

Board Retreat

June 19, 2018 2:00 PM

MCS Administrative Offices

I. CALL TO ORDER BY BOARD CHAIR Procedural Item	Chair Butch Campbell
II. REPORTS AND INFORMATION Action Item	Chair Butch Campbell
A. Review 2013-2018 Strategic Plan Information Item	Dr. Linda Gilbert
B. Review Evidence of Implementation of 2013-2018 Plan Information Item	Dr. Linda Gilbert
C. Feedback Process for 2018-2023 Plan Information Item	Dr. Linda Gilbert
i. AdvancEd Teacher Survey Results (Individual Plans and Summary) Information Item	Dr. Linda Gilbert
ii. Administrator Feedback (Administrators Input on Board Goals) Information Item	Dr. Linda Gilbert
iii. Individual Town Hall Meetings at Mitchell-Neilson, Hobgood, and Overall Information Item	Dr. Linda Gilbert
iv. Retreat Final Summary of Town Halls, Administrators, AdvancEd Action Item	Dr. Linda Gilbert
v. EPlan for Tennessee Department of Education Information Item	Dr. Linda Gilbert
D. Proposed 2018-2023 Strategic Plan Information Item	Dr. Linda Gilbert
E. Action Steps-Submitted Action Steps Master Plan Final Information Item	Dr. Linda Gilbert
III. ADJOURNMENT Action Item	Chair Butch Campbell



***MASTER PLAN
FOR
MURFREESBORO CITY
SCHOOLS***

2013-2018

***Murfreesboro City School Board
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VISION STATEMENT

Murfreesboro City Schools will create a culture of collaborative learning focusing on the whole child assuring success in the global community.

MISSION STATEMENT

It is the mission of Murfreesboro City Schools to assure academic and personal success for each child.

BELIEFS OF MURFREESBORO CITY SCHOOLS

WE BELIEVE:

- Educational success focuses on the whole child.
- Education should consist of a guaranteed and viable curriculum, high quality instruction, and collaborative learning.
- Children should be prepared to be responsible, confident, and positive citizens who successfully meet and exceed the challenges of a changing global community.
- Children have the ability to learn and achieve their full potential.
- Children are most successful in a safe, affirmative, and culturally inclusive learning environment.
- Children deserve a school environment that is grounded in respect and integrity.
- Significant community and business partnerships are important for success.
- Student learning is a joint responsibility of home, school, and community.
- Public education is essential to a democratic society.

1. GOAL: WE WILL EDUCATE THE WHOLE CHILD TO ACHIEVE THEIR HIGHEST POTENTIAL.

Core to the work of Murfreesboro City Schools is the deeply embedded philosophy that children are more than numbers. The district has a profound commitment to both the academic and the personal success of each child. This means that a child's physical, emotional, academic, and social development matter—regardless of the child's learning capacity, ethnicity, or socioeconomic status. Strategies associated with this goal are designed to give challenge, enrichment, and support to every child we serve and to put tools in the hands of personnel so that all can achieve success in the global community.

STRATEGIES:

1. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.
2. Implement a comprehensive tiered instructional model, including differentiation in the content areas to maximize the academic learning of all children, and a tiered behavioral model to meet their social and emotional needs. This means that the unique needs of all subgroups of children—regardless of their academic, socioeconomic, cultural, or ethnic demographic—are held to a high standard.
3. Develop and utilize a data dashboard to improve decision making and inform instruction.
4. Increase opportunities for teachers to learn and collaborate in professional learning communities that develop and nurture staff in the study and use of research-based practices which accelerate student learning.
5. Implement research-based instructional practices that build creativity, critical thinking, problem-solving, and application.
6. Encourage students and staff to be versatile, communicative, optimistic global thinkers.
7. Increase ESP program offerings and participation to augment student learning.

2. GOAL: WE WILL RECRUIT, HIRE, TRAIN, EVALUATE, AND RETAIN HIGH QUALITY PERSONNEL.

Murfreesboro City Schools believes that education is the single most important profession in the world. Our support staff, teachers, principals, and district level administrators educate children who in turn become the leaders of the next generation. Because the main pillars of a progressive society are the personnel who work in our schools, the strategies associated with this goal are designed to attract and develop talented employees who can actively engage our students in diverse learning experiences that inspire and empower them to become contributing citizens.

STRATEGIES:

1. Build a pipeline of high quality teacher and administrator applicants from a variety of sources.
2. Implement comprehensive induction and mentorship programs.
3. Using peer collaboration, virtual resources, and pertinent educational authorities, implement a differentiated professional growth plan in which all staff learn how to individualize the academic program.
4. Initiate a staff recognition program to honor certified and classified staff.
5. Develop and nurture future leaders.

3. GOAL: WE WILL HAVE AN ONGOING FOCUS ON INSTRUCTIONAL TECHNOLOGY.

Murfreesboro City Schools acknowledges that technology is a natural part of our students' lives and should be integral to their educational experiences. Used appropriately, technology can drive instruction, engage students in meaningful learning, accommodate individual differences, and ensure that students are well-equipped to meet the challenges of a global community. The strategies associated with this goal are designed to enable staff to function more efficiently, promote high levels of achievement for all students, and create a culture that embraces technology as a natural part of everyday classroom experiences while at the same time attending to the safety of our children in a digital environment.

STRATEGIES:

1. Encourage and train teachers and students to achieve digital literacy and accelerate student learning by integrating instructional technology into the academic content areas.
2. Allocate time, resources, and access to technology-based tools and digital resources to ensure ongoing professional growth in technology fluency and integration.
3. Use technology to develop a bank of integrated lessons that are available for all teachers.
4. Establish a student information system and data warehouse to augment the effectiveness of meeting the needs of the whole child.
5. Create awareness among students and employees of the vulnerability that is inherent in the Internet and social media.

4. GOAL: WE WILL MAINTAIN HEALTHY, SAFE, CLEAN, ORDERLY, AND NURTURING ENVIRONMENTS IN WHICH CHILDREN AND ADULTS CAN WORK AND LEARN.

Murfreesboro City Schools is committed to a physically and emotionally non-threatening environment in which each child is healthy, safe, engaged, valued, and challenged academically. The strategies associated with this goal are designed to develop educational settings in which each student has access to an inclusive, encouraging, positive culture of respect.

STRATEGIES:

1. Establish procedures that create a welcoming environment while maximizing the safety of all occupants.
2. Promote an environment of wellness and good health practices.
3. Provide a variety of quality meal choices to encourage student participation in the school meal program while maintaining compliance with USDA regulations.
4. Implement a research-based character education program with a tiered behavioral response system and positive behavior support.
5. Provide cultural awareness and other appropriate training for staff to create an inclusive learning environment in which bullying does not occur.
6. Conduct a school safety audit of every school each year.
7. Develop and maintain a safety and crisis plan at each school, provide prescribed safety training in each school each year, and hold schools accountable for conducting all safety and crisis drills throughout the year.

5. GOAL: WE WILL PROVIDE CLEAR AND EFFECTIVE COMMUNICATIONS TO SUPPORT AND PROMOTE OUR MISSION AND GOALS.

Murfreesboro City Schools regards clear and effective internal and external communications as essential to supporting teaching and learning, improving relationships among staff, building credibility of the profession, and fostering positive collaboration between school, home, and community. The strategies associated with this goal are designed to nurture two-way communication with parents, keep our community informed and involved, provide avenues for feedback about the effectiveness of our programs, and solicit suggestions for improvement.

STRATEGIES:

1. Develop and support communication among/between students, parents, staff, and the community, including languages other than English where practicable.
2. Develop accessible and interactive technology tools to facilitate effective and transparent internal and external communication.
3. Provide systematic avenues for feedback from students, parents, staff, and the community about programs and services, effectiveness of communications, effectiveness of student learning, and quality of facilities.
4. Share district success stories with stakeholders.
5. Promote openness, access, and availability of information about Murfreesboro City Schools.

6. GOAL: WE WILL BUILD STRONG PARTNERSHIPS WITH FAMILIES AND THE COMMUNITY TO ENHANCE STUDENT LEARNING.

Murfreesboro City Schools acknowledges that we must create welcoming environments that encourage strong, comprehensive family and community partnerships through which all have the tools to advance student success. The strategies associated with this goal are designed to promote two-way communication between schools, families, and the community and to provide opportunities for meaningful and active collaborative involvement in the educational process.

STRATEGIES:

1. Develop parent and community involvement campaigns to maximize the level of parent and community participation in our schools in conjunction with celebrating all students.
2. Partner with outside organizations to bring real world practitioners to the classroom to link students with the world of work.
3. Expand community service projects and service learning opportunities for students and staff.
4. Develop and implement a plan to involve students, staff, parents, and community as partners in promoting Murfreesboro City Schools.
5. Communicate with parents regarding positive student behavior and achievement.
6. Enhance, add to, and improve web-based information at the district level and across schools.
7. Expand our cooperative partnership with the City Schools Foundation.

7. GOAL: WE WILL DEVELOP A COMPREHENSIVE PLAN FOR OPERATIONS, FINANCES AND FUNDING, FACILITIES, TRANSPORTATION, AND FOOD SERVICE THAT SUPPORTS STUDENT LEARNING.

Murfreesboro City Schools is committed to transparent and efficient use of resources that enable our district to effectively anticipate, respond to, and manage change. The strategies associated with this goal are designed to provide a foundation for policies and practices associated with the planning and management of services that support exemplary preschool through sixth grade education.

STRATEGIES:

1. Generate a plan for development and use of facilities based on growth projections and capacity analysis.
2. Seek out non-traditional revenue sources and secure funding from these sources to improve or enhance educational achievement.
3. Identify multiple-year budget needs and build responsible annual budgets that support educational measures which advance student learning.
4. Develop a comprehensive energy efficiency strategy.
5. Annually review technology infrastructure and equipment needs and plan for technology hardware maintenance and replacement.

MURFREESBORO CITY SCHOOLS MASTER PLAN 2013-2018
EVIDENCE OF IMPLEMENTATION

GOAL 1: WE WILL EDUCATE THE WHOLE CHILD TO ACHIEVE THEIR HIGHEST POTENTIAL

Strategy 1: Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.

- Technology implementation of DELL platform—laptops and iPads.
- Lexia for reading, iReady, Read 180, Office 365, 3D printing, software, coding camps/training, drones, Lego Robotics, spheros, 3-D printers, Google Expeditions, etc.
- Use of data, iReady (math), Aimsweb (ELA) to plan individual and group instruction. Use of NWEA to ensure gifted students are growing.
- Instructional Technology Coaches, data/assessment person, competitive pay for technology personnel.
- Partnership with MTSU teacher prep, Leader in Me at MN, arts integration at Bradley, Discovery magnet, STEAM and outside environmental education at Overall, etc.
- Arts and counselors in each school, expansion of athletics (golf, soccer, bowling, flag football), social workers, and behavioral/academic assessments.
- Attendance focus with Every Day Matters campaign—partnership with GO USA and Discovery Center.
- Expanding reading focus with Read 20 campaign.
- Partnership with Linebaugh allows students/families/teachers access to Linebaugh's books; pony delivers. Impending partnership with Tech Center.
- Gardening (Farm to Table) and cooking (Junior Chef).
- Read To Succeed Spelling Bee.
- Expansion of tech into ESP (Lego We Do, etc.)
- Read to Be Ready summer reading camps funded by state grant.
- Change in behavior side of report card to indicate Progressing toward Mastery; change in academic side of 2nd grade report card to match 3-6 grades, per teacher recommendation.
- State portfolio assessment for preK and K.
- New ELA, math, science standards.
- Expansion of Interactive Panels and Smart Boards.

Strategy 2: Implement a comprehensive tiered instructional model, including differentiation in the content areas to maximize the academic learning of all children and a tiered behavioral model to meet their social and emotional needs. This means that the unique needs of all subgroups of children—regardless of their academic, socioeconomic, cultural, or ethnic demographic—are held to a high standard.

- Tiered instructional model: Response To Intervention and Instruction (RTI) with universal standards-based instruction at Tier I, additional/more intensive skill-based instruction at Tier II.
- Intervention groups, increased emphasis on reading foundations (phonics, phonemic awareness, etc.).
- Teachers have developed ELA and math standards into a scope and sequence; developing science scope and sequence; continuous revision.
- Teachers have re-vamped the report card.
- Gifted training has occurred through Vanderbilt and MTSU-MCS Gifted Academy (with other districts now participating), Scholars program begun, and gifted students are clustered by classrooms. Expansion of gifted program through three specialists to assist other teachers.
- Academic coaches, Caresa Dodson, Cindy Cliché, gifted personnel, and Sheri Arnette model instructional strategies for teachers.
- Behavioral specialists and Kim Frank develop plans and model for teachers. ACEs grant providing small group, individual, and parent involvement. Services for students expanded through partnerships with Centerstone and STARS. Bounce Back program for small groups and family involvement.
- BEST classes for behavior.
- INSPIRE grant has allowed for extensive science and math training for teachers.
- SIMS training, partnerships with Chattanooga's Siskin Institute and Special Kids, Special Olympics, Integrated PreK. and Camp Boro for special education.

- Two coaches for special education, social worker assigned to special education.
- SIOP program for ELL—planning/delivering content with focus on developing language skills—used with every lesson. Collaborate with general ed teachers to support.
- Outreach team has added Arabic translator; African American, Asian, Multicultural, Hispanic celebrations.
- CI3T tiered behavior and Olweus Bullying Prevention programs have been implemented in all schools; Behavioral Teams in each school; CPI de-escalation techniques.
- Data of subgroups are monitored by the schools; monthly RTI meetings and weekly PLC meetings allow for differentiating needs of students.
- Student goal setting and data tracking.
- Student-led conferences.
- Increased professional development for educational assistants in academic strategies for math and reading.
- Training in behavioral support and instructional strategies for ESP, educational assistants, and all support areas.
- Increased training for support areas, including Transportation and SROs, in student behavior.
- Integrated PreK program with typically developing peers.
- Afterschool tutoring—including faith-based partnerships with schools.

Strategy 3: Develop and utilize a data dashboard to improve decision making and inform instruction.

- Skyward has been implemented that contains basic student information including parent contact, plus achievement data, grade/report card data, immunization, attendance, and discipline data.

Strategy 4: Increase opportunities for teachers to learn and collaborate in professional learning communities that develop and nurture staff in the study and use of research-based practices which accelerate student learning.

- Professional learning communities occur in each school with weekly meetings and half-days throughout the year. Administrators attend those meetings as participants/guides; however, the focus is on teacher sharing...decomposing the standards, pre-assessing, deciding on strategies and planning, designing post-assessments, reflecting on student work.
- Special ed and ESL continue to train together—SIM and SIOP have encouraged this. Coaches meet as needed; coaches/principals have been trained by Lipscomb. Gifted collaboration. Librarians' collaboration. Music teachers meet regularly and plan the mass choir. PE teachers have met to plan activities through collaboration with the community (bowling/golf/etc.).
- District-wide Math Cohort (MaaTH) has been formed that allows district across-grade-level professional development; this is in addition to Project INSPIRE.
- *The Magic School Bus* enlisted Stacey Burt to re-invent the show.
- Several schools have conducted book studies.
- Extensive staff development offered in summer, including the Learning Extravaganza (all workshops were led by in-district people).
- MPD and school personnel trained together in Restorative Practices.
- Assignment of snow days for professional development.
- Learning Extravaganza two days before teachers have to report offer teachers a chance to showcase their leadership and a chance to earn professional development points.
- Partnership with Instruction Partners has allowed free spots for teachers in their Summer Boot Camps. In addition, that partnership has allowed principals to plan with others regarding their schools with data concerning instruction provided by a group of experts outside MCS.
- Committees of teachers have met to design the writing scope and sequence and ELA scope and sequence as well as benchmark assessments. In addition, teachers have attended summer trainings offered by MTSU and the state to become more familiar with best practices as they relate to the new standards.
- Leadership Academy, Aspiring Administrators Academy, Aspiring Educators Academy, Teacher 2 Teacher, MaaTH district group.
- See 2.5

Strategy 5: Implement research-based instructional practices that build creativity, critical thinking, problem-solving, and application.

- Gifted Academy.
- STEAM training—integration across content areas. Have begun intentional implementation in several schools.
- Math and ELA tasks that deepen student learning.

- Principals have been asked to have a goal of visiting classrooms three times a week. Instruction Department members are in schools, working with individual teachers, modeling, attending PLCs, etc. in a supportive, not evaluative, role.
- Using special areas to teach content.
- Increased collaboration between special ed and regular ed.
- Cross training of coaches, principals, and teachers.
- Farm to School.
- Project INSPIRE.
- Teacher website has been developed to support instructional practices.
- Several coaches have been trained in LETRS and coaches continue to share best practices.
- Visits from classroom to classroom have increased within schools and across schools.

Strategy 6: Encourage students and staff to be versatile, communicative, optimistic, global thinkers.

- Chinese teachers in partnership with Confucius Institute—number has expanded to three.
- Morning meetings that allow students to share thoughts and ideas.
- Special ed Camp Boro, Bradley's trips to Theatrix Youth Theatre in Atlanta, Discovery's Robotics, Overall Creek's Stock Market Game, several schools have running teams, participation in Science Olympiad, Beta Clubs and Junior National Honor Society in some schools, Multiplication Competition between schools, Mystery Skype, Cheer Team, Book Battle, participation in MTSU Math Competition and Invention Convention.
- Teachers, administrators, staff attend and present at state and national conferences—Confratute, ESL, Special Ed, TAPHERD, Superintendents' Study Council, National Gifted Conference, Tennessee LEAD/Librarian/Nutrition/Gifted/Partners in Education/Counselors/STEM conferences/TSBA/Tennessee Principals' Networking Day/Department of Human Services Summer Feeding Summit/Middle Tennessee Mathematics Association Conference/Nashville Area Chamber Early Childhood Institute/etc. Participants selected for Learning Forward Leadership Institute, Tennessee STEM Leadership Council, Hope Street Group, SCORE Teacher Fellows, Academic content coaches for various areas of the state, Administrator Leadership Academy trainer, Instruction Partners train-the-trainers and trainers, etc.
- Competition participation and success at the national level: National Beta Club, Invention Convention.
- Use of Office 365, Edmodo, Flipgrid, etc. by students so they can share learning, writings, etc.
- Outreach programs—Club MARVEL with MTSU, Health Camp in partnership with Tennessee College of Applied Technology, MTSU basketball game and on-campus visits, Alpha Code Technology Camp with Tennessee Tech University, ESP partnership with United Way for Lego Robotics, Oaklands Mansion, Bradley partnership with Center for the Arts, Linebaugh and committed partnership for Community Technology Center, Discovery Center, Chamber programs including funding house build, Youth Leadership Academy with Jennings and Rebecca Jones Foundation, Book collection and clothes/needs with Kids Helping Kids (Charlie Pirtle), Read To Succeed and the Ready for Kindergarten program.
- Music and theatre visiting groups expanded; i.e., Murfreesboro Symphony Orchestra, Nashville Symphony performances, MTSU partnership with Bradley for dance instruction, Giving Tree Music and Bradley partnership.
- Key UMC Project Transformation; Bradley afterschool tutoring and summer camps; GEMS Camp; Boys to Men Camp; Petals and Pearls; Project BOOST summer at Olive Branch; Olive Branch tutoring at Black Fox; lunch buddies in partnership with Rotary and New Vision; St. Marks tutoring and adoption of Reeves-Rogers; partnerships at Patterson that have begun, MN Leader in Me Program, BAT Chess Club, Christian Life Church's partnership with Cason Lane, First United Methodist partnership with Erma Siegel.
- Lipscomb doctoral students studying homeless. Increasing partnerships with Lipscomb and with Motlow.
- Expansion of STEAM in Overall, Discovery, Bradley, and other schools.
- National Honor Society at Scales, Beta Club at Discovery and Cason Lane.
- Service learning partnerships between schools—Discovery and prek, Bradley and Discovery, etc. Buddy partnerships between special needs students and typically developing peers within schools.
- Continue new partnership with Murfreesboro Fire and Rescue to develop real-world, experiential curriculum to complement STEAM.

Strategy 7: Increase ESP program offerings and participation to augment student learning.

- Number of students and number of enrichments have increased. 1363 in 2011; 2600 in 2015-16; 3000 in 2016-17.
- Enrichments have increased and offerings include more academically based, STEM, writing, and technology programs...employed certified teachers to assist with reading and math tutoring, keyboarding, homework, and academic enrichment. Explorasience, Write Brain Books, Art, Google Coding Camp, Lego Robotics, Cardboard Challenge, Design Challenge, Stop Motion Videos (Oscars celebration at Patterson), flag football, bowling league, etc.
- Monthly email newsletters, online pre-registration, curbside pick up, twitter posts.
- Intensified professional development.

- Enhanced snack (supper) in 8 schools.
- Promotional video has been developed; van has been wrapped.

GOAL 2: WE WILL RECRUIT, HIRE, TRAIN, EVALUATE, AND RETAIN HIGH QUALITY PERSONNEL.

Strategy 1: Build a pipeline of high quality teacher and administrator applicants from a variety of sources.

- MCS job fair—virtual and in person.
- Earlier hires—from more universities (both local like Lipscomb and across nation/world through Sparkhire).
- Career fairs of universities.
- Expansion of recruiting with institutions that serve underrepresented groups.
- Sparkhire for virtual interviews.
- Increased partnership between district office and schools regarding hiring process.
- Online applications.
- Expansion of recruitment through UTK, Alabama State, Tennessee State, etc.—bringing new ideas into district.
- Increased number of minority principals from 2 African American to 1 Hispanic and 3 African American.
Increased number of minority assistant principals from: 1 Hispanic and 3 African American to 6 African American.
- Promotional video has been produced.
- Leadership Academy and Aspiring Administrator Academy.
- Little Sprouts daycare, Breakfast with Santa, etc. assist culture building and retention.

Strategy 2: Implement comprehensive induction and mentorship programs.

- Expanded induction of new teachers to three days and monthly afterschool meetings.
- Teacher 2 Teacher mentoring program.
- Principals and assistant principals are assigned two mentors.
- Have begun to develop bank of videos and effective instructional strategies that teachers can pull from.
- Several schools have a New Teacher PLC that meets on a regular basis in their individual schools.
- According to principals, coaches have made a huge impact on teacher induction and mentoring.

Strategy 3: Using peer collaboration, virtual resources, and pertinent educational authorities, implement a differentiated professional growth plan in which all staff learn how to differentiate and individualize the academic program.

- Office 365 provides opportunities for sharing documents across the district.
- Principals conference with teachers and Director conferences with principals concerning goals for the year and professional growth needs.
- Principals and assistant principals receive abbreviated versions of the trainings teachers receive (reading, math, etc.). This allows them to understand district initiatives and to request more intensive trainings for their own schools.
- Several have become train the trainers in COMP, LETRS, CPI, Olweus, various content level standards etc., enabling ongoing training for staff and saving the budget for consultants.
- Teacher strengths are shared across the district at district inservice, afterschool inservice, half-days, individual classroom visits, and Learning Extravaganza.
- Partnership with various university graduate programs for research—study regarding homelessness and Adverse Childhood Experiences, etc.
- Coaches are being used to individualize learning and to share trainings across district.
- Some schools have begun professional development tracks.

Strategy 4: Initiate a staff recognition program to honor certified and classified staff.

- Teacher of the Year celebration.
- Retirement reception.
- Christmas gifts, American Education Week, National Teacher Week, School Board Awareness Week.
- National School Counseling Week, School Nutrition Week, National School Nurses Week, Transportation Week, etc.
- Employee Service Awards.
- Transportation Celebration at end of year.

- End of the Year Employee Recognition Celebration
- Personal thank you notes.
- Birthday cards for all employees.
- Schools have their own recognition programs—shout outs, treasure chests, Sonic drinks, names and reasons in newsletter or morning memos, retirement receptions, etc.

Strategy 5: Develop and nurture future leaders.

- Academic Coaches; coaches' newsletters; training including school administrators by Lipscomb.
- Team Leaders at each grade level in each school.
- School level committee leaders. District committees—textbook, scope and sequence, math, RTI, etc.
- Teacher Advisory Committee.
- Gifted Academy and cluster teachers.
- INSPIRE math and science professional development; LETRS train the trainer for coaches and district staff.
- Various presentations at state/regional conferences. Use of teachers to deliver professional development at districtwide inservice and at the Learning Extravaganza.
- Instruction Partners—school walk-throughs, feedback, resources, training.
- Principals meet twice a month, assistant principals once a month.
- Learning Forward, members of various state committees--review of standards, assessment, state Leadership training of administrators, members of the Hope Street/SCORE group to impact policy, several teachers served as trainers for state and for Instruction partners, bloggers and writers for Scholastic and other publications, district administrator on Mid-Cumberland Reading Foundation Board.
- New principals and assistant principals receive release time for TASL state cohorts.

GOAL 3: WE WILL HAVE AN ONGOING FOCUS ON INSTRUCTIONAL TECHNOLOGY.

Strategy 1: Encourage and train teachers and students to achieve digital literacy and accelerate student learning by integrating instructional technology into the academic content areas.

- Technology implementation of DELL platform—laptops and iPads.
- Lexia, iReady, Read 180.
- Instructional Technology Coaches have trained all teachers in the following: Lexia, iReady, Skyward, Office 365, Schoolstation, and Website in Class Messenger (SharpSchool). Most teachers have been trained in online textbooks, Google Expeditions, Virtual Scavenger Hunts, etc.
- Coding enrichments/camps in ESP.
- Twitter.
- Vimeo.
- Easy IEP and Easy 504.
- Participation in Chamber's Teach Ready Camp—professional development for educators in which our staff leads training and participates.
- Class Dojo.
- Hour of Code.
- Summer and afterschool professional development.
- Technology team has trained others in Microsoft possibilities, robotics, 3-D printing, ozobots, spheros, lego mindstorms, and coding.
- Planning with Community Technology Center.

Strategy 2: Allocate time, resources, and access to technology-based tools and digital resources to ensure ongoing professional growth in technology fluency and integration.

- iPads and DELL laptops are maintained at 2:1, even with growth. Schools have purchased additional laptops, additional iPads, and chromebooks.
- Several principals have outfitted their schools with Smartboards, interactive boards, etc.
- Summer camps and ESP enrichments have been used to enhance student digital fluency.
- Instructional technology coaches have worked with teachers in their classrooms and during teacher planning periods.
- Lexia has been expanded to all students and additional apps/software have been purchased.

Strategy 3: Use technology to develop a bank of integrated lessons that are available for all teachers.

- Separate teacher website has been developed.
- Math strategies are on website.
- ELA strategies (as well as phonics tubs) are on website for K-1.

Strategy 4: Establish a student information system and data warehouse to augment the effectiveness of meeting the needs of the whole child.

- Digital Report Card/Parent Portal.
- Skyward implemented. Contains information about parent contact, basic information about the child, plus academic progress, state/district assessments, behavior, and health needs.

Strategy 5: Create awareness among students and employees of the vulnerability that is inherent in the internet and social media.

- The districtwide Bullying Prevention Program has this as a component; this is reviewed each year.

GOAL 4: WE WILL MAINTAIN HEALTHY, SAFE, CLEAN, ORDERLY AND NURTURING ENVIRONMENTS IN WHICH CHILDREN AND ADULTS CAN WORK AND LEARN.

Strategy 1: Establish procedures that create a welcoming environment while maximizing the safety of all occupants.

- In intense collaboration with the Murfreesboro Police Department, procedures have been put into place for emergency situations.
- Drills are practiced on a regular basis for safety in the event of natural or man-made emergencies; these are monitored and submitted to the state.
- All staff are trained in the emergency procedures by the MPD.
- Annually, the comprehensive safety plans are updated as well as safety audits done by MPD of all buildings.
- Buses United for Safety Program, using Barney to train every school.
- All staff have consistent procedures for sign-in, sign out.
- Member of staff has been assigned to be the safety and energy specialist and inspector.
- Member of staff has passed the playground safety inspector test.
- Office staff has been trained in legalities and in customer service.
- All schools have mascots and branding. At least five schools (MN, NF, DS, BR, JP) have continued the branding throughout school.
- MCS now is in control of its own custodial service, accepting more responsibility for cleanliness.
- Murfreesboro Police Department has seven School Resource Officers in our schools.

Strategy 2: Promote an environment of wellness and good health practices.

- Coordinated School Health: Annual School Health Index Review is used to identify strengths and weaknesses of health and safety policies, practices, and programs.
- Before and after school wellness: Junior Chef in all schools.
- Medical Mission partnership with St. Thomas.
- Afterschool soccer enrichment.
- Bike for Life.
- Colored lights for BEST rooms and others.
- Project Diabetes for families—physical activity and nutrition.
- St Thomas administers free flu shots to employees.
- Flexible seating in many classrooms.
- Collaborate with and serve on United Way's Mental Health Action Initiative.
- School health screenings.
- Go Noodle software for exercise is available in all schools.
- Staff wellness: Fit for Success access to Parks and Rec facilities; Fit in the Boro six-week wellness program; staff health screenings.
- Indoor walking trails in each building.
- All nurses trained in CPR.

- American Heart Association Fit Friendly Schools Gold Award each year, all schools.
- Nurses in all schools; 2 have RN's; every nurse is certified in CPR. Nurses keep health information in the SNAP database.
- MTSU sports clinics—tennis, baseball, basketball.
- Partnerships with the Mobile Health Unit and Tennessee Department of Health Dental.
- Partnerships with Centerstone, STARS are providing mental health services to all schools. Expansion of STARS relationship has occurred through ACEs grant.
- Behavior teams in each school and expanded district team through ACE grant.
- All staff are trained in preventing harassment, bullying, suicide, universal precautions, child abuse, etc.

Strategy 3: Provide a variety of quality meal choices to encourage student participation in the school meal program while maintaining compliance with USDA regulations.

- Breakfast in the Classroom and Lunch at all schools, and Supper at eight schools at no cost through Community Eligibility Program.
- All meals and snacks comply with USDA regulations.
- Two CHOW buses plus the Sprout bus allow for better access to the community. Summer, all schools were sites for breakfast and lunch—in addition to 15 additional community sites.
- Farm to School implemented in all schools. This means that additional greenhouses will be built in MCS over the next several years, and all schools will have gardens. Several schools have hydroponic towers.
- All 3rd graders go to the MTSU Farm to learn about the source of our foods.
- Junior Chef has been implemented in all schools.

Strategy 4: Implement a research-based character education program with a tiered response system and positive behavior support.

- Olweus Bullying Prevention has been implemented in all schools.
- CI3T, a tiered behavior system, has been implemented in all schools. Each CI3T school team meets on a regular basis.
- Second Step is being implemented for the primary grades and WhyTry for grades 3-6; these were requested by counselors.
- Bounce Back Program for families and students—ACE's funded.
- Restorative Practices including SROs trained.
- Morning meeting is held in each classroom.
- Counselors are working on following the American School Counselor Association (ASCA) standards.
- RTI2 is a model for the state.
- RTI2B practices—many schools recognized as Model of Demonstration schools.

Strategy 5: Provide cultural awareness and other appropriate training for staff to create an inclusive environment.

- Hispanic and Arabic Outreach Coordinators and translators.
- Hispanic, Asian, African American, Celebrate America districtwide events.
- International Fest with various community partners.
- Latino Festival in partnership with performance of Murfreesboro Symphony at Bradley.
- Principals, assistant principals, district staff have been trained in OCR, discrimination by State OCR legal specialist and by City legal staff.
- Hobgood's and MN's Board the Bus program.
- Three Chinese teachers, at no cost to the district, to highlight Chinese culture.

Strategy 6: Conduct a school safety audit of every school each year.

- Murfreesboro Police Department conducts a school safety/security audit of every school every year.
- Murfreesboro Safety Director conducts regular safety/compliance audits of playgrounds, buildings.

Strategy 7: Develop and maintain a safety and crisis plan at each school, provide prescribed safety training in each school each year, and hold schools accountable for conducting all safety and crisis drills throughout the year.

- Safety and crisis plans have been developed. MPD trains each school in the plans.
- All schools, ESP, and support staff have designated individuals who have been trained in CPI de-escalation and restraint.
- District has ten train-the-trainers for CPI.
- All schools have Behavior Response Teams.

- SAVE Act requires compilation of Safety Response Team and procedures report annually to State each October.
- All schools conduct drills for tornadoes, fires, earthquakes, etc.

GOAL 5: WE WILL PROVIDE CLEAR AND EFFECTIVE COMMUNICATIONS TO SUPPORT AND PROMOTE OUR MISSION AND GOALS.

Strategy 1: Develop and support communications among/between students, parents, staff, and the community, including languages other than English where practical.

- Celebrations of other cultures.
- Ready for Kindergarten program for ages 1-5.
- Information is sent home in Arabic and Spanish when needed.
- Report card is sent home in Arabic and Spanish.
- All websites have pull-down menu that allows website to be translated into multiple languages.
- Partnership with Tennessee Foreign Language Institute providing English to immigrants.

Strategy 2: Develop accessible and interactive technology tools to facilitate effective and transparent internal and external communication.

- Office 365 is being used across the district.
- VOIP in all schools.
- Ask MCS.
- Peach Jar.
- School Messenger.
- Skyward and Parent Portal.
- Twitter.
- Vimeo.
- Channel 3 taping of Board meetings, State of the Schools quarterly, In the City, etc.
- District and school websites.
- Edmodo Class Dojo, Flipgrid, etc. are being used.
- Facebook.
- Director uses Monday Letter to assist with internal communications.
- A monthly electronic newsletter is sent to various community members, parents, and all staff.

Strategy 3: Provide systematic avenues for feedback from students, parents, staff, and the community about programs and services, effectiveness of communications, effectiveness of student learning, and quality of facilities.

- AdvancEd survey is conducted annually of all staff.
- Tennessee Educator Survey (teacher survey and administrator survey) is conducted annually of all staff.
- Exit interviews of staff.
- PTO/PTA lunches twice a year.
- Teacher Advisory Council.
- Meetings (mostly bi-monthly) with principals, meetings with assistant principals, immediate access to district staff (including being in schools PLC meetings, trainings, consultations, etc. and individual classrooms), and extended discussions with individual principals at least three times a year.
- PreK Advisory Council.
- Town Hall meetings.
- Youth Leadership Academy parents meet annually and provide avenues for communication.

Strategy 4: Share district success stories with stakeholders.

- DNJ, Channel 3 State of the Schools quarterly address, WGNS Action Line every other month, and Murfreesboro Post.
- Communications portion of each Board meeting.
- Transportation Department Red Carpet Celebration
- City Hall and MTSU Art Show.
- Exemplary District Banner displayed at City Hall.
- If I Had a Hammer build visitors.

- State visited for STEM at OCE, RTI2B at Scales, Farm to School program, etc.
- MCS featured in *Assessing Progress: Four Years of Learnings from RTI Implementation in Tennessee*.
- Steel de Boro on NPR.
- Adventures in Agriculture, Earth Day Celebration, etc. in which MCS has displays.
- Christmas Parade—Mayor’s Cup and Community Spirit Award; Christmas Tree Lighting on Square; Jazz Fest; performances at St. Thomas.
- Elected officials bus tour.
- District website.
- Pamphlets.
- Twitter.
- Facebook.
- NPR and national television story about CHOW bus.
- Student Art Show at City Hall.
- Press releases and media advisories sent to local and regional outlets on a regular basis.
- Annual Report.
- Presentations and participation in various community groups.
- Presentations at national and international conferences including Shanghai Conference, National Math Teachers Conference, National Gifted Conference, National Two E Conference, etc.
- Participation in state committees.

Strategy 5: Promote openness, access, and availability of information about Murfreesboro City Schools.

- Websites.
- Twitter.
- Facebook.
- The district hosts meetings of various organizations at the district office—Tennessee Organization of School Superintendents (TOSS), Tennessee School Nutrition meeting, Tennessee Educational Technology Association (TETA), State Department meetings, state Coordinated School Health meetings, state Family Resource Centers meeting, etc.
- Communications Director has direct connections with media outlets and collaborates with other Communications Directors across the state on a regular basis.
- Channel 3 In the City and quarterly Director Updates. WGNS action line. For Further Review taped before Board meeting.
- Collaborates with city social media outlets.
- All Board meetings held at City Hall and taped by Channel 3.
- Central Office personnel serve on the Volunteer TN Board, Tennessee DOE Early Childhood Committee, Tennessee STEM Leadership Institute, and various state and community boards--Child Advocacy Center, United Way, Prevention Coalition, Homeless Task Force, Read to Succeed, Rutherford County Wellness Council, Murfreesboro Tennis Association Board, Library Board, Red Cross Board, Project Transformation Advisory Board, Discovery Center Advisory Board, Patterson Park Coalition, BEP Executive Board, Department of Education Nutrition Division Task Force, City Hall Art Committee, Linebaugh Library Board, Tennessee Teacher Effectiveness Committee, etc.
- Also see 6.1.

GOAL 6: WE WILL BUILD STRONG PARTNERSHIPS WITH FAMILIES AND THE COMMUNITY TO ENHANCE STUDENT LEARNING.

Strategy 1: Develop parent and community involvement campaigns to maximize the level of parent and community participation in our schools in conjunction with celebrating all students.

- Family Literacy, Math, STEM nights, Math nights, etc. in partnership with MTSU, Read To Succeed.
- Individual schools’ community field trips.
- Discovery Center—Me and My Dad, MLK Jr. Celebration, Healthy Me, Healthy You Fair.
- Season of Sharing with various partners.
- Lunch Buddies Program.
- Backpack Program. Experience Church summer nutrition bags.
- Indigent Children’s Fund.
- MTSU Coat Drive.
- Partnership with Habitat and St Pauls for panel build.

- Partnership with Charlie Pirtle and Kids Helping Kids.
- Read 20 Campaign.
- Watch Dogs dad program at Discovery.
- Family Resource Center in Olive Branch Church.
- Partnerships with Murfreesboro District of the United Methodist Church, Trinity United Methodist, St Marks United Methodist, Key United Methodist, Belle Aire Baptist, New Vision Baptist, Third Baptist, First Baptist Castle, Experience Church, Believers' Chapel, St. Paul's Episcopal, City Church, Inner City Ministries, etc.
- PTO Boards.
- Various schools—Coffee with the Principal, Muffins with Mom, Donuts with Dad, Watchdog Program, Mom/Son Dance, Father/Daughter Dance, etc.
- International Marketplace, Hispanic Celebration, African American Celebration, National Night Out, Back To School Bash, Boro International, Child Find.

Strategy 2: Partner with outside organizations to bring real world practitioners to the classroom to link students with the world of work.

- Career days.
- Cason Lane Teach In day.
- In addition to the work of the Outreach Team, each school has its own partnerships with outside organizations; for example, Mitchell-Neilson--43 clubs for Leader in Me.
- STEAM and Gifted Academy have begun to link to community.
- Jennings and Rebecca Jones Youth Leadership Academy is built on visits into the community and linking with CTE.
- Partnership with Tennessee College of Applied Technology for summer camp

Strategy 3: Expand community service projects and service learning opportunities for students and staff.

- Hobgood's poinsettia project.
- Scales Step Up and Serve.
- American Heart Association Jump Rope for Heart, Books from Birth, etc.
- Otter Splash Dash.
- Pinwheels for Peace Community Garden—partnership with Child Advocacy Center.
- Little Free Libraries—partnership with Read To Succeed and Linebaugh Library.
- Main Street Tree Lighting Ceremony.
- Community Baby Shower—district office is a drop spot, Earth Day Celebration, Juneteenth parade.
- Habitat Panel Build.
- Highway 231 School Supply Event.
- CHOW Bus.
- Books on a Bus.
- Hope for Houston Collection.
- Jump Rope for Heart.
- Veterans Day Program, participation in Constitution Day at MTSU, etc.
- Blood Drives.
- United Way Days of Action, Hometown Huddle, MTSU Service Day, United Way Drive in schools, Books from Birth fundraiser.

Strategy 4: Develop and implement a plan to involve students, staff, parents, and community as partners in promoting Murfreesboro City Schools.

- Club MARVEL.
- MN-MTSU College of Health and Behavioral Sciences Awards Day, Education Day, Invention Convention, reading interns partner with reading nights/family nights.
- 2 on 2 Basketball at Hobgood, STREAM night at Cason Lane, Renaissance Festival at Northfield, Fall Festival by St Marks at Reeves, etc.
- New partnerships with Lipscomb, Vanderbilt, MTSU, and UTK.
- Strong partnerships with various governmental agencies (MPD—which resulted in Chrissy Haslam coming here for the Book Patrol partnership, MHA, MP&R for Blast Back to School, Oaklands for field trips and Teacher of Year celebration, MFD for STEAM curriculum development, Linebaugh, Center for the Arts, United Way, Chamber, Rutherford County Schools, etc.
- Junior Chef in each school.
- Schools are used to host neighborhoods to attend Planning meetings and are used as polling places.

- Youth Leadership Academy.
- Kindergarten Readiness newsletters.
- Open Houses at all schools.
- Green Dumpster Recycle Award.
- Just Me and My Family—Read To Succeed partnership—change school location each year.
- Annual MCS Student Art Show at City Hall and also MTSU Gallery, various art shows in schools.
- Partnership with Lanes, Trains, and Automobiles for bowling.
- MCS Festival Choir.
- Science Olympiad for region hosted at John Pittard.

Strategy 5: Communicate with parents regarding positive student behavior and achievement.

- Parent Portal.
- Individual school pep rallies; comprehensive monthly awards, etc.
- School character awards at several schools.
- Golden Lunchbox Awards, etc.
- Bus Red Carpets.
- Flip Grid.
- Individual school honor rolls.

Strategy 6: Enhance, add to, and improve web-based information at the district level and across schools.

- All schools use the same website host.
- All schools and individual classrooms use the same informational format for the public.
- Teacher site on district website allows for sharing of ideas.
- Twitter is used extensively. Facebook.
- Go To Meeting is available to schools and district.
- Ask MCS.

Strategy 7: Expand our cooperative partnership with the City Schools Foundation.

- Excellence in Education, and Back to School Dash are tremendous successes.
- Foundation offers multi-thousands of dollars in grants to individual teachers/schools as well as parity funds.
- 5K/10K Back to School Dash to generate additional funds.
- Monthly meetings are focused on how to help the schools and seek input from the schools about their needs.
- Having the Foundation as a 501C3 allows the district to pursue various grants.

GOAL 7: WE WILL DEVELOP A COMPREHENSIVE PLAN FOR OPERATIONS, FINANCES, AND FUNDING, FACILITIES, TRANSPORTATION, AND FOOD SERVICE THAT SUPPORTS STUDENT LEARNING.

Strategy 1: Generate a plan for development and use of facilities based on growth projections and capacity analysis.

- Capital improvement plan has been developed for 2015-2019. That plan includes expansion of Hobgood and Black Fox, land purchase and new school on west side of town, purchase of land for new Bus Garage, replacement of teacher and student computers, renovations at Bradley, Energy Efficiency Schools Initiative components--LED lighting, HVAC retro-commissioning and controls, chiller and boiler replacements, window and HVAC replacements, painting, and roof replacement plan.
- Rezoning occurred in 2015 (Hobgood addition), and will need to occur in 2018 (new school).
- Analysis has been done of apartment complexes; we remain aware of annexation and zoning.
- Meeting first Friday of each month with City Manager and Asst City Manager help keep us aware and them aware of needs.
- Annually, each school's capacity is evaluated.

Strategy 2: Seek out non-traditional revenue sources and secure funding from these sources to improve or enhance educational achievement.

- State Farm, Farm Credit, General Mills, David Price Project One Four Foundation, Department of Children Services, United Way, Siegel Foundation, Christy-Houston Foundation, and others fund various projects through direct donations or grants.

- ESP has acquired 21st Century and LEAPS grants annually.
- ACE's grant through Department of Children's Services.
- INSPIRE through Math Science Partnership—Tennessee Department of Education grant.
- Schools use online fundraising.
- Farm Credit—Farm to School support
- United Way Grants—STARS, Indigent Children's Fund, Bradley Afterschool Homework Tutoring (BAT)
- Use of the Second Harvest Supplies for teachers has been tremendously beneficial.
- Bowling for each school provided from application partnership with Lanes, Trains, and Automobiles.
- EESI no-interest/low interest grants.
- Project One Four (1 4) partner with Bradley for golf event to equip with presentation boards.
- Feed the Children Teacher Supply Store

Strategy 3: Identify multiple-year budget needs and build responsible annual budgets that support educational measures which advance student learning.

- Capital Improvement Plan has been developed.
- Textbook cycle has been reviewed.
- Technology needs are developed each year; this year, we will begin planning for the re-do which will come

Strategy 4: Develop a comprehensive energy efficiency strategy.

- A comprehensive energy efficiency strategy has been developed and presented to the City Manager in the Capital Improvement Plan.
- Energy efficiency checklists have been given to each school to monitor.
- Each classroom has an energy czar to monitor turning the lights and projector off.

Strategy 5: Annually review technology infrastructure and equipment needs and plan for technology hardware maintenance and replacement.

- Technology Department keeps inventory of all equipment, infrastructure, etc. for each room and each school.
- Technology Department repairs equipment with a rapid turn-around.
- Having a Tech in each school allows for immediate repair of minor problems.
- Cyber security is assigned to a district position.
- Communication between technology and assessment so that all schools were prepared for online assessment (WIDA) and data collection for PreK and K portfolios.
- Collaboration between the Tech Dept, Tech Instructional coaches, and the schools assist with effective purchases.

Murfreesboro City School Board
Town Hall Meeting
6:30 p.m., Tuesday, October 17, 2017
Hobgood Elementary

Attendance: Jared Barrett and Wesley Ballard

Staff: Dr. Linda Gilbert, Joe Marlin, Lisa Trail, Dr. Tammy Garrett, Gary Anderson, and Greg Lyles

The 4 main goals of Murfreesboro City Schools were discussed with parents of Hobgood, Black Fox, Reeves Rogers, Bradley and Discovery. The parents listed strengths and improvements.

I. Educate the Whole Child to Achieve Their Highest Potential in the Global Community.

A. Strengths:

- a. Discovery School-great concept
- b. Early introduction to computers-DS
- c. Quality of teachers hired
- d. Great job of music, art, and gym at Black Fox
- e. Flexible seating
- f. Grants for free breakfast and lunch

B. Improvements:

- a. Too much focus on state tests
- b. Expand the number of “seats” in the gifted program
- c. Leaning away from testing-testing constantly
- d. Better gifted identification process for minorities
- e. Publishing/providing availability of course studies
- f. Focus on hard sciences
- g. More time in science lab, more than 1 to 2 times per week
- h. Less movie during rainy day recess, more board games
- i. Giving more info to parents of what the student is learning (including computer programs)

II. Build Strong Parent, Family, and Community Engagement

A. Strengths:

- a. Love the phone tree
- b. The gathering tonight is a good start
- c. Parent nights
- d. Preschool
- e. Resources
- f. Communities ability to post events on PeachJar

B. Improvements:

- a. Monthly e-blast from Board about district office
- b. District newsletter sent directly to parents
- c. Increase the strength of the PTO/PTA
- d. Simplify communications-send emails by DOJO
- e. Increase frequency of parent teacher meetings
- f. Optional remind app in addition to PeachJar for communication announcements
- g. Bulletin board with announcements from PeachJar
- h. Have an option in Skyward for parents to choose preferred method of communication
- i. Weekly newsletter
- j. Invite parent input before making major decisions

III. Create a Culture That Invites, Nurtures, and Values the Best Quality Personnel

A. Strengths:

- a. Employees allowed to be creative with teaching ideas
- b. Love our teachers at Black Fox
- c. Employee daycare
- d. Attract teachers with experience
- e. The teachers themselves
- f. Highly engaged teachers at Discovery

B. Improvements:

- a. Overload with responsibilities
- b. Professional development at the national level
- c. Strategies of self care
- d. Extra help with new teachers right out of college
- e. Consistent treatment of parent (student) teacher conflict by Administration
- f. Full-time subs
- g. High quality interims or full time interims
- h. Value placed in assessment of teachers
- i. Focus more on reading, writing, and math

IV. Develop Safe, Healthy, Clean, Well-Maintained, and Operationally Efficient Learning Environments

A. Strengths:

- a. Maintenance does a great job of taking care of issues when they arise
- b. Smart boards-each classroom needs it
- c. The atmosphere at Black Fox between teachers and students is wonderful. There is true love and care for the children.

B. Improvements:

- a. School Safety Officer in each school
- b. Raven system in each school
- c. Improve wi-fi and network access at Discovery

There was more discussion

Murfreesboro City School Board
Town Hall Meeting
6:30 p.m., Tuesday, September 19, 2017
Mitchell Neilson Elementary

Attendance: Chair Butch Campbell, Vice Chair Nancy Rainier, Collier Smith, Phil King, David Settles, and Jared Barrett

Staff: Dr. Linda Gilbert, Joe Marlin, Lisa Trail, Ruth Gonzales-Hill, Gary Anderson, Christa Campbell, Robin Newell, and Emily Spencer

The 4 main goals of Murfreesboro City Schools were discussed with parents of Mitchell Neilson, Northfield Elementary, John Pittard Elementary, and Cason Lane Academy. The parents listed strengths and improvements.

I. Educate the Whole Child to Achieve Their Highest Potential in the Global Community.

A. Strengths:

- a. Technology (Lexia, iReady, Remind App) (2)
- b. Social workers and Counselors in schools (2)
- c. Recess
- d. IEP Process (2)
- e. Enrichment options through ESP (2)
- f. Nurse in every building
- g. Speech Therapists
- h. Good Anti-bullying programs at NF and ESE
- i. Special needs support for students at NF is outstanding!

B. Improvements:

- a. Too many tests
- b. Need introduction to other languages (2)
- c. Communicating with all families
- d. More focused homework & tests
- e. Meeting needs of all kids at different levels (Too much focus on bottom performers)
- f. More availability for physical activity either throughout the day or during the week
- g. Prep for next school level (junior high and high school)

II. Build Strong Parent, Family, and Community Engagement

A. Strengths:

- a. Robo calls
- b. Skyward
- c. Open House with ice cream

- d. Conferences with children
 - e. Market
 - f. All calls (so much parent communication-love it!)
 - g. Various opportunities to volunteer in the class
 - h. Remind App!
 - i. Eclipse
 - j. Fall Festival
 - k. Dojo
 - l. Northfield book fair was well done-very engaging activities
 - m. Northfield had a good kindergarten introduction
 - n. Coffee
- B. Improvements:
- a. More opportunity for diverse field trips or speakers
 - b. Parent/child social engagement by grade (facilitated by school)
 - c. Toot your own horn
 - d. Text messaging in addition to phone calls
 - e. Stagger school-wide events that do not interfere with ESP (spring fling)
 - f. Some teachers not using Dojo
- A. Create a Culture That Invites, Nurtures, and Values the Best Quality Personnel**
- Strengths:
- a. Working with MTSU
 - b. Teacher support teams, social workers, counselors, and outreach team
 - c. Good support for teachers learning to deal with gifted and special needs students
 - d. Great New Teacher Orientation
- B. Improvements:
- a. Try to get to know parents better. Some have skills that could help.
 - b. Too much testing
 - c. Open Communication with parents about leaving groups and onboarding process
 - d. Allow parents to have input to recognize a teacher for Teacher of the Year
 - e. Build Teacher-Parent relationship-teachers getting parents information on curriculum or future assignments
 - f. Strategies to prevent burnout in experienced teachers
- III. Develop Safe, Healthy, Clean, Well-Maintained, and Operationally Efficient Learning Environments**
- A. Strengths:
- a. Northfield is clean and well maintained
 - b. Building layout-open design, cameras and sign-in's are appropriate
 - c. Fabulous nurse
 - d. Teachers have the flexibility to arrange room set-up in a way that is beneficial to their specific class.
 - e. Siegel's space theme and start of school year was very engaging
 - f. Maintenance does a fantastic job!
 - g. Good maintenance of facilities on a daily basis
 - h. Feel that students are safe both physically and emotionally (2)

- i. Drop off is safe
- j. Clean schools
- k. Secure entry

B. Improvements:

- a. Remove monkey bars at all schools
- b. No complaints at Northfield
- c. Parking at Mitchell Neilson
- d. Play yard maintenance with wet leaves and water features

Murfreesboro City School Board
Town Hall Meeting
6:30 p.m., Tuesday, August 15, 2017
Overall Creek Elementary Library

The 4 main goals of Murfreesboro City Schools were discussed to parents of Overall Creek, Scales Elementary, and Cason Lane Academy. The parents listed strengths and improvements.

- I. Educate the Whole Child to Achieve Their Highest Potential in the Global Community.
 - A. Strengths:
 - a. STEAM; technology
 - b. Bringing in more experts within different industries to speak to students
 - c. Communication with parents is awesome.
 - d. Continue with STEAM-like activities like building a boat that the principal can float in.
 - e. Good communication from OCE administration. Very approachable.
 - f. Learning lab at Cason Lane is good.
 - g. Great intervention program (learning labs) at Cason Lane
 - h. ESP has great hours; Good field trips that educate
 - i. Doing student-led conferences-love it!
 - j. A lot of extracurricular opportunities at Scales
 - k. Getting to know students as a person. "My son's teachers are always invested in his interests and goals."
 - l. I appreciate that MCS cares about the whole child. The system does well to provide assistance and resources for those who struggle socioeconomically.
 - B. Improvements:
 - a. Response time for individual students
 - b. Learn good and healthy lifestyle, food for life
 - c. Need chances to have experience for different cultures
 - d. Need more opportunities for students-like in the county schools (archery, plays, etc)
 - e. Could use improvement teaching left handed students in kindergarten and first grade to learn how to write better
 - f. ESP could be more challenging for higher grades (4th and above)-needs activities to engage these kids.
 - g. Learning could be based on life skills, not just academics, like how to write a check.
 - h. More special needs programs
 - i. Class sizes seem large
 - j. Need more than just history field trips-need science and computers (2)
 - k. Need to discuss serious topics like drugs, rape, etc.

1. Need to teach more life skills; understanding needs and wants and the purpose of money/budget (3)
- II. Build Strong Parent, Family, and Community Engagement
- A. Strengths:
- a. STEAM Night (3)
 - b. The Greenhouse Project
 - c. The OCE Yard Sale (3)
 - d. Halloween Trunk Night
 - e. Splashdash Fundraiser
 - f. Walkathon
 - g. PTO
 - h. Improving the School (Saturday projects)
 - i. Parent Involvement (Join child for lunch, read to class, etc)
 - j. Parent Volunteers
 - k. Remind App
 - l. Girls on the Run
 - m. 10% Donation on Fundraisers
 - n. Good Environment (Nature, Building, Classroom, etc)
 - o. School events throughout the year
 - p. Community Partnerships (MTSU, Kohl's, Riverdale, etc)
 - q. ESP Activities (sports, talent show, etc)
 - r. Breakfast in the classroom!!!
- B. Improvements:
- a. More parent volunteers throughout the day
 - b. SRO's for each school
 - c. More Saturday activities
 - d. Corporate sponsorship
 - e. Increase the number of teachers
 - f. ESP Activities could be more engaging
 - g. More community involvement at CLA in addition to the PTO
 - h. More town hall meetings
 - i. Family involvement in planning projects
 - j. More family projects in addition to PTO
 - k. Not fair that there is no bus option at Discovery School and that parents didn't have a say with the start time for school.
 - l. Need a "Boys on the Run"
 - m. Need our own Hometown Huddle at each school
 - n. Better trained staff or better training for ESP teachers
 - o. More clubs at schools
- III. Create a Culture That Invites, Nurtures, and Values the Best Quality Personnel (There was no number one strength or improvement noted)

A. Strengths:

- a. Teachers are engaged. My daughter loves school! (2)
- b. Communication/Technology
- c. Attracting talented teachers. Make contact with professors at area universities (MTSU, TSU, etc) and ask who their best students are and recruit them.
- d. Teachers recognize and help a struggling child. They take active roles in assisting kids.
- e. Active interest in kids, relationship building
- f. PLC/Common Planning helps teachers
- g. Open communication with parents
- h. Good teachers
- i. Cooperate, recruit, and intern students from MTSU and neighboring colleges
- j. Teachers who value more than following curriculum
- k. Teachers are very encouraging to students

B. Improvements:

- a. Teachers should be appreciated more often, not just yearly
- b. Share best practices
- c. Too much appeasing of parents
- d. Not enough focus on teaching
- e. Teacher burn out/too much testing
- f. Too much red tape versus being able to teach
- g. Meetings/12 hour days/a lot of hours
- h. Increase pay to attract future teachers
- i. To attract high quality teachers-maybe an opportunity to offer tuition assistance/bonuses
- j. Improve parent involvement in daily activities/ongoing school projects
- k. Teachers are required to do non-teaching duties-breakfast/snacks, etc)
- l. Increase chances to meet good adults out of school
- m. Interest in child's total development
- n. Communication with parents
- o. Teachers who value training
- p. Should stop allowing out of district students to attend city schools
- q. Make students experience volunteer activities
- r. Attract more diversity-teachers from different backgrounds and cultures

IV. Develop Safe, Healthy, Clean, Well-Maintained, and Operationally Efficient Learning Environments

A. Strengths:

- a. The facilities are very clean and modern with flatscreen televisions, etc (1)
- b. Classrooms are well-equipped with new technology and have multiple teaching techniques
- c. The schools are clean and safe. "I don't worry about my child's safety during the day."
- d. Emphasis on no negative behavior among students
- e. It always seems clean at Overall Creek

- f. Students are encouraged to respect each other
 - g. School procedure to lock doors or sign in at Overall Creek
 - h. SRO in schools
 - i. Security buzz in feature a positive
 - j. Nurses in schools
 - k. MCS does well in the area of security within regards to who enters and exits the school
 - l. Clean and well-maintained school
 - m. Allergy safe notices/alerts for classrooms and eating areas
 - n. Bus service is well done
 - o. School cleanup projects to improve school
 - p. The school always looks good on the inside and out at Cason Lane
 - q. I think Overall Creek is very safe
 - r. “My daughter speaks positively about the security and police officer at school.”
- B. Improvements:
- a. SRO per school instead of being split between two schools
 - b. Communication with ESP staff to parent
 - c. Improve library facility for students
 - d. ESP supervision
 - e. Phone lines have gone down more than once at Scales
 - f. Safety officer to visit classrooms several times a year at Cason Lane
 - g. ESP has neglected to check credentials of those picking up children from car hop area at Cason Lane
 - h. Have available lists that breakdown safety policies and procedures for various situations (fire drill, police situations, active shooter, etc). Even saying that we can't give out active shooter policy, but there is one in place.
 - i. Overcrowding of buses
 - j. Sinkhole concerns at OCE
 - k. Allergy law?
 - l. Please prepare for natural oriented lunch for students (no junk food!!!)
 - m. Too much over regulating of food, allergies
 - n. Wasteful lunches (kids are required to take food that they are not going to eat)
 - o. Sensory rooms/designated areas
 - p. Ongoing internet safety for parents

**2018-2023
MASTER PLAN
FOR
MURFREESBORO CITY
SCHOOLS**

Murfreesboro City School Board
2552 South Church Street
Murfreesboro, TN 37127
Phone (615) 893-2313
Fax (615) 893-2352

VISION STATEMENT

Murfreesboro City Schools will create a culture of collaborative learning focusing on the whole child assuring success in the global community.

MISSION STATEMENT

It is the mission of Murfreesboro City Schools to assure academic and personal success for each child.

BELIEFS OF MURFREESBORO CITY SCHOOLS

WE BELIEVE:

- Educational success focuses on the whole child.
- Education should consist of a guaranteed and viable curriculum, high quality instruction, and collaborative learning.
- Children should be prepared to be responsible, confident, and positive citizens who successfully meet and exceed the challenges of a changing global community.
- Children have the ability to learn and achieve their full potential.
- Children are most successful in a safe, affirmative, and culturally inclusive learning environment.
- Children deserve a school environment that is grounded in respect and integrity.
- Significant community and business partnerships are important for success.
- Student learning is a joint responsibility of home, school, and community.
- Public education is essential to a democratic society.

1. GOAL: WE WILL EDUCATE THE WHOLE CHILD TO ACHIEVE THEIR HIGHEST POTENTIAL IN THE GLOBAL COMMUNITY.

Core to the work of Murfreesboro City Schools is a profound commitment to the academic, physical, emotional, and social development of each child—regardless of the child’s learning capacity, ethnicity, or socioeconomic status. Therefore, schools will engage students in meaningful learning, accommodate individual differences, and ensure that students are well-equipped to meet the ever-changing challenges of a global community. The strategies associated with this goal are designed to increase collaboration, problem-based learning, digital literacy, and the dispositions and skills necessary for a productive future by providing diverse academic and non-academic learning opportunities.

STRATEGIES:

1. Provide learner-centered environments equipped with standards-aligned learning resources, technology, and support services to meet the individual, diverse needs of all learners.
2. Continue to provide a comprehensive tiered instructional model, including differentiation in the content areas to maximize the academic learning of all children, and a tiered behavioral model to meet their social and emotional needs. This means that the unique needs of all subgroups of children—regardless of their academic, socioeconomic, cultural, or ethnic demographic—are held to a high standard.
3. Increase opportunities for teachers and leaders to learn and collaborate in professional learning communities that develop and nurture staff in the study and use of rigorous standards-aligned core instruction and research-based practices which accelerate student learning and positively impact the academic, physical, social and emotional development of each child.
4. Continue to implement standards-aligned research-based instructional practices that build creativity, critical thinking, problem-solving, and application, while encouraging students and staff to be versatile, communicative, optimistic global thinkers.
5. Increase Extended School Program offerings and participation to augment student learning.

6. Encourage and train teachers and students to achieve responsible digital literacy and accelerate student learning by integrating instructional technology into the academic content areas.
7. Allocate time, resources, and access to technology-based tools and digital resources to ensure ongoing professional growth in technology fluency and integration.

2. GOAL: WE WILL BUILD STRONG PARTNERSHIPS WITH PARENTS, FAMILIES, AND THE COMMUNITY TO ENHANCE STUDENT LEARNING.

Murfreesboro City Schools acknowledges that strong, comprehensive parent, family, and community partnerships are necessary pillars of a progressive society. The strategies associated with this goal are designed to promote a collective will and shared commitment to preparing children with the skills and tools to succeed in life.

STRATEGIES:

1. Develop parent and community involvement campaigns that will increase parent engagement and celebrate student diversity.
2. Partner with outside organizations and real world practitioners to link students with the world of work.
3. Expand community service projects and service learning opportunities for students and staff.
4. Develop and implement a plan to involve students, staff, parents, and community as partners in promoting Murfreesboro City Schools.
5. Communicate with parents regarding positive student behavior and achievement.

3. GOAL: WE WILL CREATE A CULTURE THAT INVITES, NURTURES, AND VALUES THE HIGHEST QUALITY PERSONNEL TO ENSURE STUDENT SUCCESS.

Murfreesboro City Schools believes that student success hinges on the ability to create a team of high-performing employees. Strategies associated with this goal are designed to attract and develop outstanding employees who can actively engage students with diverse learning experiences that prepare them academically, physically, socially, and emotionally for a fast-moving, competitive global workforce.

STRATEGIES:

1. Expand the pipeline of high quality applicants.
2. Expand the number of comprehensive induction and mentorship programs of new staff.
3. Expand the mentoring programs for all district employees needing assistance.
4. Using peer collaboration, virtual resources, and pertinent educational authorities, implement a differentiated professional growth plan in which all staff learn how to individualize the academic program.
5. Develop and nurture future leaders.
6. Expand staff recognition programs to honor certified and classified staff.

4. GOAL: WE WILL PROVIDE SAFE, HEALTHY, CLEAN, WELL-MAINTAINED, AND OPERATIONALLY EFFICIENT ENVIRONMENTS IN WHICH CHILDREN AND ADULTS CAN FLOURISH.

Murfreesboro City Schools is committed to physically clean, well-maintained, and emotionally non-threatening environments in which each child is safe, healthy, engaged, valued, and challenged to learn. In addition, the district is committed to using funds wisely and efficiently. The strategies associated with this goal are designed to develop compliance with all safety and environmental regulations, while providing well-maintained facilities in which students can have superior learning experiences and adults can be empowered for excellence.

STRATEGIES:

1. Establish procedures that create a welcoming environment while maximizing the safety of all occupants.
2. Promote an environment of wellness and good health practices.
3. Provide a variety of quality meal choices to encourage student participation in the school meal program while maintaining compliance with USDA regulations.
4. Implement a research-based character education program with a tiered behavioral response system and positive behavior support.
5. Provide cultural awareness and other appropriate training for staff to create an inclusive learning environment in which bullying does not occur.
6. Conduct a school safety audit of every school each year.
7. Develop and maintain a safety and crisis plan at each school, provide prescribed safety training in each school each year, and hold schools accountable for conducting all safety and crisis drills throughout the year.

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**2018-2023
MASTER PLAN
FOR
MURFREESBORO CITY SCHOOLS
with
Action Steps**

It is important to note that: Several action steps address and are found in multiple goals. In addition, it is understood that action steps are meant to be fluid actions that can be changed in their content and purpose, moved to a different timeline within the year or to a different year—depending on the needs of the schools and district, and depending on circumstances or priorities that develop after this document is produced.

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Action steps are fluid actions that can be changed in their content and purpose, moved to a different timeline within the year or to a different year, or abandoned—depending on the needs of the schools and district, and depending on circumstances or priorities that develop after this document is produced.

1. GOAL: WE WILL EDUCATE THE WHOLE CHILD TO ACHIEVE THEIR HIGHEST POTENTIAL IN THE GLOBAL COMMUNITY.

Core to the work of Murfreesboro City Schools is a profound commitment to the academic, physical, emotional, and social development of each child—regardless of the child’s learning capacity, ethnicity, or socioeconomic status. Therefore, schools will engage students in meaningful learning, accommodate individual differences, and ensure that students are well-equipped to meet the ever-changing challenges of a global community. The strategies associated with this goal are designed to increase collaboration, problem-based learning, digital literacy, and the dispositions and skills necessary for a productive future by providing diverse academic and non-academic learning opportunities.

STRATEGIES:

1. Provide learner-centered environments equipped with standards-aligned learning resources, technology, and support services to meet the individual, diverse needs of all learners.

Action Steps:

a) Provide professional development for staff on developing standards-aligned lessons.

During Summer 2018 and at least three times during the 2018-2019 school year, academic coaches, support staff, and CORE staff will provide professional development and coaching on aligning lessons with our state standards so that those standards can link to other content areas and be embedded into problem-based applied learning.

b) Revise specific grade-level Scope and Sequences for ELA and include additional task resources.

During Spring/Summer 2018, the Coordinator of Reading will work with academic coaches and teachers to evaluate and revise identified grade-level scope and sequences, including additional task resources that link easily with other content areas so they can be embedded into problem-based applied learning.

c) Improve staff cultural competence to positively impact student/parent engagement.

The Instruction Department staff and district partners will conduct professional development for all staff during the first semester to improve cultural competence in order to positively impact student engagement and achievement and to improve parent engagement.

d) Provide professional development for staff on developing lessons aligned with state math standards.

During the first semester of the 2018-2019 school year, academic coaches, the Math Coordinator and CORE staff will provide professional development focused on aligning lessons with the revised state math standards so that those standards can link to other content areas and be embedded into problem-based applied learning.

e) Revise district math scope and sequence based on teacher feedback.

Before the 2018-2019 school year begins, the Math Coordinator and math coaches will revise the district math scope and sequence based on feedback from teachers and academic coaches.

f) Provide professional development focused on the Tennessee Department of Education’s (TDOE) instructional focus documents.

Math support team will provide professional development for all teachers which will focus on the TDOE instructional focus documents.

Action steps are fluid actions that can be changed in their content and purpose, moved to a different timeline within the year or to a different year, or abandoned—depending on the needs of the schools and district, and depending on circumstances or priorities that develop after this document is produced.

- g) Provide ongoing learning opportunities through district-wide grade-level Math Professional Learning Communities (PLCs).**
The Math Coordinator will provide ongoing learning opportunities by supporting district-wide grade-level PLCs which will meet at least quarterly throughout the year.
- h) Provide professional development on math teaching practices for teachers and administrators.**
Each semester of the 2018-2019 school year, the Math Coordinator and Mid-Cumberland Center of Regional Excellence (CORE) staff will provide teachers, academic coaches, and administrators with professional development on math teaching practices that can link to other content areas and be embedded into problem-based applied learning.
- i) Provide uninterrupted 60-90 minute block for Tier 1 math instruction time.**
Before August 2018, the Math Coordinator will promote an uninterrupted 60-90 minute block for Tier 1 math instruction with school administrators.
- j) Provide continuing professional development for administrators and academic coaches on the new TN Science Standards**
Before the beginning of the 2018-2019 school year, the Instruction Department will provide professional development for administrators and academic coaches on the new TN Science Standards in preparation for training and coaching instructional staff.
- k) Provide continuing professional development and coaching on new TN Science Standards for instructional staff.**
Beginning with the fall semester of the 2018-2019 school year, academic coaches and the Instruction Department will provide continuing professional development and coaching on new TN Science Standards for instructional staff at all grade levels in all schools so that those standards can link to other content areas and be embedded into problem-based applied learning.
- l) Provide initial professional development and coaching on new TN Social Studies Standards for instructional staff.**
Before the end of the 2018-19 school year, the Instruction Department will provide initial professional development on the new TN Social Studies Standards for administrators, academic coaches and instructional staff at all grade levels in all schools.
- m) Continue to develop community partnerships for supporting identified mental health needs.**
Throughout the 2018-2019 school year, the Director of Schools and Behavior Support Coordinator will continue to develop community partnerships for supporting identified mental health needs in the district.
- n) Continue to work with United Way's Mental Health Action Initiative to impact community capacity to address the mental health needs in children and families of MCS.**
The Director of Schools will continue to work with United Way's Mental Health Action Initiative to impact community capacity to address the mental health needs of children and families of MCS.
- o) Expand relationships with the Chamber's Pathways and Workforce Development initiatives.**
The Director of Schools, Assistant Superintendent for Administrative and Support Services, and other district staff will expand the relationship with the Chamber's Pathways and Workforce Development initiatives.
- p) Expand relationships with MTSU's College of Basic and Applied Sciences.**
Various district and school personnel will expand the current relationship with MTSU's College of Basic and Applied Sciences to provide real-world problems for students and to promote use of the engineering process in all content areas.

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q) Improve attendance through a multi-tiered system of support.

Beginning in August, school administrators will monitor and address attendance issues using a multi-tiered system of support in order to improve attendance and decrease chronic absenteeism.

r) Support the School Nursing Department's school health campaigns throughout the year.

Beginning in August 2018, the Instruction Department and building administrators will support and promote the School Nursing Department school health campaigns, such as Flu Prevention, Handwashing Emphasis, Healthy Eating campaign, Good Night Sleep promotion, and other promotions throughout the year to improve healthy habits and attendance.

s) Support Coordinated School Health's campaigns to promote healthy living and improve school outcomes.

Beginning in August 2018, the Instruction Department and building administrators will support and promote Coordinated School Health campaigns, including Farm to School campaign and Chef Academy campaign to promote healthy living and to improve school outcomes.

t) Explore, promote, support and monitor all efforts to make the school environment as safe as possible.

Monthly, the Director of Schools and building administrators or their designees will monthly explore, promote, support and monitor all efforts to make the school environment as safe as possible, with particular attention to required safety drills.

u) Embed experiential, problem-based applied learning into all content areas so students can link content areas with workforce development and develop the dispositions for a successful future.

Embed experiential, problem-based applied learning into all content areas by using technology, community partners, real-world problems, etc. so students are able to link content areas with workforce development and are able to develop the "softskills" needed for the future (perseverance, teamwork, ability to communicate, creativity, etc.).

v) Provide professional development and support for administrators to enable them implement the action steps of this goal.

At least once every month during the 2018-2019 school year, the Director of Schools, district staff, or other experts will provide professional development to enable administrators to support the action steps of this goal.

2. Continue to provide a comprehensive tiered instructional model, including differentiation in the content areas to maximize the academic learning of all children, and a tiered behavioral model to meet their social and emotional needs. This means that the unique needs of all subgroups of children—regardless of their academic, socioeconomic, cultural, or ethnic demographic—are held to a high standard.

Action Steps:

a) Conduct "ACCESS" professional development for all schools.

Beginning in August and continuing during the first semester of the 2018-2019 school year, academic coaches will conduct "ACCESS--Increasing Access to Core Instruction"--for all Tier I staff in each school.

b) Conduct ELL professional development for Tier I teachers across the district.

During the first semester of 2018-2019, ELL professional development for Tier 1 teachers will be conducted. Topics will include: Understanding "Can Do descriptors," Understanding WIDA, Appropriate Accommodations for ELL students, Using Individual Learning Plans, and other topics to improve Tier 1 instruction for ELL students.

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c) Instruction and Outreach will recruit more ELL students for extended learning opportunities.

At the beginning of each semester, the Outreach and Instruction departments will actively work to recruit more ELL students for extended learning opportunities, such as LEAPS after-school tutoring program.

d) Conduct professional development concerning instructional strategies and provide coaching for teachers of gifted and high-performing students.

Quarterly, Gifted Specialists will conduct professional development and provide coaching for teachers of gifted and high-performing students regarding instructional strategies to increase cognitive demand in conjunction with in-depth analysis of benchmark/formative assessment data.

e) Teachers will provide data-driven instruction/interventions based on individualized student data.

Teachers will utilize multiple sources of data in weekly PLC meetings to determine student needs, provide intervention in ELA and math, and better connect content areas so that they do not exist in silos.

f) Improve staff cultural competence to positively impact student/parent engagement.

(1) During the first semester of the 2018-2019 school year, Instruction staff and district partners will conduct professional development regarding cultural competence for all staff.

(2) Continue to partner with the Confucius Institute to provide teachers from China to work with students in arts, culture, etc. to expand their world view.

g) Embed experiential, problem-based applied learning into all content areas so students can link content areas with workforce development and develop the dispositions for a successful future.

Embed experiential, problem-based applied learning into all content areas by using technology, community partners, real-world problems, etc. so students are able to link content areas with workforce development and are able to develop the “softskills” needed for the future (perseverance, teamwork, ability to communicate, creativity, etc.).

h) Continue implementation of RTI2B Behavior Supports in all schools.

The Behavior Support Coordinator and building administrators will continue implementation of RTI2B Behavior Supports in all schools, addressing the needs of individuals schools while ensuring the fidelity of implementation in all schools.

i) Continue district-wide use of student social-emotional (SRSS) benchmark data.

Building administrators and school counselors will continue district-wide collection and use of SRSS benchmark data to monitor student, school, and district progress.

j) Continue district-wide use of Olweus Bullying-Prevention Program.

The Behavior Support Coordinator and building administrators will continue district-wide use of Olweus Bullying-Prevention Program by ensuring all schools have updated training and by verifying proper implementation in each school. Training, if needed, will be conducted during the first nine weeks of school.

k) Continue to develop community partnerships for supporting identified mental health needs.

Throughout the year, the Director of Schools and Behavior Support Coordinator will continue to develop community partnerships for supporting identified mental health needs in the district.

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l) Continue to promote the prevention of ACEs and mitigation of the impact of adverse childhood experiences.

The Behavior Support Coordinator and ACEs Counselors will continue to promote the prevention of ACEs and the mitigation of the impact of adverse childhood experiences through monthly training of staff and providing interventions for affected children and families.

m) Continue introduction of and use of Restorative Practices.

The Behavior Support Coordinator and Behavior Support staff will continue to embed Restorative Practices in all schools. In addition, school counselors will promote the use of Restorative Practices across the district. At least once each semester, Restorative Practices professional development will be conducted.

n) Improve attendance through a multi-tiered system of support.

Beginning in August 2018, school administrators will monitor and address attendance issues using a multi-tiered system of support to improve attendance and decrease chronic absenteeism.

o) Provide professional development and support for administrators to enable them to implement the action steps of this goal.

Monthly, the Instruction Department and Director of Schools will provide professional development to enable administrators to support the action steps of this goal.

3. Increase opportunities for teachers and leaders to learn and collaborate in professional learning communities that develop and nurture staff in the study and use of rigorous standards-aligned core instruction and research-based practices which accelerate student learning and positively impact the academic, physical, social and emotional development of each child.

Action Steps:

a) Provide professional development for staff on developing standards-aligned lessons.

During Summer 2018 and at least three times during the 2018-2019 school year, academic coaches, support staff, and CORE staff will provide professional development and coaching on aligning lessons with our state standards so that those standards can link to other content areas and be embedded into problem-based applied learning.

b) Revise specific grade-level Scope and Sequences for ELA and include additional task resources.

During Spring/Summer 2018, the Coordinator of Reading will work with academic coaches and teachers to evaluate and revise identified grade-level scope and sequences, including additional task resources that link easily with other content areas so they can be embedded into problem-based applied learning.

p) Conduct "ACCESS" professional development for all schools.

Beginning in August and continuing during the first semester of the 2018-2019 school year, academic coaches will conduct "ACCESS--Increasing Access to Core Instruction"--for all Tier I staff in each school.

c) Conduct ELL professional development for Tier I teachers across the district.

During the first semester of 2018-2019, ELL professional development for Tier 1 teachers will be conducted. Topics will include: Understanding "Can Do descriptors," Understanding WIDA, Appropriate Accommodations for ELL students, Using Individual Learning Plans, and other topics to improve Tier 1 instruction for ELL students.

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d) Conduct professional development for teachers serving students with Dyslexia.

During the Fall semester of the 2018-2019 school year, the Coordinator of Reading and staff will conduct specific professional development on dyslexia and interventions/strategies for teachers who serve students with this identification.

e) Conduct professional development concerning instructional strategies and provide coaching for teachers of gifted and high-performing students.

Quarterly, Gifted Specialists will conduct professional development and provide coaching for teachers of gifted and high-performing students regarding instructional strategies to increase cognitive demand in conjunction with in-depth analysis of benchmark/formative assessment data.

f) Provide professional development and coaching to increase teacher knowledge in questioning during ELA instruction.

During the Fall semester of the 2019-2019 school year, the Coordinator of Reading will provide professional development, and academic coaches will provide coaching throughout the year to increase teacher knowledge and practice in questioning.

g) Provide professional development for staff on developing lessons aligned with state math standards.

During the first semester of the 2018-2019 school year, academic coaches, the Math Coordinator and CORE staff will provide professional development focused on aligning lessons with the revised state math standards so that those standards can link to other content areas and be embedded into problem-based applied learning.

h) Revise district math scope and sequence based on teacher feedback.

Before the 2018-2019 school year begins, the Math Coordinator and math coaches will revise the district math scope and sequence based on feedback from teachers and academic coaches.

i) Provide professional development focused on the Tennessee Department of Education instructional focus documents.

Math support team will provide professional development for all teachers which will focus on the TDOE instructional focus documents.

j) Teachers will provide data-driven instruction/interventions based on individualized student data.

Teachers will utilize multiple sources of data in weekly PLC meetings to determine student needs, provide intervention in ELA and math, and better connect content areas so that they do not exist in silos.

k) Embed experiential, problem-based applied learning into all content areas so students can link content areas with workforce development and develop the dispositions for a successful future.

Embed experiential, problem-based applied learning into all content areas by using technology, community partners, real-world problems, etc. so students are able to link content areas with workforce development and are able to develop the “softskills” needed for the future (perseverance, teamwork, ability to communicate, creativity, etc.).

l) Provide professional development and support for administrators to enable them implement the action steps of this goal.

At least once every month during the 2018-2019 school year, the Director of Schools, district staff, or other experts will provide professional development to enable administrators to support the action steps of this goal.

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4. Continue to implement standards-aligned research-based instructional practices that build creativity, critical thinking, problem-solving, and application, while encouraging students and staff to be versatile, communicative, optimistic global thinkers.

Action Steps:

a) Conduct professional development concerning instructional strategies and provide coaching for teachers of gifted and high-performing students.

Quarterly, Gifted Specialists will conduct professional development and provide coaching for teachers of gifted and high-performing students regarding instructional strategies to increase cognitive demand in conjunction with in-depth analysis of benchmark/formative assessment data.

b) Provide personalized professional development for staff, including online professional development, to encourage effective use of technology in instruction.

Throughout the year, the district Instructional Technology staff will develop personalized professional development for teaching staff, including online professional development, to encourage the effective use of technology in instruction.

c) Provide School Counseling Career Exploration opportunities

The School Counseling Program will provide age-appropriate exploration activities to promote the development of the dispositions (soft skills) necessary for career success.

d) Embed experiential, problem-based applied learning into all content areas so students can link content areas with workforce development and develop the dispositions for a successful future.

(1) Embed experiential, problem-based applied learning into all content areas by using technology, community partners, real-world problems, etc. so students are able to link content areas with workforce development and are able to develop the “softskills” needed for the future (perseverance, teamwork, ability to communicate, creativity, etc.).

(2) All sixth grade students will participate in the If I Had a Hammer build.

e) Promote activities that support and encourage exploration of post-secondary education opportunities.

Promote activities that support and encourage exploration of post-secondary education opportunities, including college campus visits and collaborative activities with post-secondary institutions.

f) Promote the arts as performance and creative mediums.

Continue the choral music festival, City Hall Arts Display and subsequent display at MTSU, and explore other ways students can increase their creativity through the arts.

g) Support student transitions to middle school and beyond.

Support student transitions of sixth graders into middle school and beyond, including announcing parent information nights and informational sessions about CTE clusters.

h) Expand “non-traditional” approaches to student engagement and learning through technology.

The Instructional Technology coaches and members of the Technology Department will assist teachers in expanding the use of cutting-edge technology such as lego robotics, spheros, drones, etc.

i) Expand the number of schools participating in competitions that promote creativity, higher order thinking, and problem solving.

The Director of Schools will encourage participation in Invention Convention, Science Olympiad, MTSU Math Contest, etc.

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j) Provide professional development and support for administrators to enable them implement the action steps of this goal.

At least once every month during the 2018-2019 school year, the Director of Schools, district staff, or other experts will provide professional development to enable administrators to support the action steps of this goal.

5. Increase Extended School Program offerings and participation to augment student learning.

Action Steps:

a) Begin SPARK to Read in partnership with MTSU.

In partnership with MTSU, will implement, in three schools, the SPARK to Read program that promotes physical activity.

b) Expand the engineering focus in ESP.

Working with the Technology Department, continue to expand the engineering focus in ESP with innovative technology and problem-based learning.

c) Continue to increase the number of enrichments.

Work with community partners, postsecondary institutions, etc. to increase the number of enrichment opportunities available to students by moving to an enrichment-based program.

d) Provide professional development and support for ESP staff to enable them implement the action steps of this goal.

At least quarterly during the 2018-2019 school year, ESP will offer professional development to employees.

6. Encourage and train teachers and students to achieve responsible digital literacy and accelerate student learning by integrating instructional technology into the academic content areas.

Action Steps:

a) Provide personalized professional development for staff, including online professional development, to encourage effective use of technology in instruction.

Throughout the year, the district Instructional Technology coaches will develop personalized professional development for teaching staff, including online professional development, to encourage the effective use of technology in instruction.

b) Ensure that all instructional staff have access to and training in district core technology assets.

During the first six weeks of the 2018-2019 school year, district Instructional Technology coaches will survey and monitor all instructional staff members to ensure they have access to and training in core technology assets, including Lexia, i-Ready, and Skyward to maximize their effective use of these programs and applications. Training will be conducted through the first nine weeks of the school year.

c) Teachers, administrators, parents and district staff will encourage student usage of district online math resources.

Teachers, administrators, parents and district staff will encourage student usage of district online math resources every six weeks. In addition, use of these resources will be promoted for time outside the regular school day, during breaks and during the summer.

d) Expand during-the-day and afterschool programs that will actively involve students with technology.

The Technology Department will work with interested schools to initiate the Murfreesboro City Drone Racing Competition.

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e) Produce online training modules for staff regarding digital safety.

The Instructional Coaches will continue to develop video trainings concerning appropriate use of online media and cyber security.

f) Provide professional development and support for administrators to enable them to implement the action steps of this goal.

At least once every month during the 2018-2019 school year, the Director of Schools, district staff, or other experts will provide professional development to enable administrators to support the action steps of this goal.

7. Allocate time, resources, and access to technology-based tools and digital resources to ensure ongoing professional growth in technology fluency and integration.

Action Steps:

a) Provide professional development for staff that will expand “non-traditional” approaches to student engagement and learning through technology.

Throughout the 2018-2019 school year, members of the Technology Department and district Instructional Technology coaches will provide professional development to expand each school’s use of innovative technology, such as ozobots, sferos, lego robotics, drones, Mystery Skype, Google Expeditions, and coding in each school.

b) Investigate and recommend new and innovative approaches to student learning and fluency in technology.

During the 2018-2019 school year, district Instructional Technology coaches and the Technology Department will investigate and compile a list of various technology, other than tablets, that will encourage innovative, cutting-edge approaches to learning.

c) Provide professional development and support for administrators to enable them implement the action steps of this goal.

At least once every month during the 2018-2019 school year, the Director of Schools, district staff, or other experts will provide professional development to enable administrators to support the action steps of this goal. This will be centered around actually experiencing new technology.

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2. GOAL: WE WILL BUILD STRONG PARTNERSHIPS WITH PARENTS, FAMILIES, AND THE COMMUNITY TO ENHANCE STUDENT LEARNING.

Murfreesboro City Schools acknowledges that strong, comprehensive parent, family, and community partnerships are necessary pillars of a progressive society. The strategies associated with this goal are designed to promote a collective will and shared commitment to preparing children with the skills and tools to succeed in life.

STRATEGIES:

1. Develop parent and community involvement campaigns that will increase parent engagement and celebrate student diversity.

Action Steps:

a) Implement a wide range of educational support programs to parents.

- (1) During the next two years, programs will be implemented districtwide, with the goal of parents' acquiring skills that can be implemented or practiced at home with their children.
- (2) The following programs are examples of what will be offered, but the programs will not be limited to: Cultural celebrations, Family Game Nights, TN Ready information sessions, HiSet (GED) classes, parent support groups, and Kindergarten Readiness.
- (3) Investigate the possibility of using BOB, in partnership with Linebaugh, to increase more birth-PreK children's access to books.
- (4) Investigate the possibility of using BOB for parent education/awareness in the community, particularly in underserved areas.
- (5) Continue to implement the Ready for Kindergarten program in collaboration with the Outreach Department and the Mid-Cumberland Reading Foundation.

2. Partner with outside organizations and real world practitioners to link students with the world of work.

Action Steps:

a) Expand the focus of community partnerships to include student, parent, and district awareness of the workforce and dispositions and knowledge required.

- (1) Each year, Murfreesboro City Schools will collaborate with at least 3 new community partners and organizations that can assist with career awareness and hands-on experiences that encourage students to think about future careers.
- (2) Programs such as Career Days, camp experiences, various academies, and business and career oriented field experiences will be implemented.
- (3) Work with the Community Technology Center at Hobgood to provide a collaborative avenue of learning for students and families.

b) Expand opportunities with current partners.

- (1) Mutually review the partnership with the Murfreesboro Police Department to ensure the new SROs understand the culture and expectations of Murfreesboro City Schools.

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- (2) Continue to develop the Murfreesboro Fire and Rescue Department’s problem-based applied learning curriculum that has been piloted for second graders, and expand into other schools if possible.

3. Expand community service projects and service learning opportunities for students and staff.

Action Steps:

a) Collaborate with community partners to offer students and staff the opportunity to engage in service learning.

- (1) Murfreesboro City Schools will collaborate with community partners to offer students and staff the opportunity to engage in at least two service learning initiatives each year.
- (2) Initiatives will include, but not limited to, projects such as Habitat for Humanity panel builds, food drives, Poinsettia project, Step Up & Serve, Jump Rope for Heart, and United Way Days of Action.

4. Develop and implement a plan to involve students, staff, parents, and community as partners in promoting Murfreesboro City Schools.

Action Steps:

a) Provide opportunities to increase visibility of Murfreesboro City Schools’ successes.

- (1) During 2018-2020, Murfreesboro City Schools will provide at least 5 opportunities, in which students, staff, parents and community partners can participate, that will provide positive press for Murfreesboro City Schools.
- (2) Initiatives will include, but not be limited to, the following activities: Club MARVEL, Youth Leadership Academy, Junior Chef Academy, Open Houses, Parent Coffees, Fall Festivals, MCS Festival Choir, and Science Olympiad.

5. Communicate with parents regarding positive student behavior and achievement.

Action Steps:

a) Use digital media to expand communication with parents.

- (1) At least once a month, information will be communicated at the district level, through an electronic newsletter and other media, to parents and the community regarding activities and programs being implemented throughout the district that encourage positive student behavior and achievement.
- (2) Programs will include, but not be limited to, the Red Carpet Initiative, attendance awards/incentives, Honor Roll, pep rallies, and character recognitions.

b) Increase in-person communication with parents regarding district.

- (1) The Director of Schools will conduct Town Hall cluster meetings at least once during 2018-2019.
- (2) The Communications Department and Director of Schools will continue to have district discussion meetings with the Parent-Teacher organizations twice a year.

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3. GOAL: WE WILL CREATE A CULTURE THAT INVITES, NURTURES, AND VALUES THE HIGHEST QUALITY PERSONNEL TO ENSURE STUDENT SUCCESS.

Murfreesboro City Schools believes that student success hinges on the ability to create a team of high-performing employees. Strategies associated with this goal are designed to attract and develop outstanding employees who can actively engage students with diverse learning experiences that prepare them academically, physically, socially, and emotionally for a fast-moving, competitive global workforce.

STRATEGIES:

1. Expand the pipeline of high quality applicants.

Action Steps:

a) Recruit effective employees.

Over the next three years, the Human Resources Department will use the excellent reputation of MCS to seek out and recruit effective personnel.

b) Expand the geographic area of recruitment, with emphasis on recruiting excellent minority candidates.

Murfreesboro City Schools will continue to hire “the best of the best” by increasing the number of job fairs we attend each year from five to eight; at least three of these will be at HBCUs.

c) Place a priority on universities that score high on the Tennessee Teacher Preparation Report.

The Human Resources Department will establish contacts at the universities which have a reputation of graduating excellent teacher candidates.

d) Begin the recruitment process and professional development prior to hiring.

The Aspiring Educators’ Academy will continue to be offered to individuals who are currently student teaching on an annual basis.

e) Attend to the professional growth of employees.

The Aspiring Administrators’ Academy will be offered at least once every three years.

2. Expand the number of comprehensive induction and mentorship programs of new staff.

Action Steps:

a) Expand induction and mentorship programs.

By the beginning of the 2019-2020 school year, the district will have in place at least three comprehensive induction and mentorship programs which are held either on an annual basis or a bi-annual basis.

b) Implement a formal employee mentorship program.

(1) By the beginning of the 2019-2020 school year, the district will have in place a mentor program at all schools for first year teachers, with the intention being of expanding the program to include 1st through 3rd year teachers.

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- (2) Begin planning for a first year mentorship program for non-certified employees.
- (3) Principals will expand retention efforts of effective teachers through induction activities, professional development, coaching, and other forms of support.

3. Expand the mentoring programs for all district employees needing assistance.

Action Steps:

a) Continue to increase employee quality.

Each year, the Human Resources Department, working in collaboration with supervisors/administrators, and using available data, will develop Employee Improvement Plans for employees who need formalized assistance in one or more areas. The outcome will be to improve employee performance.

4. Using peer collaboration, virtual resources, and pertinent educational authorities, implement a differentiated professional growth plan in which all staff learn how to individualize the academic program.

Action Steps:

a) Expand efforts to differentiate professional growth.

Currently, we have three schools that have implemented differentiated individual professional development tracks. By the beginning of the 2020-2021 school year, we will have at least six schools that have implemented differentiated individual development tracks, targeting the professional needs of individual teachers.

5. Develop and nurture future leaders.

Action Steps:

a) Increase the number of staff who have participate in the district Leadership Academy.

- (1) By the beginning of the 2021-2022 school year, at least twenty percent of our certified staff will have attended Murfreesboro City Schools' Leadership Academy.
- (2) By the beginning of the 2021-2022 school year, at least ten percent of our full time classified staff will have attended Murfreesboro City Schools' Leadership Academy.

b) Expand the number and variety of leadership programs.

By the beginning of the 2020-2021 school year, at least three other programs will be in place to develop future leaders, and those programs will be offered on a continual basis.

6. Expand staff recognition programs to honor certified and classified staff.

Action Steps:

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a) Increase district-level and school-level programs.

By the beginning of the 2020-2021 school year, Murfreesboro City Schools will implement at least two additional ways to recognize and/or honor our employees districtwide and will also work with the schools to develop ways to do the same at the school level.

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4. GOAL: WE WILL PROVIDE SAFE, HEALTHY, CLEAN, WELL-MAINTAINED, AND OPERATIONALLY EFFICIENT ENVIRONMENTS IN WHICH CHILDREN AND ADULTS CAN FLOURISH.

Murfreesboro City Schools is committed to physically clean, well-maintained, and emotionally non-threatening environments in which each child is safe, healthy, engaged, valued, and challenged to learn. In addition, the district is committed to using funds wisely and efficiently. The strategies associated with this goal are designed to develop compliance with all safety and environmental regulations, while providing well-maintained facilities in which students can have superior learning experiences and adults can be empowered for excellence.

STRATEGIES:

1. Establish procedures that create a welcoming environment while maximizing the safety of all occupants.

Action Steps:

a) Update entrance camera system.

During the 2018-2019 school year, the Technology Department will upgrade the entrance camera system at each school for better viewing of building visitors prior to their entrance.

b) Train front desk staff on customer service skills.

(1) During the fall semester of 2018, front office staff in all schools will participate in professional development to review customer service skills and policies/practices to ensure safety.

(2) Develop a customer service handbook for “front line” personnel and continue training in this area.

c) With appropriate funding from the City Council, add SRO officers so that there is one full-time SRO at each school.

Pending funding, one full-time SRO will be assigned to each school before October 2018.

d) With appropriate funding, add the School Guardian/Raptor program in each school

Pending funding, the district will work with the Murfreesboro Police Department to add a sex offender “alert” product in each school.

e) Standardize “bell time” arrival and dismissal procedures for all schools, taking into consideration the individual campuses.

The Assistant Superintendent for Administrative and Support Services will work with school administration to design a consistent process for arrival and dismissal, including the process for exiting buses, cars, and walkers while considering the physical arrangement of each school.

f) Survey school staff on school cleanliness

Continue to communicate with principals monthly about school cleanliness and survey total staff at each school three times a year.

g) With adequate funding, the district will continue to implement an annual painting schedule for the district.

The Maintenance Department will continue to implement a planned annual painting schedule for the district with a school per year getting a paint job for the entire school.

h) With adequate funding, the district will continue to implement an annual gym floor refinishing schedule.

With adequate funding, the Custodial Services Department will continue to develop a planned annual gym floor refinishing schedule.

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2. Promote an environment of wellness and good health practices.

Action Steps:

e) Support the School Nursing Department’s school health campaigns throughout the year.

Beginning in August 2018, the Instruction Department and building administrators will support and promote the School Nursing Department school health campaigns, such as Flu Prevention, Handwashing Emphasis, Healthy Eating campaign, Good Night Sleep promotion, and other promotions throughout the year to improve healthy habits and attendance.

f) Support Coordinated School Health’s campaigns to promote healthy living and improve school outcomes.

The Instruction Department and building administrators will continue to support and promote Coordinated School Health campaigns, including Farm to School campaign and Chef Academy campaign to promote healthy living and to improve school outcomes.

g) Begin SPARK to Read in partnership with MTSU.

In partnership with MTSU, implement the SPARK to Read afterschool program, that promotes physical activity, in three schools.

h) Continue Project Adam Certification.

School nurses will lead school teams in continuing the necessary training for effective emergency response, qualifying for a continuation of Project Adam Certification—Heart Safe School.

3. Provide a variety of quality meal choices to encourage student participation in the school meal program while maintaining compliance with USDA regulations.

a) Continue to look for healthy meal choices that appeal to children.

Annually, the Nutrition Director will continue to meet with various Student Councils for student feedback and selection of menu items.

Quarterly, the Nutrition Director will conduct new product reviews through vendor relationships.

The Nutrition Director will continue to use daily usage reports to evaluate food consumption to help determine student choices.

b) Continue to build relationships with local producers.

(1) The Nutrition Director will continue to communicate with local and regional food producers to increase freshness of the food and to impact the local/regional economy.

c) Outsource local produce as much as possible.

The Nutrition Department will outsource local produce in coordination with the Farm2School initiative.

d) Continue to extend provision of food beyond the “normal” school day.

(1) Annually, the Nutrition Department will review the community needs to determine the best locations to use the CHOW Bus for the summer food program.

(2) The Outreach Team will work with local churches, community organizations, and nonprofits to provide bags of food for the weekend and other times when schools are closed.

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4. Implement a research-based character education program with a tiered behavioral response system and positive behavior support.

Action Steps:

a) Continue implementation of RTI2B Behavior Supports in all schools.

The Behavior Support Coordinator and building administrators will continue implementation of RTI2B Behavior Supports in all schools, addressing the needs of individual schools while ensuring the fidelity of implementation in all schools.

b) Continue district-wide use of student social-emotional (SRSS) benchmark data.

Building administrators and school counselors will continue district-wide collection and use of student social-emotional (SRSS) benchmark data to monitor student, school, and district progress.

c) Continue introduction of and use of Restorative Practices.

The Behavior Support Coordinator and Behavior Support staff will continue the introduction of Restorative Practices into all schools and school counselors will promote the use of Restorative Practices across the district. Restorative Practices professional development will be conducted at least once each semester.

d) Continue to promote the prevention of ACEs and the mitigation of the impact of adverse childhood experiences.

The Behavior Support Coordinator and ACEs Counselors will continue to promote the prevention of ACEs and the mitigation of the impact of adverse childhood experiences by continued monthly training of MCS staff and the ongoing provision of interventions for affected children and families of MCS.

e) Continue to work with United Way's Mental Health Action Initiative to impact community capacity to address the mental health needs in children and families.

The Director of Schools, will continue to work with United Way's Mental Health Action Initiative to impact community capacity to address the mental health needs of children and families of MCS.

5. Provide cultural awareness and other appropriate training for staff to create an inclusive learning environment in which bullying does not occur.

Action Steps:

a) Continue district-wide use of Olweus Bullying-Prevention Program.

The Behavior Support Coordinator and building administrators will continue district-wide use of Olweus Bullying-Prevention Program by ensuring all schools have updated training and by verifying proper implementation in each school. Training, if needed, will be conducted during the first nine weeks of school.

b) Improve staff cultural competence to positively impact student/parent engagement.

(1) During the first semester of the 2018-2019 school year, Instruction staff and district partners will conduct professional development regarding cultural competence for all staff.

(2) Continue to partner with the Confucius Institute to provide teachers from China to work with our students in arts, culture, etc. to expand their world view.

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6. Conduct a school safety audit of every school each year.

Action Steps:

- a) **Murfreesboro City Schools' Energy Management and School Safety Coordinator will collaborate with the Murfreesboro City Police Department to conduct a safety audit of each school and will use that audit as data for updating security and safety procedures and equipment.**

7. Develop and maintain a safety and crisis plan at each school, provide prescribed safety training in each school each year, and hold schools accountable for conducting all safety and crisis drills throughout the year.

Action Steps:

- a) **Each October, as part of submission of the SAVE Act to the TN DOE, the safety plan of the district and each school will be reviewed and revised as needed.**

The Director of Schools, in partnership with the district Energy Management/School Safety Coordinator and Murfreesboro Police Department, will work with school administrators and staff, department heads, and the Police Department to compile individual school plans and a district plan, will submit those plans to the state, and will publish the appropriate sections of the plan on the website (as required by the State of Tennessee).

- b) **The Murfreesboro Police Department will train all employees on the various safety plans.**

- (1) The supervisor of the SROs and the Director of Schools will work together to ensure all staff is trained as soon as possible at the beginning of each school year.
(2) The district Technology Coaches will work with the Murfreesboro Police Department to develop video trainings that can be shown to new teachers concerning basic information about safety and drills.

- c) **The Finance Department will keep a monthly record of the safety drills and compliance will be reported to the Director of Schools.**

- d) **Explore, promote, support and monitor all efforts to make the school environment as safe as possible.**

Monthly, the Director of Schools and building administrators or their designees will monthly explore, promote, support and monitor all efforts to make the school environment as safe as possible, with particular attention to required safety drills.