

Goal 3

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

Goal 3

As of spring 2026, MCS had 48% of students who met or exceeded expectations in math.

Increase achievement and growth in Math by 2.5% annually (7.5% over the next 3 years) for the all student group. With incoming proficiency from 2026 at 48.0% continue to increase by 2.5% meet the target of 55.50% proficiency by the 2028-2029 school year.

SWD: from 11.4% to 18.9%

ED: from 28.4% to 35.9%

EL: 33.5% to 41.0%

Black/Hispanic/Native American from 36.0% to 43.5%

MCS will also set targets for the percentage of students scoring "mid-to-late grade level" on their spring iReady diagnostic for grades K-2 to ensure students are growing at the same rate as students in 3-6.

Kindergarten: from 51% in May of 2025 to 61.0% by May 2029.

1st Grade: from 34% May of 2025 to 44.0% by May 2029.

2nd Grade: from 32% in May of 2025 to 42% by May 2029.

Finally, MCS will set a goal of 75% of students meeting "typical growth" and 60% of students meeting "stretch growth" from the BOY benchmark to the EOY benchmark. Spring 2025 percentages are below:

Kindergarten: 64% met typical growth, 49% met stretch growth

1st: 55% met typical growth, 33% met stretch growth

2nd: 61% met typical growth, 29% met stretch growth

3rd: 58% met typical growth, 29% met stretch growth

4th: 58% met typical growth, 30% met stretch growth

5th: 58% met typical growth, 27% met stretch growth

6th: 67% met typical growth, 38% met stretch growth

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources

2026-27

* For all students in grades 3-6, increase the percentage of students scoring on or above a proficient level on state-assessed subjects annually by an average of 2.5% and maintain TVAAS scores of a minimum of 3 or higher in math. With the baseline percentage of students scoring meeting or exceeding expectations in 2026 of 48%, MCS will increase students scoring proficient to 50.5% by spring of 2027. MCS will also decrease the percentage of students in historically underserved groups (specifically Students with Disabilities and English Language Learners) who score in the "Below Expectations" level in math while also maintaining a level 3 in TVAAS growth for those student groups. MCS will also set targets for the percentage of students scoring "mid-to-late grade level" on their spring iReady diagnostic for grades K-2 to ensure students are growing at the same rate as students in 3-6. Kindergarten: from 53.5% in May of 2026 to 56% by May 2027. 1st Grade: from 36.5% May of 2026 to 39.0% by May 2027. 2nd Grade: from 34.5% in May of 2026 to 37.0% by May 2027. MCS will also work to ensure 75% of students meet their "typical growth" goals and that 60% of students meet their "stretch growth" goals in iReady math

* **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 math learning walks utilizing the IPG in all schools in both K-2 and 3-6 that will include district staff and building leadership. 2) Increased participation in professional development opportunities including math network meetings. 3) District-wide math benchmarks that provide students with opportunities to show mastery of grade level standards that will allow district and school leaders around next steps for math instruction to maximize achievement and growth. 4) Monitoring of iReady weekly usage in tested (3-6) and non-tested (K-2) grades MCS will utilize the following lagging measures to inform next steps along with the leading mentioned above: 1) iReady diagnostic results for the fall, winter, and spring to determine student mastery of standards as well as progress toward typical and stretch growth as measured by the iReady platform. The district will look at achievement through percentage of students at the mid-to-late grade level reporting category on each diagnostic. Schools and district staff will also monitor students who are less than 60% toward meeting typical growth on their winter benchmark. 2) Year-end AIMS results in grades K-6 to ensure the district is reducing the percentage of students scoring below grade level. 3) Year-end TCAP assessment scores 4) Year-end TVAAS scores broken down by performance quintile as student groups

2027-28	* For all students in grades 3-6, increase the percentage of students scoring on or above a proficient level on state-assessed subjects annually by an average of 2.5% and maintain TVAAS scores of a minimum of 3 or higher in math. With the baseline percentage of students scoring meeting or exceeding expectations in 2026 of 48% (with a goal of 50.5% for spring 2027), MCS will increase students scoring proficient to 53.0% by spring of 2028. MCS will also decrease the percentage of students in historically underserved groups (specifically Students with Disabilities and English Language Learners) who score in the "Below Expectations" level in math while also maintaining a level 3 in TVAAS growth for those student groups. MCS will also set targets for the percentage of students scoring "mid-to-late grade level" on their spring iReady diagnostic for grades K-2 to ensure students are growing at the same rate as students in 3-6. Kindergarten: from 56.0% in May of 2027 to 58.5% by May 2028 1st Grade: from 39.0% in May 2027 to 41.5% by May 2028. 2nd Grade: from 37.0% in May of 2027 to 39.5% by May 2028. MCS will also work to ensure 75% of students meet their "typical growth" goals and that 60% of students meet their "stretch growth" goals in iReady math	* **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 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 math learning walks utilizing the IPG in all schools in both K-2 and 3-6 that will include district staff and building leadership. 2) Increased participation in professional development opportunities including math network meetings. 3) District-wide math benchmarks that provide students with opportunities to show mastery of grade level standards that will allow district and school leaders around next steps for math instruction to maximize achievement and growth. 4) Monitoring of iReady weekly usage in tested (3-6) and non-tested (K-2) grades MCS will utilize the following lagging measures to inform next steps along with the leading mentioned above: 1) iReady diagnostic results for the fall, winter, and spring to determine student mastery of standards as well as progress toward typical and stretch growth as measured by the iReady platform. The district will look at achievement through percentage of students at the mid-to-late grade level reporting category on each diagnostic. Schools and district staff will also monitor students who are less than 60% toward meeting typical growth on their winter benchmark. 2) Year-end AIMS results in grades K-6 to ensure the district is reducing the percentage of students scoring below grade level. 3) Year-end TCAP assessment scores 4) Year-end TVAAS scores broken down by performance quintile as student groups
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2028-29	* For all students in grades 3-6, increase the percentage of students scoring on or above a proficient level on state-assessed subjects annually by an average of 2.5% and maintain TVAAS scores of a minimum of 3 or higher in math. With the baseline percentage of students scoring meeting or exceeding expectations in 2026 of 48% (with a goal of 53.0% for spring 2028), MCS will increase students scoring proficient to 55.5% by spring of 2029. MCS will also decrease the percentage of students in historically underserved groups (specifically Students with Disabilities and English Language Learners) who score in the "Below Expectations" level in math while also maintaining a level 3 in TVAAS growth for those student groups. Kindergarten: from 58.5.0% in May of 2028 to 61.0% by May 2029 1st Grade: from 41.5 % in May 2028 to 44.0% by May 2029. 2nd Grade: from 39.5% in May of 2028 to 42.0% by May 2029. MCS will also work to ensure 75% of students meet their "typical growth" goals and that 60% of students meet their "stretch growth" goals in iReady math	* **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 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 math learning walks utilizing the IPG in all schools in both K-2 and 3-6 that will include district staff and building leadership. 2) Increased participation in professional development opportunities including math network meetings. 3) District-wide math benchmarks that provide students with opportunities to show mastery of grade level standards that will allow district and school leaders around next steps for math instruction to maximize achievement and growth. 4) Monitoring of iReady weekly usage in tested (3-6) and non-tested (K-2) grades MCS will utilize the following lagging measures to inform next steps along with the leading mentioned above: 1) iReady diagnostic results for the fall, winter, and spring to determine student mastery of standards as well as progress toward typical and stretch growth as measured by the iReady platform. The district will look at achievement through percentage of students at the mid-to-late grade level reporting category on each diagnostic. Schools and district staff will also monitor students who are less than 60% toward meeting typical growth on their winter benchmark. 2) Year-end AIMS results in grades K-6 to ensure the district is reducing the percentage of students scoring below grade level. 3) Year-end TCAP assessment scores 4) Year-end TVAAS scores broken down by performance quintile as student groups
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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: Standards-Aligned Tier I Instruction The district will implement a set of coordinated strategies focused on strengthening the alignment of curriculum, instruction, and assessment with Tennessee's academic content standards. Under the leadership of the District Math Coordinator, district pacing guides will be reviewed and refined in collaboration with school administrators, academic coaches, math network leads, and other district staff to ensure instructional coherence and intentional pacing across schools. Professional learning and coaching will focus on effective implementation of the evidence-based curriculum, including planning for standards-aligned tasks, using formative assessment and checking for understanding to guide instruction, and analyzing student work to determine next instructional steps. Through ongoing collaboration and monitoring, these efforts will support teachers in delivering high-quality Tier I instruction that promotes deeper mathematical understanding and improved student growth and achievement.	Progress toward this goal will be monitored by the District Math Coordinator and building administrators through quarterly classroom walk-through observations and the ongoing analysis of benchmark data. Classroom observations will utilize the TDOE Math Learning Walk Tool to identify trends in standards-aligned instruction, curriculum implementation, and student engagement in mathematical thinking. Student progress will be monitored through the i-Ready Diagnostic Assessment, with data reviewed every nine weeks during Quarterly Data Review meetings. These reviews will examine school-, grade-, and classroom-level data to identify trends that indicate whether students are on track to meet the district's Annual Measurable Objectives (AMO) for mathematics achievement and growth. When data trends indicate areas of concern, results will be used to determine targeted professional learning, coaching support, and instructional adjustments. Persons Responsible: Taylor Brown- Math Coordinator Sheri Arnette- Assistant Superintendent of Curriculum and Instruction Trey Duke- Director of Schools Chris George- Coordinator of Assessment and Data Felicia James- Intervention Acceleration Specialist Building-level Administrators Academic Coaches District Math Coaches	\$ 1,737,734.00	Math Coordinator: \$100,000 from titl II funding Math Coaches: \$320,000 from title I funding Title III funding for liasons and outreach- \$297,248.00 Title I stronger connections grant- \$526,472.00
Strategy 2: Providing Targeted Training for Effective Leaders The Director of Schools and Assistant Superintendent of Curriculum and Instruction will develop policies, procedures, and programs to build the capacity of school and district leaders to effectively develop, implement, and manage instructional programs and to be accountable for student outcomes. To support this work, the Math Coordinator and the Mid-Cumberland CORE Math Specialist will lead regularly scheduled classroom learning walks alongside building administrators and academic coaches. Observations will focus on standards-aligned instruction, implementation of high-quality instructional materials, and effective math teaching practices. Following each learning walk, leaders will receive prescriptive professional development and coaching tailored to address identified instructional trends and to strengthen their ability to support teachers in delivering high-quality Tier I instruction. 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.	Fall 2026: District mathematics teachers participate in the Math Institute, focused on strengthening instructional practice aligned to the NCTM Effective Mathematics Teaching Practices, building vertical content knowledge across grade levels, and deepening understanding of the district's high-quality instructional materials (HQIM). Fall 2026: School leaders, academic coaches, and district leaders participate in professional learning focused on the use of the Tennessee Instructional Practice Guide to calibrate expectations for high-quality math instruction and effective feedback practices. Quarterly: Principals, assistant principals, and academic coaches engage in ongoing training during district leadership meetings to strengthen their understanding of effective mathematics pedagogy, observation practices, and feedback aligned to the TN IPG. Quarterly: Classroom walk-throughs and learning walks conducted by school and district leaders demonstrate increasing evidence of standards-aligned instruction, implementation of HQIM, and the use of instructional practices aligned to the NCTM Teaching Practices. Each Semester: Professional learning and coaching support will be adjusted based on classroom observation trends, teacher feedback, and student performance data to ensure continuous improvement in Tier I mathematics instruction.	\$ 1,385,760.00	Math Insitute: \$20,000 from Title 2 Math Academic Coaches: \$320,000 from Title I Title III funding for liasons and outreach- \$297,248.00 Title I stronger connections grant- \$526,472.00

Strategy 3: Family and Community Engagement Activities The district will plan, implement, support, and promote effective family and community engagement activities that are meaningful and directly aligned with student academic achievement. Schools will implement programs and events designed to engage all families, with a particular focus on historically underserved student groups, to improve student outcomes and strengthen school climate. Activities will provide opportunities to inform families about student progress, support home-based learning activities, and encourage family participation in district and school planning and decision-making. The district will host a monthly family program that highlights ways parents can support student learning at home. The mathematics segment of these programs will focus on interactive games and problem-solving activities that promote conceptual understanding, fluency, and confidence in mathematics.

The district will implement a variety of family and community engagement initiatives designed to support student learning and strengthen school climate. Monthly family programs will provide interactive, math-focused activities that promote problem-solving, conceptual understanding, and fluency, while equipping parents with strategies to support learning at home. Schools will distribute home-learning resources aligned to grade-level standards and high-quality instructional materials, ensuring accessibility for all families, including historically underserved groups. Families will receive regular updates on student progress through conferences, digital platforms, and report cards, along with guidance on how to support next learning steps. Parents and care givers will be invited to participate in school and district planning, curriculum nights, and decision-making committees, fostering meaningful engagement in the educational process. Staff will receive professional learning on effective family engagement practices, and family feedback will be collected to continuously improve programs and maximize participation.

\$ 52,000.00

Title III
funding for
liaisons and
outreach-
\$297,248.00
Title I
stronger
connections
grant-
\$526,472.00