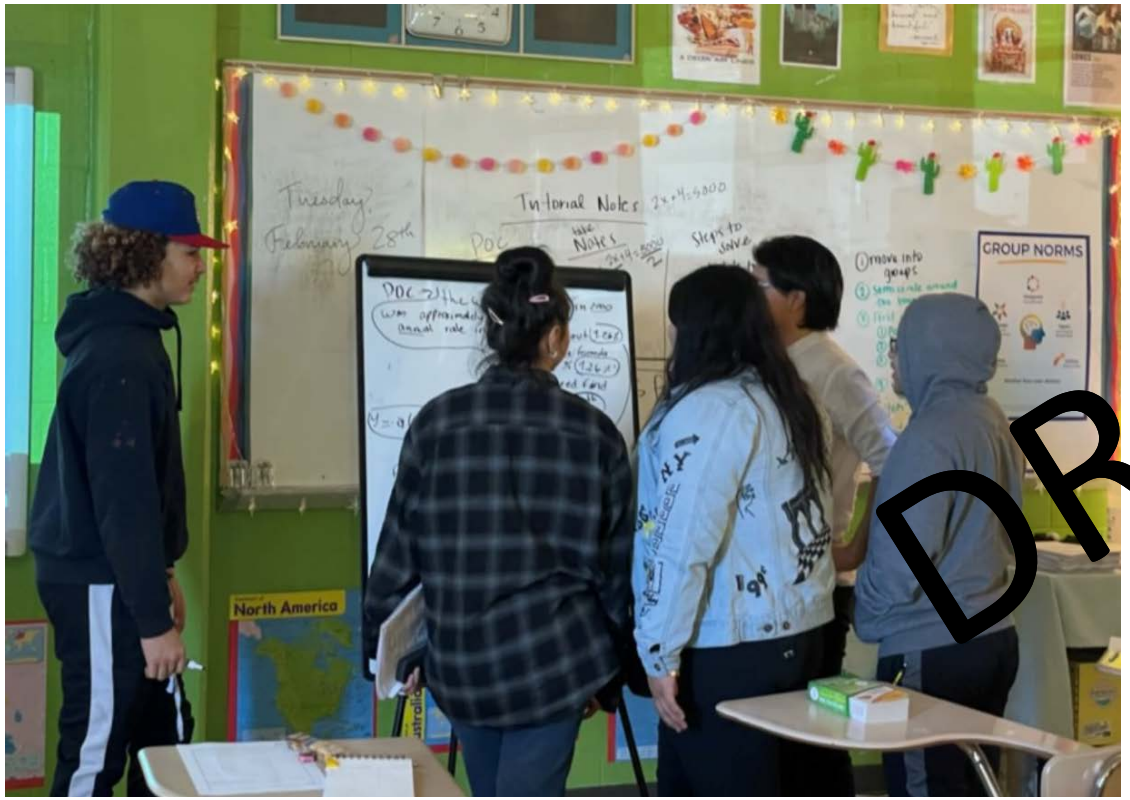


Focused Note Taking



AVID Binders

A DAY IN THE LIFE OF AN AVID HIGH SCHOOL STUDENT



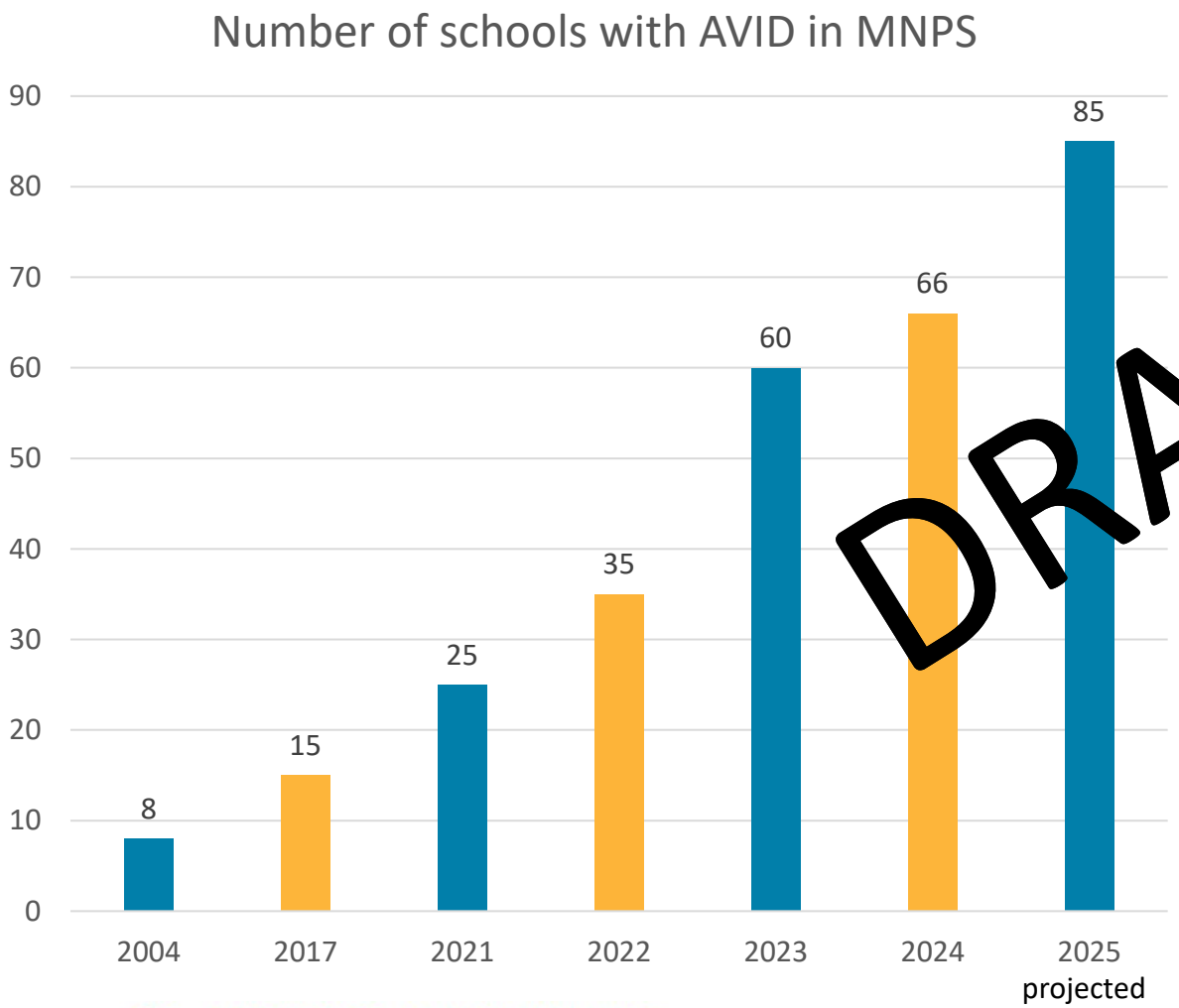
AVID Elective Course
Peer Tutorials



Colleges and Universities

DRAFT

AVID CONTINUES TO THRIVE AND GROW IN MNPS SCHOOLS



DRAFT

- Currently, we have 20 elementary, 30 middle, and 16 high schools in MNPS with AVID. We will add 19 new schools this summer.
- The AVID elective reaches a diverse group of approximately 5,600 students.

OUR INVESTMENT IN AVID BUILDS LASTING EDUCATOR CAPACITY

- Since 2022, over 1,300 MNPS educators have been trained through AVID Summer Institutes.
- An additional 450 educators are registered for Summer Institute 2025.
- Over 130 AVID-trained staff in MNPS now lead school- and district-based professional learning that spreads AVID strategies across classrooms.
- AVID has become one of the most scalable and sustainable professional learning investments in MNPS.

DRAFT

AVID ADVANCES ACADEMIC GROWTH

- AVID increases student participation in advanced courses that prepare them for postsecondary success.
- Students gain skills to manage rigorous coursework, set goals, and advocate for their learning needs.
- AVID strategies support critical thinking, collaboration, and communication—skills essential for the modern workforce.
- Within MNPS, AVID students' GPAs are nearly 19% higher than non-AVID peers.

DRAFT

AVID STUDENTS COMPLETE MORE EPSOS AND ATTEND COLLEGE AT HIGHER RATES

- MNPS's Research Practice Partnership with Vanderbilt (PEER) conducted a rapid response study on the impact of AVID on students taking advanced coursework
- AVID students outperform peers across EPSO participation, completion, and success.
- Local data shows AVID students across all groups are, on average, 14 percentage points more likely to enroll directly in college than non-AVID peers.

DRAFT

nashvillepeer
Partnership for Educational Equity Research



DRAFT

- Dr. Trellany Lane, IT Creswell Middle School
  - **AVID Secondary Principal of the Year finalist**

- Tiffany Adwaters, Shwab Elementary School
  - **AVID Elementary Teacher of the Year finalist**

THE BOARD PLAYS A KEY ROLE IN SUSTAINING AVID'S IMPACT

- Recognize AVID as a system-level strategy that advances our college and career readiness priorities.
- Sustain the prioritization of AVID professional learning, membership, and site-based staffing supports.
- Celebrate AVID implementation as a districtwide framework for academic and career preparation—not just a single elective.
- Continue to champion policies that support rigorous coursework, equitable access, and real-world readiness—AVID is the tool that makes those goals actionable.

DRAFT

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(1)

VENDOR:	Amazon Capital Services, Inc.
SERVICE/GOODS (SOW):	Amendment #1 increases the contract value. The contract is for the purchase of various school supplies, office supplies, and materials from an online marketplace.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	May 14, 2025 through January 18, 2026
FOR WHOM:	All MNPS Schools and Departments
COMPENSATION:	This amendment increases the contract value by $1,500,000. Total compensation for this contract is not to exceed $2,500,000. Total compensation is based on an estimated yearly amount of $1,500,000.
OVERSIGHT:	Procurement
EVALUATION:	Based on the quality and timeliness of the goods provided.
MBPE CONTRACT NUMBER:	7598502
SOURCE OF FUNDS:	Various Operating, Federal, and School-Based Funds

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(2)

VENDOR:	Assessment Technologies Institute, LLC dba National Healthcareer
SERVICE/GOODS (SOW):	For the provision of student industry certification tests, study guides, and practice tests for the Certified EKG Technician (CET), Certified Clinical Medical Assistant (CCMA), and Certified Pharmacy Technician (CPhT) credentials.
SOURCING METHOD:	Sole Source
TERM:	July 1, 2025 through June 30, 2030
FOR WHOM:	Academies of Nashville Students
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $1,250,000. Total compensation is based on an estimated yearly amount of $250,000.
OVERSIGHT:	Career Academies
EVALUATION:	Based on the quality and timeliness of the goods provided.
MBPE CONTRACT NUMBER:	7611384
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(3)

VENDOR:	BMC Metalworks, LLC
SERVICE/GOODS (SOW):	For the provision of fence services and related projects on an as-needed basis. Projects may include, but are not limited to, the installation and replacement of chain link fences, wood privacy and rail fences, bracing, gates, posts, and footings.
SOURCING METHOD:	RFP 390392
TERM:	May 14, 2025 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $3,500,000. Total compensation is based on an estimated yearly amount of $700,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7611926
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(4)

VENDOR:	Bryne and Jones Construction
SERVICE/GOODS (SOW):	For the provision of asphalt paving services and related projects on an as-needed basis. Projects may include, but are not limited to, new asphalt installation, replacement, resealing, striping, milling, patching, and the construction of concrete curbs and sidewalks.
SOURCING METHOD:	RFP 391410
TERM:	May 14, 2025 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $10,000,000. Total compensation is based on an estimated yearly amount of $2,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7611930
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(5)

VENDOR:	CareerSafe, LLC
SERVICE/GOODS (SOW):	For the provision of industry certification exams for OSHA 10 and other related industry certification exams.
SOURCING METHOD:	Sole Source
TERM:	July 1, 2025 through June 30, 2030
FOR WHOM:	Academies of Nashville Students
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $1,500,000. Total compensation is based on an estimated yearly amount of $300,000.
OVERSIGHT:	Career Academies
EVALUATION:	Based on the quality and timeliness of the goods provided.
MBPE CONTRACT NUMBER:	7610971
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(6)

VENDOR:	Collier Roofing Company
SERVICE/GOODS (SOW):	For the provision of roofing services and related projects on an as-needed basis. Projects may include, but are not limited to, the repair or replacement of commercial roofing, sheet metal work, gutter systems, and awnings. Emergency projects may involve temporary roofing in response to storm or disaster-related damage.
SOURCING METHOD:	RFP 390392
TERM:	May 14, 2025 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $35,000,000. Total compensation is based on an estimated yearly amount of $7,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7611935
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(7)

VENDOR:	Convergint Technologies, LLC
SERVICE/GOODS (SOW):	For the provision of fire alarm services and related projects as needed. Projects may include but are not limited to repair, replacement, and new installation of commercial fire alarm equipment and systems.
SOURCING METHOD:	RFP 388379
TERM:	May 14, 2025 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $5,000,000. Total compensation is based on an estimated yearly amount of $1,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7611925
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(8)

VENDOR:	Crown Paving, LLC
SERVICE/GOODS (SOW):	For the provision of asphalt paving services and related projects on an as-needed basis. Projects may include, but are not limited to, new asphalt installation, replacement, resealing, striping, milling, patching, and the construction of concrete curbs and sidewalks.
SOURCING METHOD:	RFP 391410
TERM:	May 14, 2025 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $10,000,000. Total compensation is based on an estimated yearly amount of $2,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7611931
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(9)

VENDOR:	D&J Enterprise, LLC
SERVICE/GOODS (SOW):	For the provision of roofing services and related projects on an as-needed basis. Projects may include, but are not limited to, the repair or replacement of commercial roofing, sheet metal work, gutter systems, and awnings. Emergency projects may involve temporary roofing in response to storm or disaster-related damage.
SOURCING METHOD:	RFP 390392
TERM:	May 14, 2025 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $35,000,000. Total compensation is based on an estimated yearly amount of $7,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7611940
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(10)

VENDOR:	Everon, LLC
SERVICE/GOODS (SOW):	For the provision of fire alarm services and related projects on an as-needed basis. Projects may include, but are not limited to, the repair, replacement, and new installation of commercial fire alarm equipment and systems.
SOURCING METHOD:	RFP 388379
TERM:	May 14, 2025 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $5,000,000. Total compensation is based on an estimated yearly amount of $1,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7611923
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(11)

VENDOR:	Jarrett Builders, Inc.
SERVICE/GOODS (SOW):	For the provision of asphalt paving services and related projects on an as-needed basis. Projects may include, but are not limited to, new asphalt installation, replacement, resealing, striping, milling, patching, and the construction of concrete curbs and sidewalks.
SOURCING METHOD:	RFP 391410
TERM:	May 14, 2025 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $10,000,000. Total compensation is based on an estimated yearly amount of $2,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7611932
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(12)

VENDOR:	Kenny Pipe & Supply, Inc.
SERVICE/GOODS (SOW):	For the purchase of plumbing equipment, parts, and supplies.
SOURCING METHOD:	Metro Government RFP 339273
TERM	May 14, 2025 through February 11, 2029
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the Metro Government contract pricing. Total compensation for this contract will not exceed $500,000. Total compensation is based on an estimated yearly amount of $125,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7613302
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(13)

VENDOR:	Leland, Inc.
SERVICE/GOODS (SOW):	For the provision of asphalt paving services and related projects on an as-needed basis. Projects may include, but are not limited to, new asphalt installation, replacement, resealing, striping, milling, patching, and the construction of concrete curbs and sidewalks.
SOURCING METHOD:	RFP 391410
TERM:	May 14, 2025 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $10,000,000. Total compensation is based on an estimated yearly amount of $2,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7611929
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(14)

VENDOR:	LU, Inc.
SERVICE/GOODS (SOW):	For the provision of fence services and related projects on an as-needed basis. Projects may include, but are not limited to, the installation and replacement of chain link fences, wood privacy and rail fences, bracing, gates, posts, and footings.
SOURCING METHOD:	RFP 390392
TERM:	May 14, 2025 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $3,500,000. Total compensation is based on an estimated yearly amount of $700,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7611928
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(15)

VENDOR:	Maxwell Roofing & Sheet Metal
SERVICE/GOODS (SOW):	For the provision of roofing services and related projects on an as-needed basis. Projects may include, but are not limited to, the repair or replacement of commercial roofing, sheet metal work, gutter systems, and awnings. Emergency projects may involve temporary roofing in response to storm or disaster-related damage.
SOURCING METHOD:	RFP 390392
TERM:	May 14, 2025 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $35,000,000. Total compensation is based on an estimated yearly amount of $7,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7611936
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(16)

VENDOR:	Pavement Restorations, Inc.
SERVICE/GOODS (SOW):	For the provision of asphalt paving services and related projects on an as-needed basis. Projects may include, but are not limited to, new asphalt installation, replacement, resealing, striping, milling, patching, and the construction of concrete curbs and sidewalks.
SOURCING METHOD:	RFP 391410
TERM:	May 14, 2025 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $10,000,000. Total compensation is based on an estimated yearly amount of $2,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7611934
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(17)

VENDOR:	Porter Roofing Contractors, Inc.
SERVICE/GOODS (SOW):	For the provision of roofing services and related projects on an as-needed basis. Projects may include, but are not limited to, the repair or replacement of commercial roofing, sheet metal work, gutter systems, and awnings. Emergency projects may involve temporary roofing in response to storm or disaster-related damage.
SOURCING METHOD:	RFP 390392
TERM:	May 14, 2025 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $35,000,000. Total compensation is based on an estimated yearly amount of $7,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7611939
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(18)

VENDOR:	QuaverEd, Inc.
SERVICE/GOODS (SOW):	For the provision of academic and educational goods and services, including QuaverEd's general music curriculum for Tennessee, QuaverMusic, QuaverReady, and QuaverHealth – PE.
SOURCING METHOD:	TIPS Cooperative Contract 240804
TERM:	May 14, 2025 through October 31, 2029
FOR WHOM:	Any MNPS School or Department
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed $700,000. Total compensation is based on an estimated yearly amount of $140,000.
OVERSIGHT:	Procurement
EVALUATION:	Based on the quality and timeliness of the goods and services provided.
MBPE CONTRACT NUMBER:	7613587
SOURCE OF FUNDS:	Various Operating Budgets and Federal Funds

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(19)

VENDOR:	Ragan Construction Company dba Southern Roofing Company of Tennessee
SERVICE/GOODS (SOW):	For the provision of roofing services and related projects on an as-needed basis. Projects may include, but are not limited to, the repair or replacement of commercial roofing, sheet metal work, gutter systems, and awnings. Emergency projects may involve temporary roofing in response to storm or disaster-related damage.
SOURCING METHOD:	RFP 390392
TERM:	May 14, 2025 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $35,000,000. Total compensation is based on an estimated yearly amount of $7,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7611938
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(20)

VENDOR:	RSS – Nashville, Inc.
SERVICE/GOODS (SOW):	For the provision of roofing services and related projects on an as-needed basis. Projects may include, but are not limited to, the repair or replacement of commercial roofing, sheet metal work, gutter systems, and awnings. Emergency projects may involve temporary roofing in response to storm or disaster-related damage.
SOURCING METHOD:	RFP 390392
TERM:	May 14, 2025 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $35,000,000. Total compensation is based on an estimated yearly amount of $7,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7611937
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(21)

VENDOR:	Sessions Paving Company
SERVICE/GOODS (SOW):	For the provision of asphalt paving services and related projects on an as-needed basis. Projects may include, but are not limited to, new asphalt installation, replacement, resealing, striping, milling, patching, and the construction of concrete curbs and sidewalks.
SOURCING METHOD:	RFP 391410
TERM:	May 14, 2025 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $10,000,000. Total compensation is based on an estimated yearly amount of $2,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7611933
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(22)

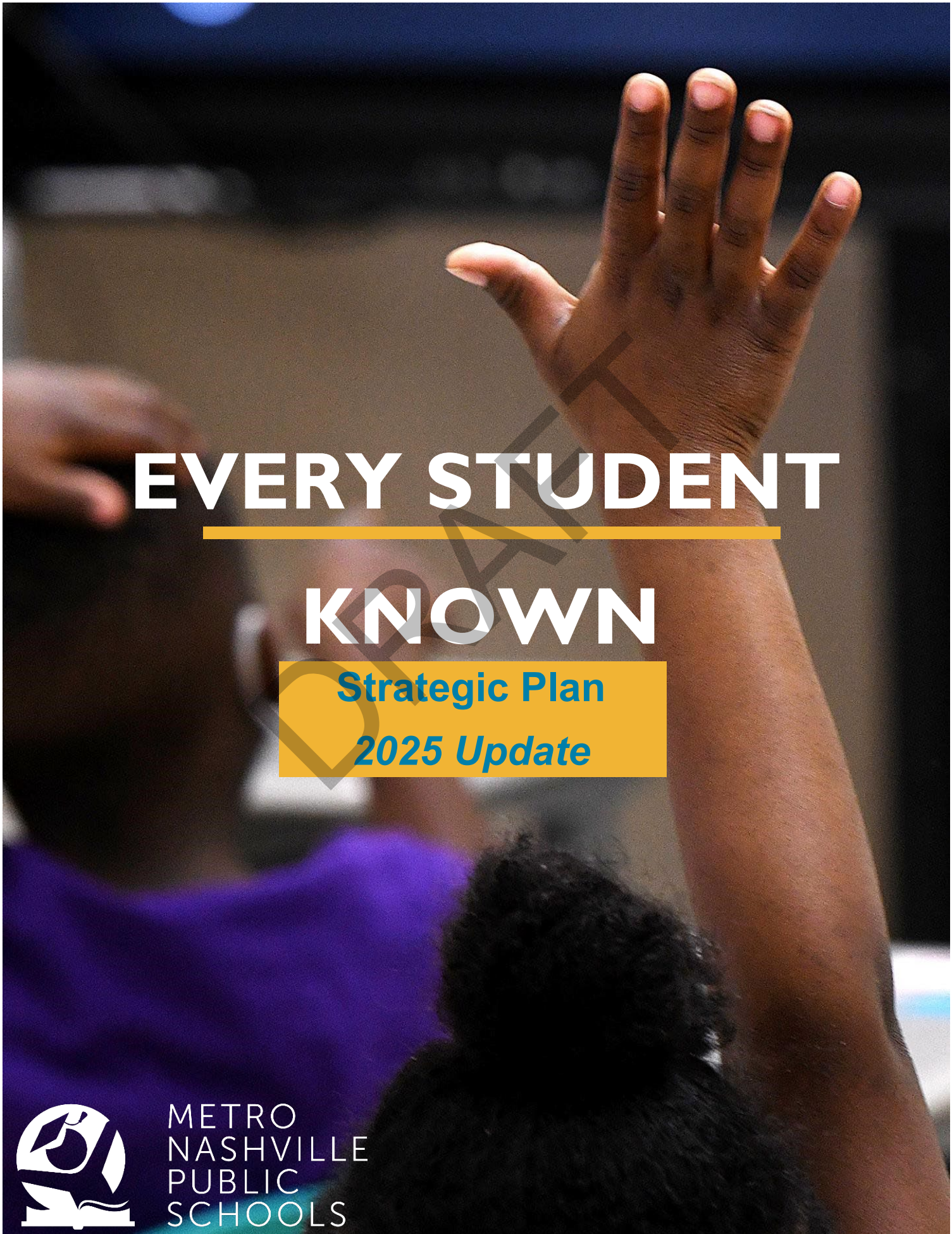
VENDOR:	South Western Communications
SERVICE/GOODS (SOW):	For the provision of fire alarm services and related projects on an as-needed basis. Projects may include, but are not limited to, the repair, replacement, and new installation of commercial fire alarm equipment and systems.
SOURCING METHOD:	RFP 388379
TERM:	May 14, 2025 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $5,000,000. Total compensation is based on an estimated yearly amount of $1,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7611924
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(23)

VENDOR:	Turner Construction Services, LLC dba Fence Kings East
SERVICE/GOODS (SOW):	For the provision of fence services and related projects on an as-needed basis. Projects may include, but are not limited to, the installation and replacement of chain link fences, wood privacy and rail fences, bracing, gates, posts, and footings.
SOURCING METHOD:	RFP 390392
TERM:	May 14, 2025 through May 13, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project. Total compensation for this contract is not to exceed $3,500,000. Total compensation is based on an estimated yearly amount of $700,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7611927
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT
A.1.b.(24)

VENDOR:	Tutored by Teachers, Inc.
SERVICE/GOODS (SOW):	Amendment #2 increases the contract value and expands the stated scope of services from high schools to elementary, middle, and high schools. The contract is for the provision of literacy and/or mathematics tutoring services.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	May 14, 2024 through June 13, 2028
FOR WHOM:	All MNPS Students
COMPENSATION:	This amendment increases the contract value by $9,000,000. Total compensation for this contract is not to exceed $18,000,000. Total compensation is based on an estimated yearly amount of $4,500,000.
OVERSIGHT:	Accelerating Scholars
EVALUATION:	Based on the number of students receiving high-dosage tutoring and those students' academic performance and growth on FastBridge and TN Ready assessments.
MBPE CONTRACT NUMBER:	7559131
SOURCE OF FUNDS:	Various Operating, School-Based, and Grant Budgets



EVERY STUDENT KNOWN

Strategic Plan

2025 Update

DRAFT

METRO NASHVILLE PUBLIC SCHOOLS

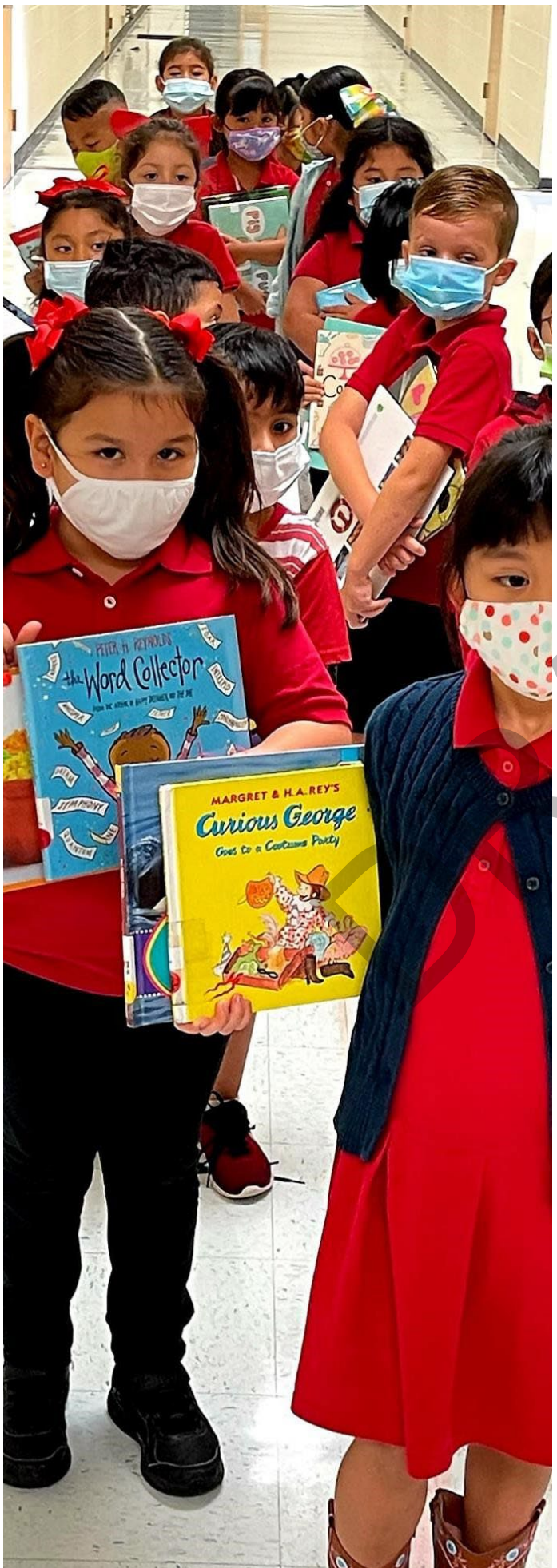


TABLE OF CONTENTS

Introduction 3

Core Tenets 4

Focused Outcomes 5

Signature Initiatives 18

DRAFT

INTRODUCTION

In March of 2020, society as we had known it was upended by a new virus that began spreading across the globe. Metro Nashville Public Schools, along with districts across the state, country, and world, transitioned to virtual learning due to the threat of COVID-19 as public health officials and governments worked to better understand the threat created by the virus - and the most safe and effective responses.

As schools faced the challenges of the pandemic, Dr. Adrienne Battle, Director of Schools, along with MNPS leadership and with the support of the Board of Education, began developing plans to meet the most immediate needs of students through nutrition services, free supplemental learning materials, and remote lessons and by repurposing existing technology within the district to provide to students with the greatest needs.

In the summer of 2020, the district began planning for an entirely new way of instruction to meet the needs of students in the midst of a global pandemic, creating a continuity of learning plan focused on providing the best possible virtual instruction while providing students a safe in-person learning environment when community conditions allowed for it.

As the district planned for those immediate needs, MNPS leadership worked to rethink our mission, values, and priorities to not just return to a pre-pandemic normal, but to accelerate learning progress and enhance the social-emotional support services and practices provided by the district to come out even stronger than ever before.

At the root of all this work is the concept of **Every Student Known** – a philosophy that underpins all the strategic planning work with a goal of understanding the unique talents, needs, desires, and wants of our students that will allow us to provide a personalized experience that gives every child the opportunity to succeed at MNPS and in life beyond.

As we look ahead in 2025, MNPS continues to build on the resilience and innovation developed during the pandemic, using the lessons learned to inform a new era of strategic focus. The district has moved from recovery to reinvention—deepening our investments in academic acceleration, equitable access to rigorous coursework, and comprehensive student support systems. Through initiatives such as University MNPS and the expansion of our early learning and career-connected learning opportunities, we are reaffirming our commitment to ensuring every student is prepared for college, career, and life. Guided by our signature initiatives and driven by data-informed continuous improvement, MNPS remains steadfast in our mission to know every student, support every student, and empower every student to thrive.

DRAFT

CORE TENETS

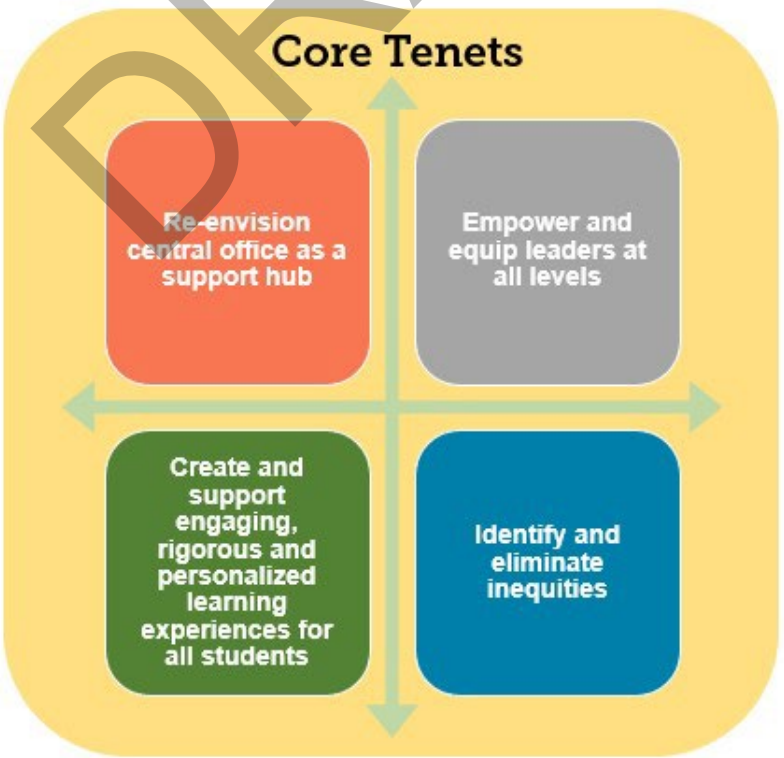
The Mission Statement of Metro Nashville Public Schools is that "we deliver a great public education to every student, every day," and we are guided by four core tenets that shape the work of the district in all that we do.

- **Re-envision central office as a support hub**
- **Empower and equip leaders at all levels**
- **Create and support engaging, rigorous, and personalized learning experiences for all students**
- **Identify and eliminate inequities**

These core tenets guide Metro Nashville Public Schools towards our North Star, which is:

To establish MNPS as the premier large school district in Tennessee and beyond.

DRAFT

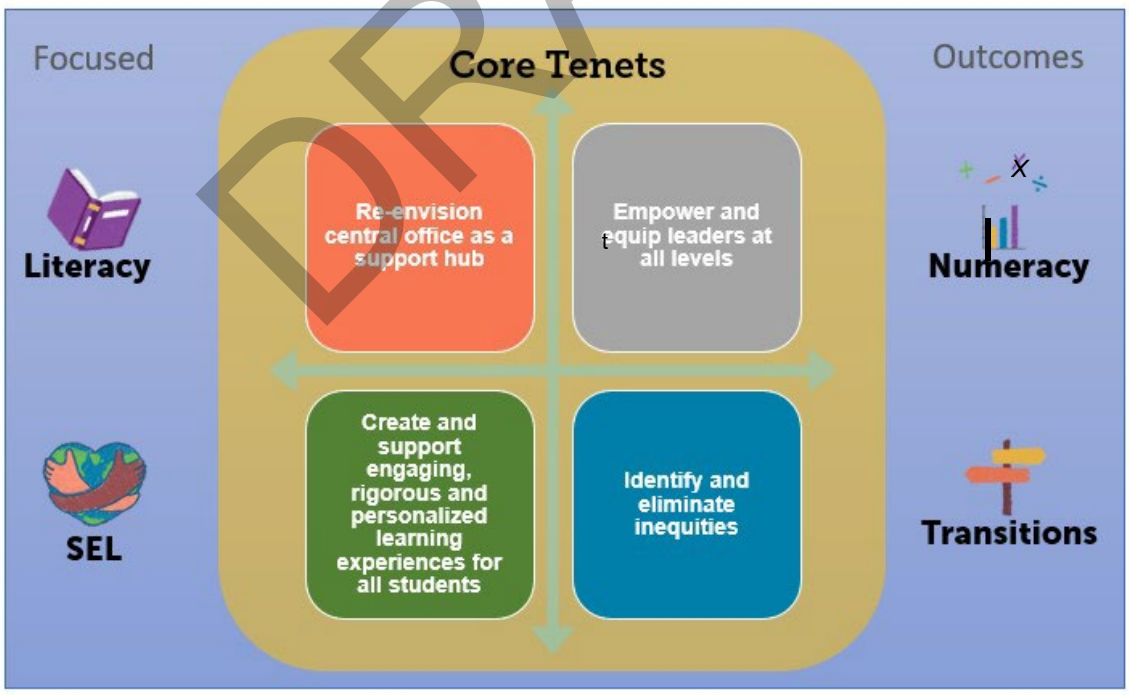


FOCUSED OUTCOMES

Our four core tenets are the driving goals of the district, while the focused outcomes are how we monitor and track our progress and that of the students we serve. There are four focused outcomes based on the individual growth of students that parents can monitor and track on the Personalized Student Dashboard:

- **Literacy:** Reading comprehension and writing skills are foundational to a good education and a better chance for success in life.
- **Numeracy:** Fundamental mathematics skills are at the core of the increasingly technology focused economy and world.
- **Social-Emotional Learning:** The mental and behavioral health of students is critical to their academic success.
- **Transitions:** Whether they are matriculating up to middle school, high school, or to college, career, or other post-secondary opportunities, careful planning and targeted support for students is vital to their continued success in the next stage of their academic career or life.

DRAFT



The following pages outline how the focused outcomes look for specific grade bands and how Metro Schools will monitor progress for individual student

Every Student Known: Focused Outcomes to Support a Path of Success for Every Student

PreK-4

	Focused Outcomes	Results	Measurements	Timeline for implementation
ACADEMICS **LITERACY**	Students meet or exceed their individual academic growth goals in literacy each school year.	Personalized growth goals and plans allow students to engage in their individualized learning, encourage a passion for learning, and develop student accountability. Additionally, students will be tracked across all subgroups to monitor that more than 50% will meet or exceed academic growth projections. This move allows the district to individualize supports for students and aggregate student data to inform decisions.	Benchmark assessments for ELA	Launch of Literacy Reimagined Framework in February 2021 Principal student dashboard launched 2022 Revisit school theories of action in fall 2024 to inform individual student support plans Refine and implement scholars portfolio supports for fall 2026 to support individualized student support plans
ACADEMICS **NUMERACY**	Students meet or exceed their individual academic growth goals in numeracy each school year.		Benchmark assessments for math	Student academic tracking underway beginning fall 2022 Revisit school theories of action in fall 2024 to inform individual student support plans Refine and implement scholars portfolio supports for fall 2026 to support individualized

DRAFT

				student support plans In alignment with Literacy Reimagined and Math^N, refine implementation around interventions for fall 2025.
SEL **ATTENDANCE**	Students achieve satisfactory attendance with an attendance rate of 95% or above.	Increased attendance improves engagement which results in sustained learning. With a focus on individual student attendance, the district will see an overall decrease in chronic absenteeism across all student subgroups. The district commits to personalizing attendance supports to assist students in their individual goals and help the district achieve its overall attendance goal.	Student attendance data	Revisit school theories of action in fall 2024 to inform individual student support plans. Explore refinement of attendance plan process in supports in spring 2025
SEL **SELF-AWARENESS** **SELF-MANAGEMENT** **SOCIAL AWARENESS** **RELATIONSHIP SKILLS** **RESPONSIBLE DECISION-MAKING (SELF)**	Students display intrapersonal skills by demonstrating self-management and self-awareness.	Students become more self-confident and self-aware, which promotes more active engagement in learning. Also, students learn how to advocate for their academic success by identifying	The district will monitor discipline data at student and subgroup levels to ensure that the district is: 1) providing personalized supports per student and 2) addressing discipline disparities across student subgroups and the district.	Refine approach to discipline data, with a focus on Starfish students (students receiving more than 1 out of school suspension) in fall 2024. Focus study support launched in spring 2025, with a plan for

DRAFT

		their individual needs. Attention to student subgroups will ensure the district is providing equitable supports for all students.	The district will closely monitor trends in behavior data (discipline referrals, suspension rates, etc.) to determine what SEL supports are needed for students.	refinement in summer 2025.
SEL **SELF-AWARENESS** **SELF-MANAGEMENT** **SOCIAL AWARENESS** **RELATIONSHIP SKILLS** **RESPONSIBLE DECISION-MAKING (OTHERS)**	Students display an understanding of community by demonstrating personal and social responsibility.	Students learn the value of and demonstrate competency in collaboration and teamwork, skills that are useful in classroom settings as they work toward goals. Additionally, students learn how to identify and communicate feelings and emotions.		Monitor Navigator program implementation through SY25-26 and refine for improvement.

DRAFT

Grades 5 *This supports all grade configurations across the district and acknowledges the transitional focus of 5th-grade year.

	Focused Outcomes	Results	Measurements	Timeline
ACADEMICS **LITERACY**	Students meet or exceed their academic growth goals in literacy each school year.	Personalized growth goals and plans allow students to engage in their individualized learning, encourage a passion for learning, and develop student accountability. Additionally, students will be tracked across all subgroups to monitor that more than 50% will meet or exceed academic growth projections. This move allows the district to individualize supports for students and aggregate student data to inform decisions.	Benchmark assessments for literacy	Launch of Literacy Reimagined Framework in February 2021 Principal student dashboard launched 2022 Revisit school theories of action in fall 2024 to inform individual student support plans Refine and implement scholar's portfolio supports for fall 2026 to support individualized student support plans
ACADEMICS **NUMERACY**	Students meet or exceed their academic growth goals in numeracy each school year.		Benchmark assessments for math	Student academic tracking underway beginning fall 2022 Revisit school theories of action in fall 2024 to inform individual student support plans Refine and implement scholar's portfolio supports for fall 2026 to support individualized student support plans In alignment with Literacy Reimagined and Math^N, refine implementation around interventions for fall 2025.

DRAFT

SEL **ATTENDANCE**	Students achieve satisfactory attendance with an attendance rate of 95% or above.	Increased attendance improves engagement which results in sustained learning. With a focus on individual student attendance, the district will see an overall decrease in chronic absenteeism across all student subgroups. The district commits to personalizing attendance supports to assist students in their individual goals and help the district achieve its overall attendance goal.	Attendance data	Revisit school theories of action in fall 2024 to inform individual student support plans. Explore refinement of attendance plan process in supports in spring 2025 School Attendance supplements to schools began in the 2022-2023 schools correlating with increased ADA year over year.
SEL **SELF-AWARENESS** **SELF-MANAGEMENT** **SOCIAL AWARENESS** **RELATIONSHIP SKILLS** **RESPONSIBLE DECISION-MAKING**	Students exhibit self-efficacy and develop self-advocacy skills.	Students take more ownership of their learning by developing skills that help them persevere through academic challenges. Also, students learn how to advocate for their academic success by identifying their individual needs.	The district will monitor discipline data at student and subgroup levels to ensure that the district is: 1) providing personalized supports per student and 2) addressing discipline disparities across student subgroups and the district. The district will closely monitor trends in behavior data (discipline referrals, suspension rates, etc.) to determine what SEL supports are needed for students.	Restorative Practice/Advocacy Assistants added in all K-12 Setting beginning in the 22-23 Refine approach to discipline data, with a focus on Starfish students (students receiving more than 1 out of school suspension) in fall 2024. Focus study support launched in spring 2025, with a plan for refinement in summer 2025.

DRAFT

	Students understand the concept of community, including personal and social responsibility.	Students learn the value of and demonstrate competency in collaboration, teamwork, and civic responsibility, skills that are useful in classroom settings as they work toward goals.		Refine approach to discipline data, with a focus on Starfish students (students receiving more than 1 out of school suspension) in fall 2024. Focus study support launched in spring 2025, with a plan for refinement in summer 2025.
				Monitor navigator program implementation through SY25-26 and refine for improvement.
TRANSITION PREPARATION	Every 4th/5th*-grade student develops a transition plan that includes academic and SEL goals and needs to prepare for successful transition to middle school.	Developing a transition plan will allow students to learn the expectations of middle school, self-reflect on their academic growth, and plan for successful entry into middle school.	Transition planning documents in district-implemented platform	Beginning in the spring of 2021 MNPS launched the focused outcomes of transition preparedness, adding depth and complexity each of the following years. In summer 2025, MNPS will launch the new Academies of Nashville Strategic Plan. This plan will drive preparatory experiences in K-8 as students prepare to access the Academies and college and career programming in high school.

DRAFT

*Dependent on school configuration.

Grades 6-8

	Focused Outcomes	Results	Measurements	TImeline
ACADEMICS LITERACY	Students meet or exceed their individual academic growth goals in literacy each school year.	Personalized growth goals and plans allow students to engage in their individualized learning, encourage a passion for learning, and develop student accountability. Additionally, students will be tracked across all subgroups to monitor that more than 50% will meet or exceed academic growth projections. This move allows the district to individualize supports for students and aggregate student data to inform decisions.	Benchmark assessments in literacy	Launch of Literacy Reimagined Framework in February 2021 Principal student dashboard launched 2022 Revisit school theories of action in fall 2024 to inform individual student support plans Refine and implement scholar's portfolio supports for fall 2026 to support individualized student support plans
ACADEMICS NUMERACY	Students meet or exceed their individual academic growth goals in numeracy each school year.		Benchmark assessments in math	Student academic tracking underway beginning fall 2022 Revisit school theories of action in fall 2024 to inform individual student support plans Refine and implement scholars portfolio supports for fall 2026 to support individualized student support plans In alignment with Literacy Reimagined and Math^N, refine implementation around interventions for fall 2025.

DRAFT

SEL **ATTENDANCE**	Students achieve satisfactory attendance with an attendance rate of 95% or above.	Increased attendance improves engagement which results in sustained learning. With a focus on individual student attendance, the district will see an overall decrease in chronic absenteeism across all student subgroups. The district commits to personalizing attendance supports to assist students in their individual goals and help the district achieve its overall attendance goal.	Attendance data	Revisit school theories of action in fall 2024 to inform individual student support plans. Explore refinement of attendance plan process in supports in spring 2025 School Attendance supplements to schools began in the 2022-2023 schools correlating with increased ADA year over year.
SEL **SELF-AWARENESS** **SELF-MANAGEMENT** **SOCIAL AWARENESS** **RELATIONSHIP SKILLS** **RESPONSIBLE DECISION-MAKING**	Students develop increasing independence.	Students practice intrinsic and extrinsic motivation, which are helpful skills as they work toward goals.	The district will monitor discipline data at student and subgroup levels to ensure that the district is: 1) providing personalized supports per student and 2) addressing discipline disparities across student subgroups and the district. The district will closely monitor trends in behavior data (discipline referrals, suspension rates, etc.) to determine what SEL supports	Refine approach to discipline data, with a focus on Starfish students (students receiving more than 1 out of school suspension) in fall 2024. Focus study support launched in spring 2025, with a plan for refinement in summer 2025. Restorative Practice/Advocacy Assistants added in all K-12 Setting beginning in the 22-23
	Students understand the concept of community, including personal and social responsibility	Students learn the value of and demonstrate competency in collaboration, teamwork, and civic responsibility, skills that are useful in classroom settings.		Refine approach to discipline data, with a focus on Starfish students (students receiving more than 1 out of school suspension) in fall 2024. Focus study support launched in spring 2025, with a plan for refinement in summer 2025.

DRAFT

			are needed for students.	
				Monitor navigator program implementation through SY25-26 and refine for improvement.

TRANSITION PREPARATION	Every 8th-grade student develops a transition plan to prepare him/her for successful transition to high school, including academic and SEL goals and needs and the MNPS Ready Graduate criteria. All students will learn about Academies of Nashville and pathways to ensure exposure to various post-secondary college and career opportunities.	Developing a transition plan will allow students to learn the expectations of high school, self-reflect on their academic growth, and plan for successful entry into high school. This preparation includes an introduction to the criteria for an MNPS Ready Graduate. To be an MNPS Ready Graduate, students are encouraged to complete one of the following: • ACT Composite score of 21 or higher • Four Early Post-secondary Opportunities (EPSOs) • Two EPSOs and pass an industry certification • Two EPSOs and a 31 or higher on a military-entrance exam – Armed Forces Qualification Test (AFQT) or the Armed Services Aptitude Battery (ASVAB). Students' horizons will be broadened through exposure to diverse	Transition planning documents in district-implemented platform	Launch new Academies of Nashville strategic plan in summer 2025 Use new plan to refine Guaranteed and Personalized Learning Experiences in K8, with a focus on preparing students for Ready Graduate experiences in high school Launch and expand four-year course planning sequences in fall 2025, preparing students to matriculate into high school with course sequence plans that prepare them for Ready Graduate status.

DRAFT

		opportunities and thereby have more options from which to choose after high school and beyond.		

Grades 9-10

	Focused Outcomes	Results	Measurements	Timeline
ACADEMICS **LITERACY**	Students meet or exceed their individual academic growth goals in literacy each school year.	Personalized growth goals and plans allow students to engage in their individualized learning, encourage a passion for learning, and develop student accountability. Additionally, students will be tracked across all subgroups to monitor that more than 50% will meet or exceed academic growth projections. This move allows the district to individualize supports for students and aggregate student data to inform decisions.	Benchmark assessments in literacy	Launch of Literacy Reimagined Framework in February 2021 Principal student dashboard launched 2022 Revisit school theories of action in fall 2024 to inform individual student support plans Refine and implement scholar's portfolio supports for fall 2026 to support individualized student support plans
ACADEMICS **NUMERACY**	Students meet or exceed their individual academic growth goals in numeracy each school year.		Benchmark assessments in math	Student academic tracking underway beginning fall 2022 Revisit school theories of action in fall 2024 to inform individual student support plans Refine and implement scholars portfolio supports for fall 2026 to support individualized student support plans

DRAFT

				In alignment with Literacy Reimagined and Math^N, refine implementation around interventions for fall 2025.
ACADEMICS **On-Track Graduation**	10th-grade students will assess and revise their transition plan to ensure pathway to on-time graduation with Ready Graduate designation.	Ensuring that a student has completed at least three of the requirements will set him/her up for success entering the junior year and greatly increasing the likelihood of on-time graduation.	Academic Planner	Revisit school theories of action in fall 2024 to inform individual student support plans. Explore refinement of attendance plan process in supports in spring 2025
SEL **Attendance**	Students achieve satisfactory attendance with an attendance rate of 95% or above.	Increased attendance improves engagement which results in sustained learning. With a focus on individual student attendance, the district will see an overall decrease in chronic absenteeism across all student subgroups. The district commits to personalizing attendance supports to assist students in their individual goals and help the district achieve its overall attendance goal.	Attendance data	Refine approach to discipline data, with a focus on Starfish students (students receiving more than 1 out of school suspension) in fall 2024. Focus study support launched in spring 2025, with a plan for refinement in summer 2025.
SEL **Self-Awareness** **Self-Management** **Social Awareness**	Students develop more mature personal identity.	The first years of high school are crucial to a student's social and emotional development,	The district will monitor discipline data at student and subgroup levels to ensure that the	Refine approach to discipline data, with a focus on Starfish students (students receiving more than 1

DRAFT

RELATIONSHIP SKILLS RESPONSIBLE DECISION-MAKING		particularly as students develop greater self-reliance.	district is: 1) providing personalized supports per student and 2) addressing discipline disparities across student subgroups and the district. The district will closely monitor trends in behavior data (discipline referrals, suspension rates, etc.) to determine what SEL supports are needed for students.	out of school suspension) in fall 2024. Focus study support launched in spring 2025, with a plan for refinement in summer 2025. Restorative Practice/Advocacy Assistants added in all K-12 Setting beginning in the 22-23
	Students understand the concept of community, including personal and social responsibility.	Students learn the value of and demonstrate competency in collaboration, teamwork, and civic responsibility, skills that are useful in classroom settings as they work toward the goals.		Monitor navigator program implementation through SY25-26 and refine for improvement.

DRAFT

Grades 11-12

	Focused Outcomes	Results	Measurements	Timeline
ACADEMICS **ON-TRACK GRADUATION**	11th-grade students are on track for on-time graduation with Ready Graduate designation. 11th-grade students will complete a post-secondary transition plan to be revisited at the start of the senior year to ensure pathway to the future that each student envisions.	At the start of the junior year, students will be aware of their progress toward on-time graduation through the use of the district's personalized graduation tracker, which will flag any risks or areas of concern. At the end of the junior year, students will assess their progress toward graduation to flag any risks or areas of concern.	District-implemented transitions planning tool ACT (21 or higher) Four EPSOs Two EPSOs and Industry Certification Two EPSO and 31 or higher on Military-Entrance Exam	Personalized student dashboard launched 2022
	12th-grade students will complete all graduation requirements and earn Ready Graduate status.	The district recognizes that high school graduation is a necessary first step in preparing students for success. It represents the entry point for college and/or career readiness. The district is committed to improving graduation rates for all student groups.		Student academic tracking underway beginning fall 2022 Revisit school theories of action in fall 2024 to inform individual student support plans Refine and implement scholars portfolio supports for fall 2026 to support individualized student support plans In alignment with Literacy Reimagined and Math to the N, refine implementation around interventions for fall 2025.
SEL **ATTENDANCE**	Students achieve satisfactory attendance with an	Increased attendance improves engagement which results in sustained learning.	Attendance data	Revisit school theories of action in fall 2024 to inform individual student support plans.

DRAFT

	attendance rate of 95% or above.	With a focus on individual student attendance, the district will see an overall decrease in chronic absenteeism across all student subgroups. The district commits to personalizing attendance supports to assist students in their individual goals and help the district achieve its overall attendance goal.		Explore refinement of attendance plan process in supports in spring 2025
SEL **Self-awareness** **Self-management** **Social awareness** **Relationship skills** **Responsible decision-making**	Students develop more mature personal identity.	Students more successfully manage tasks that are required for graduation and display greater independence.	The district will monitor discipline data at student and subgroup levels to ensure that the district is: 1) providing personalized supports per student and 2) addressing discipline disparities across student subgroups and the district. The district will closely monitor trends in behavior data (discipline referrals, suspension rates, etc.) to determine what SEL supports are needed for students.	Refine approach to discipline data, with a focus on Starfish students (students receiving more than 1 out of school suspension) in fall 2024. Focus study support launched in spring 2025, with a plan for refinement in summer 2025.
	Students understand the concept of community, including personal and social responsibility.	Students learn the value of and demonstrate competency in collaboration, teamwork, and civic responsibility, skills that are useful in classroom settings as they work toward goals.		Refine approach to discipline data, with a focus on Starfish students (students receiving more than 1 out of school suspension) in fall 2024. Focus study support launched in spring 2025, with a plan for refinement in summer 2025.

DRAFT

				Monitor navigator program implementation through SY25-26 and refine for improvement.

TRANSITION TO POST-SECONDARY	Every student is prepared to take action on post-secondary transition plans.	This preparation process, complete with goal setting, allows students to practice self-determination while planning for their futures. Therefore, the district is committed to leveraging the systems and supports that prepare seniors in obtaining post-secondary credentials and placing them on pathways to post-secondary success.	College Pathway, as tracked in district-implemented transitions planning tool: • College applications with portfolio (transcripts, writing samples, etc.) • FAFSA and TN Promise applications • Entry plan for college Career Pathway, as tracked in district-implemented transitions planning tool • Industry Certification • Resume • Technical/Trade school applications Enlistment pathway, as tracked in district-implemented transitions planning tool • Entry plan for enlistment • ASVAB performance	Expand college partnerships through University MNPS, launching at least one additional partner in spring 2025 Expand applications through SY25-26 Launch Academies of Nashville Strategic Plan in summer 2025. Leverage Academies of Nashville Strategic Plan to support more comprehensive counseling approach, including all students refining their postsecondary transition plans in senior year of high school with a goal toward increasing postsecondary enrollment, attainment, and employment.

DRAFT

Every Student Known

FOCUSED OUTCOMES TO SUPPORT A PATH OF SUCCESS FOR EVERY STUDENT

Grades Pre-K–4



Literacy

Students meet or exceed their individual academic growth projection in literacy.



Numeracy

Students meet or exceed their individual academic growth projection in numeracy.





Attendance

Students achieve satisfactory attendance with an attendance rate of 95% or above.



Social-Emotional Learning (SEL)*

Students display intrapersonal skills through demonstrating self-management and self-awareness. Students display an understanding of community by demonstrating personal and social responsibility.

DRAFT

* SELF-AWARENESS, SELF-MANAGEMENT, SOCIAL AWARENESS, RELATIONSHIP SKILLS, RESPONSIBLE DECISION-MAKING

METRO NASHVILLE PUBLIC SCHOOLS

The Metropolitan Nashville Public Schools (MNPS) does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services, or activities. MNPS does not discriminate in its hiring or employment practices.

The Metropolitan Nashville Public Schools (MNPS) does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services, or activities. MNPS does not discriminate in its hiring or employment practices.

Every Student Known

FOCUSED OUTCOMES TO SUPPORT A PATH OF SUCCESS FOR EVERY STUDENT

Grades 6-8



Literacy

Students meet or exceed their individual academic growth projections in literacy.



Numeracy

Students meet or exceed their individual academic growth projections in numeracy.



Attendance

Students achieve satisfactory attendance with an attendance rate of 95% or above.





Social-Emotional Learning (SEL)*

Students develop increasing independence. Students understand the concept of community, including personal and social responsibility.



Transition Preparation

Every 8th-grade student develops a transition plan to prepare him/her for successful transition to high school, including academic and SEL goals and needs and the MNPS Ready Graduate criteria. All students will learn about Academies of Nashville and pathways to ensure exposure to various post-secondary college and career opportunities.

DRAFT

* SELF-AWARENESS, SELF-MANAGEMENT, SOCIAL AWARENESS, RELATIONSHIP SKILLS, RESPONSIBLE DECISION-MAKING

METRO NASHVILLE PUBLIC SCHOOLS

The Metropolitan Nashville Public Schools (MNPS) does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services, or activities. MNPS does not discriminate in its hiring or employment practices.

Every Student Known

FOCUSED OUTCOMES TO SUPPORT A PATH OF SUCCESS FOR EVERY STUDENT

Grades 9-10



Literacy

Students meet or exceed their individual academic growth projections in literacy.



Numeracy

Students meet or exceed their individual academic growth projections in numeracy.



Attendance

Students achieve satisfactory attendance with an attendance rate of 95% or above.





Social-Emotional Learning (SEL)*

Students develop more mature personal identity. Students understand the concept of community, including personal and social responsibility.



On-Track Graduation

10th-grade students will assess and revise their transition plan to ensure pathway to on-time graduation with Ready Graduate** designation.

DRAFT

* SELF-AWARENESS, SELF-MANAGEMENT, SOCIAL AWARENESS, RELATIONSHIP SKILLS, RESPONSIBLE DECISION-MAKING

** Ready Graduate status is achieved by reaching one or more of these goals: ACT score of 21 or higher; SAT score of 1060 or higher; Complete four Early Postsecondary Opportunities (EPSOs); Earn two EPSOs and either an industry certification or a score of 31 on the ASVAB test.

METRO NASHVILLE PUBLIC SCHOOLS

The Metropolitan Nashville Public Schools (MNPS) does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services, or activities. MNPS does not discriminate in its hiring or employment practices.

The Metropolitan Nashville Public Schools (MNPS) does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services, or activities. MNPS does not discriminate in its hiring or employment practices.

Every Student Known

FOCUSED OUTCOMES TO SUPPORT A PATH OF SUCCESS FOR EVERY STUDENT

Grades 11-12



On-Track Graduation

11th-grade students are on track for on-time graduation with Ready Graduate* designation. 11th-grade students will complete a post-secondary transition plan to be revisited at the start of the senior year to ensure pathway to the future that each student envisions. 12th-grade students will complete all graduation requirements and earn Ready Graduate status.



Transition to Post-Secondary

Every student is prepared to take action on post-secondary transition plans.





Attendance

Students achieve satisfactory attendance with an attendance rate of 95% or above.



Social-Emotional Learning (SEL)**

Students develop more mature personal identity. Students understand the concept of community, including personal and social responsibility.

DRAFT

* Ready Graduate status is achieved by reaching one or more of these goals: ACT score of 21 or higher; SAT score of 1060 or higher; Complete four Early Postsecondary Opportunities (EPSOs); Earn two EPSOs and either an industry certification or a score of 31 on the ASVAB test.

** SELF-AWARENESS, SELF-MANAGEMENT, SOCIAL AWARENESS, RELATIONSHIP SKILLS, RESPONSIBLE DECISION-MAKING

METRO NASHVILLE PUBLIC SCHOOLS

The Metropolitan Nashville Public Schools (MNPS) does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services, or activities. MNPS does not discriminate in its hiring or employment practices.

SIGNATURE INITIATIVES

To deliver on the focused outcomes for students, the district has focused on 14 signature initiatives that are designed to improve the level of services provided by the district to students, families, and staff at our schools.

- Re-envision Central Office as a School Support Hub
- Literacy Reimagined
- Math^n
- Student Success and Opportunity
- Navigators
- Scholars Portfolio
- Community Support Hubs
- Personalized Student Dashboard
- Leadership Framework
- Metro Schools ReimaginED
- Results-focused Innovation
- University MNPS
- New MNPS.org website and school websites

The Signature Initiatives will be reviewed and updated on an annual basis to ensure they continue to be relevant to changing conditions, with progress monitoring throughout the life of the project.

DRAFT

The Metropolitan Nashville Public Schools (MNPS) does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services, or activities. MNPS does not discriminate in its hiring or employment practices.

METRO NASHVILLE PUBLIC SCHOOLS

Leadership Framework

Literacy, Numeracy, SEL, Transitions

WHERE WE ARE: MNPS has developed a leadership framework that reflects best practice and is research based. The identified competencies within the framework drive high quality leadership, increase employee engagement, and improve student outcomes. Principals have created aligned action plans for the leadership in their school buildings to ensure alignment in implementation. The Division of Schools is structured to ensure all principal supervision is intentionally aligned to the framework. Each month at the Principal Leadership Network meeting principals will engage in professional dialogue and planning in implementing the framework. Additionally, leaders at the Support Hub have also been introduced to the framework and use aligned supervisory structures.

WHERE WE ARE GOING: We are developing and strengthening school-based leadership pipeline programs with our Aspiring Principals Program and the Aspiring Assistant Principals Program and Support Hub leadership with the Support Hub Leadership Institute.

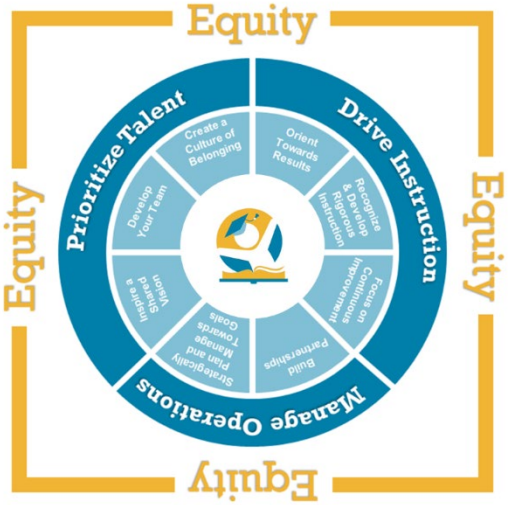
Beyond the principal role, MNPS will institutionalize leadership roles and responsibilities as part of our culture, at all levels of the organization. Key Behaviors specific to the role may vary, but the core of leadership translates to classroom, school, and district leaders. By integrating the framework in leadership communications and performance management, MNPS will improve our capacity to lead our employees to a greater sense of confidence and belonging in the work.

MEASURABLE GOALS:

- Executive Directors of Schools will provide on-going feedback to principals monthly that is directly aligned to the framework.
- Principal Action Plans will identify and implement actions directly aligned and prioritized within the framework.
- 360 Survey instruments will be deployed measuring behaviors prioritized within the framework.
- The framework will be adapted for non-administrative staff and professional development offerings will be developed, conducted, and evaluated for non-administrative staff.

AT A GLANCE

- **Challenges:** Reducing variability across the district in implementation of the framework
- **Opportunities:** Re-engage all staff in leadership development conversations, develop district-wide leadership culture
- **Outcomes:** Improved Student Achievement, Improved School Culture, Improved Employee Engagement
- **Partnerships:** All Support Hub Teams, Nashville Public Education Foundation



INITIATIVE LEADS:

Lisa Spencer, *Chief of Human Resources*

Renita Perry, *Chief of Academics & Schools*

DRAFT

The Metropolitan Nashville Public Schools (MNPS) does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services, or activities. MNPS does not discriminate in its hiring or employment practices.

METRO NASHVILLE PUBLIC SCHOOLS

{math}^{n} Numeracy

WHERE WE WERE: Conventional mathematics instruction has failed to help many students in urban schools develop desirable forms of mathematical proficiency. A promising alternative, rooted in research, is offered by instruction oriented toward helping students develop a meaningful understanding of mathematical ideas through engagement with challenging mathematical tasks. MNPS has participated in a research project with Vanderbilt University since 2016 to investigate, test, and refine a set of assumptions about how organizational arrangements, social relations, and material resources are used together to enhance the impact of professional development on math teachers' instructional practices, and ultimately, student achievement. Additionally, the Tennessee Department of Education routinely allows districts to adopt new curricula in accordance with Tennessee State Code. The 2022-2023 school year was the adoption year for math curricula, and MNPS used this opportunity to adopt new curricula for all tiers that aligns with the learnings from research and our core values of providing an excellent education to every student every day. These new materials were implemented in the fall of 2023 in support of the new State Standards for mathematics. MNPS believes that implementing a structured – not scripted – curriculum with consistency across the district is the greatest lever toward academic excellence. This ensures that students from all zip codes across MNPS are working on and discussing the same high-level tasks and have access to the same expectations for high levels of thinking – all at grade level expectations.

WHERE WE ARE GOING: MNPS implemented its new math curricula at the beginning of the 2023-2024 school year, using a similar framework that we applied to our literacy curricula implementation three years prior. The MNPS math classroom holds cognitively demanding tasks at the center of the student mathematical experience. The use of rich math tasks is how teachers design instructional experiences to support the development of deep conceptual understanding, procedural fluency, and the ability to apply mathematical ideas to real-world situations. Because a cognitively-demanding math task takes time to solve and lends itself to multiple perspectives or strategies, robust use of these tasks creates the context in which students develop and use the learning and innovation skills of collaboration, critical thinking, communication, and creativity.

The integrity of this mathematics implementation is monitored through one of our other Signature Initiatives, *the Leadership Framework.* Through adequate support of our school-building leaders, they have the tools they need to provide routine and meaningful classroom observations; ensure consistent structures that lead to quality instruction, including holding regular MTSS meetings and teacher planning times, among others; and receive coaching and guidance from their supervisors on monitoring this implementation.

MEASURABLE GOALS:

- 50% or more of students will meet or exceed their percentile score between each administration on aMath.
- Increase On Track/Mastered percentages annually for all students, to include increases in proficiency for all subgroups.

AT A GLANCE

- **Challenges:** Many students, year over year, struggle with math skills necessary to be successful in grade level instruction.
- **Opportunities:** Use a system-wide approach to implement a rigorous, instructional-tasks oriented math curriculum that ensures all students in the district are working on and discussing the same high-level tasks and have access to the same expectations for high levels of thinking
- **Outcomes:** Improved numeracy outcomes
- **Partnerships:** Local and regional higher education institutions, local business partners, college and career-focused organizations

INITIATIVE LEADS:

Renita Perry, *Chief of Academics and Schools*

Dr. David Williams, *Deputy Chief of Academics*

DRAFT

The Metropolitan Nashville Public Schools (MNPS) does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services, or activities. MNPS does not discriminate in its hiring or employment practices.

METRO NASHVILLE PUBLIC SCHOOLS

Family & Community Support Hubs

Social Emotional Learning

WHERE WE ARE: Consistent and equitable practices move us closer to eliminating inequities and providing a guaranteed, personalized, and applied educational experience for all students, so that students are a ready graduate prepared to accomplish post-secondary education and career goals. Currently, there is a need to expand outreach and to support students and families in identifying and removing barriers that impede student engagement in the learning progress, specifically in the areas of academics and Social Emotional Learning-SEL (attendance and behavior). Those barriers identified through needs assessment are SEL, mental health and wellness needs, truancy, food insecurities, standard school attire and school supply needs, technology support needs, and enrollment assistance to name a few.

WHERE WE ARE GOING: We are committed to every student being known, respected, and cared for. With two Community Support Hubs located at Lawson and Maplewood high schools, students and families have access to on-demand wraparound support and guidance for learning success. The Community Support Hubs provide students and families with expanded outreach and support in the following areas.

- Aligning social emotional and mental health and wellness resources and mentoring.
- Providing access to housing, food, clothing, school supply needs, etc.

In addition, our Family and Community University team continues to provide on-going education and support to our families about school-related topics as well as community resources. These two systems work in tandem to ensure all students and families receive wraparound supports.

MEASURABLE GOALS:

- Increase average daily attendance

DRAFT

AT A GLANCE

Challenge: Our students and families are faced with systemic barriers that can prevent them from accessing and/or engaging in the learning opportunities provided by MNPS.

Opportunities: Identify and eliminate inequities and amplify student engagement through access to coordinated wraparound support services, case management and parent engagement through Family and Community University.

Outcomes: Improved Academic and SEL Outcomes -Attendance and Behavior, Improved School, and Community Culture.

Partnerships: Support Hub Departments, STARS, Alignment Nashville, and other MNPS Partners.

Community SUPPORT HUB

Increase Student Engagement and Eliminate Inequities through Wrap-Around Support

INITIATIVE LEADS:

Dr. Elisa Norris, *Chief of Student Support Services*

Maura Sullivan, *Chief of Operations*

Ken Stark, *Executive Officer of Operations*

The Metropolitan Nashville Public Schools (MNPS) does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services, or activities. MNPS does not discriminate in its hiring or employment practices.

METRO NASHVILLE PUBLIC SCHOOLS

MNPS Literacy Reimagined

Literacy

WHERE WE ARE: MNPS began implementing a high-quality curriculum (Wit and Wisdom and MyPerspectives), for the 2021-2022 school year. MNPS believes that implementing a structured – not scripted – curriculum with consistency across the district is the largest lever toward academic excellence This ensures that students from all zip codes across MNPS are working on and discussing the same high-level tasks and have access to the same expectations for high levels of thinking – all at grade level expectations.

WHERE WE ARE GOING: MNPS believes that student success should be in the forefront of all strategic work. Implementing a high-quality curriculum featuring high-quality instructional materials with integrity is one of the most important and equitable things MNPS can do for our students in the coming years. This implementation will be supported by high-quality, collaborative planning to improve instructional delivery. Tier 1 literacy instruction is a fundamental right of every student in MNPS. As such, MNPS committed nearly 10 million dollars of ESSER funding to the purchase and training of materials on a condensed timeline to ensure all teachers were trained on and prepared with all materials needed to start the 2021 school year. MNPS created an implementation framework outlining the next three years of this instrumental work. That framework reduces variability across the entire district while ensuring every MNPS student receives high quality literacy instruction. We continue to support high-quality implementation of this initiative through our companion Signature Initiative, *the Leadership Framework.*

MEASURABLE GOALS:

- 50% of students meeting or exceeding growth goals as determined by FastBridge.
- Implement 100% of recommendations of the Literacy Framework
- Increase On Track/Mastered percentages annually for all students, to include increases in proficiency for all subgroups.

AT A GLANCE

- **Challenges:** Implementing a new curriculum with integrity across the entire district.
- **Opportunities:** Funding of materials and training has created a strong foundation for success.
- **Outcomes:** Increased Literacy outcomes for all MNPS students.
- **Partnerships:** Blueprint for Early Childhood Literacy (United Way), Metro Nashville Mayor's Office, Alignment Nashville, PENCIL, NPEF

INITIATIVE LEADS:

Renita Perry *Chief of Academics and Schools*

Dr. David Williams, *Deputy Chief of Academics*

Ashford Hughes, *Executive Officer for Diversity, Equity and Inclusion*

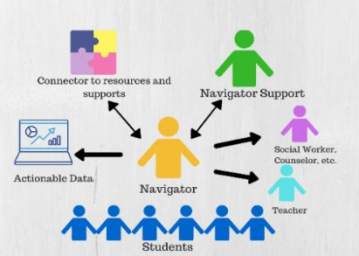
DRAFT

The Metropolitan Nashville Public Schools (MNPS) does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services, or activities. MNPS does not discriminate in its hiring or employment practices.

METRO NASHVILLE PUBLIC SCHOOLS

Navigator

SEL, Transitions, Academics



WHERE WE ARE: Young people are facing an unprecedented level of mental health challenges, which the pandemic only accelerated. In order to address these challenges and in support of our goal of every student known, MNPS created the Navigator system. Every MNPS student is matched with a "Navigator," a school-based employee, who meets at least monthly with their student. The regular check-ins, facilitated by the Navigator, focus on social-emotional supports, academic goal setting, as well as identifying and addressing needs and challenges.

Additionally, students and Navigators communicate weekly in a platform called Sown to Grow, where students complete weekly reflections. Navigators review those reflections and follow-up with the student as needed or make collaborative referrals for other needed social-emotional learning (SEL) supports. Any concerning reflections are flagged for school leadership and support is provided. The platform includes a real-time, school-level dashboard, as well as SEL lessons and supports and academic goal-setting and reflection tools.

A Navigator is assigned to a student upon enrollment in a school, and that Navigator serves as the student's mentor, advocate and advisor throughout their time at the school. These intentional, regular check-ins will help ensure that every student is connected and supported with the added supports of weekly SEL check-ins and academic goal-setting supports of Sown To Grow. Support Hub staff and supports are leveraged to help schools meet the identified needs of students and families, as well as provide technical support for on-going implementation. Navigator data are used in MTSS meetings and to trigger wraparound supports when needed.

WHERE WE ARE GOING: MNPS launched the Navigator role during the virtual start of the 2020-21 school year, but the Navigator support system has grown and is a key strategy in our goal of every student known. In concert with the personalized student dashboard, transition plans and personalized supports, MNPS is building toward a success plan for every student. Success plans incorporate a student's needs, challenges, goals, and strengths. Through academic and SEL reflection and goal-setting and Navigator supports, students will learn to lead and get better at their own learning process toward a goal of a confident, more self-sufficient learner.

MEASURABLE GOALS:

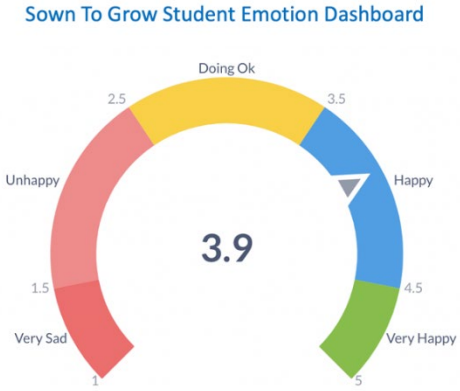
100% of MNPS will be assigned a Navigator with at least monthly check-ins.

Students will complete weekly SEL check-ins and receive regular feedback through Sown To Grow or a grade-appropriate structure (PreK and K).

Students moving to the next tier in the following school year(elementary to middle, middle to high, high to postsecondary) will have a transition plan in Sown To Grow for a seamless, supportive transition that prepares them for success at the next tier.

AT A GLANCE

- **Challenges:** To meet every students' needs and connect them to the opportunities they need to be successful, MNPS needs a coordinated system to make sure every student is known, supported, and connected.
- **Opportunities:** A connection with a Navigator who serves as a mentor, advocate and advisor, building the strong relationship and connection needed to connect every student to a path of success.
- **Outcomes:** Ensuring the social-emotional needs of students are being met with an increase in collaborative referrals and improved college access and success benchmarks.
- **Partnerships:** Vanderbilt, STARS, Oasis, and other non-profit organizations



INITIATIVE LEADS:

Dr. Elisa Norris, *Chief of Student Support Services*

DRAFT

The Metropolitan Nashville Public Schools (MNPS) does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services, or activities. MNPS does not discriminate in its hiring or employment practices.

SIGNATURE INITIATIVE

METRO NASHVILLE PUBLIC SCHOOLS

Personalized Student Dashboard

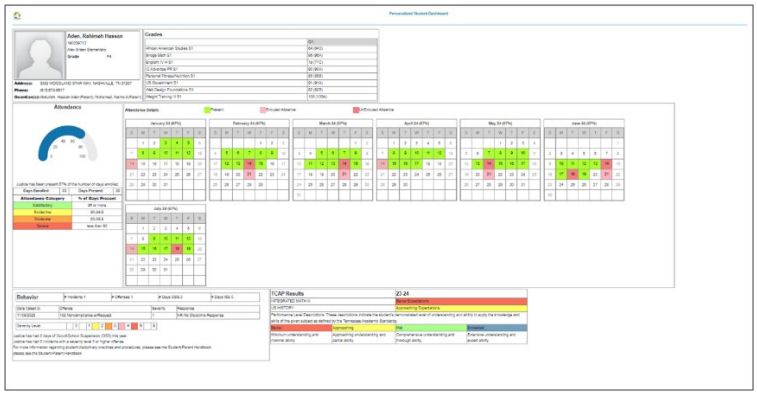
Literacy, Numeracy, SEL, Transitions

WHERE WE ARE: In order to ensure timely supports and interventions are in place that propel students forward academically, socially and emotionally, the right data must be available on demand. Prior to May 2021, student information available to educators in our various data systems could not be easily accessed by our parents and/or families. MNPS families now have direct, on-demand access through the Parent Portal to an ever-increasing variety of up-to-date student assessment results, behavior data, student attendance and course grades. The portal also provides links to information to assist families in interpreting results.

WHERE WE ARE GOING: This phased work to build a personalized student dashboard will continue to provide significant value to students and their families by highlighting key current academic and non-academic performance information and trends. We continually monitor the dashboard's reporting capabilities and ensure it reflects the academic and non-academic data we have available for families. Additionally, our family and community engagement as well our school leadership teams help ensure families are accessing the platform and understand how to use it to support their child's growth at home.

MEASURABLE GOALS:

- Continuously improve and evolve dashboard components based on parental input and feedback on usefulness
- Highlight student areas of strength (ensuring timeline is intertwined with capacity building and resource availability to support)
- Integrate links to resources which support performance improvement and advancement



AT A GLANCE

Challenges: The Parent Portal is limited in terms of options for displaying data, with information typically provided in a table format. Providing families a wealth of student information in a more visually appealing format without overwhelming them is the challenge going forward.

Opportunities: MNPS has a large volume of data at its disposal and this work will continue to leverage existing systems to provide timely, meaningful and impactful information to students and families.

Outcomes: A personalized dashboard tool and supplementary reports displaying individual student's academic and social-emotional performance on demand that will be continuously improved.

Partnerships: This work requires input from efforts and resources across MNPS departments. The continued spotlight on data use and insights also highlights the need to assess current resources to maintain and increase quality and timeliness of needed deliverables.

DRAFT

INITIATIVE LEADS:

Sean Braisted, *Chief of Communications and Technology Services*

Dr. Tina Stenson, *Executive Officer of Research, Assessment and Evaluation*

The Metropolitan Nashville Public Schools (MNPS) does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services, or activities. MNPS does not discriminate in its hiring or employment practices.

METRO NASHVILLE PUBLIC SCHOOLS

Metro Schools ReimaginED

Academics, SEL, Transitions

WHERE WE ARE: The district's 12 clusters represent the city's diversity, and each cluster reflects its surrounding communities. As Nashville continues to grow, the district recognizes the important role of creating high-quality instructional experiences as a strategy for offering choice for students and families. Through the work of this Signature Initiative, our clusters now offer academic experiences that, starting in elementary and culminating in high school, build upon one another, from tier to tier. This coherence is critical for students to meet the challenges of advanced academic opportunities that are made available in secondary tiers without a solid cluster pathway that is connected by common academic foci and themes.

WHERE WE ARE GOING: Metro Schools ReimaginED seeks to create equitable educational opportunities for all students using a synthesis of academic data dives, community input and feedback, and research about how best to support students, academically, socially, and emotionally. To bring instructional unity across the district, this initiative uses uniform strategies such as strengthening instructional technology, enhancing post-secondary opportunities and transition supports, leveraging community partnerships, developing ongoing professional learning for teachers in technology and classroom management. After recently completing the strategy of returning fifth grade to all elementary schools in a phased approach, MNPS is evolving its focus on integrating academics and SEL as a strategy to help each student meet or exceed his/her focused outcome in both areas.

MEASURABLE GOALS: To date, all 12 geographic clusters (including magnet and non-traditional schools) have instituted the ReimaginED framework and will have expanded all elementary schools to include fifth grade. In addition:

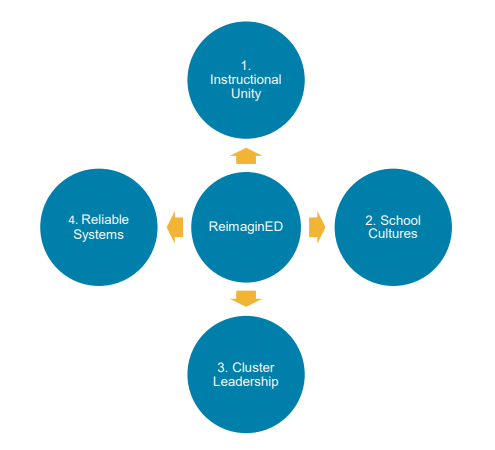
- We will continually monitor our zones and pathways and make modifications, where necessary, to ensure programmatic and logistical coherence with the uniform strategies.

DRAFT

AT A GLANCE

- **Challenges:** With a district as large as MNPS, it is important to find a balance between each cluster's diversity and consistent expectations of instructional excellence.
- **Opportunities:** Cluster cohesion around academic foci and pathways will enhance students' experiences, create more choice for students and families, and provide educational stability throughout the cluster.
- **Outcomes:** Diversity, equity, high-quality instructional systems, community partnerships, innovative curriculum.
- **Partnerships:** Clusters will leverage community partnerships to support students and families.

FOUR PILLARS OF METRO SCHOOLS REIMAGINED



INITIATIVE LEADS:

Dr. Shawn Lawrence, *Deputy Chief of Schools*

The Metropolitan Nashville Public Schools (MNPS) does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services, or activities. MNPS does not discriminate in its hiring or employment practices.

METRO NASHVILLE PUBLIC SCHOOLS

Results-Focused Innovation

Literacy, Numeracy, Social-Emotional, Transitions

WHERE WE ARE: As a large urban district, MNPS has many initiatives and programs spread across lots of schools. MNPS has long partnered with university researchers on studies to assess these kinds of initiatives and understand how they are impacting our schools. Historically, however, university partners may drive the research agenda, and the research findings are not always what is needed to best refine our practice. Internally, our Research, Assessment and Evaluation team evaluates programs and drives research, but capacity is limited with many possible challenges and questions to pursue. Through MNPS ReimaginED and the innovation cycle approach, schools have worked in pockets to design and implement solutions that meet the needs of their students and families. Throughout COVID-19, MNPS worked to identify problems and challenges and respond quickly at the district and school-level. How do we build on these action-oriented approaches to design and implement evidence-based solutions that improve outcomes for our students?

In September 2021, MNPS and Vanderbilt announced the Nashville Partnership for Educational Equity Research (PEER). This research-practice partnership supports MNPS in making research-based decision to modify policies and practices to identify and eliminate inequities by co-designing a research agenda around the school district's top priorities.

WHERE WE ARE GOING: The inquiry cycle- a continuous improvement model- provides a framework and process for identifying high-leverage problems and solutions to solve them. By thoughtfully engaging with research partners to design questions and studies that benefit our students, schools and community, we create systems of innovation and research that generate and promote evidence-based solutions to our more pressing challenges, while also increasing our program evaluation capacity to maintain a relentless focus on data and evidence. There are five research working groups on post-secondary readiness, student absenteeism, supporting educators, the educational equity ecosystem, and social-emotional learning skills in addition to rapid response projects, which are small, nimble collaborations to solve immediate challenges with just-in-time research to inform critical decision making.

MEASURABLE GOALS:

- Produce research results in four working groups annually that drive improvements in practice at Nashville Public Schools
- Executive at least two cycles of rapid response research work

AT A GLANCE

- **Challenges:** Driving intentional innovation rooted in evidence that improves outcomes for students.
- **Opportunities:** By working with partners and providing strategic support to schools, we can use the inquiry cycle, design sprints and the research-practice partnership to generate evidence-based solutions that improve outcomes for our students.
- **Outcomes:** Data-driven solutions backed by evidence centered in our focused outcomes and design tenets.
- **Partnerships:** Vanderbilt University and other higher education institutions, nonprofit partners.

INITIATIVE LEADS:

Sarah Chin, *Chief of Strategy*

DRAFT

The Metropolitan Nashville Public Schools (MNPS) does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services, or activities. MNPS does not discriminate in its hiring or employment practices.

METRO NASHVILLE PUBLIC SCHOOLS

Scholars Portfolio

Literacy, Numeracy

WHERE WE ARE: MNPS has earned three consecutive years of a Level 5 growth rating – the highest rating possible from the state of Tennessee. This type of growth is earned by implementing rigorous curriculum in all our classrooms at all tier levels through our *Literacy Reimagined* and {*math*}^{n} Signature Initiatives. However, in a district serving historically marginalized communities, we know that we need to seek out additional opportunities, beyond classroom instruction, to meet our students where they are and grow them into shining scholars, we know they are.

WHERE WE ARE GOING: To this end, MNPS has created rigorous personalized learning experiences for students in three primary out-of-school-time venues.

- **Accelerating Scholars (High Dosage Tutoring)**: This is the district's signature high-dosage, personalized tutoring program. We are leading the nation by setting a gold standard for this type of high-dosage, high-impact tutoring. In this model, students who need assistance in literacy or numeracy instruction receive a best-practice 90 minutes of tutoring per week, broken into either two or three sessions, in groups with no more than four students, with trained tutors using a flexible curriculum aligned to the district's core instruction. In alignment to best practice, Accelerating Scholars tutoring is conducted during the school day as much as possible. Accelerating Scholars is available in nearly all of our traditionally district run schools. Research shows this model can be the most transformative educational intervention to increase student achievement producing, on average, an additional three to 15 months of additional learning.
- **Enriching Scholars (Saturday Enrichment)**: Enriching Scholars is a specific program to support the students at our schools with targeted designations from the Tennessee Department of Education, including priority, recently exited priority schools, and Targeted Support and Intervention (TSI) schools, among others. In this program, we offer enrichment and mentoring experiences to these students on Saturdays throughout the school year. All content is aligned to our core curriculum and designed to provide additional engaging learning opportunities. After piloting the program in the 2022-2023 school year, Enriching Scholars is now available at select sites throughout the district.
- **Promising Scholars (Summer Instruction)**: Promising Scholars is our signature approach to addressing summer learning loss. For four consecutive weeks each summer, we offer enriching learning opportunities available for all MNPS students in any grade level. All instruction is aligned to our core curriculum and adapted to ensure students are having fun while learning valuable instructional content. Our results show that Promising Scholars is an effective strategy in addressing learning loss as participants had better results on the reading and numeracy assessments given early in the 2023-2024 school year than those students who didn't participate. We have grown this program into a signature strategy to develop our students.

MEASURABLE GOALS:

- 50% of students who participate in the Scholars Portfolio will meet or exceed their individual growth projections on FastBridge.
- A majority of students, tutors and parents will report satisfaction with Accelerating Scholars supports through surveys.
- Implement at least one strong community partner collaborative model to improve effectiveness and implementation of high dosage tutoring.

AT A GLANCE

- **Challenges:** Personalized pathways and supports to address missed learning and learning loss are needed to make sure each student is known, supported and academically on-track.
- **Opportunities:** Partner to create and provide high-quality extended learning opportunities through research-based models that offer instruction aligned to our core curriculum
- **Outcomes:** Improved literacy and numeracy outcomes
- **Partnerships:** Higher-education institutions, extended learning providers, and nonprofit partners

INITIATIVE LEADS:

Sarah Chin, *Chief of Strategy*

Dr. Elisa Norris, *Chief of Student Support Services*

Renita Perry, *Chief of Academics and Schools*

DRAFT

The Metropolitan Nashville Public Schools (MNPS) does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services, or activities. MNPS does not discriminate in its hiring or employment practices.

METRO NASHVILLE PUBLIC SCHOOLS

Re-Envisioning Central Office as a School Support Hub

Literacy, Numeracy, SEL

WHERE WE ARE: Perceptions of central office as disconnected from schools hampered the ability of the district to provide the best supports in the timeliest manner.

Under Dr. Battle's direction, the central office has been officially rebranded the Support Hub. This rebranding incorporates physical changes that include renaming the building "Support Hub," making it more inviting, providing wayfinding, and incorporating student artwork into the hallways of the building. This rebranding has also been accomplished through a refocusing of the mindset and atmosphere of the district offices and leadership to think first about what we can do to better serve our schools, and not what schools or school-staff can do to better serve the district.

WHERE WE ARE GOING: Rebranding as the Support Hub must be reinforced by continual improvements in culture and climate within the district leadership and staff on how to best serve the students, families, and staff who make up MNPS. Focusing on customer service, employee satisfaction and retention, and professional learning at the school and district level will help achieve these goals. The sole purpose of the Support Hub is to support, guide, lead and work as problem solvers for our main stakeholders: schools, employees, families and students. The Support Hub will work to remove barriers to success, rather than create them, and identify and implement the policies, procedures, and strategies that will enable that to happen.

MEASURABLE GOALS:

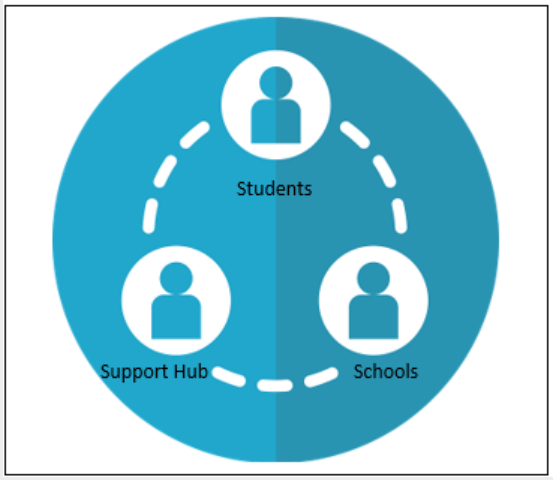
1. Each division in the support hub will create a set of departmental goals and objectives that clearly aligns to the district core tenets.

2. Continue to monitor and support the consistent presence of the Support Hub staff within the schools.

3. Implement evaluation and accountability metrics that monitor the Support Hub in effectiveness in providing resources and support to schools.

AT A GLANCE

- **Challenges:** Perceptions of central office as disconnected from schools hampers its ability to provide the best supports in the timeliest manner.
- **Opportunities:** The district is committed to strengthening central office-school partnerships through rebranding central office as a support hub and reshaping its culture accordingly. The central-office support hub will partner with school-based leaders to assist them in creating academically rigorous cultures.
- **Outcomes:** Personalized, consistent school supports, alignment of resources, timely responses to schools
- **Partnerships:** Support Hub departments, schools, community



INITIATIVE LEADS:

Lisa Spencer, *Chief of Human Resources*

Robert Wallace, *Chief of Staff*

DRAFT

The Metropolitan Nashville Public Schools (MNPS) does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services, or activities. MNPS does not discriminate in its hiring or employment practices.

METRO NASHVILLE PUBLIC SCHOOLS

University MNPS

Transitions

WHERE WE ARE: MNPS has placed a deep historic focus on increasing its district graduation rate. However, we now know that graduation is not enough. At MNPS, we hold ourselves accountable for not just graduation rates, but for seamless transition into higher education, employment at high wage or high demand careers, or enlistment. Our students know the value of higher education; in their senior surveys, 72% report wanting to attend a two or four-year college. But the barriers facing our students are significant. According to the Tennessee Higher Education Commission's most recent data, 50% of MNPS students matriculate into two- or four-year institutions after graduation. While this number exceeds the national average for large urban school districts, we know we can do better. MNPS has worked to foster numerous high-quality partnerships to improve and accelerate students' postsecondary outcomes, including with the New Skills Ready program, college and career counseling organizations, employers, and higher education partners.

WHERE WE ARE GOING: MNPS has plans to develop our University MNPS initiative to deepen the college and career readiness supports offered to students in these important ways:

- **High school credit and schedule redesign**: We will examine the zoned high school schedule to better accommodate the diverse needs of our students, provide equitable access to high-quality pathways and coursework, and increase hands-on learning experiences, all while considering a thoughtful redesign of our credit and scheduling strategy.
- **College access programming**: We will expand exclusive scholarship opportunities for MNPS students through new partnerships with organizations and universities. Additionally, we will expand the "University You" program, a summer experience on Belmont University's campus for our first-generation college students.
- **College and career counseling**: We will enhance access to counseling services, ensuring students receive personalized and timely information about post-secondary opportunities.
- **AVID**: We will increase the number of students completing AVID coursework, a college-readiness system focused on equipping students with essential academic and life skills, preparing them for success in higher education and beyond.
- **Dual enrollment and EPSOs**: We will expand our Dual Enrollment and Early Postsecondary Opportunities (EPSO) programs, so students have more chances to earn college credits while still in high school. This expansion will broaden access to higher education and reduce the financial burden on our students.
- **Academies of Nashville and career-based learning**: We will continue to partner with local businesses to offer internships, apprenticeships, and hands-on experiences that align with students' career aspirations. Further, we are committed to launching an Academies 2.0 model that ensures the AON model builds on its strengths to create career pathways that are aligned to Nashville's labor market and growing industries for 2023 and beyond.

MEASURABLE GOALS:

Increasing the number of:

- Students completing AVID coursework
- Students completing EPSOs
- EPSOs offered
- AON pathways aligned to high-wage, high-demand, and high-skill jobs
- Students participating in career-based learning
- Students receiving a University MNPS scholarship

AT A GLANCE

- **Challenges:** Diverse and frequent post-secondary pathways, opportunities, and counseling is needed to ensure every student leaves an MNPS high school with a plan that leads them to a high-wage, high-demand, and high-skill career.
- **Opportunities:** Partner to create and provide high-quality tutoring through a research-based model
- **Outcomes:** Improved academic and SEL outcomes
- **Partnerships:** Local and regional higher education institutions, local business partners, college and career-focused organizations

INITIATIVE LEADS:

Sarah Chin, *Chief of Strategy*

DRAFT

The Metropolitan Nashville Public Schools (MNPS) does not discriminate on the basis of race, religion, creed, sex, gender, gender identity, sexual orientation, national origin, color, age, and/or disability in admission to, access to, or operation of its programs, services, or activities. MNPS does not discriminate in its hiring or employment practices.

A RESOLUTION AFFIRMING COMPLIANCE WITH STATE REQUIREMENTS FOR TEACHER BONUSES WHILE REITERATING OUR STRONG OPPOSITION TO PRIVATE SCHOOL VOUCHERS

WHEREAS, the educators of Metro Nashville Public Schools play an essential role in shaping the future of our community by providing all students with a high-quality, equitable public education; and

WHEREAS, teachers deserve to be compensated fairly and consistently for their dedication, and while a one-time $2,000 bonus is welcome, it does not replace the need for sustained investment in salaries, resources, and support for public schools; and

WHEREAS, the State of Tennessee has conditioned access to these funds on local school boards adopting a resolution affirming participation, an administrative requirement we are willing to fulfill solely to ensure our educators receive the compensation they have earned; and

WHEREAS, we remain unwavering in our opposition to private school voucher programs, which divert public taxpayer dollars away from public schools and into unregulated private institutions that are not held to the same academic, financial, or ethical standards; and

WHEREAS, public funds should be used to support public education, benefiting all students rather than subsidizing private choices at the expense of public school communities;

THEREFORE, BE IT RESOLVED that the Metropolitan Nashville Board of Education formally affirms its participation in Section 4 of the Education Freedom Act of 2025, ensuring that our teachers receive the bonuses they deserve; and

BE IT FURTHER RESOLVED that this Board strongly opposes any efforts to expand private school voucher programs, which weaken public education, reduce funding for our students, and undermine the fundamental principle that taxpayer dollars should support public schools that serve all children.

ADOPTED BY THE METROPOLITAN NASHVILLE BOARD OF EDUCATION, meeting in regular session on the 13th of May, 2025, with this Resolution to take immediate effect, the public welfare requiring it.