

[G 1] Increase proficiency and overall achievement in ELA

Through the use of standards-aligned core instruction, using high-quality curriculum instructional materials, and effective technology, we will experience improved achievement and growth in literacy for all students (Tier 1, Tier 2, and Tier 3). Via the use of an aligned curriculum scope and sequence, literacy walk-throughs with feedback, and ongoing, intentional professional development, we will experience improvement in (1) teacher practice, (2) student reading proficiency, and (3) a decrease in gaps w/ subgroups. In addition, we will focus efforts in Pre-K-2nd (early literacy) using explicit and systematic foundational skills instruction (Phonological/Phonemic Awareness, Phonics, and Fluency) that will result in increased performance, reduced skill gaps, and improved achievement and growth from primary grade students and intervention students more rapidly.

John Pittard Elementary (JPE) will offer ongoing, effective professional development that is coherent, curriculum-based, targeted to data-based instructional needs, offered in a variety of modalities and includes strategies to allow access to academic content for all students

Performance Measure

For 2025-2026 the school will achieve a Level 3 Tennessee Value-Added Assessment System (TVAAS) score or higher in literacy, increase achievement percent of reading proficiency using TNReady and iReady data to meet Annual Measurable Outcome (AMO); and increase in microphase early literacy growth by End of Year (EOY).

Increase the percentage of students meeting or exceeding expectations to 40% check on this on the TNReady English Language Arts (ELA) assessment

By the end of the school year, the school will improve English Language Arts achievement for identified student groups contributing to Targeted Support and Improvement (TSI) status by increasing proficiency and/or growth on state ELA assessments in addition to improving TVAAS growth, chronic absenteeism, and ELPA results.

Improvements in these areas will result in improved accountability indicators and movement out of the bottom five percent of overall performance for those student groups.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standards-aligned instruction Align evidence-based curriculum, instruction and assessment with the State's challenging academic content standards.</p> <p>Benchmark Indicator Progress will be monitored by the Coordinator of Reading, the Director of Teacher Effectiveness, and by principals via quarterly walk- through observations and by the analysis of ELA benchmark data every nine weeks.</p> <p>The Coordinator of Reading will monitor and record the completion of Professional Development (PD) sessions and coaching sessions using participant surveys.</p> <p>Principal and instructional coach walk-throughs will</p>	<p>[A 1.1.1] Prepare to Teach Cycle With support from the Academic coach, we will align the High-Quality Instructional Materials (HQIM) and the Prepare to Teach Cycle with the State's challenging academic content standards associated with the Math Implementation Framework and Tennessee Instructional Practice Guide in order to successfully guide students learning</p>	Sarah Easterly	05/27/2026	GP	

be used to monitor implementation, and trends will be collected to inform additional learning needs.					
<p>[S 1.2] Targeted interventions, with a focus on supporting subgroups</p> <p>The educators will provide academic interventions and other focused supplemental supports throughout the year to improve achievement and close identified gaps.</p> <p>Benchmark Indicator</p> <p>Progress will be monitored by the principal and assistant principal via quarterly walk-through observations, Tennessee Education Acceleration Model (TEAM) observation reviews, and the analysis of ELA and Math benchmark data quarterly to ensure the schools and our school will be on target to meet our AMO goals. JPE will aim to decrease the percentage of all students and students in each subgroup scoring at the below level in state-assessed subjects annually</p>	<p>[A 1.2.1] Professional Development Participation</p> <p>School administrators will plan professional development opportunities for all teachers to learn how to support students with disabilities in the tier one classroom setting.</p>	Christy Robinson, Jessica Jacobs	05/27/2026	GP	
<p>[S 1.3] Effective Leaders</p> <p>Develop policies, procedures, and programs to support and build the capacity of school leaders to effectively develop, implement and manage instructional programs for students and be accountable for the results</p> <p>Benchmark Indicator</p> <p>Progress will be evaluated as a part of the TEAM Administrator rubric during the first semester and during school walk-through observations conducted by the Director of Schools and Assistant Superintendent of Instruction quarterly in order to ensure the schools and our district will be on target to meet our AMO goals.</p>	<p>[A 1.3.1] Capacity Building</p> <p>Through HQIM teams and feedback from TEAM evaluations, the instructional team will guide teachers in participating in opportunities that will assist in building their capacity as a teacher leader. The feedback from the refinement and reinforcement section of the evaluation model will permit teachers to set goals from improvement</p>	Christy Robinson, Jessica Jacobs	05/27/2026	GP	
<p>[S 1.4] Family and Community Engagement Activities</p> <p>Plan, implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement in the district. Schools will implement programs and activities specifically designed to engage all families, especially the parents and families of historically underserved student groups, in improving student outcomes and enhancing the</p>	<p>[A 1.4.1] Conduct periodic family events to encourage family understanding and participation in content area learning opportunities</p> <p>The family and community engagement activities scheduled for the 2024-25school year are:</p> <p>Back to School Open House</p> <p>Grade Level Class Meetings</p>	Whitney Dixon, Melissa Scates	05/27/2026	GP	

<p>school climate. Activities will include opportunities to inform parents on student progress, support family involvement in home-learning activities, and encourage family participation in district and school planning and decision-making.</p> <p>** **</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Progress will be monitored and evaluated by the collection of activity logs indicating family participation in planned activities. Family surveys will be conducted annually to measure parent satisfaction with family engagement activities. Information will be gathered at periodic meetings to collect family input and feedback.</p>	<p>Title 1 Presentation</p> <p>ESL Night</p> <p>Family Literacy Night</p> <p>Reading in the School Day</p> <p>International DOT Day</p> <p>Read Across America</p> <p>STEAM Night</p>				
<p>[S 1.5] TSI Subgroup Identification</p> <p>Strengthen Tier I ELA instruction through consistent implementation of HQIM, targeted small-group instruction, and ongoing progress monitoring to improve outcomes for identified student groups.</p>	<p>[A 1.5.1]</p> <p>Analyzed student performance data across English Language Arts, mathematics, and science to identify trends, strengths, and areas of need.</p> <p>Compiled and reviewed a targeted list of students identified as both African American and economically disadvantaged to ensure focused monitoring and support.</p> <p>Conducted data analysis to evaluate student progress in ELA relative to peers within state-identified quintile performance groups.</p> <p>Provided additional instructional support and coaching to teachers whose student outcome data indicated a need for improvement, with emphasis on identified subgroups.</p> <p>Implemented Course Mojo in Grade 5 ELA to strengthen engagement, instructional practices, and communication related to student learning.</p> <p>Established the JPE Literacy Collaborative in partnership with Dr. Presnell to strengthen instructional practices and improve literacy outcomes.</p>	<p>Christy Robinson, Jessica Jacobs, Sarah Easterly, Academic Interventionists , Special Education teachers, ESL teachers.</p>	<p>5/27/2026</p>	<p>GP, Title I funds, Learning Acceleration Grants</p>	

	<p>Provide teachers with in-depth data analysis tools and opportunities to ensure students are meeting or exceeding academic standards across all contents.</p> <p>Provide students at-risk of not meeting grade-level expectations opportunities for small group instruction to improve outcomes for all students and groups identified in the TSI designation.</p>				
<p>[G 2] Increase proficiency and overall achievement in Math Through the use of standards-aligned core instruction, high-quality instructional materials, and effective technology, Murfreesboro City Schools will experience improved achievement and growth in math for each and every student. Developing effective teachers and school leaders through targeted professional development will yield improved academic outcomes in math for all students. Encouraging family engagement and participation in academic improvement will improve student outcomes in math for all students.</p> <p>Performance Measure For 2025-2026 the district will achieve a Level 3 TVAAS score or higher in numeracy and increase achievement percent of math proficiency using TN Ready and iReady data. Increase the percentage of students scoring meeting or exceeding expectations on the TNReady Math assessment for Grades 2-6 and iReady Diagnostic for Kindergarten and First Grade.</p> <p>By the end of the school year, the school will improve mathematics achievement for identified student groups contributing to Targeted Support and Improvement (TSI) status by increasing proficiency and/or growth on state math assessments in addition to improving TVAAS growth, chronic absenteeism, and ELPA results. Improvements in these areas will result in improved accountability indicators and movement out of the bottom five percent of overall performance for those student groups.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standards-aligned core instruction With support from the Math Coordinator and Academic coaches we will align the evidence-based curriculum, instruction, and assessment with the State's challenging academic content standards in order to improve student growth and achievement in math.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Progress will be monitored by the Coordinator of Math and building administrators via quarterly walk-through observations and by the analysis of</p>	<p>[A 2.1.1] Professional Development School administrators will plan professional development opportunities for all teachers to learn how to support students with disabilities in the tier one classroom setting.</p>	Christy Robinson, Jessica Jacobs, Sarah Easterly	05/27/2026	GP & Title 1 Funds	

benchmark data (i-Ready Diagnostic assessment), every nine weeks via Quarterly Data Reviews (A 2.2.4) in order to ensure the district will be on target to meet our AMO goals. Reviews will incorporate data from the TDOE-developed Math Learning Walk Tool and from i-Ready school, grade, and class data looking for trends that identify on-track performance. Negative trends become indicators for targeted professional development.					
<p>[S 2.2] Effective teachers Assistant Superintendent of Curriculum and Instruction and Math Coordinator will support all teachers through job-embedded professional development activities, mentoring programs, and induction programs in order to retain effective teachers and support improved instruction.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Compile and analyze human capital data at the end of each semester to track recruitment and retention information for comparison.</p>	<p>[A 2.2.1] Implement an active mentoring program for 1st-3rdyear teachers The administrators at John Pittard in conjunction with MCS human resources department will implement an active mentoring program for the 2025-26 school year for first year and permit teachers. The 2nd and 3rd year teachers will be provided with continuous and ongoing support.</p>	Christy Robinson	05/27/2026		
<p>[S 2.3] Targeted interventions, with a focus on supporting subgroups District-level support staff will provide academic interventions and other focused supplemental support to target instruction, improve student achievement and close identified gaps.</p> <p>Benchmark Indicator Progress will be measured by administrators and Instruction Department staff conducting quarterly walk-through observations and by analysis of District Benchmark Assessments (iReady), three times a year, in order to ensure the schools and our district will be on target to meet our proficiency and growth goals. Progress reports will be shared with school administrators and school teams during Quarterly Data Reviews (A 2.2.24).</p>	<p>[A 2.3.1] Teachers will provide data-driven instruction/intervention based on individualized student data Teachers provided with a detailed schedule which includes specific subject area blocks, instructional minutes, and BOOST Time.</p>	Noelle Bleecker, Melissa Scates, Kristy Mall	05/27/2026	GP	
<p>[S 2.4] Effective Leaders The Director of Schools and Assistant Superintendent of Curriculum and Instruction will develop policies, procedures, and programs to</p>	<p>[A 2.4.1] Capacity Building Through HQIM teams and feedback from TEAM evaluations, the school instructional team will guide teachers in participating in opportunities that will</p>	Christy Robinson, Jessica Jacobs	05/27/2026	GP	

<p>support and build the capacity of school and district leaders to effectively develop, implement and manage instructional programs for students and be accountable for the results.</p> <p>Benchmark Indicator Progress will be evaluated as a part of the TEAM Administrator rubric during the first semester and during school walk-through observations conducted by the Director of Schools and Director of Curriculum and Instruction quarterly in order to ensure the schools and our district will be on target to meet our TVASS goal. Data will be delivered via principal evaluation meetings each semester and via Quarterly Data Reviews with principals and school teams to review student growth and achievement on benchmark assessments.</p>	<p>assist in building their capacity as a teacher leader. The feedback from the refinement and reinforcement section of the evaluation model will permit teachers to set goals from improvement.</p>				
<p>[S 2.5] Family and Community Engagement Activities Plan, implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement in the district. Schools will implement programs and activities specifically designed to engage all families, especially the parents and families of historically underserved student groups, in improving student outcomes and enhancing the school climate. Activities will include opportunities to inform parents about student progress, support family involvement in home-learning activities, and encourage family participation in district and school planning and decision-making.</p> <p>Benchmark Indicator Progress will be monitored and evaluated by the collection of activity logs indicating family participation in planned activities. Family surveys will be conducted annually to measure parent satisfaction with family engagement activities. Information will be gathered at periodic meetings to collect family input and feedback.</p>	<p>[A 2.5.1] Conduct periodic "Family Nights" to encourage family understanding and participation in content area learning opportunities Back to School Open House Grade Level Class Meetings Title 1 Presentation ESL Night Math Night Robotics STEAM Night</p>	<p>Whitney Dixon, Melissa Scates</p>	<p>05/27/2026</p>	<p>Title One Funds</p>	
<p>[S 2.6] TSI Subgroup Identification Improve math outcomes by strengthening Tier I instruction, increasing conceptual understanding, and providing targeted interventions aligned to state standards.</p>	<p>Communicated clear expectations to faculty regarding strengthening Tier I instruction and its role in improving outcomes for identified student groups.</p>	<p>Christy Robinson, Jessica Jacobs, Sarah Easterly,</p>	<p>5/27/2026</p>	<p>GP, Title I funds, Learning Acceleration Grants</p>	

	<p>Analyzed student performance data across mathematics to identify trends, strengths, and areas of need.</p> <p>Compiled and reviewed a targeted list of students identified as both African American and economically disadvantaged to ensure focused monitoring and support.</p> <p>Conducted data analysis to evaluate student progress in mathematics relative to peers within state-identified quintile performance groups.</p> <p>Provided additional instructional support and coaching to teachers whose student outcome data indicated a need for improvement, with emphasis on identified subgroups. (Math Coach)</p> <p>Conducted math instructional walks with the district math coordinator and school instructional team to monitor Tier I instruction and provide targeted feedback.</p> <p>Provide teachers with in-depth data analysis tools and opportunities to ensure students are meeting or exceeding academic standards across all contents.</p> <p>Provide students at-risk of not meeting grade-level expectations opportunities for small group instruction to improve outcomes for all students and groups identified in the TSI designation.</p>	Academic Interventionists , Special Education teachers, ESL teachers.			
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[G 3] Increase proficiency and overall achievement in Science

JPE will improve achievement in science for ALL students by building capacity in teachers and administrators so they can (1) **establish a culture of learning** that reflects how science works (curiosity, collaboration, exploration of phenomenon), (2) select **lesson tasks and activities** that integrate all dimensions of the science standards (Disciplinary Core Ideas, Crosscutting Concepts, and Science and Engineering Practices), and (3) improve **instructional competencies** for delivering coherent and accurate sequences of science ideas in a way that student ideas are revealed, supported, and challenged. Achievement will increase as students have authentic opportunities to make sense of the science they are learning versus teachers telling students about science.

Performance Measure

For 2025-2026, the district will increase achievement percentages to 41% on the Tennessee Comprehensive Assessment Program (TCAP) of students scoring “on track” or “mastery” on the Tennessee Comprehensive Assessment Program science assessment.

By the end of the school year, the school will improve science achievement for identified student groups contributing to Targeted Support and Improvement (TSI) status by increasing proficiency and/or growth on state science assessments, in addition to improving TVAAS growth, chronic absenteeism, and ELPA results. Improvements in these areas will result in improved accountability indicators and movement out of the bottom five percent of overall performance for those student groups.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Standards-aligned core instruction and high quality materials Align the scope and sequence, district resources, teacher support documents, and instructional methodology to the TN Science Standards for Science instruction for ALL students in grades K-6.</p> <p>Benchmark Indicator Progress will be monitored by the Science Coordinator, Assistant Superintendent of Curriculum and Instruction, and Principals via walkthroughs, attendance in Professional Learning Community (PLC) meetings, feedback forms or survey results, recordings of model lessons or PDs, follow-up from PDs, analyzed student work or assessments, lesson plans and materials, and usage reports from Discovery Education.</p>	<p>[A 3.1.1] Standards Aligned John Pittard will present instruction according to the scope and sequence. They will utilize district resources, teacher support documents, and instructional methodology that align with the TN Science Standards for Science instruction for ALL students in grades K-6.</p>	Christy Robinson, Jessica Jacobs, Sarah Easterly	05/27/2026	GP	
<p>[S 3.2] Effective teachers The Director of Curriculum and Instruction and the Science Coordinator will support all teachers through job embedded professional development activities, mentoring programs, and induction programs in order to retain effective teachers and support improved instruction.</p> <p>Benchmark Indicator Compile and analyze human capital data at the end of each semester to track recruitment and retention information for comparison.</p>	<p>[A 3.2.1] Professional Development Opportunities In 2025-26, all teachers will participate in Science Weekly learning and coaching by district science coach.</p>	Sarah Easterly, Taylor Brown	05/27/2026	GP	
<p>[S 3.3] Effective Leaders The Director of Schools and Assistant Superintendent of Curriculum of Instruction will develop policies, procedures, and programs to support and build the capacity of school and district leaders to effectively develop, implement and manage instructional programs for students and be accountable for the results.</p> <p>Benchmark Indicator Progress will be evaluated as a part of the TEAM Administrator rubric during the first semester and during school walk-through observations conducted</p>	<p>[A 3.3.1] Effective Teacher Leaders HQIM teams will assist with building the capacity of teacher leaders to effectively develop, implement and manage instructional programs for students and be accountable for the results.</p>	Christy Robinson, Jessica Jacobs	05/27/2026	GP	

by the Director of Schools and Assistant Superintendent of Curriculum of Instruction quarterly in order to ensure the schools and our district will be on target to meet our goal. Data will be delivered via principal evaluation meetings each semester and via Quarterly Data Reviews with principals and school teams to review student growth and achievement on assessments.					
<p>[S 3.4] Family and Community Engagement Activities</p> <p>Plan, implement, support, and promote effective family and community engagement activities that are meaningful and aligned with student academic achievement in the district. Schools will implement programs and activities specifically designed to engage all families, especially the parents and families of historically underserved student groups, in improving student outcomes and enhancing the school climate. Activities will include opportunities to inform parents on student progress, support family involvement in home-learning activities, and encourage family participation in district and school planning and decision-making.</p> <p>Benchmark Indicator</p> <p>Progress will be monitored and evaluated by the collection of activity logs indicating family participation in planned activities. Family surveys will be conducted annually to measure parent satisfaction with family engagement activities. Information will be gathered at periodic meetings to collect family input and feedback.</p>	<p>[A 3.4.1] Family Engagement Activities</p> <p>The family and community engagement activities scheduled for the 2024-25school year are:</p> <p>Back to School Open House</p> <p>Grade Level Class Meetings</p> <p>Title 1 Presentation</p> <p>ESL Night</p> <p>STEAM Nigh</p>	Whitney Dixon, Melissa Scates	05/27/2026	GP	
<p>[S 3.5] Science and Engineering Practices</p> <p>MCS will focus on the Science and Engineering Practices to improve methodology and build scientific skills in students.</p> <p>Benchmark Indicator</p> <p>Progress will be monitored by District Science Coordinator, School administrator, and Academic coach. Observations will include increased science vocabulary, increased opportunities in the classroom, evidence in student work (such as improved claim writing or increase in quantity and quality of student generated questions, and follow-up from professional development.</p>	<p>[A 3.5.1] Science Instruction</p> <p>Teachers at John Pittard will provide science instruction to students including engineering three times a week the Studies Weekly, utilizing storylines and other science instructional materials.</p>	Teachers	05/27/2026	GP	

<p>[S 3.6] TSI Subgroup Identification</p> <p>Increase science achievement by strengthening standards-aligned instruction and increasing opportunities for inquiry-based learning and academic vocabulary development.</p>	<p>Communicated clear expectations to faculty regarding strengthening Tier I instruction and its role in improving outcomes for identified student groups.</p> <p>Facilitated science PLCs focused on data review, instructional alignment, and targeted supports for improving student achievement.</p> <p>Provide teachers with in-depth data analysis tools and opportunities to ensure students are meeting or exceeding academic standards across all contents.</p> <p>Provide students at-risk of not meeting grade-level expectations opportunities for small group instruction to improve outcomes for all students and groups identified in the TSI designation.</p>	<p>Christy Robinson, Jessica Jacobs, Sarah Easterly, Academic Interventionists , Special Education teachers, ESL teachers.</p>	<p>Notification of TSI status- January 2026</p> <p>Science PLCs monthly with instructional coach, administration, and science teachers.</p>	<p>GP, Title I funds, Learning Acceleration Grants</p>	
<p>[G 4] Recruit, retain, and train highly effective and culturally competent educators and employees to maximize student outcomes. Through the use of on-going professional development, job embedded coaching, and active recruitment, JPE will seek to ensure the teachers are highly trained, highly effective, and aware of the needs of our students.</p> <p>Performance Measure</p> <p>For the 2025-2026 school year, JPE will monitor and see increases in the level of effectiveness scores of educators, positive responses on educator surveys, results from TEAM evaluations, and feedback on summative conferences.</p> <p>By the end of the school year, the school will increase the recruitment and retention of highly effective educators through intentional hiring practices, targeted professional learning, and instructional coaching to improve outcomes for student groups performing in the bottom five percent, leading to measurable gains in student achievement as reflected in state accountability data.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Effective Teachers</p> <p>Support all teachers through job embedded professional development activities, mentoring programs, induction programs, etc. to enhance content knowledge, instructional practices, and understanding of research-based best practices.</p> <p>Benchmark Indicator</p> <p>Instructional support staff, including the Director of Curriculum and Instruction, the Coordinators of Reading and Math ,and principals will conduct classroom walk-through observations and analyze formative assessments with grade-level PLC groups weekly in order to determine the effectiveness of the professional development</p>	<p>[A 4.1.1] Mentoring Program</p> <p>JPE will implement a mentoring program</p>	<p>Christy Robinson & Mentor Teachers</p>	<p>05/27/2026</p>	<p>GP</p>	

activities, redirect teacher practices, and to ensure the schools and our district will be on target to meet our AMO goals					
<p>[S 4.2] Develop and grow community partnerships to engage and prepare educators and employees. Support all teachers through community partnerships and outreach activities designed to increase educator capacity.</p> <p>Benchmark Indicator Progress will be monitored via monitoring of Level of Effectiveness (LOE) Scores, retention rates of employees, diverse employee population, and educator surveys.</p>	<p>[A 4.2.1] Community Partnerships During the 2025-26 school year, John Pittard will continue to work with community partners to provide students with experiences beyond the classroom. These community partners will share with students' opportunities beyond the elementary school setting.</p>	Christy Robinson, Jessica Jacobs	05/27/2026	GP	
<p>[S 4.3] Effective Leaders Develop policies, procedures, and programs to support and build the capacity of school and district leaders to effectively develop, implement and manage instructional programs for students and be accountable for the results</p> <p>Benchmark Indicator Progress will be evaluated as a part of the TEAM Administrator rubric during the first semester and during school walk-through observations conducted by the Director of Schools and Assistant Superintendent of Instruction quarterly in order to ensure the schools and our district will be on target to meet our AMO goals.</p>	<p>[A 4.3.1] Retain highly effective teachers The administrative team at John Pittard will work with the MCS Human Resources department to recruit high qualified teachers. Through strong mentoring programs and support we hope to retain teachers</p>	Christy Robinson, Jessica Jacobs	05/27/2026	GP	
<p>[S 4.4] TSI Identification Recruit, develop, and retain highly effective educators through intentional hiring, targeted professional learning, and instructional coaching to improve outcomes for low-performing student groups.</p>	<p>[A 4.4.1] Professional Development Provide ongoing professional development aligned to instructional priorities and student needs. Implement instructional coaching focused on Tier I instruction and subgroup performance. Provide teachers with in-depth data analysis tools and opportunities to ensure students are meeting or exceeding academic standards across all contents. Provide students at-risk of not meeting grade-level expectations opportunities for small group instruction to improve outcomes for all students and groups identified in the TSI designation.</p>	Christy Robinson, Jessica Jacobs, Sarah Easterly, Academic Interventionists , Special Education teachers, ESL teachers.	5/27/2026	GP, Title I funds, Learning Acceleration Grants	

[G 5] Address and support the needs of the whole child to decrease the achievement gap.

For 2025-2026, students will have equal access to a safe and healthy learning environment that promotes academic achievement, limits the amount of lost instructional time by improving attendance and reducing exclusionary discipline practices, ensures that all students have the opportunity to learn, and promotes and classroom instruction that includes age-appropriate activities to help elementary students explore careers and develop an understanding of the connection between school and the world of work.

Performance Measure

* Improve behavioral interventions and supports as measured by periodic Response to Intervention-behavior (RTI-2B) data (Response to Instruction and Intervention-behavior), discipline data, and periodic administrative interviews.

* Improve mental health supports as measured by periodic RTI2-B data, Mental Health Crisis Report Data, Department of Children Services (DCS) Report data, and periodic administrative interviews.

* Improve attendance, decrease exclusionary discipline practices, and improve access for all students as measured by attendance data, discipline data, and school access data.

* Improve school health as measured by attendance data, nurse department data, and school access data.

By the end of the school year, John Pittard will close achievement gaps between African American students and economically disadvantaged students and other subgroups by improving academic proficiency and/or growth on state assessments through targeted instructional practices and data-driven interventions, leading to improved subgroup performance and accountability outcomes.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 5.1] Behavioral interventions and supports Develop and support programs and initiatives (including RTI2-B (Response to Instruction and Intervention - Behavior), Social-Personal Competency instruction, De-escalation Training, Crisis Prevention, and Intervention) that address identified behavior needs and provide appropriate student support.</p> <p>Benchmark Indicator Progress will be monitored by the Assistant Superintendent of Student Support Services, Coordinator of Behavior Supports), and building administrators via:</p> <p>* quarterly walk-through observations in order to measure protocol compliance;</p> <p>* quarterly review of the Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE)</p>	<p>[A 5.1.1] Behavioral Interventions PD The teachers at John Pittard will participate in professional development addressing behavioral interventions such deescalation, restorative practice, and how to utilize the Calm Coach and calm room.</p>	Kalii Roller, Ashley Stone, Amanda Adams	05/27/2026	GP	

<p>data (in order to see a decrease in inappropriate student behavior and an increase in appropriate student behavior;</p> <p>* quarterly RTI2-B fidelity checks in order to measure program fidelity;</p> <p>* quarterly data reviews to measure exclusionary discipline practice usage and school/district attendance measure success.</p>					
<p>[S 5.2] Mental health supports. Develop external partnerships with mental health service providers (including Centerstone, STARS, Volunteer Behavioral Health, Youth Villages, and others), develop procedures, and provide necessary student support for identified mental health needs.</p> <p>Benchmark Indicator Progress will be monitored by the Coordinator of Behavior Support through:</p> <p>* monthly mental health referral data,</p> <p>* quarterly review of The Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE) data and behavior referrals,</p> <p>* * and quarterly needs assessments with building administrators to ensure that all students have the opportunity to learn.</p>	<p>[A 5.2.1] Supporting mental health John Pittard will develop external partnerships with mental health service providers (including Centerstone, Mental Health Supports, School-Based Health Solutions, The Family Center, and others), develop procedures, and provide necessary student support for identified mental health needs</p>	<p>Jessica Jacobs, Kalii Roller, Aimee Garsnett</p>	<p>05/27/2026</p>	<p>GP</p>	
<p>[S 5.3] Targeted interventions. Provide academic interventions and other focused supplemental supports to improve achievement and close identified gaps.</p> <p>Benchmark Indicator Progress will be monitored by the and building administrators via monthly review of attendance data, and quarterly review of Multi-Tiered System of Supports (MTSS) meetings and results in order to ensure attainment of the district's annual goal for attendance, including chronic absenteeism, truancy, and average daily attendance rates.</p>	<p>[A 5.3.1] School Attendance John Pittard will continue to monitor the school's absenteeism in order to develop plans for students who are chronically absent which include meeting with parents and other school support personnel.</p>	<p>Jessica Jacobs, Heather Anderson, Lisa Gossage</p>	<p>05/27/2026</p>	<p>GP</p>	
<p>[S 5.4] Effective leaders The Director of Schools, with the assistance of the</p>	<p>[A 5.4.1] School Attendance The JPE principal will meet with Director of Schools</p>	<p>Christy Robinson</p>	<p>07/03/2026</p>	<p>GP</p>	

<p>Instruction Department, will develop policies, procedures and programs to support and build the capacity of school and district leaders to effectively develop, implement and manage instructional and support programs for students and be accountable for the results.</p> <p>Benchmark Indicator Progress will be evaluated as a part of the TEAM Administrator rubric during the first semester and during school walk-through observations conducted by the Director of Schools and Assistant Superintendent of Instruction quarterly in order to ensure attainment of the district's annual goal for attendance, including chronic absenteeism, truancy, and average daily attendance rates.</p>	<p>and Assistant Superintendent of Instruction in order to discuss and share data about school attendance, truancy, and daily attendance.</p>				
<p>[S 5.5] School Health and Healthy Living Continue to promote and support the prevention of diseases and health problems and the mitigation of the impact of illnesses and absenteeism by continued training of Murfreesboro City School staff and the provision of interventions for affected children and families.</p> <p>Benchmark Indicator Progress will be monitored by the Coordinator of Behavior Support and department supervisors via monthly walk-through observations in each school and by the analysis of school health and attendance data monthly in order to ensure attainment of the district's annual goal for attendance, including chronic absenteeism, truancy, and average daily attendance rates.</p>	<p>[A 5.5.1] Family Engagement Programs & Activities During the 2025-26 school year, John Pittard will plan a variety of family engagement activities to meet the diverse needs of our student population.</p>	<p>Christy Robinson, Whitney Dixon, Melissa Scates</p>	<p>05/27/2026</p>		
<p>[S 5.6] Integration of STEAM Approach in Instruction. Provide students, in all grades across the district, with STEAM (Science, Technology, Engineering, Arts, and Math) opportunities early in their school careers that assist students in identifying interests and career expectations as well as opportunities to understand the school-to-work connection.</p> <p>Benchmark Indicator Periodic review of activities, participation and consumer satisfaction surveys by the Director of Curriculum and Instruction.</p>	<p>[A 5.6.1] STEAM Approach Teachers at John Pittard will provide students, in all grade levels, with STEAM (Science, Technology, Engineering, Arts, and Math) opportunities.</p>	<p>Christy Robinson, Jessica Jacobs, Sarah Easterly</p>	<p>05/27/2026</p>	<p>GP</p>	

<p>[S 5.7] TSI Subgroup Identification</p> <p>Reduce achievement gaps by implementing equitable instructional practices, targeted academic support, and data-driven decision-making focused on identified student groups.</p>	<p>[A 5.7.1] Instructional Practices</p> <p>Communicated clear expectations to faculty regarding strengthening Tier I instruction and its role in improving outcomes for identified student groups.</p> <p>Analyzed student performance data across English Language Arts, mathematics, and science to identify trends, strengths, and areas of need.</p> <p>Compiled and reviewed a targeted list of students identified as both African American and economically disadvantaged to ensure focused monitoring and support.</p> <p>Conducted data analysis to evaluate student progress in mathematics and ELA relative to peers within state-identified quintile performance groups.</p> <p>Provided additional instructional support and coaching to teachers whose student outcome data indicated a need for improvement, with emphasis on identified subgroups.</p> <p>Implemented Course Mojo in Grade 5 ELA to strengthen engagement, instructional practices, and communication related to student learning.</p> <p>Established the JPE Literacy Collaborative in partnership with Dr. Presnell to strengthen instructional practices and improve literacy outcomes.</p> <p>Conducted math instructional walks with the district math coordinator and school instructional team to monitor Tier I instruction and provide targeted feedback.</p> <p>Facilitated science PLCs focused on data review, instructional alignment, and targeted supports for improving student achievement.</p>	<p>Christy Robinson, Jessica Jacobs, Sarah Easterly, Academic Interventionists , Special Education teachers, ESL teachers.</p>	<p>5/27/2026</p>	<p>GP, Title I funds, Learning Acceleration Grants</p>	
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