

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Opening Doors Expanding Opportunities

CFDA # 84.377C

PR/Award # S377C170023

Grants.gov Tracking#: GRANT12340621

OMB No. , Expiration Date:

Closing Date: Feb 13, 2017

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
6. Grants.gov Lobbying Form	e12
7. Dept of Education Supplemental Information for SF-424	e13
8. ED Abstract Narrative Form	e14
<i>Attachment - 1 (1234-Opening Doors Abstract)</i>	e15
9. Project Narrative Form	e17
<i>Attachment - 1 (1243-Opening Doors Project Narrative)</i>	e18
<i>Attachment - 2 (1244-Opening Doors-Table of Contents)</i>	e43
10. Other Narrative Form	e44
<i>Attachment - 1 (1236-Diversity+Management+Plan)</i>	e45
<i>Attachment - 2 (1237-Resume David Kovach)</i>	e54
<i>Attachment - 3 (1238-Resume LeTrecia Gloster)</i>	e58
<i>Attachment - 4 (1239-Resume M McVicker)</i>	e67
<i>Attachment - 5 (1240-Resume Sonia Stewart)</i>	e69
<i>Attachment - 6 (1241-Resume Williams.Michelle)</i>	e71
<i>Attachment - 7 (1242-Resume Miriam Harrington)</i>	e72
11. Budget Narrative Form	e76
<i>Attachment - 1 (1235-Opening Doors Budget Narrative MNPS)</i>	e77

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

02/13/2017

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Metropolitan Nashville Public Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):

62-0717138

* c. Organizational DUNS:

1000732530000

d. Address:

* Street1:

2601 Bransford Avenue

Street2:

* City:

Nashville

County/Parish:

Davidson

* State:

TN: Tennessee

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

37204-2811

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

* First Name:

Merrie

Middle Name:

* Last Name:

Clark

Suffix:

Title: Director , Grants Development/Management

Organizational Affiliation:

* Telephone Number:

(615) 259-8670

Fax Number:

(615) 214-8852

* Email:

merrie.clark@mnps.org

PR/Award # S377C170023

Page e3

Application for Federal Assistance SF-424			
* 9. Type of Applicant 1: Select Applicant Type: <input type="text" value="X: Other (specify)"/> Type of Applicant 2: Select Applicant Type: <input type="text"/> Type of Applicant 3: Select Applicant Type: <input type="text"/> * Other (specify): <input type="text" value="Local Education Agency"/>			
* 10. Name of Federal Agency: <input type="text" value="Department of Education"/>			
11. Catalog of Federal Domestic Assistance Number: <input type="text"/> CFDA Title: <input type="text"/>			
* 12. Funding Opportunity Number: <input type="text" value="ED-GRANTS-121416-001"/> * Title: <input type="text" value="Office of Elementary and Secondary Education Opening Doors, Expanding CFDA Number 84.377C"/>			
13. Competition Identification Number: <input type="text" value="84-377C2017-1"/> Title: <input type="text"/>			
14. Areas Affected by Project (Cities, Counties, States, etc.): <input type="text"/> <input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>			
* 15. Descriptive Title of Applicant's Project: <input type="text" value="Opening Doors, Expanding Opportunities"/>			
Attach supporting documents as specified in agency instructions. <input type="button" value="Add Attachments"/> <input type="button" value="Delete Attachments"/> <input type="button" value="View Attachments"/>			

Application for Federal Assistance SF-424	
16. Congressional Districts Of:	
* a. Applicant: <input type="text" value="TN-005"/>	* b. Program/Project: <input type="text" value="TN-005"/>
Attach an additional list of Program/Project Congressional Districts if needed.	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
17. Proposed Project:	
* a. Start Date: <input type="text" value="07/01/2017"/>	* b. End Date: <input type="text" value="06/30/2019"/>
18. Estimated Funding (\$):	
* a. Federal	<input type="text" value="801,373.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="801,373.00"/>
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input type="text"/> .	
<input checked="" type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input type="checkbox"/> c. Program is not covered by E.O. 12372.	
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If "Yes", provide explanation and attach	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)	
<input checked="" type="checkbox"/> ** I AGREE	
** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.	
Authorized Representative:	
Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Vicki"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Magsby"/>	
Suffix: <input type="text"/>	
* Title: <input type="text" value="Grant Specialist, II"/>	
* Telephone Number: <input type="text" value="(615) 259-8691"/>	Fax Number: <input type="text" value="(615) 214-8852"/>
* Email: <input type="text" value="vicki.magsby@mnps.org"/>	
* Signature of Authorized Representative: <input type="text" value="Merrie Clark"/>	* Date Signed: <input type="text" value="02/13/2017"/>

PR/Award # S377C170023

Page e5

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization
Metropolitan Nashville Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	210,385.00					210,385.00
2. Fringe Benefits	58,723.00					58,723.00
3. Travel	9,000.00					9,000.00
4. Equipment	0.00					0.00
5. Supplies	215,000.00					215,000.00
6. Contractual	285,000.00					285,000.00
7. Construction	0.00					0.00
8. Other	0.00					0.00
9. Total Direct Costs (lines 1-8)	778,108.00					778,108.00
10. Indirect Costs*	23,265.00					23,265.00
11. Training Stipends	0.00					0.00
12. Total Costs (lines 9-11)	801,373.00					801,373.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017 (mm/dd/yyyy)
 Approving Federal agency: ☐ ED ☒ Other (please specify): Tennessee Department of Education

The Indirect Cost Rate is 2.99%.

- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 2.99%.

ED 524

Name of Institution/Organization Metropolitan Nashville Public Schools		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						
SECTION C - BUDGET NARRATIVE (see instructions)						

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Previous Edition Usable

Authorized for Local Reproduction

Standard Form 424B (Rev. 7-97)
Prescribed by OMB Circular A-102

PR/Award # S377C170023

Page e8

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Merrie Clark	Grant Specialist, II
APPLICANT ORGANIZATION	DATE SUBMITTED
Metropolitan Nashville Public Schools	02/13/2017

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Metropolitan Nashville Public Schools"/> * Street 1 <input type="text" value="2601 Bransford Avenue"/> Street 2 <input type="text"/> * City <input type="text" value="Nashville"/> State <input type="text" value="TN: Tennessee"/> Zip <input type="text" value="37204-2811"/> Congressional District, if known: <input type="text" value="TN-005"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text"/> CFDA Number, if applicable: <input type="text"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Merrie Clark"/> * Name: Prefix <input type="text" value="Dr."/> * First Name <input type="text" value="Merrie"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Clark"/> Suffix <input type="text"/> Title: <input type="text" value="Director, Grants Development/Management"/> Telephone No.: <input type="text" value="(615) 259-8670"/> Date: <input type="text" value="02/13/2017"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S377C170023

Page e10

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
----------------------	----------------	-------------------	-----------------

PR/Award # S377C170023

Page e11

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Metropolitan Nashville Public Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mrs.	* First Name: Vicki Middle Name:
* Last Name: Magsby	Suffix:
* Title: Grant Specialist, II	
* SIGNATURE: Merrie Clark	* DATE: 02/13/2017

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Merrie		Clark	

Address:

Street1:	2601 Bransford Avenue
Street2:	
City:	Nashville
County:	
State:	TN: Tennessee
Zip Code:	37204-2811
Country:	USA: UNITED STATES

Phone Number (give area code)

(615) 259-8670

Fax Number (give area code)

(615) 214-8852

Email Address:

merrie.clark@mnps.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☒ Yes ☐ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

--

Add Attachment

Delete Attachment

View Attachment

PR/Award # S377C170023

Page e13

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

Metro Nashville Public Schools (MNPS) is one of the nation's top 50 largest school districts, preparing 88,000 students to excel in higher education, work and life. 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 is earning a national reputation for urban school reform, its commitment to social and emotional learning and rising academic achievement.

A Transition Team was appointed by Dr. Shawn Joseph, new director of schools, last July to help him assess the current state of the school district. The work was done through four committees focused on Student Achievement, School Choice, Human Resources and Talent Management, and Communications and Community Engagement. The Transition Team committees conducted thorough reviews by poring over data, interviewing staff and researching best practices. Each committee identified four priority areas of need and then specific short- and long-term recommendations to address those priorities. The Transition Team findings were presented to the Board of Education February 2017 and included school choice as a priority.

School Choice Priority Areas:

Choice programs: Analyze and improve the structure and function of choice programs in the district, including program features, curriculum, and administration consistent with district strategic plans.

Diversity: Demonstrate a commitment to diversity through continuous improvement in processes for placement, data analysis, and student services regarding its choice options.

Transportation: Prioritize transportation as a function to ensure that school choice options are available to all students through clear communication and ongoing analysis of transportation and school choice patterns.

Outreach/Recruitment: Leverage and extend existing marketing/outreach/recruitment efforts to ensure information is readily available and easily understood by all families.

While the district has made tremendous strides in many areas, there is still work to be done. All programs at the three schools included in this proposal - Buena Vista Enhanced Option Elementary (286 students), Jere Baxter Middle School Prep (302 students) and Pearl-Cohn Magnet High School (664 students) - meet the requirements under *Absolute Priority 1a* as all are SIG schools have faced significant barriers to obtain socio-economic diversity and stability.

The awarding of this grant will provide the necessary financial support to start the restructuring of these neighborhood schools. The following outcomes have been identified for this project:

1. Increase socio-economic diversity in every school included in this proposal as measured annually by student demographics.
2. Increase academic achievement of persistently under-performing schools as measured by interim benchmark stages and summative assessment.
3. Design and implement three innovative programs what will improve student achievement, monitored through quarterly milestone meetings.
4. Provide a blue print to address the conditions of disadvantaged students in urban settings. This document will be developed collaboratively through multiple stakeholders, as an outcome of this grant.
5. Increase the system's ability to increase sustainability of effort when designing and implementing educational programs. Best practices gleaned from this grant program will be shared and scaled across the district.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

A. District Snapshot

Metro Nashville Public Schools (MNPS) is one of the nation's top 50 largest school districts, preparing 88,000 students to excel in higher education, work and life. 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 is earning a national reputation for urban school reform, its commitment to social and emotional learning and rising academic achievement.

A Transition Team was appointed by Dr. Shawn Joseph, new director of schools, last July to help him assess the current state of the school district. The work was done through four committees focused on Student Achievement, School Choice, Human Resources and Talent Management, and Communications and Community Engagement. The Transition Team committees conducted thorough reviews by poring over data, interviewing staff and researching best practices. Each committee identified four priority areas of need and then specific short- and long-term recommendations to address those priorities. The Transition Team findings were presented to the Board of Education February 2017 and included school choice as a priority.

School Choice Priority Areas:

Choice programs: Analyze and improve the structure and function of choice programs in the district, including program features, curriculum, and administration consistent with district strategic plans.

Diversity: Demonstrate a commitment to diversity through continuous improvement in processes for placement, data analysis, and student services regarding its choice options.

Transportation: Prioritize transportation as a function to ensure that school choice options are available to all students through clear communication and ongoing analysis of transportation and school choice patterns.

Outreach/Recruitment: Leverage and extend existing marketing/outreach/recruitment efforts to ensure information is readily available and easily understood by all families.

MNPS students represent more than 139 different countries and over 120 languages. Of the total enrolled, 75.5% of students are economically disadvantaged; 29.4% are English Language Learners; and 11.9% have disabilities. Notably, of the 158 schools, 108 have poverty rates over 75% and an additional 30 schools in Nashville report poverty rates between 50.1% and 75%. MNPS serves eleven SIG schools through the L5 Office of Innovation.

The rising rates of poverty in the schools present challenges such as higher rates of social disorder, higher student and teacher mobility rates, lower attendance rates, and lower rates of parental involvement. These challenges place students in high poverty schools at higher rates of academic risk and academic failure. The Northern part of Davidson County, where these schools are located, has been designated as a Promise Zone.

In November 2012 the MNPS Board of Education adopted a resolution that calls for all students to be “provided the benefits of learning in diverse settings” and declares that “quality, diverse schools at all grade levels are indispensable to the civic and educational purpose of this School District.” As part of the district diversity plan, work groups were established to focus on the following actions: 1) improve/expand school options for students that preserve/enhance diversity and/or equity; 2) enhance diversity of certified and non-certified staffing of schools and central office using race-neutral means; 3) improve whole-school student performance in schools that

meet the MNPS diversity definition and those that do not; and, 4) ensure that MNPS financial investments are made so as to preserve/enhance diversity. (<http://www.mnps.org/diversity>)

B. Need for Project

While the district has made tremendous strides in many areas, there is still work to be done. All programs at the schools included in this proposal - Buena Vista Enhanced Option Elementary (286 students), Jere Baxter Middle School Prep (302 students) and Pearl-Cohn Magnet High School (664 students) - meet the requirements under *Absolute Priority 1a* as all are SIG schools have faced significant barriers to obtain socio-economic diversity and stability. Middle class parents are evading these schools as shown by statistical data submitted in this application (Fig 1). The community has launched a gentrification program which has fallen short at creating population balance and stability at these schools. The Enhanced Option at Buena Vista, sponsored by local funds, has not had the impact it once promised. The school continues to lose students and continues to fall below state benchmarks. A magnet program for music entertainment implemented four years ago at Pearl-Cohn has not created the appropriate draw to lure students from other attendance areas nor to retain the students in the current feeder pattern. Jere Baxter has not had any restructuring efforts to address similar issues with socio-economic diversity and the stability of the student population. All schools serve an under-privileged population and currently rank in the bottom 5% of schools in Tennessee. In addition, these schools have statically disproportionate numbers of students living in poverty. The social stratification is more apparent in North Nashville than in most parts of the school district. Buena Vista, for example, has 98% of its students living in poverty, and it is one of the schools that feeds into Pearl-Cohn High School, which has 96% of its students living in poverty. Jere Baxter currently has 84% of its students below the poverty line.

Parents and students need attractive and viable options at these schools.

The awarding of this grant will provide the necessary financial support to start the restructuring of these neighborhood schools. The following outcomes have been identified for this project:

1. Increase socio-economic diversity in every school included in this proposal as measured annually by student demographics.
2. Increase academic achievement of persistently under-performing schools as measured by interim benchmark stages and summative assessment.
3. Design and implement three innovative programs that will improve student achievement, monitored through quarterly milestone meetings.
4. Provide a blue print to address the conditions of disadvantaged students in urban settings. This document will be developed collaboratively through multiple stakeholders, as an outcome of this grant.
5. Increase the system's ability to increase sustainability of effort when designing and implementing educational programs. Best practices gleaned from this grant program will be shared and scaled across the district.

All SIG schools included in the grant application have utilized community input in the creation of their reform efforts. Each school will provide an open-enrollment policy to allow students from other attendance area to matriculate and take advantage of new program offerings. All three schools are under state oversight for program development, implementation of school improvement plans, and periodic monitoring of performance milestones. The federal funds provided for additional support have not produced the desired results; these schools are still under

performing and increasingly segregated in regards to the socio-economic status of the student populations. In addition, all schools will partner with the Nelson Andrews Leadership Center in Nashville. This organization specializes in the Design Shop, a collaborative planning process which brings divergent voices to the table to strategize while addressing persistent problems in the community. This collaborative change process has been utilized by large companies such as Price Waterhouse Cooper, Vanderbilt Medical Center, The FIRST Group of Washington, The INGRAM Group in Nashville just to name a few. The voice of the community has been and will continue to be an integral part of the design and implementation process.

MNPS has established a budgeting process that provides principals the flexibility and discretion to allocate resources (people, time, and money) according to their school's needs. MNPS has transitioned the district's resource allocation method to a weighted student funding formula where funding "follows the student" and is reflective of individual student need.

Steps taken:

1. Developed a multiyear rollout plan to expand flexibility to all schools
2. Developed guidelines and training and support models to build principal and central office capacity
3. Developed processes to review and approve resource decisions
4. Ensured all processes and timelines align tightly with human capital and school improvement planning processes
5. Developed tools to capture budget decisions
6. Conducted an equity assessment to analyze our current allocation method
7. Engaged district staff and other stakeholders to define equity and set goals

8. Researched best practices and lessons learned from other districts
9. Developed a recommended weighted student funding mechanism
10. Implemented a rollout plan inclusive of supporting schools and linking to school-based budgeting
11. Established processes to annually review weighting decisions in light of district needs, priorities and strategies

This work is cross functional and involves personnel from finance, human capital, and academics.

Newly appointed Director of Schools, Dr. Shawn Joseph has assembled a team of experienced educators to develop an innovative and aggressive initiative to improve student learning in all priority schools. The turnaround model is based on innovation, reliability of practice, and collective accountability. Thus, the team has decided to adopt a new name for the office and for the schools because semantics are important. The Office of L5 Innovation Schools will replace the name Office of Priority Schools. The old name conveyed a sense of helplessness and defeat. The new name conveys the team's determination to approach the work from a logical, creative, and scientific perspective which removes the "hope and prayer" approach from the school improvement process. The team is leaning on consistency, innovation, and reliability of practice by using research-based leadership strategies to increase the level of predictability in the improvement of student achievement. Knowledge has been gathered through experimentation and research to guide efforts to increase the predictability in the school improvement process. Many organizations such as the College Board and the International Baccalaureate anchor their

work on predictability systems. MNPS L5 Innovation Schools will use a similar model to improve the quality of instruction.

PREDICTABILITY IS OUR MISSION - Anchored in a philosophy of predictability as the central and unifying principle of operation, L5 Schools receive intensive support to build the leadership capacity of every principal to provide stewardship for their staff as they become more scientific in their approach to improving student learning. L5 Schools have as a central goal: to improve student achievement in a consistent, reliable, and predictable manner. Operationally, however, each of our schools must elevate the quality and content of their program offerings. Dwindling enrollment, mobility of students, and mobility of staff have created persistence achievement problems in the neediest schools. This problem is exacerbated by the fact that middle class parents with their upward mobility are seeking other options for their children. Low enrollment and lack of consistency makes it very difficult to predict the improvement of student achievement in a reliable manner. The creation or enhancement of innovative programs to offer viable educational options to children from the local attendance areas and neighboring school communities is paramount to ensure sustainability of socio-economic diversity and long-lasting school improvement efforts.

The L5 Office is committed to supporting principals and their staff as they develop and implement systems and processes that will lead to the elimination of opportunity gaps for students. By leveraging resources, developing engaging programs, and increasing opportunities for a more level playing field for under-served socio-economic student groups these schools have the ability to make meaningful change. The theory is that through program innovation, parents will develop the

necessary confidence and trust that will increase viability of programs and the sustainability of students from a wide range in the socio-economic spectrum.

The MNPS Turnaround Initiative began by conducting careful root-cause analysis activities to clearly understand the essential variables causing or impacting a current situation. The team drafted fundamental questions to guide the research in the current context. The content of this application includes some of the findings behind the following questions: Why do we have persistently failing schools in Nashville? Why do parents opt out of the feeder articulation pattern when entering middle school? What is the content and the strategy to create parity and socio-economic diversity in Nashville? What would it take to convince middle class parents that the local school program is a viable option for their children? What does a rigorous educational program look like? What is the relationship between central office and principals? How is the prevalent school culture including or excluding children from viable educational opportunities? How do we address the instability created by the constant mobility of students, teachers, principals in the district? How do we mobilize district resources to design and implement systems and structures to improve student achievement in a consistent, reliable and predictable manner?

While there are many theories to explain the notion of failing schools, based on the team's research, specific root causes will inform the work. The following findings are pertinent and are being addressed as part of the L5 Work:

- 1. Coherence:** We have found inconsistencies in the level of coherence that exists within and across the various systems of operation to support student achievement and to ensure alignment and continuity of service from one school to another. Within the same feeder

pattern, programs are not aligned and parents are left with no logical options for the next level of education opportunities. When asking parents why they left the middle school of their feeder pattern, the most common response was “lack of program options.” Peter Senge in *The Fifth Discipline* discusses the importance of organizational development through system thinking. We have found that parents vote with their feet when it comes to their children’s education. See Table 1.

Table 1: 2014-2017 Student Enrollment Decline			
School	2014-2015	2015-2016	2016-2017
Buena Vista Elementary	364	325	290
Jere Baxter Middle Prep	365	355	297
Pearl-Cohn High School	907	804	695

The absence of viable programs is directly responsible for over 30% of the elementary parents in Nashville opting out of the feeder pattern of attendance as noted in the table above. Middle school avoidance syndrome not only increases economic segregation but it also limits the opportunities of each school to offer richer and innovative programs.

2. Inconsistency in Leadership: We have found inconsistencies in educational and leadership practices. We lack a common understanding of performance expectations and definition of essential elements of the work. Richard Elmore, author and professor at Harvard University, speaks about the importance of calibration of knowledge and the norming of educational practice. Capacity cannot be built with inconsistency of practice and inconsistency in leadership. We have secured commitment from all of the L5 Principals to remain in their schools for a minimum of three years to ensure consistency of effort. We have also built a Principal Pipeline within the L5 Schools to create a highly

qualified pool of assistant principals who will be ready and able to assume the role of principal if and when a vacancy occurs. Significant in this approach is the consistency in instructional leadership practices. The L5 Framework for Performance Based Instruction is serving as a guide for all L5 Schools to increase rigor, relevance, language acquisition, and greater development of 21st Century Skills (Communication, Collaborative Problem Solving, Creativity, and Critical Thinking.) Comments from teachers following training sessions are attached in the Appendix section of this application.

3. ***Culture and Climate:*** A significant finding was the climate and culture that existed in schools and at the central office. A culture of “us versus them” appears to have been the norm between principals and central office leaders. At the school level, the culture and climate is no different. The data indicates the existence of a climate of “crime and punishment” in some L5 Innovation schools. Our middle schools, for example, led the district in suspensions and expulsions last year. The L5 Team has launched a Culture Shift Program which emphasizes a shift from “blame to ownership” and from “punishment to intervention.” This shift in culture is being led by every principal in partnership with the Office of Social Emotional Learning, The Community Achieves Program, and the Office of Restorative Practices. School suspensions and disciplinary referrals are at an all-time low in all of the L5 Schools. This shift in culture is accompanied by a tremendous commitment among the staff to create a different experience for students. Principals and staff are working collaboratively to ensure the sustainability of a positive school climate that is conducive to effective teaching and learning in every L5 Classroom.

4. ***Implementation Strategy:*** We have found an absence of processes and structures to

deploy a new initiative. Researcher David Allen has found that schools and organizations, in general, are not very effective at implementing new ideas. It is estimated that over 75% of the initiatives launched in education never reach the level of implementation necessary to yield the results promised by the initiative. We have found many initiatives at different levels of implementation and most of them lack a sound theory of action and a plan to ensure fidelity of implementation. In order to apply for a grant, school leaders must be prepared to lead the effective implementation of new initiatives. Every principal has received training on the *Performance Code* adapted from Harvard's Leadership Code to ensure the fidelity of implementation of a new initiative. *The Performance Code* is a coherent framework with seven essential elements necessary to define the work, performance expectations, research-based practices, monitoring processes, professional development, and internal reliability measures to gauge progress (Please see attachment)

5. High Functioning Teams: Processes, structures, and expectations for high functioning teams are inconsistent. Some schools have a strong leadership team while others rarely meet. Grade level teams lack a unifying principle of operation that compels them to work together as a professional learning community. Patrick Lencioni suggests that organizational failure is due to the Five Dysfunctions of a Team. Structured team development processes are often missing in educational practice. Staffs in L5 Schools have begun to work together with the support from the central office to ensure the presence of a high performing team at each grade level. This concept of team development is also needed at the leadership of the school. All schools have developed a high functioning leadership team to support the principal in implementing innovative work. This work has already started, but we have to go deeper into assessing the existence

of high performing teams in each school. There is a great need to create teams of people who operate under the principles of: interdependence, accountability for results, shared leadership, and collective responsibility for the work.

6. *Random Leadership:* Jim Collins discovered in his *Good to Great* research that successful companies are guided by a unifying principle of operation that creates coherence and reliability of purpose. Personal and organizational discipline must exist in order to impact essential variables in the organization. We have found in our schools that principals are working long hours but less than 20% of their time is spent on the business of improving teaching and learning. Increased activity is not always translating into productivity. Principals live in a constant state of interruptions with managerial tasks. Support personnel are deployed in a way that has reduced the principal's activities to clerical work. Disciplinary issues, interruptions, electronic communication, and other management tasks consume most of the principal's time. The L5 Office has deliberately conducted professional development to increase the focus of the principal's work on instructional leadership. Equally important, each principal has been coached to identify a high impact instructional leadership practice where they will spend at least 40% of their time every week. Consistency of effort over time while addressing a critical variable is the perfect recipe to improve student achievement in a reliable manner.

7. *Family Engagement:* We have found inconsistencies in the relationship with the parent community. While some schools have a Parent Teacher Association, others meet with parents at random times. Community activities are present in some schools but others need improvement in this area. There is a comprehensive need for wraparound services for all of the communities served by L5 Innovation schools. All L5 Schools have the goal

of implementing creative activities to increase family engagement.

8. **Mobility:** Mobility is probably the greatest challenge facing L5 Innovation schools. There is significant mobility among the students, teachers, principals, and at the central office level. We have found that student achievement is directly linked to the mobility of critical people in the organization. Improving performance is going to require stability of educational practice and stability in leadership. (See Table 2 & 3)

Table 2: Opening Doors, Expanding Opportunities Target Schools Mobility Rate	
School	2016-2017
Buena Vista Elementary	41%
Jere Baxter Middle Prep	39%
Pearl-Cohn High School	38%

Source: Metropolitan Nashville Public Schools, School Level Data (2016-2017)

Table 3: Opening Doors, Expanding Opportunities 2014-2017 Students Living in Poverty			
School	2014-2015	2015-2016	2016-2017
Buena Vista Elementary	98%	99%	98%
Jere Baxter Middle Prep	84%	88%	85%
Pearl-Cohn High School	95%	96%	97%

Source: Metropolitan Nashville Public Schools, School Level Data (2016-2017)

9. **Viable Programs:** Attractive, challenging, and engaging programs are a must in Metropolitan Nashville Public Schools. Over 30% of the student population is fleeing to Charter and Private Schools. Parents and students need to have viable options in their community school to access high quality programs. There is a large disparity, for example, in program options among the 11 schools labeled “priority.” Most of these schools simply offer a generic program with no distinctive “signature” or pathway that represents rigor, quality, and opportunity for future careers. It is precisely the lack of

viable programs that has motivated our office to submit the application for this grant. We envision a steadfast commitment to improving the quality of educational opportunities at each of the identified schools. Resources obtained from local and federal funding are falling short, however.

C. Project Design

The district has created the optimal conditions for program improvement. Through the proposed project design, MNPS will be able to increase its socio-economic diversity by offering middle class parents racial-neutral means to enhance educational opportunities for their children.

Buena Vista Enhanced Option Elementary envisions each student in the school community to be a whole brain learner. By integrating the arts through cross curricular studies, students will have skills necessary to perform at or above a proficient level in every area. Increasing visual and performing arts instruction will encourage each individual to work in a creative, cooperative and collaborative climate promoting independent thinking. Growing engaged scholars who chart their own course toward success and come to school every day, on time and instructionally available is the goal.

Arts integration will allow the school to expand choice options thereby attracting a more diverse population of learners and appeal to newer members of the community. The school's demographics have historically included a predominantly African American population of poverty. Uniquely, Buena Vista serves not only a community of generational poverty, but also situational poverty brought on by homelessness and trauma. The school serves students from all

of the downtown homeless shelters yielding an annual mobility rate ranging between 66 and 78%. Given these challenges in experiences and exposure, it is critical that staff use every tool available to close academic achievement and opportunity gaps for our scholars. Their learning world must represent possibilities and hope for a bright future similarly to that offered to their more affluent counterparts who can afford enrichment and intramural extensions beyond the school day.

Funding through this grant will afford school leadership to establish an advisory committee of school, parent and community partners to develop a transition plan and pilot a couple of the activities. The current vision is to increase the arts department to include visual arts, instrumental music, vocal music, dance/movement and media arts. Counseling and collaborative arts for social emotional development will continue to be an integral part of the arts and regular classroom instructional design. Additionally, an artist-in-residence is desired to assist general and exceptional education classrooms in integrating creative arts project-based learning experiences into the core curricular areas.

Buena Vista leadership and staff recognize that now is the time to expand the arts services and instructional vision to appeal to a wider audience and to provide additional essential, well-rounded learning experiences for all scholars all day, every day.

Jere Baxter Middle School Prep is proposing a transition to a career themed academy, specializing in the areas of digital arts and mass communication for the purpose of attracting socio-economically diverse students and improving the overall performance of the school by increasing

student engagement and motivation. We believe that this approach will benefit middle grade students and the Jere Baxter community tremendously.

The proposed plan is to restructure Jere Baxter into an academy model. Since 2006, in partnership with civic and business engagement, the district has been redesigning its zoned high schools into smaller learning communities, collectively known as The Academies of Nashville. The Academies enable students to learn through the lens of a career or academic theme in a highly personalized learning community. Through their academy, students are exposed to a multitude of careers and opportunities, industry skills, and potential employers by way of classroom speakers, site visits, job shadowing and internships.

Some adolescents have difficulty seeing a connection between what they learn in school, how they behave, and their future careers. Specifically in lower socioeconomic neighborhoods, limited exposure, false information and beliefs can greatly limit the career aspirations of children by the time they reach middle school. Poor students are less likely to think about how their middle and high school course choices can limit their career plans later. They may also have less family support because of all the stresses created by poverty. Career themed academies at the middle school level expose students to a variety of career paths they will not see in their everyday lives and force them to begin thinking about their future at an earlier age. Youth who are most likely to think about their future careers, and believe that they have a variety of career options, have high self-esteem and are able to understand and evaluate complex career information.

Students will be exposed to a variety of new activities, meet with academic advisors and work within their chosen pathway concentration for the remainder of their time at Jere Baxter.

Incorporating career themed, standards-based classes such as digital arts and mass communication fields can alleviate the information gap and can have many benefits for middle school students including:

- Help students recognize their interests, aptitudes, and abilities, and understand adult roles.
- Help students understand the broad scope of work and career possibilities available currently and in the future.
- Help students broaden their aspirations beyond the stereotypes of gender, socioeconomic status, and ethnicity.
- Integrate vocational and academic education to promote intellectual development, and the acquisition of higher level think and problem-solving skills.
- Assist with students' development of social skills, personal values, and self-esteem.

Pearl-Cohn Magnet High School hopes to extend the student learning experience through an innovative new pathway, Business Management and Leadership. This pathway would align well with current offerings, extend our reach into new curricular opportunities, broaden student interest and attract additional students. As a current Entertainment Magnet School, this enhanced pathway could move our program beyond the business of the music and entertainment field into broader areas of management such as marketing, the legal business of sports management, the power of statistics and data analysis, entrepreneurial leadership, and the fascinating world of journalism and mass communication. More importantly, the addition of this pathway would move learning from the classroom into a practical learning environment where students are constantly interacting with different audiences and managing different events. A goal in the plan development is to identify

resources for a state-of-the-art sports facility that will allow students to engage in all facets of the business of sports management.

A structured program in Business Administration with concentration on the music business, public communication, and sports management offer great opportunities and can open many doors for Pearl-Cohn students. The Nashville area offers strong programs in business administration which will be able to recruit and attract many of our students. Dual enrollment in local colleges and universities is also a potential possibility as the program grows and develops. Currently, there are 14 colleges and universities in Tennessee offering a Sports Management degree. There are three professional sports teams as well as six NCAA Division I colleges and one Division II college in Nashville and the surrounding area. The robust portfolio of colleges and universities offering degrees in Business Management serves to indicate current demand in this field and the need to prepare students for this growing workforce. Specific needs exist in the area of sports entrepreneurial ventures and administration. According to the Bureau of Labor Statistics, Tennessee is the fourth largest state with the highest employment level in sports management and is ranked in the top five states for the highest concentration of jobs.

Potential pathway courses would include Marketing Management I, Event Planning and Advertising and Public Relations. The following courses could serve as electives that support the pathway. Note, this would add three additional AP courses to the current curriculum.

- Discrete Math with Probability & Statistics
- Statistics AP
- Physics AP

- Psychology AP
- Digital Art
- Journalism Publications
- Speech Arts
- Entrepreneurial Leadership

Several universities, including Lipscomb and Belmont, offer multi-media communications and have offered to partner with the school in the way of curriculum development, internship opportunities, and employment pathways, thus, accelerating the development of the school's plan and allow for piloting a couple of activities during the grant period.

Stability of practice is the number one response to address the adverse impact of student mobility. Given the transient communities served by these schools, the L5 Office is promoting high impact instructional practices that are sustainable over time and consistent across schools. The L5 Instructional Framework (U'ACE it) emphasizes Performance Based Instruction in every classroom. With a concentrated focus on UNDESTANDING meaning through language acquisition activities, teachers are able to overcome poverty of language and help students APPLY their understanding to collective problem solving. Designing quality tasks is a non-negotiable during the planning process. High levels of student engagement are acquired through effective COMMUNICATION strategies which emphasize student-to-student interactions to enhance understanding and communicate solutions. In all classrooms and in all phases of the instructional process, teachers and students are trained to connect learning to real life scenarios through EXTENSION activities. Did U'ACE it today is a common questions our teachers ask one another

when discussing instruction. All of the programs proposed will be continued beyond the grant through the stability of practice as described in the example above. In addition, each school will have institutionalized an academic program that could be enhanced by new leadership and new teachers as they join the current staff.

The schools included in this proposal currently benefit from federal School Improvement Grants (SIG). The programs proposed are the missing pieces to bring school turnaround full circle. Although these schools have been receiving federal dollars for a few years, they have not been able to emerge from the bottom 5% in academic achievement and have not been able to retain nor increase their student populations. This exodus has exacerbated the economic segregation which creates a cycle of failing schools and failing communities. The programs proposed will make a great contribution in breaking cycles and patterns of isolated poverty and persistently under-performing schools.

To launch the implementation phase of the Opening Doors project in each our targeted schools, Summer Camps will be offered to new students.

<i>Table 4: Opening Doors Extended Learning Strategy</i>	
Summer Camps	We will offer theme-based Summer Camps at three school sites (2) weeks in Years 1-2; 60 students/75 contact hours annually). We will build on the program by exposing students to a specific camp theme (i.e., Business Management & Leadership, Arts Integration and Digital Arts and Mass Communication.)

D. Family & Community Engagement

MNPS has a strong record of community engagement and will work with community organizations, business/industry partners and Institutions of Higher Education as they support the three schools through planning and implementation. During the past three years, PENCIL

Foundation has been responsible for recruiting and managing partners for MNPS. Currently there are more than 160 business and community partnerships in place. MNPS has also demonstrated sustained success in the coordination of complex initiatives that rely on collaborative community efforts. These partnerships will be essential for district-wide replication and sustainability. The following businesses have communicated interest and commitment to partnering with this pathway:

<i>Community Organizations</i>	<i>Institutions of Higher Education</i>
Tennessee Titans	Austin Peay University
Nashville Predators	Lipscomb University
Nashville Sounds	Belmont University
Chanel D Solution	Tennessee State University
Video Equipment Rental	Vanderbilt University
Sports Management Department	Copin State University, Baltimore Campus

Each school included in the grant proposal is partnering with the Family & Community Engagement Office to increase parental engagement. This office provides a full-time outreach coordinator to ensure that effective practices are implemented to increase parental engagement. One of the goals for this year was to establish a Parent Teacher Association at every school. The Family & Community Engagement Office has been very instrumental in this area. At the same time, the new leadership has held several “community voice” sessions to listen and learn about the strengths and needs of each school. The L5 Office also partnered with the Department of Communications to hold several “Teacher Voice” sessions to gather input from respective faculties. As different programs are being developed, parents and staff are integral part of the process and will continue to be during the implementation and evaluation phases. MNPS also has

a strong network of Family and Community Engagement Specialists who support families by providing opportunities for families to expand knowledge related to student learning, the workings of the school system and skills in advocacy and educational support.

E. Project Management

Personnel strategically placed in the L5 Office of Innovation Schools has extensive experience improving school performance in urban and suburban school districts and will be able to provide adequate support to schools implementing the programs described in this application. Currently, eleven schools are served by two Directors of School Performance, a Coordinator of Professional Development, a School Improvement Coordinator, and an Executive Officer for School Improvement (Associate Superintendent). Pertinent to this team is a new philosophy of school supervision based on the recommendations from the Wallace Foundation and the American Association of School Administrators (AASA). L5 Principals will experience a dramatic transformation in the way they receive support and services from the central office. All principals have received training on the L5 Principal Model which includes five specific strands of educational leadership: 1- *Efficiency and Productivity* to allow the principals the opportunity to spend at least 40% of their time coaching teachers in the classroom. 2. *Focused Leadership* which builds the principal's capacity to identify one high-impact instructional leadership practice. 3. *Climate and Culture* which elevates the staff capacity to create a classroom environment that is conducive to effective teaching and learning. 4 *Collective Accountability* which builds high functioning teams at each grade level to create interdependence and collective responsibility for results. 5. *Coaching for High Performance* which builds staff capacity to provide effective coaching feedback that results in improved performance in designated areas.

Buena Vista principal, Michelle McVicker, Jere Baxter principal, Miriam Harrington and Pearl-Cohn principal, Sonja Stewart will be the project lead in their respective schools. Collectively, they have 64 years of educational experience with 38 years as a school leader. Resumes for key staff can be found in the Appendices.

Metro-Nashville Public Schools currently receives more than \$80 million dollars in extramural funding annually. MNPS has the organizational capacity to provide and coordinate resources and supports to successfully implement this grant proposal. A program specialist (0.5 FTE) will be hired to support the project by facilitating communications; coordinating meetings; monitoring timelines; documenting activities; supporting data collection; etc.

The district transformed its financial management and procurement systems, implemented strong internal controls, and took other corrective actions towards operating a fully compliant grants management system. MNPS Office of Federal Programs and Grants has a dedicated Compliance Coordinator, receives regular updates and training on state and federal laws, regulations, and guidelines, and over the last five years has an exemplary record regarding state and federal education grants management. In fact, a recent comprehensive Metro Council Performance Audit identified MNPS' grants management in the Department of Federal Programs and Grants as a "Best Practice". MNPS has, for several decades, received and managed numerous federal, state, and private grants and adheres strictly to OMB policies.

Our management plan timeline is aligned with key program milestones and objectives.

<i>Tasks</i>	<i>Person / Office Responsible</i>	<i>Deliverables</i>	<i>Timelines</i>
Conduct a Community Partnership Meeting to assess interest and support	Pearl-Cohn High School Principal L5 Office	List of Potential Partners	Fall of 2016
Update curriculum offerings for each school	Principal, L5 Office, Curriculum Supervisors, Academy Director	Program Sequence and Curriculum Offerings for Proposal	Initial Draft by 2016 Final Product Summer of 2017
Conduct a feasibility study at Pearl-Cohn School stadium	Division of Construction	Cost Analysis of New Stadium and Broadcasting Booth	Summer 2017
Hire a Business Management Coordinator	Pearl-Cohn Principal	Recommended Candidate	Spring of 2017
Conduct a cost-analysis of adding a mass communication program at Jere Baxter	Principal, Director of Communications, It Executive Director L5 Office	Accurate inventory and cost analysis for new TV Studio, two computer labs, cameras and accessories	Summer of 2017
Conduct Community Voice Sessions at Buena Vista Elementary School	Principal Community Achieves Office	Consensus for Program Improvement	Fall of 2016
Conduct a Human Capital Assessment for Buena Vista Elementary	Principal	Gap in Human Resources for Program Implementation	Fall of 2016

The L5 Office of Innovation management will incorporate several strategies and regular monitoring to support the project. They will meet monthly to review the status of project strategies, assess any needs related to marketing/recruitment, professional development strategies, review and confirm partner commitments, allocate resources, and develop and monitor an implementation plan to ensure the project is on target. Each school will have a team in place to provide school-level implementation guidance and oversight, including regular review and assessment of learning

strategies, logistical support, assistance with marketing and recruitment efforts, guidance on PD strategies, and assistance with collecting required data.

<i>Opening Doors, Expanding Opportunities</i>	
Table of Contents	Pages
Project Narrative	1-25
A. District Snapshot	1
School Choice Priority Areas	1
B. Need for Project	3
Predictability Is Our Mission	7
C. Project Design	14
Buena Vista Enhanced Option Elementary School	14
Jere Baxter Middle School Prep	15
Pearl-Cohn Magnet High School	17
D. Family & Community Engagement	20
E. Project Management	22-25

Other Attachment File(s)

* Mandatory Other Attachment Filename:

Diversity+Management+Plan.pdf

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment

Diversity Management Plan of the Metropolitan Nashville Public Schools ("MNPS")

Section A

Goal

To make diversity part of the educational experience of this District's students as a means of implementing the Resolution adopted unanimously by the Metro Nashville Davidson County Board of Public Education on November 13, 2012 which calls for all students to be "provided the benefits of learning in diverse settings" and which declares, in addition, that "quality, diverse schools at all grade levels are indispensable to the civic and educational purpose of this School District."¹

Section B

Rationale

The District views diversity as a constructive contributor to quality education, since first-hand experience with diversity in the course of education helps prepare students to understand and to prosper in an increasingly diverse American and world society.

The District therefore views quality, diverse schools to be indispensable to the purpose of the District to educate the young and prepare them for citizenship. Quality, diverse schools are thus a compelling interest for this school system.

The District views racial/ethnic isolation as an educational disadvantage since it does not effectively prepare students to contribute as adults to a diverse society and is, indeed, an especially inappropriate setting for education in this richly diverse school system.²

The District views the inclusion of diversity in the educational experience of its students as a perpetual activity, not an activity with a calendar end-point. It is an activity analogous to protection of the environment--each generation plays a role, and the responsibility is never-ending. Therefore, the District will manage and measure diversity, with the recognition that while perfection at any given point is unlikely, it is progress across time that is essential, that conclusion of the effort is not intended, and that the metrics of diversity may well be updated from time to time in keeping with changing circumstances.

¹See also the District's Vision Statement on which the Board Resolution is based.

²MNPS is a plurality school system--its students represent six major racial/ethnic groups, and no one group constitutes a majority of the system's enrollment. With a total enrollment of 78,152 students, the system is 44% Black, 33% White, 18% Hispanic, 4% Asian, 0.2% Native American and 0.1% Pacific Islanders. (January 2013 data)

Section C

Target

This Diversity Management Plan ("the Plan") focuses on MNPS schools, the MNPS central office, and charter schools operating in or seeking to operate in the jurisdiction of MNPS.

Section D

Assurances

Students will not be assigned to a school or be admitted to/denied admission to an application school or open enrollment school based on the individual's race or ethnicity.

Certified and non-certified staff will not be employed, retained, promoted or assigned to a school or other workplace based on the individual's race or ethnicity.

MNPS plans, decisions and actions regarding diversity will comport with applicable law.

Section E

Definition of Diversity

MNPS views diversity as multi-faceted, including race/ethnicity, income, language and disability. Taken together, the factors illuminate the diversity that is present in individual schools in the context of the school system as a whole.

The definition of diversity is subject to modification from time to time as demographic circumstances in MNPS change.

a. Student Diversity.

The overall definition of student diversity has four parts. The first part of the definition, racial/ethnic diversity, serves the purpose of describing a paradigm of a racially/ethnically diverse school in the context of the school system as a whole. The three additional diversity factors serve to add depth to the portrait of diversity by including income, language and disability in the definition. The four-part definition serves as a goal for all schools.

The definition of student diversity consists of four parts and is as follows:

Part One: Racial/Ethnic Diversity. A school, when measured within its tier level, is expected to meet at least one of the following measures:

- the school enrolls multiple racial/ethnic groups and no single group represents more than 50% of the school's total enrollment; or

- the school enrolls at least three racial/ethnic groups and each represents at least 15% of the school's total enrollment; or

- the school enrolls at least two racial/ethnic groups and each represents at least 30% of the school's total enrollment.

Parts Two, Three and Four: Income, Language and Disability Diversity.³ A school, when measured within its tier level, is expected to meet at least two of the following measures:

- Its percentage of students eligible for free or reduced meals is at least two-thirds the average for schools in its tier.

- Its percentage of students eligible for English language service is at least two-thirds the average for schools in its tier.

- Its percentage of students classified with a disability is at least two-thirds the average for schools in its tier.

Meeting the Definition of Student Diversity.

To meet the definition of student diversity, a school is expected to meet the four-part definition.

Schools that do not meet the definition will be considered in need of greater diversity, and this need will be addressed as practicable by the the central office.

³In 2012-13, MNPS enrollment proportions for Free and Reduced Meals, English Language Learners and children with a disability are:

	FARM	ELL	Disability
Elementary Schools	75%	16%	11%
Middle Schools	74%	7%	13%
High Schools	67%	6%	11%

b. Staff Diversity.⁴

MNPS views the diversity experience of students as amplified and reinforced when staffing, certified and non-certified, is diverse, both in the schools and central office. In this connection, MNPS will work to recruit a diverse workforce, addressing under-represented groups, if any.

The definition of staff diversity is as follows:

⁴ In 2012-13, MNPS staff proportions by tier level and race/ethnicity are:

	<u>Certified Staff</u>	<u>Non-certified Staff</u>
Elementary Schools		
Black	22%	47%
White	77%	51%
Asian	-1%	1%
Hispanic	1%	2%
Native American	0%	-1%
Pacific Islander	0%	0%
Middle Schools		
Black	33%	58%
White	65%	41%
Asian	1%	1%
Hispanic	1%	1%
Native American	-1%	0%
Pacific Islander	0%	0%
High Schools		
Black	30%	56%
White	67%	43%
Asian	1%	-1%
Hispanic	1%	1%
Native American	-1%	0%
Pacific Islander	0%	0%
Central Office		
Black	25%	39%
White	74%	57%
Asian/Pacific Islander	0%	-1%
Hispanic	1%	3%
Native American	0%	-1%
District-wide		
Black	27%	47%
White	72%	51%
Asian	-1%	1%
Hispanic	1%	2%
Native American	-1%	-1%
Pacific Islander	0%	0%

Certified staff. For racial/ethnic groups representing at least 15% of certified staff district-wide at the tier level of the school, a diverse school has such groups represented by at least two-thirds of such district-wide average. For racial/ethnic groups with tier-level district-wide averages below 15%, a diverse school, with central office assistance and oversight, works to increase its certified staff diversity.

Non-certified staff. For racial/ethnic groups representing at least 15% of non-certified staff district-wide at the tier level of the school, a diverse school has such groups represented by at least half of such district-wide average. For racial/ethnic groups with tier-level district-wide averages below 15%, a diverse school, with central office assistance and oversight, works to increase its non-certified staff diversity.

Meeting the Definition of Staff Diversity.

To meet the definition of staff diversity, a school is expected to meet the definitions as described above.

Schools that do not meet the definition will be considered in need of greater diversity, and this need will be addressed as practicable by the the central office.

In addition, in the interest of educational equity, MNPS will work to locate at schools with identified student performance needs certified staff with appropriate education levels, experience and special qualifications.

Central Office Diversity.

Certified and non-certified staff, respectively, working in the central office are expected to be composed of racial/ethnic groups that reflect the racial/ethnic composition of certified staff and non-certified staff in the District as a whole, i.e. district-wide with all grade levels combined. The central office's staff diversity is expected to serve as a model for staff diversity in the district as a whole.

The Director will determine the need, if any, for a central office staff diversity improvement strategy.

Section F

School-wide Achievement

It is the intent of MNPS that all schools be instructionally effective schools. Therefore, MNPS will assess school-wide student performance in conjunction with its assessment of each school's diversity. Reports on diversity will include data on each school's school-wide performance.

The Director will determine the metric(s) to be used to assess school-wide performance in conjunction with the assessment of diversity, drawing on measures already in use in the District.

The Director will determine school improvement strategies to be taken for under-performing schools, whether or not they meet the MNPS definition of diversity.

Section G **Implementation**

This Plan will guide all diversity efforts in the District. It will be updated as necessary by the Director, who shall confer as appropriate with the Board.

Except as described in this Plan, effectuation of this Plan relies on voluntary choices by students and their families, and by MNPS staff, in response to opportunities and incentives made available by the District.

MNPS will strive to maximize the number of schools that meet the MNPS definitions of student and staff diversity.

MNPS will make all practicable efforts to enhance educational equity in schools that do not meet the definition of student diversity and are intensely concentrated by race/ethnicity, income level, need for English language service or disability.

In decisions regarding the following matters and those closely related to them, MNPS will consider foreseeable diversity impact with a view toward preserving or enhancing diversity as much as practicable using race-neutral means:

- cluster configuration
- school zoning and re-zoning
- school expansion and renovation
- school re-purposing
- school openings and closings
- siting of new schools
- siting of special programs
- grade organization and feeder patterns
- siting of magnet schools and magnet programs within schools
- student transportation services
- open enrollment protocols
- magnet school application and admission protocols
- general and targeted recruitment of students to schools of choice
- parent information activities and mechanisms about schools of choice
- special services intended to retain students in schools of choice
- recruitment of staff, certified and non-certified
- training of staff, certified and non-certified
- incentive programs for employment and deployment of all staff.

MNPS will continuously monitor the status of diversity in the schools and central office with regard to students and staff.

MNPS will produce a continuous flow of analysis and recommendations to the Director on steps to preserve and/or enhance diversity.

MNPS will implement diversity-enhancement steps approved by the Director of MNPS or the MNPS Board of Public Education, and will regularly assess the efficacy of diversity-enhancement activities and adjust such activities based on assessment results.

MNPS will keep MNPS constituencies and stakeholders briefed on the MNPS commitment to diversity, the status of diversity in the District, and current diversity efforts.

MNPS will maintain adequate records of diversity-related decisions and the basis of them.

MNPS will collect, analyze and report not less than annually to the Board and the public data on student and staff diversity in the schools, the clusters, the central office, and the system as a whole.

Diversity reporting formats and content will reflect the MNPS definition of diversity and other content of this Plan.

Section H **Structure**

Under the leadership and direction of the MNPS Director, four Work Groups will produce analysis and recommendations to the Director on diversity preservation/enhancement.

The Work Groups will be focused on District plans and practices in specific diversity-related areas as follows:

Work Group on School Options for Students

Focus: improve/expand school options for students that preserve/enhance diversity and/or equity

Scope of Work:

- student assignment
- student transportation
- facilities

Work Group on Staff

Focus: enhance diversity of certified and non-certified staffing of schools and central office using race-neutral means

Scope of Work:

- recruitment of staff
- incentive programs and non-discrimination efforts
- placement patterns in schools and central office
- training/staff development

Work Group on School Performance

Focus: improve whole-school student performance in schools that meet the MNPS diversity definition and those that do not

Scope of Work:

- academic performance
- non-academic performance
- extra-curricular activities
- parent/community engagement

Work Group on Resource Investments

Focus: ensure that MNPS financial investments are made so as to preserve/enhance diversity

Scope of Work:

- operating funds/annual budgets
- capital funds
- special purpose funds and grants

Each Work Group will meet at least annually, and more frequently as necessary.

Work Groups may generate their own topics of consideration or respond to questions/issues referred to them by the Director.

Membership of each Work Group will be appointed by the Director from existing planning groups in the District, such as the Transformational Leadership Groups and principals engaged in the Tribal Education group, and may be supplemented by staff with expertise relevant to a particular Work Group. Each Work Group will have membership with a variety of expertise and perspectives, and will include both District staff and one or more community representatives.

The Work Groups, as new entities in the District, will be briefed on the purpose of the Work Groups and how the Work Groups are intended to function.

Section I

Student Assignment Task Force

Formed by the Board in late 2007/early 2008, the Task Force will serve as an advisory body to the Board and Director to help monitor diversity in MNPS.

Its charge will be amended to focus its role on monitoring diversity.

Its membership will be enlarged so as to include representatives from the multiple racial/ethnic communities served by MNPS.

Its findings and recommendations will flow to the Director who will review them with the assistance of the appropriate Work Group(s). (See Section H).

Section J

Charter Schools

Charter schools that operate or apply to operate within the jurisdiction of MNPS are required to comply with this Plan.

Charter schools are required to have diversity plans comparable in kind to this Plan and to use this Plan's definitions of student and staff diversity.

Charter schools are required to measure and report their student and staff diversity data and to compare them with MNPS district-wide tier-level data.

The Director will issue guidelines for the use of charter schools and charter school applicants describing steps they must take to comply with this Plan.

Section K

Effective Date

This Plan shall take effect upon issuance by the MNPS Director who shall first confer with the Board of Public Education.

On each occasion when this strategy is amended, the Director shall first confer with the Board of Public Education.

This Plan will be treated as public information and be appropriately disseminated.

David Kovach

David.kovach@mnps.org

(615) 939-7307

EDUCATIONAL LEADERSHIP EXPERIENCE

Metro Nashville Public Schools; (March 2016-current)

Oversee, lead, and direct the administrative and instructional staff for six elementary schools in priority school status

Executive Lead Principal for L5 Innovation Schools

- Maintains close relationships with school principals to ensure information exchange, coordination of efforts, and general support for the decision-making process
- Supervises and evaluates six principals
- Develops, implements, and evaluates the effectiveness of instructional methods, program goals, and curriculum
- Leads teams working to increase student achievement

New Leaders; (July 2014-March 2016)

Senior Director of Training and Implementation

Partner with two clients, LEAD Connecticut and Cleveland Metropolitan School District, to support leaders in turning around failing schools

- Design and facilitate instructional leadership training for principals leading school turnaround efforts
- Provide job-embedded coaching to turnaround school principals
- Support the design and facilitation of leadership training for school principals
- Support the design and facilitation of community of practice sessions for school principals
- Facilitate on-site school visits and assessments in conjunction with principal managers to support development of appropriate planning and follow up

National Institute for Excellence in Teaching (NIET); (May 2011-July 2014)

Director of K-12 Services (Jan, 2014 – July 2014)

Partner with the TDOE in implementing the NIET TAP rubric as a component of the state teacher evaluation system for school districts in TN; Monitor and support the implementation and effectiveness of the TAP System in multiple districts across the country

- Provide TDOE with technical assistance on policy and implementation of the qualitative aspect of the TEAM evaluation system
- Develop and facilitate professional development workshops for state level, district level, and school level needs
- Recruit, select, train, coach, supervise, and evaluate eight TEAM coaches (evaluation coaches) deployed across TN
- Provide oversight and support to six NIET TAP Project Directors for TIF funded TAP sites
- Provide support and technical assistance to schools and districts implementing various elements of the TAP System through the Best Practices Center

Tennessee Project Director & Knox County TAP Director (May, 2011 - Dec, 2013)

- Support the TDOE in implementing the NIET TAP rubric as a component of the state teacher evaluation system for school districts in TN; Monitor and support the implementation and effectiveness of the TAP System in (18) Knox County Schools
- Provide TDOE with technical assistance on policy and implementation of the qualitative aspect of the TEAM evaluation system
- Develop and facilitate professional development workshops for state level, district level, and school level needs
- Recruit, select, train, coach, supervise, and evaluate five TEAM coaches (evaluation coaches) deployed across TN
- Provide direct, in the school setting, instructional coaching support to district coaches, school administrators, and teacher leaders on: data analysis; goal setting for school, teachers, and students; using assessment to track school, teacher, classroom, and student growth; facilitating instructional leadership team meetings; facilitating Professional Learning Communities; assessing classroom instruction; and cognitive coaching for TEAM evaluation or TAP System implementation
- Manage all aspects of implementing the TAP System: budget, communications, training, school support, program evaluation, and USDOE grant compliance documentation

Chicago Public Schools (August 2005-May 2011)

TAP School Support (July, 2010 - May, 2011)

- Chief district administrator responsible for ensuring the successful implementation of Chicago Public Schools' "Teacher Incentive Fund" whole school reform initiative at 37 schools; initiative targeted improving educator effectiveness through data analysis; goal setting for school, teachers, and students; using assessment to track school, teacher, classroom, and student growth; facilitating instructional leadership

team meetings; facilitating Professional Learning Communities; assessing classroom instruction; and cognitive coaching

- Managed three district office team members who supported and coached principals and teacher leaders in initiative's reform components
- Trained, supervised, and coached a staff of 80 school-based instructional coaches who focused on reform initiative's components
- Planned and facilitated monthly professional development workshops to 80 school administrators focused on the initiative's levers
- Chaired the TIF program advisory committee (joint council), whose 10 members represent key stakeholders and program partners including: Chicago Public Schools labor relations, leadership team members from program schools, the Chicago Teachers Union, the Chicago Public Education Fund, and the Chicago Principals and Administrators Association.
- Collaborated with external partners and other CPS internal departments to build relationships, network resources, problem-solve challenges, develop communication plans, and identify key *Best Practices*

Mentor Principal (July, 2008 – June, 2010)

- Mentored *New Leaders for New Schools* Resident Principals, at my school site, in all areas of school instructional leadership to prepare them for principal roles in schools needing significant improvement

Principal, Cameron Elementary School, PreK-8th (July, 2006 - June, 2010)

- Led school improvements in staff, capacity, curriculum, instruction, assessment, and school culture that resulted in significant academic gains at a large (1,000 student), high-needs (99% free or reduced lunch), diverse (50% African-American; 50% Hispanic; 20% ELL; 12% SWD) inner-city elementary school: ISAT composite scores increased from 43.3% in 2006 to 60% to 2010

New Leaders for New Schools Resident Principal, Goudy Elementary School (August 2005 - June 2006)

- Under the mentorship of the school principal, worked with all facets of school leadership, resulting in standardized test score gains of 13 percentage points for the school year.

TEACHING EXPERIENCE

English Teacher, Overton High School, Memphis City Schools (August, 1997 - July, 2001 & August, 2003 – July, 2005)

English Teacher, Durham School of the Arts, Durham Public Schools (August, 2001 – July, 2002)

EDUCATION

- M.S. *Administration and Supervision*, National-Louis University, 2006
- M.A. *Teaching*, University of Memphis, 1998
- B.S. *English Literature* (Bachelor equivalency), University of Memphis, 1996
- B.S. *Education* University of Memphis, 1995

ADDITIONAL COURSEWORK & TRAINING

- Coursework in Educational Leadership Doctorate Program, National-Louis University, 2008
- New Leaders for New Schools Educational Leadership Program, University of Pennsylvania, 2005

References

(b)(6)

LETRECIA M. GLOSTER

(b)(6)

EDUCATIONAL BACKGROUND

Bowie State University

August 2015 - Present

Doctoral Student

Trinity University

August 2004-May 2006

M.S. Educational Administration

Washington, DC

Bowie State University

August 2003

B.S. Mathematics Education

Bowie, Maryland

ADMINISTRATIVE EXPERIENCE

Executive Lead Principal, L5 Innovation Schools

Metro Nashville Public Schools

September 2016 – Present

Oversees and provides leadership and supervision for urban elementary, middle, and high school Principals with a focus on priority schools within the school district. Develops, implements, and evaluates the effectiveness of instructional methods, program goals and curriculum. Leads teams working to increase student achievement.

- Focused Instructional leadership
- Efficiency and productivity of systems and structures
- Collective Accountability
- Climate and Culture
- Coaching for High Performance
- Provide Professional Development workshop seminars for Principals, Assistant Principals, Instructional Coaches, Deans of Instruction, and teachers

Principal, Drew Freeman Middle School
Prince George's County Public Schools, Suitland, Maryland
August 2014 - Present

Provide leadership and supervision in an urban middle school. Focus on climate and culture, instructional leadership and instructional programming, staff recruitment, hiring and retention, staff development, staff evaluation, data analysis, operations, finance and discipline; responsible for approximately 650 students, grades seven & eight, and 100 staff members.

Summary of Accomplishments

- ❖ Implemented a school-wide focus on the Data Wise Improvement Process to support the instructional program, data analysis, and instructional practices of the school.
- ❖ Established partnership with Maryland State Department of Education to work collaboratively on lesson studies, lesson implementation, and lesson analysis with Reading-Language Arts Department.
- ❖ Established partnership with Maryland State Department of Education to build a sustainable School Improvement Team.
- ❖ Established partnership with Maryland State Department of Education to acquire a grant to support the after-school programming for students Established partnership with Prince George's County and Transforming Neighborhood Initiative to receive wrap-around services for students.
- ❖ Created and implemented Professional Learning Communities to support teachers shift from the Maryland State Curriculum to the College & Career Readiness Standards.
- ❖ Increased the performance for the English Language Learners through flexible scheduling and co-teaching by over 10%.
- ❖ Implemented instructional strategies in all core and elective classes to support the Literacy Program; highest performing district-wide Middle School in all core and elective areas on Literacy Tasks.
- ❖ Implemented and provided training opportunities for staff members for the institution of the Positive Behavior Intervention and Support (PBIS) program.
- ❖ Developed professional development opportunity for staff by way of a book study, *This We Believe* – AMLE, to support the culture and climate among staff and students.
- ❖ Increased the climate and culture of the school by decreasing the teacher turn-over rate by approximately 83%.
- ❖ Recipient of the Laura Bush Foundation Library Grant.
- ❖ Launched teacher accountability measures for student discipline; thus reducing out of school suspensions by 15% in one school year.
- ❖ Implemented New Teacher Academy for new teachers in the school.
- ❖ Serve as an instructional leadership member of the PGCPs Family and Community Engagement Outreach Team.
- ❖ Participated as a member of the National Literacy Project sponsored by the Southern Regional Education Board.
- ❖ Implemented professional development workshops for teachers in the areas of instructional technology and 21st century learning skills.

Principal, Lockerman Middle School
Caroline County Public Schools, Denton, Maryland
August 2012 –July 2014

Provided leadership and supervision in a rural middle school the areas of instructional leadership, staff recruitment, hiring and retention, staff development, staff evaluation, data analysis, operations, finance and discipline; responsible for approximately 810 students grades six through eight, and 90 staff.

Summary of Accomplishments

- ❖ Consistently made adequate yearly process per the requirements of the Maryland State Department of Education
- ❖ One of top 25 middle schools out of over 250 middle schools in the state to accomplish STRAND 1 as defined by the Maryland State Department of Education
- ❖ Implemented and provided training opportunities for staff members for the institution of the Positive Behavior Intervention and Support (PBIS) program
- ❖ Created and implemented Professional Learning Communities to support teachers shift from the Maryland State Curriculum to the College & Career Readiness Standards
- ❖ Introduced programming for the English Language Learners through flexible scheduling and co-teaching
- ❖ Instituted the High Roads program for Special Education students that are emotionally disabled
- ❖ Expanded the parent teacher organization from 75 members to over 250 members in one school year
- ❖ Launched teacher accountability measures for student discipline; thus reducing out of school suspensions by 40% in one school year
- ❖ Implemented Universal Design for Learning (UDL) to enhance classroom pedagogy
- ❖ Implemented professional development workshops for teachers in the areas of instructional technology and 21st century learning skills

Assistant Principal, Mooresville Middle School
Mooresville Graded School District, Mooresville, North Carolina
July 2010 – July 2012

Summary of Accomplishments

- ❖ Mathematics Department Administrator
- ❖ Served as the Exceptional Children's (Special Education) Administrator
- ❖ Supported the professional development and instructional integration of the 1:1 district wide laptop initiative.
- ❖ Served as the Beginning Teachers administrator by designing opportunities for teachers to conduct peer observations.
- ❖ Developed professional development opportunity for staff by way of a book study, "*Classroom Instruction that Works*" by Robert Marzano, Debra Pickering, and Jane Pollock.
- ❖ Introduced the concept of Professional Learning Communities (PLC) for our teachers
- ❖ Developed an observational Walk-Through form to support identifying best instructional practices

Assistant Principal, Hopewell High School
Charlotte-Mecklenburg School District, Charlotte, North Carolina
August 2007- June 2010

Provided leadership and supervision at an urban High School in the areas of instructional leadership, implementation of school-wide initiatives staff recruitment, hiring and retention, staff development, staff evaluation, data analysis, operations, finance, discipline and alternative education; responsible for 900 ninth grade students and 60 staff members.

Summary of Accomplishments

- *Administrator of Ninth Grade students*
 - Developed and implemented Ninth Grade Academy
 - §§ Disaggregated English I and Algebra I EOC scores to determine areas of strengths and needs of improvement
 - §§ Increased Algebra I EOC scores by over 15% in one academic school year
 - §§ Met expected growth in English I EOC scores in one academic school year
 - §§ Piloted Single Gender Classes in Algebra I and English I
 - §§ Disaggregated discipline data to implement specific behavioral strategies to support students
 - §§ Developed and presented a Student Discipline model for ninth grade teachers
 - §§ Reduced ninth grade discipline infractions in one academic school year by 10%
 - §§ Implemented specific strategies to support increasing student attendance.
 - §§ Developed Action Plan for students and parents to support non-traditional ninth graders
- *Administrator of Academy of Engineering*
 - §§ Instrumental in organizing and receiving full certification as an AOE site during the Year of Planning (YOP)
 - §§ Instrumental in organizing and becoming a member the Advisory Board to build community support for AOE
 - §§ Selected teachers to attend AOE Professional Development opportunities to infuse engineering topics into core-curricular classes
 - §§ Awarded grant to fund Summer Bridge camp focusing on mathematics and engineering

- *Titan Transition Academy*
 - §§ To facilitate a successful transition from middle school into high school during Freshman Orientation summer camp
 - §§ Rising Freshman gained an understanding of promotion/graduation requirements
 - §§ Provide students opportunity to review core curricular course syllabi
 - §§ Review student Code of Conduct and school expectations
 - §§ Develop leadership and team-building skills with their potential graduating class members
- *Lady 9 Book Club, Creator and Faculty Advisor*
 - §§ Encouraged and nurtured ninth grade female students to gain confidence and become enthusiastic about reading
 - §§ For ninth grade girls to read books regarding relevant issues and get together outside of the structured classroom setting for group discussions
 - §§ For ninth grade girls to form positive relationships through literature

TEACHING EXPERIENCE

STEM, Mathematics Teacher Pre-College Program

University of North Carolina at Charlotte

Provided direct instruction to middle school and high schools students in the areas of mathematics and engineering using creative, innovative and research based teaching strategies and methodologies.

Algebra I and Geometry Teacher

International Studies School at Garinger High School

Charlotte-Mecklenburg School District, Charlotte, North Carolina

August 2006- August 2007

- Algebra I Lead Teacher
- Incorporated the North Carolina curriculum for instruction into the classroom learning environment
- Geometry students achieved 75% proficiency on End of Course Exam
- Algebra students achieved expected growth on End of Course Exam

Mathematics Teacher

Ernest Everett Just Middle School, Prince George's County Public Schools

August 2005- June 2006

- Planned, prepared, and organized materials for eighth grade Pre-Algebra
- Assisted Team Leader with instructional issues

Mathematics Teacher

Easton Middle School, Talbot County Public Schools

August 2001- June 2005

- Planned, prepared, and organized materials for the following classes: Algebra (beginning and intermediate), Pre-Algebra, seventh grade math and Connected Math Program (CMP)
- Integrated graphing calculators and other technological aids, including internet, for instructional use

EDUCATOR LICENSE

STATE OF MARYLAND

ADVANCED PROFESSIONAL CERTIFICATE

ADMINISTRATOR I/II

MATHEMATICS 7 – 12

STATE OF NORTH CAROLINA

PROFESSIONAL EDUCATOR'S LICENSE PRINCIPAL (K-12)

MATHEMATICS (9 – 12)

MIDDLE GRADES MATH (6 – 9)

References: Available upon request

Michelle H. McVicker

Objective

Creative, effective communicator with versatility and diverse thinking skills seeks new opportunities to expand services through an innovative combination of classroom, administrative, media and technological experiences for the purpose of improving instruction, building strong teacher leaders and developing successful students.

Most Recent Professional Experience

2012-Present Metropolitan Nashville Public Schools Nashville, TN

Executive Principal (Buena Vista Enhanced Option Elementary School)

Turnaround/Instructional Leadership; Improve Student Achievement; Build Capacity; Engage Community; Public Relations

- Tennessee Teacher Leader Model Development for State Department of Education, Public Impact Opportunity Culture School
- Bill and Melinda Gates National Convening on Building Teacher Leadership

2007-2012 Murfreesboro City Schools Murfreesboro, TN

Assistant Principal (Shared By Hobgood Elementary: A NASA Explorer School & The Discovery School for High Achievers)

Instructional leadership; Supervise students; Mentor teachers; Plan/manage special programs; Building Testing Coordinator; Coordinate Special Education; Educator evaluation; Assist with building safety and security; Encourage parental involvement; Analyze data; Design master schedule; Support principal.

- 2010 National Title I Distinguished School Award for Closing the Achievement Gap (Hobgood)
- 2011 Value Added Reward School (Hobgood), 2011 Achievement Reward School (Discovery)
- 2012 Education Consumers Foundation Value Added Achievement Award (Hobgood)
- 2012 Blue Ribbon Schools Award for Achievement (Discovery School)
- MEA Distinguished Administrator 2008, 2010, 2011, 2012

2004-2007 Rutherford County Schools Murfreesboro, TN

School Technology Specialist (Kittrell School - PreK-8 and Smyrna Primary School - PreK-5)

Coordinate the development and delivery of the school-based technology professional development; Support and advise classroom teachers on the appropriate use of instructional technology by planning conferences and modeling activities; Coordinate electronic instructional materials: reviewing, purchasing, and management; Manage and monitor the school's local area network including system security, user accounts, printer functions, and software installation; Perform Level I technical support including basic computer, printer, and server maintenance; Coordinate communicating district technology policies/procedures and work ensuring compliance at the school level; web design

- Siegel Foundation Grants for \$10,000 (2005-2006) and (2004-2005) for technology projects
- National Title I Distinguished School Award for Sustained High Achievement over Time

1997-2004 Nashville Public Television (NPT) Nashville, TN

Educational Outreach Manager

Create, organize and implement outreach initiatives; design and conduct technology-rich workshops for administrators, teachers, child care professionals, parents, and the community-at-large; write local and national grants; oversee project budgets and personnel; form and manage community partnerships; and design and coordinate large community events.

- Project Manager for the National Teacher Training Institute
- National Outreach Council Executive Board for the National Educational Telecommunications Association: Council Chair 2001 & 2002, Past Chair 2003 & 2004, National Center for Outreach Council 2004-2005
- Advisor to Mayor's Commission on Children and Youth (Nashville)
- 4 National Awards from the National Educational Telecommunications Association for Outstanding Local Outreach Initiatives, 2 National Awards from the Public Television Outreach Alliance for Local Outreach
- Elected to National Station Advisory Council for PBS Ready to Learn 2003-2005

References

(b)(6)

Other Professional Experience	1992-1997	Bordeaux Elementary, MNPS	Nashville, TN
	Teacher – 6th Grade Research, organize and plan lessons, teach required curriculum, assess student achievement, maintain discipline, promote good citizenship and character development, encourage technological literacy <ul style="list-style-type: none"> • 1996-1997 Bordeaux Elementary Teacher of the Year, Career Ladder I • 1995-1996 Golden Apple Award from News Channel 5 • 6th Grade Representative for Mayor's Core Curriculum Development Team, 1997 • 1996-1997 Star Teacher of the Week from News Channel 4 and Opryland • State Committee to redesign State Certification Exam for Teachers, 1996 • School Facilitator and Hands-On Science Trainer for TSU's Center for Excellence • Received 2 Eskin and 4 Meriwether Grants for classroom projects • Site-based Management Team: Secretary, Sponsor for Student Government, faculty CPR initiative, Writer's Showcase, MTSU Invention Convention, Math Competition, Bordeaux Lion's Club Essay Contest, Access-Med Plus Essay Contest, DARE, Junior Achievement, 6th Grade Day and the 6th Grade Memory Book • Designed and managed painting of a multi-year mural project for the Multi-Cultural Awareness Initiative 		
Education	1992	Norman Binkley Elementary, MNPS	Nashville, TN
	Physical Education Instructor (Interim) Coordinated daily physical education and activity for grades 1-4 <ul style="list-style-type: none"> • Organized and co-managed "Fun Run" raising over \$4,000 for new playground equipment 		
	2006	Tennessee Technological University	Cookeville, TN
	Ed.S. Instructional Leadership (G.P.A. 4.00)		
	1994	Trevecca Nazarene University	Nashville, TN
Volunteer Experience	M.A. of Counseling (G.P.A. 3.96) <ul style="list-style-type: none"> • Completed Coursework for Guidance Counseling Endorsement (1-8) 		
	1991	David Lipscomb University	Nashville, TN
	B.S. in Elementary Education (G.P.A. 3.92) <ul style="list-style-type: none"> • Minors in Math, Science, Psychology 		
	1989	Columbia State Community College	Columbia, TN
	A.S. in Elementary Education		
Special Skills	Volunteer Teacher/Counselor for Cumberland House Youth Facility (residential facility for emotionally disabled children) – 1990 Peer Counselor and Math Tutor for Columbia State Community College – 1988-1989 Children's Ministry Teacher and Worship Leader – 1997 to present Volunteer Counseling, Crisis Intervention Counseling and Tutoring for teens – 2005-present		
	Highly developed computer skills in both MAC and PC formats; skills include multi-media lesson/presentation creation, web design and personal productivity; specialized software skills: Microsoft Office Suite, Dreamweaver, IWeb, Flash/Swish, Kidspiration, Inspiration, and a variety of prescriptive technologies (I have held CNA, Novell Administration Certification)		
Certifications	TN DOE Endorsements: 483 Professional Administrator, 487 School Guidance, 101 Elementary Ed. Highly Qualified in Elementary K-6, Reading/Language Arts 7-8		
	Certified TEAM Observer Teacher/Admin, Intra NetWare 4.11 Administrator Certification Specialized Training in Art, Music, Diversity Education, Team Building, Community Engagement, Professional Learning Communities and Gifted Education from MTSU		

Sonia M. Stewart Ed. D.

(b)(6)

PROFILE

Successful visionary, strategic planner, and communicator with strong relationship management skills and experience in large urban school districts and non-profit management. Over a decade of leadership experience as a secondary teacher and administrator.

EDUCATION

Vanderbilt University, Nashville, TN

Doctorate of Education – Education, Leadership, and Policy, 2015

Trevecca Nazarene University, Nashville, TN

Masters of Education - Educational Leadership, 2011

Biola University, La Mirada, CA

Bachelors of Science Degree - Mathematics, 1997

Minors – Secondary Education, History, and Bible

PROFESSIONAL EXPERIENCE

Pearl-Cohn High School, Nashville, TN

Executive Principal; 2012 – Present

Responsibilities

- Set a clear and compelling vision
- Provide instructional leadership and accountability
- Cultivate a positive school culture
- Manage transformational change

Accomplishments

- Moved school from target to satisfactory on district Academic Performance Framework
- Lead successful school turnaround in the lowest performing high school
- Increased school outcomes on every metric: Achievement, Growth, Discipline, Attendance
- Directed school through successful state wide accreditation process
- Led two career academies through accreditation to model status
- Managed \$3.4 million dollar Magnet School Grant and secured \$3.2 million dollars in additional federal grants

Glenclyff High School, Nashville, TN

Freshmen Academy Administrator; 2009 - 2012

Responsibilities

- Communicate the mission and vision for the Freshman Academy
- Provide instructional leadership and accountability
- Create, implement, and manage effective student intervention and support plans

Accomplishments

- Awarded Freshman Academy of the Year 2011 for Metro Nashville Public Schools
- Increased 9th grade promotion rate by 7.4%
- Met the 2011 AYP benchmark in Algebra I after five years of below expectations

The Oaks Community Development Corporation, Chicago, IL

Founder and Executive Director; 2007 – 2009

Responsibilities

- Provide vision and leadership
- Assess the needs of the community and devise a strategic action plan
- Build collaborative community partnerships in order to maximize impact

- Effectively establish and execute fundraising efforts

Accomplishments

- Successfully launched a youth mentoring program (*L.I.V.E.*) and community school partnership program (*Reach*)
- Connected with a broad network of community leaders and organizations
- Partnered with Chicago Public Schools Renaissance 2010 efforts to review proposals and make recommendations for new and existing charter schools
- Secured \$100,000+ in financial support for CDC

Teaching Experience

- *Washington Prep High School, Los Angeles, CA*
Math Teacher and SLC Lead Teacher; 2006-2007
- *Brentwood Academy, Brentwood, TN*
World Religions Teacher and Community School Liaison; 2003-2005
- *Antioch High School, Nashville, TN*
Math Teacher and Head Girls Varsity Basketball Coach; 1997-1999

PROFESSIONAL DEVELOPMENT AND TRAINING

- ASCD National Conferences (2009, 2011)
- Association of Urban School Leadership Training (2008)
- Christian Community Development Association Conferences (2005, 2007, 2008, 2010, 2012, 2014, 2015)
- Collaborative for Academic, Social and Emotional Learning Training (2013, 2014)
- Collation of Community Schools Conferences (2012, 2014, 2016)
- College Board National Conferences (2013)
- National Conference on Urban Education (2013)
- Rutherford Instructional Coaching Trainings (2013-2015)
- Safe and Civil Schools Training (2015)
- The Multigenerational Workplace Training (2014)
- Turnaround School Leadership Trainings (2011-2015)

AWARDS AND RECOGNITIONS

- Vanderbilt Wheeler Prize – Vanderbilt University 2015
- Principal Advisory Fellow – US Department of Education 2015
- Finalist for MNPS Executive Principal of the Year 2016
- Finalist for Academies of Nashville Executive Principal of the Year 2013 and 2016
- MNPS Freshman Academy of the Year 2011
- Excellence in Service Award – Washington Prep High School, 2007
- Finalist for Tennessee First Year Teacher of the Year, 1998
- Teacher of the Year – Antioch High School 1998

References available upon request

Michelle Williams

(b)(6)

Metro Nashville Public Schools: Grant Specialist, Federal Programs and Grants Management
March 2016 to present

- Provide coordination and direction for the i3 GROW STEM Grant and Mathematics and Science Partnership (MSP) Grant.
- Administer fiscal aspects of the grants, including budget management, contract administration, fiscal reporting, supplemental pay, project management tracking and analysis.
- Collaborates with Federal Programs staff to ensure schools, and the District are compliant with State and Federal laws, regulations and guidelines for the use of Federal Funds and the administration of State and Federal grants.
- Work as the Liaison between Metro Nashville Public Schools and Non Public Schools with Equitable Services. The Elementary and Secondary Education Act (ESEA) provides for the equitable participation of non-public school students, teachers and their parents.

Metro Nashville Public Schools: Program Manager, Middle Tennessee STEM Innovation Hub
November 2004 to February 2016

- Manages day to day operation of the office. Participates in all committee meetings.
- Coordinates projects: STEMPosium, Council of Partners, STEM EXPO, NCAC National Conference, Professional Development opportunities and student opportunities.
- Conducts research and identifies project requirements and timelines. Develops project plans, budget, and schedules. Manages the work flow and activities associated with the project. Resolves problems as they arise.
- Financials including creating budgets, planning and maintaining financial records.
- Grants management-coordinating between STEM Hub and the federal grants office. Maintaining documents and procedures for the usage of federal dollars.
- Contractual work directly with STEM Hub partners with grant management.
- Manage Social Media
- Manage Website
- Development of Customer Resource Management (CRM) Program. Centralized database of customer information. Maintain membership status, invoicing and payments, cost analysis per membership/review, monitors project progress, time keeping and sales records.
- Development of Partnerships-maintaining relationships with current partners, seek and develop relationships with new Partners
- Implement and promote new policies with Executive Director-NCAC
- Accounting-accounts payable, account receivable, collections, review financial records, work closely with the local accountants.

Miriam Harrington

(b)(6)

Objective: To obtain an executive principal position through which I can develop and lead a staff that utilizes data to respond to student learning outcomes while creating a culture of continuous improvement that ensures an adaptable learning environment for all students.

Professional Beliefs:

Student learning and the school culture cannot move forward without the following systems in place:

- Professional Learning Community as a culture which provides learning opportunities for all.
- Collaborative leadership environment where teachers and administrators work together to create and implement a common vision and share in the decision making process
- The ability to hire individuals with professional values that align with the vision of the school, and have the “MMEE” (Monitoring, Management, Evidence, and Engagement) ur
- The ability and willingness to provide support to weak teachers, while creating other opportunities for teachers not willing to embrace the school’s vision.
- High expectations established by systematic implementation and monitoring of initiatives.

Professional Innovations:

Restorative Practice School
Cost Effective Extended Learning Time
Data Nights
Each Child is Your Child
Weekly Professional Development amongst Staff
Grow the Teacher, Manage the Process
F.O.R.D. Create the Teacher You Want

Work Experience:

July 2014 - Present Principal Jere Baxter

Commendations:

- Turnaround a low performing school moving TVAAS scores to level 5 in Math, ELA, and Science within one academic year.
- Wrote and granted SIG V grant using the transformational model.
- 2015 Top 10% of Davidson County Schools in Academic Growth.
- 2015 Second Largest Academic Growth in Middle School Tier in Metro Nashville Public Schools
- 2015 Highest decrease in chronic absences of Metro Nashville Public Schools. Decreases from 29% to 12% in one year.
- Due to academic achievement prevented school from being eligible for state takeover in 2015.

Responsibilities:

- 2015 to Present – implemented and utilized restorative practices to decrease discipline by 43% from years prior to 2014.

- Served as instructional leader for 357 students and 48 staff members in a high needs urban school.
- Interviewed and hired high quality staff to turnaround a low performing school.
- Structuring school to become the first middle school in Tennessee to have a communication and humanities focus.
- Train state principals in the implementation of effective restorative practice framework.
- Implement instructional strategies that increases student in a priority school.
- Implement and monitor effective literacy structures and framework to increase academic rigor of students in a high poverty.
- Wrote and implementing school improvement grant for state priority school.

Jan 09 – May 2014 **Assistant Principal** – Hunters Lane High School

Commendations:

- Received the Academy of Nashville Award for Assistant Principal of the Year 2013.
- Lead my team in receiving several Academy nominations for the 2013 AON awards, including Assistant Principal of the Year, Freshmen Academy of the Year 2013, and Team Leader of the year.

Responsibilities:

- Supervised the freshmen academy with 425 students and sixteen teachers as a High School Assistant Principal.
- Lead this academy in beginning processes of standard based grading, forming professional learning communities, utilizing biweekly student data to adjust instructional, and interdisciplinary lessons.
- Assisted in hiring and interviewing teachers entering the freshmen academy and special education department.
- Provided professional development for my team on interventions, standard based grading, differentiated instruction, and formative assessments. Oversaw the Special Education department for the past five years.
- Conducted informal observations via classroom walkthroughs and data talks to increase instructional rigor.
- Implemented Data Night, in which freshmen parent were invited to discuss students present levels of performance, expected performance, and goals for upcoming assessments.
- Create a student centered culture.

Summer 2014

Director of Mayor's Scholarship Academy - Chosen as to lead the Mayor's Scholarship Academy after applying as Assistant

Director due to the vision I have created to support and provide enrichment for the students attending this program.

May 08- Jan. 09 **Special Education Instructional Facilitator** for Metro Nashville Public Schools:

Responsibilities:

Provided research based instructional support and coaching for teachers by providing feedback after observations, modeling lessons, and collaborative planning utilizing differentiated instruction.

Facilitated research based inclusive practices.

Developed and conducted professional development on instructional strategies, co-teaching, and lesson planning, and reading think link data.

Feb.07 – May 08 **Special Education Facilitator** for Maplewood High School

Responsibilities:

Monitoring and developing the special education program. To assist in increasing the graduation rate by increasing the number of special education students receiving regular education diplomas, thus allowing the school to meet AYP.

Aug. 1998 – Feb. 07 **Special Education Teacher** for Metro Nashville Public Schools
Locations: Glenclyff High School: 160 Antioch, Pike:
West End Middle 3529 West End Avenue

Presentations:

Presented at the 69th ASCD 2014 conference on “Getting Academic Results by Empowering Teachers and Students”

Lead presentations in Metro Nashville Public Schools on differentiated instruction, inclusive practices, teacher leadership, and co-teaching.

Presented at the National Alternative Education Association’s annual conference on "Leadership Practices that Create a Cultural Change" in February 2012.

Presented to parents on closing the communication gap between home and school, and Parent connections to supportive discipline with Schools.

License:

Administrative 2005
Special Education Modified and Comprehensive 1998

Areas of Study:

ASCD 2014, Conference focus “*@EveryLearner* Someday is Now”

Professional Learning Communities, Washington D.C. Summer 2010 led by Rick and Rebecca Dufour.

90/90/90 San Francisco Spring 2010 Various researchers studying schools that are 90% poverty, 90% minority, and score in the 90th percentile.

America’s School Dropout Crisis: Strategies for prevention and Rescue Fall 2011 led by Robert Lynn Canady.

Education:

Aug 08 – present	Tennessee State University Doctoral Candidate
Aug. 05 – Aug. 07	Tennessee State University-Ed.S. Administration and Supervision
Jan. 2001-Dec. 2002	Tennessee State University Master’s Degree in Education Major: Administration and Supervision
May 1995- May 1998	University of Tennessee Chattanooga Bachelor of Science in Education Major: Special Education
May 1992 - 1993	University of Tennessee Chattanooga Major: Special Education

References:

(b)(6)

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Opening Doors
Metropolitan Nashville Public Schools
Budget Justification
July 1, 2017 through June 30, 2019
Single budget period of 24 months
Page 1 of 2

Personnel

\$121,800 in grant funds are requested for a supplemental, full-time performing arts teacher at Buena Vista in SY17-18 and SY18-19. A first year salary of \$60,000 (which is based on like positions in the district) is proposed with an annual 3% increase in anticipation of step and cost of living increases paid per district policy.

\$37,125 in grant funds are requested to staff the summer camps with certificated teachers at a student to staffing ratio of 10:1. Such compensation is budgeted at the district's established wage rate of \$25 per hour for 18 teachers (6 at each of the 3 schools) to invest a total of 82.5 hours each (75 hours with students and 7.5 hours for planning).

\$44,660 is proposed for a .5 FTE Program Specialist for the duration of the project to assist with coordinating and executing the project within MNPS and ensuring it is carried out in a compliant manner in accordance with grant terms and conditions. First year salary cost of \$22,000 is proposed with a 3% annual increase in anticipation of step and cost of living increases paid per district policy. Salary level is based on like positions in the district. Positions such as this one that are directly related to managing and administering grant funded projects are not included as part of the district's indirect cost rate calculation.

\$6,800 is requested to provide \$85/day stipends to 20 teachers at Pearl Cohn who will receive 2 days of advanced placement professional development training in SY17-18 and SY18-19. Stipend rate is per district policy.

Total Personnel: \$210,385

Fringe Benefits

Fringe benefits for the Performing Arts teacher and the Program Specialist are included in the proposed grant budget at a rate of 30% of salary which totals \$49,938. This will cover the employer-incurred costs of payroll taxes, insurance and pension that are offered to all full-time district employees as per district policy. This percentage allowance for fringe benefits is based on like positions in the district. Fringe Benefit costs for the summer pay and stipends are budgeted at \$8,785 which uses a lower 20% fringe benefit rate in recognition of the fact that such compensation is not subject to health insurance costs.

Total Fringe Benefits: \$58,723

Opening Doors
Metropolitan Nashville Public Schools
Budget Justification
July 1, 2017 through June 30, 2019
Single budget period of 24 months
Page 2 of 2

Travel

\$9,000 is included in the project budget for the cost of transporting students to the summer camps via district school busses. The cost of the bus transportation is \$150 per round trip. The grant budget assumes 2 busses for each school's summer camp to enable the broadest possible student participation. (\$150 per bus x 2 buses x 3 schools x 10 days).

Total Travel: \$9,000

Supplies

\$144,000 is requested to purchase web-enabled devices for all students at Jere Baxter budgeted at \$400 per device x 360 students which assumes an initial purchase quantity of 310 and an additional 50 purchased mid-project to serve the additional students attracted to the school. \$40,000 is requested to purchase musical instruments for Buena Vista. \$18,000 in grant funds are requested to purchase supplies for the summer camps (\$100 per student x 180 students). \$9,000 is requested to provide meals to students during the summer camp and such is budgeted at a rate of \$5 per 180 students x 10 days. \$4,000 is requested to purchase materials of \$200 for each of 20 teachers in support of advance placement professional development activities at Pearl Cohn.

Total Supplies: \$215,000

Consultants

\$40,000 in grant funds are requested to enable Buena Vista to have an Artist in Residence for SY17-18 and SY18-19. \$45,000 is requested to provide consultation services to enable collective visioning at Pearl Cohn. \$50,000 is requested to provide Pearl Cohn with advance placement professional development in SY17-18 and SY18-19. \$150,000 (\$50,000 per school) in grant funds are requested to provide schools with curriculum development assistance.

Total Consultants: \$285,000

Total Direct Costs: \$778,108

Indirect Costs

Indirect costs of \$23,265 are included in the grant budget at MNPS's restricted indirect cost rate for the 12 months ending June 30, 2017 as approved by the Tennessee Department of Education of 2.99% x a base of all direct costs (\$778,108 x .0299) = \$23,265.

Total Indirect Costs: \$23,265

Total Request: \$801,373