

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	23-24
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 families of using PreK state funding.	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.					

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	Actin Step	Yearly Progress				
			19-20	20-21	21-22	22-23	23-24
A. Development of Teachers and Leaders			19-20	20-21	21-22	22-23	23-24
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.	○ Improve staff understanding of MCS's student and family cultures (racial, ethnic, and economic, poverty).					
2.4	Create a culture of excellence in teaching, learning, and leading.	○ Design and implement a career ladder for teacher leaders of excellence.					

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

No.	Strategy	Action Step	Yearly Progress				
			19-20	20-21	21-22	22-23	23-24
B. Recruitment and Retention of Teachers and Educational Leaders			19-20	20-21	21-22	22-23	23-24
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. 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 bilingual educators for dual language Spanish/English immersion classrooms.					
2.6	Establish culturally responsive processes and communications	a. 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.					

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	23-24
3.1	Improve visual & linguistic representations of diverse learners.	a. Enhance school-wide visual images and languages to reflect the diversity represented in MCS 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 environments.					
		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.					

Progress Key

Not Yet Begun	Early Stages	On Track	Completed
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B-1. Literacy, K-8: Curriculum, Instruction, and Assessment*			19-20	20-21	21-22	22-23	23-24
3.5	Develop/implement with fidelity a K-5 core reading (ELA) with best-practices instruction and valid and reliable assessments	<ul style="list-style-type: none"> ○ Curriculum: Using Fountas & Pinnell Literacy Program. Program began SY 2019-20 and suspended two years later to adopt a Science of Reading program and curriculum. 					
3.6	Develop/implement with fidelity a K-5 core reading (ELA) with best-practices instruction and valid and reliable assessments that adhere to the Science of Reading .	a. 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. Curriculum: Implement the philosophy and the five foundation reading skills as based on the new reading curriculum, <i>Core Knowledge Language Arts (CKLA)</i> and provide ongoing teacher professional training supports.					
		c.1. ELA Assessments, K-5: Identify student needs, followed by determination of appropriate instructional practices by using i-Ready for K-2; DIBELS for K-5; and ILEARN Checkpoints for 3-5 with professional development provided.					
3.7	Develop/implement with fidelity a 6-8 core ELA/literacy curriculum with best practices 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 formative assessments <i>i-Ready</i> and <i>ILEARN Checkpoint</i> with teachers routinely analyzing data to plan for learning gaps.					

B-2. Mathematics, K-8: Curriculum, Instruction, and Assessment			19-20	20-21	21-22	22-23	23-24
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 of and skills in teaching math from professional learning provided by <i>i-Ready</i> experts and master and mentor teachers					
		c. Assessment: Analyze results math formative assessments, <i>i-Ready</i> for grades K-2 and <i>ILEARN Checkpoint</i> for grades 3-5 with teachers adapting instruction and content reflective of data results with support mentor & master teachers.					
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 cluster meetings as led by master and mentor teachers.					

B-3. Social Studies, K-12: Curriculum, Instruction, and Assessment			19-20	20-21	21-22	22-23	23-24
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.					

C. Science, Technology, Engineering, Fine Arts, and Math (STEAM), K-12			19-20	20-21	21-22	22-23	23-24
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 lead MCS PLTW teachers conducting the training.					
	c. For art and music, increase teacher expertise: (1) hire licensed teachers for elementary schools, (2) provide collaboration time for teachers 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.					

D. Learning Spanish and English as New Languages			19-20	20-21	21-22	22-23	23-24
3.14	Extend the Dual Language Immersion program	<ul style="list-style-type: none"> Determine and provide curricula, space, materials, and staffing to extend the original K-2 dual language classrooms by one grade level each year. 					
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 three formative assessments and one summative assessment to routinely evaluate student ability in Spanish language arts, English language arts, and mathematics.					
		d. Establish a student learning community that values multicultural engagement.					
3.16	Ensure English learners' opportunities to obtain English proficiency.	a. Ensure middle and high school students ELs receive support linguistically, culturally, emotionally, and academically to transition to MCS & the U.S.					
		b. Establish appropriate staffing and supports for English learners.					

E. Physical and Nutritional Health			19-20	20-21	21-22	22-23	23-24
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 an in-school activity 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 students' 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.					

* Supported by grant

F. Preparing for College and Careers			19-20	20-21	21-22	22-23	23-24
3.20	Increase 21st Century Scholars enrollment.	<ul style="list-style-type: none"> Increase the number of earners 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"> For Grades 9–12, MCS will discuss Graduation Pathway diploma plans with high school students during advisory period with classroom teachers. 					
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.					
		(b) Expand three courses from Level 1 to Level 2 and increase enrollment.					
3.23	Increase job placement and employability skills for Grade 12.	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.					
3.24	Strengthen opportunities for learners to earn college credits.	a. Implement a plan to increase enrollment and completion of <i>Advanced Placement (AP)</i> 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. Strengthen credits earned, tuition saved,, and degrees earned through the <i>early College Program</i> .					

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.		Early Stages	On Track	Completed
		b. Develop and implement CTE Pathways Marketing Plan for students and families.		Early Stages	On Track	Completed
		c. Expand the capacity of the Graduation Academy and MCHS Online and other programs to help students recover credits and graduate on time		Early Stages	On Track	Completed
		d. Expand programs for students to learn about and visit colleges and universities.			On Track	Completed
		e. Increase opportunities for high school minority students to learn about and experience Historically Black Colleges and Universities (HBCUs).			On Track	Completed

G. Extended Opportunities for Learning			19-20	20-21	21-22	22-23	23-24
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.		On Track	On Track	On Track	On Track
		b. In partnerships, improve learners' academic, social, emotional & physical development through extended opportunities during school, after school and in the summer.		On Track	On Track	On Track	On Track
3.27	Provide transition opportunities for learners upon 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. 		On Track	On Track	On Track	On Track

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.

	Strategy	Action Step	Yearly Updates				
			19-20	20-21	21-22	22-23	23-24
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 philosophy of social and emotional development.					
		c. Determine and obtain the resources needed to fully implement MTSS in each school and to provide student supports through the MTSS tiers.					
		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 and utilize an effective MTSS Team at each school to make data-based decisions, conduct progress monitoring with MCS providing support and resources to create continuity and consistency of implementation of MTSS.					
		h. Continue participation in the Delaware County Counseling Coalition – Project Leaders.					
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.					
		b. Implement process of teachers gathering student artifacts and/or completing student SEL referral form to identify students needing support.					
		c. Increase implementation fidelity of K-8 SEL curriculum and Tier I, Tier II, and Tier II SEL intervention					

4.3	Improve teacher and						
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staff proactive interactions to student behavior and chronic absenteeism to reflect restorative practices.	a. 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. Establish and increase use of evidence-based classroom management strategies for all teaching through trainings and coaching.					
	c. Establish supports for middle and high school students in reducing and eliminating habits and behaviors that interfere with development e.g., vaping.					

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	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.				
5.2	Enhance supports for students and their families.	a. Create wrap-around community services programs within the schools.				
		b. Create and implement the <i>Cradle to Career Muncie</i> initiative, providing children with health, social, & education supports, early childhood to college/career.				
		c. Collaborate with community foundations and non-profits to align strategies and resources in support of MCS students, families, teachers, and staff.				