

Strategic Plan Dashboard Update: October 2021



Progress Key:

Not yet started	Early Stages	On Track	Off-Track	Completed	No Further Action Needed
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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 elementary schools.				
No.	Strategy	Action Step	2019-20	2020-21
1.1	Increase number of PreK classes.	a. Establish PreK class at Longfellow Elementary in partnership with Huffer.		
		b. Establish PreK classrooms at North View and West View.		
1.2	Increase OMW Pre-K enrollment.	a. Identify families with 3-4-year-olds to target for OMW communications.		
		b. Hold meetings with Delaware County OMW PreK regional manager.		
		c. Extend communications for families to learn about and enroll in OMW.		
1.3.	Improve quality of PreK classes	a. Achieve PTQ Level 3 for PreK at Grissom, South View, and Longfellow		
		b. Achieve PTQ Level 3 for PreK at EWA, North View, and West View.		
		c. Achieve PTQ Level 4 for all PreK schools.		
1.4	Use Pre-K curriculum, instruction, assessments	a. Curriculum: Adopt and use best practices preliteracy program.		
		b. Instruction: Increase PreK teachers' knowledge/skills of appropriate pre-literacy instruction through professional development.		
		c. Assessment: Implement appropriate ELA assessments for young children.		



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.

No.	Strategy	Action Step	Yearly Updates	
			2019-20	2020-21
A. Development of Teachers and Leaders				
2.1	Develop teachers to know and use best educational practices.	a. Increase PreK–12 teacher understanding and use of best-practice in instruction, cooperative learning, and cultural competency. 1) Develop school Instructional Leadership Teams (ILTs).		
		2) Develop Master and Mentor Teachers for professional learning/coaching.		
		3) Provide extended professional learning experiences in literacy and math.		
		4) Utilize BSU Professional Development School Liaisons.		
2.2	Develop administrators to know and support use of instructional best practices	a. Increase administrators’ capacity to observe and discuss teachers’ lessons. 1) Create MCS Teacher Evaluation Rubric based on best practices.		
		2) Train principals and assistant principals to use MCS Teacher Evaluation Rubric.		
		3) Develop communication plan to discuss MCS Teacher Evaluation Rubric.		
		NEW 4) Train administrators to use MCS Principal Evaluation Rubric.		
2.3	Expand all staffs’ awareness and application of culturally competent practices	a. Create district Culturally Relevant Teaching and Learning Cadre with knowledge/skills in cultural competency and develop a training program.		
		b. Conduct cultural competency training related to learners/families for all staff.		
2.4	Create culture of excellence in teaching and leading.	a. Design and implement a career ladder for teacher leaders of excellence.		
		b. Increase number of career ladder opportunities.		
		c. Increase pool of teachers that seek career ladder advancement.		
2.5	Offer incentives to new and returning teachers	a. Explore and develop incentives for new teachers to relocate to Muncie.		
		b. Increase communication about MCS Loan Forgiveness Program.		
		c. Promote BSU 50% tuition discount and other discounted services.		



		d. Promote incentives of professional learning and career ladder opportunities.		
		e. Hire highly-qualified bilingual educators for dual language-immersion classes.		
2.6	Establish culturally responsive processes and communications.	a. Review/amend recruitment and retention items to reflect cultural responsiveness.		
		b. Review and edit communications to reflect cultural responsiveness.		
		c. Examine past recruiting efforts and increase marketing to diverse workforce.		

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.				
No.	Strategy	Action Step	Yearly Updates	
A. Learner-Centered, Innovative Classrooms and Schools			2019-20	2020-21
3.1	Improve visual and linguistic representation of diverse learners and families	a. Enhance school-wide visual images and languages to reflect diversity.		
		b. Review and ensure inclusion of diversity in curricula, materials, and lessons.		
3.2	Restructure classroom learning environment through flexible seating and arrangements	a. Inform teachers and administrators of benefits of flexible seating.		
		b. Develop schoolwide norms of flexible seating in relation to climate and culture.		
		c. Provide guidance about flexible seating related to learner tasks and needs.		
3.3	Establish a cohesive and effective e-Learning program	a. Execute technology management services, equipment, and processes.		
		b. Enhance educators' capacity to:		
		1) Use technology efficiently and effectively, especially with the LMS.		
		2) Appreciate cognitive, physical, social-emotional effects of e-learning on students.		
		3) Design and teach best practices for e-learning lessons.		
		c. Establish a consistent and rigorous e-learning program, K-12.		



3.4	Foster educator innovative projects by educators.	a. Encourage educator-created innovative projects.		
		b. Develop district supports for innovative project awardees for project execution.		
		c. Assist in sustaining and/or broadening projects.		
B-1. Literacy, K-8: Curriculum, Instruction, and Assessment			2019-20	2020-21
3.5	Develop and implement with fidelity K–5 core ELA/ literacy curriculum with best practices instruction and valid and reliable assessments.	a. Curriculum: Develop a K-5 literacy curriculum map aligned to the Indiana ELA Academic Standards K–5 and ILEARN Blueprints		
		b. Curriculum: Ensure alignment of adopted reading program (FPC) to maps.		
		c. Curriculum/instruction: Provide K-5 PD about the six FPC components.		
		d. Instruction 1) Increase teacher fidelity of implementation through Master & Mentor Teachers.		
		2) Develop and implement a FPC digital learning curriculum and materials, K-5.		
		e. Assessments 1) Utilize FPC Benchmark System and <i>i-Ready</i> as ELA formative assessments.		
		2) Provide training in using assessment results to adjust instruction.		
3.6	Develop and implement with fidelity a 6–8 core ELA/ literacy curriculum with best practices instruction and valid and reliable assessments.	a. Curriculum: Develop a literacy curriculum map, grades 6 –8, aligned to the IN Academic Standards, English/Language Arts and ILEARN Blueprints.		
		b. Instruction: Increase teachers’ knowledge/skills through Master/Mentor Teachers.		
		c. Assessments: 1) Utilize <i>StudySync</i> and <i>i-Ready</i> as formative assessments.		
		2) Utilize <i>StudySync</i> end-of-unit summative assessments to determine progress.		
		3) Provide training and oversight in the use of formative literacy assessments.		
B-2. Mathematics, K-8: Curriculum, Instruction, and Assessment			2019-20	2020-21
3.7	Develop and implement with fidelity a K–5 core math curriculum with best practices instruction and	a. Curriculum: Develop a district-wide, K-5 mathematics curriculum map aligned to Indiana Academic Standard and ILEARN blueprints,		
		b. Curriculum: Align K-5 math curriculum map to <i>Go Math!</i> program.		
		c. Instruction: Increase teacher/administrator knowledge and skills in teaching and learning math through PD and Master/Mentor teachers.		



	valid and reliable assessments.	d. Assessments: Use <i>Go Math!</i> assessment to evaluate progress.		
3.8	Develop and implement with fidelity a 6-8 core math curriculum with best practices instruction and valid and reliable assessments.	a. Curriculum: Develop a district-wide 6-8 math curriculum map aligned to Indiana Academic Standards, Math and ILEARN Blueprints.		
		b. Curriculum: Demonstrate alignment of Grades 6-8 curriculum materials and resources to mathematics curriculum maps.		
		c. Instruction: Increase teacher/administrators' knowledge and skills of teaching and learning of math through PD and Master/Mentor teachers.		
		d. Assessments: 1) Utilize <i>i-Ready</i> and <i>Go Math</i> assessments to evaluate progress.		
		2) Utilize summative tests to determine learning as compared to <i>Go Math!</i> curriculum standards: end- of-year tests.		
		3) Provide training and oversight in math formative assessments.		
3.9	Develop and implement with fidelity a 9-12 math curriculum.	a. Curriculum: Develop a 9-12 math curriculum maps that are aligned to the Indiana Academic Standards and ILEARN Blueprints.		
		b. Curriculum: Demonstrate alignment of curriculum materials and resources to Grades 9-12 curriculum math map.		
		c. Instruction: Increase teacher/administrators' knowledge and skills of teaching & learning of math through PD and Master/Mentor teachers.		
B-3. Social Studies, K-12: Curriculum, Instruction, and Assessment			2019-20	2020-21
NEW	Generate curriculum and instructional practices to explore history through multiple perspectives, promote civic engagement, and honor and represent diversity and cultures of the learners.	NEW a. Ensure current curricula and resources for representation of history, culture, and experiences of the learners, and for provision of growth and understanding of self and others.		
		(Additional action steps to be added)		



C. Science, Technology, Engineering, Fine Arts, and Math (STEAM), K-12			2019-20	2020-21
3.10	Ensure high quality science, technology, engineering, fine arts, and math (STEAM) education.	a. Review and select standards-based, hands-on curriculum and materials		
		1) Science		On Track
		2) Fine arts		
		3) Provide training and oversight in the use of curriculum with fidelity.		
		b. For STEM, increase teacher expertise by providing		Completed
		1) <i>Middle Schools</i> : Training for 2 (or more) PLTW teacher to lead courses: Innovators and Makers, App Creators, and Medical Detectives.		Completed
		2) <i>High School</i> : Training for 2 (or more) PLTW teachers to lead courses: Engineering and Computer Science.		Completed
		3) All PLTW teachers receive PD conducted by a PLTW consultant.		On Track
		NEW 4) Implement Train-the-Trainers Model for internal PLTW trainers.		
		NEW 5) <i>Elementary Schools</i> : Identify/train PLTW Launch Lead Teachers at each elementary.		Early Stages
3.11	Extend students' STEAM learning opportunities.	c. For art and music, increase level of teacher expertise:		Early Stages
		1) Hire licensed teachers for all elementary schools		Early Stages
		2) Provide collaboration time for teachers to meet across schools to plan and learn.		Completed
		3) Utilize Mentor Teachers in elementary schools for PD, mentoring, and coaching.		On Track
		a. For STEM, implement additional, specific career path courses		On Track
		1) Middle Schools: PLTW's Innovators & Makers; App Creators; Medical Detectives		On Track
		2) High School: Engineering and Computer Science.		On Track
		a. 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 for additional art and music opportunities.		
3) Organizing of external performance activities.				
4) Introduction of Grade 5 instrumental band in all elementary schools.				
5) Extension of partnership with BSU School of Music for courses and practicums.				

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D. Dual Language Immersion – Spanish and English			2019-20	2020-21
3.12	Extend dual language classrooms for Grades 3-8.	a. Establish Grades 3-5 dual language classrooms at West View Elementary.		
		b. Establish Grades 6-8 dual language classrooms in one middle school.		
3.13	Ensure dual language learners meet academic, language, and sociocultural expectations.	a. Adopt, and implement learner-centered dual language curricula for core subjects.		
		b. Implement best practices for language-learning through PD.		
		c. Implement best instructional practices for content areas PD.		
		d. Establish a student learning community that values multicultural engagement.		
E. Physical and Nutritional Health			2019-20	2020-21
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 PD.		
		b. Develop the <i>In-School Physical Activity Program</i> in partnership with BSU and IU Health Ball Memorial Hospital.		
		c. Create age-appropriate physical health activities through BSU students.		
		d. Implement physical health activities during the school day through BSU students.		
3.15	Improve learners' nutritional health through extended opportunities for families of students for Grades K–5.	a. Develop <i>the In-School Nutritional Program</i> in partnership with Ball State.		
		b. Develop age-level nutritional health lessons in partnership with Ball State.		
		c. Implement nutritional health activities in partnership with Ball State.		
3.16	Improve health of MCS families of students, K-5 through physical and nutritional health opportunities.	a. Design/implement <i>Afterschool Community Physical Health Program</i> with BSU.		
		b. Design/implement <i>Afterschool Community Nutritional Health Program</i> with BSU.		
		c. (1) Determine specific, unique community health needs with Ball State.		
		(2) Based on needs, launch <i>Healthy Lifestyle Center</i> to provide programs/supports.		

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F. Preparing for College and Careers			2019-20	2020-21
3.17	Establish career exploration opportunities for Grades K–12.	a. For Grades K–5, create career lessons to be taught during library classes. 1) Provide training for library aides to conduct the career lessons.		
		2) Develop a process for ensuring quality instruction by library aides.		
		c. For Grade 6, create career lessons for social studies teachers to implement.		
		d. For Grades 9–12, institute Graduation Pathway diploma plans by English teachers.		
		e. For Grades 9–10, complete <i>Career Interest Inventory</i> , attend presentations from local companies, and complete a career profile.		
3.18	Extend current and create new courses to build Grades 7–12 learners’ awareness of and interest in high-demand jobs.	a. For Grade 7, provide a new course— <i>Business and Information Technology</i> .		Completed
		b. For Grade 8, provide a new course— <i>Preparing for College and Careers</i> .		Completed
		c. For Grades 11–12, establish a new <i>CTE Pathway, Engineering Technology Program</i> for college credit.		Completed
		d. For Grades 11–12, establish new CTE courses, <i>Industrial Automation and Robotics I</i> .		Completed
		e. For Grades 11–12: 1) Establish nine new dual-credit, CTE courses representing jobs in high demand: banking/finance, business, and health care.		Completed
		2) Expand three courses from Level 1 to Level 2.		On Track
3.19	Increase job placement and employability skills and experiences for Grade 12 learners.	a. Develop learner skills in applying and interviewing for jobs.		
		b. Extend CTE learners’ on-the-job experiences through second-year internships.		On Track
3.20	Strengthen opportunities for high school learners to earn college credits.	a. Implement plan to increase enrollment and completion of <i>AP</i> courses.		On Track
		b. Implement plan to increase enrollment and completion in <i>Early College High School</i> .		On Track
3.21	Expand and strengthen college and career programs.	a. Align <i>CTE Pathway</i> course outlines to multiple standards/certifications.		
		b. Develop and implement CTE Pathways Marketing Plan for students and families.		On Track
		c. Develop and implement CTE Pathways Marketing Plan for Muncie area employers.		
		d. Expand capacity of Graduation Academy & online credit recovery with pilot program.		Early Stages

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G. Extended Opportunities for Learning			2019-20	2020-21
3.22	Provide extended opportunities for academic and social learning.	a. Institute PreK–12 Summer Academic Enrichment Program with Boys & Girls Clubs and Upward Bound.		
3.23	Provide extended learning opportunities in literacy and in STEAM.	a. Expand K-5 afterschool and summer programs at Grissom and South View through 21st CCLC in partnership with the Muncie YMCA.		
		b. Create Grade 2 STEAM Literacy Camps with BSU at Camp Adventure.		
		c. Implement Grades 9–12 Marching Band Summer Camp.		
		d. Partner with local non-profits to extend literacy and STEAM learning.		
3.24	Provide extended opportunities for learners to plan and prepare for college and careers.	a. Establish Grades 6-7 Career Exploration Summer Camp.		
		b. Launch Grades 6–12 Summer Career Clubs. 1) Drone Club, partnering with Academy of Model Aeronautics.		
		2) Summer Junior Producers Club, partnering with Ball State.		
		c. Develop additional clubs through partnerships with other local organizations.		
3.25	Provide transitional experiences for students entering Grades K, 6, and 9.	a. Develop the Starting School Experience for incoming K students.		
		b. Create Moving to Middle School Experience for incoming 7th graders.		
		c. Provide Moving to High School Experience for incoming 9th graders.		
3.26	Provide extended learning opportunities for meeting learners’ specific needs.	a. Deliver Grade 3 Reading Academy, targeted instruction, to those not passing IREAD-3.		
		b. Offer Grades 9–12 MCHS Blended Summer Learning Experience.		
		c. Establish Grade 12 Push to Graduation program to complete courses.		

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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.					
				Yearly Updates	
No.	Strategy	Action Step	2019-20	2020-21	
4.1	Establish district-wide frameworks and structures needed to implement MTSS for learners' academic, social, and emotional learning.	a. Develop MCS philosophy about SEL and best practices, representing student body.			Early Stages
		b. Edit policies/documents to align to MCS philosophy about SEL instructional practices, reflective of cultural diversity of students, partnering with Ball State. 1) Edit all district and school documents (e.g., Student Handbook). 2) Implement plan to inform students, families, and stakeholders of changes.			Early Stages
		c. Determine/obtain staff and resources to implement MTSS with fidelity.			On Track
		d. Select and obtain Pre-K–12 SEL curricula that corresponds to MCS philosophy.			On Track
		e. Conduct training on SEL universal screener and design districtwide MTSS process.			On Track
		f. 1) Establish MTSS Team at each school to make data-based decisions, conduct progress monitoring, and review Tiers II and III interventions and supports. 2) Provide resources and supports to school-based MTSS Teams.			Early Stages
		g. Increase MTSS Team knowledge and skills in implementing the MTSS process, identification data, interventions, and progress monitoring.			Early Stages
		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 implement developmentally appropriate classroom practices through PreK-12 PD.	
b. Increase knowledge of PreK child development through PD.					
c. Provide coaching and support for PreK-12 teachers about classroom practices for social, emotional, and behavioral learning.					
d. Improve awareness/provision of cultural responsiveness to student trauma with PD.					
e. Continue to participate in Delaware County Comprehensive Counseling Coalition.					On Track
4.3		a. Increase teacher/administrator understanding of MTSS through PD.			Early Stages



Implement MTSS process for identification, intervention, and monitoring for academics, behavior, and SE development.	b. Implement student identification process with classroom teacher and MTSS Team.		
	c. Ensure teachers' consistent use of district-wide Tier I best practices.		
	d. Implement appropriate Tier II and III interventions and supports with fidelity,		

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.

			Yearly Updates	
No.	Strategy	Action Step	2019-20	2020-21
5.1	Ensure families feel welcomed, are valued, and have increased opportunities to actively participate.	a. Create Family and Community Engagement (FCE) teams at each school to determine and conduct engagement strategies and events for families.		
		b. Initiate active recruitment of family and community volunteers using GivePulse.		
		c. Implement processes to increase two-way communication of school and families.		
		d. Create opportunities for families and students to provide their voice in events.		
		e. Create opportunities for family members to engage with students at school.		
		f. Provide two events or activity nights yearly related to academic or curricula.		
		g. Develop student-led, parent-teacher yearly conferences with teacher PD.		
5.2	Broaden teacher/administrator knowledge and use of culturally appropriate practices.	a. Build teacher/administrator capacity to conduct discourse through asset-based lens.		
		b. Build teacher/administrator capacity to recognize barriers to students and families through (1) listening sessions with PAC and/or (2) in conversations with SAC.		
5.3	Enhance supports for students and their families.	a. Launch Learner Web of Support to provide mentoring from five adults per learner: 1) Train for MCS adults and the community to be supports to MCS students. 2) Establish partnerships with community organizations.		
		b. Create wrap-around community services programs within the schools.		
		c. Collaborate with foundations/non-profits to align strategies and resources.		