

**Strategic Plan Dashboard: *School Year 2021-22***

**Pillar I. High-Quality Pre-Kindergarten Education**

<b>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.</b>					
No.	Strategy	Action Step	Yearly Progress		
			2019-20	2020-21	2021-22
1.1	Increase number of PreK classrooms and the number of students enrolled.	a. Establish a PreK class at Longfellow Elementary in partnership with Huffer.			
		b. Establish PreK classrooms at North View and West View.			
		c. Establish additional PreK classrooms in each elementary schools based on available space, family interest, and ability to hire certified PreK staff.			
1.2	Increase number of families using state funding for Pre-K.	o Increase PreK enrollment and increase number of families using state funding, OMW PreK and CCDF; identify and communicate with families and assist in applying.			
1.3	Improve quality of PreK programs by receiving highest level <i>PTQ</i> ratings.	a. Achieve and maintain <i>PTQ</i> Level 4 for all PreK at classrooms.			
		b. Adopt and implement with fidelity a comprehensive early childhood curriculum.			
		c. Apply best instructional practices for young learners with fidelity.			
		d. Use formative assessments to identify student progress and learning gaps and use the data to provide appropriate instruction and maintain Level 4 ratings.			

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

<b>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.</b>					
No.	Strategy	Action Step	Yearly Progress		
A. Development of Teachers and Leaders			2019-20	2020-21	2021-22
2.1	Develop teachers that know and use best educational practices.	a. Create Instructional Leadership Teams (ILTs) and improve their understanding and ability to recognize best instructional practices to improve classroom instruction.		Yellow	Green
		b. Develop master and mentor teachers in all schools to lead professional learning and to mentor and coach other teachers to improve classroom instruction.		Yellow	Green
		c. Utilize BSU Professional Development School Liaisons to guide professional learning opportunities and training to improve classroom instruction.		Yellow	Green
2.2	Develop and implement an evaluation process for school level teachers and administrators grounded in best instructional practices.	a. Demonstrate principals' objective and valid completion of the <i>MCS Evaluation Tool for Teachers</i> including the use of the rubric and the feedback process.		Yellow	Green
		b. <b>New.</b> Demonstrate the objective and valid completion of the <i>MCS Evaluation Tool for Principals</i> by directors' and principals, including the rubric and feedback process.			Green
		b. Develop a communication plan to discuss the purposes and processes of the MCS Teacher Evaluation Tool with the teachers.		Blue	Blue
2.3	Expand staff awareness and use of culturally competent practices.	a. Improve staff understanding of MCS's student and family cultures (racial, ethnic, and economic, poverty).			Yellow
		b. Implement instructional practices that reflect understanding and appreciation for students' cultures.			
2.4	Create a culture of excellence in teaching, learning, and leading.	o Design and implement a career ladder for teacher leaders of excellence.		Yellow	Green

Progress Key:

Not Yet Begun	Early Stages	On Track	Completed
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Continued, **Pillar II. Recruitment, Development, and Retention of Educational Leaders**

No.	Strategy	Action Step	Yearly Progress		
			2019-20	2020-21	2021-22
<b>B. Recruitment and Retention of Teachers and Educational Leaders</b>					
2.5	Offer incentives to new and returning teachers.	a. Explore and develop incentives, such as financial assistance for new teachers to locate in Muncie.			
		b. <b>New.</b> Increase staff salaries to levels comparable to areas school districts, or higher.			
		c. Promote BSU 50% tuition discount and other discounted services for teachers.			
		d. Support teachers with professional learning and career ladder opportunities.			
		e. Hire highly qualified bilingual educators for dual language immersion classrooms through talent recruitment campaign.			
2.6	Establish culturally responsive processes and communications.	a. Review and amend recruitment and retention processes to reflect cultural responsiveness.			
		b. Review and edit school and district level communications to reflect cultural responsiveness.			
		c. Examine and improve past recruiting efforts and increase marketing to sites reflecting a diverse, high-quality workforce.			

Progress Key:

Not Yet Begun	Early Stages	On Track	Completed
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## Pillar III. Student-Centered Teaching and Active Learning

<b>GOAL 3: Our Schools provide an exceptional academic experience for all learners, embracing the whole child, with a commitment to meeting individual needs.</b>					
No.	Strategy	Action Step	Yearly Updates		
<b>A. Learner-Centered, Innovative Classrooms and Schools</b>			2019-20	2020-21	2021-22
3.1	Improve visual & linguistic representations of diverse learners.	a. Enhance school-wide visual images and languages to reflect the diversity represented in our schools, such as signage, bulletin boards, displays, and communications.			
		b. Review and ensure inclusion of diversity in curricula, materials, and lessons with positive, diverse representations.			
3.2	Establish best practices learning environments in the schools.	a. <b>New.</b> Restructure/remodel school buildings to improve the learning environment.			
		b. Redesign classrooms to include flexible seating furniture and varied seating arrangements to improve the learning environment.			
3.3	Establish a cohesive and effective e-Learning program.	a. Execute technology management services, equipment, and processes for K-12.			
		b. Enhance educators' capacity to (1) use technology efficiently and effectively, especially <i>Schoology</i> , and (2) design and teach best practices for e-Learning lessons.			
		c. Establish a consistent and rigorous e-learning program, K-12.			
3.4	Foster educator's innovative projects.	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.			

Progress Key:

Not Yet Begun	Early Stages	On Track	Completed
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<b>B-1. Literacy, K-8: Curriculum, Instruction, and Assessment</b>			<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
3.5	Develop/implement with fidelity <b>K–5 core ELA/literacy</b> curriculum with best practices instruction and valid and reliable assessments.	a. <b>Curriculum:</b> Develop a district-wide K-5 literacy curriculum map aligned to the Indiana ELA Academic Standards and ILEARN Blueprints	On Track	Completed	Completed
		b. <b>Curriculum:</b> Demonstrate educators’ understanding of alignment of adopted Fountas & Pinnell Classroom reading process to Indiana Academic Standards and ILEARN.	On Track	Completed	Completed
		c. <b>Curriculum/Instruction:</b> Increase understanding and knowledge of the five essential components of reading (the “Science of Reading”) by all teachers and administrators through district-wide professional development by FPC consultants.	Early Stages	On Track	On Track
		d. <b>Instruction</b> 1) Increase teacher fidelity of implementation of FPC through master and mentor teachers providing training, modeling, and coaching, as trained by NIET 2) Develop and implement a FPC digital learning curriculum for K -5.	Not Yet Begun	Early Stages	On Track
		e. <b>Assessments</b> 1) Utilize two formative reading assessments to routinely evaluate student progress: <i>i-Ready</i> and Fountas and Pinnell Benchmark Systems. 2) Analyze <i>i-Ready</i> formative assessment with K-5 classroom teachers implementing changes in instruction and content depending on data results of literacy learning gaps through professional development by Curriculum Associates.	Early Stages	On Track	On Track
		f. <b>Instruction:</b> Improve classroom teachers’ fidelity of implementation of the Orton Gillingham Approach (OG) for reading, supported by master and mentor teachers and OG trainers.	Not Yet Begun	Not Yet Begun	Early Stages
		3.6	Develop/implement with fidelity a <b>6–8 core ELA/literacy</b> curriculum with best practices instruction and valid and reliable assessments.	a. <b>Instruction:</b> Increase teachers’ knowledge and skills of teaching and learning of literacy through (a) professional learning opportunities and (b) school-based master and mentor teachers. b. <b>Assessment:</b> Utilize <i>i-Ready</i> formative assessment with teachers routinely analyzing data to determine student strengths and areas of weakness to plan and implement best practices for teaching student learning gaps.	Not Yet Begun

Progress Key:

Not Yet Begun	Early Stages	On Track	Completed
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<b>B-2. Mathematics, K-8: Curriculum, Instruction, and Assessment</b>			2019-20	2020-21	2021-22
3.7	Develop/implement with fidelity a <b>K–5 core math</b> curriculum with best practices instruction and valid and reliable assessments.	a. <b>Curriculum:</b> Adopt a mathematics curriculum that aligns to IN Academic Standards, indicating ILEARN Blueprints, and create a district-wide curriculum map.		Yellow	Blue
		b. <b>Instruction:</b> Increase teacher and administrator knowledge and skills in teaching math through professional learning as provided by <i>i-Ready</i> experts and master and mentor teachers.			
		c. <b>Assessment:</b> Analyze results of <i>i-Ready</i> formative assessment to determine instruction needed to address learning gaps.			Yellow
3.8	Develop/implement with fidelity the <b>middle school core math</b> curriculum with best practices instruction and valid and reliable assessments.	a. <b>Curriculum:</b> Adopt a mathematics curriculum that aligns to IN Academic Standards, indicating ILEARN Blueprints, and create a district-wide curriculum map.			Blue
		b. <b>Instruction:</b> Increase teacher and administrator knowledge and skills in teaching math through professional learning as provided by an IDOE specialist and Ball State professors and school-based master and mentor teachers.			Yellow
		c. <b>Assessment:</b> Analyze results of <i>i-Ready</i> formative assessment to determine instruction needed to address learning gaps.			Yellow
3.9	Develop/implement with fidelity a <b>9-12 math</b> curriculum.	a. <b>Curriculum:</b> Develop a 9-12 math curriculum maps that are aligned to the Indiana Academic Standards and indicating ILEARN Blueprints.			Green
		b. <b>Instruction:</b> Increase teacher and administrator knowledge and skills in teaching math through professional learning as provided by an IDOE specialist and Ball State professors and school-based master and mentor teachers.			Yellow

<b>B-3. Social Studies, K-12: Curriculum, Instruction, and Assessment</b>			2019-20	2020-21	2021-22
3.10	Generate curriculum and instruction to promote history from others' perspectives.	o Ensure curricula and resources represent the history, culture, and experiences of the learners to encourage growth and understanding about self and others.			Green

Progress Key:

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<b>C. Science, Technology, Engineering, Fine Arts, and Math (STEAM), K-12</b>			<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
3.11	Ensure high-quality science, technology, engineering, arts, and math (STEAM) education.	a. For science, review and align middle school curriculum to the IN State Standards and ensure that teaching is “hands-on.”		Yellow	Green
		b. For STEAM, increase teacher expertise by providing training		Green	Blue
		1) For at least two middle school PLTW teachers to lead three courses: Innovators and Makers, App Creators, and Medical Detectives.		Green	Blue
		2) For at least two high school PLTW teachers to lead two courses: Engineering and Computer Science.		Green	Blue
		3) For additional PLTW elementary teachers who will model implementation of PLTW lessons through the classroom teachers assisting in the lessons.			Green
		4) Through a train-the-trainers model in all schools with MCS PLTW teachers conducting the training.			
		c. For art and music, increase level of teacher expertise: (1) hire licensed teachers for all elementary schools, (2) provide collaboration time for teachers to meet to plan and learn, and c) utilize mentor teachers in elementary schools for coaching and training.		Yellow	Green
3.12	Extend students’ STEAM learning opportunities to increase number of students’ enrolling in classes/courses.	a. Implement additional, specific career path courses for middle school courses – Innovators and Makers, App Creators, and Medical Detectives; and at the high school – Engineering and Computer Science			Green
		b. Extend interest in K-5 music and art by (1) introducing ban instruments and classes in all elementary schools in Grade 5; (2) extending the partnership with BSU School of Music’ and (3) organizing external performances and showings.			Yellow

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D. Learning Spanish and English as New Languages			2019-20	2020-21	2021-22
3.13	Extend classrooms for dual language - Spanish and English	<ul style="list-style-type: none"> <li>Determine and provide curricula, space, materials, and staffing to extend the original K-2 dual language classrooms by one grade level each year - Grade 5 for 2022-23.</li> </ul>			
3.14	Develop/implement dual-language English-Spanish curriculum, instruction, and assessment.	a. <b>Curriculum:</b> Select, adopt, and implement learner-centered dual language curriculum for the core subjects.			
		b. <b>Instruction:</b> Implement best instructional practices for (a) language development and acquisition and (b) the content areas for dual language learners.			
		c. <b>Assessment:</b> Utilize <i>i-Ready</i> formative assessment to routinely evaluate student progress in English literacy and math, and Spanish math.			
		d. Establish a student learning community that values multicultural engagement.			
3.15	Ensure opportunities for ELs to obtain English language proficiency.	<ul style="list-style-type: none"> <li><b>NEW</b> Ensure learners of English receive language, academic, and cultural supports and, especially for students that are refugees, appropriate social and emotional supports.</li> </ul>			

E. Physical and Nutritional Health			2019-20	2020-21	2021-22
3.16	Improve K-5 learners' physical health.	a. Utilize district-wide physical education mentor teacher for professional learning, mentoring, and coaching to physical education teachers.			
		b. Develop the <i>In-School Physical Activity Program</i> with BSU and IU Health Ball Hospital.			
		c. Create age-appropriate physical activities, designed by BSU students.			
		d. Implement physical health activities through BSU students.			
3.17	Improve K-5 learners' nutritional health.	<ul style="list-style-type: none"> <li>Develop <i>In-School Nutritional Program</i> health in partnership with Ball State.</li> </ul>			
3.18	Improve the health of community members through a lifestyle center.	a. Design and implement an <i>After School/Evening Community Physical Health Program</i> in collaboration with schools, community, neighborhoods, and BSU.			
		b. Collaborate to determine community needs in the target locale.			
		c. Develop/launch after-school and evening program through a Healthy Lifestyle Center.			

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F. Preparing for College and Careers			2019-20	2020-21	2021-22
3.19	Increase enrollment in IN 21st Century Scholars.	<ul style="list-style-type: none"> <li>Increase the number of earners enrolled in the IN 21st Century Scholars tuition program to improve the number of graduates attending college/university.</li> </ul>			
3.20	Establish career exploration opportunities.	<ul style="list-style-type: none"> <li>Discuss Graduation Pathway diploma plans with high school students during advisory period with classroom teachers.</li> </ul>			
3.21	Extend current and create new courses to build interest in high demand jobs.	a. Grade 7: Provide a new course, <i>Business &amp; Information Technology</i> , increase enrollment.			
		b. Grade 8: Provide a new course, <i>Preparing for College and Careers</i> & increase enrollment.			
		c. Grades 11–12: Establish a new <i>CTE Pathway, Engineering Technology Program</i> credit and increase enrollment.			
		d. Grades 11–12: Establish new CTE courses, <i>Industrial Automation and Robotics I</i> , and increase enrollment.			
		e. Grades 11–12:			
		(a) Establish nine new dual-credit, CTE courses representing jobs in high demand areas. (b) Expand three courses from Level 1 to Level 2 and increase enrollment.			
3.22	Increase job placement and employability skills for seniors.	a. Develop learner skills in applying and interviewing for jobs			
		b. Extend CTE learners’ on-the-job experiences through embedded internships during capstone, second year of CTE pathway programs.			
3.23	Strengthen opportunities for learners to earn college credits.	a. Implement a plan to increase enrollment and completion of Advanced Placement (AP) and dual-credit courses.			
		b. Implement a plan to increase student enrollment and completion in the <i>Early College Program</i> at the high school.			
3.24	Expand and strengthen college and career programs and increase	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.			
		b. Develop and implement CTE Pathways Marketing Plan for Muncie area students and			

Progress Key:

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	students' knowledge of colleges and universities.	families to increase student awareness.		On Track	On Track
		c. Expand capacity of Graduation Academy and MCHS online programs by employing a Work-Based Learning Coordinator to implement a pilot program to help students recover credits and graduate on time.			Early Stages
		d. Expand programs for students to learn about and visit colleges and universities.		Early Stages	
		e. <b>NEW</b> Increase opportunities for high school minority students to learn about and experience Historically Black Colleges and Universities (HBCUs).			Early Stages

G. Extended Opportunities for Learning			2019-20	2020-21	2021-22
3.25	Provide afterschool summer programs.	a. Improve learners' literacy, math and other academic skills and social, emotional, and physical development by providing extended opportunities after school and in summer.		On Track	On Track
		b. In partnership with others, improve learners' academic skills and social, emotional, and physical development by providing extended opportunities during school, after school and in summer.		On Track	On Track
3.26	Provide transition opportunities for learners upon entering new school levels.	<ul style="list-style-type: none"> <li>Establish transitional experiences over multiple days for kindergarten, 6th grade, and 9th grade students as they enter new school levels.</li> </ul>		On Track	On Track

Progress Key:

Not Yet Begun	Early Stages	On Track	Completed
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## Pillar IV. Social and Emotional Learning

<b>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.</b>						
					<b>Yearly Updates</b>	
<b>No.</b>	<b>Strategy</b>	<b>Action Step</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	
4.1	Establish and implement district-wide frameworks and structures to serve students' academic, social, and emotional needs through the Multi-tiered System of Support (MTSS).	a. Develop the MCS philosophy regarding social and emotional development and classroom best practices, interventions, and supports.		On Track	Completed	
		b. Align MCS policies and documents to the MCS MTSS philosophy			Early Stages	
		c. Determine and obtain the resources needed to implement MTSS with fidelity.		Early Stages	On Track	
		d. Select and obtain Pre-K–12 SEL curricula, corresponding to MCS philosophy.			On Track	
		e. Implement multiple measures of identifying students that need SEL support.		On Track	On Track	
		f. Design and employ a district's MTSS process to identify learners that need Tier II and III SEL supports; analyze data; determine; and progress monitor.		Early Stages	On Track	
		g. Establish and utilize an effective MTSS Team at each school to make data-based decisions and to conduct progress monitoring.			Early Stages	
		h. Provide resources and supports for school-based MTSS teams to create continuity and consistency of implementation of MTSS.			Early Stages	
		i. Continue participation in the Delaware Co. Counseling Coalition.		On Track	On Track	
4.2	Implement MTSS cycle of learner identification, SEL interventions, and progress monitoring	a. Increase teachers' and administrators' understanding of MTSS through professional learning opportunities.			Early Stages	
		b. Implement process of teachers gathering student artifacts and/or completing student SEL referral form to identify students needing support.			Early Stages	
		c. Increase implementation fidelity of K-8 SEL curriculum & Tier I instruction.				
		d. Increase implementation fidelity of K-8 SEL Tier II and III SEL interventions.			Early Stages	

Progress Key:

Not Yet Begun	Early Stages	On Track	Completed
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## 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	2021-22	
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 for class/school activities.				
		c. Provide at least two events/activity nights a year related to academics or the curriculum.				
		d. Develop student-led, parent-teacher yearly conferences; provide teacher and student training to ensure conference goals are met.				
5.2	Broaden teacher and administrator knowledge and use of culturally appropriate practices.	a. Build teachers and administrators' capacity to engage in discourse with and about families and communities from an asset-based lens.				
		b. Build teachers and administrators' capacity to engage in conversations to understand barriers students face through principals conducting (a) listening sessions with Parent Advisory Councils and /or (b) facilitating conversations with the Student Advisory Councils.				
5.3	Enhance supports for students and their families.	a. Launch Learner Web of Support to provide mentoring from five adult.	<i>Discontinued</i>			
		b. Create wrap-around community services programs within the schools.				
		c. Create and implement the neighborhood <i>Cradle to Career Muncie</i> initiative, providing children with health, social, and educational supports from early childhood to college and career.				
		d. Collaborate with community foundations and non-profits to align strategies and resources in support of MCS students, families, teachers, and staff.				

Progress Key:

Not Yet Begun	Early Stages	On Track	Completed
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