



STRATEGIC PLAN

2020–2025

for Muncie Community Schools (MCS)



MCS Vision:
Placing Learners First

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Message from Mr. James Williams

President, Muncie Board of Education

Since taking our oath of office in July 2018, the Board has sought to prioritize our learners and their teachers. This process has involved a lot of listening to our students, their families, and to Muncie Community Schools (MCS) teachers, principals, and aides. What we have learned, among many other things, is that we have many dedicated educators who are deeply committed to MCS students and their families. We have also learned that MCS students have exceptional gifts and unique challenges and come to us with a sense of wonder and curiosity. We have come to further understand that the future of

our community depends on our collective and unyielding commitment to the education of our learners. This commitment necessarily requires that we, as a Board, take steps to ensure that MCS educators are supported and have access to first-rate professional learning opportunities that best prepare them to be educational leaders in their buildings and classrooms. This Strategic Plan provides the outline for this support and development over the next five years as we work together to make MCS a national model of educational excellence.

We look forward to working with you as we embark on this remarkable journey.

—Jim Williams



Message from Dr. Lee Ann Kwiatkowski

Director of Muncie Public Education and CEO

Over the past year, we asked you to share your hopes and dreams for MCS and for our community, and I am grateful for your input. Thanks to this input from teachers, staff, students, families, and community partners, we have been able to forge our Strategic Plan. From our educators, Ball State professors, and national experts, we learned of teaching practices and ways to support and serve our learners. By listening and learning from others and bringing together our many years of experience in educating learners, we created this plan to guide MCS through the next five years. The Strategic Plan

will enable us to prepare our learners with the skills, knowledge, and dispositions to succeed in college and in careers and to thrive as active citizens in our democratic and global society.

The future of our community depends on our unyielding commitment to the education of our learners. Our students—from preschool to high school—deserve our very best. It is an exciting time for MCS. I look forward to partnering with you on this historic path.

—Lee Ann Kwiatkowski

MCS Board of Trustees



Front row: James Williams, President; Brittany Bales; Jim Lowe; Dave Heeter, Secretary

Back row: Keith O'Neal, Vice President; Mark Ervin; WaTasha Barnes Griffin

Academic Innovation and Strategic Plans

“Giving everyone a voice” served as the cornerstone for the development of the Academic Innovation and Strategic Plans. The Academic Innovation Plan, submitted to Indiana legislators in June 2020, reflects the historic partnership between Muncie Community Schools (MCS) and Ball State University to transform our public schools into a national model for innovative, holistic education.

As a critical component within the Innovation Plan, the Strategic Plan details the goals, actions, and measures to create transformation through research-based best practices of high-performing schools. The plans present an innovative, community-based model to educate learners from preschool through high school, known as “cradle-to-career.”

Many were involved in the development of the plans, including the MCS Board of Trustees, Ball State University’s President and Vice President for Academic Affairs, and the Joint Ball State-MCS Academic Innovation Council. As described in the Innovation Plan, the voices of parents, students, educators, local businesses, professional sectors, nonprofit service providers, and community-based foundations were sought and heard through numerous opportunities, such as United Way’s Community Conversations and The Future of Muncie Community Schools forums. Local, state, and national experts shared input and feedback to help guide the plans.

Once the two foundational principles and five pillars were established, work began to identify how to implement the Innovation Plan with the result being the detailed Strategic Plan. Guided by priority areas from the Innovation Plan, expert teams brought their extensive knowledge and experience of child and adolescent development, academic teaching and learning, school and district leadership, and family and community involvement to develop measurable goals, specific action steps to achieve the goals, and evaluative measures to determine progress of each action step.

This Strategic Plan will guide the MCS Board, CEO, administrators, teachers, and staff in completing actions; making critical decisions; providing culturally based teaching and learning and continual professional learning opportunities; establishing policy; evaluating our practices; and making changes when evidence determines we should. The Plan provides equity by giving each learner what they need to be successful. Through our Strategic Plan, we commit to providing MCS learners with the high-quality, community-based, cradle-to-career education they deserve.

The background of the page shows a row of school lockers. On top of the lockers are two bottles of hand sanitizer, one orange and one green. Below the sanitizer are several colorful backpacks hanging from the lockers. The backpacks are in various colors and patterns, including pink, purple, and orange. The text is overlaid on a semi-transparent white box with a blue border.

MCS Mission Statement

The mission of Muncie Community Schools is to provide a quality educational environment where every child is known, safe, inspired, challenged, and empowered.

MCS Vision Statement

Placing Learners First

MCS Enduring Values

To fulfill our mission, we commit to these enduring values as we implement strategies to achieve an innovative, cradle-to-career and community-based approach.

Excellence

We commit to excellence in all that we do.

Innovation

We commit to being creative, responsive, and progressive.

Courage

We commit to making tough decisions, holding difficult conversations, and taking risks in pursuit of results.

Integrity

We commit to being honest, ethical, authentic, and accessible.

Leadership

We commit to establishing strong, professional educational leaders.

Inclusiveness

We commit to respect and embracing equity, inclusion, and diversity in people, ideas, and opinions.

Equity

We commit to providing appropriate resources for each learner to achieve success.

Partnerships

We commit to supporting and engaging families and the community with our schools serving as community hubs.

Learner Outcomes and Indicators

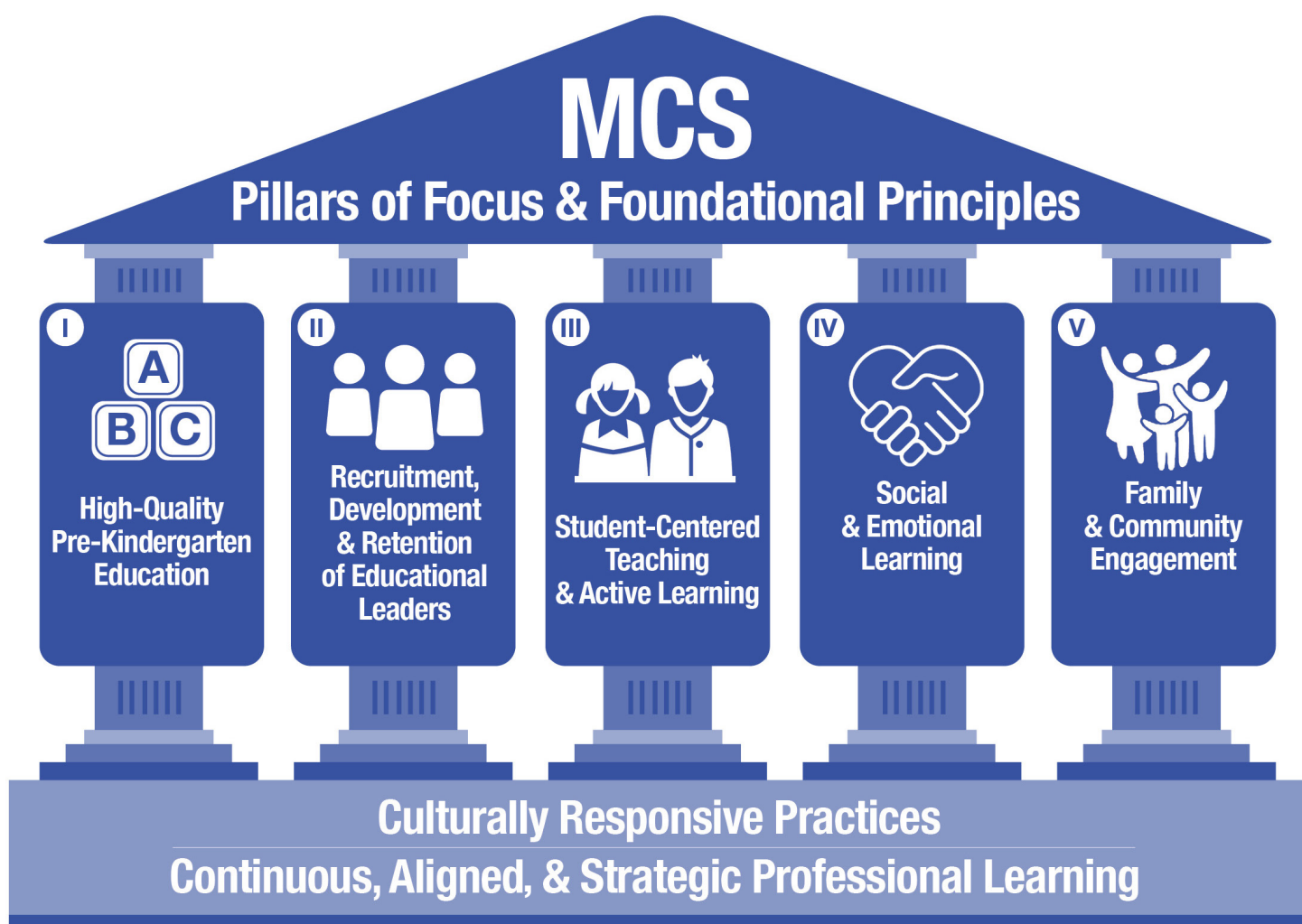
MCS is committed to rigorous District Student Outcomes based on Our Enduring Values. We resolve to create and sustain a sound educational structure and practice through a collective, community-impact approach to ensure long-term sustainability.

Early Childhood to Early Adult Student Outcomes & Measures

	Pre-Kindergarten	3rd Grade	8th Grade	9th Grade	12th Grade	Post-Secondary
Student Outcomes	Kindergarten Readiness:	3rd Grade Reading Proficiency:	8th Grade Math Proficiency:	9th Grade Course Credits:	High School Graduation on Time:	Post-Secondary Completion:
	Percent ready to enter kindergarten as determined for all areas of development	Percent reading at grade level at Grade 3	Percent proficient in grade level math at Grade 8	Percent with required number of course credits to be on track for graduation	Percent graduating from HS with 4-year cohort Percent with required skills for postsecondary training and/or education	Percent attaining a college degree or industry, military, or government certificate/license within 6 years
Measured by	School Readiness Assessment	IREAD-3 (Indiana Reading Evaluation and Determination)	ILEARN (Indiana Learning Evaluation Assessment Readiness Network)	Course Credits	Graduation Rate	Certification Associate Degree College Degree Military Enrollment

Our Foundational Principles and Pillars of Focus

Key priority areas for MCS emerged from our community-wide conversations, families, students, teachers, staff, and research and best educational practices from our MCS educators, Ball State professors, and external panel of experts. Our foundational principles underlie our conversations, policies, practices, and decisions, guaranteeing culturally based teaching and learning and continual teacher and leader growth as reflected in Our Enduring Values. Our Pillars of Focus represent the five key priority areas that, when implemented with fidelity, will ensure the highest quality education for our learners.



MCS Foundational Principles

Foundational Principle 1. Culturally Responsive Practices

We believe that our learners are not blank slates but that they enter our schools with diverse, extensive prior experiences, ways of being, ways of knowing, and ways of doing—their cultures. We know that by establishing culturally competent and proficient schools, we will positively affect our learners, their families, and our community.

Research shows that when teachers ignore student cultural norms of behavior and communication the result is student resistance. Conversely, when teaching is culturally responsive, student involvement and engagement increases. We, as a school district, promise to recognize and respond to our learners' cultures in all aspects of our teaching and interactions.

We will provide extensive professional learning opportunities for teachers, administrators, and staff. These will focus on understanding, respecting, and communicating with students and adults from our community, for example through our *MCS Cultural Competency Cadres*. Teachers will examine and extend their teaching materials and activities to correspond to learners' cultures, such as shifting to learner-centered seating (Pillar III) as well as enhancing and ensuring texts include positive, diverse representations of our MCS learners and our community (Pillars I and III).

When hiring, we are committed to prioritizing the recruitment and retention of teachers of color in an effort for our teachers to better reflect a similar diversity as our learners (Pillar II). We will enhance and ensure our curricula is relevant to our learners' lives and is culturally appropriate with positive and diverse representations mirroring that of our learners and our community (Pillar III).

Our Social and Emotional Learning strategies (Pillar IV) support our enduring value of equitable education for all learners. Our strategies to improve our cultural knowledge and practices will enhance our communication with families and the community (Pillar V). We will guide all of our educators to understanding and believing that diversity is an asset, a strength that our learners bring into our schools.

We, as a school district, promise to recognize and respond to our learners' cultures in all aspects of our teaching and interactions, ensuring an equitable education for all.

Foundational Principle 2. Continuous, Aligned, and Strategic Professional Learning

We strive to reach our goal that “Our leaders at the district, school, and classroom levels are of the highest caliber and continuously excel through professional learning opportunities, coaching, and mentoring.” We perceive all of our teachers and administrators as leaders—whether in the classroom, the school, or the district office. Our path to cultivating educators of highest caliber is through professional development/learning. Research clearly defines the elements of successful professional trainings in (science, technology, engineering, arts, and mathematics).

- Job-embedded with modeling and coaching through our partnership with NIET and the development of our Master and Mentor Teachers
- Time for feedback and reflection, as led by our principals and Master and Mentor Teachers
- And of sustained duration, as indicated by multiple sessions on the same topic to continually delve deeper; acquiring new knowledge and skills; exploring new topics in response to changes in our student demographics and needs; and coaching and mentoring one another.

Professional learning is woven through all five pillars from our early childhood teachers learning about early reading instruction (Pillar I) to all educators learning about culturally appropriate practices (Pillar V). Our research-based professional learning pathways are foundational to improving our schools.

MCS Pillars of Focus

Pillar I. High-Quality Pre-Kindergarten Education

We believe that the early investment in our young children is vital to their future educational success and socioeconomic status. We know that critical brain development occurs between birth to age five and is difficult to remedy if compromised for any reason, such as through trauma, poverty, or lack of stimulation. Therefore, we commit to providing a high-quality, culturally-appropriate, pre-kindergarten (PreK) education for all 3- and 4-year-old children. We will expand our original preK classrooms at South View, Grissom, and East Washington to all elementary schools in the next few years, advancing to a point where all classrooms receive the highest rating of Indiana's Paths to QUALITY.

In partnership with the BY5 Early Childhood Initiative and Ball State, we will introduce the district's learning-centered curriculum that will be aligned to our state's kindergarten readiness standards. We will provide professional learning opportunities to our early childhood educators to delve deeper into young children's development and to use the best instructional practices that are culturally appropriate. Our goal is to dramatically increase the number of learners that are prepared for kindergarten to 100%, a significant increase from the current 30% who are kindergarten-ready.

Pillar II. Recruitment, Development, and Retention of Educational Leaders

We know that the leadership of a school is second only to the teacher instruction in affecting student learning. We also know that principals face an unprecedented time of expanded roles and tasks as leading a school becomes exponentially more complex. We believe principals need other leaders to come alongside them and that teachers are the natural choice. Thus, we commit to recruiting and hiring the highest-quality teachers and principals, providing them additional training and support to increase their instructional expertise, cultural competency, and social and emotional understandings. For those that desire, our career ladder initiative will allow for professional growth toward leadership.

To find the best educators, we will cast a wide net, seeking a diverse staff through social media and a new recruitment campaign. We will partner with the National Institute of Excellence in Teaching (NIET) and Ball State to elevate teachers' instructional practices and inspire them to become leaders, as coaches and mentors. Through these and other efforts, we will provide a diverse, high-quality teaching and leadership force.

Pillar III. Student-Centered Teaching and Active Learning

We believe in a learner-centered approach to education—one that focuses on the needs, abilities, interests, and learning styles of the students rather than on the conveniences of adults. We know that student-centered teaching and active learning leads to increased student participation, knowledge retention, and problem-solving skills. It fosters collaboration and cooperative skills which are markers of social and emotional growth.

We commit to transforming most of our instruction from teacher-based, e.g., worksheets, to learner-based activities that are hands-on and group-oriented, and relevant to the real world. We know that literacy and mathematics are foundational to all other subject areas and are key to adult success. Hence, we will develop literacy and math curricula that are tightly aligned to the Indiana State Standards and will examine and replace our instructional materials to adhere to our curricula and to culturally responsive practices.

We know that the lever to achievement is the way a teacher teaches, that is, the instructional practices. Educational research yields a set of best instructional practices which will propel us toward achieving our vision, “Placing Learners First.” Embedding our foundational principle, “Continuous, aligned strategic professional principles of cultural responsiveness and continual educator learning” in all five pillars will drive us to enact our vision.

In partnership with NIET and Ball State, we will increase the fidelity of implementation of instruction across the district and utilize newly trained master and mentor teachers to ensure consistency and continuity. Our MCS Teacher Evaluation Tool will represent the best practices as reflected in the five pillars and the two foundational principles, leading to increased validity of our implementation of instructional practices.

We know that we must consider the whole child—all developmental areas—for success in school today and in life tomorrow. Thus, we commit renewed focus on STEAM which will prepare learners for their future careers. We will adopt Project Lead the Way districtwide and will hire certified art and music teachers to improve those programs.

Realizing the importance of preparing for life after graduation, we will escalate our college and career courses and internships, focusing on high-wage, high-demand jobs and will begin teaching our youngest learners about careers. We know that our learners’ physical health relates to their ability to concentrate and learn, and we commit to a new emphasis on physical and nutritional health through an In-school Physical Activity Program and a similar nutritional program in partnership with Ball State University and IU Health Ball Memorial Hospital.

Recognizing that a summer gap occurs during the two months of out-of-school time, we will provide multiple extended learning opportunities during the summer, such as: PreK through Grade 12 Summer Academic Enrichment Program, STEAM Literacy Camp, Moving to Middle School Experience, and much more. Pillar III, Student-Centered Teacher and Learning is the core of our cradle-to-career approach, with our two foundational principles serving as the underpinning.

Pillar IV. Social and Emotional Learning

Students' cognitive development and academic learning are strongly linked to social and emotional development. Over two decades of research reveals the positive effects of students' SEL:

- Increased academic performance
- Improved classroom behaviors
- Increased ability to manage stress and depression
- A better attitude about self

Students who participate in SEL programming experience improved academic performance, conduct, and emotional wellbeing for at least 18 years after the experience. Those students are also less likely to reside in public housing, receive public assistance, and participate in criminal activity as adults. We will develop SEL programming for all grade levels, PreK–12, in five core skill areas: self-awareness, self-management, social awareness, relationships, decision-making as determined by the research from the Collaborative for Academic, Social and Emotional Learning—CASEL. MCS will infuse SEL into our academic curriculum with extensive professional learning opportunities for teachers and other adults in our buildings.

Our efforts to increase SEL understanding by teachers and administrators and SEL learning by our students aligns to our consistent, systematic Multi-Tiered System of Support (MTSS). MTSS is based on examining student data to determine academic and behavior abilities and gaps and implementing a process to meet the learners' needs. MCS will develop MTSS processes in all schools, integrating the best practices/research-based tiered-intervention approach:

- Tier 1: Universal, research-based instruction for all learners
- Tier 2: Whole class and specialized groups for vulnerable students
- Tier 3: Intensive individualized instruction, including community, family, and health services in addition to school-based supports

MCS will work closely with Ball State and interdisciplinary teams of mental health and instructional experts to identify and serve learners needing targeted interventions and supports. To address the social and emotional learning of younger children, we will provide professional learning opportunities for our educators regarding developmentally appropriate methodology and implement home-school SEL connections.

Pillar V. Family and Community Engagement

We believe that families and communities are central to the academic and social and emotional growth of all learners and therefore, a strong relationship with our schools is essential. We commit to that relationship through establishing welcoming schools using culturally responsive practices with all that enter our doors.

We will engage with community organizations to bring additional resources and wrap-around services to contribute to increased health and well-being for our students and families and with our schools serving as community hubs. We will increase opportunities for our families and community to be involved and have a voice through becoming a council member, volunteering, and participating in our *Web of Support* as a caring adult selected to support our learners. We believe that, together, our learners will emerge as well-educated, college and career-ready young adults who will positively contribute to and provide leadership in our community and beyond.

STRATEGIC FRAMEWORK

Pillar I. High-Quality Pre-Kindergarten Education

GOAL: Our 3- and 4- year-old learners will be kindergarten-ready through access to high-quality pre-kindergarten programs in all our elementary schools.

- Strategy 1.1** Increase the number of pre-kindergarten classrooms.
- Strategy 1.2** Increase the number of eligible On My Way PreK learners enrolled.
- Strategy 1.3** Improve the quality of our pre-kindergarten programs, achieving higher ratings on *Indiana's Paths to QUALITY*, which includes diversity and cultural awareness.
- Strategy 1.4:** Develop and implement with fidelity a Pre-K core literacy (English/language arts) curriculum with best practices instruction and valid and reliable assessments.

Pillar II. Recruitment, Development, and Retention of Education Leaders

GOAL: Our Leaders at the district, school, and classroom levels are of the highest caliber and continuously excel through professional learning opportunities, coaching, and mentoring.

- Strategy 2.1** Develop PreK–12 teachers, that know and use best educational practices.
- Strategy 2.2** Develop administrators who know and support the use of instructional best practices by teachers.
- Strategy 2.3** Expand administrator and teacher awareness and application of culturally competent practices.
- Strategy 2.4** Create a culture of excellence in teaching and leading.
- Strategy 2.5** Offer incentives to new and returning teachers.
- Strategy 2.6** Establish culturally responsive processes and communications.

Pillar III. Student-Centered Teaching and Active Learning

GOAL: Our Schools provide an exceptional academic experience for all learners, embracing the whole child with a commitment to meeting individual needs.

LEARNER-CENTERED, INNOVATIVE CLASSROOMS and SCHOOLS

- Strategy 3.1** Improve visual and linguistic representation of diverse learners and families in classrooms and schools (e.g., signage, bulletin boards).
- Strategy 3.2** Restructure classroom learning environment through flexible seating and arrangements.
- Strategy 3.3** Establish a cohesive and effective e-Learning program.
- Strategy 3.4** Foster educator innovative projects.

LITERACY and MATHEMATICS

- Strategy 3.5** Develop and implement with fidelity a K–5 core literacy (English/language arts) curriculum with best practices instruction and valid and reliable assessments.
- Strategy 3.6** Develop and implement with fidelity a 6–8 core literacy (English/language arts) curriculum with best practices instruction and valid and reliable assessments.
- Strategy 3.7** Develop and implement with fidelity a K–5 core mathematics curriculum with best practices instruction and valid and reliable assessments.
- Strategy 3.8** Develop and implement with fidelity a 6–8 core mathematics curriculum with best practices instruction and valid and reliable assessments.
- Strategy 3.9** Develop and implement with fidelity a 9–12 mathematics curriculum with best practices instruction and valid and reliable assessments.

SCIENCE, TECHNOLOGY, ENGINEERING, FINE ARTS, and MATHEMATICS (STEAM)

- Strategy 3.10** Ensure a high-quality STEAM education.
- Strategy 3.11** Extend students' STEAM learning opportunities.

DUAL-LANGUAGE FLUENCY—SPANISH and ENGLISH

- Strategy 3.12** Extend opportunities for learners to obtain dual language proficiency in Spanish/English.
- Strategy 3.13** Ensure dual-language learners meet academic, language, and sociocultural expectations.

PHYSICAL and NUTRITIONAL HEALTH

- Strategy 3.14** Improve learners' physical health through physical education classes and extended physical opportunities in Grades K–5.
- Strategy 3.15** Improve learners' nutritional health through extended nutrition opportunities.
- Strategy 3.16** Improve the health of community members through physical and nutritional health opportunities.

PREPARING FOR COLLEGE and CAREERS

- Strategy 3.17** Establish career exploration opportunities for Grades K–12.
- Strategy 3.18** Extend current and create new courses to build Grades 7–12 learners' awareness of and interest in high-demand jobs.
- Strategy 3.19** Increase job placement and employability skills, and experiences for Grade 12 learners.
- Strategy 3.20** Strengthen opportunities for high school learners to earn college credits.
- Strategy 3.21** Expand and strengthen college and career programs.

EXTENDED OPPORTUNITIES for LEARNING

- Strategy 3.22** Provide extended opportunities for academic and social learning.
- Strategy 3.23** Provide extended learning opportunities in literacy and STEAM.
- Strategy 3.24** Provide extended opportunities for learners to plan and to prepare for college and careers.

Strategy 3.25 Provide opportunities for learners to transition to new school level experience, Grades K, 6, and 9.

Strategy 3.26 Provide extended learning opportunities for meeting learners' specific needs.

Pillar IV. Social and Emotional Learning

GOAL: Our educators will gain new understandings and practices to guide our learners in maturing toward appropriate social and emotional behaviors related to self and others and in relationships and decision-making.

Strategy 4.1 Establish districtwide frameworks and structures needed to implement a Multi-Tiered System of Support (MTSS) for learners' academic, social, and emotional learning.

Strategy 4.2 Expand teacher and administrator knowledge of and skills about social, emotional, and behavioral teaching and learning.

Strategy 4.3 Implement the MTSS process of learner identification and supports, and progress monitoring for learner academics, behavior, and social and emotional development.

Pillar V. Family and Community Engagement

GOAL: Our Schools are culturally responsive and welcoming places, where, through impactful family and community partnerships, our leaders and educators provide services that aid in the academic, physical, and emotional well-being of learners and families.

Strategy 5.1 Ensure families feel welcomed, are valued, and have increased opportunities to actively participate.

Strategy 5.2 Broaden teacher and administrator knowledge and use of culturally appropriate practices with learners and families.

Strategy 5.3 Enhance supports for students and their families.

Pillar I. High-Quality Pre-Kindergarten Education

GOAL 1: Our 3- and 4-year old learners will be kindergarten-ready through access to high-quality pre-kindergarten programs in all our elementary schools.

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
<p>1.1 Increase the number of PreK classrooms.</p>	<p>a. Establish a PreK classroom at Longfellow Elementary for up to 20 learners through a partnership with Huffer Memorial Child Care Center.</p>	<p>Up to 20 students enrolled in PreK at Longfellow Elementary</p>	<p>1/2020</p>	<p>Assistant Director, Special Education</p>
	<p>b. Establish PreK classrooms at North View Elementary and West View Elementary, thus providing PreK classrooms in all MCS elementary schools.</p>	<p>Up to 20 students enrolled in PreK at North View and West View Elementary Schools</p>	<p>8/2020</p>	<p>Assistant Director, Special Education</p>
<p>1.2 Increase the number of eligible learners enrolled through On My Way (OMW) PreK eligibility.</p>	<p>a. Identify families of 3- and 4-year old learners, with assistance from elementary and secondary school principals, as target audience for OMW communications.</p>	<p>Number of OMW PreK learners increases by 20 students</p>	<p>2020–2025</p>	<p>Assistant Director, Special Education</p>
	<p>b. Conduct regular meetings with the Delaware County OMW PreK regional manager about increasing learner enrollment.</p>	<p>Number of OMW PreK learners increases by 20 students</p>	<p>2020–2025</p>	<p>Assistant Director, Special Education</p>
	<p>c. Extend and implement communications, including on social media, to increase opportunities for families to learn about and enroll in OMW.</p> <p>1) Develop eye-catching flyers, adapted for various audiences, and provide at multiple sites and through various people (e.g., MACC, DCS caseworkers).</p> <p>2) Compose and post messages specific to social media.</p> <p>3) Implement OMW PreK registration fairs at all elementary schools.</p> <p>4) Evaluate results of communication plan and adjust yearly.</p>	<ul style="list-style-type: none"> • Increased number of communications and modes expanded (e.g., social media) • Evaluation of communication based on results of question on registration form, “How did you hear about OMW?” 	<p>2020–2025</p>	<p>Assistant Director, Special Education</p>

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
<p>1.3 Improve the quality of our PreK programs, achieving higher level ratings through Indiana's Paths to QUALITY (PTQ) which includes diversity and cultural understanding.</p>	<p>a. Achieve PTQ Level 4 for PreK programs existing currently at Grissom Elementary and South View Elementary from their current rating of Level 3.</p>	a. Level 4 rating	a. 2021	Assistant Director, Special Education
	<p>b. For new PreK programs established at East Washington Academy, North View Elementary, and West View Elementary:</p> <ol style="list-style-type: none"> 1) Complete Legally Licensed Exempt Provider (LLEP) certification. 2) Obtain PTQ Level 1. 3) Fast track through Level 2 to obtain PTQ Level 3. 	<p>b1. LLEP certification</p> <p>b2. Rating of Level 1</p> <p>b3. Ratings of Level 2 & 3</p>	<p>b1. 2020</p> <p>b2. 2021</p> <p>b3. 2022–2025</p>	Assistant Director, Special Education
<p>1.4 Develop and implement with fidelity a Pre-K core literacy (English language arts) curriculum with best practices instruction, and valid and reliable assessments.</p>	<p>a. Curriculum: Employ the best practices preliteracy/early literacy program, Fountas & Pinnell Classroom™ (FPC), that corresponds to the Indiana English Language Arts Learning Foundations and includes a variety of texts with positive, diverse representations, reflecting MCS learners and others.</p>	a. Use of curriculum with fidelity	a. 2020–2025	Director of Elementary Education
	<p>b. Instruction: Increase PreK teachers' knowledge and skills of developmentally-appropriate instruction, especially in prereading, through professional learning opportunities provided by Fountas & Pinnell trainers.</p>	b. Improved scores on School Readiness Assessment	b. 2020–2025	Director of Elementary Education
	<p>c. Assessments: Ensure use of developmentally appropriate assessments for young children for English language arts.</p>	c. Improved scores on School Readiness Assessment	c. 2020–2025	Director of Elementary Education

Pillar II. Recruitment, Development, and Retention of Educational Leaders

GOAL 2: Our Leaders at the district, school, and classroom levels are of the highest caliber and continuously excel through professional learning opportunities, coaching, and mentoring.

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
DEVELOPMENT of Teachers and Leaders				
<p>2.1 Develop teachers that know and use best educational practices.</p>	<p>a. Increase PreK–12 teacher understanding and use of best-practice in instruction, cooperative learning, and cultural competency.</p> <ol style="list-style-type: none"> 1) Develop school Instructional Leadership Teams, including principals, assistant principals, Master and Mentor Teachers, and train on the MCS Teacher Evaluation Tool. 2) Develop Master and Mentor Teachers to lead professional learning sessions and conduct teaching demonstrations and coaching. 3) Provide extended professional learning experiences through literacy and math curricula experts from IDOE, curricula companies, and others. 4) Utilize Ball State Professional Development School Liaisons to guide professional learning communities and conduct training sessions. 	<ul style="list-style-type: none"> • Improved ratings on MCS Teacher Evaluation Tool • Increased student scores on statewide assessments 	2020-2025	CEO

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
<p>2.2 Develop administrators that know and support the use of instructional best practices by teachers.</p>	<p>a. Increase administrators' capacity to observe and discuss teachers' lessons based on best practices in instruction, cooperative learning, and responsive cultural awareness.</p> <p>1) Create MCS Teacher Evaluation Tool based on best practices in instruction, including cultural responsiveness, and classroom management.</p> <p>2) Train principals and assistant principals in conducting self-reflective, thoughtful observations, and discussions using the MCS Teacher Evaluation Tool.</p> <p>3) Develop communication plan discussing the purposes and processes of using the MCS Teacher Evaluation Tool.</p>	<ul style="list-style-type: none"> Increased reliability of ratings on MCS Teacher Evaluation Tool Increased student scores on statewide assessments 	2020–2025	Assistant Superintendent
<p>2.3 Expand administrator and teacher awareness and application of culturally competent practices.</p>	<p>a. Create the District Culturally Relevant Teaching and Learning Cadre and provide training in knowledge of and skills in cultural competency and develop a training program for MCS.</p> <p>b. Implement the cultural competency training program with all MCS staff to improve classroom and school climates for learners and families.</p>	<ul style="list-style-type: none"> Improved ratings on Climate Survey Improved ratings on MCS Teacher Evaluation Tool 	2020–2025	Director of Diversity
<p>2.4 Create a culture of excellence in teaching and leading.</p>	<p>Design and implement a career ladder for teacher leaders of excellence, including master and mentor roles with supplemental pay.</p>	<ul style="list-style-type: none"> Increased number of career ladder opportunities Increased pool of teachers that seek career ladder advancement 	2020–2025	Assistant Superintendent

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
RECRUITMENT AND RETAINMENT of Teachers and Leaders				
2.5 Offer incentives to new and returning teachers.	a. Continue to explore additional incentives for new teachers to relocate to Muncie, such as financial assistance.	<ul style="list-style-type: none"> • New and continued incentives 	2021–2025	Assistant Superintendent
	b. Increase communication about MCS Loan Forgiveness Program for new teachers (recruitment) and continuing teachers (retainment).	<ul style="list-style-type: none"> • Inclusion of loan forgiveness program in marketing materials 	2021–2025	Assistant Superintendent
	c. Promote and provide Ball State 50% tuition discount (up to 6 credited hrs. per semester) and other discounted services, such as use of exercise facility and attending sports events.	<ul style="list-style-type: none"> • Inclusion of Ball State discounts in marketing materials 	2021–2025	Assistant Superintendent
	d. Promote MCS's provision of supporting teachers through professional learning and career ladder opportunities.	<ul style="list-style-type: none"> • Inclusion of learning and career opportunities in marketing materials 	2021–2025	Assistant Superintendent
	e. Hire highly-qualified bilingual (English/Spanish) educators for dual language-immersion through the development of a talent recruitment campaign that includes stipends as an incentive.	<ul style="list-style-type: none"> • Administration of the American Council on the Teaching of Foreign Language (ACTFL) exam 	2021–2025	Assistant Superintendent
2.6. Establish culturally responsive processes and communications.	a. Review and amend recruitment and retention processes to reflect cultural responsiveness.	<ul style="list-style-type: none"> • Updated communications 	2020–2025	Assistant Superintendent
	b. Review and edit communications, both written literature and digital media, to reflect cultural responsiveness.	<ul style="list-style-type: none"> • Updated communications 	2020–2025	Assistant Superintendent
	c. Examine past recruiting efforts and increase marketing efforts to sites reflecting a diverse, high-quality workforce.	<ul style="list-style-type: none"> • Updated recruitment sites to increase diversity 	2020–2024	Assistant Superintendent

Pillar III. Student-Centered Teaching and Active Learning

GOAL 3: Our Schools provide an exceptional academic experience for all learners, embracing the whole child, with a commitment to meeting individual needs.

LEARNER-CENTERED, INNOVATIVE CLASSROOMS and SCHOOLS

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
3.1 Improve visual and linguistic representation of diverse learners and families in classrooms and schools.	a. Enhance school-wide visual images and languages to reflect diversity, such as in signage, bulletin boards, displays, and communications.	<ul style="list-style-type: none"> Increased representations of learner population Climate Survey 	August 2020–August 2021	Principals
	b. Review and ensure inclusion of diversity in curricula, materials, and lessons with positive, diverse representations.	<ul style="list-style-type: none"> Increased representation of learner population Climate Survey 		Director of Diversity
3.2 Restructure classroom learning environment through flexible seating and arrangements.	a. Inform teachers and administrators of benefits of flexible seating, both in terms of arrangement (e.g., small groupings of desks, semicircles) and type (e.g., stools, cushions, balance balls) to allow learner choice, movement, and comfort, and to increase learner attention.	<ul style="list-style-type: none"> Increased use of appropriate seating arrangements and flexible seating corresponding to learner tasks and needs 	2021–2025	Principals
	b. Develop schoolwide norms concerning flexible classroom seating in relation to school climate and culture.	<ul style="list-style-type: none"> Inclusion of flexible seating as part of climate and culture Improved results in climate and culture surveys 	2021–2025	Principals
	c. Provide guidance and support about flexible seating in correspondence of learner tasks and needs through coaching from Master and Mentor Teachers and observations from principals.	<ul style="list-style-type: none"> Improved teacher ratings on MCS Teacher Evaluation Tool 	2021–2025	Principals

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
3.3 Establish a cohesive and effective e-learning program.	a. Execute technology management services, equipment, and processes to meet the needs of staff and students.	<ul style="list-style-type: none"> • Inventory lists of computers and software for all teachers and administrators • Schedule and processes for maintaining and repairing equipment • Devices for all learners • Internet services for all learners at home 	2019–2020 2019–2020	Director of Technology
	b. Enhance educators' capacity to: <ol style="list-style-type: none"> 1) Use technology efficiently and effectively, especially with the learning management system (LMS). 2) Appreciate the cognitive, physical, and social and emotional effects of e-learning on students. 3) Design and teach best practices for e-learning lessons. 	<ul style="list-style-type: none"> • Professional learning opportunities • Improved teacher ratings on MCS Teacher Evaluation Tool 	2019–2020 2020–2021	Associate Superintendent
3.4 Foster educator innovative projects by educators.	c. Establish a consistent and rigorous e-learning program for grades K–12 to meet short-term and long-term educational needs including a virtual program offering.	<ul style="list-style-type: none"> • Observations of conducting e-learning • MCS Teacher Evaluation Tool 		
	a. Encourage individual or group educator-created innovative projects with an application process, including criteria and scoring rubric.	<ul style="list-style-type: none"> • Projects awarded 	2024–2025	Associate Superintendent
	b. Develop district supports for innovative project awardees to assist in project execution (e.g., planning time, equipment, student scheduling).	<ul style="list-style-type: none"> • Projects implemented • Supports provided 	2024–2025	Associate Superintendent
	c. Assist in sustaining and/or broadening projects as applicable.	<ul style="list-style-type: none"> • Projects sustained or broadened 	2024–2025	Associate Superintendent

LITERACY, K–8: Curriculum, Instruction, Assessment						
Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible		
<p>3.5 Develop and implement with fidelity a grades K–5 core literacy (English language arts) curriculum with best practices instruction and valid and reliable assessments.</p>	<p>a. Curriculum: Develop a district-wide literacy curriculum map, grades K–5, aligned to the Indiana Academic Standards, English/Language Arts: K–5 and ILEARN Blueprints.</p>	Grades K–5 Literacy Curriculum Map	2019–2020	Director of Elementary Education		
	<p>b. Curriculum: Demonstrate alignment of adopted Fountas & Pinnell Classroom™ (FPC) reading process to curriculum literacy map.</p> <ol style="list-style-type: none"> 1) The importance and process of conducting curriculum alignments. 2) How to use curriculum maps for daily planning. 	Grades K–5 Literacy Curriculum Map	April 2020	Director of Elementary Education		
	<p>c. Curriculum/instruction: Provide district-wide professional development to all K–5 staff through FPC to increase awareness and understanding of:</p>	<p>Six trainings:</p> <ul style="list-style-type: none"> • Instructional Contexts • Interactive Read-Aloud • Shared Reading • Reading Mini-Lesson • Guided Reading • Phonics, Spelling, and Word Study 	<p>Six trainings:</p> <ul style="list-style-type: none"> • Instructional Contexts • Interactive Read-Aloud • Shared Reading • Reading Mini-Lesson • Guided Reading • Phonics, Spelling, and Word Study 	December 2019–July 2020	Director of Elementary Education	
	<p>d. Instruction: Increase teachers' fidelity of implementation through school-based Master and Mentor Teachers selected for their exceptional teaching skills as trained by the National Institute for Excellence in Teaching (NIET).</p>	<ul style="list-style-type: none"> • Improved teacher ratings on MCS Teacher Evaluation Tool • Increase in student scores on statewide literacy assessments 	<ul style="list-style-type: none"> • Improved teacher ratings on MCS Teacher Evaluation Tool • Increase in student scores on statewide literacy assessments 	2020–2025	Director of Elementary Education	
	<p>e. Assessments:</p> <ol style="list-style-type: none"> 1) Utilize two formative assessments to routinely evaluate student progress by comparing current level to past level: Fountas and Pinnell Benchmark Systems and i-Ready. 2) Provide training in using the results of formative assessments to make changes in instructional practices and/or provide supports. 	<ul style="list-style-type: none"> • Increased use and analysis of Fountas & Pinnell Benchmark Systems with fidelity • Increased use and analysis of i-Ready with fidelity. • Improved student scores on state assessments: IREAD3 and ILEARN (summative assessments). 	<ul style="list-style-type: none"> • Increased use and analysis of Fountas & Pinnell Benchmark Systems with fidelity • Increased use and analysis of i-Ready with fidelity. • Improved student scores on state assessments: IREAD3 and ILEARN (summative assessments). 	<p>2020–2021</p> <p>2020–2025</p> <p>2021–2025</p>	Director of Elementary Education	

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
<p>3.6 Develop and implement with fidelity a grades 6–8 core literacy (English language arts) curriculum with best practices instruction and valid and reliable assessments.</p>	<p>a. Curriculum: Develop a district-wide literacy curriculum map, grades 6–8, aligned to the Indiana Academic Standards, English/Language Arts: K–5 and ILEARN Blueprints.</p> <p>b. Instruction: Increase teachers' knowledge and skills of the teaching and learning of literacy through: (a) professional learning opportunities and (b) school-based Master and Mentor Teachers as selected for exceptional teaching skills and trained by NIET.</p> <p>c. Assessments:</p> <ol style="list-style-type: none"> 1) Utilize two, formative assessment(s) to routinely evaluate student progress by comparing current level to past level: StudySync and i-Ready. 2) Utilize StudySync end-of-unit summative assessments to determine progress, followed by reteaching and remediation as needed. 3) Provide training and oversight in the use of formative literacy assessments. 	<p>6–8 Literacy Curriculum Map</p> <ul style="list-style-type: none"> • Completion of trainings given by adolescent literacy specialist • Improved teacher ratings on MCS Teacher Evaluation Tool • Increase in student scores on statewide literacy assessments <ul style="list-style-type: none"> • Increased use and analysis of StudySync of assessments with fidelity • Improve student scores on state summative assessment, ILEARN 	<p>2021</p> <p>2020–2025</p> <p>2020–2025</p>	<p>Director of Secondary and Career Education</p> <p>Director of Secondary and Career Education</p> <p>Director of Secondary and Career Education</p>

MATHEMATICS, K–12: Curriculum, Instruction, Assessment					
Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible	
<p>3.7 Develop and implement with fidelity a K–5 core mathematics curriculum with best practices instruction and valid and reliable assessments.</p>	<p>a. Curriculum: Develop a district-wide mathematics curriculum map for Grades K–5, aligned with the Indiana Academic Standards, Mathematics, K–5 and indicating ILEARN blueprints.</p>	Grades K–5 Math Curriculum Map	2021	Director of Elementary Education	
	<p>b. Curriculum: Align the mathematics curriculum map for Grades K–5 with the district adopted Go Math program.</p>	Grades K–5 Math Curriculum Map	2021	Director of Elementary Education	
	<p>c. Instruction: Increase teacher and administrator knowledge of and skills in teaching and learning mathematics through:</p> <ol style="list-style-type: none"> 1) Professional learning opportunities based on the eight teacher practices from the National Council of Teachers of Mathematics (NCTM), provided by an IDOE specialist and Ball State professors. 2) School-based Master and Mentor Teachers. 	<ul style="list-style-type: none"> • Improved teacher ratings on MCS Teacher Evaluation Tool • Increased student scores on statewide math assessments 	2021–2025	Director of Elementary Education	
	<p>d. Assessments: Utilize Go Math! formative assessment to routinely evaluate student progress by comparing current level to past level.</p>	<ul style="list-style-type: none"> • Increased use and analysis of Go Math and i-Ready formative assessments with fidelity • Improve student scores on state summative assessment, ILEARN 	2020–2025	Director of Elementary Education	

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
<p>3.8 Develop and implement with fidelity a 6–8 core mathematics curriculum with best practices instruction and valid and reliable assessments.</p>	<p>a. Curriculum: Develop a district-wide math curriculum map, Grades 6–8, aligned with Indiana Academic Standards, Mathematics: 6–8 and ILEARN Blueprints.</p>	Grades 6–8 Math Curriculum Map	2019–2020	Director of Secondary and Career Education
	<p>b. Curriculum: Demonstrate alignment of curriculum materials and resources to Grades 6–8 curriculum mathematics map.</p>	Grades 6–8 Math Curriculum Map	2019–2020	Director of Secondary and Career Education
	<p>c. Instruction: Increase teachers' and administrators' knowledge and skills of the teaching and learning of mathematics through:</p> <ol style="list-style-type: none"> 1) Professional learning opportunities focusing on NCTM's eight teaching practices provided by an IDOE specialist and Ball State professors. 2) School-based Master and Mentor Teachers. 	<ul style="list-style-type: none"> • Improved teacher ratings on MCS Teacher Evaluation Tool • Increase in student scores on statewide math assessments 	2021–2025	Director of Secondary and Career Education
	<p>d. Assessments:</p> <ol style="list-style-type: none"> 1) Utilize two formative assessments to routinely evaluate student progress by comparing current learning to past learning: i-Ready Mathematics and Go Math! 2) Utilize summative tests to determine learning as compared to Go Math! curriculum standards: end-of-year tests. 3) Provide training and oversight in the use of formative mathematics assessments. 	<ul style="list-style-type: none"> • Increased use and analysis of Go Math! formative assessments with fidelity • Increased use and analysis of i-Ready with fidelity • Improve student scores on state summative assessment, ILEARN 	2021–2025	Director of Secondary and Career Education
<p>3.9 Develop and implement with fidelity a 9–12 core mathematics curriculum with best practices instruction and valid and reliable assessments.</p>	<p>a. Curriculum: Develop a district-wide math curriculum map, Grades 9–12, aligned with the Indiana Academic Standards, Mathematics: 9–12 and ILEARN Blueprints.</p>	Grades 9–12 Math Curriculum Maps	2020–2021	Director of Secondary and Career Education
	<p>b. Curriculum: Demonstrate alignment of curriculum materials and resources to Grades 9–12 curriculum mathematics map.</p>	Grades 9–12 Math Curriculum Maps	2020–2021	Director of Secondary and Career Education
	<p>c. Instruction: Increase teachers' and administrators' knowledge and skills of the teaching and learning of mathematics through focusing on NCTM's eight teaching practices as provided by an IDOE specialist and Ball State professors, school-based Master and Mentor Teachers, and department chairs.</p>	<ul style="list-style-type: none"> • Improved teacher ratings on MCS Teacher Evaluation Tool • Increased scores on statewide math assessments 	2021–2025	Director of Secondary and Career Education

STEAM K-12					
Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible	
<p>3.10 Ensure high-quality science, technology, engineering, and fine arts, and math (STEAM) education.</p>	<p>a. Review and select standards-based, hands-on curriculum and materials for:</p> <ol style="list-style-type: none"> 1) Science, technology, engineering, and math (STEM). 2) Fine arts (STEAM). 3) Provide training and oversight in the use of curriculum with fidelity. 	<ul style="list-style-type: none"> • Selection of Project Lead the Way (PLTW) and science textbook adoption in Grades 6-8. • Selected music and art curricula and materials 	<p>2020</p> <p>2020-2021</p>	<p>Associate Superintendent</p>	
	<p>b. For STEM, increase teacher expertise by providing:</p> <ol style="list-style-type: none"> 1) For the middle schools, training for at least two PLTW teachers in PLTW's Innovators and Makers, App Creators, and Medical Detectives. 2) For the high school, training for at least two PLTW teachers in PLTW's Engineering and Computer Science. 3) For all PLTW teachers, professional learning opportunities conducted by a PLTW consultant. 	<ul style="list-style-type: none"> • Increased number of teachers trained in PLTW courses • Improved teacher ratings on MCS Teacher Evaluation Tool • Increased number of students completing PLTW courses 	<p>2021-2023</p>	<p>Associate Superintendent</p>	
	<p>c. For art and music, increase level of teacher expertise:</p> <ol style="list-style-type: none"> 1) Hire licensed teachers for all elementary schools, with preference to music teachers with instrumental experience. 2) Provide collaboration time for teachers to meet across schools to plan and learn. 3) Utilize Mentor Teachers in elementary schools to provide professional learning opportunities, mentoring, and coaching. 	<ul style="list-style-type: none"> • Employ licensed art and music teachers in all elementary schools • Designated times for teacher collaboration • Improved teacher ratings on MCS Teacher Evaluation Tool 	<p>2020-2023</p>	<p>Associate Superintendent</p>	

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
3.11 Extend students' STEAM learning opportunities.	a. For STEM, implement additional, specific career path courses: 1) For the middle schools, PLTW's Innovators and Makers, App Creators, and Medical Detectives. 2) For the high school, Engineering and Computer Science.	<ul style="list-style-type: none"> Increased number of PLTW courses available Increased number of students enrolled in PLTW courses 	2021–2023	Associate Superintendent
	b. For music and art for Grades K-5: 1) Modification of school schedules to allow time for enrichment art and music. 2) Identification of students to participate in additional art and music opportunities. 3) Organizing of external performance activities to increase community awareness and student involvement. 4) Introduction of Grade 5 instrumental band in all elementary schools. 5) Extension of partnership with Ball State's School of Music for university students to observe and teach in elementary schools through methods courses and practicums.	<ol style="list-style-type: none"> Designated time for extended art and music opportunities Students selected to participate Increased participation rates Increased participation rates Increased number of Ball State music students' observations and practicums 	<ol style="list-style-type: none"> 2020–2023 2020–2023 2020–2023 2020–2023 2021–2025 	<ol style="list-style-type: none"> Elementary School Principals Elementary Music and Art Teachers Associate Superintendent Associate Superintendent Associate Superintendent
DUAL LANGUAGE IMMERSION				
Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
3.12 Extend opportunities for learners to obtain dual language proficiency in Spanish/English.	a. Determine and provide curricula, space, materials, and staffing to extend current grades K–2 dual language classrooms at West View Elementary School by one additional grade level each academic year.	New classroom formed	2020–Grade 3 2021–Grade 4 2022–Grade 5	Director of Elementary Education
	b. Determine and provide curricula, space, materials, and staffing to extend dual language classrooms in a selected middle school by one additional grade level each academic year.	New classroom formed	2023–Grade 6 2024–Grade 7	Director of Secondary & Career Education

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
3.13 Ensure dual language learners meet academic, language, and sociocultural expectations.	a. Select, adopt, and implement learner-centered dual language curricula for core subjects.	Curricula for English language arts, Spanish language arts, and Spanish mathematics	2021–2025	Director of Elementary Education
	b. Implement best practices for language-learning through professional learning opportunities for teachers, leading to students demonstrating high levels of language proficiency in all domains of Spanish and English.	Increased/consistent number of learners with high levels of language proficiency, Spanish/English	2020–2025	Director of Elementary Education
	c. Implement best instructional practices for content areas through professional learning opportunities for teachers, leading to students demonstrating academic achievement at or above grade levels in all core subjects.	Increased/consistent number of learners performing at or above grade levels in all core subjects.	2020–2025	Director of Elementary Education
	d. Establish an engaging learning community that values multicultural engagement, leading to students' deep cultural understanding and appreciation.	Student survey	2020–2025	Director of Elementary Education
PHYSICAL AND NUTRITIONAL HEALTH				
Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
3.14 Improve learners' physical health through physical education classes and extended opportunities for Grades K–5.	a. Utilize the district-wide physical education Mentor Teacher to provide professional learning opportunities, mentoring, and coaching to physical education teachers.	Improved teacher ratings on MCS Teacher Evaluation Tool	2020–2025 2020–2025	P.E Mentor Teacher
	b. Develop the In-School Physical Activity Program to improve learners' physical health in partnership with Ball State University and IU Health Ball Memorial Hospital.	In-School Physical Health Activity Program	2020–2021 Pilot South View Elem. 2021–2023 – other schools	Principals Ball State faculty: Tony Mahon Andrea McMurtry
	c. Create age-appropriate physical health activities, as designed by Ball State students, and compile into written form.	Compiled activities	2020–2021 Pilot South View Elem. 2021–2023 – other schools	Ball State faculty: Tony Mahon Andrea McMurtry
	d. Implement physical health activities (e.g., active learning, “Brain Breaks,” expanded recess, hallway activities) throughout the school day, as led by Ball State students, initially.	Increased teacher knowledge of and use of physical health activities throughout the school day	2020–2021 Pilot South View Elem. 2021–2023 – other schools	Principals Ball State faculty: Tony Mahon Andrea McMurtry

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
<p>3.15 Improve learners' nutritional health through extended opportunities for families of students for Grades K-5.</p>	<p>a. Develop the In-School Nutritional Program to improve learners' health in partnership with Ball State.</p>	In-School Nutritional Program	2020-2021 Pilot South View Elem. 2021-2023—other schools	Principals Ball State faculty: Jay Kandiah Andrea McMurtry
	<p>b. Develop age-appropriate, nutritional health educational lessons integrated into the curricula in partnership with Ball State.</p>	Compiled activities	2020-2021 Pilot South View Elem. 2021-2023—other schools	Principals Ball State faculty: Jay Kandiah Andrea McMurtry
	<p>c. Implement nutritional health activities, such as cooking demonstrations by Chartwells Dining Services, in partnership with Ball State.</p>	Increased number of nutritional health activities	2020-2021 Pilot South View Elem. 2021-2023—other schools	Principals Ball State faculty: Tony Mahon Andrea McMurtry
<p>3.16 Improve the health of community members through physical and nutritional health opportunities for families of students in Grades K-5.</p>	<p>a. Design and implement an After School/Evening Community Physical Health Program in collaboration with building principals, community stakeholders, and neighborhood associations in partnership with Ball State.</p>	After School/Evening Community Physical Health Program	2020-2021 Pilot South View Elem. 2021-2023—other schools	Principals Ball State faculty: Tony Mahon Andrea McMurtry
	<p>b. Design and implement an After School/Evening Community Nutritional Health Program in collaboration with building principals, community stakeholders, and neighborhood associations in partnership with Ball State.</p>	After School/Evening Community Nutritional Health Program	2020-2021 Pilot South View Elem. 2021-2023—other schools	Principals Ball State faculty: Jay Mahon Andrea McMurtry
	<p>c. Determine the specific and unique needs of the community in the target locale through collaboration with building principals, community stakeholders, and neighborhood associations, in partnership with Ball State.</p>	Needs determined	2020-2021 Pilot South View Elem. 2021-2023—other schools	Principals Ball State faculty: Tony Mahon Lenny Kaminsky
	<p>d. Based on the determined needs, develop and launch after-school and evening programming through a Healthy Lifestyle Center that focuses on healthy lifestyle choices and adoption of healthy behaviors (e.g., mental wellness, nutrition and exercise/activity counseling, social service guidance).</p>	<ul style="list-style-type: none"> • Healthy Lifestyle Center • Increased number of programs • Increased participation rates 	2020-2021 Pilot South View Elem. 2021-2023—other schools	Principals Ball State faculty: Tony Mahon Lenny Kaminsky

PREPARING FOR COLLEGE AND CAREERS

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
<p>3.17 Establish career exploration opportunities for Grades K–12.</p>	<p>a. For Grades K–5, create age-appropriate career lessons to be taught during regularly scheduled library classes.</p> <p>b. Provide training for library aides to conduct the career lessons and develop a process for ensuring quality instruction.</p> <p>c. For Grade 6, create grade-appropriate career lessons for social studies teachers to incorporate into their lessons with two every nine weeks.</p> <p>d. For Grades 9–12, institute discussions of Graduation Pathway diploma plans by English teachers.</p> <p>e. For Grades 9–10, complete Career Interest Inventory, (e.g., Indiana Career Explorer website), attend presentations from local companies, and complete a career profile.</p>	<p>Increased student awareness of potential future careers</p> <p>Increased best practices instruction as measured by principal observations</p> <p>Increased student awareness of potential careers</p> <ul style="list-style-type: none"> • Increased participation in Graduation Pathways diploma reviews • Increased completion rates of diploma plans • Increased completion rates of career interest inventories • Increased presentation attendance • Increased completion rates of career profiles 	<p>2020–2023</p> <p>2020–2023</p> <p>2020–2023</p> <p>2020–2025</p> <p>2020–2025</p>	<p>Director of Secondary & Career Education</p> <p>Director of Secondary & Career Education</p> <p>Director of Secondary & Career Education</p> <p>Director of Secondary & Career Education</p> <p>Director of Secondary & Career Education</p>

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
<p>3.18 Extend current and create new courses to build Grades 7–12 learners’ awareness of and interest in high-demand jobs.</p>	<p>a. For Grade 7, provide a new course—Business and Information Technology—to develop learner skills in career planning, basic business, personal financial responsibility, and using technology as a tool.</p>	<ul style="list-style-type: none"> • Increased enrollment • Increased passing rates 	2020–2025	Director of Secondary & Career Education
	<p>b. For Grade 8, provide a new course—Preparing for College and Careers—focusing on career options and college planning in preparing for high school.</p>	<ul style="list-style-type: none"> • Increased enrollment • Increased passing rates 	2020–2023	Director of Secondary & Career Education
	<p>c. For Grades 11–12, establish a new Career and Technical Education (CTE) pathway, Engineering Technology Program for college credit and provided through a joint partnership with Purdue Polytechnic, Ivy Tech, Magna International (PowerTrain), and Mursix Corporation.</p>	<ul style="list-style-type: none"> • Increased enrollment • Increased completion rates • Increased initial employment in these areas 	2020–2023	Director of Secondary & Career Education
	<p>d. For Grades 11–12, establish new CTE courses, Industrial Automation and Robotics I.</p>	<ul style="list-style-type: none"> • Increased enrollment • Increased completion rates • Increased initial employment in these areas 	2020–2023	Director of Secondary & Career Education
<p>3.19 Increase job placement, employability skills, and experiences for Grade 12 learners.</p>	<p>e. For Grades 11–12:</p> <ol style="list-style-type: none"> 1) Establish new CTE courses representing jobs in high demand: Banking and Finance, Business Management, Business and Office Administration, and health care preparation courses in Anatomy/Physiology and Medical Terminology. 2) Expand these courses to second levels: Human and Social Services I, II; Education Professions I, II; and Nutrition Science Careers I, II. 	<ul style="list-style-type: none"> • Increased enrollment • Increased completion rates 	2020–2023	Director of Secondary & Career Education
	<p>a. Develop learner’s skill to prepare for and participate in applying and interviewing for jobs, through activities such as conducting online job searches, developing resumes, and preparing for and completing job interviews with local employers.</p>	<ul style="list-style-type: none"> • Increased completion rates of resumes and cover letters • Increased readiness for job interviews • Increased participation at Job Preview Day 	2020–2025	Director of Secondary & Career Education
	<p>b. Extend CTE learners’ on-the-job experiences through embedded internships during capstone, second year of CTE pathway programs.</p>	<ul style="list-style-type: none"> • Increased rates of internship completion 	2021–2025	Director of Secondary & Career Education

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
3.20 Strengthen opportunities for high school learners to earn college credits.	a. Implement a plan to increase enrollment in and completion in Advanced Placement (AP) courses.	<ul style="list-style-type: none"> Increased participation rates of diverse learners Increased passing rates of AP exams 	2020–2023	High School Principal
	b. Implement a plan to increase enrollment in and completion in Early College High School.	<ul style="list-style-type: none"> Increased participation Increased completion of associate's degrees 	2021–2023	High School Principal
3.21 Expand and strengthen college and career programs.	a. Align CTE Pathway Plans (course outlines) with Governor's Workforce Cabinet Course Standards and technical certification dual credit sequences, industry certifications, and embedded work-based learning recommendations — making edits and changes as needed.	Aligned CTE Pathway Plans	2020–2021 (with continual updates as needed)	Director of Secondary & Career Education
	b. Develop and implement CTE Pathways Marketing Plan for MCS Students and Families to Increase student awareness of local employers and job options and knowledge of and enrollment in CTE courses.	<ul style="list-style-type: none"> Increased student interest in local employers and job options Increased student enrollment in CTE courses 	2020–2023	Director of Secondary & Career Education
	c. Develop and implement CTE Pathways Marketing Plan for Muncie Area Employers to improve local employers' awareness of and participation in CTE and to increase local job placements.	<ul style="list-style-type: none"> Increased participation of new companies participating Increased retention of companies participating 	2020–2023	Director of Secondary & Career Education
	d. Expand capacity of the Graduation Academy (online courses for students needing credits) and MCHS online programs by employing a Work-Based Learning Coordinator to implement a pilot program to further develop learners' employability skills and to facilitate job placement opportunities.	<ul style="list-style-type: none"> Increased rates of learners earning Career Exploration Internship credits. Increased number of companies participating in job placements 	2020–2023	Director of Secondary & Career Education

EXTENDED OPPORTUNITIES FOR LEARNING

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
<p>3.22 Provide extended opportunities for academic and social learning.</p> <p>3.23 Provide extended learning opportunities in literacy and in STEAM.</p>	<p>Institute PreK–12 Summer Academic Enrichment Program with lessons and activities aligned to the Indiana State Standards, leading to academic and social learning through a partnership with the Boys & Girls Clubs and Upward Bound.</p>	<p>(To be determined with partners)</p>	<p>June–July 2020–2025</p>	<p>Director of Elementary Education</p>
	<p>a. Expand afterschool and summer program opportunities to Grades K–5 at Grissom and South View Elementary Schools through a partnership with the Muncie YMCA, having a primary program focus of literacy including a family component and a secondary focus of social and emotional learning with up to 80 learners enrolled at each school.</p> <p>b. Create Grade 2 STEAM Literacy Camps through Ball State/MCS's research-based Camp Adventure program to increase learners' understanding and interest in STEAM and improve literacy.</p> <p>c. Implement Grades 9–12 Marching Band Summer Camp to continue development of learners' musical skills and interests.</p> <p>d. Partner with Innovation Connector, Coding Classes; Motivate our Minds, Academic Enrichment; Youth Symphony Orchestra, Music Skills and Interests; Red-tail Land Conservatory, Outdoor Education; Muncie Children's Museum, STEM; and Boy Scouts, STEM</p>	<ul style="list-style-type: none"> • Additional afterschool and summer school programs in elementary schools • Maximum number of learners enrolled • Increased scores on state assessments • Increased family participation • Increased number of learners participating • Increased attendance rates • Improved STEAM skills • Increased participation rates • Increased attendance rates <p>Increased access to a variety of learning opportunities within the community that aids in the learning process happening after the school day</p>	<p>Grissom start 2020 South View start 2021</p> <p>June–July Two sessions 2021–2025</p> <p>Summer 2020–2025</p> <p>Summer 2020–2025</p>	<p>Director of Elementary Education</p> <p>Associate Superintendent</p> <p>Associate Superintendent</p> <p>Associate Superintendent</p>

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
<p>3.24 Provide extended opportunities for learners to plan and prepare for college and careers.</p>	<p>a. Establish Grades 6 and 7 Career Exploration Summer Camp to increase awareness and understanding of specific career options through hands-on experiences.</p>	<p>Increased student scores on a career awareness and attitude survey</p>	<p>Summer Pilot 2021 Five days total</p>	<p>Director of Secondary & Career Education</p>
	<p>b. Launch Grades 6–12 Summer Career Clubs to develop learners’ skills and interests in potential careers:</p> <ol style="list-style-type: none"> 1) Summer Drone Club—in partnership with the Academy of Model Aeronautics (AMA), with its national headquarters in Muncie, using the AMA-developed student lessons. 2) Summer Junior Producers Club—in partnership with Ball State. 	<ul style="list-style-type: none"> • Increased participation rates • Increased attendance rates • Increased rates of project completion 	<p>Summer 2021–2025</p>	<p>Associate Superintendent</p>
	<p>c. Partner with the following education-oriented organizations:</p> <ul style="list-style-type: none"> • Muncie Children’s Museum—Career Exploration • Project Leadership—Enrollment in 21st Century Scholars, Career Coaching, ICE League • TeenWorks—Work-based learning opportunities • Indiana GEAR-UP—tutoring and STEM • Muncie Civic Theatre—Explore a variety of youth education experiences through acting, stage managing and production • College Mentors for Kids 	<p>Increased involvement with local organizations to enhance college and career preparation and exposure</p>	<p>Summer 2020–2025</p>	<p>Associate Superintendent</p>
<p>3.25 Provide opportunities for learners in Kindergarten and Grades 6 and 9 to participate in transitioning events for entering the next school level.</p>	<p>a. For incoming kindergarten learners, develop the Starting School Experience to understand and participate in daily routines and structures, become familiar with teachers and classmates, build confidence, and to lower anxiety.</p>	<p>Teacher and parent report</p>	<p>Summer 2020 Four half-days 2021–2025</p>	<p>Director of Elementary Education</p>
	<p>b. For incoming Grade 6 learners, create the Moving to Middle School Experience to increase comfort level, build confidence, improve team building, and lower anxiety, in partnership with Project Leadership.</p>	<p>Attitude survey</p>	<p>Summer 2020 2021–2025</p>	<p>Director of Secondary & Career Education</p>
	<p>c. For incoming Grade 9 learners, provide the Moving to High School Experience to increase comfort level, build confidence, improve team building, and lower anxiety, in partnership with Project Leadership.</p>	<p>Attitude survey</p>	<p>Summer 2020 Four half-days 2021–2025</p>	<p>Director of Secondary & Career Education</p>

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
3.26 Provide extended learning opportunities for meeting learners' specific needs.	a. Deliver Grade 3 Reading Academy, personalized, targeted reading instruction, to learners that did not pass IREAD-3.	Increased number of students passing IREAD 3	Summer 2021–2025	Director of Elementary Education
	b. Offer Grades 9–12 MCHS Blended Summer Learning Experience to advance graduation pathways and/or recover course credits through online instruction with a teacher present, as needed.	<ul style="list-style-type: none"> • Increased number of course credits recovered • Increased advancement in graduation pathways 	Pilot – Summer 2021	Director of Secondary & Career Education
	c. Establish Grade 12 Push to Graduation program for learners to complete coursework to graduate through online course credits with a teacher present.	Increased number of courses passed	Summer 2020–2023	Director of Secondary & Career Education

Pillar IV. Social and Emotional Learning

GOAL 4: Our Educators will gain new understandings and practices to guide our learners in maturing toward appropriate social and emotional behaviors, plus realizing competencies related to self and others and in relationships and decision-making.

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
<p>4.1 Establish district-wide frameworks and structures needed to implement a Multi-Tiered System of Support (MTSS) for learners' academic, social, and emotional learning.</p>	<p>a. Develop MCS philosophy/set of beliefs regarding social and emotional development and classroom best practices which are representative of the diversity of the student population, and use it to guide curriculum and materials selection, discipline policies, classroom instruction, and professional learning opportunities for teachers and administrators, in collaboration with Ball State.</p>	<p>MCS philosophy or set of beliefs</p>	2020	Director of Special Education
	<p>b. Make changes to policies and written documents to align to MCS philosophy about social and emotional development, corresponding instructional practices, and that reflect the cultural diversity of our student population, in collaboration with Ball State, emphasizing the fact that MTSS encompasses academic, behavior, and social-emotional areas.</p> <p>(1) Edit all district and school documents (e.g., Student Handbook) to indicate changes.</p> <p>(2) Implement a plan to inform learners, families, and other stakeholders of the changes.</p>	<ul style="list-style-type: none"> Updated policies and documents Communication plan 	2020–2025	Director of Special Education
	<p>c. Determine and obtain the resources needed to implement MTSS, such as staff, training, space, materials, screener, and schedules—e.g., identify teachers at each school to provide timely and effective MTSS interventions at Tiers 2 and 3.</p>	<p>Resources to implement MTSS at each school and protocols for interventionists</p>	2020–2021	Director of Special Education
	<p>d. Select and obtain Pre-K–12 social and emotional learning curriculum that corresponds to MCS philosophy, such as, culturally sustaining and developmentally appropriate (e.g., <i>Second Step</i>; <i>Responsive Classrooms</i>; <i>Ripple Effects</i>).</p>	<p>Curriculum selected and available in all schools</p>	2020–2021	Director of Special Education
	<p>e. Conduct training on the SEL universal screener, Student Risk Screening Scale (SSRS). Design a districtwide MTSS process to:</p> <ol style="list-style-type: none"> 1) Identify learners that need Tier 2 and 3 supports. 2) Collect data. 3) Make referrals. 4) Conduct progress monitoring. 	<ul style="list-style-type: none"> Increased use of SSRS Processes in place 	2020–2021	Director of Special Education

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
4.1 <i>continued</i>	f. Establish a MTSS Team at each school to make data-based decisions based on results from screening instruments and conduct progress monitoring reviews of Tiers 2 and 3 interventions and supports.	MTSS Teams with appropriate and diverse members	2020–2021	Director of Special Education
	g. Increase MTSS Team knowledge and skills in implementing the MTSS process, identification data, interventions, and progress monitoring through trainings.	Increased ability of Teams to implement MTSS processes with fidelity	2020–2021	Director of Special Education
4.2 Expand teacher and administrator knowledge and skills about social, emotional, and behavioral teaching and learning.	a. Increase knowledge about child and adolescent development and the ability to implement developmentally appropriate classroom practices that are sequenced, active, focused, and explicit (SAFE) through professional learning for PreK through Grade 12.	<ul style="list-style-type: none"> Improved ratings on MCS Teacher Evaluation Tool Reduction in student suspensions, expulsions, and other disciplinary actions 	PreK 2020–2021 K-5 2021–2023	Director of Special Education
	b. Increase understanding of early childhood developmentally appropriate classrooms through professional learning opportunities for PreK-3.	Improved ratings on MCS Teacher Evaluation Tool	2021–2023	Director of Special Education
	c. Provide coaching and support for PreK-12 teachers regarding developmentally appropriate classroom practices for social, emotional, and behavioral learning through Master and Mentor, Teachers, and external experts.	<ul style="list-style-type: none"> Improved ratings on MCS Teacher Evaluation Tool Reduction in student suspensions, expulsions, and other disciplinary actions 	2020–2023	Director of Special Education
	d. Improve awareness and response to learner trauma that is culturally responsive for all staff through professional learning opportunities.	Provide training on trauma informed care.	2020–2023	Director of Special Education
	e. Continue participation in the Delaware County Comprehensive Counseling Coalition – Project Leadership	Continue collaboration with Local school districts on SEL best practices	2020–2025	Director of Secondary & Career Education

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
<p>4.3 Implement the MTSS process of learner identification, interventions and supports, and progress monitoring in the areas of academics, behavior, and social and emotional development.</p>	<p>a. Increase teachers' and administrators' understanding of MTSS through professional learning opportunities (e.g., purpose and processes, including needed materials to share concerns about students with the MTSS Team, and best intervention practices).</p> <p>b. Implement process of classroom teachers gathering student artifacts and information to share with MTSS Team, determination of appropriate interventions, implementation of the interventions, progress monitoring, and sharing results with the team in a continual cycle.</p>	<p>Increased teacher preparation autonomy when making referrals to MTSS</p> <ul style="list-style-type: none"> • Referrals to MTSS for SEL will be based on SEL data collected by the teacher • Increased number of students receiving targeted interventions • Increased number of students returning to Tier 1 after SEL interventions 	2020–2021	Director of Special Education
	<p>c. Ensure teachers' consistent use of district-wide Tier 1 best practices for academic and social and emotional development as acquired through professional learning opportunities.</p>	<p>Improved ratings on MCS Teacher Evaluation Tool</p>	2020–2023	Director of Special Education
	<p>d. Implement appropriate Tier 2 and 3 interventions and supports with fidelity, followed by continual and consistent progress monitoring conducted by teachers who are specifically trained.</p>	<ul style="list-style-type: none"> • Students receiving Tiers 2 and 3 interventions • Show growth in behavior data over duration of the intervention • Increased number of students moving back to Tier 1 after intervention 	2020–2023	Director of Special Education

Pillar V. Family and Community Engagement

GOAL 5: Our Schools are culturally responsive and welcoming places where, through impactful family and community partnership, our leaders and educators provide services that aid in the academic, physical, and emotional well-being of learners and families.

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
<p>5.1 Ensure families feel welcomed, are valued, and have increased opportunities to actively participate.</p>	<p>a. Create Family and Community Engagement (FCE) teams at each school with representation reflective of the diversity of the learners and organize, communicate, implement, and monitor engagement strategies and events for families.</p>	<p>FCE teams created at each school</p>	2021	Principals
	<p>b. Initiate active recruitment of family and community volunteers for class and school activities using GivePulse.</p>	<ul style="list-style-type: none"> Increased number of volunteers from underrepresented groups Increased number of volunteers 	2020	Ball State/MCS Community Engagement Liaison
	<p>c. Implement processes for increasing two-way communication between school and parents/families.</p>	Climate Survey	2020	Principals
	<p>d. Create opportunities for parents, students, and families to provide their voice in planning and holding events such as “Go-To-School Night.”</p>	Events reflect parent, student, and family voices	By September 2021	FCE Teams Principals
	<p>e. Create opportunities for specific groups of family members to engage with students at school (e.g., Grandparents Day, Veterans Day).</p>	<ul style="list-style-type: none"> Increased number of events Increased participation rates 	By December 2021	FCE Teams Principals
	<p>f. Provide at least two events or activity nights a year related to academic or curriculum (e.g., Family Reading Night).</p>	<ul style="list-style-type: none"> Increased number of events Increased participation rates 	By August 2021	FCE Teams Principals
	<p>g. Develop student-led, parent-teacher yearly conferences; provide teacher and student training and protocols to ensure conference goals are met.</p>	Increased parent participation rates	By August 2022	Principals

Strategies	Key Action Steps	Measure as Evidenced by	Date	Person Responsible
<p>5.2 Broaden teacher and administrator knowledge and use of culturally appropriate practices with learners and families.</p>	<p>a. Build teacher and administrator capacity to engage in discourse with and about families and communities from an asset-based lens that values others' identities, experiences, funds of knowledge and cultural wealth, increasing understanding of cultural responsiveness and eliminating deficit thinking through professional learning opportunities.</p> <p>b. Build teacher and administrator capacity to engage in conversations to understand barriers through principals conducting (1) listening sessions or facilitating conversations with Parent Advisory Council and/or (2) facilitating conversations with learners in Student Advisory Councils.</p>	<p>Increased knowledge and skills related to cultural appropriateness</p> <ul style="list-style-type: none"> • Increased number of listening sessions and conversations • Improved results from climate surveys 	<p>2020</p> <p>2020–2021 2020–2021</p>	<p>Principals FCE Teams</p> <p>Principals</p>
<p>5.3 Enhance supports for students and their families.</p>	<p>a. Launch the Learner Web of Support initiative to provide friendship and mentorship from at least five caring adults for each learner including:</p> <ol style="list-style-type: none"> 1) Training for MCS adults and the community on serving as “supports” to MCS students to be provided by the Institute for Community & Adolescent Resiliency. 2) Establishing partnerships with community organizations, such as United Way of Delaware, Henry & Randolph counties and the George and Frances Ball Foundation. <p>b. Create wrap-around community services programs within the schools, such as Federally Qualified Health Centers (FQHC), with services related to mental and physical health, early childhood, food security, tutoring/mentoring, college and career development and/or adult education, in collaboration with partners.</p> <p>c. Collaborate with community foundations and non-profits to align strategies and resources in support of MCS students, families, teachers and staff.</p>	<ul style="list-style-type: none"> • Increased participation rates of learners • Increased number of trained school and community adults • Increase participation rates of school and community adults <ul style="list-style-type: none"> • Increased community services available • Increased learner and family participation <p>Increase community services available.</p>	<p>2019–2025</p> <p>2020–FQHC Pilot: Southside Middle</p> <p>2021–2025: Additional schools</p> <p>2020–2025</p>	<p>Principals</p> <p>CEO</p> <p>CEO</p>