



## EXECUTIVE SUMMARY

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In November of 2005, a Strategic Planning Taskforce was established to prepare for the development of the MNPS 2007-2014 Strategic Plan. This taskforce determined that the development of the Strategic Plan should be facilitated by an expert in the field of education strategic plans. Members of the taskforce included both district personnel and community members. The taskforce suggested the administration consider a contracted facilitator. The Cambridge Group was recommended by the Tying Nashville Together organization.

The Nashville Area Chamber of Commerce agreed to financially support this endeavor and a Request for Proposal was released in September of 2006. The Cambridge Group, along with several other professional organizations specializing in strategic planning development submitted proposals, which were reviewed by the Administration and narrowed down to three finalists. The three finalists presented their proposals to the Strategic Planning Taskforce and the Cambridge Group was selected.

The Cambridge Group presented its trademarked process for strategic plan development to the Board in November of 2006. The Board agreed that this process would be beneficial to the community as a whole and that it would offer the community an opportunity to be more actively involved in our school district. Also in November, facilitators were identified by the administration and attended a week-long training to lead awareness sessions for recruiting action team members and to facilitate action team meetings. Fifteen persons were trained as facilitators (Appendices A) in November; however, three persons withdrew from facilitator duties and one person organized strategic planning meetings separate from MNPS and was dismissed at the direction of the Cambridge Group.

A Planning Team was selected to lead the direction of the plan's development. Members of the community, the Board, and the Director's Cabinet submitted names to the Director for consideration as planning team members. Thirty-one people representing all facets of the Nashville community were able to commit to serve on the Planning Team. The team was required to meet for a three-day retreat in addition to a two-day review of draft action plans and a half-day review of final action plans. The team will convene annually to review the implementation of the plan. See Appendices B for the list of planning team members. The Planning Team met in January to create the Planning Document that would guide the plan's development. The Planning Document consists of a Mission, Beliefs, Parameters, Objectives, and Strategies. Nine strategies were defined by the Planning Team.

In January 2007, the trained facilitators began conducting awareness sessions to orient the greater Nashville community to the strategic planning process and to invite members of the community to participate in the planning process. Thirty-seven awareness sessions in 22 ZIP codes were conducted throughout the greater Nashville community. See Appendices C for a complete list of awareness sessions. These awareness sessions resulted in more than 300 persons signing up to serve on one of the nine action teams. An action team was assigned to support each strategy. Media was contacted and reported on the strategic plan's process. Parents and staff members were contacted via the MNPS Telephone Call Out System. In addition to media, public awareness sessions and the call out message, the Nashville Public Library posted information



about awareness sessions and placed Action Team Sign Up forms at all area branches. Awareness session handouts were also translated into Spanish to share with members of the Hispanic community.

Action team leaders were selected by the administration. Leaders were not cabinet level personnel but they were MNPS personnel. In addition to action team leaders, community chairs were selected to represent the community perspective in the planning process. Action team leaders were trained by the Cambridge Group in February and met with the Cambridge Group again in March. These leaders were assigned a strategy and a designated location. The action team meetings were held in schools on Thursday evenings. Due to the number of meetings scheduled to occur over a 10-week period of time, libraries and other facilities available to schools at no cost were not able to accommodate the request to use the facility. Each team selected and agreed upon meeting times (Appendices D) during the kick off meeting, which occurred March 8 at Isaiah T. Creswell following the Director's State of Schools Address.

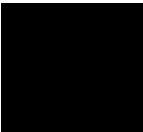
Three-hundred and two community members, MNPS employees, and MNPS students, as well as alumni, signed up to participate on an action team. Community members were also able to offer comments on the MNPS website as we moved through the stages of the process. Demographics were not collected to distinguish the number of community members versus the number of district personnel.

The Cambridge Group indicated there would be attrition over the course of the planning process. Indeed, all teams experienced some attrition. Action Teams 1, 7, and 8 experienced the most attrition with a loss of more than 50 percent of their membership. The remaining teams maintained a consistent core member group of approximately 75% of the original team. All action team leaders were informed of childcare opportunities for members and several members contacted the coordinator with regard to childcare services. Many groups offered food either by donation from a community group or by team members volunteering to provide snacks.

One of the primary objectives of the planning process is to achieve agreement throughout the development of the strategic plan. The Planning Team agreed upon the planning document before it was released to the action teams. Each action team was charged with that same responsibility. All action teams, with the exception of one, were able to reach agreement on their final plans. Action Team 4 was not able to reach agreement. After the Planning Team reviewed the research and draft plans created by Action Team 4, a taskforce (Appendices E) was appointed by the Director to review and complete Action Team 4 plans. This taskforce finalized all four of the action plans created by Action Team 4. These plans are included in the final document submitted to the planning team.

Throughout the development of the plan, all documents, meeting minutes, media releases and an Executive Summary update were posted on the MNPS website and are available in the MNPS Customer Service Center as well as periodic email updates. The administration also participated in a linkage session with the Board to provide an update of the strategic planning process. Each Board member participated on an action team that they selected during a Board retreat designed to further inform the Board of the Strategic Planning status. The Planning Team reviewed and agreed upon the final plans on June 22, 2007. The administration reviewed the final plans and agreed on developing implementation strategies for the action steps aligned with each strategic result. Upon the recommendation of Action Team One team leaders, the administration embedded action team one action steps into the remaining eight strategies.

On July 10, 2007, the final plans from the action teams were compiled and submitted to the Board of Education for review. The Board directed the administration to include



implementation strategies and costs and to organize the plan into a more cohesive document. The administration began the process of further defining the final plan with anticipation of submitting a comprehensive high quality strategic plan to the Board by the end of August 2007.

In July 2007, the district entered into Corrective Action under the NCLB requirements set forth by the state and federal legislation. This status resulted in the assignment of state consultants working with the administration in the final stages of the strategic planning process to ensure strategic results and actions steps address our NCLB status. In addition to the status change, significant statutes were passed during the July legislative session (see TSBA.net for further details) affecting some strategies. Revisions were made to reflect recommendations and requirements from the state department and legislation. The final draft plan was presented to the Board on November 13, 2007.

Because each team acted independently, many ideas and action items were replicated throughout the original document. In an effort to respond to the board's request to streamline and consolidate the document, these duplicate action items were collapsed into one action item. Action items that were not stated as action steps were listed as implementation strategies in our district comprehensive plan (Tennessee Comprehensive Systemwide Planning Process). The comprehensive plan will be available on the MNPS website and in print through the MNPS Customer Service Center after the state deadline of December 1.

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#### MISSION

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*The mission of Metropolitan Nashville Public Schools, the heart and soul of the creative spirit of Music City, is to ensure each student realizes his or her ability to excel at levels not previously imagined, through a system distinguished by: safe environments characterized by love, value and acceptance; inclusive communities of learners; engaged students eager to share their thoughts; multiple paths to success; and active support among home, school, and community.*

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#### STRATEGY I: WE WILL ENSURE ALL STUDENTS ACHIEVE ACADEMIC EXCELLENCE.

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#### ***Strategic Result A: Ensure that all students meet or exceed MNPS, State, and National Standards***

##### Key Actions

- Set targets for AYP based on NCLB data.
- Ensure that all students reach or exceed proficiency levels for NCLB subject areas.
- Define and assess benchmarks for MNPS, State, and National standards and communicate projected benchmarks to all tier levels, teachers, students, and parents.
- Assess students more frequently with a variety of assessment tools and more effectively use the assessments to guide instruction.
- Analyze and evaluate summative test data and coordinate the testing and deployment of technologies to facilitate formative assessments.
- Re-design school schedules to ensure adequate time for mentoring, assessment, and tutorial blocks.



- Provide high quality, research-based staff development to ensure best teaching practices in all classrooms as measured by the growth in student achievement.
- Implement the district's Five-Year IT Plan which emphasizes classroom-based technologies and the related infrastructure and support.
- Build a MNPS District Accountability System Framework to meet the needs of the accountability requirements for schools and the district.
- Develop uniform standards of instruction across all levels of education.
- Develop school-based student interventions/problem solving team to address grade level standards for every student.
- Ensure that students with disabilities are provided educational opportunities with non-disabled peers to the maximum extent possible as determined by the IEP process.
- Use homework effectively to maximize student achievement.

***Strategic Result B: Increase the graduation rate each year until 2014 in order to reach our goal of 100% of MNPS students graduating from high school.***

Key Actions

- Meet NCLB targets for graduation rate.
- Assess incoming Pre-Kindergarten and Kindergarten students to determine readiness.
- Market and promote relevant and engaging extra-curricular activities for students at risk of dropping out.
- Create an annual agreement between teacher and student to address individual student achievement and acknowledge the student's personal goals/pursuits.
- Address dropout rate by establishing alternative educational opportunities and settings for students @ risk.

***Strategic Result C: Decrease the achievement gap by increasing the opportunity for ALL students to meet more challenging expectations for their success.***

Key Actions

- Set targets for AYP based on NCLB data.
- Provide Honors course opportunities for all MS/HS students and Advanced Placement courses for all HS students.
- Offer all students foreign language opportunities in the middle and high schools.
- Design and implement a content (credit) recovery program in middle schools.
- Select and use technology in developmentally appropriate ways to promote active learning, improve student engagement, and individualize instruction.



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STRATEGY II: WE WILL PROVIDE ALL STUDENTS WITH SAFE AND NURTURING LEARNING ENVIRONMENTS.

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***Strategic Result A: Establish school-wide positive behavior support system that fosters safe and nurturing learning environments.***

Key Actions

- Establish a positive behavior support program that would include anti-bullying and conflict resolution curricula in all K-12 schools; ensure that all students engage in a conflict resolution program.
- Evaluate and redesign social work programs to ensure social and emotional needs of students are addressed.
- Implement SSA to promote positive behavior and increase student achievement.

***Strategic Result B: Develop and implement safety standards and plans that ensure safe and nurturing learning environments.***

Key Actions

- Standardize district wide protocol for all emergency procedures.
- Incorporate gang education training for all personnel.
- Increase the use of technology and other strategies to ensure safety and security in all schools.
- Utilize technology on all school buses to help regulate safety.
- Conduct a comprehensive school climate survey to detect perceptions on safety.

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STRATEGY III: WE WILL ENSURE THAT WE HAVE EXEMPLARY STAFF THROUGHOUT THE DISTRICT.

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***Strategic Result A: Develop accountability/assessment tools to determine employee effectiveness to recognize exemplary performance and to address areas of concern.***

Key Actions

- Conduct periodic mandatory employee evaluations.
- Provide a mandatory component of the administrative/supervisory evaluation that uses staff feedback.
- Make diversity of staff a component of the Principals evaluation document.
- Design periodic evaluation tools to measure effectiveness of suggested strategies in improving student performance, staff quality, recruitment and retention against projected benchmarks.



***Strategic Result B: Develop compensation and incentive systems aligned with broader school and district improvement strategies that meet and will eventually exceed industry standards for the purpose of attracting and maintaining top-quality employees.***

Key Actions

- Design a new compensation system.
- Design an incentive plan in accordance with P.C. 376 (2007).
- Ensure that both employed and retired staff medical benefit packages will service the employees to the highest extent.

***Strategic Result C: Establish a three-tiered employee professional development program that encompasses every aspect of school staff leadership, including induction, internship, and mentoring.***

Key Actions

- Establish a mentoring team of seasoned employees at each school, department, and at the district wide level to provide support to new and/or struggling employees throughout the year.
- Continue new employee orientation and strengthen orientation at each school and department level.
- Educate employees during new employee training and as a part of continual staff development about available employee assistant options.
- Allow for cross-departmental as well as school-based training that focuses on system-wide issues.
- Establish a three-tiered teacher induction program.
- Establish an internship program at the central administration level.

***Strategic Result D: Recruit and retain teachers and staff to meet the needs of the student population.***

Key Actions

- Revise current recruitment plan to reflect the needs of the student population.
- Recruit and hire teacher candidates early and allow principals to select from the pool of candidates.
- Revise hiring practices to centralize hiring of all employees.
- Revise selection practices for administrators to fill positions within their school.
- Recruit, from other professions, alternative licensed teachers dedicated to addressing needs of student population.
- Evaluate effectiveness of recruitment plan annually.
- Provide opportunities to cross-train exemplary staff to critical need areas by offering time, money and tuition reimbursement to take course work.
- Provide teacher preparation programs for minority college students and employees, especially African Americans and African American males that provide test-taking seminars and tutorials sessions for the PRAXIS I and II.



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**STRATEGY IV: WE WILL ENSURE AN ARRAY OF EDUCATIONAL  
OPTIONS FOR EACH STUDENT TO PURSUE HIS/HER PERSONAL GOALS.**

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***Strategic Result A: Options should be available to all students regardless of geography/transportation and scheduling.***

Key Actions

- Develop cluster open enrollment that ensures zones that allow movement within a geographic area which includes a management system for enrollment and procedures and rules for pathways.

***Strategic Result B: Provide all students CHOICE among unique and diverse option schools.***

Key Actions

- Create integral new programs annually in our schools so that over time we create diverse, different programs and choices within mega-clusters.
- Evaluate each school by the multiple benchmarks and consider reinvention of those schools that under perform on multiple benchmarks, while recognizing those that show marked success.
- Establish dialogue with surrounding counties to consider open enrollment.
- Continue to design and implement non-traditional schools to attract and maintain students.

***Strategic Result C: Increase student responsibility and accountability as decision-makers and managers of their educational pursuits.***

Key Actions

- Increase avenues for student participation in school-wide decision making and governance.

***Strategic Result D: Create a process for developing small learning communities and other programs focused on the concept of smaller learning environments in schools distributed across the clusters over a seven year time-frame.***

Key Actions

- Develop technology demonstration programs at all grade levels.
- Implement pilot dual enrollment programs for high school students to explore their personal goals.
- Formulate Freshman Academies to ease the transition for students as they enter high school.
- Develop small learning communities in grades 5-12.
- Establish single gender classrooms and/or schools to address student academic and personal achievement needs.
- Evaluate Middle College program and enhance as needed.



***Strategic Result E: Facilitate student exposure to options and provide more opportunities to engage with the learning community.***

Key Actions

- Recruit recent accomplished high school graduates from cluster to talk to groups of students PreK-12 to discuss relevant issues and choices in their educational experience.
- Develop career days for grades five to ten matching current curriculum topics with speakers who will discuss the importance of these topics in their daily work.
- Expose students to more opportunities in business, sports, arts.

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STRATEGY V: WE WILL ENSURE A NETWORK OF PERSONAL SUPPORT FOR EACH STUDENT.

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***Strategic Result A: Adopt and implement a comprehensive district-wide model to ensure the intentional advancement and support of a social-emotional learning and youth development.***

Key Actions

- Create a pervasive healthy and nurturing culture and climate throughout the District, schools, home and community.
- Evaluate and redesign school counseling programs to ensure they address social and emotional needs of students.
- Establish and sustain a network of supportive adults from home, school, and the community for each student.
- Identify and reduce risk factors that negatively impact students.
- Provide on-going opportunities for student engagement.

***Strategic Result B: Establish the oversight and infrastructure needed to ensure the successful implementation of a Social/Emotional Learning/Youth Development model in all district schools.***

Key Actions

- Create a resource center in every school for students, staff, parents, and community to provide a variety of supports.

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STRATEGY VI: WE WILL IMMERSE EVERY FAMILY IN THEIR CHILD'S EDUCATION.

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***Strategic Result A: MNPS will provide a network of support that enables families to participate actively in their child's school and education.***

Key Actions

- Ensure that each school offers a welcoming environment and maintains an “open door” policy that allows families regular access to the school and provides for opportunities to observe in the classroom.
- Provide volunteer opportunities, appropriate training, clear instructions, recognition, and appreciation for volunteer involvement to all stakeholders.
- Assist and encourage families to become involved at all levels.



- Establish a sense of community at the level of individual schools, clusters, and the district.

***Strategic Result B: MNPS will communicate effectively and responsively with 100 percent of its students' families.***

Key Actions

- Create and implement a written plan for district-level communications with parents.
- Establish a communication plan that invites full participation of all families.
- Compose school and district communications in jargon-free language readily understandable to those outside the educational professions.
- Communicate with and respond to parents in a timely fashion.

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STRATEGY VII: WE WILL ENSURE THE CONVERGENCE OF SCHOOLS AND COMMUNITIES TO ACHIEVE STUDENT SUCCESS.

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***Strategic Result A: Establish full-service community schools that reflect the diversity in each community.***

Key Actions

- Allow community access to MNPS sites to fulfill the needs of the community.
- Designate one individual as a site-based community planner to coordinate the community school.
- Conduct an annual evaluation review and revises assessment to meet the ever-changing needs of each community.

***Strategic Result B: Launch and improve partnerships between school district and all community stakeholders to provide active support for all students.***

Key Actions

- Develop district guidelines to ensure the implementation of school community convergence.
- Establish a central clearinghouse of information and programs available within the system, as well as local and national communities.
- Create an environment for building trust which reflects the following: accurate, accessible information, opportunities for dialogue, clear understanding of roles, mutual respect, and fault-free environment.
- Involve new community groups in providing intervention programs in schools and family resource centers in all schools.
- Ensure that all MNPS buildings adequately support the instructional program intended for them.



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STRATEGY VIII: WE WILL ESTABLISH MNPS AS THE PREMIER  
EDUCATIONAL SYSTEM FOR ENSURING EVERY STUDENT EXCELS AT LEVELS NOT  
PREVIOUSLY IMAGINED.

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***Strategic Result A: Identify and acknowledge the needs of MNPS stakeholders and promote on-going achievements to address those needs.***

Key Actions

- Maintain a central office staff with the capacity and resources for marketing and promotional campaigns.
- Develop and maintain metrics for measuring the effect of communication strategies.
- Identify perceptions of MNPS community and greater Nashville community and conduct needed campaigns.
- Maintain a deliberate focus on the position of MNPS within the Nashville Community.

## **Glossary**



## **Appendix A**

### **Facilitators**

Sam Braden, MNPS Staff

Ruben de Pena, MNPS Staff

Rodger Dinwiddie, Center for Youth Issues – Nashville

Harold Finch, MNPS Staff

Henry Flenory, MNPS Staff

Elois Freeman, Parent Leadership Institute \*

Rev. Enoch Fuzz, Interdenominational Ministerial Fellowship, NAACP

Debby Gould, PENCIL Foundation

Dr. Brenda King, MNPS Staff

Josias Arteaga, YMCA \*

Deirdre Reed, Tying Nashville Together\*

Dr. Kecia Ray, MNPS Staff



## Appendix B

The Planning Team of 31 members mirrored the face of Nashville, with participants who represented a wide variety of community and educational groups. These are the members, with a breakdown of the group's composition:

Dr. Mebenin Awipi  
NAACP, Tennessee  
State University

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Ms. Julia Baldrige  
FACE – Family Advisory Council for  
Special Education

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Ms. Gail Carr Williams  
Private School Parent, Vanderbilt  
University

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Ms. Stephanie Chatham  
Elementary School Principal

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Mr. Vern Denney  
Central Office – Facilities / Zoning

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Ms. Margaret Dolan  
Nashville's Agenda

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Ms. Lendozia Edwards  
Central Office – Learning  
Support Services

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Ms. Kim Finch  
Middle School Principal

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Mr. Jose Flores  
COPLA, ELL

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Mr. Lance Lott  
Central Office – Information  
Technology

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Ms. Rita McDonald  
Magnet School Parent, YMCA

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Ms. Brenda Morrow  
Edgehill Family Resources Center

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Ms. Carmen Overby  
High School Student

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Ms. Virginia Pupo-Walker  
High School Teacher

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Mr. David Rhodes  
High School Student

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Ms. Betty Russell  
SEIU

The Honorable Jim Forkum  
Metro Council

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Ms. Angela Galloway  
Middle School Teacher

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Dr. Pedro Garcia  
Director of Schools

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Dr. Lora Hall  
High School Principal

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Rev. Barton Harris  
Tying Nashville Together

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Ms. Susan Howard  
Steel Workers

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Mr. Erick Huth  
MNEA

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The Honorable Ed Kindall  
Board of Education

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Ms. Julie Lamb  
Parents Advisory Council,  
Parent at Title 1 School

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Ms. Gretchen Logan  
High School Counselor

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Ms. Sydney Rogers  
Alignment Nashville –  
Non-Profit Organizations

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Mr. Ralph Schulz  
Nashville Area Chamber  
of Commerce

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Rev. Victor Singletary  
Interdenominational Ministerial  
Fellowship

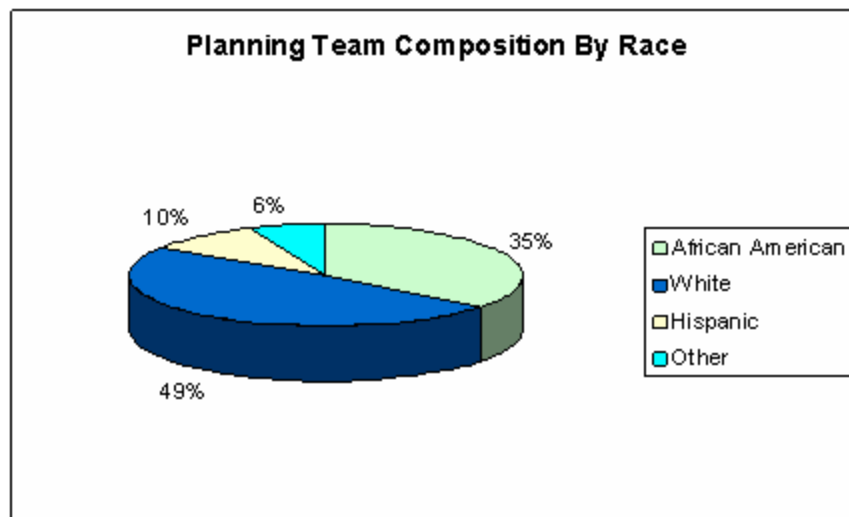
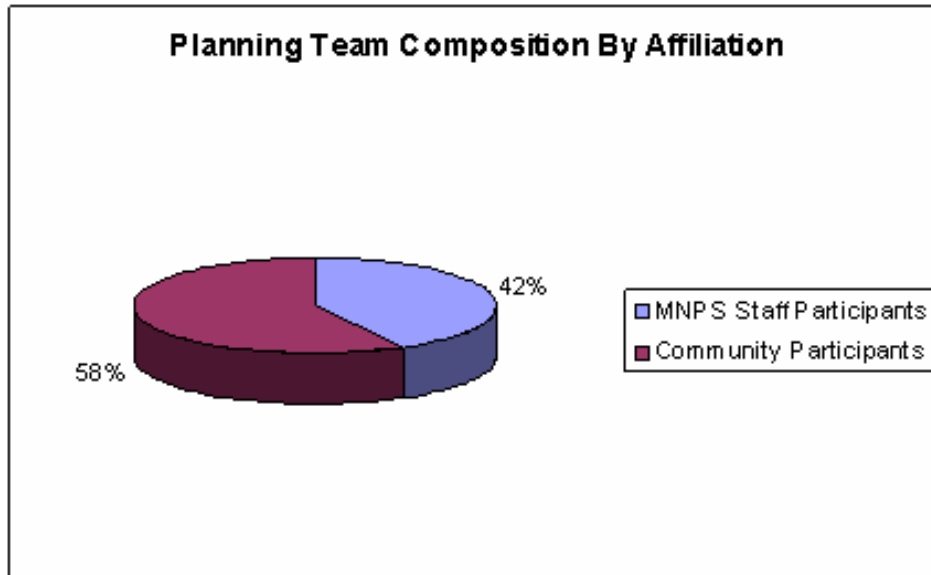
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Mr. Ralph Thompson  
Central Office - Cabinet

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Ms. Tonya Venters  
Elementary School Teacher

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## Appendix C

### Organizations Hosting Awareness Sessions

#### Civic/Service Organizations

Alignment Nashville Committees  
Book Em!  
PENCIL Board  
Nashville Area Hispanic Chamber of  
Commerce  
Nashville Area Chamber of Commerce  
League of Women Voters  
NAACP  
Northwest YMCA  
Nashville Alliance  
Greater Nashville Alliance of Black  
Educators  
Nashville Women's Breakfast Club  
STARS  
TSU Graduate Class  
Bordeaux Town Hall Meeting

#### Parent Organizations

Parent Advisory Council  
Whites Creek Cluster Meeting  
Whites Creek PTO  
Percy Priest PTO  
Rose Park PTO

Jones PTO  
Harpeth Valley PTO  
Hermitage PTO  
Cumberland PTO  
Hillsboro PTO  
FACE  
McGavock PTO  
COPLA

#### Churches

Corinthian Baptist  
Iglesias Hispana de Nashville  
Interfaith Ministerial Fellowship  
Temple Baptist  
Lakeview Community Church  
Lakeshore Christian Church

#### Neighborhood Associations

Haynes Manor  
Forest View  
Hadley Park



**Appendix D**

	<b>Action Team Leader</b>	<b>Co-Chair</b>	<b>Facilitator</b>	<b>Board Member/District</b>	<b>Meeting Location/Time</b>
1	Susan Whitworth Rise' Pope	Manuel Fonseca	Ruben dePena	David Fox/ 8	J. T. Moore 5:30-8:00
2	Linda Miller Michael Ross	Elizabeth Knox	Sam Braden	Ed Kindall/ 7	Croft Middle 6:30-8:00
3	Renita Perkins Pam Stockett		Henry Flenory	George Thompson/ 1	Taylor Stratton 6:00-8:00
4	Janette Carter Margie Johnson	Kathy Nevill	Debby Gould	Jo Ann Brannon/ 2	Gra-Mar 4:00-6:00
5	Greg Patterson Kay Rackard	Lynn Stuart	Gerry Alteri	Gracie Porter/ 5	Lockeland 5:30-7:30
6	Jim Overstreet Rob Sasser	Avi Poster	Brenda King	Karen Johnson/ 6	Una 5:00-7:00
7	Alvin Jones Brenda Steele	Kathy Buggs	Enoch Fuzz	Marsha Warden/ 9	Eakin 5:00-7:00
8	Jim Briggs Cherish Piche	Marc Hill	Harold Finch	Pam Garrett/ 3	Hull-Jackson 5:30-7:00
9	Wayne Parker Ervin Tinnon	Dan Surface Corine Jackson	Rodger Dinwiddie	Steve Glover/ 4	Stanford 4:30-6:30



**Estimated Timeline for Action Teams**

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- February 22** – Action Team Leadership Team Planning (optional)
- March 1** – First Action Team Meeting with Public Participants Strategic Analysis
- March 8** – Information Gathering
- March 15** – Information Gathering
- March 22** – Optional meetings – Spring Break –
- March 28** – **Action Team Leaders meet with Dr. Cook (45 min by appointment)**
- March 29** – Narrowing your focus
- April 5** – Result Statements
- April 12** – Result Statements
- April 19** – Mini Cost Benefit Analysis
- April 26** – Mini Cost Benefit Analysis/Begin Final Action Plans
- May 3** – Finalize Action Plans
- May 10** – Finalize Action Plans (email final versions to Dr. Kecia Ray by May 11)
- May 14 and May 15** – Present to Planning Team
- May 16- June 15** – Revise plans according to Planning Team recommendations (email final versions to Dr. Kecia Ray by June 15)
- June 22** – Planning Team Meeting to Approve Final Plans and Submit to Director



## **Appendix E**

### **Strategy 4 Taskforce Members–**

Rev. Sonnye Dixon

Margaret Dolan

Jose Gonzalez

Rev. Enoch Fuzz

Erick Huth

June Keel

Brenda King

Bishop George Price

Rev. Victor Singletary

Ralph Thompson