METRO NASHVILLE PUBLIC SCHOOLS

EXCEEDING **GREAT EXPECTATIONS**

MNPS STRATEGIC FRAMEWORK

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BOARD OF EDUCATION CHAIR AND DIRECTOR JOINT LETTER

DR. SHAWN JOSEPH
Director of Schools

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Chair of the Board of Education
& District 4 Member

The Metropolitan Nashville Public Schools Board of Public Education and Director of Schools are pleased to share with the community our strategic framework, which provides a compelling direction for MNPS over the next three years. Our focus is on exceeding great expectations!

The release and synthesis of this framework represents nine months of work—including listening, learning, reading, researching, surveying, sharing, collaborating, visiting, meeting, observing, talking, prioritizing, synthesizing, writing, and editing. This document represents the end of the second phase in our strategic planning efforts.

Our strategic framework lays out a vision, mission, values, school and student characteristics, goals, strategies, measures, and high-level actions that define our district as one focused on excellence and accountability. We will remain relentless in helping students exceed high expectations.

Excellence will describe everything we do as an organization, and we will accept nothing less. Excellence is a function of three dimensions: high-quality employees, excellent processes and structures, and the efficient use of resources. Accountability is a function of collective responsibility to do our best work, day in and day out, for students.

Over the next few months, we will establish baseline targets for the data we will use to monitor and measure our success. We will also develop a reporting timeline that details district and project plans.

The community is holding us accountable – as you should. But, no one should hold us to a higher standard than ourselves.

We thank our families, business and community leaders, and partners for their honest feedback, the time they have invested to help us get this far in the strategic planning process, and for their shared commitment as we move forward together to give the students of Nashville and Davidson County great public schools.

DISTRICT OVERVIEW

Metro Nashville Public Schools is the second largest school district in Tennessee and the 45th largest school district in the nation, preparing 88,000 students to excel in higher education, work, and life. The district is an important economic engine of Nashville and Davidson County, as the region's second largest employer.

With the goal of being the first choice for Nashville's families, Metro Schools is committed to providing a high-quality education to every student. The district operates 168 schools across a 520-square mile service area. The district is earning a national reputation for urban school reform, its commitment to social and emotional learning, and rising academic achievement. The governing body for Metro Schools is the Metropolitan Nashville Board of Public Education, a nine-member elected body. The district's operating budget for the 2016-17 school year is $843.3 million.

POINTS OF PRIDE

» Eighty-one percent of MNPS students graduate from high school.

» MNPS provides more school and academic program choices to families than most other school districts in the nation.

» The state's first virtual high school – Metro Nashville Virtual School.

» Academies of Nashville offer real-world industry experience tied to higher education and career & technical post-secondary educational pathways.

» Dual enrollment and Middle College High School opportunities enable students to earn college credit while completing high school graduation credits.

» Rigorous advanced academics from Advanced Placement to International Baccalaureate save students time and money on college-related expenses after high school graduation.

» Strong emphasis on science, technology, engineering, and math (STEM) at many schools.

» Strong emphasis on the arts across all grade levels.

» Extensive support systems linking families to the resources and tools they need to be effective partners in supporting the academic success of their child(ren).

» Focus on parent and community engagement in school and district decision-making.

OPPORTUNITIES

» MNPS serves the most ethnically, economically, and academically diverse students in Tennessee.

» Fourty-nine percent of MNPS students live at or below the national poverty level.

» Thirty percent of MNPS students speak a language other than English at home. More than 120 languages are spoken in Metro Schools.

» The district's English Learner population grows by 1,000 students annually.

» More than 16,000 MNPS students have disabilities or chronic illnesses that impact their learning.

» At least 1,000 students districtwide have been diagnosed with mental illnesses, including depression and anxiety.

STUDENT ETHNIC COMPOSITION

- ASIAN (4%)
- BLACK (43%)
- HISPANIC (23%)
- WHITE (29%)

TOTAL 2016-17 OPERATING BUDGET

$843.3 MILLION

2016-17 BUDGET EXPENDITURES

- DEPARTMENT BUDGETS (36%)
- SCHOOL BUDGETS (51%)
- CHARTER SCHOOLS (13%)
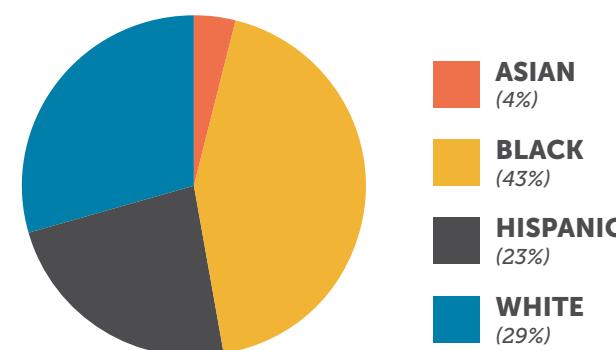
11,011 EMPLOYEES

168 SCHOOLS
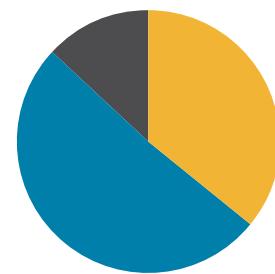
TOTAL 2016-17 ENROLLMENT
(86,633)

| PRE-SCHOOL (214) | PRE-K (2,760) | ELEMENTARY SCHOOL (35,628) | MIDDLE SCHOOL (24,765) | HIGH SCHOOL (22,004) | SPECIAL EDUCATION (1,262) |
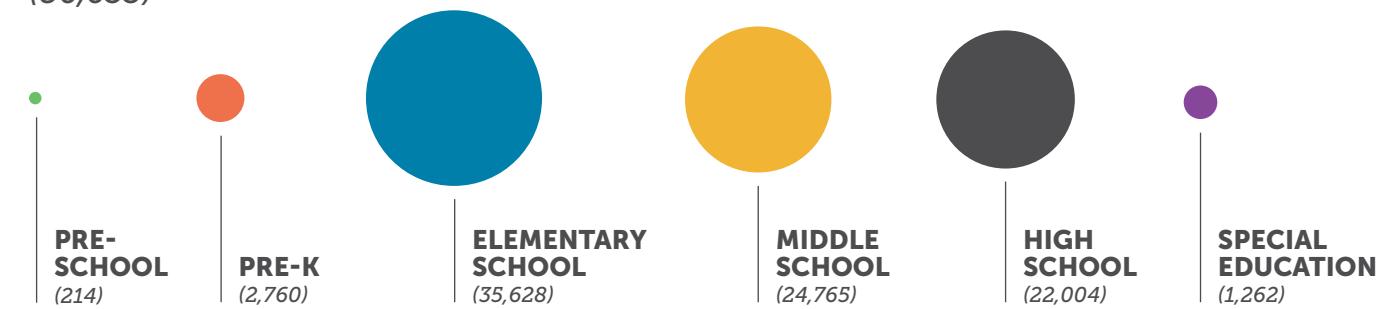
EXECUTIVE SUMMARY

CALL TO ACTION

We have listened deeply; we have examined our student, classroom, school, and organizational data; we have visited and evaluated all of our sites; we have begun to reset organizational culture; we have built relationships and engaged partners; and we have engaged staff and leaders.

We are committed to building on the successes of the past—including improvements in graduation rates, student-based budgeting, many strong teachers and school leaders, and excellent programs such as the Academies of Nashville and ENCORE, which supports gifted and talented students.

The road to success for every school and every student is long. We have crested a hill. And, we have a map to take us forward. We are prioritizing teaching and learning, literacy, middle schools, student discipline, the rigor and relevance of the curriculum, family and community engagement, and equitable access to strong academics for all our students regardless of where they live in Nashville and Davidson County.

Our strategic framework is based on the need to create great schools and to provide educational opportunities for every student to achieve the MNPS characteristics of a successful student, which you will see later in this document.

We are compelled to look at our work through an equity lens at all times—to remove social, economic, and other obstacles that disadvantage children from succeeding in school.

Our call to action must be persistent, relentless, and unwavering. We will not rest until we eliminate achievement and opportunity gaps, address disproportionate suspension rates, and provide equitable access to quality educational programs for all students. This intent and focus shows up throughout the strategic framework elements— from the values to the goals to the actions to the measures.

Our **STUDENTS**

Our **PEOPLE**

Exceeding **GREAT EXPECTATIONS**

Our **ORGANIZATION**

Our **COMMUNITY**
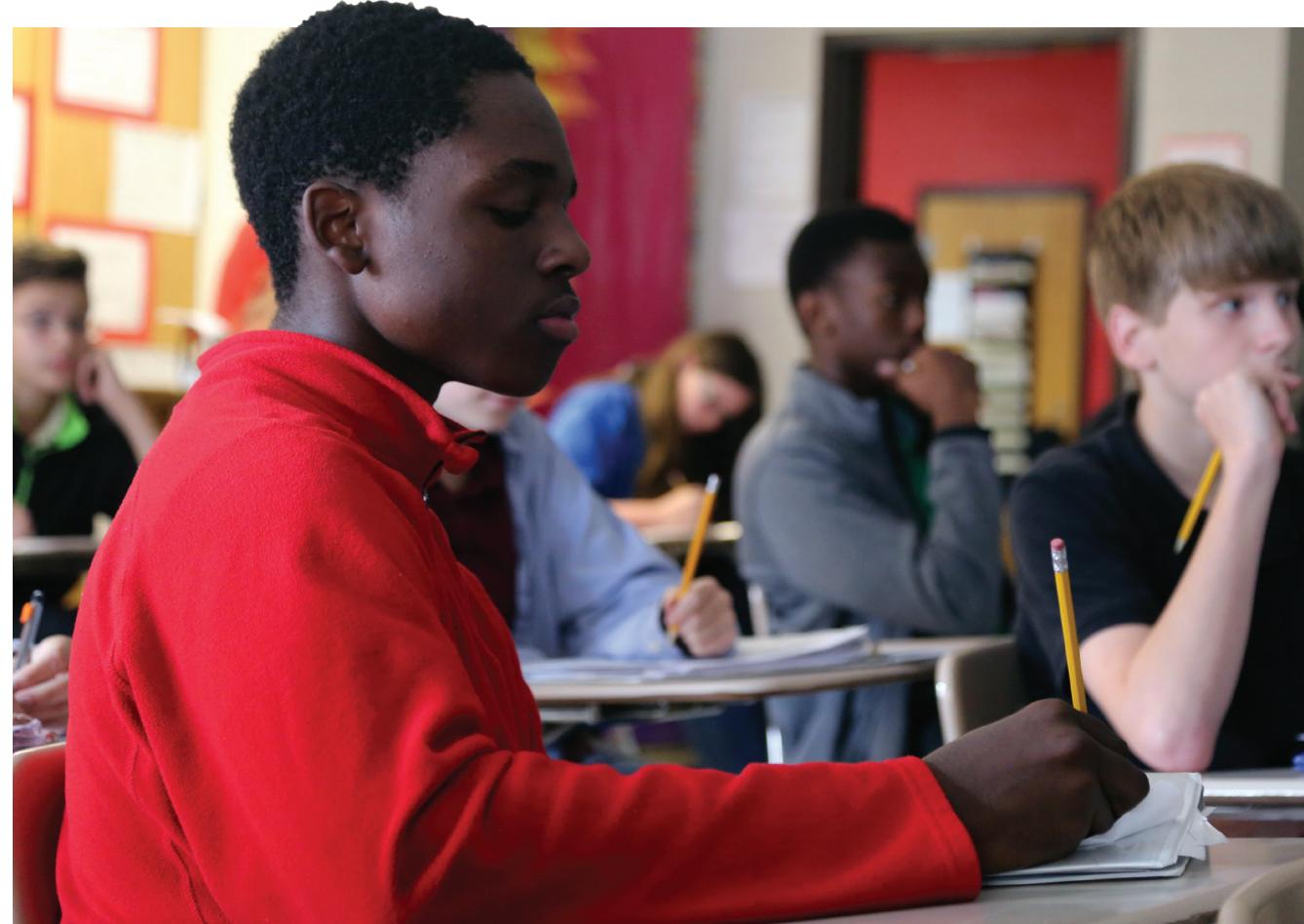
GOALS SUMMARY

Our strategic framework lays out a vision, mission, values, student and school characteristics, goals, strategies, and high-level actions that define our district as one that expects high achievement and is relentless about helping students meet those high expectations.

GOAL 1: OUR STUDENTS
Create an environment that promotes active student engagement and consistent improvement in academic achievement among pre-K—12 students from all backgrounds and programs.

"Is this best for students?" will be the question at the center of every decision we make.

GOAL 2: OUR PEOPLE
Create a culture of collaboration and shared accountability where people are valued, supported, and personally invested in professional growth.

Our ability to do our work rises and falls based upon the quality of our employees.

GOAL 3: OUR ORGANIZATION
Create organizational excellence across the district and schools.

To operate at maximum efficiency and leverage all available resources to bolster student success, we must build and maintain effective systems and processes.

GOAL 4: OUR COMMUNITY
Create strong partnerships with our family members, guardians, and the community to collectively improve student outcomes and MNPS' contribution to greater Nashville.

Collaboration with parents, non-profits, philanthropists, and business partners is key to the success of our efforts to provide our students with great schools. Moving forward, we also endeavor to continue to open channels for communication with families to better engage them in improving their child's education and to contribute to school- and system-wide decision-making.

PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
JUL 2016 to JAN 2017	DEC 2016 to APR 2017	APR 2017 to JUN 2017	JUN 2017 to JUL 2017	JUL 2017 to JUN 2018
Gather Input & Information	*Strategic Framework*	*Annual & Baseline Measures*	*Implementation & Planning*	*Develop Infrastructure & Skills*

EXPLANATION OF STRATEGIC PLANNING PHASES:

We have established new vision, mission, and core value statements, as well as student and school characteristics, goals, major strategies, high-level actions, and performance measures; and solicited feedback from stakeholders.

PHASE I: GATHER INPUT AND INFORMATION

We listened deeply. We provided our parents, our students, our staff, and our community members the opportunity to share their hopes, dreams, accolades, and criticisms of our school system.

The Board of Education and Director of Schools hosted 12 forums across the county. More than 2,400 people participated. Their input generated 85 pages of data. An additional 14 topic-specific teacher and parent voice meetings were held to explore a wide range of topics from nutrition services to advanced academics.

There was also a 47-member Transition Team, composed of local leaders and national experts, who studied our most important and complex issues: student achievement, school choice, talent management, and community engagement. They assessed our current practices and studied national models to improve our work.

MNPS leadership scrutinized our data and many local education reports, visited and observed teachers and the delivery of services at all of our schools, and held meetings with and gave presentations to a myriad of community groups and individuals.

At the end of this phase, the Director shared a 100-Day Report with the Board of Education detailing an assessment of the district and laying out a path to move us forward. Together the *100 Day Report* and the *Transition Team Report* led us to construct the strategic framework.

The leading themes that emerged from these efforts included: greater equity, excellence, and collaboration.

PHASE II: STRATEGIC FRAMEWORK

During this phase, we began and completed the synthesis of what we heard and learned in Phase I and crafted, tested, and edited language to reflect our path forward for the next three years. We drafted new vision, mission, and core value statements, as well as goals, major strategies, and high-level actions, student and school characteristics, and solicited feedback from all stakeholders. Revisions were made based on this feedback.

PHASE III: ANNUAL & BASELINE MEASURES

This phase will focus on developing and establishing baseline measures for the performance measures (Key Performance Indicators), establishing the reporting timeline with annual targets, and developing action and project plans.

### PHASE IV: IMPLEMENTATION & PLANNING

During this phase, we will continue to plan for implementation of new processes. This phase will establish data reporting mechanisms, processes, and protocols based on information gathered during the prior phases.

PHASE V: DEVELOP INFRASTRUCTURE & SKILLS

This phase will focus on the organizational alignment of the system's infrastructure to the strategic plan priorities and developing internal data management systems that support attainment of the goals and strategies.

2016 HIGH SCHOOL GRADUATION RATE
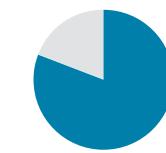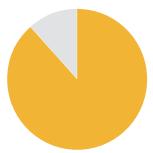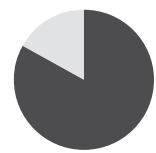
MNPS *(81%)* **TN** *(88.5%)* **U.S.** *(83.2%)*

2016 AVERAGE ACT SCORES

SUBJECT	MNPS	TN	U.S.
English	17.6	19.5	20.1
Math	17.8	19.2	20.6
Reading	18.6	20.4	21.3
Science	18.3	20.1	20.8
COMPOSITE	18.2	19.9	20.8

2015-16 HIGH SCHOOL END-OF-COURSE EXAMS

(Percent of Students On-track or Mastered)

SUBJECT	MNPS	TN
English I	22.3%	27.5%
English II	27.9%	35.8%
English III	15.9%	27.4%
Algebra I	8.2%	14.1%
Algebra II	13.6%	24%
Integrated Math I	21.6%	17.5%
Integrated Math II	28.1%	17.5%
Geometry	16.2%	24%
Biology I	40.3%	56.5%
Chemistry	26.5%	39.7%
U.S. History	18.5%	29.9%

STRATEGIC FRAMEWORK & ELEMENTS

The foundational elements of the Metropolitan Nashville Public Schools' Strategic Framework include mission, vision, and core value statements as well as great school and successful student characteristics. These foundational elements have driven the development of our logic model/theory of change for improving student outcomes and retaining and attracting more Davidson County students into MNPS public schools.

VISION

An organization's vision conveys its desired future state and is intended to be aspirational.

Metro Nashville Public Schools will be the fastest-improving urban school system in America, ensuring that every student becomes a life-long learner prepared for success in college, career, and life.

MISSION

A mission is a high-level statement briefly outlining an organization's purpose and function—what we do and how we are going to accomplish the ambitious work laid out in the vision. Our new mission statement is a simple but powerful message to guide our work and all decision-making.

We deliver a great public education to every student, every day.

CORE VALUES

Core values drive and focus our collective commitments included in the mission, vision, and goals statements. These values reflect the principles that guide our internal conduct, as well as our relationships with the external community. Our new core values are woven throughout the goals, high-level strategies, and performance measures.

Whole learner, literacy, excellence, relevance, innovation, talent, collaboration, equity, and diversity.

WHOLE LEARNER

We believe in meeting each child at the point of need to maximize individual unlimited potential and success.

LITERACY

We believe what research shows: early reading success is a critical factor in a child's likelihood of graduating from high school and experiencing future life success.

EXCELLENCE

We believe all students benefit from high-quality instruction and high expectations each year, in each subject, and in each classroom.

RELEVANCE

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

INNOVATION

We believe teaching and learning is enhanced through creative thinking and experimentation across all subject areas, including STEM, literacy, and the creative arts.

TALENT

We believe in supporting, developing, respecting, compensating, and retaining our teachers, leaders, and staff.

COLLABORATION

We believe that engaging parents, community members, students, and other stakeholders in the educational process leads to better outcomes for all of our students and benefits the broader Nashville community.

EQUITY

We believe in equitable access and opportunities for all students from early childhood through graduation.

DIVERSITY

We value, respect, and celebrate students, staff, and educators from different backgrounds.

IN MNPS, WE WANT EVERY SCHOOL TO BE A GREAT SCHOOL.

GREAT SCHOOL CHARACTERISTICS

Unique to MNPS' strategic framework, *Characteristics of a Great School* describe those elements that research and practice have shown to improve student achievement and a school's culture and climate. When implemented with high levels of fidelity and quality, these characteristics are positioned to influence positive movement of the student, people, organization, and performance measures. In MNPS, we want every school be a great school.

FAMILY & COMMUNITY ENGAGEMENT

A great school ...

» Engages families and community partners in genuine, two-way relationships to support student success

SCHOOL CLIMATE & CULTURE

A great school ...

» Creates a safe and positive school climate by building trusting relationships between adults and students

» Holds all students and staff to high expectations

» Creates classroom environments where teachers are mentors who provide instruction based on students' individual strengths, needs, and interests

» Models the principles of civility and equity as a tool for developing productive citizens

INSTRUCTION & ACCOUNTABILITY

A great school ...

» Clearly communicates how it will work toward the district's vision of ensuring every student is prepared for success in college, career, and life

» Aligns the work of the faculty, staff, and students to the district's mission and core values

» Uses well-rounded, rigorous curriculum aligned with state standards that fosters student curiosity and life-long love of learning

» Predicts and monitors student progress using data

» Supports educators' growth and performance by providing personalized coaching and access to relevant professional learning opportunities

» Promotes a work environment where staff are invited and given time to share with each other, evaluate themselves, and weigh-in on decision making

RESOURCE MANAGEMENT

A great school ...

» Applies resources strategically to support teaching and learning

» Establishes clear and consistent structures to ensure resources are used equitably and efficiently

» Works with district staff to ensure the highest and best use of available facilities

SUCCESSFUL STUDENT CHARACTERISTICS

Similar to great school characteristics, successful student characteristics define our expectations for students at key educational junctures.

As this entire document highlights, in MNPS, our focus is on students. We strive to develop all of our students into well-rounded individuals who demonstrate the academic and social and emotional knowledge, skills, and intelligence to lead successful lives. With that in mind, the characteristics are aspirational for all students, recognizing that our diverse student population, which includes children with disabilities and children learning to speak English, will reflect these characteristics at different junctures and in different ways than their peers. The characteristics are designed to build upon students' experiences in previous grade levels.

The characteristics are for the following junctures:

» after completing pre-K

» after completing Kindergarten – 2nd grade

» after completing grades 3 – 4

» after completing grades 5 – 8

» after completing grades 9 – 12

» after completing Kindergarten – 2nd grade

At each stage of their education, successful MNPS students will be developing a *growth mindset* and working to become proficient in multiple literacies. Completing secondary education with a fully-developed growth mindset and *multiple literacies* are essential for students to be successful in college and career.

A GROWTH MINDSET is the belief and understanding, based in science, that with effort, perseverance, and good instruction students can become "smarter." This is opposed to a fixed mindset, which is the belief that intellectual qualities are predetermined — that people only have a certain amount of intelligence and that is all they will ever have. Research shows that when students understand that their level of intelligence can grow through hard work, they are more likely to challenge themselves and accept challenging work.

Literacy is the district's top academic priority for all students; it is the gateway for all other learning. Literacy in a traditional sense is the ability to read, write, listen, speak, and use language effectively. More recently the definition of literacy has expanded exponentially beyond this original definition. Students today navigate through multiple formats of literacy—films, websites, television, CD-ROMs, books, magazines, music, videos, and newspapers. Examples of **MULTIPLE LITERACIES** include:

» **Digital Literacy:** Cognitive skills that are used in executing tasks in a digital environment

» **Computer Literacy:** Ability to use a computer and software

» **Information Literacy:** Ability to evaluate, locate, identify, and effectively use information

» **Technology Literacy:** Ability to use technology at grade level

» **Media Literacy:** Ability to think critically about different types of media

» **Political Literacy:** Knowledge and skills needed to actively participate in political matters

» **Cultural/Multicultural Literacy:** Ability to understand and appreciate the similarities and difference in the customs, values, and beliefs of one's own culture compared to the cultures of others

» **Visual Literacy:** Ability to critically read images

» **Bi-literacy:** Ability to read, speak, and write in two or more languages

» **Functional Literacy:** The level of literacy required to get along successfully on a day-to-day basis

AFTER COMPLETING PRE-K, EACH STUDENT WILL:

» Exhibit a love of learning and curiosity about the world

» Follow basic instructions and sustain his or her attention on an interesting task

» Show growth in the foundational skills for reading, language, and math

» Demonstrate age-appropriate 21st century learning skills

- *Collaboration:* Play well with others

- *Communication:* Express his or her needs and feelings

- *Critical thinking:* Show a willingness to problem solve (this is also the beginning of developing a growth mindset)

- *Creativity:* Use his or her imagination to develop new ideas

AFTER COMPLETING KINDERGARTEN – 2ND GRADE, EACH STUDENT WILL:

» Develop love of reading and joy in learning

» Enjoy reading challenging and interesting books

» Demonstrate enthusiasm for learning and participating in school

» Begin to exhibit intrapersonal skills of self-awareness and self-regulation

» Show the capacity to form and maintain healthy relationships with adults and other children

» Begin to understand the concept of community, including personal and social responsibility

» Be academically prepared for the transition to upper elementary grades by the end of 2nd grade: read and write at or above grade level; and demonstrate proficiency in math

» Demonstrate some knowledge and skill in three or more multiple literacies, including technology and computer literacy

» Demonstrate age-appropriate 21st century learning skills:

- *Collaboration:* Able to contribute to a group task

- *Communication:* Use a robust vocabulary to express ideas

- *Critical thinking:* Approach learning with curiosity and demonstrate problem-solving skills (begin to understand what it means to have a growth mindset)

- *Creativity:* Express him or herself through abstract ideas and vehicles

AFTER COMPLETING GRADES 3 – 4, EACH STUDENT WILL:

» Display self-efficacy in his or her ability to achieve academically and approach learning with curiosity (demonstrate a growth mindset)

» Enjoy the reading of challenging and interesting books

» Demonstrate empathy and awareness for others as well as greater personal coping skills

» Be academically prepared for the transition to middle school by the end of 4th grade: read and write at or above grade level and demonstrating proficiency in math

» Demonstrate basic skills in music, visual arts, and physical education

» Exhibit clear understanding of a variety of multiple literacies including technology, computer, and digital literacy

» Demonstrate age-appropriate 21st century learning skills:

- *Collaboration:* Show respect for others' ideas, perspectives, and unique experiences

- *Communication:* Begin to form logical arguments and examine multiple viewpoints

- *Critical thinking:* Demonstrate some knowledge of research and study skills

- *Creativity:* Exhibit abstract thinking

AFTER COMPLETING GRADES 5 – 8, EACH STUDENT WILL:

» Be academically prepared for the transition to high school by the end of 8th grade: read and write at or above grade level, and demonstrate proficiency in math, social studies, science, and the arts

» Show expanding proficiency in a wide variety of multiple literacies including technology, computer, digital, and information literacy

» Exhibit awareness of his or her impact on others, responsibility for oneself and others, and a service orientation

» Formulate education and career plans for high school and beyond

» Approach learning with curiosity and motivation; proficiently demonstrate a growth mindset

» Demonstrate age-appropriate 21st century learning skills:

- *Collaboration:* Able to interact positively with peers, respect those from different backgrounds and perspectives, value diversity, and engage constructively and democratically with peers and adults

- *Communication:* Form logical arguments and examine multiple viewpoints

- *Critical thinking:* Demonstrate research and study skills and ability to organize information and ideas

- *Creativity:* Exhibit abstract thinking across subject areas

AFTER COMPLETING GRADES 9 – 12, EACH STUDENT WILL:

» Be academically prepared by the end of grade 12 to transition to college and career; read and write at or above grade level; and be on track to enroll in a credit bearing math course in college

» Demonstrate mathematical proficiency at or above grade level (completing Integrated Math I by grade 9; II by grade 10; and III by grade 11)

» Complete at least one advanced course and obtain college credit and/or nationally recognized professional certification

» Demonstrate mastery in numerous multiple literacies: technology, computer, digital, information, and media literacy

» Approach learning with curiosity; demonstrate mastery in having a growth mindset

» Contribute to a work or volunteer experience through one or more work-based/internships and/or service learning experiences

» Formulate and follow a plan for post-secondary education and/or career

» Achieve a 21 or higher on ACT

» Graduate high school college- and career-ready in 4 years

» Demonstrate age-appropriate 21st century learning skills:

- *Collaboration:* Consistently interact and engage positively and constructively with peers and adults, model civility and respect for those from different backgrounds and perspectives, and show an interest in working with others

- *Communication:* Express oneself and multiple viewpoints coherently and effectively in writing and speaking

- *Critical thinking:* Consistently apply research and study skills, and the ability to organize information and ideas

- *Creativity:* Through a variety of subject areas and tools, regularly form logical arguments and examine multiple viewpoints; exhibit high levels of abstract thinking

THEORY OF ACTION

To effectively build on and realize what these foundational elements envision, we have developed a theory of action for change, which defines long-term goals and then maps backward to identify the necessary preconditions and steps. This is the approach to which the Director and Board of Education commit as a foundation for a stable, long-term framework for improving student achievement.

MNPS THEORY OF ACTION

TO ENSURE WE...	WE MUST FIRST...	WE WILL DO THIS BY...
• Improve Student Achievement	• Increase Equitable Access to Quality Programs	• Promoting Active Student Engagement and Consistent Improvement in Academic Achievement
• Improve Student Academic Growth	• Reduce Disproportionate Suspensions	• Building a Culture of Collaboration and Shared Accountability
• Close Achievement Gaps	• Increase Meaningful Family & Guardian Engagement	• Ensuring Organizational Excellence
• Ensure College and Career Readiness	• Increase Staff Satisfaction and Engagement	• Sustaining Strong Partnerships With Families, Guardians and Community
• Increase Graduation Rates	• Increase Customer Satisfaction	
• Increase Student Retention in MNPS	• Increase Internal Accountability	

Our
STUDENTS

GOAL 1: Create an environment that promotes active student engagement and consistent improvement in academic achievement among pre-K-12 students from all backgrounds and programs.

In identifying what is best for students, we have prioritized high-quality instruction because it reflects the depth of understanding required of students, the application of concepts and ideas to solve real-life problems, and the importance of communicating understanding in a variety of formats. Furthermore, this goal highlights student motivation and engagement which increase when curricular activities are connected and reflective of real-world scenarios.

The following four strategies are supported by 44 high-level actions, which are designed to drive results in 12 performance measure areas.

STRATEGIES

S1: Deliver high-quality pre-K–12 instruction and increase the relevance and rigor of the pre-K–12 curriculum.

S2: Provide equitable access — across MNPS schools and clusters — to a high-quality well-rounded pre-K–12 education.

S3: Establish positive school culture and climate, and respond to pre-K–12 students' physical, social, and emotional needs.

S4: Expand and strengthen the quality of educational programs available to pre-K–12 students and parents.

PERFORMANCE MEASURES

The performance measures associated with the student goal target the following:

» Increased percentage of students demonstrating greater than average growth in all core subjects

» Increased percentage of students achieving at or above proficiency levels in all core subject areas at all tested grade levels

» Reduced gaps in achievement and growth between and among students (without reducing gains for any one student group)

» Increased percentage of students meeting college and career readiness benchmarks in high school

» Increased four-year cohort graduation rate among students

» Increased percentage of Exceptional Education students reaching proficiency in reading and math

» Increased percentage of English Learner students reaching proficiency in language development

» Increased percentage of secondary students taking Advanced Placement, Cambridge International Education, post-secondary, honors, and International Baccalaureate courses

» Increased percentage of schools showing evidence of positive gains using multiple sources of perceptual data that assess culture and climate

» Reduced percentage of students demonstrating incidents of assault, battery, bullying, and harassment particularly in those categories where specific student groups are disproportionately represented

» Increased percentage of parents and students who indicate positive/strong "program fit" with their child's educational needs

» Increased student retention in MNPS

HIGH-LEVEL ACTIONS

These high-level actions support the strategies associated with the student goal:

S1   DELIVER HIGH-QUALITY PRE-K–12 INSTRUCTION AND INCREASE THE RELEVANCE AND RIGOR OF THE PRE-K–12 CURRICULUM.

1. Clearly establish and communicate MNPS' teaching and learning framework.
2. Provide a common definition for high-quality, developmentally appropriate instruction.
3. Provide common definitions for relevant and rigorous curricula.
4. Align instructional methodologies, program offerings, and assessment practices to the teaching and learning framework.
5. Incorporate a global context and a multi-cultural perspective in instructional materials and curricular activities.
6. Build educators' knowledge of subject-area curricular alignment.
7. Examine, revise, and evaluate the MNPS system of assessments to align with the curriculum, align with grade-level requirements, and reduce unnecessary testing.
8. Develop educators' capacity to create and use formative assessments to guide instruction and predict student achievement.
9. Develop staffs' knowledge and use of student growth and tracking methods [i.e. Tier 1, 2, 3 reports and universal assessments (MAP-M & MAP-R)].
10. Redesign MNPS middle schools by implementing an integrated, multi-disciplinary STEAM program (Science, Technology, Engineering, Arts and Math).
11. Articulate, deliver, and support pre-K–3rd grade literacy instruction.
12. Evaluate the impact and effectiveness of literacy programs on students.
13. Strengthen the relevance and rigor of the curriculum taught within the Academies of Nashville.
14. Examine the effectiveness of 9th grade Academies as a foundation for high school success.
15. Develop a systematic approach for conducting a school walkthrough to monitor evidence of rigor and relevance.
16. Increase summer school program offerings to support student learning.

S2   PROVIDE EQUITABLE ACCESS — ACROSS MNPS SCHOOLS AND CLUSTERS — TO A HIGH-QUALITY WELL-ROUNDED PRE-K–12 EDUCATION.

1. Conduct a district-wide assessment of school programs, capacities, facilities, and grade configurations to improve student equity, fiscal efficiencies, MNPS enrollment, and academic achievement.
2. Conduct a program audit of the MNPS English Learner strategy, content, and classes to assess the service models' effective implementation and students' equal access to grade-level curricula as required by law; implement improvement recommendations.
3. Conduct a program audit of the MNPS Exceptional Education strategy, content, and classes to assess special needs students' receipt of services required by law and rigorous instruction; implement improvement recommendations.
4. Launch a vocabulary development program to enable students' access to grade-level curriculum.
5. Standardize and increase access to quality early-learning programs across MNPS.
6. Identify patterns of inequitable student enrollment in "related arts," quality academics, and in advanced academic courses such as ENCORE, Advanced Placement, International Baccalaureate, Cambridge, Honors, post-secondary, and selective enrollment schools. Implement improvement recommendations.
7. Expand middle and high school students' access to and success in acquiring post-secondary and industry credentials and credit (Early post-secondary credit options — Middle College, Virtual School, dual credit, industry certification, work-based learning).
8. Continue to provide access to school and county-wide library materials to enrich and personalize instruction.
9. Improve MNPS grading and reporting practices, expectations, and policies.

S3   ESTABLISH POSITIVE SCHOOL CULTURE AND CLIMATE, AND RESPOND TO PRE-K–12 STUDENTS' PHYSICAL, SOCIAL, AND EMOTIONAL NEEDS.

1. Develop a common understanding of the characteristics of a positive and welcoming school environment in which students feel respected and accepted and demonstrate personal and academic accountability.
2. Develop a rubric aligned with the *Characteristics of a Great School* to assess the current state of each schools' culture and climate; implement practice improvements and related professional learning.
3. Monitor the revision and implementation of suspension and expulsion policies and procedures to address disproportionality; implement practice improvements and related professional learning.
4. Monitor the implementation of restorative practices and collaborative referral processes, Positive Behavior Intervention Support (PBIS), and environmental supports; implement practice improvements and related professional learning to support teachers and to reduce inconsistencies in the implementation of the discipline plan.
5. Implement both academic and behavioral management models of intervention (i.e. RTI[1] and RTI[2]).
6. Clarify, differentiate, and communicate the continuum of intervention methods that support students (i.e. Tier 2, Tier 3, and Exceptional Education).
7. Enhance academic advisory programs and adult mentoring for students.
8. Collect and analyze discipline data to identify disproportionality and patterns of inequity among all racial groups; implement practice improvements and related professional learning.
9. Establish and monitor implementation of a climate and culture goal for every school and for MNPS departments.
10. Integrate Social Emotional Learning supports into core courses to develop students' social awareness and relationship skills.
11. Use data to assess and adjust health and mental health supports and programs for students.
12. Coordinate cross-agency supports in response to identified student mental and health issues (e.g. Coordinated School Health, Health in All Policies Committee, Dept. of Juvenile Justice, Metro Public Health Dept., Community Health Improvement Plan).
13. Extend continuity of and services delivered via MNPS staff and external agency staff wrap-around and case management services for at-risk youth (social workers, truancy, counselors, psychologists, and nurses).
14. Increase expanded learning, mentoring, and extracurricular access to reduce participation in risky behaviors outside of school time.
15. Integrate service delivery among MNPS providers of student support, health, and mental health services.

S4   EXPAND AND STRENGTHEN THE QUALITY OF EDUCATIONAL PROGRAMS AVAILABLE TO PRE-K–12 STUDENTS AND PARENTS.

1. Restructure and optimize choice in enrollment processes, structures, and school and program options.
2. Expand access and availability of programs across district schools and clusters.
3. Investigate the role and costs transportation services play in increasing student participation.
4. Implement facilities educational specifications.

Our PEOPLE

GOAL 2: Create a culture of collaboration and shared accountability where people are valued, supported, and personally invested in professional growth.

We've identified culture as critically important because it is the personality of the organization; it includes beliefs and values which define the way our people approach their work. Meaningful staff engagement and a commitment to professional growth are featured because these create a culture of shared accountability for which employees are encouraged, supported, and required to take ownership of performance results. The ultimate goal of a positive and effective organizational culture is for employees – without direction or oversight – to self-impose performance standards through a moral responsibility and professional commitment to continuous improvement.

The following three strategies are supported by 38 high-level actions, which are designed to drive results in 10 performance areas.

STRATEGIES

P1: Create a positive work and physical environment where employees demonstrate professionalism and feel valued and respected in every school and every office.

P2: Build staff capacity through implementation of a professional learning program that provides training, coaching, mentoring, and performance management.

P3: Optimize the Human Resources Department's ability to recruit, hire, develop, evaluate, and retain high-quality diverse employees at all levels.

PERFORMANCE MEASURES

The performance measures associated with the employee goal target the following:

» Increased staff morale, satisfaction, and engagement as measured by perceptual data surveys and Gallup

» Increased number of high-quality certificated and non-certificated staff in all assignments

» Increased percentage of teachers and principals achieving Level 4 or 5 status on their TEAM evaluations

» Increased percentage of non-certificated and non-school based certificated employees achieving at the two highest levels on their performance evaluation

» Increased employee and candidate satisfaction with organizational support, services, and responsiveness provided by the Office of Human Resources

» Increased diversity and quality of all staff

» Increased percentage of high-quality and diverse staff retained

» Increased employee satisfaction with all departments' services

» Decreased number of overall complaints by service department, school, and program

» Increased parent satisfaction with all schools' and departments' services

HIGH-LEVEL ACTIONS

These high-level actions support the strategies associated with the employee goal:

P1 — CREATE A POSITIVE WORK AND PHYSICAL ENVIRONMENT WHERE EMPLOYEES DEMONSTRATE PROFESSIONALISM AND FEEL VALUED AND RESPECTED IN EVERY SCHOOL AND EVERY OFFICE.

1. Develop expectations for implementing characteristics of a positive, professional, and welcoming work and physical environment in which employees feel respected, safe, and valued; monitor implementation, provide related professional learning, and build leadership and supervisory capacity.
2. Develop a code of conduct to guide professional standards and practice for all employees; monitor implementation, provide related professional learning, and build leadership and supervisory capacity.
3. Establish and monitor implementation of norms and practices that promote effective collaboration and teamwork; provide related professional learning and build leadership and supervisory capacity in Outward Mindset approaches.
4. Provide employees with access to health and wellness options which promote physical, social, and emotional well-being.
5. Conduct annual assessments of employees' health and wellness.
6. Deliver regular, transparent, and timely internal communications.
7. Conduct a compensation study of all positions.
8. Develop a formal on-boarding process for new hires.
9. Develop an incentive and a recognition program for employees.
10. Update job descriptions to clearly define all roles, responsibilities, and professional expectations.

P2 — BUILD STAFF CAPACITY THROUGH IMPLEMENTATION OF A PROFESSIONAL LEARNING PROGRAM THAT PROVIDES TRAINING, COACHING, MENTORING, AND PERFORMANCE MANAGEMENT.

1. Define, explain, and implement a professional growth system that is based on individual, school, and district need.
2. Streamline and communicate professional development offerings, schedules, and protocols to support high-quality instructional practice.
3. Provide coaching, mentoring, and job embedded professional development to new employees.
4. Provide and clarify professional development priorities, expectations, and plans to administrators, central office, support staff and teachers; monitor access for all employees.
5. Build employee capacity to collaborate and share accountability for outcomes.
6. Evaluate professional development delivery and skill acquisition.
7. Provide professional development to access data ports (e.g. data warehouse) and use universal assessments to guide instruction.
8. Improve and align the teacher evaluation system (TEAM) with professional development and coaching support.
9. Provide principal training on aligning the TEAM evaluation and guidance on interventions.
10. Provide certification opportunities in high-impact, hard-to-staff, and strategic target areas (e.g. STEAM).
11. Implement a leadership development pipeline for teachers, principals, and central office personnel.
12. Use evaluation and student data and evidence to recognize accomplishments and to inform needed improvements in employee performance.
13. Continue recognition and stipends for National Board Certified Teachers (NBCT).
14. Provide health and safety training and de-escalation strategies consistently across all school-based employee groups.

P3 — OPTIMIZE THE HUMAN RESOURCES DEPARTMENT'S ABILITY TO RECRUIT, HIRE, DEVELOP, EVALUATE, AND RETAIN HIGH-QUALITY DIVERSE EMPLOYEES AT ALL LEVELS.

1. Administer an employee and a candidate survey to monitor satisfaction with Human Resources; address findings.
2. Offer competitive salary and compensation packages to personnel.
3. Examine and upgrade processes and structures for recruitment, induction, and retention of high-quality and diverse personnel.
4. Provide opportunities for advancement and expansion within one's role.
5. Expand recruitment strategies to accelerate hiring timelines, provide incentives to fill hard-to-staff positions, and increase the quantity, quality, content expertise, and diversity of teachers, administrators, and other MNPS staff.
6. Establish a feedback process to assess the performance and treatment of substitute teachers.
7. Implement a peer observation, feedback, and coaching approach for teachers geared toward improving practice (separate from the TEAM evaluation or accountability system).
8. Use feedback from external expert assessments, reports, and recommendations to build the capacity of the Human Resources team to improve efficiency and productivity of Human Resources operations.
9. Determine key attendance data leverage points and wellness opportunities to address employee absenteeism.
10. Monitor consistent, fair, and unbiased implementation of a performance evaluation system – including SMART goals – across all employee groups.
11. Continue to offer opportunities and build partnerships to attract new teaching and leadership professionals, including investigating implementation of a program to develop a MNPS student pipeline.
12. Establish a district-wide exit interview process to inform staff retention planning.
13. Provide consistent and regular training on administering the teacher evaluation system with fidelity.
14. Examine and implement strategies for supporting those in the most challenging assignments.

Our
ORGANIZATION

GOAL 3: Create organizational excellence across the district and schools.

We have identified organizational excellence as a key priority to facilitate our ability to work together effectively and serve one another respectfully to accomplish our goals. The quality of services provided by an organization becomes a significant factor in determining whether stakeholders sustain loyalty to, satisfaction with, and motivation for the organization—whether these stakeholders are from within or outside of the system. Excellence in customer (and stakeholder) satisfaction has an impact on public support for projects, community activities, and funding. We endeavor to build an organizational culture that honors the individual talents and strengths of our people and leverages them for the collective good of the organization to provide stellar academic programs and services to MNPS students and families.

We will build and refine processes and protocols, and implement best practices to ensure we are maximizing and deploying all resources effectively and efficiently. Metro Schools will model an organizational mindset, behaviors, and decisions that affirm that all students are capable of exceeding high expectations.

The following two strategies are supported by 31 high-level actions to drive results in four performance areas.

STRATEGIES

O1: Provide efficient and effective operations, customer service, and communications across the district, its departments, and its schools.

O2: Create a collaborative culture of data analysis and accountability to advance district, department, and school improvement goals.

PERFORMANCE MEASURES

The performance measures associated with the organization goal target the following:

» Increased performance management reporting on the part of Director, schools, and departments to Board and public based on Key Performance Indicators

» Increased employee satisfaction with all departments' services

» Decreased number of overall complaints by service department, school, and program

» Increased parent satisfaction with all schools' and departments' services

HIGH-LEVEL ACTIONS

These high-level actions support the strategies associated with the organization goal:

O1 — PROVIDE EFFICIENT AND EFFECTIVE OPERATIONS, CUSTOMER SERVICE, AND COMMUNICATIONS ACROSS THE DISTRICT, ITS DEPARTMENTS AND ITS SCHOOLS.

1. Provide customer service training to every employee providing an internal or external service to the public, a department, or school.
2. Establish an 'excellence' and a 'customer service' goal for each department and school; monitor implementation.
3. Develop an employee recognition program for individuals, departments, divisions, and schools providing excellent customer service.
4. Implement an instrument to assess staff and public satisfaction with all services.
5. Provide clear, timely, and transparent communications to internal and external customers.
6. Use Student Based Budgeting to distribute resources in an equitable and efficient manner across departments and schools.
7. Restructure departments and divisions to facilitate efficiency, effectiveness, customer service, and improved communications.
8. Establish a diversity and an equity framework that includes and builds on the district's Diversity Management Plan.
9. Develop a core marketing, communication, and branding strategy to increase awareness, transparency, and appeal of the programs, services, and results in MNPS (i.e pre-K, zoned, option, and magnet schools).
10. Provide employees with key talking points/information to market the district's brand and school-specific academic programs.
11. Designate personnel to disseminate positive news and individual staff and student accomplishments.
12. Create efficiencies in and improve quality of facilities, purchasing, food service, energy management, maintenance, transportation services, information management, and technology.
13. Use the 2017-18 Facilities Management Plan to guide capital decision-making.
14. Implement recommended improvements in transportation services from a 2017-18 audit of service delivery and complaint management.
15. Expand fresh and healthy (farm to table) nutrition service options, overall food quality, and access to nutrition services.
16. Implement energy conservation and recycling measures across district offices and schools.
17. Upgrade and expand computer access for students and teachers.
18. Update and implement the learning technology plan for schools.
19. Investigate more effective and user friendly methods for implementing recycling programs at the school and district level.

O2 — CREATE A COLLABORATIVE CULTURE OF DATA ANALYSIS AND ACCOUNTABILITY TO ADVANCE DISTRICT, DEPARTMENT AND SCHOOL IMPROVEMENT GOALS.

1. Build organizational processes for collaboration across departments and projects and for sharing accountability for outcomes.
2. Create systems and schedules for monitoring and reporting on key performance indicators and annual targets.
3. Establish structures, practices, and protocols to oversee and guide the implementation of the district's strategic framework.
4. Create a Comprehensive Program Review (CPR) to assess the current performance of schools and departments.
5. Revamp the current School Improvement Planning process to align with the district's strategic framework and student needs by school.
6. Continue to improve and implement guidelines for school-level data review meetings.
7. Provide family members and guardians access to school and student-level data.
8. Establish a performance management system to assist schools with predictability reports, monitoring correlation of teacher grades to all summative assessments, monitoring and analyzing school performance data, and for overseeing the Enhanced School Improvement Model (ESIT).
9. Improve and streamline data sources and regularity of data system updates.
10. Develop an outward facing district dashboard for transparent public data monitoring and reporting.
11. Emphasize and create data reports in the data warehouse and infinite campus that will help measure the quality of intervention programs.
12. Evaluate the effectiveness of the Academic Performance Framework.

Our COMMUNITY

GOAL 4: Create strong partnerships with our family members, guardians, and the community to collectively improve student outcomes and MNPS' contribution to greater Nashville.

Research has demonstrated that when family members and guardians are actively engaged in the education of their children, academic performance and social behavior improve significantly. The home is the children's first classroom. Lessons from home carry a great influence and support in the academic life of students. Schools in general benefit from active parental engagement, decision-making, and providing voice to inform school practices. Furthermore, this ambitious three-year framework will require us to shoulder collective community responsibility for success. This goal area speaks to the importance of leveraging our community assets in a strategic way because the assets here in Nashville run deep. It is on us, as a district, to acknowledge what our needs are and then open the door for partners and stakeholders to help and weigh in.

The following two strategies are supported by 17 high-level actions and are designed to drive results in five performance areas.

STRATEGIES

C1: Coordinate outreach to family members and guardians to encourage support of their child's education, contribution to decision-making discussions, and awareness of transparent and timely communications.

C2: Actively engage the community and business partners in improvement initiatives at the school and district level.

PERFORMANCE MEASURES

The performance measures associated with the community goal target the following:

» Increased percentage of family members and guardians represented in formal parent organizations

» Increased family member and guardian satisfaction with involvement in their child's school

» Increased family member and guardian satisfaction with communication and engagement efforts

» Increased community satisfaction

» Increased partnerships with Memoranda of Understanding (MOUs) tied to strategic framework
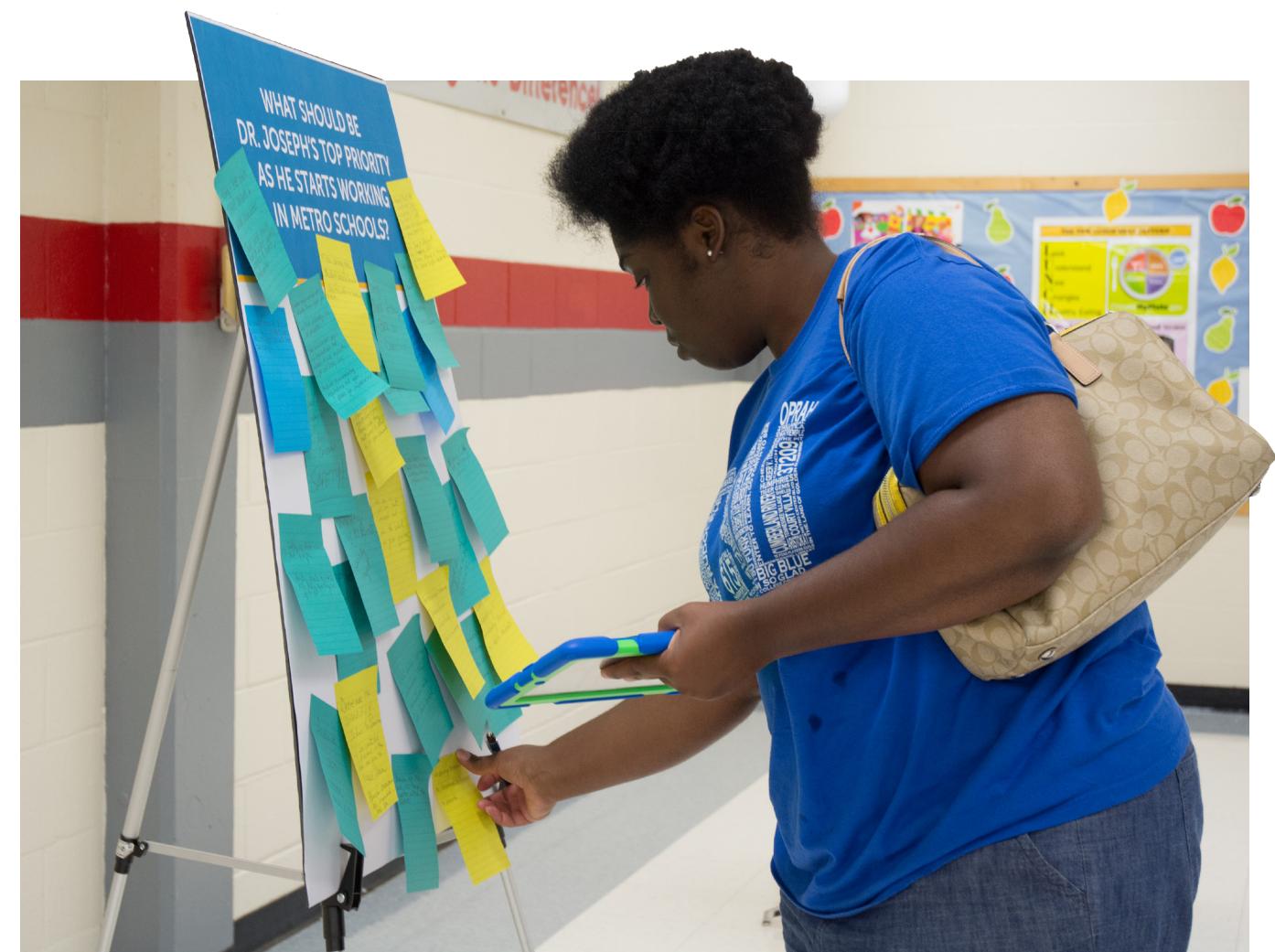
HIGH-LEVEL ACTIONS

These high-level actions support the strategies associated with the community goal:

C1 COORDINATE OUTREACH TO FAMILY MEMBERS AND GUARDIANS TO ENCOURAGE SUPPORT OF THEIR CHILD'S EDUCATION, CONTRIBUTION TO DECISION-MAKING DISCUSSIONS, AND AWARENESS OF TRANSPARENT AND TIMELY COMMUNICATIONS.

1. Invest in professional development activities to build staff capacity to establish and maintain productive, culturally aware, and respectful partnerships with family members and guardians.

2. Create a customer service culture that includes ongoing professional learning and monitoring of data.

3. Provide ongoing opportunities for family members and guardians to participate in advisory or decision-making activities at the school and district level; evaluate and improve.

4. Enhance all communication approaches and processes with family members and guardians including training on the Family Portal.

5. Provide tools, resources, support, and advocacy for family members and guardians to participate in their students' learning within and outside of the school day.

6. Create and implement a coordinated, deliberate, regular, and multi-faceted outreach and communications plan to family members and guardians – particularly those living in poverty, who are recent immigrants, and whose children receive specialized services.

7. Link family members and guardians to community services through community partnerships.

C2 ACTIVELY ENGAGE THE COMMUNITY AND BUSINESS PARTNERS IN IMPROVEMENT INITIATIVES AT THE SCHOOL AND DISTRICT LEVEL.

1. Coordinate communication and engagement with the community to include a focus on articulating the district's strategic direction and measurement priorities, and their link to school improvement plans.

2. Maximize the use of the 'collective impact model' through coordination of internal and external agency supports to improve whole child student outcomes.

3. Continue to involve employers and other partners in providing in-depth learning and hands-on opportunities to students and teachers.

4. Expand the number of meaningful partnerships linked to accomplishing the mission and vision of the school district.

5. Evaluate and improve community partners' participation in district-level advisory roles.

6. Diversify MNPS' business and community partner portfolio to enhance engagement and support for every learner.

7. Continue partnerships relating to collective impact projects (e.g., literacy, Early Childhood Education (ECE), Community Achieves, summer jobs, Academies of Nashville, Music Makes Us, middle school STEAM initiative, PASSAGE).

8. Match community partnerships (non-profits, volunteers, corporations) with school needs and strategic framework priorities.

9. Establish Memoranda of Understandings (MOUs) with measurable expectations to ensure external support is linked to achieving district goals and having the expected impact on outcomes.

10. Increase collaboration amongst education delivery systems, specifically charter, choice, and zoned schools.

GLOSSARY

ACADEMIC PERFORMANCE FRAMEWORK
Comprehensive measurement of school performance based on student, teacher, and parent data.

ACCESS
Improving policies, procedures and infrastructure to ensure availability of programs, location of programs, and fairness of entrance to programs for all students.

ACCOUNTABILITY
Includes three components; shared, external and internal. Shared has a collective focus, external is imposed from outside actors and factors, and internal is self-imposed by members of a team.

CAPACITY BUILDING
Development of an individual's knowledge and skill to perform a task or reach a certain performance expectation clearly established by standards.

CHARACTERISTICS OF A GREAT SCHOOL
Description of core elements that research and practice have improved student achievement and a schools' culture and climate.

CHARACTERISTICS OF A SUCCESSFUL STUDENT
Defines our expectations for students at key educational junctures.

CLIMATE
Serves as the temperature or feel of the organization.

COACHING
Provides timely support and feedback for employees to develop mastery of a skill to meet performance requirements.

COLLABORATION
Involves – ideally – the co-evolution of people or systems to enhance the quality of outputs; and is based on the expectation that when different independent units come together with their own characteristics, experiences, and expertise, they morph together to create synergy.

COLLABORATIVE CULTURE
Establishes norms for the processes that facilitate people to come together and analyze problems, devise solutions, and design implementation plans; and is based on the premise that collaboration is at its best when people or systems co-evolve together.

COLLABORATIVE REFERRAL PROCESS
Internal (schools and departments) teams and external agencies working together to address students' needs in an interconnected comprehensive manner.

COLLECTIVE IMPACT
Serves as the commitment of a group of actors from different sectors to a common agenda for solving a complex social or environmental problem.

CONTINUOUS IMPROVEMENT
Establishes a cyclical process of data collection and analysis to correct deviations and improve the reliability of practice.

CORE VALUES
Reflects the principles that guide our internal conduct, as well as our relationships with the external community.

CULTURE
Becomes the personality of the organization; an enactment of the beliefs and values that define the way in which the organization approaches its work.

DATA
Acts as the foundational information that, when organized, helps people identify patterns and trends.

DATA ANALYSIS
Serves as the process by which people identify the factors causing a particular trend in the data.

DIVERSITY MANAGEMENT PLAN
Defines the district's approach to honoring the racial/ethnic, income, language and disability complexities of its students and staff in decision making, monitoring, and public reporting.

EQUITABLE
Removes institutional barriers to facilitate access to quality programs by all students.

GOAL
Sets the directional outcomes for a strategic framework.

GROUP
A group is created when people come together to accomplish a perceived common goal with no interdependencies, collaboration, or internal accountability for outcomes.

HIGH-LEVEL ACTIONS
Further defines and acts as a reference point for detailing out the work that will take place to execute each individual strategy in the strategic framework. High-level actions articulate leadership expectations for creating action and project plans and taking action.

LANGUAGE ACQUISITION
The process by which we enhance our repertoire of contextual and technical vocabulary. Students reading below grade level benefit greatly from language acquisition activities.

MAP® (MEASURES OF ACADEMIC PROGRESS®)
Is a K – 12 computer adaptive interim assessment that measures student growth to help teachers differentiate instruction.

MENTORING
Individuals who act as a sounding board to help someone make decisions about professional or personal life.

MISSION
Outlines an organization's purpose and function— how the ambitious work will be accomplished.

OPERATIONS
Identifies and executes the systems, processes, and structures to provide a quality service.

OPTIMIZE
The notion of enhancing the utilization of processes and structures to produce the best possible results.

ORGANIZATIONAL EXCELLENCE
Establishes the desire, supports, and structures to exceed internal and external stakeholders' expectations.

OUTWARD MINDSET
Focusing on the objectives and results of the organization as a whole and others' perspectives.

PERFORMANCE MANAGEMENT
Defines a transparent accountability system that clarifies key processes and expectations for measuring results.

PERFORMANCE MEASURES
Quantifies information to inform decision making regarding progress towards reaching the stated objectives and performance measures for each goal and related strategy.

PERSONAL INVESTMENT
Demonstration of a person's commitment to ensuring the execution of strategies or initiatives without the need for external pressure; an improvement of the expression "buy-in."

PBIS (POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS)
A proactive approach to establishing strategies and behavioral supports for students which results in a school environment conducive for academic, social and, emotional success. (An example of Tier 1)

POSITIVE WORK ENVIRONMENT
Implementation of a risk-free environment of trust, collaboration, and psychological safety. An individual is psychologically safe when he/she believes there will be no retribution for the free flow of ideas and opinions.

PREDICTABILITY REPORTS
Using formative data to project how a student will perform on future assessments.

PROFESSIONAL DEVELOPMENT
Is the personal investment in professional learning to close personal gaps in knowledge or skills to meet or exceed expectations.

PROFESSIONAL LEARNING
Includes macro and micro learning. Macro refers to the acquisition of new knowledge through workshops, book studies, conferences, etc. Micro learning is the main idea behind a learning organization where systems and structures promote the creation of new knowledge through the refinement of practice. An example would be the Plan-Do-Study-Act (PDSA) cycle.

PROFESSIONAL LEARNING COMMUNITY (PLC)
Represents job-alike people working together to improve results through collaboration, mutual respect, and adult learning. A high-performing team evolves into a PLC when organizational learning is a natural byproduct of the collective work.

PROFESSIONALISM
Demonstration of one's commitment to advancing knowledge, skills, and behaviors to conform to organizational expectations and commit to the organization's goals and objectives. A professional is always learning.

RELEVANCE
Offers a connection to real-life scenarios pertinent to the lives of students.

GLOSSARY

RESPONSE TO INTERVENTION (RTI)
Multi-tiered (Tier 1, 2 & 3) approach to early identification and differentiated support of students to meet their learning and behavior needs.

RESTORATIVE PRACTICE
A collaborative approach to positively change behavior by including students and faculty advisors in the solution determination process; and providing support through related training and protocols. (An example of Tier 2)

RIGOR
Refers to the depth of understanding and the level of performance included in curriculum activities and assessment practices.

SMART GOALS
An acronym for Specific, Measurable, Attainable, Realistic and Timely approach to defining and setting achievement targets.

STRATEGIES
States methods, resources, and/or thinking used to guide all actions taken to achieve goals. Strategies guide the how and by what means the work will move.

STUDENT ENGAGEMENT
Employs multiple ways to make a curricular activity appealing, interactive, and relevant to a student's life.

SUPPORT
Serves as the necessary guidance, feedback, direction, and resources to produce quality work.

TEAM
A high performing group of people coming together to accomplish a clear goal through interdependencies and mutual accountability for results.

TEAM EVALUATION
Tennessee Educator Acceleration Model is the performance evaluation for certificated educators and administrators which includes both qualitative and quantitative measures to generate a Level of Effectiveness rating.

THEORY OF CHANGE FOR ACTION
Serves as a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context; strives to provide a deeper level of understanding into the connection between actions taken and results seen/to be seen.

TRAINING
The intentional delivery and sharing of knowledge and information with the intent of having a positive impact on personal or professional practice.

VALUED
Evidence of an individual having a voice/input into something of importance to him/her, along with meaningful engagement and recognition of effort.

VISION
Conveys a future, aspirational direction.

WHOLE CHILD
Includes multiple dimensions and approaches (social, emotional, intellectual, and physical) related to the development of the whole-child and conforming to established standards.

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