Mississinewa Community Schools
Strategic Plan Draft

Superintendent's Message

Mississinewa Community School Corporation's path toward higher performance in an environment that is changing daily requires a shared vision and commitment from all stakeholders. To accomplish our vision of becoming one of the highest-performing school districts in the State of Indiana, we have adopted the operating philosophy of continuous quality improvement (CQI), defined as "ensuring the continuous improvement of processes and outcomes through evidence-based strategies and empowered staff and learners in order to exceed stakeholder expectations." We believe that this philosophy, along with related tools and processes, represents proven methods for creating a high-performance culture.

As an important first step, we have developed a corporation strategic plan that includes:

- The Core Drivers: Mission, Vision, Values
- High Performance Culture Model
- Corporation Data
- Strategic Planning Team Mission and Process
- Aligned Focus Areas and Culture Questions
- Evidence-Based Strategies: Performance Targets and Action Plan Monitoring
- Continuous Quality Improvement Cycles

Our strategic plan was developed as a collaborative effort that began with the Administrative Support Team, ultimately seeking the input of all faculty members and employees, as well as the Board of School Trustees as representatives of Mississinewa Community Schools and our community. We appreciate the dedication, professionalism, and support of our staff, faculty, administrators, students, parents, and community members as we begin the challenging work indicated in the following pages.

Thank You,

Jeremy M. Fewell

Superintendent
Mississinewa Community School Corporation

The Core Drivers: Mission, Vision, and Values

Mission of the Corporation: (Current Mission Statement)
The mission of the Mississinewa Community School Corporation is to provide an appropriate educational program and learning environment which will effectively meet the educational needs of its students and citizens.

Potential New Mission Statement: Inspiring every Indian to achieve their best through learning, growth, and success.

Potential New Vision Statement: Engaging, empowering, encouraging, and educating students to achieve their full potential and become lifelong learners and leaders in their communities.

Potential New Motto: Tribe of Excellence

Core Values:

1. **High Academic Expectations**
   Our community benefits whenever a student, teacher, staff, or community member excels. We value high expectations, which in turn drive high achievement. We will replace old practices with new, meaningful ideas.
2. **Teacher Professional Development**
   MCSC believes that teachers and students are the foundation of the schools. Professional development helps employees to excel in their content area and furthers technological advances. Actively pursuing professional development ensures that knowledge and skills stay relevant and current in best practices.
3. **Growth Mindset**
   Knowing that we can always learn and improve is a growth mindset. As a learning organization, we celebrate perseverance, resilience, and progress toward ambitious goals.
4. **Collaboration**
   MCSC enjoys working together for the good of the community. Valuing the variety of our talents makes the total effect of our contributions greater than the sum of our efforts.
5. **Communication**
   MCSC will share meaningful information through respectful conversation, writing, and media. We seek to understand and be courteous to the perspectives of others in our interactions.
6. **College and Career Readiness**
   We believe that post-secondary planning is important for students to understand and discuss as it prepares them for life after high school. Students will have a better understanding of personal interests and goals.
7. **Social and Emotional Learning**
   MCSC will strive to support students to develop self-awareness, relationship skills, and responsible decision-making.
8. **Integrity**
   MCSC believes in doing the right thing and finding a way to do our personal best. Honesty is crucial in building trust.
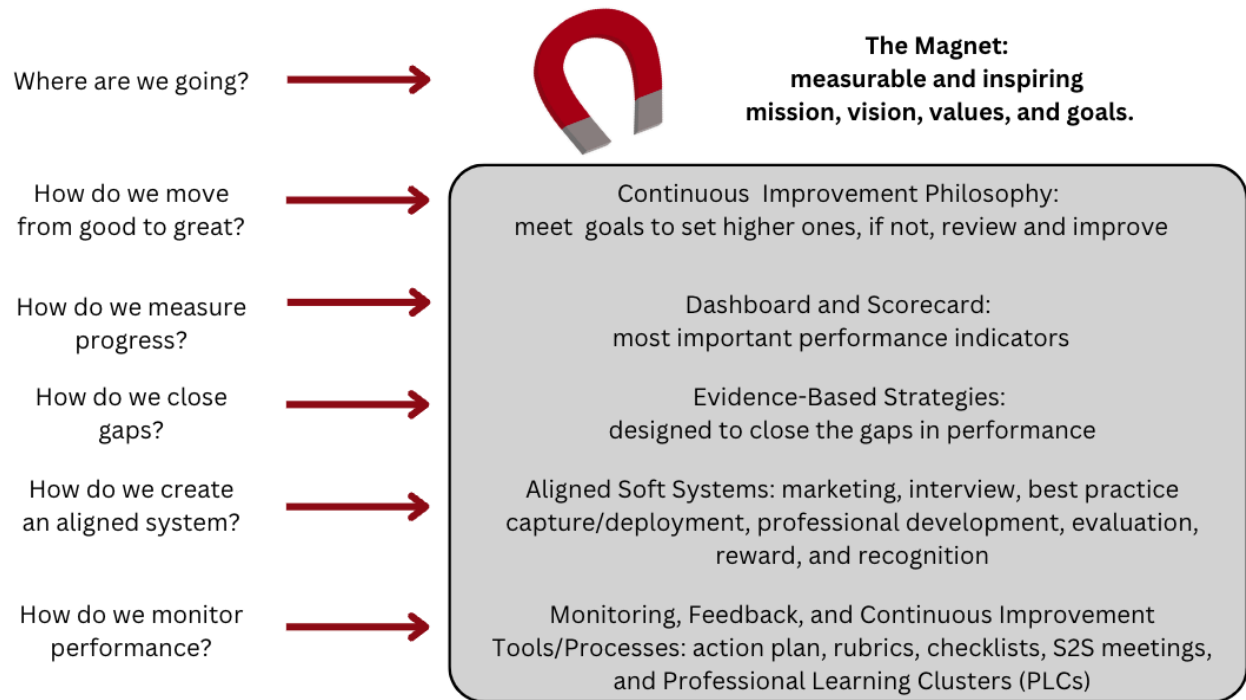9. **Critical Thinking**
   MCSC encourages the school and community members to reflect upon the daily practices of our school district and the long-term significance of a quality public education. We will practice critical thinking by analyzing our best practices.
10. **Service Education/Building Community**
    Every interaction of each MCSC partner is an opportunity to serve and build trust on behalf of our school community. We will model empathy to the community by practicing positive behaviors that grow trust, involvement, identity, and ownership.

High Performance Culture Model

Where are we going? ⟶ **The Magnet:** measurable and inspiring mission, vision, values, and goals.

How do we move from good to great? ⟶ Continuous Improvement Philosophy: meet goals to set higher ones, if not, review and improve

How do we measure progress? ⟶ Dashboard and Scorecard: most important performance indicators

How do we close gaps? ⟶ Evidence-Based Strategies: designed to close the gaps in performance

How do we create an aligned system? ⟶ Aligned Soft Systems: marketing, interview, best practice capture/deployment, professional development, evaluation, reward, and recognition

How do we monitor performance? ⟶ Monitoring, Feedback, and Continuous Improvement Tools/Processes: action plan, rubrics, checklists, S2S meetings, and Professional Learning Clusters (PLCs)

The mission, vision, and values must be measurable, and we are working to put systems, processes, expectations, and tools in place to ensure that we are able to gather data regularly regarding the degree to which we are embedding these magnet leadership statements into daily practice.

> *"A strategic vision provides great benefits to an organization, presenting a shared organizational direction and purpose. Few organizations achieve greatness by being all things to all people. Most successful companies achieved excellence by crafting a very challenging vision. A vision also provides a framework for the organization's missions and goals"*
> *(Olk, Rainsford, and Chung, 2010).*

> *"Not surprisingly, schools and school systems that do well under external accountability systems are those that have consensus on norms of instructional practice, strong internal assessments of student learning, and sturdy processes for monitoring instructional practice and for providing feedback to students, teachers, and administrators about the quality of work"*
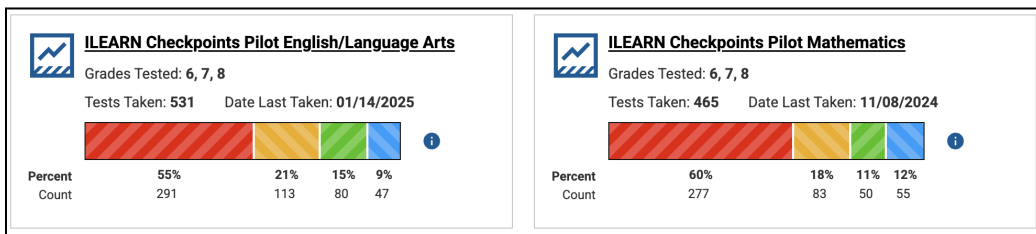> *(Elmore 2003).*

Corporation Data

Mississinewa Community Schools is committed to using data to drive instructional and operational decisions. Two types of data are used: leading data (referred to as "dashboard" data), and lagging data (referred to as "scorecard" data).
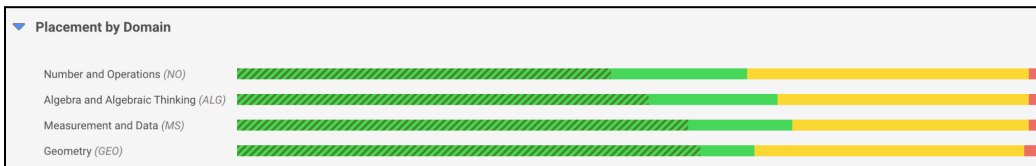
Dashboard data includes performance indicators that have been deemed to be the leading indicators of student learning success. Just like the dashboards in our automobiles, an organization dashboard must frequently produce reliable data that can be used for instructional and managerial decision-making. The MCSC dashboard indicates which best practice measures have been selected to give us ongoing information about our performance. We have selected assessments and measurement tools that provide data to the system on a daily, weekly, monthly, or quarterly basis.
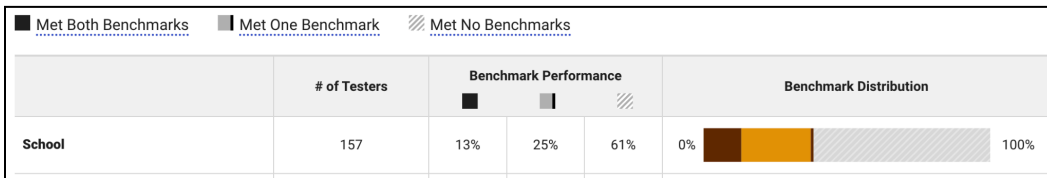
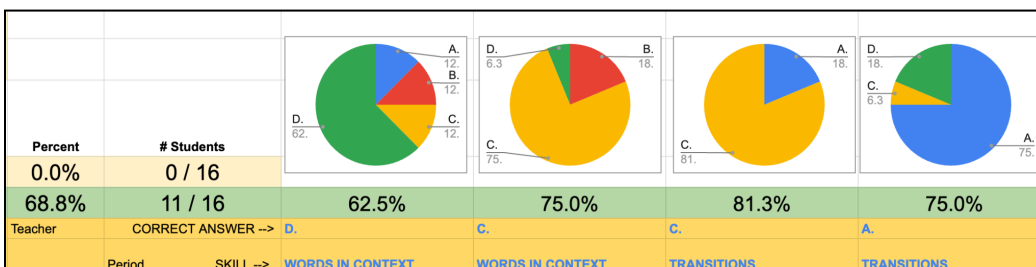**Dashboard data examples:**

ILEARN Checkpoint Data (grades 3-8)

ILEARN Checkpoints Pilot English/Language Arts	ILEARN Checkpoints Pilot Mathematics
Grades Tested: **6, 7, 8**	Grades Tested: **6, 7, 8**
Tests Taken: **531** Date Last Taken: **01/14/2025**	Tests Taken: **465** Date Last Taken: **11/08/2024**
Percent: **55%** **21%** **15%** **9%**	Percent: **60%** **18%** **11%** **12%**
Count: 291 113 80 47	Count: 277 83 50 55

i-Ready Diagnostic Data (grades K-8)

▼ Placement by Domain

Number and Operations *(NO)*
Algebra and Algebraic Thinking *(ALG)*
Measurement and Data *(MS)*
Geometry *(GEO)*

PSAT Formative Data (grades 9-11)

■ Met Both Benchmarks   ▮ Met One Benchmark   ▨ Met No Benchmarks

	# of Testers	Benchmark Performance			Benchmark Distribution	
		■	▮	▨		
School	157	13%	25%	61%	0% 100%

Common Formative Assessment Data

Percent	# Students				
0.0%	0 / 16				
68.8%	11 / 16	62.5%	75.0%	81.3%	75.0%
Teacher	CORRECT ANSWER -->	D.	C.	C.	A.
Period	SKILL -->	WORDS IN CONTEXT	WORDS IN CONTEXT	TRANSITIONS	TRANSITIONS

Mississinewa Community School Corporation Strategic Plan 2025 and Beyond - 1/16/2025
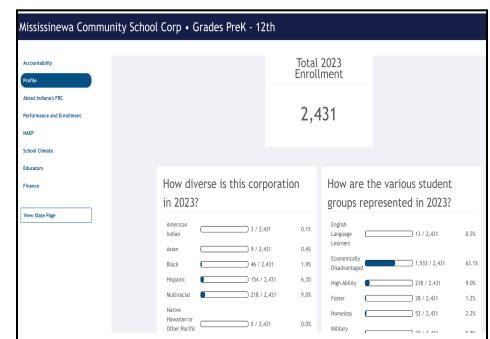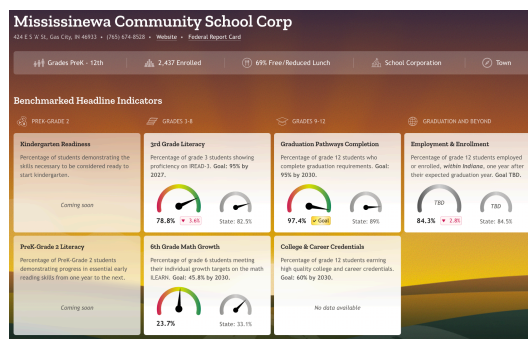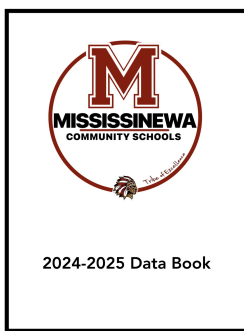
Scorecard data contains several additional performance indicators that are also important to monitor, but which are "once a year" or "once a career" in nature (e.g., graduation rate, third grade literacy, SAT performance, diploma strength, ILEARN performance and growth, and end-of-course assessment results). In addition, scorecard data includes non-student learning indicators such as satisfaction levels of employees, students, and stakeholders; financial results; and facility adequacy data.

Scorecard data examples:

- Corporation Data Book https://www.olemiss.k12.in.us/community/2025-strategic-planning/2023-2024-data-book
- Indiana Graduates Prepared to Succeed (GPS) https://indianagps.doe.in.gov/Summary/Corporation/152
- Indiana Federal Report Card https://indianafederalreportcard.doe.in.gov/profile/Corporation/152

Ensuring Accountability for Learning:

- Goals
  - All stakeholders, including students, teachers, principals, Superintendent, and board members, share responsibility for achieving clear SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound).
  - Schools will set mastery goals for standards and actively track their performance improvements.
- Curriculum
  - Curriculum decisions will be guided by leading data rather than reactive lagging data.
  - Alignment of standards will be supported across district, school, grade, department, and classroom levels to ensure both horizontal and vertical coherence.
- Data
  - Administration will ensure that data dashboards highlighting key performance indicators are utilized to monitor progress daily, weekly, monthly, and quarterly.
  - Every individual in the school district will take personal accountability for student success by monitoring and improving their performance indicators.
  - Scorecard data, including corporation data books, will be integrated into the learning culture for all staff members to promote informed decision-making.
- Accountability
  - System-to-system accountability and performance meetings will occur at all levels to ensure consistent progress.
  - Success will be supported through clear expectations, resources, time, feedback, recognition, collaboration, and a commitment to continuous improvement.

Strategic Planning Team Mission and Process

The mission of the strategic planning team is to assist in the development of an ongoing strategic plan for Mississinewa Community School Corporation (MCSC). This plan should incorporate the existing vision, mission, values, dashboard, and scorecard, while adding important targets, strategies, and action steps that will position MCSC as one of the highest performing school systems in the State of Indiana. The plan team efforts should reflect a systems approach to organizational improvement, and the team members should understand that their role is advisory—the final content and format of the strategic plan will be determined by the MCSC Superintendent and Board of School Trustees.

Organizations are systems, and all the parts must work well independently and in unison to achieve effective and efficient performance. Our students, their families, our community members and partners, teachers, administrators, support staff employees, and Board of School Trustees must work as a team if we are to achieve our challenging vision of best-in-class performance.

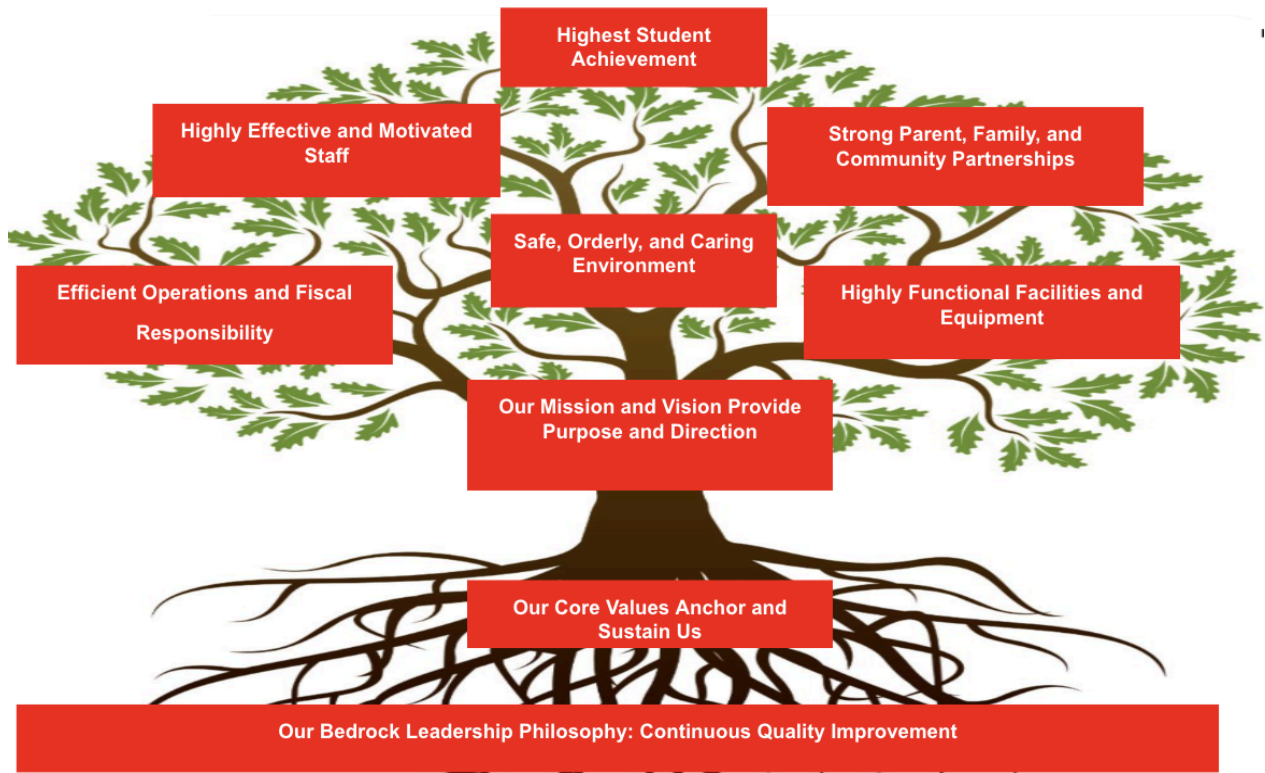The broad mission of the Strategic Planning Team is to:

- Catalog current MCSC best practice strategies designed to close the performance gaps in major goal focus areas.
- Seek additional strategies through decision-making aligned to the Strategic Plan.
- Create detailed action plans for each strategy.
- Identify professional development and related resource requirements.
- Report progress with action plan implementation regularly to the Board of School Trustees.
- Engage in continuous improvement.

Guiding Philosophy:
Ensuring the continuous improvement of processes and results through data-driven strategies by empowering students and staff in order to exceed stakeholder expectations.

Strategic Planning Team Collective Commitments:
Stephen Covey (1990) reminds leaders that clearly defined principles, core beliefs, or values should be kept at the center of our work, guiding us in the proper direction, even when surrounded by confused voices. We commit to keeping the MCSC Core Beliefs at the center of our work.

Summary of the Strategic Planning Team Misson

Aligned Focus Areas and Culture Questions

The Strategic Planning Team conducted a thorough review of sample strategic plan categories from high performing school districts across the nation. Through an engaging affinity exercise, they narrowed our plan to four focus areas:

ACADEMICS   **CAREERS**   **WELLNESS**   **FACILITIES**

After conducting research and benchmarking activities, the team directed their efforts toward creating Evidence-Based Strategies, including High Expectation Performance Targets and Action Plan Monitoring, aligned to each of the four categories above.

The process began with three guiding culture questions:

What do we **BELIEVE** about our students at MCSC? (Heart Check)	What do we **KNOW** about our students at MCSC? (Research)	What do we **WANT** for our students at MCSC? (Vision)

The following charts highlight the top-rated culture responses from our community strategic planning sessions conducted in 2024-2025. These responses reflect the collective input of stakeholders, including parents, educators, and community members, who shared their insights and priorities for the future of Mississinewa Community School Corporation (MCSC). The data is organized around our four areas of focus: Academics, Careers, Wellness, and Facilities. Each chart represents what we believe about our students, what we know about their current needs and challenges, and what we want to achieve for their success. These visuals serve as a guide to drive actionable goals and key initiatives that align with our shared vision for the district.

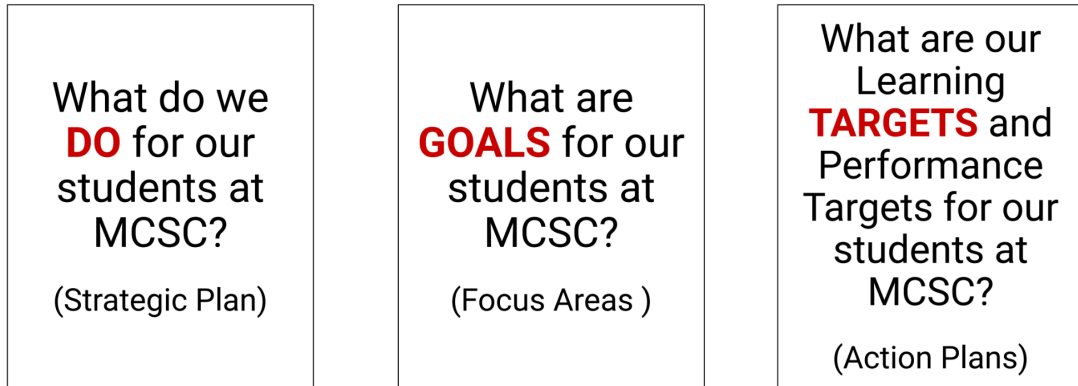| Academics		
Believe	**Know**	**Want**
Our students need structure and discipline.	Kids need structure and routine.	Students will have access to highly qualified educators and opportunities.
All students learn in different ways. Teaching them in a manner that excites and inspires them will lead to positive outcomes.	Mentorship improves student behavior, attendance, and academic achievement.	All students will be held to high expectations.
All students are capable of success.	Students need high expectations to meet full potential.	All students will succeed to the best of their ability.
Our students deserve the best practices in research based instructional strategies.		All students will be provided an education that prepares them for the workforce and good financial decision making.

Careers		
Believe	**Know**	**Want**
All students have the ability to grow up and positively impact society.	Students need to be prepared for the real world.	Every student will know every career option out there for them and be given hands-on learning experiences.
We need to fully prepare our kids for the three E's. (Enrollment, Enlistment, or Employment)	Students need to learn basic life skills.	Our students will graduate from college and WANT to return to Gas City.
Our students deserve to know and have access to a variety of career opportunities.	Students who have help setting goals are more likely to meet them.	We will fully prepare students for enrollment, enlistment, or employment.
All kids need to be prepared for independent life after high school.	Students need a lot of educational opportunities. (AP, Dual Credit, Diploma options)	All of our students will leave high school with a plan in mind for their future.
All students should be provided options to succeed after high school.		

Wellness		
Believe	**Know**	**Want**
All kids need to feel valued and worthy.	Our kids need mental health support.	Our students will have access to a safe and supportive school environment.
Many students are dealing with a lot of trauma.	Kids thrive from routine, structure, and discipline.	Our students will have access to mental health resources.
Students need adults to support them to reach their goals.	Kids want positive relationships.	All of our students will have adults that support, encourage, and pour into their lives.
All kids deserve someone to be a champion for them.	Students need trauma support.	We will have social workers and counselors in every building.
Students want to feel safe.		Each student will feel as a part of a community that supports their growth through school and into young adulthood.

Facilities		
Believe	**Know**	**Want**
Our students need more classrooms to support smaller class sizes and learning opportunities.	Kids need a safe environment.	State of the art facilities that provide for all student needs.
All students want a safe place to learn.	Kids deserve a clean and spacious environment.	The very best and safest schools.
Students deserve state of the art facilities that provide quality education and real life experiences.	Students learn better in small groups.	More space in buildings to allow for smaller class sizes and learning opportunities.
Students deserve a high quality learning environment.	We know that the environment can impact student achievement and outcome.	Our students deserve and will have modern facilities and quality classroom supplies to dignify their learning as important and worth investing in.
Students want to feel safe.		Each student will feel as a part of a community that supports their growth through school and into young adulthood.

Evidence-Based Strategies:
Performance Targets and Action Plan Monitoring

The process continued by considering specific goals, learning targets, and action plans through the lens of these three questions:

What do we **DO** for our students at MCSC? (Strategic Plan)	What are **GOALS** for our students at MCSC? (Focus Areas)	What are our Learning **TARGETS** and Performance Targets for our students at MCSC? (Action Plans)

In the following section, you will find detailed information regarding corporation goals, action steps, metrics for success, who is responsible for overseeing implementation of the plan activities, and due dates as well as a column where leadership can note progress (green = completed; yellow = in progress; and red = not begun). Most strategic plans tackle too many goals and strategies. Instead, at MCSC, we believe that focusing on a few high-value targets and strategies will deliver better results.

Focus Area #1: Academics				
Goal 1: Ensure access to highly qualified educators and opportunities for all students.				
Objective 1.1: Attract, retain, and develop highly qualified educators.				
Action Steps	**Metrics for Success**	**Who**	**When**	**Status**
Offer competitive salaries and professional growth opportunities to attract top talent.	Reduction in teacher turnover rates.			🟩
Implement a robust onboarding and mentorship program for new teachers.	Participation rates and feedback from onboarding and mentorship programs.			🟩
Provide ongoing professional development aligned with district goals and educator needs.	Educator survey results on satisfaction with professional development.			🟨

Objective 1.2: Expand access to academic opportunities for all students.

Action Steps	Metrics for Success	Who	When	Status
Review and address equity gaps in advanced placement, gifted programs, and extracurricular offerings.	Increased participation rates in advanced programs and extracurricular activities among underrepresented groups.			🟨
Ensure all students have access to the resources needed to succeed, such as technology, counseling, and academic support.	Accessibility audit results for technology and counseling services.			🟨
Regularly analyze data to identify and address barriers to opportunity.	Data showing reductions in identified barriers to opportunity.			🟨

Goal 2: Teacher professional learning is weekly, job-embedded, high quality, and aligned to teacher and student needs.

Objective 2.1: Implement high quality Professional Learning Clusters (PLCs) in every building.

Action Steps	Metrics for Success	Who	When	Status
Identify school needs and design a Mississinewa-centered PLC plan through a partnership with the National Institute for Excellence in Teaching (NIET).	Interviews held; professional learning for PLC team is completed.			🟩
NIET partners build capacity in building leaders to implement weekly PLCs.	NIET partners visit school buildings to observe PLC and provide long range planning support.			🟩
PLC leaders work to identify ongoing needs through learning walks, gather educational research and model high effective strategies, provide time during PLC to plan for implementing strategies in classrooms, and ask teachers to bring back evidence of implementation from classrooms to PLC.	Five steps of PLC are demonstrated in building slideshows and plans.			🟨

Objective 2.2: Hold weekly Instructional Leadership Team (ILT) meetings to support effective PLC implementation and highly effective instructional practices.

Action Steps	Metrics for Success	Who	When	Status
Principals prepare agendas for ILT including building needs and educational research to support PLC leader learning.	Agendas created for ILT.			🟨
ILT discusses teacher needs through the lens of instructional coaching and creates plans to support specific teachers in the classroom.	Instructional coaching plans and meetings are documented.			🟨
District leaders support building-level ILT through System to System talks and district ILT meetings.	Agendas created for district ILT.			🟥

Goal 3: Set and monitor progress towards rigorous and attainable academic goals.

Objective 3.1: K-8 end of year assessments show adequate student growth towards academic goals.

Action Steps	Metrics for Success	Who	When	Status
Westview: In Pre-K, literacy scores will reach 70%, math scores will reach 90%; in Kindergarten, i-Ready reading proficiency will reach 70%, i-Ready math proficiency will reach 70%; in 1st grade, i-Ready reading proficiency will reach 70%, i-Ready math proficiency will reach 70%.	i-Ready proficiency scores.			
Northview: IREAD-3 pass percentage will be 55% for second-grade students, and IREAD-3 pass percentages will be 85% by the end of third grade. On ILEARN (ELA), the 3rd-grade cohort pass rate will reach 50%, 4th-grade will reach 50%, and 5th-grade cohort will reach 50%. On ILEARN (MATH), the 3rd-grade cohort pass rate will reach 50%, 4th-grade will reach 50%, and 5th-grade will reach 60%.	IREAD-3 proficiency scores.			
R.J. Baskett: The 6th-grade cohort pass rate will reach 42%, 7th-grade will reach 42%, and 8th-grade cohort will reach 40% on the ELA ILEARN assessment. The 6th-grade cohort pass rate will reach 40%, 7th-grade will reach 40%, and 8th-grade cohort will reach 35% on the Math ILEARN assessment.	ILEARN proficiency scores.			

Objective 3.2: Mississinewa graduates are academically prepared for life after high school.

Action Steps	Metrics for Success	Who	When	Status
Grade 11 MHS students will achieve at least a 52% average pass rate for ELA and at least a 27% average pass rate for Mathematics as measured by the SAT.	SAT Pass rates.			
MHS Graduation rate will be 100% and diploma strength indicator is at least 85% according to ESSA calculations.	MHS Graduation Rates and Diploma Strength.			
By the end of each school year, at least 80% of the Mississinewa High School student population will achieve the label of "model attendee" according to the Indiana GPS (miss 10 or less days per year and/or improve attendance from prior year).	Attendance rates.			

Focus Area #2: Careers

Goal 1: Ensure all students receive a high-quality education that prepares them for the workforce and financial well-being.

Objective 1.1: Implement a curriculum that emphasizes workforce readiness and financial literacy skills.

Action Steps	Metrics for Success	Who	When	Status
Develop and integrate a financial literacy curriculum starting from middle school, covering budgeting, saving, credit, and career exploration, and provide professional development for educators.	Completion and implementation of the financial literacy curriculum by a specified deadline.			🟩
Partner with local businesses to create job shadowing, internship, and mentorship opportunities for high school students to provide guidance and real-world insights.	Number of job shadowing,internship, and mentorship opportunities created and utilized.			🟩
Utilize a virtual career library showcasing various professions through video interviews, job descriptions, and training requirements.	Usage statistics for the virtual career library.			🟨

Objective 1.2: Expand career exploration and experiential learning opportunities.

Action Steps	Metrics for Success	Who	When	Status
Provide all students with access to aptitude and interest assessments starting in middle school to align their skills with potential career paths.	Completion rates for aptitude assessments and alignment with post-high school plans.			🟩
Offer skill-building courses, such as resume writing, interviewing, and personal finance, as part of the high school curriculum.	Enrollment and success rates in skill-building courses.			🟨
Host career days and field trips to local industries, businesses, and educational institutions.	Participation rates in career days, field trips, and internships.			🟨

Goal 2: Prepare students for the three E's (Enrollment, Enlistment, or Employment) to ensure all students have a plan for life after high school.

Objective 2.1: Develop robust pathways for college enrollment, military enlistment, and workforce employment.

Action Steps	Metrics for Success	Who	When	Status
Partner with colleges, military recruiters, and local businesses to provide regular presentations, workshops, and resources for students.	Number of students completing pathways for enrollment, enlistment, or employment.			🟩

Action Steps	Metrics for Success	Who	When	Status
Conduct mock college or job application processes, including practice interviews and military assessments.	Attendance and feedback from events.			
Create an annual career planning event to explore post-high school options, including college fairs, military expos, and job fairs.	Increased partnerships with colleges, military, and businesses.			

Objective 2.2: Monitor and support students' readiness for life after high school by facilitating personalized goal-setting and planning for every student.

Action Steps	Metrics for Success	Who	When	Status
Assign each student a dedicated counselor or mentor to create an individualized post-high school plan by their sophomore year.	Completion rates for individualized post-high school plans.			
Use a digital portfolio system where students can track a readiness rubric for the three E's, academic progress, career exploration activities, and future goals.	Usage and update frequency of the digital portfolio system.			
Hold bi-annual student-led conferences with families to review post-graduation plans.	Participation rates and feedback from student-led conferences.			

Goal 3: Equip students with the skills and resources necessary for post-high school success.

Objective 3.1: Increase access to career-related credentials.

Action Steps	Metrics for Success	Who	When	Status
Expand CTE, dual-credit, Advanced Placement (AP), and certification program offerings to align with high-demand fields such as healthcare, technology, and trades.	Enrollment increases in dual-credit and certification programs.			
Incorporate career-related electives/ extracurricular clubs for entrepreneurship, trades, and emerging industries.	Growth in participation in career-related electives and clubs.			
Provide funding or scholarships for students to participate in industry-specific training or certification programs.	Number of scholarships or funded opportunities provided to students.			

Focus Area #3: Wellness

Goal 1: Ensure all students have access to a safe and supportive school environment.

Objective 1.1: Foster a culture of safety and inclusivity in every school building.

Action Steps	Metrics for Success	Who	When	Status
Implement a districtwide anti-bullying and harassment policy, including regular training for students and staff.	Reduction in reported bullying and harassment incidents.			🟨
Establish clear protocols for reporting and addressing safety concerns to maintain a secure school environment.	Completion rates of safety training for staff and students.			🟩
Create "safe spaces" in each building where students can seek support from trained staff when needed.	Utilization rates and feedback on the effectiveness of "safe spaces."			🟩

Objective 1.2: Build a sense of community and belonging for all students.

Action Steps	Metrics for Success	Who	When	Status
Introduce school wide initiatives such as buddy systems, peer mentoring, or advisory periods to build connections among students.	Participation rates in school community-building initiatives.			🟨
Utilize technology to provide school/home messaging options to facilitate academic and wellness conversations.	Number of teachers and parents utilizing messaging features.			🟨
Recognize and celebrate individual and group achievements to foster school pride and unity.	Increased student and staff engagement in recognition programs.			🟩

Goal 2: Ensure every student has a supportive adult advocate.

Objective 2.1: Build strong, positive relationships between students and adults.

Action Steps	Metrics for Success	Who	When	Status
Assign each student a trusted adult mentor (teacher, staff member, or volunteer) who serves as a consistent advocate throughout their education.	Percentage of students assigned a mentor.			🟥
Provide staff with professional development on building meaningful relationships with students, including trauma-informed practices.	Completion rates of professional development on relationship-building.			🟨
Establish regular check-ins between mentors and students to discuss goals, challenges, and well-being.	Frequency and outcomes of mentor-student check-ins.			🟥

Objective 2.2: Promote staff-student connections through extracurricular and community engagement.

Action Steps	Metrics for Success	Who	When	Status
Encourage staff participation in extracurricular activities, such as coaching or sponsoring clubs, to strengthen relationships with students.	Staff participation rates in extracurricular and community engagement activities.			🟨
Host family nights or community-building events to foster connections between students, staff, and families.	Attendance and feedback from family and community-building events.			🟩
Recognize staff members who go above and beyond in supporting students' growth and well-being.	Number of staff recognized for exceptional student support.			🟩

Goal 3: Expand access to mental health resources and support students dealing with trauma.

Objective 3.1: Provide comprehensive mental health support in every building.

Action Steps	Metrics for Success	Who	When	Status
Hire and train social workers and counselors to ensure there is mental health support available in all schools, as well as conduct mental health first aid training for all teachers, staff, and administrators.	Staffing levels of social workers and counselors meeting targets, number of staff attending mental health training.			🟨
Partner with community mental health organizations to offer additional services, such as therapy sessions, crisis intervention, and managing trauma.	Number of partnerships with community mental health organizations, utilization of services.			🟩
Offer wellness workshops and mental health awareness campaigns for students, focusing on topics such as stress management, resilience, and coping strategies.	Attendance and feedback from student wellness workshops and campaigns.			🟨

Objective 3.2: Create trauma-informed schools that address students' needs effectively and provide proactive and ongoing trauma support.

Action Steps	Metrics for Success	Who	When	Status
Train all staff on trauma-informed practices and how to respond to students experiencing trauma, establish school-based trauma support teams to assess and provide immediate assistance for affected students.	Completion rates for trauma-informed practice training, number of trauma support teams established and active.			🟨
Incorporate social-emotional learning (SEL) into the curriculum at all grade levels.	Implementation of SEL curriculum across grade levels.			🟥
Integrate restorative practices into disciplinary approaches to focus on healing and rebuilding trust.	Reduction in disciplinary incidents through restorative practices.			🟨

Focus Area #4: Facilities

Goal 1: Invest in facilities that reflect the importance of education by expanding space to support smaller class sizes and modernize learning spaces.

Objective 1.1: Develop long-term plans to build state-of-the-art schools to address overcrowding and create additional classroom space.

Action Steps	Metrics for Success	Who	When	Status
Conduct an enrollment and capacity study to identify schools and grade levels most impacted by overcrowding.	Completion of the enrollment and capacity study with actionable recommendations.			🟩
Secure funding through grants, bonds, and/or referenda to support large-scale facility improvements.	Funds secured and allocated for planned facility improvements.			🟨
Plan and execute construction of new classrooms or wings where needed to alleviate overcrowding and/or reallocate existing spaces to maximize usage for small group instruction and specialized learning.	Reduction in student-to-teacher ratios in overcrowded areas.			🟨

Objective 1.2: Promote community involvement and support for modernizing facilities to meet 21st-century educational standards.

Action Steps	Metrics for Success	Who	When	Status
Collaborate with architects, designers, and educational experts to design flexible spaces for collaborative, and hands-on learning.	Increase in student and teacher satisfaction with learning spaces.			🟨
Develop a phased plan for facility upgrades, focusing on the most critical needs first.	Progress on the phased upgrade plan and adherence to timelines.			🟨
Hold informational sessions to engage stakeholders in decision-making processes and educate them on the link between facilities and student achievement.	Stakeholder attendance, participation, and engagement in community workshops.			🟨

Goal 2: Ensure all students have access to safe, state-of-the-art learning environments.

Objective 2.1: Prioritize safety and security in all school facilities.

Action Steps	Metrics for Success	Who	When	Status
Conduct a comprehensive safety audit of all buildings and grounds to identify and address vulnerabilities.	Completion of safety audits and resolution of identified issues.			🟩

Action Steps	Metrics for Success	Who	When	Status
Install or upgrade security systems, such as cameras, secure entry points, and emergency communication systems.	Installation and functionality of upgraded security systems.			🟨
Provide ongoing safety training for staff and students, including emergency drills/protocols.	Participation rates in safety training and emergency drills.			🟩

Objective 2.2: Ensure facilities support diverse and innovative learning experiences.

Action Steps	Metrics for Success	Who	When	Status
Integrate advanced technology, adaptable classroom layouts, and energy-efficient infrastructure into renovation and new construction plans, emphasizing sustainability through features like green spaces, renewable energy sources, and eco-friendly materials.	Implementation of sustainable practices in construction and renovations.			🟥
Equip classrooms with high-quality furnishings, tools, and technology that enhance engagement and adaptability.	Usage rates of newly equipped or dedicated areas.			🟥
Establish dedicated areas for arts, STEM, vocational, and extracurricular programs.	Growth in participation in STEM, arts, and vocational programs.			🟨

Goal 3: Maintain clean, high-quality, and dignified learning environments.

Objective 3.1: Regularly evaluate and improve the cleanliness and upkeep of facilities.

Action Steps	Metrics for Success	Who	When	Status
Implement a districtwide custodial plan with clearly defined standards for cleanliness and maintenance.	Completion rates of routine facility inspections with documented improvements.			🟨
Conduct routine inspections to ensure facilities are clean, well-maintained, and free of hazards.	Feedback from students, staff, and families on cleanliness standards.			🟨
Invest in modern cleaning equipment and sustainable supplies to support efficient operations.	Budget allocations and usage for updated cleaning equipment and supplies.			🟨

Objective 3.2: Foster a sense of pride in the learning environment among students and staff.

Action Steps	Metrics for Success	Who	When	Status
Launch initiatives such as beautification projects, student art displays, and classroom improvement grants.	Participation rates in beautification and improvement initiatives.			🟨
Educate students on the importance of respecting and maintaining learning spaces.	Survey feedback from students and staff on their sense of pride in the learning environment.			🟨
Celebrate facility improvements and achievements with the school community through open houses or tours.	Attendance at open house events showcasing facility achievements.			🟥

Continuous Quality Improvement Cycles

Implementing the strategic plan requires teamwork, communication, and adaptation in order to reach the target. Unfortunately, experience suggests that even leading organizations often fail at strategy execution because individuals inside the organization are unconnected with major strategy initiatives or there is misalignment between the strategy and their attitudes and actions. The MCSC leadership system will regularly review "progress to plan" to ensure that we are "doing what we said we will do" and making timely adjustments as needed. This process is carried out in what we call Continuous Quality Improvement (CQI) cycles.

The Implementation Challenge

Strategy Development
20%

Implementation,
Monitoring, Adapting
80%

However beautiful the strategy, you should occasionally look at the results. (Winston Churchill)

Positive results are achieved when people commit to high quality work. Effective management of this work relies on clearly defined processes, which include specified actions, timelines, persons responsible, and loops for continuous improvement. Well-defined processes allow us to replicate best practices, in the future, when we engage in the same work and help us be more consistent in our approaches. MCSC, as an organization, has created flowcharts for many best practice processes, ensuring that we maintain excellence in our operations.

We are committed to the continuous improvement in our processes and outcomes by making evidence-based decisions and empowering both employees and students to exceed our expectations of our stakeholders.

> ***The goal of the Continuous Quality Improvement Team is to enhance the learning opportunities and experiences for all Indians so they are "life ready."***
>
> ***TEAM: Together, Everyone Achieves More!***

Our mission, vision, core values, dashboard, scorecard, and continuous improvement philosophy shape the entire system into a high-performing organization.

Focus of the CQI Process:
- Curriculum, Instruction, and Assessment
- Supporting All Learners
- Strategic Planning and Performance Targets

Curriculum, Instruction, and Assessment

- The engine that drives high student achievement is teacher teams working collaboratively toward common curriculum expectations and using formative assessments to continuously improve teaching and student learning. This process began at Mississinewa Community Schools in 2022-2023. The corporation partnered with the National Institute for Excellence in Teaching (NIET) to develop a system of Professional Learning Clusters (PLC) at each of the four schools. Within PLC, teachers worked collaboratively to create curriculum / instruction calendars, K-12.
- Many variables of student learning are controlled when common curriculum planning and similar instructional approaches are in place, and common mastery criterion-referenced assessments are utilized. Following the work of creating curriculum calendars in PLC, Mississinewa teachers created and implemented Common Formative Assessments (CFAs) to gather information on student progress towards their instructional goals.
- There is great "Power of Alignment" when instruction, curriculum, local assessments, and state standards are all pointing in the same direction to student learning success.

Supporting All Learners

- The continuous quality improvement philosophy is shifting the paradigm of working in isolation to being collaborative and open to change as a team of educational leaders at the building level.
- Our team can inspire student success when colleagues join together on a journey utilizing Professional Learning Clusters (PLCs).
- Instructional Leadership Teams (ILTs) take the PLC philosophy one step further. ILTs began at Mississinewa in the 2024-2025 school year. In a building-level ILT, the principal meets with their instructional team (PLC leaders) to gather data on instructional practices in the building, review new research, and develop PLC long range plans and strategies. In district ILT, the superintendent meets with building principals to identify corporation wide needs and implement educational research at the building level.
- Performance results on the MCSC dashboard are reviewed multiple times each year during System-to-System (S2S) talks such as ILT, which facilitate meaningful dialogue between the Superintendent and building leaders, between building leaders and teachers/staff, as well as between teachers/students. The district reviews data contained in the scorecard with directors and building leaders annually. We are confident that excellent results in our dashboard performance indicators will lead to improvements in our overall scorecard results, which will foster a culture of continuous quality improvement.

Strategic Planning and Performance Targets

- Understand the foundation of core values that support and guide strategic planning for Mississinewa Community School Corporation.
- Within PLC, adopt a simple organization slogan for alignment of Indiana standards, curriculum plans, instructional activities, and assessments:

- Commit to using the five step PLC process
  - **Identify needs** for student learning using data, learning walks, and ILTs.
  - Share educational **research** that aligns with student learning needs.
  - **Model** high-impact educational strategies.
  - Give teachers time in PLC to **develop strategies** for use in their classroom.
  - **Apply these strategies** in the classroom and bring back student work to PLC for further analysis and action.
- Commit to ensuring that all students will learn and master the most essential learning.
- Distinguish between lagging data and leading data (see Corporation Data section).
- Use leading data (formative) to adjust curriculum and drive instruction.
- Adopt a continuous improvement mentality in order to make sustained growth in student performance.

> *Success requires planning, implementation, and continuous improvement.*

Glossary

Continuous Quality Improvement Cycles: At Mississinewa Community Schools Corporation, we believe in high expectations and continuous improvement. We set goals, create plans, implement the plan, measure results, and when we hit our targets, we set higher goals and start the process again. If we do not hit our goals, we analyze why, and create new plans.

Core Values: Four beliefs that guide all leaders and learners, and help to shape the culture at Mississinewa Community Schools Corporation. We evaluate our words and actions against these values to ensure that every decision we make is aligned with our mission and vision.

Dashboard: A data resource that shows the most important indicators of student learning and success, along with specific measurement tools at Mississinewa Community Schools Corporation. It is used across all grades, departments, and schools to help administrators, teachers, students, and their families understand how well students are progressing. The dashboard measures can be used frequently (unlike IREAD, ILEARN, and SAT, where data is received once per year).

Evidence-Based Decision Making: A process that involves using the best available evidence, data, and research to inform and guide decisions. This approach focuses on using factual information and proven practices.

Instructional Leadership Team (ILT): A group of school leaders, including administrators and teacher leaders, who work together to analyze data, develop instructional strategies, and improve teaching practices within a school to enhance student learning; essentially, it's a team focused on improving instruction at the school level.

Mission: A measurable statement of our system's purpose, aligned with our dashboard and scorecard.

Performance Targets: The heart of our strategic plan. These documents are completed by the district level Administrative Support Team and the Building Principals.

Professional Learning Clusters (PLC): Weekly, job-embedded opportunities for teachers to work collaboratively to improve student outcomes through identifying the needs, researching instructional best strategies, providing high quality models, developing in classroom resources, and applying what they have learned with their students.

Scorecard: A table that shows annual performance in state testing as well as other results in some of the most important areas that stakeholders can use to gauge how well we are doing.

Strategies: Research-based approaches that we select to help close a gap in performance.

Systems Thinking: Viewing MCSC as one entity, not separate schools and additional departments. Attempting to link and align what we do to increase our communication and effectiveness, to establish a high performing culture.

System-to-System Talks (S2S): Regular meetings between administrators, directors, teachers, and employees to discuss dashboard and scorecard performance.

Vision: A measurable and inspiring statement of future success that guides MCSC.