



2018-2019  
**SNAPSHOT**



METRO  
NASHVILLE  
PUBLIC  
SCHOOLS

# MNPS Community Achieves Timeline of Development

**2012**

Race to the Top  
Funding Establishes  
CA Office:  
Coordinator  
& Evaluator

9 I-Zone Schools  
Selected by District  
to Develop as  
Community Achieves  
Schools

2  
0  
1  
2

Children's Aid Society  
Learning Tour

2  
0  
1  
3

Schools  
Self-Select  
as Community  
Achieves Schools

Coalition for  
Community Schools in  
Nashville to Launch  
Community Achieves

2  
0  
1  
4

Develop  
Community Achieves  
Standards

Alignment Nashville  
Community Achieves  
A-Team Formed

2  
0  
1  
7

Coalition for  
Community Schools  
National Initiative  
& School Winners

Chamber Education  
Report Card  
Committee Commendation

2  
0  
1  
6

2015-16  
15 District-Led  
CA Schools

2  
0  
1  
5

Community Achieves  
Standards-Based  
Implementation

District Funds School-Level  
Coordinators in District-Led  
Schools

Coalition for  
Community School  
Standards-Based  
Implementation

2  
0  
1  
8

Together for  
Students Grant

TN Community School State  
Network (TCSSN)

CA Adopted as Model  
for Priority Schools & Family  
Resource Centers

2  
0  
1  
9

TN State  
Comptroller's Report

TN Community  
Schools Act

McArthur, Majors, and Noser (2019)  
The Role of the School District.  
In J. Ferrara and R. Jacobson (Eds.),  
*Community Schools:  
People and Places Transforming  
Education and Communities*

**2019-20**

Director, Evaluator,  
3 Program Specialists,  
4 Community Engagement Specialists,  
23 District-Led Schools,  
8 Partner-Led Schools,  
5 School-Led Schools



A Community School is a public school - the hub of its neighborhood, uniting families, educators and community partners to provide all students with top-quality academics, enrichment, health and social services, and opportunities to succeed in school and in life.

(<http://www.communityschools.org>)

In Tennessee, Community schools are public schools that form partnerships with community organizations and use additional staff to meet the educational, physical, and emotional needs of economically disadvantaged students, families, and communities. Students and families are connected through community schools to a broad range of services, including food and clothing assistance, mental health treatment, academic enrichment, and adult education.

(<https://comptroller.tn.gov/news/2018/10/26/comptroller-releases-report-on-community-schools-in-tennessee.html>)

**Locally**, Community Achieves is an MNPS community school initiative, led by the district's Support Services Department, to link students and families to enrichment opportunities and vital community resources.

*The MISSION of Community Achieves is to remove barriers to learning by identifying needs, cultivating relationships, and aligning supports to ensure school communities thrive.*

# What is a Community School?

## WHAT DOES COMMUNITY ACHIEVES DO?

Provide a framework to support students, families, and communities by leveraging community resources and aligning to school's strategic plan with an annual needs assessment, community school standards, formalized group partner meetings, and coordinating positions.

Our efforts are focused on four crucial pillars of support:

- College and Career Readiness
- Parent/Family Engagement
- Health and Wellness
- Social Services



Research-based evidence shows four elements, organized by full-time community school coordinators, make community schools "hubs of the community where educators, families, nonprofits, community members, and others unite to create conditions where all children learn and thrive".

(<https://learningpolicyinstitute.org/product/comm-schools-equitable-brief>)

- (1) Integrated student supports
- (2) Expanded learning time and opportunities
- (3) Active parent and community engagement
- (4) Collaborative leadership and practices



## Collaborative Leadership

Nurture shared ownership and shared accountability



## Planning

Incorporates the assets and needs of school, family, and community in the school improvement plan



## Coordinating Infrastructure

Facilitates coordination of school and community resources



## Continuous Improvement

Deepens the impact of the community school

## Student-Centered Data

Guides opportunities and support to individual students



## Sustainability

Ensures ongoing operations of the community school

# Part 1 Structures and Functions

## Community School



## Site Standards

# Common Program Elements Part 2



## Family Engagement

Embraces families and mobilizes family assets



## Community Engagement

Gathers and galvanizes community and neighborhood resources



## Student Centered Learning and Development

Engages students as independent learners

## Health and Social Services and Supports

Addressing barriers to learning





**19** Schools **2018-19** **21** Schools



|                                       | Enrollment    | Year CA District-Funded | Economically Disadvantaged | MALE       | Asian     | Black      | Hispanic   | White      | English Learners |
|---------------------------------------|---------------|-------------------------|----------------------------|------------|-----------|------------|------------|------------|------------------|
| Alex Green Elementary <sup>1</sup>    | 254           | 18-19                   | 56%                        | 48%        | 0%        | 79%        | 12%        | 9%         | 9%               |
| Antioch Middle <sup>1</sup>           | 797           | 16-17                   | 40%                        | 50%        | 9%        | 30%        | 47%        | 13%        | 25%              |
| Buena Vista Elementary <sup>1</sup>   | 218           | 15-16                   | 78%                        | 52%        | 0%        | 94%        | 1%         | 5%         | 1%               |
| Cole Elementary <sup>2</sup>          | 765           | 15-16                   | 38%                        | 52%        | 13%       | 10%        | 62%        | 15%        | 45%              |
| Dupont-Hadley Middle                  | 633           | 15-16                   | 28%                        | 53%        | 2%        | 32%        | 12%        | 54%        | 3%               |
| Gra-Mar Middle <sup>1</sup>           | 376           | 15-16                   | 57%                        | 56%        | 1%        | 68%        | 19%        | 12%        | 20%              |
| Haynes Middle <sup>1</sup>            | 210           | 18-19                   | 69%                        | 52%        | 0%        | 97%        | 0%         | 3%         | 0%               |
| Haywood Elementary                    | 629           | 18-19                   | 34%                        | 53%        | 14%       | 10%        | 65%        | 10%        | 57%              |
| HG Hill Middle                        | 717           | 18-19                   | 30%                        | 51%        | 8%        | 27%        | 23%        | 41%        | 15%              |
| Inglewood Elementary                  | 208           | 15-16                   | 51%                        | 50%        | 0%        | 75%        | 7%         | 18%        | 3%               |
| Jere Baxter Middle <sup>1</sup>       | 291           | 15-16                   | 65%                        | 54%        | 0%        | 49%        | 31%        | 20%        | 20%              |
| Joelton Middle <sup>1</sup>           | 344           | 15-16                   | 61%                        | 58%        | 0%        | 67%        | 8%         | 24%        | 4%               |
| Margaret Allen Middle                 | 498           | 15-16                   | 38%                        | 50%        | 2%        | 46%        | 36%        | 15%        | 26%              |
| McKissack Middle <sup>1</sup>         | 340           | 15-16                   | 74%                        | 54%        | 0%        | 89%        | 6%         | 5%         | 4%               |
| McMurray Middle <sup>1</sup>          | 826           | 17-18                   | 44%                        | 55%        | 11%       | 15%        | 64%        | 11%        | 38%              |
| Napier Elementary                     | 310           | 15-16                   | 86%                        | 48%        | 0%        | 91%        | 6%         | 2%         | 5%               |
| Pearl-Cohn High <sup>2</sup>          | 677           | 15-16                   | 64%                        | 50%        | 0%        | 93%        | 4%         | 2%         | 3%               |
| Two Rivers Middle                     | 456           | 16-17                   | 46%                        | 50%        | 1%        | 43%        | 25%        | 29%        | 17%              |
| Whites Creek High School <sup>1</sup> | 552           | 18-19                   | 54%                        | 52%        | 0%        | 81%        | 6%         | 13%        | 2%               |
| Whitsitt Elementary                   | 450           | 15-16                   | 39%                        | 51%        | 2%        | 12%        | 70%        | 16%        | 46%              |
| Wright Middle <sup>1</sup>            | 849           | 16-17                   | 44%                        | 56%        | 5%        | 19%        | 63%        | 13%        | 41%              |
| <b>Total / Average</b>                | <b>10,400</b> |                         | <b>52%</b>                 | <b>52%</b> | <b>3%</b> | <b>54%</b> | <b>27%</b> | <b>16%</b> | <b>18%</b>       |

Source: MNPS Data Warehouse, 2019-20 school year, October 2019 /

<sup>1</sup>Priority School / <sup>2</sup>Family Resource Center / \*Hunters Lane High School stopped developing as a Community Achieves school during the 2018-2019 school year



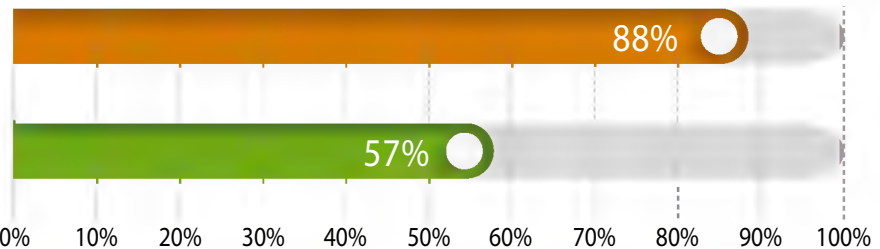
# COLLABORATIVE LEADERSHIP

Nurtures shared power, ownership, and accountability for student and school success that engages administration, school-level coordinating positions, school staff, and a team representative of the school community, including students, families, partners, and community members.

Each year, organizations in partnership with Community Achieves schools are invited to provide feedback through an online Community Achieves Partner Survey.

## COMMUNITY SCHOOL STANDARD – COLLABORATIVE LEADERSHIP (Authenticity, Collaboration, and Confidence)

*I have confidence in the people  
I work with in the school(s)*



*“The Community Achieves school involves more inclusive collaboration among school leadership and student support services staff, ensuring more thoroughly coordinated care for students. I find that the more authentic collaboration between Community Achieves staff, school leadership, and community partners that engage with the building on a regular basis, the more holistically the needs of students are addressed.” (CA Partner)*

## ALIGNMENT NASHVILLE

In 2017, Alignment Nashville worked with Community Achieves to form an A-Team to guide collaborative efforts of key community partners in support of the MNPS community school initiative.

- Big Brothers Big Sisters of Middle Tennessee
- Communities in Schools
- Community Achieves Coordinator, MNPS
- Community Achieves Program Specialist, MNPS
- Community Achieves Site Managers, MNPS
- Family & Children’s Service
- Metro Nashville Education Association
- Metro Nashville School Board of Education Representative
- Nashville After Zone Alliance
- Oasis Center
- PENCIL
- STARS Nashville
- Tennessee Alliance to Reclaim Our Schools
- United4Hope
- Vanderbilt Institute for Medicine
- YWCA Nashville & Middle Tennessee



# COORDINATING INFRASTRUCTURE

Facilitates coordination of school and community resources, with a full-time school-level position who facilitates communication, access and use of data, and monitoring partner impact.

School partners spotlight the transformational role of Community Achieves Site Managers:

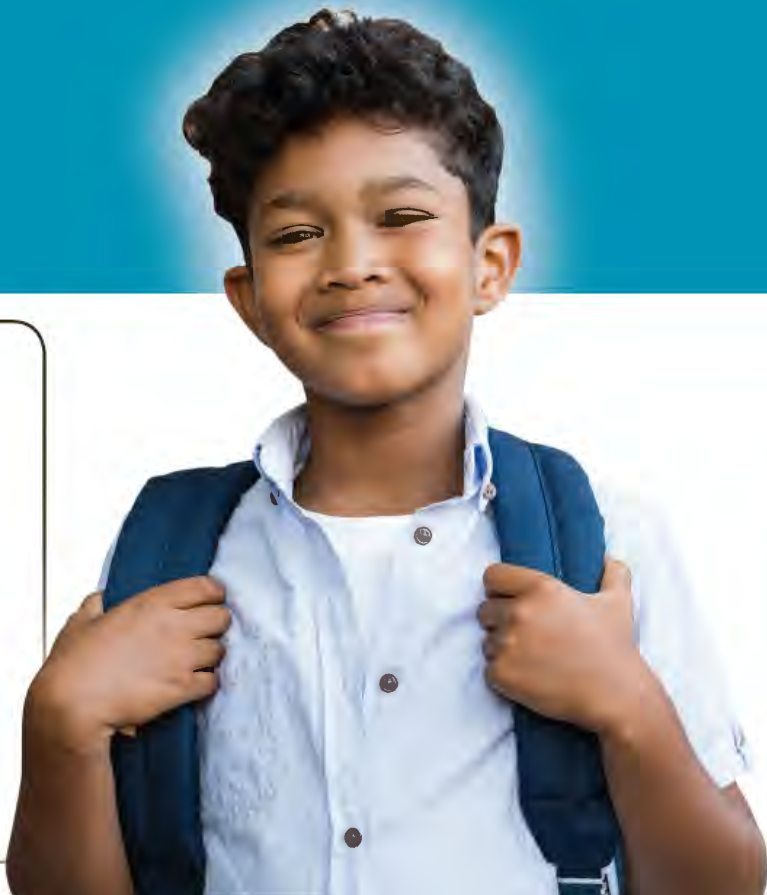
*“As an organization that creates partnerships between churches and public schools our **best experiences are with schools that have a Community Achieves Site Manager.** This is a significant benefit for us as we **know our volunteers will be taken care of and managed well.** We are also able to provide the CA schools with more resources because their staff readily **know the needs.**”*

*“CA Site Managers allow us to have a **continuous point person** who is focused on bringing partnerships into the school. When we work with a teacher or principal where this is an addition to their day to day job, we often have longer response times. **CA Site Managers also understand the importance of bringing people together to come up with solutions.**”*

*“I would say when we are connected with the **CA Site Manager, we are able to get a more holistic understanding of student needs and their academic performance.** Working with CA schools, we can learn about more opportunities to plug in, which otherwise are not communicated when we are coordinating with a single teacher.”*



*“We host CA schools for regular field trips and also our Destination Cheekwood program, which is a family engagement program. Working with CA Site Managers has **transformed the impact** we can have with families through Destination Cheekwood! It is clear that the Site Managers are very invested in getting as many resources as possible for their schools, and their efforts show that. I can’t speak highly enough of the **efficacy of this model!**”*



*Community Achieves Site Managers and coordinating positions develop professionally and learn more about the coordinating infrastructure of a community school as they participate in the national bi-annual conference hosted by the Coalition for Community Schools as attendees and presenters.*





# PLANNING

Incorporates the assets and needs of school, family, and community in the School Improvement Plan (SIP), relying on stakeholder-informed needs and assets assessments and data-informed decision-making.

Community Achieves Site Managers facilitate school teams through an annual day of reviewing data to develop strategic plans in support of the School Improvement Plan. Strategic Plans are shared with the community and updated throughout the school year. View current Community Achieves schools' Strategic Plans: <https://www.mnps.org/communityachieves>

## COMMUNITY SCHOOL STANDARD – CONTINUOUS IMPROVEMENT INDICATORS (Outcomes, SIP, Strategic Planning)

*I know specific outcomes I'm working to support*



*School(s) communicated approach to using community engagement to focus on outcomes*



*My work with the school(s) support the SIP*



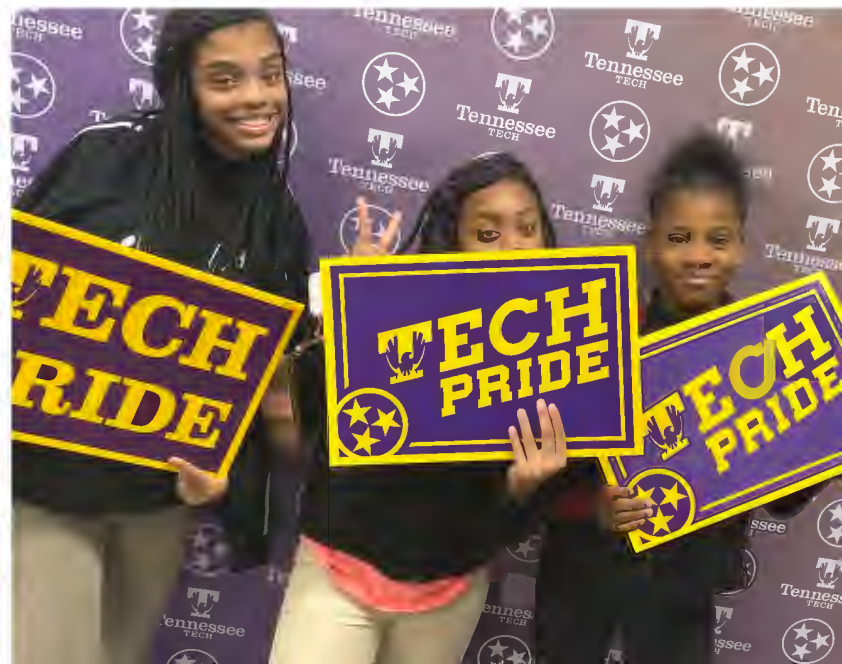
*School(s) shared the SIP with me*



0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

CA Partner Survey, Spring 2019

The work of the Community Achieves district- and school-level team follows a strategic and intentional **CYCLE OF ACTIVITIES** that is updated each year based on continual feedback, analysis, and mid-course correcting.





# COMMUNITY ACHIEVES CYCLE OF ACTIVITIES 2019-20

## INTERNAL PROGRAM SPECIALISTS

Support school-level coordinating position in district-led CA schools, training & PD, TCSSN, support school partner meetings

## SITE MANAGERS & COORDINATING POSITIONS

Coordinate existing supports (events, programming, resources, services), identify new supports, hold partner meetings, develop CA standards in the school, participate in monthly CA trainings and meetings, facilitate CA Impact Team development, update needs assessment and utilize CA Strategic Plan

## COMMUNITY ENGAGEMENT SPECIALISTS

Support school-level coordinating position in external- and school-led CA schools, provide training & PD, support school partner meetings, lead initiatives (Car Seat, TIP, Mental Health First Aid, Poverty Simulation, Resource fair, Sessions, MNPS Next)

## EXTERNAL PROGRAM SPECIALIST

Individual partner check-in, identify new partners, Period Project, online partner registration and data agreements, support school partner meetings, Site Manager check-ins (cohort & roster updates)

APR-JULY

AUGUST

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

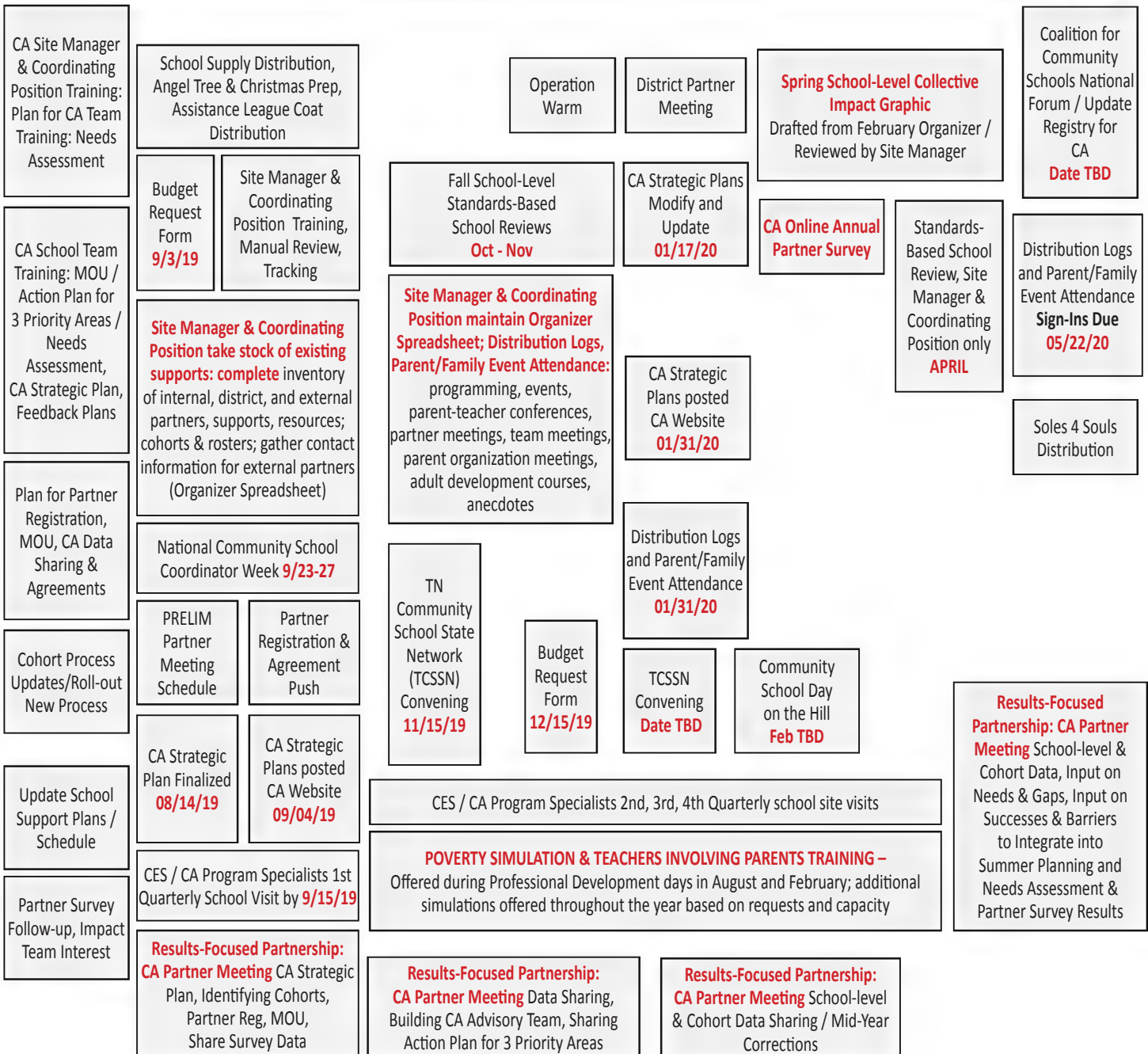
JANUARY

FEBRUARY

MARCH

APRIL

MAY-JUNE





# STUDENT-CENTERED DATA

Guides opportunities and support to individual students, with partner data agreements, and appropriate use of MNPS data systems to guide decisions on student- and school-level supports

|                          | Enrollment | Student Mobility | Students with Behavior Incident | Students with In-School Suspensions | Students with Chronic Absence | Students with Collaborative Referral |
|--------------------------|------------|------------------|---------------------------------|-------------------------------------|-------------------------------|--------------------------------------|
| Alex Green Elementary    | 258        | 45.0%            | 8.2%                            | 0.6%                                | 16.7%                         | 44.9%                                |
| Antioch Middle           | 803        | 35.9%            | 26.3%                           | 5.7%                                | 10.7%                         | 26.4%                                |
| Buena Vista Elementary   | 232        | 72.8%            | 18.3%                           | 3.9%                                | 28.9%                         | 17.2%                                |
| Churchwell Elementary    | 306        | 33.7%            | 20.7%                           | 3.9%                                | 22.2%                         | 26.1%                                |
| Cole Elementary          | 764        | 23.7%            | 1.3%                            | 0.2%                                | 8.0%                          | 10.0%                                |
| Dupont-Hadley Middle     | 623        | 20.5%            | 18.8%                           | 9.7%                                | 13.8%                         | 17.1%                                |
| Gra-Mar Middle           | 347        | 50.0%            | 28.0%                           | 18.1%                               | 14.5%                         | 13.0%                                |
| Haynes Middle            | 234        | 18.8%            | 43.5%                           | 33.6%                               | 15.4%                         | 18.4%                                |
| Haywood Elementary       | 665        | 41.7%            | 6.1%                            | 0.6%                                | 8.9%                          | 3.8%                                 |
| HG Hill Middle           | 688        | 27.3%            | 26.3%                           | 10.1%                               | 12.1%                         | 19.1%                                |
| Inglewood Elementary     | 202        | 22.3%            | 17.6%                           | 0.4%                                | 22.8%                         | 30.6%                                |
| Jere Baxter Middle       | 249        | 63.9%            | 46.6%                           | 32.6%                               | 19.3%                         | 23.2%                                |
| Joelton Middle           | 334        | 61.1%            | 31.4%                           | 25.1%                               | 26.0%                         | 26.2%                                |
| Madison Middle           | 554        | 36.5%            | 29.5%                           | 16.2%                               | 23.3%                         | 22.2%                                |
| Margaret Allen Middle    | 469        | 46.3%            | 22.6%                           | 10.9%                               | 15.8%                         | 14.9%                                |
| McKissack Middle         | 300        | 48.0%            | 16.7%                           | 11.9%                               | 16.0%                         | 18.5%                                |
| McMurray Middle          | 836        | 47.2%            | 23.2%                           | 5.8%                                | 7.9%                          | 10.3%                                |
| Napier Elementary        | 342        | 32.7%            | 1.8%                            | 1.5%                                | 36.3%                         | 57.2%                                |
| Pearl-Cohn High          | 547        | 66.9%            | 49.7%                           | 21.0%                               | 39.3%                         | 32.8%                                |
| Two Rivers Middle        | 447        | 44.5%            | 23.5%                           | 12.4%                               | 18.8%                         | 12.4%                                |
| Whites Creek High School | 609        | 56.7%            | 59.4%                           | 32.1%                               | 42.5%                         | 29.5%                                |
| Whitsitt Elementary      | 445        | 31.9%            | 2.1%                            | 0.9%                                | 17.3%                         | 21.9%                                |
| Wright Middle            | 806        | 42.6%            | 22.7%                           | 5.5%                                | 14.9%                         | 17.6%                                |

Source: MNPS Data Warehouse, 2018-19 school year, October 2019

*“When asked how we could serve the school - we were **given precise data and goals** the school had in place. It was soooo helpful to know and share with our congregation! **It made plugging in very easy!** The CA Site Manager came and shared needs with a few of our churches. It is a great partnership. We’ve loved loving on the hard-working teachers, remodeling teacher lounge and providing Spanish speaking volunteers to help translate for parent teacher conferences. **The CA school can quickly point you where needs are and have solid data to back it up and a strategic plan.**”*

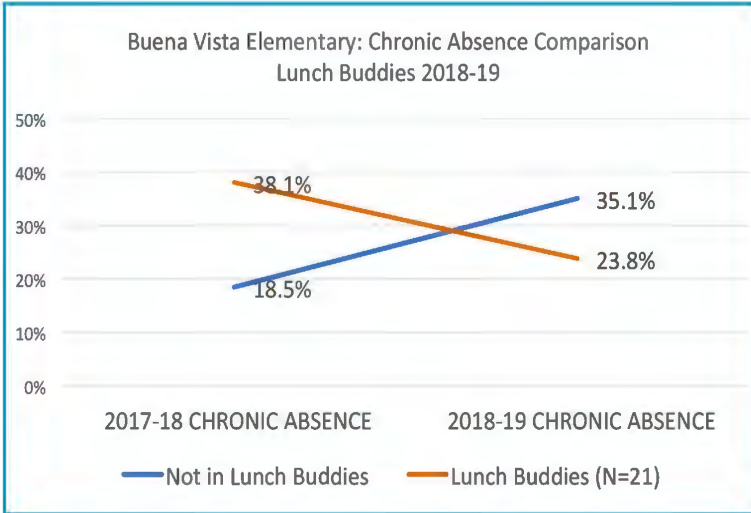
*In 2018-19, Community Achieves began to develop a system to register partners and put partner agreements in place to clarify expectations around the sharing and use of data.*

<https://www.surveymonkey.com/r/MNPSCAResults>

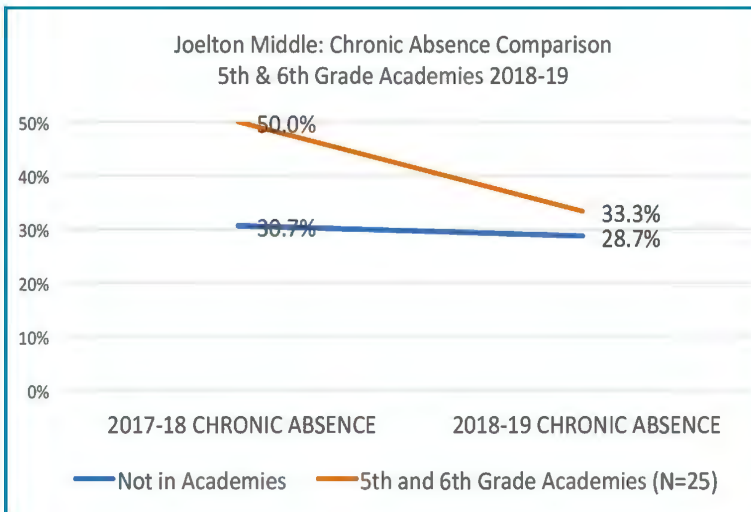
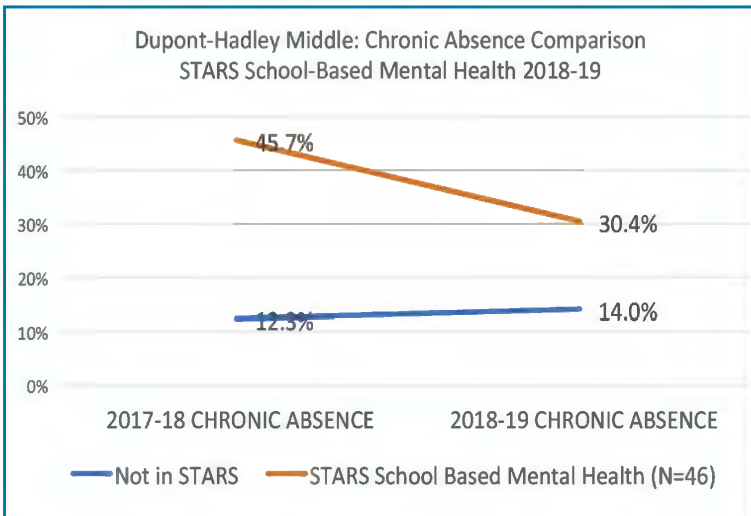


# CONTINUOUS IMPROVEMENT

Deepens the impact of the community school through ongoing professional development, supportive policy changes, and analysis of cohort- and school-level data for celebrations and improvement opportunities



*By capturing rosters of students in programmatic cohorts, school teams can analyze efforts to target students for programming and monitor disaggregated data on indicators of success, such as chronic absence.*



Source: MNPS Data Warehouse / Chronic Absence = above 10% absent rate



# STUDENT-CENTERED LEARNING & DEVELOPMENT

Integrates VOICE (students, families, partners, educators) in development of academic enrichment opportunities, and increased access to academic enrichment opportunities.

## Community Achieves schools monitor student cohorts that promote **POWERFUL LEARNING**

- 57 Academic Enrichment
- 22 Extended Learning
- 12 Tutoring
- 24 School-Based Enrichment

### *Key Programming Includes:*

- After School Tutoring
- NAZA-Coordinated Programming
- Hadley Court
- Backfield in Motion
- Reading Partners
- Before School Tutoring
- YMCA Tutoring
- EL Reading Club
- STEM Scouts
- Turnip Green
- Boys & Girls Club
- TSU Trio
- Girls Write Nashville
- Project Transformation
- Harvest Hands
- Math Brigade
- Junior Achievement
- The Porch Writing Intervention



# HEALTH AND SOCIAL SERVICES & SUPPORTS

Integrates VOICE (students, families, partners, educators) in providing opportunities to promote physical, mental, social health and wellness

## Community Achieves schools monitor student cohorts that promote **HEALTH & WELLNESS**

- 42 Character Education
- 52 Mentoring Program Cohorts

### *Key Programming Includes:*

- YWCA AMEND
- Weekend Food Backpack
- Yoga Club Before School
- STARS
- H.E.R.O.
- Running Club
- Centerstone School-Based Mental Health
- Vanderbilt School-Based Mental Health
- MNPS Social Work
- Weekly Food
- MNPS Counseling
- Girls on the Run
- Youth for Christ
- Big Brothers Big Sisters
- Life on Point
- YWCA Girls Inc
- Rites of Passage Mentoring
- Youth Encouragement Services



*"Cohorts and programs are being developed to deepen and aid students at H.G. Hill Middle who face poverty, have incarcerated parents or families facing deportation, and/or broad ACES. As a diverse school, great emphasis is placed on a favorable SEL environment. Restorative practices are favorable and solidified as part of the school culture. A dedicated Peace Room is in place and all classrooms have Peace Corners for students to deescalate."*

*(H.G. Hill Middle School Site Manager)*

## BASIC NEEDS

Community Achieves schools distributed many resources to meet basic needs of students and families:

- ◆ over 18,800 food bags, food backpacks, snacks, or meals
- ◆ over 22,000 school supplies
- ◆ approximately 7,000 clothing items
- ◆ over 4,700 toiletries and hygiene products
- ◆ at least 410 household items

## ADULT DEVELOPMENT

- ◆ Three Community Achieves schools offered adult development classes, e.g., Financial Empowerment, Parent Support Groups, English Language courses, and HiSet Preparation, with a summed attendance of 257.
- ◆ Cole Elementary, in particular, offered 31 classes for the adults in their school community.

## In 2018-19 Community Achieves schools, MNPS Student Health conducted 1165 Early and Periodic Screening, Diagnostic and Treatment Program screenings

- ◆ 683 students were given a referral to a Primary Care Physician
- ◆ 297 failed the vision screening
- ◆ 27 sports physicals
- ◆ 3,502 Hearing & Vision Screenings
- ◆ 975 Hearing & Vision Referrals





# SUSTAINABILITY

Ensures ongoing operations of the community school, strengthening shared ownership for school, and advocacy for the community school model

Schools complete standards-based reviews and identify focus standards on which they will focus for improvement and to sustain authentic development

- Grounding the development of the Community Achieves initiative in national standards and research-based practices increases sustainability
- The Community Achieves initiative sustained through Superintendent transitions, with support from external and district partners that expressed the value of the initiative
- Families have shown support for the community school model by sending dozens of letters when funding for their school's Family Resource Center was in doubt
- Community Achieves works with the TN Community Schools State Network (TCSSN) to advocate for community school support and funding, e.g., Day on the Hill for Community Schools

## 2018-19 COMMUNITY ACHIEVES SCHOOLS STANDARDS-BASED SCHOOL REVIEW MEAN IMPLEMENTATION RATINGS



# AUTHENTIC FAMILY ENGAGEMENT

Includes cultural and linguistic appropriate supports, transitions efforts from family involvement to family decision-making and leadership



In 2018-19, Site Managers documented attendance for 425 events designed to celebrate and increase family engagement, with a summed parent/family attendance at school-level events of 20,297, ranging from PTO meetings with only a few in attendance to much larger events:

- Parent-Teacher Conferences at Cole Elementary for 594 participants
- 375 student-led parent teacher conferences at Dupont Hadley Middle
- 271 at Wright Middle School's Let's Break Bread Family Supper
- 200 at Antioch Middle's August Meet & Greet



# AUTHENTIC COMMUNITY ENGAGEMENT

Gathers and galvanizes community and neighborhood resources to position the school as the hub of community development, where community members and partners share decision-making and leadership

## Site Managers Coordinate Partnerships:

### EXTERNAL ORGANIZATIONS

e.g., YWCA, Second Harvest Food Bank, Girls on the Run, Hands on Nashville, West End Community Church, Church of the City

### DISTRICT DEPARTMENTS

e.g., Social Workers, Extended Learning Program, School Health

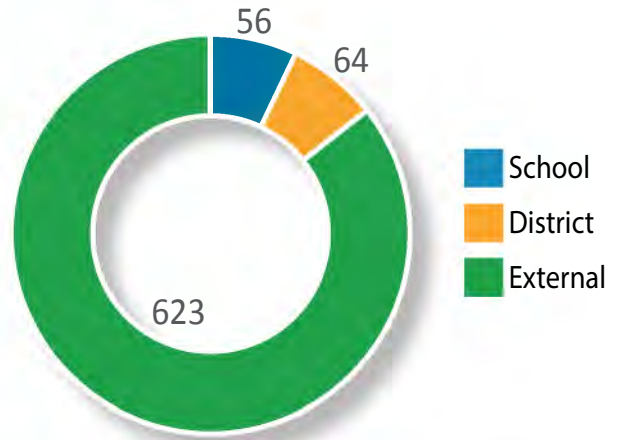
### SCHOOL EDUCATORS

e.g., teacher-led clubs and tutoring, administrator-led mentoring or check-in/out groups

**Inclu Including 89 partnerships with 65 faith-based partners in 2018-19**

17 schools reported 57 partner meetings in 2018-19, where partners and schools work collaboratively around data sharing, strategic plans, restorative practice, volunteer opportunities, student & parent voice, partner presentations & spotlights

## 2018-19 Community Achieves School Support & Partnerships



*“Coordination with external community partners is robust and effective. As the only East Nashville location for Community Education, we open our doors several nights a week to Nashville adults to explore general interest education. Our church tenant, City Church, is a very large church with neighborhood members who reach out with supports and donations throughout the year.”  
(Inglewood Elementary School Site Manager)*



## SPOTLIGHT ON

# Whitsitt Elementary School

Whitsitt Elementary School has been developing as a Community Achieves school since the 2015-16 school year. Whitsitt and 3 other Community Achieves schools (Inglewood Elementary, Napier Elementary, and Pearl-Cohn High School) were the only schools to come off the Priority List after the 2017-18 school year.

Whitsitt tracked enrollment in 18 different programs put in place to address learning, wellness, and social service needs of students, offering a total of 355 enrollment seats, serving 198 individual students in 2018-19.

### Collective on Literacy:

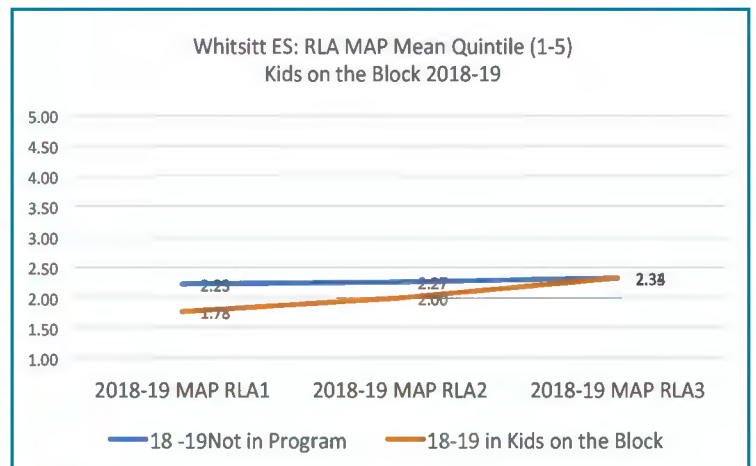
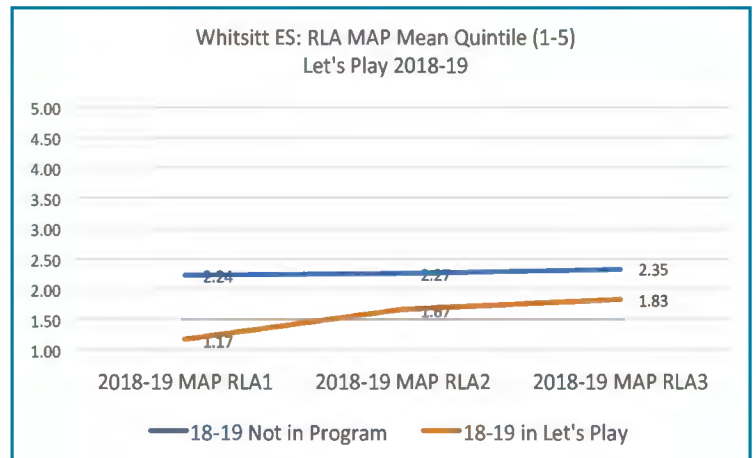
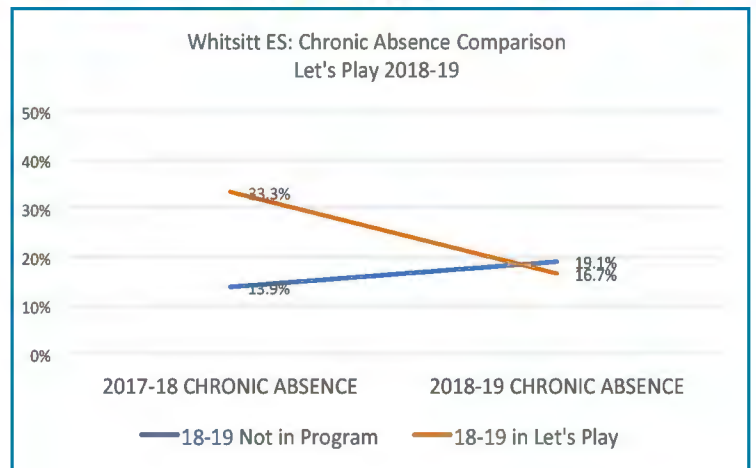
- Kids on the Block
- Before School A/R Club
- LETS Play
- The Porch Creative Writing
- Reading Partners

### Collective on Chronic Absence:

- Turnip Green Creative
- LETS Play
- Free Hearts
- STEAM Clubs
- Kids on the Block

## KEY FINDINGS

- Whitsitt documented 28 events for family engagement throughout the year, with summed attendance over 1200, representing over 800 individuals
- Whitsitt hosted 260 Parent Teacher Conferences in December 2018
- Family STEAM Nights in October and February had 200-220 family members in attendance
- Successful programming was monitored, analyzed, and modified for improvement




Source: MNPS Data Warehouse /  
RLA=Reading Language Arts MAP=Measure of Academic Progress





# Whitsitt Elementary School Community Schools Model for Collective Impact 2018-19

|                            | QUARTER 1   | QUARTER 2 | QUARTER 3 | QUARTER 4 |
|----------------------------|---|-----------|-----------|-----------|
| FAMILY ENGAGEMENT          | <p><b>COMMUNITY FACILITATED SUPPORT</b></p> <p><b>Family Events &amp; Training:</b> Fall Fest (10/25); Parent Teacher Conference (11/6); Ride for Reading Assembly (11/7); Microsoft PD for Entire Staff (11/19); Meet the teacher/Backpack Giveaway (7/2); Title 1 Meeting (8/23); International DOT Day (9/15); PTO Meeting (9/18); Vanderbilt Child Safety Workshop (9/20); Cultural Celebration (9/20); Community Garden (9/29); STEAM Night (10/11); PTO Meeting (11/19); Holiday Meal Boxes (11/19); Mission Possible Night (12/8); Donuts for Dads (12/18); Lunch &amp; Learn - Curriculum &amp; testing (11/26); Curriculum Night/Mission Possible (11/29); Lunch &amp; Learn - Curriculum &amp; testing (12/3); Holiday Toy Store (12/8); Donuts for Dad (12/18); PTO Meeting (1/29); STEAM Night &amp; Book Fair (2/28); PTO Meeting (3/25); Donuts with Mom (4/4); Community Garden Day (4/6); School Dance (5/3); Community Creek Day (5/4)</p> |           |           |           |
| COLLEGE & CAREER READINESS | <p><b>COMMUNITY FACILITATED SUPPORT</b></p> <p>Extended Learning Program Aftercare, Turnip Green, Dance Club</p> <p>Accelerated Readers Club</p> <p>STEAM Clubs</p> <p>Green Machine Garden Club and Rock Band (ELP)</p> <p>University School of Nashville LETS PLAY, Junior Achievement</p> <p>Reading Partners</p> <p>Waller Mock Trial, Kids on the Block</p> <p>The Porch Writer's Collective, Art Club</p> <p style="text-align: right;"></p>  |           |           |           |
| HEALTH & WELLNESS          | <p><b>COMMUNITY FACILITATED SUPPORT</b></p> <p>Mindfulness Trainings</p> <p>School-Based Mental Health: Centerstone</p> <p>Marathon Kids Before School Club, Yoga Club Before School</p> <p>Whitsitt Running Club</p> <p>Free Hearts</p> <p><b>SCHOOL &amp; DISTRICT</b></p> <p>Dental Sealants on Power Mondays</p> <p>MNPS Social Work Grief Group, EL Group</p> <div style="float: right; border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Cross Point Church and Asurion worked to reestablish the school garden when it was vandalized in the Spring.</p> <p>The school has selected "Positive Behavioral Interventions &amp; Supports" as their multiered system of support for student SEL.</p> </div>  |           |           |           |
| SOCIAL SERVICES            | <p><b>COMMUNITY FACILITATED SUPPORT</b></p> <p>Backpacks and Supplies: The Belonging</p> <p>Clothing Closet: Unicycle, Soles 4 Souls, Assistance League, Operation School Bell</p> <p>Conexion Americas, key referral source</p> <p><b>SCHOOL &amp; DISTRICT</b></p> <p>H.E.R.O. Programs for Families in Transition</p>  |           |           |           |

 **COHORTS**  
group of students enrolled in programming and monitored throughout year in MNPS Data Warehouse

**CA SITE MANAGER**  
coordinates general support from the following: Woodmont Hills Church of Christ, Creative Artists Agency, Flatrock Community Church, Woodbine UMC, Whirlpool Laundry Program, Hungry Howie's, Hands on Nashville, Ride for Reading, United 4 Hope

**MONTHLY POWER MONDAYS** allow teachers to participate in professional development opportunities during school time as teams and students to experience enrichment opportunities with programming offered by the following organizations coordinated by the CA Site Manager: Belmont Mansion, Adventure Science Center, ALIAS Ensemble, Cameron Preparatory College, Daughters of American Revolution (DAR), Junior Achievement, Small World Yoga, Nashville Public Library, Nashville Zoo, National Museum of African American Music, Plant the Seed, Red Cross, Sands Mindfulness, Cumberland River Compact, Super Science TN, The Porch Writer's Collective, The Church at Woodbine, The Elephant Sanctuary, Turnip Green Creative, First Tee of Mid TN, Waller Law Firm, Woodbine UMC, Starts with Soap / Microsoft offers professional development for teachers during Power Mondays

# NEXT STEPS

- Develop school-level Impact Teams - Increased collaborative leadership / shared power at the site-level. Focus on integration of voice for needs assessment, design, planning, implementation, and building authentic relationships with students, parents, school staff, external service providers, district staff, community members
- Develop Community Engagement Specialist roles to include professional development and training (e.g., Car Seat Safety, Teachers Involving Parents, Youth Mental Health First Aid, Poverty Simulation) and support for coordinating positions in Family Resource Centers and school-led community schools
- Collaborative work with the Tennessee Community School State Network, membership on Leadership Committee and Professional Learning Network Committee
- UpMetrics to monitor attendance in selected programs (Turnip Green, YWCA AMEND and Girls, Inc., Rites of Passage Mentoring)
- Continue a standards-based implementation focus



- Develop evaluation strategies that provide information about implementation, supports received, and progress toward outcomes across a variety of domains (chronic absence/attendance, achievement, behavior, attitudes, and relationships), in collaboration with Tennessee Community School State Network for local and state recommendations
- Continue to grow and develop results-focused partnerships

**2019-20 Community Achieves expansion sites led by coordinating positions from external organizations funded through state and district dollars and by school personnel.**

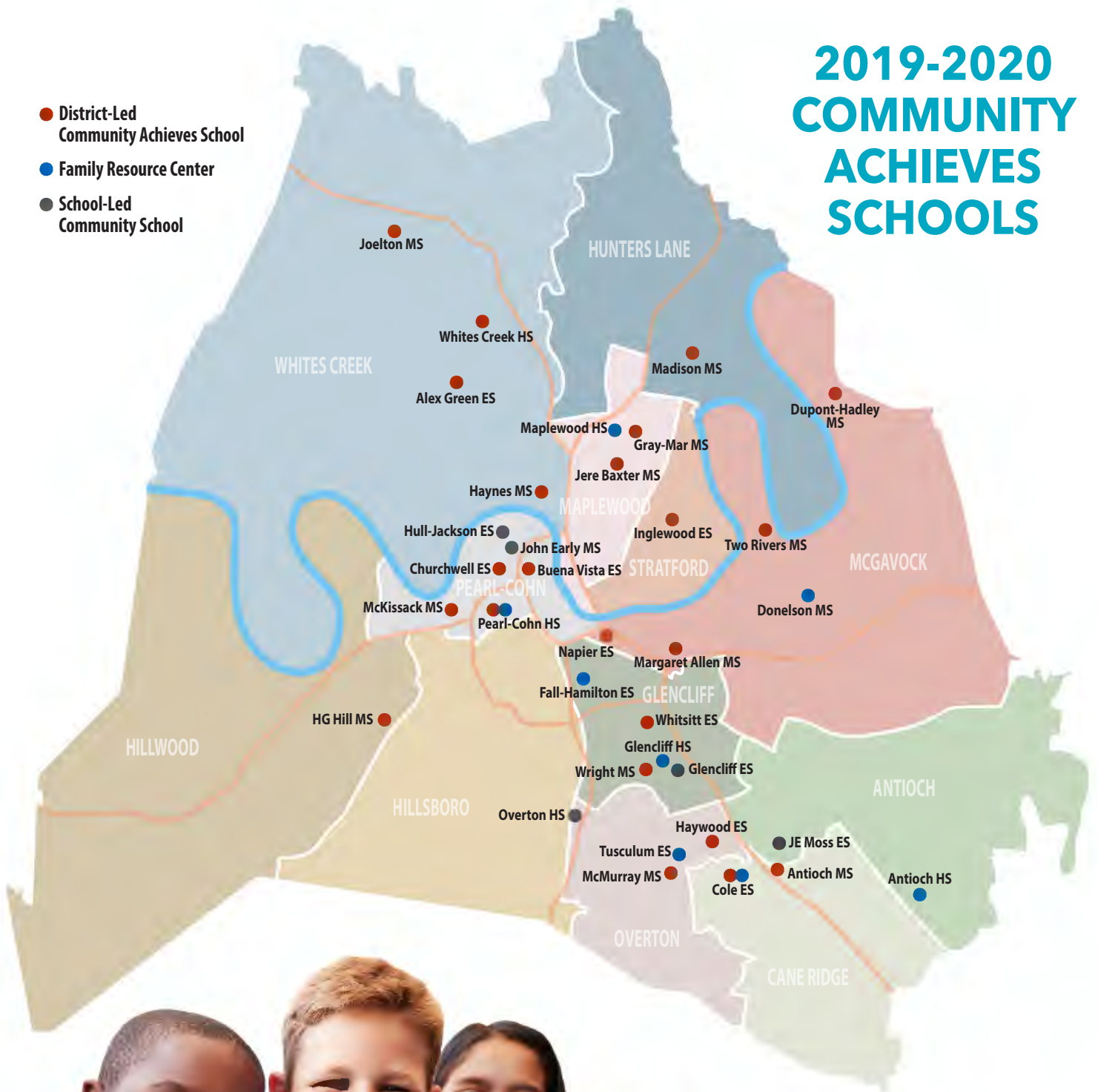
|                                       | Enrollment   | Year CA District-Funded | Economically Disadvantaged | MALE       | Asian     | Black      | Hispanic   | White      | English Learners |
|---------------------------------------|--------------|-------------------------|----------------------------|------------|-----------|------------|------------|------------|------------------|
| Antioch High School <sup>2</sup>      | 2,077        | 19-20                   | 28%                        | 55%        | 4%        | 34%        | 42%        | 20%        | 25%              |
| Churchwell Elementary <sup>1</sup>    | 309          | 19-20                   | 75%                        | 50%        | 0%        | 96%        | 2%         | 1%         | 3%               |
| Donelson Middle <sup>2</sup>          | 829          | 19-20                   | 41%                        | 51%        | 2%        | 45%        | 20%        | 33%        | 9%               |
| Fall-Hamilton Elementary <sup>2</sup> | 325          | 19-20                   | 48%                        | 54%        | 1%        | 62%        | 23%        | 14%        | 13%              |
| Glenclyff Elementary <sup>3,4</sup>   | 615          | 19-20                   | 30%                        | 51%        | 3%        | 12%        | 67%        | 17%        | 53%              |
| Glenclyff High School <sup>2</sup>    | 1,230        | 19-20                   | 33%                        | 55%        | 4%        | 18%        | 62%        | 16%        | 44%              |
| Madison Middle <sup>1</sup>           | 596          | 19-20                   | 53%                        | 54%        | 0%        | 58%        | 29%        | 14%        | 15%              |
| Maplewood High <sup>1,2</sup>         | 852          | 19-20                   | 54%                        | 50%        | 1%        | 69%        | 22%        | 8%         | 20%              |
| Tusculum Elementary <sup>2</sup>      | 807          | 19-20                   | 39%                        | 52%        | 12%       | 16%        | 60%        | 12%        | 58%              |
| <b>Total / Average</b>                | <b>7,640</b> |                         | <b>45%</b>                 | <b>52%</b> | <b>3%</b> | <b>46%</b> | <b>36%</b> | <b>15%</b> | <b>27%</b>       |

Source: MNPS Data Warehouse, 2019-20 school year, October 2019 /

<sup>1</sup>Priority School / <sup>2</sup>Family Resource Center / <sup>3</sup>MSAP, 4 School-Led (Overton, JE Moss, John Early, Hull Jackson, Glenclyff ES)

# 2019-2020 COMMUNITY ACHIEVES SCHOOLS

- District-Led  
Community Achieves School
- Family Resource Center
- School-Led  
Community School





## COMMUNITY ACHIEVES SCHOOLS 2019-2020

| SCHOOL            | ADDRESS   | PHONE NO.    | COORDINATOR EMAIL                                       |
|-------------------|---|--------------|---|
| Alex Green ES     | 3921 Lloyd Road, Whites Creek, TN 37189             | 615/876-5105 | whitney.jenkins@mnps.org                                |
| Antioch HS        | 1900 Hobson Pike, Antioch, TN 37013                 | 615/641-5400 | sfitzpatrick@pencil615.org                              |
| Antioch MS        | 631 Richards Road, Antioch, TN 37013                | 615/333-5642 | makeda.watson@mnps.org                                  |
| Buena Vista ES    | 1531 9th Avenue, North, Nashville, TN 37208         | 615/291-6762 | kaitlyn.jolley@mnps.org                                 |
| Cole ES           | 5060 Colemont Drive, Nashville, TN 37013            | 615/333-5043 | sarah.nieto@mnps.org<br>rmorales-renta@fcsnashville.org |
| Donelson MS       | 110 Stewarts Ferry Pike, Nashville, TN 37214        | 615/884-4080 | TBD   |
| Dupont-Hadley MS  | 1901 Old Hickory Blvd., Old Hickory, TN 37138       | 615/847-7300 | mindy.feuerborn@mnps.org                                |
| Fall-Hamilton ES  | 510 Wedgewood Avenue, Nashville, TN 37203           | 615/291-6380 | amackay@fcsnashville.org                                |
| Glenciff ES       | 120 Antioch Pike, Nashville, TN 37211               | 615/333-5105 | meagan.smart@mnps.org                                   |
| Glenciff HS       | 160 Antioch Pike, Nashville, TN 37211               | 615/333-5070 | btidwell@pencil615.org                                  |
| Gra-Mar MS        | 575 Joyce Lane, Nashville, TN 37216                 | 615/262-6685 | joy.pillow-jones@mnps.org                               |
| Haynes MS         | 510 West Trinity Lane, Nashville, TN 37207          | 615/262-6688 | taylyn.lewis@mnps.org                                   |
| Haywood ES        | 3790 Turley Drive, Nashville, TN 37211              | 615/333-5118 | atlee.tyree@mnps.org                                    |
| H. G. Hill MS     | 150 Davidson Road, Nashville, TN 37205              | 615/353-2020 | margaret.dicks@mnps.org                                 |
| Hull-Jackson ES   | 1015 Kellow Street, Nashville, TN 37208             | 615/291-6601 | sarah.hale@mnps.org                                     |
| Inglewood ES      | 1700 Riverside Drive, Nashville, TN 37216           | 615/262-6697 | leigh.patton@mnps.org                                   |
| J. E. Moss ES     | 4701 Bowfield Drive, Antioch, TN 37013              | 615/333-5200 | jennifer.hurst@mnps.org                                 |
| Jere Baxter MS    | 350 Hart Lane, Nashville, TN 37207                  | 615/262-6710 | angelica.brooks-james@mnps.org                          |
| Joelton MS        | 3500 Old Clarksville Pike, Joelton, TN 37080        | 615/876-5100 | quineka.moten@mnps.org                                  |
| John Early MS     | 1000 Cass Street, Nashville, TN 37208               | 615/291-6369 | deatrice.swett@mnps.org                                 |
| Madison MS        | 300 Old Hickory Blvd., West, Madison, TN 37115      | 615/687-4018 | dornedria.cross@mnps.org                                |
| Maplewood HS      | 401 Walton Lane, Nashville, TN 37216                | 615/262-6770 | twest@pencil615.org                                     |
| Margaret Allen MS | 500 Spence Lane, Nashville, TN 37210                | 615/291-6385 | kanetha.callahan@mnps.org                               |
| McKissack MS      | 915 38th Avenue, North, Nashville, TN 37209         | 615/329-8170 | patrick.walker-reese@mnps.org                           |
| McMurray MS       | 520 McMurray Drive, Nashville, TN 37211             | 615/333-5126 | courtney.artis@mnps.org                                 |
| Napier ES         | 60 Fairfield Avenue, Nashville, TN 37210            | 615/291-6400 | decarlos.robinson@mnps.org                              |
| Overton HS        | 4820 Franklin Road, Nashville, TN 37220             | 615/333-5135 | deirdre.demana@mnps.org                                 |
| Pearl-Cohn HS     | 904 26th Avenue, North, Nashville, TN 37208         | 615/329-8150 | pamela.burgess@mnps.org<br>rnixon@fcsnashville.org      |
| R. Churchwell ES  | 1625 Dr. D. B. Todd, Jr. Blvd., Nashville, TN 37208 | 615/687-4024 | tiffany.rhodes@mnps.org                                 |
| Tusculum ES       | 440 McMurray Drive, Nashville, TN 37211             | 615/333-5179 | mary.guidry@mnps.org                                    |
| Two Rivers MS     | 2991 McGavock Pike, Nashville, TN 37214             | 615/885-8931 | nicole.valentine@mnps.org                               |
| Whitsitt ES       | 110 Whitsitt Road, Nashville, TN 37210              | 615/333-5600 | chris.echegaray@mnps.org                                |
| Whites Creek HS   | 7277 Old Hickory Blvd., Whites Creek, TN 37189      | 615/876-5132 | sharae.jefferson@mnps.org                               |
| Wright MS         | 180 McCall Street, Nashville, TN 37211              | 615/333-5189 | jennifer.dewall@mnps.org                                |