

Strategic Plan Dashboard: *School Year 2022-23*

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.

No.	Strategy	Action Step	Yearly Progress			
			19-20	20-21	21-22	22-23
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 PTQ 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.				

Progress Key:

Not Yet Begun	Early Stages	On Track	Completed
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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 Progress				
A. Development of Teachers and Leaders			19-20	20-21	21-22	22-23	
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.					
		b. Develop master and mentor teachers in all schools to lead professional learning and to mentor and coach other teachers to improve classroom instruction.					
		c. Utilize BSU Professional Development School Liaisons to guide professional learning opportunities and training to improve classroom instruction.					
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.					
		b. Demonstrate the objective and valid completion of the <i>MCS Evaluation Tool for Administrators</i> by directors' and principals, including the rubric & feedback process.					
		c. Develop a communication plan to discuss the purposes and processes of the MCS Teacher Evaluation Tool with the teachers.					
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).					
		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.					

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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			
B. Recruitment and Retention of Teachers and Educational Leaders			19-20	20-21	21-22	22-23
2.5	Offer incentives to new and returning teachers.	a. Explore and develop incentives., e.g., financial assistance for new teachers to locate in Muncie.				
		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. Provide highly qualified <i>bilingual educators</i> for dual language Spanish/English immersion classrooms.				
		f. NEW Attract and hire highly qualified and certified educators of English language learners, using specific methods for recruiting these difficult-to-find teachers.				
2.6	Establish culturally responsive processes and communications	Review and amend recruitment and retention processes to reflect cultural responsiveness.				
		b. Examine and improve past recruiting efforts and increase marketing to sites reflecting a diverse, high-quality workforce.				

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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			19-20	20-21	21-22	22-23	
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. 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 (a) use technology efficiently and effectively, especially <i>Schoology</i> , and (b) 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.	o Encourage educator-created innovative projects.					

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B-1a. Literacy, K-8: Curriculum, Instruction, and Assessment: School Years 2019-2023*			19-20	20-21	21-22	22-23
3.5	Develop/implement with fidelity K-5 core ELA/literacy curriculum with best practices instruction and valid and reliable assessments.	a. Curriculum: Develop a district-wide K-5 literacy curriculum map aligned to the Indiana ELA Academic Standards and ILEARN Blueprints				
		b. Curriculum: Demonstrate educators' understanding of alignment of adopted Fountas & Pinnell Classroom reading process to Indiana Academic Standards and ILEARN.				
		c. Curriculum/Instruction: Increase understanding and knowledge of the five essential components of reading by all teachers and administrators through district-wide professional development by FPC consultants.				
		d. Instruction 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.				
		e. Assessments 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.				
		f. Instruction: Improve classroom teachers' fidelity of implementation of the Orton Gillingham Approach (OG) for reading, supported by master and mentor teachers.				

* **SY 2019-2023** represents the district's use of literacy program, *Fountas & Pinnell*, with a new program instituted in Fall 2023.

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B-1b. Literacy, K-8: Curriculum, Instruction, and Assessment: School Years beginning 2023-24*			19-20	20-21	21-22	22-23
3.6	Develop/implement with fidelity K-5 core ELA/literacy curriculum reflecting the <i>Science of Reading</i> with best practices instruction and valid & reliable assessments.	a. NEW Curriculum: Evaluate, select and purchase a K-5 literacy curriculum aligned to the science of reading - focusing on phonics, phonemic awareness, fluency, vocabulary, and comprehension.				
		b. NEW Curriculum: Implement the philosophy and the five foundation reading skills as based on the new reading curriculum CKLA (Science of Reading) and provide ongoing teacher professional training supports.				
		c.1. NEW ELA Assessments, K-5: Utilize two formative reading assessments, <i>i-READY</i> and <i>DIBELS</i> , to routinely evaluate student progress.				
		c.2. NEW ELA Assessments, K-5: Implement with fidelity evidence-based instructional practices corresponding to specific learning needs based on based on assessments: CLKA, <i>i-Ready</i> and <i>DIBELS</i> .				
3.7	Develop/implement with fidelity a 6-8 core ELA/literacy curriculum using evidence-based instruction and valid and reliable assessments.	a. Instruction: 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. Assessment: 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.				

* SY 2023-24 represents the district's use of a new literacy program, *Core Knowledge Language Arts* (CKLA, by Amplify). The Action Steps remain the same but will begin anew most being "Not Yet Begun" per the end of the school year of July 31, 2023, and will begin in August 2023.

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B-2. Mathematics, K-8: Curriculum, Instruction, and Assessment			19-20	20-21	21-22	22-23
3.8	Develop/implement with fidelity a K-5 core math curriculum with best practices instruction and valid and reliable assessments.	a. Curriculum: Adopt a mathematics curriculum that aligns to IN Academic Standards, indicating ILEARN Blueprints, and create a district-wide curriculum map				
		b. Instruction: Increase teacher and administrator knowledge and skills in teaching math from professional learning provided by <i>i-Ready</i> experts and master and mentor teachers				
		c. Assessment: Analyze results of <i>i-Ready</i> formative assessment to determine instruction needed to address learning gaps.				
3.9	Develop/implement with fidelity the middle school core math curriculum with best practices instruction and valid and reliable assessments.	a. Curriculum: Adopt a mathematics curriculum that aligns to IN Academic Standards, indicating ILEARN Blueprints and create a district-wide curriculum map.				
		b. Instruction: 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.				
		c. Assessment: Analyze results of <i>i-Ready</i> formative assessment to determine instruction needed to address learning gaps.				
3.10	Develop/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 indicating ILEARN Blueprints.				
		b. Instruction: Increase teacher and administrator knowledge and skills in teaching math through professional learning provided by BSU professors and master/mentor teachers.				

B-3. Social Studies, K-12: Curriculum, Instruction, and Assessment			19-20	20-21	21-22	22-23
3.11	Generate curriculum and instruction to promote history from various perspectives.	○ Ensure curricula and resources represent the history, culture, and experiences of the learners to encourage growth and understanding about self and others.				

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C. Science, Technology, Engineering, Fine Arts, and Math (STEAM), K-12			19-20	20-21	21-22	22-23
3.12	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.”				
		b. For STEAM, increase teacher expertise by providing training				
		1) For at least two middle school PLTW teachers to lead three courses: Innovators and Makers, App Creators, and Medical Detectives.				
		2) For at least two high school PLTW teachers to lead two courses: Engineering and Computer Science.				
		3) For additional PLTW elementary teachers who will model implementation of PLTW Lessons with classroom teachers assisting in the PLTW classes.				
		4) Increase teacher expertise by using a train-the-trainer 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.				
3.13	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				
		b. Extend interest in K-5 music and art by (1) introducing band 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.				

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D. Learning Spanish and English as New Languages			19-20	20-21	21-22	22-23
3.14	Extend dual language classes.	<ul style="list-style-type: none"> Determine and provide curricula, space, materials, and staffing to extend the Spanish/English dual classrooms one grade level each year.- Grade 5 for 2022-23. 				
3.15	Utilize dual-language English-Spanish curriculum, instruction, and assessment.	a. Curriculum: Select, adopt, and implement learner-centered dual language curriculum for the core subjects.				
		b. Instruction: Implement best instructional practices for (a) language development and acquisition and (b) the content areas for dual language learners.				
		c. Assessment: Utilize 2 formative and one summative assessment to evaluate student ability in English and Spanish language arts and in mathematics.				
		d. Establish a student learning community that values multicultural engagement.				
3.16	Ensure opportunities for newcomers to become English proficient.	a. Adapted Ensure middle and high school students that are English-learning newcomers receive support through the MCS Global Academy.				
		b. Establish appropriate staffing and supports for English learners.				
		c. NEW Attract and hire highly qualified and certified teachers of English learners, utilizing specific methods for recruiting and development of these hard-to-find teachers.				

E. Physical and Nutritional Health			19-20	20-21	21-22	22-23
3.17	Improve K-5 students' nutritional and physical health.*	a. Utilize district-wide physical education mentor teacher for professional learning, mentoring, and coaching to physical education teachers.				
		b. Develop a physical activity program with BSU and IU Health Ball Memorial Hospital; create age-appropriate physical activities, designed and led at recess by BSU students;				
3.18	Improve K-5 nutritional health.*	<ul style="list-style-type: none"> Develop <i>In-School Nutritional Program</i> health in partnership with Ball State with age-appropriate nutritional education lessons integrated into the curriculum. 				
3.19	Improve health of community*	a. Design and implement an <i>After School/Evening Community Physical Health Program</i> .				
		b. Collaborate to determine community needs in the target locale.				
		c. Develop/launch after-school and evening program through a Healthy Lifestyle Center.				

*Project ended as funding at BSU ended.

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F. Preparing for College and Careers			19-20	20-21	21-22	22-23
3.20	Increase 21st Century Scholars enrollment.	<ul style="list-style-type: none"> Increase the number of learners enrolled in the IN 21st Century Scholars tuition program to improve the number of graduates attending college/university. 				
3.21	Establish career exploration opportunities.	<ul style="list-style-type: none"> Discuss Graduation Pathway diploma plans with high school students during advisory period with classroom teachers and instruct using college and career lessons. 				
3.22	Extend current and create new courses to build interest in high demand jobs.	a. Grade 7: Provide a new course, <i>Business & 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 new <i>CTE Pathways</i> with college credit & work-based learning.				
		d. Grades 11–12: Establish a variety of CTE courses with credit alignment leading to certification, based on student interest and local employers projected needs.				
		e. Grades 11–12:				
		(a) Establish nine new dual-credit, CTE courses representing jobs in high demand areas.				
3.23	Increase job placement and employability skills for Grade 12.	(b) Expand three courses from Level 1 to Level 2 and increase enrollment.				
		a. Develop learner skills in applying and interviewing for jobs				
3.24	Strengthen opportunities for learners to earn college credits.	b. Extend CTE learners' on-the-job experiences through embedded internships during capstone, second year of CTE pathway programs and for all high school students to have participated in a work-based learning experience.				
		a. Implement a plan to increase enrollment and completion of <i>Advanced Placement</i> (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				
		c. NEW Strengthen credits earned, tuition saved, and degrees earned through the <i>Early College Program</i> .				

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F. Preparing for College and Careers, *continued*.

3.25	Expand and strengthen college and career programs and increase students' knowledge about colleges and universities.	a. Align CTE Pathway Plans (course outlines) with Governor's Workforce Cabinet Course Standards, technical certification dual credit sequences, industry certifications, and embedded work-based learning recommendations.				
		b. Develop and implement Pathways Marketing Plan for students and families.				
		c. Expand capacity of Graduation Academy and MCHS online programs.				
		d. Expand programs for students to learn about and visit colleges and universities.				
		e. Increase opportunities for high school minority students to learn about and experience Historically Black Colleges and Universities (HBCUs).				

G. Extended Opportunities for Learning			19-20	20-21	21-22	22-23
3.26	Provide after school & 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.				
		b. In partnerships, improve learners' academic, social, emotional & physical development through extended opportunities during school, after school and in the summer.				
3.27	Provide transition opportunities for learners entering new school levels.	<ul style="list-style-type: none"> Establish transitional experiences over multiple days for kindergarten, 6th grade, and 9th grade students as they enter new school levels. 				

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Pillar IV. Social and Emotional Learning

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

No.	Strategy	Action Step	Yearly Updates			
			20-20	20-21	21-22	22-23
4.1	Establish and implement district-wide framework and structures to serve students' academic, social, and emotional needs through MTSS.	a. Develop and implement the MCS philosophy regarding social and emotional development and classroom best practices, interventions, and supports.				
		b. Align MCS policies, guidelines, and documents to the MCS MTSS adopted philosophy.				
		c. Determine and obtain the resources needed to fully implement MTSS with fidelity.				
		d. Select and obtain Pre-K–12 SEL curricula, corresponding to MCS philosophy.				
		e. Implement multiple measures of identifying students that need SEL support.				
		f. Design and employ a district's MTSS process to identify learners that need Tier II and III SEL supports – analyze data; provide interventions; and progress monitor.				
		g. Establish/utilize an effective MTSS Team at each school to make data-based decisions, conduct progress monitoring, and create consistency in MTSS implementation.				
		h. Continue participation in the Delaware County Counseling Coalition – Project Leaders.				
4.2	Implement MTSS process of identifying, SEL interventions, and progress monitoring	a. Increase teachers' and administrators' understanding of MTSS through PD.				
		b. Implement student identification process with student artifacts and completing forms.				
		c. Increase implementation fidelity of K-8 SEL curriculum and Tier I, Tier II; and Tier II SEL intervention				
4.3	NEW Improve teacher and staff proactive interactions to student behavior and chronic absenteeism to reflect restorative practices.	a. NEW Analyze data in ELA, math, discipline, and absenteeism to establish yearly school improvement goals in these areas and how restorative practices can be applied.				
		b. NEW Establish and increase use of evidence-based classroom management strategies for all teaching through trainings and coaching.				
		c. NEW Establish supports for middle and high school students in reducing and eliminating habits and behaviors that interfere with development e.g., vaping.				

Progress

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Key:

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 their families.							
						Yearly Updates	
No.	Strategy	Action Step	19-20	20-21	21-22	22-23	
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 monthly activity nights at each school 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.					
		e. Establish Parent Advisory Councils and Student Advisory Councils in each school to serve as listening session for the principal with a focus on barriers faced.					
5.3	Enhance supports for students and their families.	a. Launch Learner Web of Support to provide mentoring from five adult.	Discontinued				
		b. Create wrap-around community services programs within the schools.					
		c. Create and implement the <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:

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