

Goal 4

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

 ☐ This goal not established.

Goal 4

Increase the percentage of students meeting grade-level expectations in science (Meeting or Exceeding Expectations on TCAP) by 2.5 percentage points annually (7.5 points over three years), with sustained growth (TVAAS = 3) each year, by strengthening Tier 1, materials-aligned instruction anchored in IPG Core Actions (access to grade-level work, evidence-based sense-making, and coherence across lessons/units).

IPG Use & Roles (applies to all years): IPG walkthroughs are non-evaluative. School teams conduct frequent, brief IPG walkthroughs targeting one to two Core Actions; the district aggregates evidence quarterly (or per semester) and responds with calibration, professional learning, and targeted supports.

Three-year proficiency targets for identified student groups include:

Students with Disabilities (SWD): 13.4% to 20.9%

Economically Disadvantaged (ED): 24.0% to 31.5%

English Learners (EL): 27.1% to 34.6%

Black/Hispanic/Native American: 32.2% to 39.7%

Proficiency = "Meeting or Exceeding Expectations" on TCAP Science.

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 science. With the baseline percentage of students scoring meeting or exceeding expectations in 2026 of 43.1%, MCS will increase students scoring proficient to 45.6% by spring of 2027. Increase the percentage of students in grades 3-6 scoring proficient or above to 49.8% by spring 2027, while maintaining TVAAS = 3. Student Group Targets: SWD: 15.9% ED: 26.5% EL: 29.6% Black, Hispanic, & Native American: 34.7%	* **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. Launch and Calibration Leading Indicators (Implementation & Practice) 1) School-based evidence collection (data source reference): a) Coaches/administrators conduct frequent, brief IPG walkthroughs targeting one-two Core Actions; evidence is low-inference (what students/teachers say/do). b) Schools submit artifacts at the end of each cycle or a monthly summary. 2. District aggregation and calibration of school-based IPG evidence: a) Aggregate and analyze school-submitted IPG low-inference evidence quarterly to identify districtwide Tier 1 trends. b) Facilitate leader/coach calibration on prioritized IPG Core Actions and evidence collection look-fors. 3. District-level instructional supports informed by IPG trends: a) Provide professional learning on three-dimensional, phenomenon-driven instruction that advances student sense-making and evidence-based explanations. b) Deliver materials-aligned coaching/modeling/co-planning supports responsive to aggregated IPG patterns. c) Capture and share exemplars (artifacts/video) to scale bright spots. Lagging Indicators (Student Outcomes) 1) District science benchmark trends (grades 3-6). 2) TCAP Science proficiency (On Track/Mastered). 3) TVAAS Science growth by quintile and 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 science. With the baseline percentage of students scoring meeting or exceeding expectations in 2026 of 43.1%, MCS will increase students scoring proficient to 48.1% by spring of 2028. Student Group Targets: SWD: 18.4% ED 29.0% EL 32.1% Black, Hispanic, & Native American: 37.2%	* **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. Deepening Practice & Consistency Leading Indicators (Implementation & Practice) 1. Continue school-based evidence collection (data source reference): a) Coaches/administrators conduct frequent, brief IPG walkthroughs targeting one-two Core Actions; evidence is low-inference (what students/teachers say/do). b) Schools submit artifacts at the end of each cycle or a monthly summary. 2. District focus progression & mid-year norming. a) Adopt a systemwide IPG Core Action focus progression (Fall: grade-level access; Winter: student discourse & evidence; Spring: coherence across lessons/units). b) Align observers mid-year using anonymized, low-inference evidence and publish clarifications so observations are scored consistently. 2. District responds to support from quarterly trend reviews. a) Use quarterly IPG trend analysis to retarget PD, update the coaching menu, and curate exemplar artifacts/video. b) Differentiate supports by grade band: K-2 (developmentally appropriate experiences & student talk), 3-6 (standards-aligned tasks; DCIs, SEPs, CCCs; evidence-based explanations). Lagging Indicators (Student Outcomes) a) Growth in mastery of standards-aligned district benchmarks (grades 3-6). b)TCAP Science achievement results. c) TVAAS Science growth by quintile and student groups.
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 science. With the baseline percentage of students scoring meeting or exceeding expectations in 2026 of 43.1%, MCS will increase students scoring proficient to 50.6% by spring of 2029. Student Group Targets: SWD 20.9%, ED: 31.5%, EL: 34.6%, Black, Hispanic, & Native American: 39.7%	* **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. Sustainability & Coherence Leading Indicators (Implementation & Practice) 1. Continue school-based evidence collection (data source reference): a) Coaches/administrators conduct frequent, brief IPG walkthroughs targeting one-two Core Actions; evidence is low-inference (what students/teachers say/do). b) Schools submit artifacts at the end of each cycle or a monthly summary. 2. District coherence & sustainability checks. a) Quarterly coherence checks using aggregated IPG evidence to monitor Tier 1 fidelity across schools; scale bright spots and address outlier needs. b) Support schools in establishing IPG-driven PLC routines and lesson study (walkthrough > PLC action > lesson refinement). 3. District materials integrity supports. a) Provide precision supports where IPG evidence indicates gaps in standards alignment, task rigor, or student discourse Lagging Indicators (Student Outcomes) a) Benchmark retention of disciplinary core ideas and sense-making (grades 3-6). b) TCAP Science proficiency and growth. c) TVAAS Science growth patterns by quintile and student groups
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
Align curriculum, instruction, and professional learning with TN Science Standards (K-6). The district aligns curriculum and professional learning to TN Science Standards and uses aggregated IPG evidence, student work, and benchmark findings to continuously improve Tier 1, materials-aligned instruction. Action Steps (District-Led): 1) Maintain and communicate the district science scope/sequence and curriculum guidance. 2) Run quarterly IPG trends and share findings with principals/coaches. 3) Publish quarterly resource updates (e.g., exemplar lessons, notebook models, investigation prompts). 4) Set and publish professional learning priorities; align the professional learning calendar to IPG trends, student work, and benchmark data. 5) Conduct PD/PLC spot checks to confirm protected science blocks are used for Tier 1 standards aligned instruction, and that students engage in grade-level, phenomenon-driven tasks requiring evidence-based sense-making.	District aggregation and calibration 1) District aggregates IPG evidence quarterly or per semester to identify district wide instructional trends. 2) District facilitates leader and coach calibration on prioritized Core Actions and low-inference evidence collection. Professional learning alignment 1) District professional learning priorities are explicitly tied to IPG trends, student work, and benchmark results. 2) District updates or releases instructional resources and exemplars aligned to identified needs on a quarterly basis. 3) During district learning walks, confirm that protected science blocks (monitored in Strategy 2) are being used for Tier 1 science and the planned lesson sequence (materials-as-designed, intended rigor/coherence). PLC integration 1) Monthly science PLCs reflect the use of IPG evidence and student work to plan instructional next steps, monitored through spot checks and leadership reviews.	\$ 2,588,000.00	Title III funding for liasons and outreach-\$297,248.00 Title I stronger connections grant-\$526,472.00
District-Led Capacity Building for High-Quality Tier 1 Science Instruction The district establishes and monitors the systems that support Tier 1 science across schools, including IPG-anchored coaching expectations, a District Science Network, protected instructional time, and targeted district supports informed by aggregated school IPG data. Action Steps: 1) Define and publish the IPG-anchored coaching cycle (prebrief, low-inference evidence collection, debrief with actionable next steps) and required artifacts; train leaders/coaches. 2) District Science Network quarterly meetings to calibrate expectations and develop shared resources. 3) Verify protected Tier 1 science minutes in master schedules; spot-check that time is used for standards-aligned instruction. 4) Aggregate school-submitted IPG evidence quarterly; identify priority instructional needs. 5) Provide targeted coaching, modeling, and professional learning aligned to identified needs. 6) Science Coordinator supports co-planning, co-teaching, and modeling, using filmed lessons for reflection where appropriate. 7) District instructional leaders meet each semester to analyze benchmark data and identify refinements.	1) Master schedules submitted and verified each semester for required science blocks. 2)Monthly PLC agendas/minutes show review of standards, curriculum, pacing, and assessments. a) Next steps documented and checked in the following month. 3)First-semester TEAM evidence includes Tier 1 science look-fors (materials-as-designed, student sense-making, evidence-based discourse). 4) District conducts quarterly reviews of student results (benchmarks/TCAP, where available) and instructional trends (IPG/TEAM/PLC). 5) District issues a mastery/retention brief (by unit/standard). 6) Quarterly science network meetings with agendas and products aligned to district/grade-level needs. a) At least one Network-developed resource used in PLCs each semester (verified via PLC artifacts or spot-checks).	\$ 2,588,000.00	Title III funding for liasons and outreach-\$297,248.00 Title I stronger connections grant-\$526,472.00

Increase family and community engagement in science learning. The district supports schools to engage families/community with clear examples of high-quality science learning (students discussing phenomena, using evidence, connecting ideas) so families can partner effectively. Action Steps: 1) Share family-facing resources that illustrate high-quality science learning (students discussing phenomena, using evidence, and connecting DCIs/SEPs/CCCs) 2) Collect structured feedback (surveys/exit slips) and publish a district summary with action steps; adjust resources and events based on participation and feedback trends. 3) Refresh and re-share family resources each semester based on participation and feedback.

1) Schools host science/STEAM engagement events; the district verifies via agendas/artifacts. 2) District confirms distribution/use of family-facing materials across schools. 3) Activity logs of family participation 4) Annual family surveys on engagement 5) Feedback collected through periodic school and district meetings

\$ 180,000.00

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