Goal 1: Grade 3 ELA (Required)

Murfreesboro City Schools (751) Public District - FY 2027 - LEA Plan - Rev 1

N/A The district does not serve grade 3 students or is a state special school therefore the grade 3 ELA goal does not apply.

- Pursuant to Tenn. Code Ann. § 49-3-112, the target must be at least 70%.

* 70 %	of students will score proficient on the 3rd grade TCAP by	* Year 2029

Annual Target

Year	Annual Target - At a minimum, targets must be set to increase proficiency by 15% of the gap to 70% in three years.*	Data Sources
2026-27	* MCS will increase the percentage of all 3rd grade students scoring meeting or exceeding expectations on ELA TCAP annually by an average of 2.5%. The district will also maintain TVAAS scores of a minimum of 3 or higher for 3rd grade ELA. With the baseline percentage of students scoring meeting or exceeding expectations in 2026 40.6%, MCS will increase students scoring proficient to meet or exceed the goal of 43.1% by spring of 2027.	* **MCS will measure progress toward meeting annual targets by utilizing the percentage of students meeting or exceeding expectations as found in the accountability and assessment files released in summer of 2027** To ensure vertical alignment between the district and schools, we will also utilize data from both leading and lagging indicators to monitor progress toward student goals. The district will utilize data from the following leading indicators: 1) Quarterly literacy learning walks utilizing the IPG in all schools in both K-2 and 3-6. 2) School submissions for the models of excellence designation awarded by the models of excellence committee. 3) District-wide literacy benchmarks that include both writing and multiple choice sections that will lead discussions between district and school leaders around next steps for literacy instruction. 4) K-2 microphase data will be shared quarterly with school administrators, academic coaches, and school teams to determine which students are on pace to complete all microphases prior to leaving 2nd grade. MCS will utilize the following lagging measures to inform next steps along with the leading mentioned above: 1) Year-end microphase submissions in May to find district and school trends 2) Year-end AIMs results in grades K-6 to ensure the district is reducing the percentage of students scoring at or below the 25th percentile. 3) Year-end TCAP assessment scores

2027-28	* MCS will increase the percentage of all 3rd grade students scoring meeting or exceeding expectations on ELA TCAP annually by an average of 2.5%. The district will also maintain TVAAS scores of a minimum of 3 or higher for 3rd grade ELA. With the baseline percentage of students scoring meeting or exceeding expectations in 2026 40.6%, MCS will increase students scoring proficient to 43.1% by spring of 2027. MCS will increase students scoring proficient to 45.6% by spring of 2028.	* **MCS will measure progress toward meeting annual targets by utilizing the percentage of students meeting or exceeding expectations as found in the accountability and assessment files released in summer of 2028** To ensure vertical alignment between districts and schools, we will also utilize data from both leading and lagging indicators to monitor progress toward student goals. The district will utilize data from the following leading indicators: 1) Quarterly literacy learning walks utilizing the IPG in all schools in both K-2 and 3-6. 2) School submissions for the models of excellence designation awarded by the models of excellence committee. 3) District-wide literacy benchmarks that include both writing and multiple choice sections that will lead discussions between district and school leaders around next steps for literacy instruction. 4) K-2 microphase data will be shared quarterly with school administrators, academic coaches, and school teams to determine which students are on pace to complete all microphases prior to leaving 2nd grade. MCS will utilize the following lagging measures to inform next steps along with the leading mentioned above: 1) Year-end microphase submissions in May to find district and school trends 2) Year-end AIMs results in grades K-6 to ensure the district is reducing the percentage of students scoring at or below the 25th percentile. 3) Year-end TCAP assessment scores
2028-29	* MCS will increase the percentage of all 3rd grade students scoring meeting or exceeding expectations on ELA TCAP annually by an average of 2.5%. The district will also maintain TVAAS scores of a minimum of 3 or higher for 3rd grade ELA. With the baseline percentage of students scoring meeting or exceeding expectations in 2026 40.6%, MCS will increase students scoring proficient to 48.1% by spring of 2029.	* **MCS will measure progress toward meeting annual targets by utilizing the percentage of students meeting or exceeding expectations as found in the accountability and assessment files released in summer of 2029** To ensure vertical alignment between districts and schools, we will also utilize data from both leading and lagging indicators to monitor progress toward student goals. The district will utilize data from the following leading indicators: 1) Quarterly literacy learning walks utilizing the IPG in all schools in both K-2 and 3-6. 2) School submissions for the models of excellence designation awarded by the models of excellence committee. 3) District-wide literacy benchmarks that include both writing and multiple choice sections that will lead discussions between district and school leaders around next steps for literacy instruction. 4) K-2 microphase data will be shared quarterly with school administrators, academic coaches, and school teams to determine which students are on pace to complete all microphases prior to leaving 2nd grade. MCS will utilize the following lagging measures to inform next steps along with the leading mentioned above: 1) Year-end microphase submissions in May to find district and school trends 2) Year-end AIMs results in grades K-6 to ensure the district is reducing the percentage of students scoring at or below the 25th percentile. 3) Year-end TCAP assessment scores

* 15% increase in three years is not required for districts who have 70% or more of 3rd grade students proficient in ELA.

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	**Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year.	**Estimated TISA Amount, if applicable** Enter $0 if not applicable.	**Other funding source and amount, if applicable**
Strategy 1: LLWs and Improvement Cycles. If MCS ensures that all students have equitable access to standards-aligned instruction using the adopted HQIM, the district will be in a better position to achieve proficiency growth in ELA by 2.5% each year to meet the target of 52.5% by 2028-29. The district will use Literacy Learning Walks and improvement cycle action plans to support administrators' and coaches' literacy instructional knowledge, ability to lead literacy improvement, and gather data to determine district-level next steps in literacy instructional support for leaders and teachers. The MCS literacy coordinator, along with other district leaders as needed, will conduct Literacy Learning Walks with school administrators and/or school coaches at priority schools at least quarterly using the IPG. Based on student outcome data, district and school leaders will select 5-6 high-priority IPG indicators and set goals for each of them, including an end-of-year goal and an end-of-action-period goal. Leaders will use the walks to norm around use of the IPG, learn to identify bright spots and recommended next steps in instruction, and learn to give high-quality next step feedback to teachers. At the conclusion, leaders will use the scores to determine progress toward goals and develop a short period action plan with a required focus on grade 3 grade-level teams. Data from Learning Walks will be shared quarterly with district-level stakeholders through literacy step-back meetings. The data will also periodically be shared with school leaders and coaches in conjunction with benchmark data, to highlight the connection between classroom instruction and student outcomes.	IPG: Focus indicators and their goals are: SQ1: Are all students doing the majority of the work of the lesson? Goal: 90% yes; SQ2: Are they doing it as independently as designed the materials? Goal: 100% yes; SQ3: Are they doing it to the level of the exemplar? Goal: 66% yes; CL6: Are materials used with a high degree of coherence? Goal: 3.5; CL8: Is there a sense of urgency? Goal: 3.5; Are there significant changes to the materials? <5% yes; CA3E: Checking For Understanding Goal: 3.0 Action Period Plan: We will collect data on the percentage of next steps that are completed by school teams during action periods. Goal: 85% of action items are completed by the school team. Persons responsible: Cathy Pressnell- Literacy Coordinator Sheri Arnette- Assistant Superintendent of Curriculum and Instruction Trey Duke- Director of Schools Felicia James- Intervention Acceleration Specialist Chris George- Coordinator of Assessment and Data School Administrators Academic Coaches	$ 1,640,699.00	Title III funding for liasons and outreach- $297,248.00 Title I stronger connections grant- $526,472.00

Strategy 2: ELA Benchmark Assessments MCS will provide students and teachers opportunities to use standards-aligned benchmark assessments and curriculum-based assessments to monitor students progress and respond instructionally. Student work with rigorous, high-quality instructional materials in addition to high-quality assessments that provide students with opportunities for reading and writing will allow school leaders and teachers to make meaningful instructional decisions.	Grade 3 Benchmark Assessments: MCS will utilize a district-level benchmark twice per year (November and March) for students in 3rd through 6th grade to track student progress toward TCAP readiness and proficiency. Grades K-2 Benchmark Assessments: Since foundational skills mastery directly supports 3rd grade success, the district will administer HQIM benchmark assessments in foundational skills three times per year. The data will be collected and analyzed by district leaders, and coaches will be trained in develop acceleration plans for students who are significantly behind grade level. Grade 3 Curriculum-Based Assessments: For all schools, only district-approved curriculum-based assessments will be used in the classroom to ensure coherence across classrooms. For all teachers, training will be provided in using the curricular rubrics to assess student writing and norm expectations. For priority schools, action plans will include a required PLC structure that guarantees time to examine and respond to high-priority student responses on these assessments. Grades K-2 Curriculum-Based Assessments: For all schools, only district-approved curriculum-based assessments will be used in the classroom to ensure coherence across classrooms. For all teachers, training will be provided in collecting and using weekly assessment data in foundational skills to respond and adjust instruction for efficient learning. For priority schools, action plans will include a required PLC structure that guarantees time to examine and respond to these assessments. Models of Excellence: The district will continue the work of the Models of Excellence Board to evaluate student writing submissions based on curricular rubrics, recognize submissions that meet the highest standards on the rubrics, and house these exemplars on a common website for professional learning across the district. Persons responsible: Cathy Pressnell- Literacy Coordinator Sheri Arnette- Assistant Superintendent of Curriculum and Instruction Trey Duke- Director of Schools Felicia James- Intervention Acceleration Specialist Chris George- Coordinator of Assessment and Data	$ 815,619.00	Title III funding for liasons and outreach- $297,248.00 Title I stronger connections grant- $526,472.00

Strategy 3: Professional Development Opportunities MCS will provide high-quality professional development that is ongoing, job-embedded, coherent, and curriculum-based to all employees who support student instruction, with specialized training for teachers in their first three years in HQIM foundations. MCS will implement a year long intensive professional development session specifically for School leaders around leading the improvement cycle in their schools around set goals and building needs. MCS will host a foundational skills institute for K-2 teachers each summer and fall that will focus on foundational skills instruction and assessment in our HQIM. MCS will also broaden the definition of teachers who are 'new' to include new to grade level, new to district, new to utilizing our districts high-quality instructional materials. This will allow the district to provide and require trainings for this group specifically geared towards teaching using our HQIM. This will provide support for teachers entering new grade levels and/or content areas when coming from within or outside of the district. This will help create greater coherence throughout the district and provide increased equity for students in all schools. Finally, MCS will continue to utilize monthly literacy network meetings for both K-2 early literacy and 3-6 grade bands. The collaboration in networks continues to show evidence of building individual teacher and team capacity through district and peer-facilitated leadership.	Literacy Institute: The literacy coordinator will host week-long trainings at least once per year for grades K-6 teachers in both foundational skills and knowledge-building instruction, focusing on using HQIM with appropriate depth and rigor needed for sustained improvement across the grade levels. Benchmark indicators include a pre- and post-Institute survey that measures perceptions of and attitudes toward HQIM. Additionally, IPG data is disaggregated for Literacy Institute participant classrooms to measure transfer of learning to the classroom. On-demand PD: The district will provide high-quality, on-demand, virtual PD that is aligned with our HQIM and can be completed independently by participants. The district believes that this approach will provide all teachers with access to curriculum-based professional learning, while acknowledging the barriers of time, child care, etc. that teachers face. Ten modules on different facets of the HQIM will be available, and each will include reading, videos, reflection questions, and a culminating quiz to assess understanding 100% participation in monthly literacy meetings for each school in both K-2 and 3-6 grade bands. Attendance will be tracked monthly by the Literacy Coordinator. Persons responsible: Cathy Pressnell- Literacy Coordinator Sheri Arnette- Assistant Superintendent of Curriculum and Instruction Trey Duke- Director of Schools Felicia James- Intervention Acceleration Specialist Chris George- Coordinator of Assessment and Data Teachers and School Leaders participating in the Literacy Institutes	$ 1,640,699.00	General Purpose Funds: $20,000 for literacy institute $40,000 from title 2 Title III funding for liasons and outreach- $297,248.00 Title I stronger connections grant- $526,472.00

Strategy 4: Foundational Skills Instruction MCS will provide Unlock Phonics curricular materials for 3rd grade teachers that are specifically designed to support upper elementary students' foundational skills mastery. Data indicate that many students leave 2nd grade with unfinished foundational skills learning, and providing high-quality, aligned materials and training for leaders and teachers will provide additional time for students to master them. Unlock Phonics is created by EL Education, the developers of our HQIM, and helps to bridge this gap between 2nd and 3rd grades. The district coordinator has created a district play-book to support ease of use. Training sessions will be available in the fall for leaders and teachers, and on-demand video training will be available at any time to support teacher use.	Use: In priority schools, we will gather data on the frequency of curricular use. Additional training and support will be provided if use drops below 2 times per week. Student mastery: In priority schools, we will gather data on student progress in the curriculum. Additional training and support will be provided if less than 90% of students are showing mastery on curriculum-based weekly assessments. Students performing below the 50th percentile on universal screener results who are not receiving additional services through special education, tiered intervention, or ESL will be provided tutoring throughout the school year to improve outcomes. The Intervention Acceleration specialist will hold quarterly meetings with staff providing tutoring to ensure expectations are aligned with district goals around decreasing student risk for 3rd grade retention early in primary grades. This will include learning walks using the TN ALL Corps Learning Walk Tool and student data analysis to determine effectiveness. As a result of receiving the TN ALL Corps Innovation Grant, tutors will participate in a 30-hour, hands-on, interactive course designed to provide a comprehensive understanding of morphology, fluency, vocabulary, and comprehension, and how these components are applied during tutoring sessions.	$ 230,057.00	Title III funding for liasons and outreach- $297,248.00 Title I stronger connections grant- $526,472.00