

U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [X] Magnet [] Choice

Name of Principal Dr. Kellie M. Hargis

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hume-Fogg Academic High School

(As it should appear in the official records)

School Mailing Address 700 Broadway

(If address is P.O. Box, also include street address.)

Nashville TN 37203-3937
City State Zip Code+4 (9 digits total)

County Davidson County

Telephone (615) 291-6300

Fax

Web site/URL <https://schools.mnps.org/humefogg-academic-magnet-high-school>

E-mail kellie.hargis@mnps.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Shawn Joseph

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail DirectorOfSchools@mnps.org

District Name Metropolitan Nashville Public Schools Tel. (615) 259-8400

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Anna Shepherd

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 77 Elementary schools (includes K-8)
 - 36 Middle/Junior high schools
 - 18 High schools
 - 0 K-12 schools
- 131 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	78	147	225
10	92	132	224
11	100	124	224
12 or higher	103	117	220
Total Students	373	520	893

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 10 % Asian
 - 25 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 57 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 2%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1, 2016	887
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 0%
1 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 8%
Total number students who qualify: 72

8. Students receiving special education services: 3 %
26 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>4</u> Autism | <u>5</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>7</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>1</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	44
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	96%	96%	97%	97%
High school graduation rate	100%	99%	100%	99%	99%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	225
Enrolled in a 4-year college or university	95%
Enrolled in a community college	2%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	1%
Other	2%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2011

15. In a couple of sentences, provide the school’s mission or vision statement.

To engage, equip, and empower the academically talented and culturally diverse students we serve: Engage them in a high quality college preparatory program of study, equip them with the knowledge and skills necessary for success, and empower them to be people of courage, compassion, and character.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

As a public school in MNPS, the school district handles the admissions process for all optional schools in the district, including Hume-Fogg. In order to attend our institution, students must meet grade and testing criteria. Selection is handled through a lottery process; however, students who attend John Early Museum Middle School or Meigs Middle School and meet the academic and testing criteria have direct pathway to attend Hume-Fogg.

The academic and testing criteria for Hume-Fogg (and other academic magnets) is as followed: Students must have an academic average of 85 or above for all subjects combined for the spring semester of the previous school year and the first grading period (whether six weeks or nine weeks) of the current school year, with no failing grades for any grading period (whether six weeks or nine weeks) in this time frame.

Currently, students can meet the assessment requirements in any one of the following two ways: A student who took the TNReady assessment under the Tennessee Comprehensive Assessment Program (TCAP) during the 2016-17 school year will qualify if the student’s 2017 TCAP scores were On Track or Mastered for both English/Language Arts and Math.

A student currently enrolled in an MNPS school will qualify if the NWEA Measures of Academic Progress (MAP) testing from either of the first two test administrations of 2017-18 meets a minimum score. MAP benchmark tests are given throughout the year to measure student progress. The minimum score is set at a sum of 14 national stanine for Reading and Math combined. A student qualifies by meeting the test requirement for one of the test administrations this 2017-18 school year.

PART III – SUMMARY

The Hume-Fogg community, which draws its student population from the entire Metropolitan–Davidson County area, is committed to meeting student academic needs and to providing quality, authentic opportunities for their personal and civic development. We serve a diverse student body of just under 900 students in grades 9-12 who speak twenty-seven (27) different primary languages at home. This diversity is an asset to our collective growth and meaningful interaction with the changing world in which we live.

Nashville's first public school, Hume High School, opened in 1855 at the corner of Eighth Avenue (Spruce Street) and Broad. In 1875, the second public school, Fogg High School, was started on the same property facing Broad Street. The schools were combined into a new facility on the same site in 1912 and became known as Hume-Fogg High School. In 1919 Hume-Fogg became the first public school in Tennessee to be accredited by the Southern Association of Colleges and Schools. Until 1940, the curriculum followed the classical format which included requirements in Latin, English, advanced mathematics, and science. In 1953, the curriculum was changed to include technical and vocational subjects.

The 1983 advent of the first secondary magnet school to serve Nashville's academically talented students was another milestone for Hume-Fogg. As part of a desegregation court order, the school was designed to attract a voluntary cross-section of academically able students from all racial, ethnic, and economic groups in Metropolitan Nashville-Davidson County. It began with grades 9 and 10, added one grade per year through the 1985-86 school year, and graduated the first class in 1986. In the fall of 2011, our school was recognized as a National Blue Ribbon School. In the spring of 2012, the Hume-Fogg family celebrated its 100th year of service to students in Nashville. Needless to say, it was a year for great celebration! As a National Blue Ribbon Award recipient, a standard of excellence was established for our school that continues to inform our practice. Since then, we have continued our work in such a way as to maintain that standard of excellence.

We do this through the provision of a program of study that provides high academic standards through challenging course work. All of our students are required to complete at least three Advanced Placement (AP) credits to meet graduation requirements. We combine the Tennessee Curriculum Standards and College Board curriculum as our framework for instruction to establish a common language, maintain rigorous standards, and provide opportunities for quality professional development. The AP participation requirements for graduation were established with intent – to ensure the participation of students from subgroups who otherwise may be under-represented in those courses. All AP course enrollment requires sitting for the AP exam at the end of the year. Our district is paying for the cost of the AP tests for students for the first time this year, which extends the opportunity for students with economic challenges to participate in more AP courses since test fee payment is no longer an issue for their families.

We are equally committed to the personal development of our students. Our school has a well-developed student support system in place. We have four school counselors, one social worker, a school psychologist and a full time school nurse on staff. We have an advisory program led by teacher advisors who guide their assigned group of students through team building exercises, mindfulness training, academic counseling, and other activities and lessons across four years. This four year advisor rotation mirrors that of our school counselor rotation. Both counselors and advisor are assigned a group of students alphabetically whom they support throughout their four years of high school. This system allows for greater cohesive service and a stronger bond between counselor, advisor, student and family. We also have over seventy student-led clubs and service organizations which meet during the school day on specially scheduled days.

Students are provided many extra-curricular opportunities in which to participate at Hume-Fogg, such as Debate Team, Quiz Bowl, Science Olympiad, Youth in Government, and Model United Nations. We have nationally recognized performing and visual arts programs. Students lead our Black History, Hispanic Heritage and International Day festivities. We have a strong Student Government Association, made up of a leadership board of seven students, four ambassadors and a student representative for each advisory group to help with decision making and event planning. Additionally, we have student athletes who participate in football, basketball, volleyball, soccer, tennis, golf, hockey, bowling, cheerleading, track and field, softball,

wrestling, baseball, and cross country. We provide weekly Lunch and Learn events to expose them to multiple perspectives and allow them opportunity to extend their learning through conversations with other students and business/community leaders.

The Hume-Fogg family, as we like to call ourselves, enjoys a rich heritage of excellence. It is no wonder the students hold the school very dear to their hearts. Students often share that the greatest thing about the school is the sense of community and the kindness and camaraderie shared among students and staff. Perhaps that is why alumni return so often to visit and give back. The old stone building itself and the students and staff members current and past stand as monuments today of the commitment this city had and continues to have for high quality public education for all. Collectively, the Hume-Fogg family is a testament to all the good that can come from a community committed to a common cause – the education of our children.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Overview

Hume-Fogg Academic (HFA) enjoys a graduation rate of over 99%, with almost every graduate attending a four-year college after graduation. Our core curriculum emphasizes rigorous courses that are needed for students to be admitted to college and successful in their post-secondary education. All core academic courses offered at HFA are Honors courses, aligned with the academic standards set by the state of Tennessee. Additionally, students are required to take four Advanced Placement (AP) courses to graduate, ensuring that they have the opportunity to experience college-level content and potentially earn college credit. Our course-load emphasizes skills that students need to be lifelong scholars: content-area literacy, written and oral communication, and creative problem-solving.

Reading/English language arts

All students are required to take four years of English while enrolled at HFA. During their first two years, students take Honors English I and II. These courses are aligned with the Tennessee standards for English/Language Arts and emphasize the use of a balance of both fiction and non-fiction to help students develop written and oral communication skills for purpose of analysis, criticism, and persuasion. Literacy is emphasized throughout the curriculum with the use of high-level texts to help students discern author intent, traditional themes in literature, stylistic differences, and core content from different eras and cultures. During students' third and fourth years, they may elect to continue the honors curriculum with English 3, which emphasizes the study of American literature, and English 4, which emphasizes the broader English canon of British and American works. Alternatively, students may elect to take AP English Language, which emphasizes rhetoric and persuasion with college level content and work, and/or AP English Literature which is the equivalent of a college-level survey course. Regardless of their course-selection during their final two years, all students are exposed to high-level texts and tasks to prepare them for college and beyond.

Mathematics

All students are required to earn four credits in math AND enroll in four years of mathematics while enrolled at HFA. Per the state of Tennessee, the standard course sequence for high school mathematics is Integrated Math (IM) I, II, and III, followed by Pre-Calculus. The three Integrated Math courses represent a shift in the traditional sequence of Algebra I, II, and Geometry by melding the skills learned in those individual sub-disciplines into a more coherent sequence that promotes mathematical literacy and understanding over rote memorization and retention of skills from one year to the next. Many Hume-Fogg students arrive having already taken IM I, which affords them the opportunity to take AP Calculus, AP Statistics, or Honors Statistics. A handful of students arrive having completed both IM I and II, which allows them to take Advanced Calculus, a course beyond the AP level. All mathematics courses at HFA go well beyond the toolbox of formulas and problem sets of yesteryear. Students engage in project-based learning, apply mathematics to real-world problems, and are exposed to college and career programs that allow them to see how mathematics may fit into their future plans.

Science

All students are required to take at least three full-year science courses: Honors Biology and Chemistry and Honors or AP Physics. After completing the Biology and Chemistry courses, students may elect to take AP Biology and/or AP Chemistry. Almost half of all seniors opt to take additional science courses, such as AP Environmental Science, Anatomy, Astronomy, or Nanoscience. The science courses all emphasize lab and field work, project-based learning, and student exploration over rote learning. In recent years, the science department has been able to obtain equipment that many students would not see until college, thus giving them a head start for their college careers. Students are encouraged to apply their in-class learning to extra-

curricular activities, including Science Olympiad, the Siemens Technology Competition, and the School of Science and Mathematics at Vanderbilt University.

Social Studies/History/Civic learning and engagement

All students are required to earn a minimum three credits in social studies. For their sophomore year, students may elect to take AP Human Geography, European History, or World History AP or Honors. All juniors are required to take Honors or AP United States History and all seniors are required to take AP U.S. Government and AP Microeconomics. Additionally, students may select from electives such as AP Comparative Government, Contemporary Issues, and African American History. As with the other core disciplines, the Social Studies department is committed to literacy, communication, and problem-solving, but also to the development of engaged citizens. In fact, all of our eligible seniors work through the voter registration process in AP Government and register to vote, earning us the top percentage of registered voters in high school in Davidson County; students volunteer in political campaigns for candidates and ballot issues; and speakers are frequently invited to share with students. Despite the perception that most American high school students have only recently shed civic apathy for activism, HFA students have long enjoyed the reputation of being both informed and engaged.

2. Other Curriculum Areas:

As an academic magnet program that requires students to earn at least three Advanced Placement credits for graduation, Hume-Fogg strives to provide a variety of curriculum choices to our students from the introductory levels through Advanced Placement. Our talented student body enjoys and develops their talents in many areas, often winning awards and recognition for the school and the community.

Our freshmen are required to take a foreign language, an arts class and a health and wellness class. As sophomores, students are required to continue their foreign language study, as well as choose a second arts class.

Hume-Fogg has an extensive and highly successful visual and performing arts program. As freshmen, students can choose to take Theatre Arts, Choir, Band, Orchestra, or Visual Arts. Those students who choose Vocal or Instrumental Music often continue with their participation throughout their four years, with many of them shifting to specialized groups like our award winning Show Choir, Wind Ensemble, or Jazz Band. In addition, within the arts curriculum, students have the opportunity to earn Advanced Placement credit in Visual Art or Music Theory. Extra-curricular involvement in our Theater Program is widely popular, having staged creative and high quality performances of *Big Fish*, *Rent*, *Hello Dolly!*, and *All Shook Up* just in the last two years. Our visual arts program has successfully produced several locally and nationally recognized student artists, who have won Gold Key Awards and had their work displayed locally, and across the nation, most notably Carnegie Hall.

Our Physical Education and Health Department offers a required Health and Wellness course for all freshmen. This program offers curriculum that spans nutrition to mental health and includes periods of athletic physical activity. All the students in the course also receive CPR training and certification. Many of the students in our population are active within our Tennessee Secondary Schools Athletic Association (TSSAA) sports teams, and those students who compete for our school are given exemption from the physical education course; however, many seniors still choose to participate in Weight Training. Hume-Fogg has achieved the highest percentage of students participating in athletics, as compared to student population, for our entire school district. Several of our varsity athletes sign with their selected universities each year to continue to compete in their chosen field while also earning scholarship money for their endeavors.

The World Language curriculum offered to Hume-Fogg students includes a choice between Latin, French, and Spanish. These languages are offered as Honors classes for Levels 2 and 3. Our Spanish program also has an Honors Spanish 4 level that students may choose to take before or in place of the Advanced Placement course. The AP level of all three languages is available to students who are successful through Level 3. Additionally, AP Spanish Literature is offered to students who take AP Spanish Language and

Culture in their sophomore or junior year. The World Language Department boasts a 90% pass rate on the College Board tests. The school also sponsors Honor Societies for each language offered, with the Junior Classical League representing a significant percentage of awards at their annual convention and many students taking advantage of travel and exchange opportunities during the summers and school breaks.

Hume-Fogg has an impressive, recently renovated library and an equally impressive library staff. Our librarian has been named as the top in her field by our district numerous times, and our library is used as a hub of information, hosting Lunch and Learn, a program that invites special speakers to discuss a variety of topics related to professional fields and community activism. In regard to technology, each teacher classroom is outfitted with a digital projector and an enhanced audio system. Many of our classrooms also have a SMART board for conducting interactive lessons. Our World Language Department has a 32 computer, hardwired lab with audio programming that allows for the instructor to send audio sources to the student computers and for recording of student speaking, which is then collected digitally for assessment. Our Science, Wellness, and English Departments each have a student laptop cart that is shared among teachers as needed, and our Counseling Office and Library also have computer carts for student use in registration, college and/or scholarship applications and research.

3. Instructional Methods, Interventions, and Assessments:

Hume-Fogg faculty members use a variety of instructional approaches to meet the diverse and individual needs of our student body through utilizing technology-centered assessment, project-based learning and a multi-tiered system of academic and social intervention.

Technology-supported classrooms are a hallmark of the Hume-Fogg learning community. All classrooms have SmartBoards and access to computer technology; a 3D printer is available for engineering and design projects. Teachers and students engage in academic discourse through Office 365 and the Blackboard platform. Additionally, GradeCam Go!, a data analytic program is utilized by departments to strengthen common assessments and provide student feedback. This online platform allows teachers to create, manage, administer, and share common assessments aligned to state standards. Teachers can instantly grade and share assessment results with students providing timely and appropriate feedback; additionally, teachers are able to share reports with team members providing opportunities for data-rich conversation, professional collaboration and strategically informed planning.

Project-based learning opportunities are abundant at Hume-Fogg. Specifically, in sophomore English Language Arts students engage in a multi-genre research project connecting the study of Flannery O'Connor and the American South. At the senior level students create a compilation of college essays detailing the 5 stages of the writing process; this collection is printed and used as a teaching tool for rising grade levels. In Integrated Math III, student groups build free-standing, scale-sized 3D roller-coasters using a minimum of 4 mathematical functions. A more extensive PBL opportunity is provided through AP Research; students spend an academic year researching a self-selected area of inquiry, collecting and analyzing data and presenting their findings. These authentic and cross-curricular learning experiences empower students to exercise their voice, think critically about solving issues relevant to the world around them, develop public speaking skills, work in high functioning teams, and reflect on the learning process.

Hume-Fogg faculty members employ additional high-yield instructional methods to maximize student growth on achievement tests and strengthen 21st century skills. Formative assessment strategies such as double-entry journals, think-pair-share, questioning the author and three-level reading guides promote interactive learning. Summative assessments including essays, lab reports, quizzes and projects are used to evaluate student mastery and improve student performance. In addition, students participate in district, state and national testing. MNPS benchmarks in math and language arts along with the FAST reading test are given at multiple points during the year to develop and adjust instruction and intervention. Hume-Fogg students also take: End of Course, PSAT, ACT, and AP tests. Data is analyzed by administration, members of the instructional leadership team and departments; it is utilized to strengthen grade-level and vertical planning, determine school-wide proficiency levels and refine PLC work.

A school-wide focus on narrowing the achievement gap for economically disadvantaged students,

exceptional education students and students of color centers the Hume-Fogg school improvement plan. Specifically, a multi-tiered system of support (MTSS) provides daily intervention for ninth grade students identified as needing additional academic support in English and math outside of normal classroom instruction. Standards based intervention, homework support and organization skills provide a strong academic scaffold for struggling students. A team of teachers, administrators and guidance counselors meet quarterly to review student progress on summative and benchmark assessments. Additionally, exceptional education students receive daily one-on-one support through independent study (IS).

Hume-Fogg continually strives to serve its student population through: demanding curriculum, a variety of AP course offerings, engaging classroom practice, data-driven instruction and targeted interventions. Learning and achievement provide the heart for student-centered instructional methods, interventions and assessments.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

One strength of our program is the quality of our teacher-student relationships. The culture of the school emphasizes the need for meaningful personal connections as a means of establishing a positive and successful learning environment. Specific examples of student and faculty connections are advisor/advisee meetings, an enormous list of student-led clubs based on interests both socially and academically, and freshmen orientation designed to develop confidence and ownership for incoming students. In addition to relationship building we offer real world connections for students. One example is the Scholar in Residence Program. Visiting scholars, community leaders and business professionals are brought in throughout the year to share with students to help them become aware of the many professions, opportunities, and social issues that exist in our world.

While some of the areas listed above also support students in personal growth, additional opportunities are available for specific growth. Tutoring opportunities in both math and English assist students in maintaining and gaining confidence in their areas of weakness while also gaining confidence in the value of struggle and accomplishment. Our senior/freshmen buddies program aids students in connecting socially to students across the grade levels. Students accept leadership roles in various clubs, athletics, musical programs, and arts programs including a very strong theater program. Leadership leads to growth in all areas. Another program that creates a positive accessible opportunity for personal growth is our Lunch and Learn opportunities. Our library and parent organization arranges these programs for further unique learning. Guest speakers present information on a variety of topics to small groups of students during a lunch setting. These speakers offer further development on all areas of student growth. Students can learn about handling stress, becoming involved in the community, starting a business, or can hear from writers and other professionals about their careers.

Our strong relationship with our Parent –Teacher Organization builds a positive environment that supports teachers. Monthly, a faculty member presents information about a program in the school forming a positive connection between parents and teachers. Parents, in turn, support teachers through luncheons, breakfasts, birthday surprises, and semester appreciation gifts. This organization also supports teachers with additional funding for developing stronger educational opportunities. The administration recognizes faculty at semi-annual gatherings. At monthly faculty meetings, student-produced appreciations are read aloud to the faculty. The teachers in this school definitely feel appreciated by their entire community.

2. Engaging Families and Community:

The most recent success we have had with family and community members for student success and school improvement has been the development of our Community Relations Committee. The committee is comprised of parents and school staff, with two active parent co-chairs. Through this committee, we have seen an increase in the number of our community partnerships and improvement in the level of quality engagement. Our speaker's bureau has seen the most significant growth. Our “lunch and learn” program, the forum for our speaker's bureau, has more than doubled this year, from twelve being offered to the twenty-five thus far with more scheduled for the remainder of the year. Additionally, our community relations committee is setting the foundation for our job shadowing partnership which is slated to begin next year. This will provide our students with exposure to local businesses or non-profits allowing them to observe various elements of the job. We have added seven more partners through our committee work.

Another strength lies in our partnership with parents through their participation in our School Improvement Plan (SIP) development process. Having them share time with us exploring our budget and data has allowed for meaningful conversations about closing our achievement gap and decreasing our subgroup suspension rate. The parents gain insight into the inner workings and real issues of concern within our organization and we gain perspective and support from our parents who have insight and access to outside resources.

One community partner, the Civic Design Center, is working with approximately 150 Advanced Placement Human Geography students. Not only has the center provided lesson materials for the classroom, but also has provided a walking field trip to our neighboring downtown Nashville venues to coincide with a unit on design and architecture. Students have visited 5-8 venues, depending on our class schedule for the day.

Another partner, the Urban Green Lab, is working with our students on the Livable Schools initiative, a companion program of Livable Nashville, our Mayor's sustainability plan for the city of Nashville, designed by our students. They have aligned their program to mirror the Mayor's plan for the city. Students lead different committees with specific sustainability goals: mobility, waste reduction and recycling, natural resources, green buildings and climate and energy. The students are the real agents of change, and they are starting from the ground up and talking to their peers face-to-face, across the district about the future of Nashville.

We also enjoy partnerships with the Tennessee Performing Arts Center, the Music City Center, Vanderbilt University, the Oasis Center, The Nashville Public Library, to name a few. While we celebrate the partnerships we currently have as they are essential to our success, we continue to strive to grow in this area.

3. Professional Development:

Professional development is a cornerstone of Hume-Fogg Academic Magnet. The school culture is built around the belief that all members of the Hume-Fogg community are learners: administrators, faculty, staff, and students. Professional learning experiences are purposeful, aligned with district initiatives and supported on a school-wide, department and teacher level. High expectations and distributed leadership are hallmarks of Hume-Fogg's professional learning program which blends Social Emotional Learning (SEL) integration with an equitable and ambitious pedagogy.

School conditions support a collaborative learning experience. Administrators, Instructional Leadership Team members, and the Literacy Coach collectively identified a school-wide instructional priority, collected data through instructional rounds targeting this focus area and crafted a professional learning calendar to meet teacher development needs. Teachers and school leadership participate in monthly Professional Learning Community's (PLC's) to receive in-house training in literacy strategies, faculty meetings spotlight teacher and student success with authentic best-practice instruction and department meetings deep-dive disciplinary literacy and subject area data. This tiered approach to collaborative learning supports the Partnership for 21st Century Skills (P21) Framework embraced by Metro Nashville Public Schools by strategically strengthening teacher and student capacity in questioning, problem solving and thinking using complex text.

In-service trainings are aligned with the school improvement plan to decrease identified achievement gaps and provide appropriate student supports. Internal and external experts provide training in Adverse Childhood Experiences, Mindfulness, Suicide Awareness and School Safety Measures to address the social-emotional learning needs of the Hume-Fogg student. Members of the Instructional Leadership Team use school-wide data to analyze the impact of SEL trainings on school culture and create future faculty action steps. Professional development in a range of technology applications like Edgenuity and GradeCam support differentiation, data-discussions around common assessments and intervention opportunities to support student achievement and directly address identified achievement gaps.

Teachers deepen their professional practice through vertical collaboration, text-based planning and participation in monthly curriculum and instruction meetings facilitated by consultants from the Achievement Network (ANet). Additionally, teachers enrich instruction by attending conferences: National Council for the Teachers of English (NCTE), Educational Theatre Association (ETA), and American Council on the Teaching of Foreign Language (ACTFL); serving as AP readers and attending AP trainings; participating in exchanges sponsored by the National Endowment for the Humanities; and attending additional curriculum-specific workshops.

This multi-tiered approach to meeting the professional learning needs of the Hume-Fogg community

focuses on the improvement of classroom practices to build teacher capacity, increase student achievement, close the achievement gap and create a trusting school community.

4. School Leadership:

Hume-Fogg uses a shared, distributive leadership approach to organizational management and growth. We acknowledge and celebrate the individual interests, skills and talents, of all our stakeholders. We believe that we can be our best selves when we are able to give in ways that are meaningful, authentic and in alignment with our individual strengths and collective beliefs. We further feel that this process helps to establish a culture of collegiality and collaboration, a seedbed in which we can ALL (staff, student, parent, partner) thrive, individually and collectively.

The structure of our shared leadership approach plays out formally in the following ways. First, we have a selected representative from each department of the school chosen by school administration to serve on the school leadership team. Each chairperson facilitates a minimum of two departmental meetings a month, one focused on the work of the department as it relates to our School Improvement Plan (SIP) goals, and the other, led by our Literacy Teacher Development Specialist, is meant to facilitate growth in the use of content specific strategies for increasing student literacy. This deliberate intra-departmental work is intended to increase trust and collegiality among teaching peers, so they may continue to learn from one another to meet the needs of the students they are serving. They examine subject specific student achievement and growth data, share instructional plans and outcomes, and develop common understandings around grading and assessment. This planning conversation and reflection informs their work moving forward. Each department is given the autonomy to develop its own professional development plan and schedule of the work to be done during planning and development days throughout our annual calendar. These activities are designed in alignment with their established department goals and the SIP.

The executive leadership team meets twice a month to share departmental progress and concerns with the at-large team. Members also serve on our SIP team, which meets quarterly after school, along with parents and district office staff. It is during this time that we gain perspective and support from central office administration and parent leaders. Parents are also engaged in formal leadership through their work with the Hume-Fogg Parent Association and the Parent Advisory Council. Informal parental leadership occurs regularly as many parents assist with co-curricular and extra-curricular event supervision and assistance.

We have numerous other teachers/staff who lead committee work, serve on our SIP committee, and serve on district advisory boards. Our students are also valued members of our shared leadership framework. Students serving as school ambassadors, principal advisory council members, and student government representatives, engage regularly with staff to co-plan events and provide feedback and advice from the student perspective. Some events include but are not limited to International Day Celebration, Black History Month Celebration, intramural activities, Homecoming events, etc. Student leaders are scheduled into a leadership class together and are therefore accessible to work with administration and staff as needed.

Through this structure, Hume-Fogg is able to ensure that policies, programs, relationships, and resources focus on student achievement and student growth, both academically and personally.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The highest leverage practice supporting student learning is our work aligning to the Metro Nashville Public School District initiative around the use of complex text in all subject areas. Using the Core Action rubric designed by the district to promote text-dependent questioning and extended writing to learn opportunities, students and teachers are engaging in the work of building knowledge and understanding using complex text.

This multi-tiered practice is data driven and school wide in scope. All teachers receive on-going training in looking at text through a quantitative and qualitative lens to determine complexity. Teachers meet with the school literacy specialist in monthly Professional Learning Community's (PLC's) to review text and hone text-based planning skills. Subject area teams create questions and tasks that require students to use evidence from text to demonstrate understanding and support their ideas through both written and oral responses. Teachers review, revise, and refine questions sets with colleagues to enrich teacher efficacy and engage in reflective dialogue to improve classroom practice.

Teachers and administrators participate in quarterly instructional rounds using the Core Actions rubric to measure the impact of text-based planning on student engagement, select specific skills to revisit during monthly PLC's, and provide additional resources for educator growth. Additionally, members of the Instructional Leadership team use this data to determine areas of refinement by department and provide content specific professional development. Literacy walk-throughs are conducted bi-monthly by members of the Instructional Leadership team; reflective feedback and follow-up coaching conversations with the literacy specialist build teacher capacity in crafting solid text-dependent questions.

Increased collaboration among teachers and a school-wide commitment to continuous improvement in text-based planning and questioning is strengthening student outcomes. Teachers in all subject areas are using writing to demonstrate learning tasks to identify gaps in student learning and provide additional scaffolds. On benchmark writing assessments students in all tested grade levels have shown growth in using textual evidence to support claims and develop arguments. Across subject areas students increasingly attend to the structures, concepts and ideas within a complex text and demonstrate their understanding by using textual evidence in writing and speaking activities. In Socratic Seminars and other action-oriented tasks, students are developing higher order text-dependent questions and generating more text-specific responses.

Building capacity in text-based planning and text-dependent questioning has been instrumental to promoting teacher efficacy, increasing student achievement and improving classroom practice at Hume-Fogg.