

Goal 6

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

 ☐ This goal not established.

Goal 6

From 2026 to 2029, Murfreesboro City Schools will strengthen whole-child supports to reduce achievement and opportunity gaps by increasing student access to safe, healthy, and supportive learning environments. This will be measured by increasing the total district-wide Average Daily Attendance (ADA) rate from 94.5% in 2025 to 96% in 2028-29. The district will also continue to reduce chronic absenteeism to meet single AMO reduction targets each year.

With a 2025-2026 goal of reducing chronic absenteeism from 10.4% to 9.8%, the district will meet the following goals each year:

2026-2027: 9.8% to 9.2%

2027-2028: 9.2% to 8.6%

2028-2029: 8.6% to 8.1%

This will be achieved by:

- 1) Decreasing non-academic, behavioral, and social-emotional barriers to learning by providing multiple pathways to tiered services and support, as measured by an increase in our average daily attendance from 94.5% to 96% and decreasing suspensions by 15% each consecutive year from 630 to 387 by 2029.
- 2) Increase support and learning opportunities for parents to serve as their child's first and most important teacher, as measured by 90% of families stating they receive information from the school/district about how to help their child.
- 3) Identify, implement, and support a variety of extracurricular opportunities for students in athletics, STEAM, Performing Arts, and advanced academics.

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	* (1) Increase the total district-wide Average Daily Attendance (ADA) rate from 94.5% to 95%. The district will also decrease chronic absenteeism from 9.8% to 9.2%. STUDENT GROUP GOALS: * Economically Disadvantaged (ED) 92.79% to 93.86%. * Students with Disabilities (SWD) 94.46 to 94.97%. * BHN (Black, Hispanic, Native American) 94.29 to 94.86%. * Grades K-2 94.3% to 94.87%. (2) Decrease the total district-wide suspension count from 638 to 549. STUDENT GROUP GOALS: * Black/African American: 283 (39%) to 241. * Multi-racial: 105 (15%) to 89. * Male: 507 (83%) to 431. * Students with Disabilities: 284 (43%) to 241. * Grades: K @ 22%. 1 @ 16%. 4 @ 16%. 5 @ 21%. * Physical Aggression (PA), Assault, & fighting make up 63% of OSS/ISS & of that 63%, 62% of that is PA. (3) Increasing opportunities for curricular and extracurricular activities that provide opportunities to grow the whole child as well as increase exposure to college and career readiness opportunities.	* Attendance report in Skyward, ODR in SWIS, OSS in Skyward, DCS Reports, Mental Health Calls, and Bullying Reports. Family engagement registrations and attendance to in-person and virtual learning opportunities
2027-28	* Increase the total district-wide Average Daily Attendance (ADA) rate from 95% to 95.5% in 2027-28. The district will also decrease chronic absenteeism from 9.2% to 8.6%. STUDENT GROUP GOALS: * Economically Disadvantaged (ED): Increase from 93.86% to 94.93%. * Students with Disabilities (SWD): Increase from 94.67% to 95.49%. * BHN (Black, Hispanic, Native American): Increase from 94.86% to 94.76%. * Grades K-2: Increase from 94.87% to 95.43%. (2) Decrease the total district-wide suspension count from 638 to 536. STUDENT GROUP GOALS: * Black/African American: 241 to 204. * Multi-racial: 89 to 76. * Male: 431 to 366. * Students with Disabilities: 241 to 205. (3) Increasing opportunities for curricular and extracurricular activities that provide opportunities to grow the whole child as well as increase exposure to college and career readiness opportunities.	* Attendance and behavior analytics in the new SIS (Synergy) that includes ADA, Chronic Absenteeism rate, Truancy rates, OSS counts and ISS counts. Family engagement registrations and attendance to in-person and virtual learning opportunities

2028-29	* Increase the total district-wide Average Daily Attendance (ADA) rate from 95.5% to 96% in 2028-29. The district will also decrease chronic absenteeism from 8.6% to 8.1%. Student Groups Goals * Economically Disadvantaged (ED): 94.93% to 96%. * Students with Disabilities (SWD): 95.49% to 96%. * BHN (Black, Hispanic, Native American): 95.43% to 96%. * Grades K-2: 95.43% to 96%. (2) Decrease the total district-wide suspension count from 638 to 536. STUDENT GROUP GOALS: * Black/African American: 204 to 174. * Multi-racial: 76 to 64. * Male: 366 to 311. * Students with Disabilities: 205 to 174. (3) Increasing opportunities for curricular and extracurricular activities that provide opportunities to grow the whole child as well as increase exposure to college and career readiness opportunities.	* Attendance and behavior analytics in the Student Information System (SIS) that includes ADA, Chronic Absenteeism rate, Truancy rates, OSS counts and ISS counts. Family engagement registrations and attendance to in-person and virtual learning opportunities
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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
Implement and monitor a consistent, universal (Tier I) behavior curriculum. ACTIONS: 1. Quarterly staff behavior strategy videos. 2. Train administrators to access and use automated SIS suspension, CA, and truancy reports. 3. Provide monthly "category data" from SSS to all schools. 4. Form SIS Analytics planning team and identify data integration needs for 2027-28. 5. Explore and implement Tier I SEL curriculum in classrooms during morning meetings. 6. Provide professional development on building classroom community and relationships. Implement and monitor a consistent, district wide RTI2-B framework. ACTIONS: 1. Develop, refine, reinforce school wide behavior expectations and post them in all buildings. 2. Conduct walkthroughs to monitor Tier I behavior implementation. 3. Continue and expand the RTI2-B District-wide team. Increase system-wide training and coaching opportunities for staff around behavior strategies and management: ACTIONS: 1. Implement teaching, re-teaching, and reinforcement cycles for behavior expectations in all classrooms. 2. Provide foundational training on the Neurosequential 3. Model for teachers and EAs. 4. Provide CW-FIT behavior training for targeted staff. 5. Begin roll out of COMP or an equivalent classroom-management coaching approach. 6. Develop a district wide strategic professional development (PD) plan and share with all staff. 7. Provide principals with scope and sequence expectations for the school year.		\$ 3,269,500.00	Title III funding for liasons and outreach-\$297,248.00 Title I stronger connections grant-\$526,472.00

	Monthly review of Morning Meeting implementation. Annual RTI2B fidelity checks. Schools conduct at least one PD session on classroom culture, caring relationships, and student leadership. Monthly RTI2B behavior team meeting agendas. Monthly RTI2B data reports: physical aggression, case studies, ISS consistency. Quarterly behavior videos are provided to all schools. Annual RTI2B fidelity checks. Training session sign-in sheets and surveys. Central Office scope and sequence of training. Maintain 100% mental health coverage at all schools through district-based staff and third-party providers.		

Annually communicate and train staff and families on the district's Progressive Truancy Intervention Plan. ACTIONS: 1. Complete districtwide attendance communication campaigns focused on daily attendance expectations and the importance of being in school. 2. Provide principals with ready-to-use attendance messaging for newsletters, events, and classroom communication. 3. CSH team collaborates with school nurses to create and distribute schoolwide health and attendance messages based on identified trends (illness spikes, seasonal patterns). 4. Principals include parent attendance education at large school events (e.g., back-to-school nights, parent nights). 5. Principals or their designees meet with families of students showing early attendance concerns (e.g., 3-5 absences).	Review daily and 20-day reporting periods for ADA, CA, and truancy rates, including Tier II and Tier III statistics. MCS will also collect metrics through "MCS by the Numbers" at monthly department head meetings that measure the total number of students who are trending toward being chronically absent as well as the number of truancy division meetings held by the student support services department.	\$ 1,228,619.00	Title III funding for liasons and outreach-\$297,248.00 Title I stronger connections grant-\$526,472.00
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. District Leadership and building administrators will support and promote Coordinated School Health campaigns, including, but not limited to fitness, and sports clinics to promote healthy living, promote a well-rounded education, and improve school outcomes. Support and promotion will begin in Fall 2026 and will continue throughout the year. District Leadership and building administrators will support and promote the School Nursing Department school health campaigns, such as Flu Prevention, Hand-washing Emphasis, Healthy Eating campaign, Good Night Sleep promotion, and other health-related guidance and protocols, as well as other promotions throughout the year to improve healthy habits and attendance. Support and promotion will begin Fall and continue throughout the year.		\$ 624,000.00	Title III funding for liasons and outreach-\$297,248.00 Title I stronger connections grant-\$526,472.00

	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. MCS will also collect metrics through "MCS by the Numbers" at monthly department head meetings that measure the total number of nurse clinic visits and percentage of students who are sent back to class and also sent home.		
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MCS will increase support and learning opportunities through family and community engagement activities to ensure student success. MCS will 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 under-served 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 school planning and decision-making. Throughout the school year, schools will conduct periodic "Family Nights" to support family understanding of academic content area concepts and to encourage family participation in learning opportunities for home use. Examples include "Literacy Nights, Math Nights, STEAM Nights (Science, Technology, Engineering, Arts, Math), using Lexia and Ready Math at home, Behavior Awards Meetings, cultural celebration nights, and understanding RTI2-B (Response to Instruction and Intervention - Behavior), the importance of good attendance, and more. Beginning Fall and throughout the school year, the Assistant Superintendent of Student Support Services will, along with the Federal Programs Director and principals, encourage family participation in efforts to share school program and student performance information. Schools will utilize the TN School Climate Measurement Package and other tools to gather parent input and feedback. Schools will support family participation by the elimination barriers to participation. Specific Action Steps include: 1. Provide targeted parent universities through multiple formats and with flexible scheduling (online, in-person, school-level, district-level, mobile, etc.) that cover both academic and non-academic strategies for students across grade levels. 2. Through partnerships with community organizations, maintain a family resource center and mobile FRC to provide essentials needs to families to eliminate barriers to learning. 3. Provide targeted training for PreK families to support the transition to kindergarten.	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. MCS will also collect metrics through "MCS by the Numbers" at monthly department head meetings that measure the total attendance of family engagement opportunities as well as the social media footprint for digital engagement.	\$ 3,278,000.00	Title III funding for liasons and outreach-\$297,248.00 Title I stronger connections grant-\$526,472.00
Integration of STEAM Approach in Instruction to enhance college and career readiness. 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. The following action steps will accompany the strategy: 1) Through quarterly STEM/STEAM-based studies beginning Fall, schools will promote activities that support and encourage exploration of post-secondary education opportunities and careers, especially through the use of community partners. 2) Through school counselor program activities and grade-level STEAM (Science, Technology, Engineering, Arts, and Math) planning, promote activities that support and encourage exploration of post-secondary education opportunities and careers. 3) Beginning Fall and continuing throughout the year, provide activities and experiences each semester in all grades through field trips (actual and virtual) and other exploration opportunities to promote college and career readiness. 4) Beginning Fall and continuing throughout the school year, schools and district staff will develop and grow community partners quarterly to serve as resources/experts for STEAM projects and career exploration.	Periodic review of activities, participation and consumer satisfaction surveys by the Director of Curriculum and Instruction. District participation in STEAM activities and engagement opportunities.	\$ 2,502,000.00	Title III funding for liasons and outreach-\$297,248.00 Title I stronger connections grant-\$526,472.00

MCS will strategically promote and expand the strengths and opportunities of our schools so that we are recognized as the district of choice for families. MCS will identify, implement, and support a variety of extracurricular opportunities for students in athletics, STEAM, Performing Arts, and advanced academics. Action Steps Include: 1. Continue and expand partnerships with MTSU and other agencies for sports clinics and early exposure to careers. 2. Align with ESP to develop a unified stipend approach that strengthens school day and ESP cohesion and ensures dependable staffing for student programming. 3. Supports schools in the designation and re-designation process for TN STEM (STEAM) accreditation. 4. Provide ongoing professional development for visual and performing arts educators (i.e. TN Arts Academy) and authentic opportunities annually for students to showcase their work and performances. MCS will do this by enhancing our brand and public narrative by communicating consistently, transparently, and positively about the work happening across the district as measured by parent, staff, and community surveys. Action Steps include: 1. Promote and expand awareness of signature programs (ESP, STEAM, Farm2School, etc.) and student supports that distinguish the district and meet the needs of families. 2. Elevate employee recognition and school spotlights by regularly celebrating staff contributions and school accomplishments through district communications, public recognitions, social media channels and storytelling that highlights the impact of employees and the district on student success. 3. Strengthen community partnerships by collaborating with local organizations, businesses, and civic leaders to highlight shared successes and expand opportunities for students and families. 4. Increase parent and stakeholder education and engagement by providing accessible information about district initiatives, programs, and outcomes, and by creating regular opportunities for feedback and dialogue. 5. MCS will provide for and train tutors and gifted specialists to ensure coherence with Tier I through the services provided. Provide consistent collaboration experiences between Tier I teachers and tutors/gifted specialists to ensure coherence with Tier I through the services provided. MCS will also expand family access to high-quality educational programmatic options by increasing opportunities for school choice within the district. Action Steps include: 1. Conduct an annual review of the zone waiver process to identify opportunities to responsibly increase the number of available choice seats across schools. 2. Create and expand distinct programmatic options within MCS that provide families with meaningful choices while leveraging district strengths and meeting student interests and needs. 3. Implement a coordinated communication strategy (including school tours and informational sessions) that clearly explains MCS choice options, zone waiver processes, timelines, and program offerings so families can make informed decisions.

Increased participation for in-school and extra curricular activities across all schools measured each quarter. Monthly "Best of MCS" recognitions at school board meetings for teachers nominated by peers in the district. Increased enrollment in choice schools that offer various academic opportunities MCS will also collect metrics through "MCS by the Numbers" at monthly department head meetings that measure the total attendance of MCS tours of schools as well as the social media footprint for digital engagement.

\$ 3,213,350.00

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