

MCS 2026-2031 Strategic Plan -Full Version with Strategies

Mission Statement: The mission of MCS is to assure academic and personal success for each student.

Vision: All students and stakeholders are known, safe, challenged and empowered.

Goal 1: EMPOWER: MCS will raise achievement for all students across content areas by closing learning gaps and ensuring readiness for the next grade level so that every child is prepared for future success.	
Objectives:	Strategies:
<p>Priority Objective 1: 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 ELA and math.</p> <p><i>ELA 2025: 41.5%</i> <i>Math 2025:47.8%</i> <i>Science 2025:44.8%</i></p>	<ol style="list-style-type: none"> 1. Ensure all students have access to high-quality instructional materials in all subject areas and ensure implementation with integrity across all schools. 2. Utilize standards-aligned benchmark assessments and district-supported item banks to monitor student progress and instructionally respond. 3. 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. 4. 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. 5. Align school-based tutoring and ESP tutoring to ensure continuity and coherence. 6. Provide tools that support curricular ease-of-use, including curriculum maps, scope-and-sequence documents, and instructional time guidance designed to maximize learning while preserving time for relationship-building and social-emotional supports, including morning meetings.
<p>Priority Objective 2: For all students in grades K-2, increase the percentage of students scoring on or above grade level on district benchmark assessments annually by an average of 2.5%</p> <p><i>ELA Skills Block Benchmark 2025: (to be entered at the end of 2025-2026)</i> <i>Math Foundational Domains Benchmark 2025:</i> <i>NO-39%</i> <i>ALG-43%</i></p>	<ol style="list-style-type: none"> 1. Implementation of early literacy high-quality instructional materials for both whole group and small group Tier I instruction. 2. Utilize early literacy assessments to align instructional supports to students' individual needs. 3. Provide early literacy training to teachers, school leaders, and classified instructional staff on a sounds first approach to instruction. 4. Provide for and train ELA and Math interventionists and tutors who support students with achievement gaps and ensure coherence with Tier I in the services provided. 5. Align school-based tutoring and ESP tutoring to ensure continuity and coherence.
<p>Priority Objective 3: Decrease the percentage of SWD and ELLs who are scoring in the below level in ELA and Math annually and Maintain Level 3 TVAAS growth for SWD and ELL student groups in ELA and Math annually.</p>	<ol style="list-style-type: none"> 1. Provide consistent collaboration experiences between Tier I teachers and ESL/SWD teachers to ensure coherence with Tier I through the services provided. 2. Provide training and resources to ensure SWD remain in Tier I or LRE 80% of their school day as measured by the APR indicators.

	<ol style="list-style-type: none">3. Provide ongoing professional learning for general education and special populations teachers on evidence-based best practices and language supports embedded within ELA and Math instruction.4. Implement and monitor ELA and Math programs in special education and ESL to ensure coherence with Tier I instruction and that it explicitly address language development, scaffolding, and access to grade-level standards for SWD and ELL students.
<p>Priority Objective 4: For students in grades 3-6 who perform in the bottom 25%, maintain level 4 TVAAS growth.</p>	<ol style="list-style-type: none">1. Provide consistent collaboration experiences between Tier I teachers and Tier III interventionists to ensure coherence with Tier I through the services provided.2. Provide high-quality professional development that is ongoing, job-embedded, to all interventionist and educational assistants who support student instruction.3. Utilize benchmark assessments and skills-based screeners to monitor individual student growth and align supports to the level of student need.4. Ensure school schedules include daily intervention time and provide ongoing training for administrators and teachers on appropriate use of this time.

Goal 2: KNOWN: MCS will promote the success of every child by supporting their social, behavioral, and non-academic needs in partnership with families and the community so that students are ready to learn.	
Objectives:	Strategies:
<p>Priority Objective 1: Decrease 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 to 96% and decreasing Out of School Suspensions from 7.3% to 5% or less by 2031.</p>	<ol style="list-style-type: none"> 1. Maintain a 1:500 ratio for school counselors and a combined 1:300 for all social-emotional and non-academic supports (counselors, behavior interventionists, Calm Coaches, social workers). 2. Achieve and maintain daily mental health coverage at all schools through district-based staff and third-party providers. 3. Maintain school nurses in every school to aid in the health and well-being of all students to promote attendance and keep students in class. 4. Implement and monitor a consistent, universal (Tier I) RTI-B curriculum with the support of school counselors and morning-meeting time in each classroom. 5. Implement and monitor a consistent, districtwide RTI2B framework for behavior and social-emotional learning that is implemented as a shared responsibility across all schools and staff; ensures universal (Tier I), targeted (Tier II), and intensive (Tier III) supports are clearly defined, consistently implemented, and accessible at every school; and is guided by district-level structures, including the RTI2B Districtwide Committee, to support integrity and continuous improvement. 6. Increase system-wide training and coaching opportunities for all staff in de-escalation, implementation of behavioral plans, and trauma-informed practices and provide resources to ensure all staff fully understand pathways of support. 7. Refinement of BEST Classroom through systematic training and processes to increase % of students exiting the program and expansion of partnerships with out-of-district providers to ensure all students receive the appropriate level of support. 8. Annually communicate and train families on the district’s Progressive Truancy Intervention Plan by integrating attendance education into Parent Universities, Kindergarten registration, and other parent engagement events.
<p>Priority Objective 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.</p>	<ol style="list-style-type: none"> 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.
<p>Priority Objective 3: Identify, implement, and support a variety of extracurricular opportunities for students in athletics, STEAM, Performing Arts, and advanced academics.</p>	<ol style="list-style-type: none"> 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.

	<ol style="list-style-type: none"> 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. <i>TN Arts Academy</i>) and authentic opportunities annually for students to showcase their work and performances. 5. Ensure ongoing student showcase events such as district STEAM nights, Music Festival, Arts Shows, etc.
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Goal 3: CHALLENGED: MCS will invest in the growth and retention of our employees so that every student benefits from a well-prepared and highly qualified team.	
Objectives:	Strategies:
<p>Priority Objective 1: Retain at least 90% of highly effective educators, defined as teachers earning a Level of Effectiveness (LOE) score of 4 or 5.</p>	<ol style="list-style-type: none"> 1. Ensure employees have access to on-going, job-embedded professional learning that leads to improvements in their teaching (90% on annual staff survey) including in-depth training such as literacy and networks. 2. Ensure all new educators have access to high-quality, trained mentors who provide instructional, professional, and relational support during their first two years in the district with specialized mentoring for new special education and ESL teachers. 3. Establish multiple on-going feedback loops that provide educators and staff with meaningful opportunities to share input, reflect on working conditions, and influence district decision-making through annual staff surveys, the Teacher Advisory Council, and structured roundtable conversations. 4. Expand and sustain leadership development pathways that prepare and support teachers for growth opportunities within MCS, including instructional leadership, mentoring roles, and formal leadership development programs.
<p>Priority Objective 2: Engage in proactive recruitment and strategic partnerships to ensure less than 1% of certified positions are unfilled at the start of each school year.</p>	<ol style="list-style-type: none"> 1. Maintain and create new partnerships with multiple education preparation providers (including out-of-state and HBCUs) to recruit high-quality teaching candidates by providing regular access to MCS classrooms, teachers, specialized programs, and early exposure to the district 2. Engage in recruitment activities such as attendance at job fairs (including out-of-state and HBCUs), tour of schools days, and social media/digital presence to expand the recruitment reach. 3. Provide hard-to-staff differentiated compensation for specific roles determined annually by the board. 4. Work with partners to provide opportunities annually to assist highly effective classified staff to obtain their teaching certificates.
<p>Priority Objective 3: Ensure workforce stability and high-quality staffing through retention in all district positions as measured by less</p>	<ol style="list-style-type: none"> 1. Annually evaluate salary comparisons and differentiated pay with neighboring districts to review the salary scale for certified and classified positions to ensure MCS is offering competitive pay at all steps.

<p>than 1% of all positions are unfilled by August 1st of each year.</p>	<ol style="list-style-type: none"> 2. Modify classified salary steps to better align with certified salary steps to compensate for longevity. 3. Routinely and systematically provide leadership training opportunities to all district leaders on personnel, management, and instructional leadership grounded in our MCS Leads Core Values. 4. Annually evaluate employee benefits to ensure all employees have access to affordable health care including access to emotional wellbeing solutions. 5. Provide paid, role-specific professional development during scheduled work hours on designated professional learning days throughout the school year for classified employees.
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<p>Goal 4: SAFE: MCS will ensure operational efficiency so that resources effectively support and enhance student learning.</p>	
<p>Objectives</p>	<p>Strategies</p>
<p>Priority Objective 1: MCS will strategically manage facilities, equipment, and infrastructure through a data-informed, multi-year planning process where 100% of major assets are tracked and used to inform a multi-year CIP.</p>	<ol style="list-style-type: none"> 1. Monitor and adjust infrastructure plans to account for enrollment growth and operational demands so that all school facilities remain at least 80% full and no school is at 110% capacity for multiple years. 2. Implement an asset management process to prioritize major projects such as roofing, HVAC, access control, radios, and freezers so that annual CIP addresses needs proactively. 3. Systematic and routine dialogue and communication between operational leads and building principals to ensure reliable learning environments.
<p>Priority Objective 2: Maintain safe and secure learning environments that reduce risk to students and staff in which annually 100% of staff are thoroughly trained and 100% of schools complete an annual security assessment with documented findings and action steps.</p>	<ol style="list-style-type: none"> 1. Conduct annual comprehensive security assessments at all schools and district facilities in conjunction with Murfreesboro Police Department and monthly informal checks by the district safety supervisor. 2. Meet and coordinate regularly with the Murfreesboro Police Department and the Department of Homeland Security to review protocols, share intelligence, and strengthen emergency response planning. 3. Maintain an active MOU with MPD to ensure SROs are in all schools daily. 4. Provide training and communication to staff on safety procedures and emergency preparedness twice annually.
<p>Priority Objective 3: Maintain robust cybersecurity and access control protocols aligned to NIST CSF 2.0—covering governance, identity management, data protection, detection, and incident response—and in compliance with Tennessee K-12 legal requirements. Success will be measured through</p>	<ol style="list-style-type: none"> 1. Implement a district instructional technology leadership team to guide and provide input on the use of technology in the classrooms including emerging trends around online testing and artificial intelligence. 2. Maintain robust cybersecurity and access control protocols to protect student and staff data. 3. Implement a replacement plan and update cycle to ensure reliability and cost predictability.

<p>100% semi-annual access audits, full MFA adoption, a 14-day critical patch window, 95% cybersecurity training completion, monthly phishing simulations with a click rate below 5%, and zero unauthorized data disclosures.”</p>	
<p>Priority Objective 4: Maintain financial stability and sustainability to protect instructional resources and support long-term district priorities by ensuring a minimum 10% fund balance in the general-purpose fund and labor cost at, or below, 88%.</p>	<ol style="list-style-type: none"> 1. Effective internal controls and operational accountability through consistent training, monitoring, and continuous improvement. 2. Ongoing coordination between human resources, finance, and legal to ensure personnel tasks and position control. 3. Maintaining budget integrity with ongoing formal and informal budget monitoring.

<p>Goal 5: 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.</p>	
<p>Objectives</p>	<p>Strategies</p>
<p>Priority Objective 1: Enhance 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.</p>	<ol style="list-style-type: none"> 1. Promote and expand awareness of signature programs (ESP, STEM/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 including a formal parent advisory group.
<p>Priority Objective 2: Expand family access to high-quality educational programmatic options by increasing opportunities for school choice within the district.</p>	<ol style="list-style-type: none"> 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.