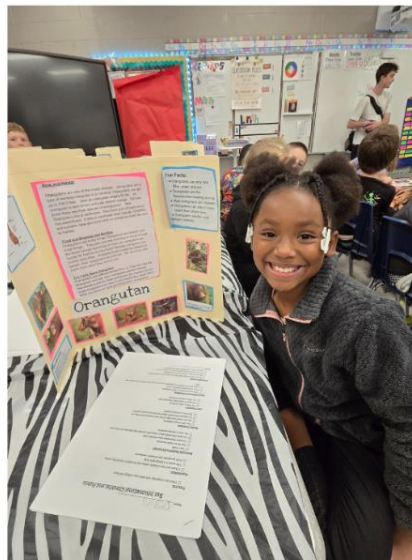




**MUNCIE  
COMMUNITY  
SCHOOLS**

## Strategic Plan 2025-28



**MCS Vision: *Placing Learners First***

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## Message from Mr. James Williams

### President, Muncie Board of Education



Since taking our oath of office in July 2018, board members have remained steadfast in our commitment to prioritizing our learners and their teachers. This journey has involved deep listening—to our students, their families, and to the educators who serve them each day, including teachers, principals, and instructional assistants.

Through this process, we've come to appreciate the many dedicated professionals across Muncie Community Schools (MCS) who work tirelessly on behalf of our students. We've also seen firsthand that our students bring exceptional gifts, unique challenges, and a natural sense of wonder and curiosity to their learning. More than ever, we understand that the future of our community depends on a shared, unwavering commitment to their education.

This is the second strategic plan developed since the start of our partnership, and it reflects our resolve to stay the course. We are seeing real and meaningful improvement across the district. This plan builds on that momentum and reaffirms our priorities included in the five pillars and two overarching principles.

At the core of this next phase is a focus on literacy. We know that literacy is foundational for all future learning, and we are committed to ensuring that every child—especially in the early grades—receives strong, research-based reading instruction that sets them up for long-term success.

This Strategic Plan outlines how we will continue this work over the next three years, with the goal of making MCS a national model of educational excellence.

We look forward to working with you as we continue this important and inspiring journey.

Sincerely,  
Jim

## Message from Dr. Chuck Reynolds

### Director of Public Education & CEO



Over the past year, we've invited you—our educators, students, families, and community partners—to share your hopes and dreams for Muncie Community Schools. Your voices have helped shape this new Strategic Plan, and I'm grateful for your insight, passion, and partnership.

By learning from our own teachers and staff, faculty at Ball State University, and national experts, we've identified high-impact practices that will strengthen teaching and learning across MCS. This three-year plan builds on our recent successes and outlines clear priorities to ensure every student is prepared for success in college, careers, and life. We will continue the course, as we are seeing improvement.

At the heart of this work is literacy. With a special focus on our youngest learners, we are committed to giving all students the strong foundation they need to become confident readers and lifelong learners.

We are also transforming Muncie Central High School to better prepare students for the future, with expanded academic and career pathways. Our investment in STEM education through Project Lead the Way equips students with real-world skills in science, technology, engineering, and math.

Beyond academics, our Family Navigators are connecting schools and families in meaningful ways, helping ensure students have the support they need both in and out of the classroom.

All of this is part of our cradle-to-career approach, a vision for supporting every learner from early childhood through graduation and beyond.

The future of MCS—and of Muncie—depends on our shared, unwavering commitment to education. Our students deserve nothing less. I look forward to continuing this journey with you.

Sincerely,  
Chuck



## **MCS Board of Trustees**

James Williams, President

WaTasha Barnes Griffin

Mark Ervin

Dave Heeter

Jim Lowe

Keith O'Neal

Katie Washburn

# Academic Innovation and Strategic Plans

“Giving everyone a voice” served as the cornerstone for the development of the Academic Innovation and Strategic Plans. The Academic Innovation Plan, submitted to the Indiana legislators in June 2020, reflects the historic partnership between MCS and Ball State University to transform our public schools into a national model for innovative, holistic education. As a critical component within the Innovation Plan, the Strategic Plan details the goals, actions, and measures to create transformation through best, research-based practices of high-performing schools. The Plans present an innovative, community-based model, educating learners from preschool through high school, known as “cradle-to-career.”

Many were involved in the development of the Plans, including the MCS Board of Trustees, Ball State’s University President and Vice-President for Academic Affairs, and the Joint BSU-MCS Academic Innovation Council. As described in the Innovation Plan, the voices of parents, students, educators, local businesses, professional sectors, nonprofit service providers, and community-based foundations were sought and heard through numerous opportunities, such as United Way’s Community Conversations and The Future of Muncie Community Schools. Local, state, and national experts shared input and feedback to help guide the Plans.

Once the two foundational principles and five pillars were established, efforts shifted to defining the implementation of the Innovation Plan, resulting in the detailed Strategic Plan. Guided by priority areas from the Innovation Plan, expert teams brought their extensive knowledge and experience of child and adolescent development, academic teaching and learning, school and district leadership and family and community involvement to develop measurable goals, specific action steps to achieve the goals, and evaluative measures to determine the progress of each action step.

This Strategic Plan will guide the MCS Board, CEO, administrators, teachers, and staff in completing actions, making critical decisions, providing continual professional learning opportunities, establishing policy, evaluating our practices, and making changes when evidence determines we should. The Plan provides equity by giving each learner what he or she needs to be successful. Through our Strategic Plan, we commit to providing our Muncie learners with the high-quality, community-based, cradle-to-career education that they deserve.

## **MCS Mission Statement**

The mission of Muncie Community Schools is to provide a quality educational environment where every child is known, safe, inspired, challenged, and empowered.

## **MCS Vision Statement**

Placing Learners First

# MCS Enduring Values

To fulfill our mission, we commit to these enduring values as we implement strategies to achieve an innovative, cradle-to-career and community-based approach.

## Excellence

We commit to excellence in all that we do.

## Innovation

We commit to being creative, responsive, and progressive.

## Courage

We commit to making tough decisions, holding difficult conversations, and taking risks in pursuit of results.

## Integrity

We commit to being honest, ethical, authentic, and accessible.

## Leadership

We commit to establishing strong, professional educational leaders.

## Inclusiveness

We commit to creating environments where everyone feels valued, respected, and empowered to participate fully.

## Respect

We commit to treating everyone with kindness, empathy, and value.

## Partnerships

We commit to supporting and engaging families and the community with our schools serving as community hubs.

# Learner Outcomes and Indicators

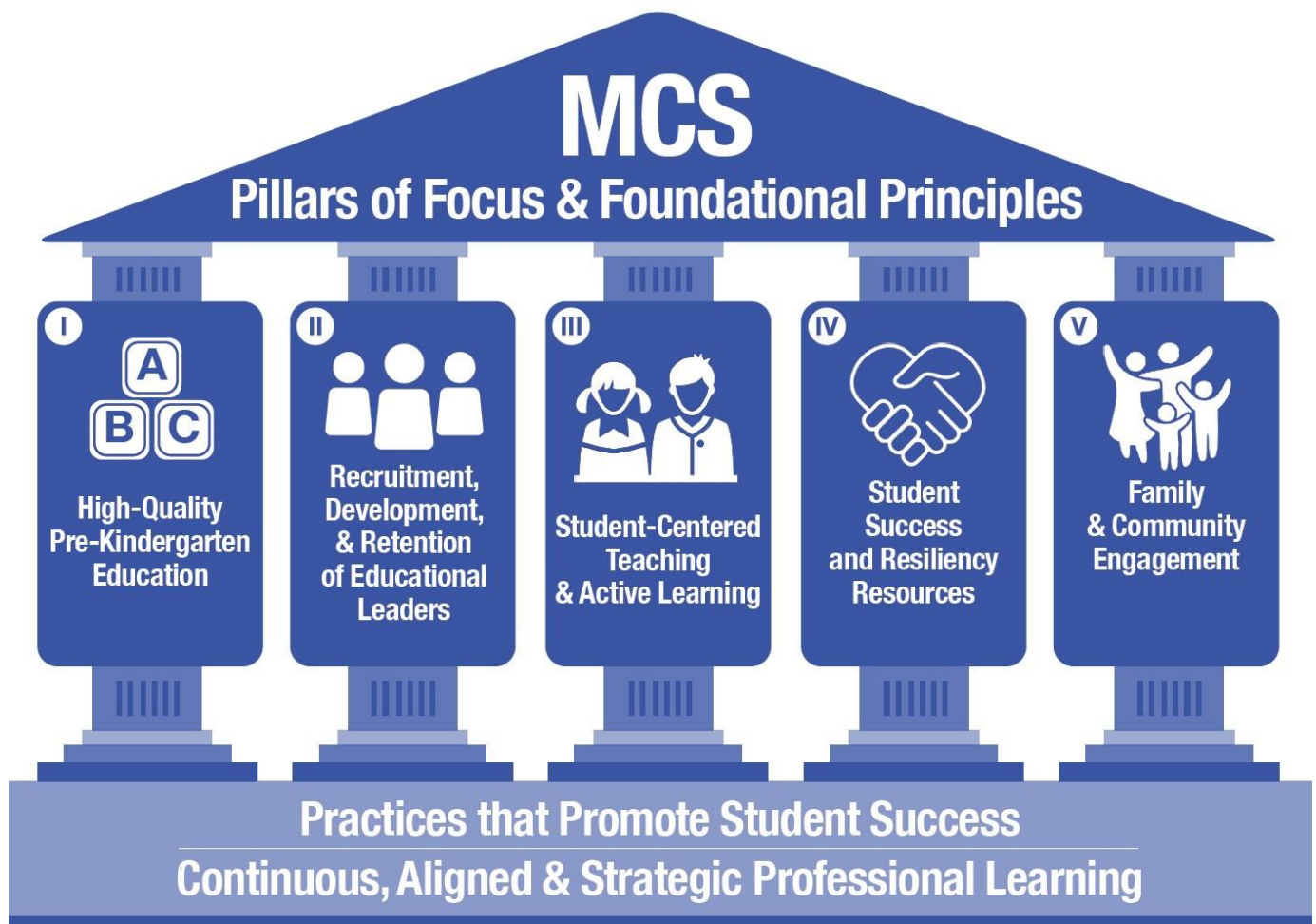
MCS is committed to rigorous District Student Outcomes, based on Our Enduring Values. We resolve to create and sustain a sound educational structure and practice through a collective, community impact approach to ensure long-term sustainability.

## Early Childhood to Early Adult Student Outcomes & Measures

	Pre-K-Kindergarten	3 <sup>rd</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Post-Secondary
<b>Student Outcomes</b>	<b>Kindergarten Readiness:</b>  Percent ready to enter kindergarten as determined for all areas of development	<b>3<sup>rd</sup> Grade Reading Proficiency:</b>  Percent reading at grade level at Grade 3	<b>8<sup>th</sup> Grade Math Proficiency:</b>  Percent proficient in math at Grade 8	<b>9<sup>th</sup> Grade Course Credits:</b>  Percent with required number of course credits to be on track for graduation	<b>High School Graduation on Time:</b>  Percent graduating from HS with 4-year cohort  Percent with required skills for post-secondary training/education	<b>Post-Secondary Completion:</b>  Percent attaining a college degree or industry, military, or government certificate/license within 6 years
<b>Measured by</b>	<i>School Readiness Assessment</i>	<i>IREAD 3</i>	<i>ILEARN</i>	Course Credits	Graduation Rate	<ul style="list-style-type: none"> <li>• Certification</li> <li>• Associate Degree</li> <li>• College Degree</li> <li>• Military enrollment</li> </ul>

# Foundational Principles and Pillars of Focus

Key priority areas for Muncie Community Schools emerged from our community-wide conversations, including families and students, hearing from our teachers and staff, and through the gathering of research and best educational practices from our MCS educators, Ball State professors, and the external panel of experts. Our Foundational Principles underlie our conversations, policies, practices, and decisions, ensuring student success and continual teacher and leader growth as reflected in Our Enduring Values. Our Pillars of Focus represent the five key priority areas that, when implemented with fidelity, will ensure the highest quality education for our learners.



# MCS Foundational Principles

## Foundational Principle 1. Student Success

We believe our learners arrive at school with rich experiences, unique perspectives, and distinct ways of thinking and engaging with the world. By working together and creating schools that serve as the heart of our community, we positively impact students, families, and the broader community.

Research shows that when educators overlook students' lived experiences and communication styles, it can lead to disengagement. However, when instruction reflects and connects to what students know and value, their involvement and achievement grow. As a district, we commit to understanding and honoring each learner's perspective in our teaching and daily interactions.

Early childhood education lays the foundation for lifelong learning, social development, and academic success by nurturing essential skills during a child's most formative years. MCS commits to offering Pre-K in our schools (Pillar I). We will also provide meaningful professional development for teachers, administrators, and staff to strengthen their ability to connect with, support, and communicate effectively with students and families in our community.

Our hiring practices will prioritize recruiting and retaining educators who are committed to helping every student thrive (Pillar II). We will also ensure our teaching practices are based on best practices. We aim to connect with all students and personalize learning to promote their growth and success (Pillar III).

Through our Student Success and Resiliency Resources (Pillar IV), we uphold our value of excellence for every learner. We will continue to build strong partnerships with families and community organizations to expand opportunities for all (Pillar V). We guide all educators to see student differences as strengths—assets that enrich our schools and classrooms.

As a district, we promise to know, support, and respond to our learners in every aspect of our work—ensuring success for all.

## **Foundational Principle 2. Continuous, Aligned, Strategic Professional Learning**

We strive to ensure that “Our leaders at the district, school, and classroom levels are of the highest caliber and continuously excel through professional learning opportunities, coaching, and mentoring.” We recognize all of our teachers and administrators as leaders, whether in the classroom, the school, or the district office.

Our path to cultivating educators of the highest caliber is through their professional development/learning. Research clearly defines the elements of successful professional learning:

- Content-focused, as demonstrated by our training in literacy, mathematics, and science-technology-engineering-mathematics (STEM).
- Job-embedded modeling and coaching through the development of our Master Teachers and Grade-Level Leads.
- Time for feedback and reflection, as led by our principals and Master Teachers.
- And of sustained duration, as demonstrated by multiple sessions on the same topic to continuously explore further, gain new knowledge and skills, address emerging topics based on shifts in our student demographics and needs, and coach and mentor each other.

Professional learning is integrated across all five pillars, from our early childhood teachers learning about early reading instruction (Pillar I) to faculty and staff engaging in collaborative action networks (CANs) (Pillar V). Our research-based professional learning pathways are foundational to improving our schools.

# MCS Pillars of Focus

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

We believe that early investment in our young children is vital to their future educational success and socio-economic status. We know that critical brain development occurs from birth to age five and is difficult to remedy if compromised for any reason, such as trauma, poverty, or lack of stimulation. Therefore, we are committed to providing a high-quality pre-kindergarten (Pre-K) education for all 3- and 4-year-old children in the district.

We will implement a comprehensive strategy to expand and enhance our Pre-K education at MCS, including exploring partnerships to add Pre-K classrooms at Southside Middle School. We will continue to increase enrollment by raising awareness, simplifying registration, reaching families through fairs and personalized support, training staff to assist families, and collaborating with regional OMW managers.

To ensure quality education, MCS promotes the use of an approved curriculum with a strong focus on literacy and numeracy, enhancing instruction through professional development, increasing classroom observations for feedback, and implementing appropriate assessments. Our goal is for 100 percent of our youngest learners to be ready for kindergarten.

## Pillar II. Recruitment, Development and Retention of Teachers, Leaders and Staff

MCS is enhancing instructional quality and staff development through a multifaceted plan focused on best practices and student-centered learning. We know that the leadership of a school is second only to the teachers' instruction in affecting student learning. We also know that principals face an unprecedented time of expanded roles and tasks as leading a school becomes exponentially more complex. Thus, MCS will strengthen instructional leadership teams, provide targeted professional development, and partner with Ball State and Ivy Tech to build teacher and administrator pipelines. Regular learning walks and evidence-based evaluations will promote high-quality teaching. Instructional assistants will receive in-depth training in the Science of Reading to better support student literacy.

Furthermore, MCS will enhance new teacher onboarding and staff retention through structured support programs, mentorship, and engagement strategies. We will cast a wide net to attract the best educators, seeking top talent through social media and a new recruitment campaign. We will collaborate with experts to elevate teachers' instructional practices. Through these and other initiatives, we will create a high-quality teaching and leadership force.

### **Pillar III. Student-Centered Teaching and Active Learning**

We believe in a learner-centered approach to education—one that focuses on the needs, abilities, interests, and learning styles of the students rather than the conveniences of adults. We know that student-centered teaching and active learning leads to increased student participation, knowledge retention and problem-solving skills. It fosters collaboration and cooperative skills, which are markers of social and emotional development.

We commit to the science of reading to ensure all students—regardless of background—develop strong, evidence-based literacy skills. This commitment supports the district’s mission to equip every student with the foundational literacy skills essential for academic success and lifelong learning. We know that literacy and mathematics are foundational to all other subject areas and are key to adult success.

We know that the key to achievement is how a teacher teaches—that is, the instructional practices. Educational research provides a set of best instructional practices that will help us achieve our vision, “Placing Learners First.” Incorporating our foundational principles of student success and ongoing professional learning into all five pillars will lead us to realize our vision.

We know we must consider the “whole child”—all developmental areas—for success in school today and in life tomorrow. Therefore, we renew our focus on STEM (science, technology, engineering, and math) to prepare learners for their future careers. We will continue offering Project Lead the Way districtwide for grades 1 through high school. Recognizing the importance of preparing students for life after graduation, we will expand our college and career courses and internships, emphasizing high-wage, high-demand jobs.

Recognizing that a summer gap occurs during the two months of out-of-school time, we will provide multiple extended learning opportunities during the summer, such as:

- Pre-Kindergarten through Grade 12 Summer Academic Enrichment Program
- Literacy Camp
- Moving to Middle School Experience and much more.

Pillar III, Student-Centered Teacher and Active Learning, is the core of our cradle-to-career approach, with our two foundational principles serving as the underpinning.

## Pillar IV. Student Success and Resiliency Resources

We are committed to supporting the whole child by offering a broad range of student success and resiliency resources. These include behavior support, mentoring, counseling, and family engagement initiatives that help students develop the skills needed to face challenges both inside and outside the classroom. By promoting resilience, self-awareness, and healthy coping strategies, we empower students to stay engaged in their learning, overcome obstacles, and build confidence in their abilities. This dedication is essential because students who feel emotionally and socially supported are more likely to succeed academically, graduate ready for the future, and thrive in a constantly changing world.

MCS will refine and systematically use the MTSS processes in all schools, integrating the best practices/research-based tiered-intervention approach as defined by the [National Center on Intensive Intervention](#).

- Tier 1: Universal, research-based instruction for all learners
- Tier 2: Whole class and specialized groups for vulnerable students
- Tier 3: Intensive individualized instruction, including community, family, and health services in addition to school-based supports.

MCS' Family Navigators will follow the evidence-based City Connects program, which takes a systemic, high-impact approach to addressing the out-of-school factors that limit learning. At City Connects schools, the Family Navigator serves as the hub of student support—a single point of contact in an otherwise complex maze of service providers.

To improve the health and well-being of our learners, we will expand the implementation of *PlayWorks* by partnering with the Boys & Girls Club. Further, MCS is committed to exploring alternatives to suspension in the school setting.

## Pillar V. Family and Community Engagement

We believe that families and communities are central to the growth of all learners, and therefore, a strong relationship with our schools is essential. We commit to fostering that relationship by establishing welcoming schools that provide excellent customer service. We will empower families through Family and Community Engagement teams at every school.

We will collaborate with community organizations to bring additional resources and comprehensive services that promote better health and well-being for our students and

families, while also serving as community hubs. We will strengthen support for students and their families through partnerships with community organizations using the Cradle-to-Career approach. We are dedicated to increasing the support available to students, families, and schools to improve outcomes. We believe that, together, our learners will become well-educated, college and career-ready young adults who will positively contribute to and lead in our community and beyond.

# Strategic Framework

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

**Goal:** Our 3- and 4-year-old learners will be kindergarten-ready through access to high-quality pre-kindergarten programs in all our elementary classrooms and Southside Middle School. Priority given to 4-year-old learners.

Strategy 1.1: Increase the number Pre-Kindergarten classrooms.

Strategy 1.2: Increase the number of eligible Muncie learners enrolled.

Strategy 1.3: Increase the number of eligible *On My Way Pre-K* and CCDF learners enrolled.

Strategy 1.4: Develop and implement with fidelity a Pre-K core literacy (English language arts) curriculum with best practices instruction, and valid and reliable assessments.

## Pillar II. Recruitment, Development, & Retention of Teachers, Leaders, and Staff

**Goal:** Our Leaders at the district, school, and classroom levels are of the highest caliber and continuously excel through professional learning opportunities, coaching, and mentoring.

Strategy 2.1: Develop teachers, Pre-K to 12, who know and use best educational practices.

Strategy 2.2: Develop administrators and master teachers who know and support the use of instructional best practices by teachers.

Strategy 2.3: Expand administrator and teacher awareness of successful practices leading to student success.

Strategy 2.4: Create a pipeline to develop future administrators.

Strategy 2.5: Create a pipeline for instructional assistants to earn their bachelor's degree.

Strategy 2.6: Support instructional assistants with knowledge and skills to support effective instruction.

Strategy 2.7: Provide on-going touchpoints for new teachers throughout the year.

Strategy 2.8: Establish a robust monthly on-boarding process.

### **Pillar III. Student-Centered Teaching and Active Learning**

**Goal:** Our Schools provide an exceptional academic experience for all learners, embracing the whole child, with a commitment to meeting individual needs.

#### **LITERACY and MATHEMATICS**

Strategy 3.1: Develop and implement with fidelity a K-5 core literacy (English language arts) curriculum with best practices instruction, and valid and reliable assessments.

Strategy 3.2: Develop and implement with fidelity a 6-8 core literacy (English language arts) curriculum with best practices instruction, and valid and reliable assessments.

Strategy 3.3: Develop and implement with fidelity a 9-12 literacy (English language arts) curriculum with best practices instruction, and valid and reliable assessments.

Strategy 3.4: Develop and implement with fidelity a K-5 core mathematics curriculum with best practices instruction, and valid and reliable assessments

Strategy 3.5: Revise and Implement with fidelity a 6-8 core mathematics curriculum with best practices instruction, and valid and reliable assessments.

Strategy 3.6: Revise and Implement with fidelity a 9-12 mathematics curriculum with best practices instruction, and valid and reliable assessments.

#### **SCIENCE, TECHNOLOGY, ENGINEERING, and MATHEMATICS—STEM**

Strategy 3.7: Ensure a high-quality STEM education.

## **English Learners and DUAL-LANGUAGE Immersion**

Strategy 3.8: Ensure English Learners and Dual-Language Learners meet academic, language, and sociocultural expectations.

## **SPECIAL EDUCATION:**

Strategy 3.9: Strengthen and expand PD and onsite support.

Strategy 3.10: Improve communication and collaboration structures.

## **PREPARING FOR COLLEGE and CAREERS**

Strategy 3.11: Expand and strengthen college and career programs.

Strategy 3.12: Redesign the High School to make learning more relevant.

Strategy 3.13: Adopt Indiana's new diploma, including seal requirements.

Strategy 3.14: Increase job placement and employability skills and experiences for juniors and seniors.

Strategy 3.14: Strengthen opportunities for learners to earn college credits and certificates of value.

Strategy 3.15: Expand and grow college and career programs by implementing effective and strategic marketing efforts.

## **EXTENDED OPPORTUNITIES for LEARNING**

Strategy 3.16: Provide extended opportunities for academic and social learning.

Strategy 3.17: Provide extended learning opportunities in literacy

Strategy 3.18: Provide opportunities for learners to transition to new school level experience, Grades K, 6, and 9.

Strategy 3.19: Provide extended learning opportunities for learners to gain credits.

Strategy 3.20: Implement Grade 9-12 Marching Band Summer Camp to continue development of learners' musical skills and interests.

## **Pillar IV. Student Success and Resiliency Resources**

**Goal:** Our Educators will gain new understandings and practices to guide our learners to academic success while fostering resilience, developing skills to overcome challenges, adapting to change, and persisting in achieving their goals all within a framework that promotes growth, perseverance, and long-term success.

- Strategy 4.1 Establish districtwide frameworks and structures needed to implement a multi-tiered system of support (MTSS) for learners' academic, resilience, and relationship skills.
- Strategy 4.2 Equip families with tools, resources, and information to support their learners' social skills and behavior at school and home.
- Strategy 4.3: Expand teacher and administrator knowledge and skills about social, emotional, and behavioral teaching and learning.
- Strategy 4.4: Implement the MTSS process and improve strategies addressing academic, attendance, and behavior.
- Strategy 4.5: Increase the opportunities for safe and meaningful play.
- Strategy 4.6: Build capacity in restorative practices and alternatives to suspension in the school setting.

## **Pillar V. Family and Community Engagement**

**Goal:** Our Schools are culturally responsive and welcoming places, where, through impactful family and community partnerships, our leaders and educators provide services that aid in the academic, physical, and emotional well-being of learners and families

- Strategy 5.1 Ensure families feel welcomed, are valued, and have increased opportunities to actively participate.
- Strategy 5.2 Enhance supports for students and families with community partners using a Cradle-to-Career approach.
- Strategy 5.3 Build a network of support for students, families, and schools to improve outcomes.

Strategy 5.4: Collaborate with partners to increase achievement, attendance, and other supports for learners.

## Our Goals, Strategies, and Actions: 2025–2028

<b>Pillar I. High-Quality Pre-Kindergarten Education</b>				
<b>Goal 1:</b> Our 3- and 4-year-old learners will be kindergarten-ready through access to high-quality Pre-Kindergarten programs in all of our elementary schools and Southside Middle School. Priority will be given to 4-year-old learners.				
Strategies	Key Action Steps	Measure As Evidenced by	Start-End Date	Person Responsible
<b>1.1</b> Increase the number of Pre-K classrooms.	a. Establish additional Pre-K classrooms in elementary schools based on available space and ability to hire certified Pre-K staff.	Increased number of Pre-K students participating in MCS program or maintain 20 in each classroom if space is at capacity	2025-2028	Director of Elementary
	b. Establish early childhood classrooms at Southside Middle School in partnership with an early childhood provider.	Establish early childhood classrooms at Southside Middle School in partnership with an early childhood provider.	2025-2028	Director of Elementary
<b>1.2</b> Create a marketing campaign to increase the number of learners enrolled in MCS and partner Pre-K programs.	a. Increase awareness and enrollment in MCS and partner Pre-K programs by highlighting the long-term benefits of early childhood education and making the registration process easy and accessible for families.	Increased number of Pre-K students in MCS and partner programs.	2025-2028	Director of Elementary
	b. Conduct Pre-K enrollment fairs at all elementary schools and Southside Middle School including visiting the Pre-K classrooms and meeting Pre-K teachers.	Increased number of Pre-K students in MCS programs.	2025-2028	Director of Elementary
	c. Meet parents at locations and times that are convenient for the families to assist with enrollment.	Increased number of Pre-K students in MCS programs.	2025-2028	Assistant to the Director of Elementary

<p><b>1.3</b> Increase the number of learners enrolled through On My Way (OMW) Pre-K eligibility and CCDF state funding.</p>	<p>a. Identify families of 3- and 4-year-old learners through assistance from elementary and secondary school principals, family navigators and student assistant coordinators (SACS) as target audience for On My Way (OMW) Pre-K and CCDF communications.</p>	<p>Number of OMW Pre-K learners increases by 20 students</p>	<p>2025-2028</p>	<p>Director of Elementary</p>
	<p>b. Train principals, family navigators and SACS on how to assist families of Pre-K students.</p>	<p>Number of OMW Pre-K learners increases by 20 students</p>	<p>2025-2028</p>	<p>Director of Elementary</p>
	<p>c. Conduct regular meetings with the Delaware County On My Way Pre-K regional manager on increasing learner enrollment</p>	<p>Number of OMW Pre-K learners increases by 20 students</p>	<p>2025-2028</p>	<p>Assistant to the Director of Elementary</p>
	<p>d. Extend and implement communications, including social media, to increase opportunities for families to learn about and enroll in OMW.</p>	<p>Increased number of communications and modes expanded (e.g., social media, radio ads, mailers)</p>	<p>2025-2028</p>	<p>Chief Communication Officer</p>
	<p>e. Assist with OMW registration at Pre-K enrollment fairs at the elementary schools and Southside Middle School.</p>	<p>Number of OMW Pre-K learners increases by 20 students</p>	<p>2025-2028</p>	<p>Director of Elementary</p>
<p><b>1.4</b> Implement with fidelity a Pre-K core literacy curriculum with best practices instruction, and valid and reliable assessments.</p>	<p>a. <b>Curriculum:</b> Implement the use of MCS adopted Pre-K curriculum ensuring ample time is devoted to literacy and numeracy.</p> <ol style="list-style-type: none"> <li>1. Build knowledge and skills in using the science of reading with Pre-K students.</li> <li>2. Increase the number of classroom walk-throughs conducted by principals, assistant principals and master teaching in Pre-K classrooms to provide meaningful feedback that enhances instructional quality and student learning.</li> </ol>	<p>Improved scores on K <i>Readiness Assessment</i> Walk-through forms indicate progress</p>	<p>2025-2028</p>	<p>Director of Elementary</p>
	<p>b. <b>Instruction:</b> Increase Pre-K teachers' knowledge and skills of developmentally</p>	<p>Improved scores on K <i>Readiness Assessment</i></p>	<p>2025-2028</p>	<p>Director of Elementary</p>

	appropriate instruction, especially in prereading, through professional learning opportunities provided by Dr. Wiechel and Science of Reading experts.			
	c. <b>Assessments:</b> Ensure use of developmentally appropriate assessments for young children for literacy and numeracy.	Improved scores on K <i>Readiness Assessment</i>	2025-2028	Director of Elementary

**Pillar II. Recruitment, Development and Retention of Teachers, Leaders and Staff.**

**Goal 2:** Our teachers, leaders and staff at the district, school and classroom levels are of the highest caliber and continuously excel through professional learning opportunities, mentoring and coaching.

<b>Strategies</b>	<b>Key Action Steps</b>	<b>Measure As Evidenced by</b>	<b>Start-End Date</b>	<b>Person Responsible</b>
2.1. Develop teachers that know and use best educational practices.	a. Increase Pre-K to 12 teacher understanding and use of best-practices instruction and student-centered learning. <ol style="list-style-type: none"> <li>1. Enhance school Instructional Leadership Teams, including principals, assistant principals, and Master and Lead Teachers, focusing on high-quality instruction and engagement.</li> <li>2. Strengthen Master Teachers' knowledge in curriculum, instruction, and assessment to lead professional learning sessions, model in classrooms and coach teachers.</li> <li>3. Provide extended professional learning experiences through literacy and math curricula experts.</li> <li>4. Utilize Ball State Professional Development School Liaisons to guide professional learning</li> </ol>	Improved ratings on MCS Teacher Evaluation Tool Improved student proficiency and growth on statewide assessments	2025-2028	CEO

	communities and conduct training sessions in specific areas need.			
	b. Conduct regular learning walks (district led and school led) and include principals, assistant principals, central office staff, master teachers, and teachers focusing on high-quality instruction and engagement.	Improved ratings on MCS Teacher Evaluation Tool Improved student proficiency and growth on statewide assessments	2025-2028	CEO
<b>2.2</b> Develop administrators and master teachers who know and support the use of instructional best practices by teachers.	a. Increase administrators' and master teachers' capacity to observe and discuss teachers' lessons based on best-practices instruction, student-centered learning and the science of reading.	Increased reliability of ratings on MCS Teacher Evaluation Tool	2025-2028	Assistant Superintendent Pre-K to 12
	b. Strengthen principals, assistant principals and master teachers' ability to conduct fair, evidence-based teacher evaluations that promote instructional excellence and professional growth using the MCS Teacher Evaluation Tool.	Increased reliability of ratings on MCS Teacher Evaluation Tool	2025-2028	Assistant Superintendent Pre-K to 12
<b>2.3.</b> Increase administrator and teacher awareness of practices leading to student success.	a. Create the District Student Success Advisory Group and share research-based practices and actionable strategies to enhance student achievement, well-being, and engagement with school principals.	Improved ratings on Scholastic Survey  Improved climate based on feedback during process checks	2025-2028	Director of Student and Community Success
<b>2.4</b> Establish a pipeline to develop and license future administrators.	a. Partner with BSU to create a new administrators pipeline by offering 12 credits per year discounted 50 percent for MCS employees.	Increased number of employees who hold an administrator's license.	2025-2028	Assistant Superintendent
<b>2.5</b> Create a pipeline for instructional assistants to obtain a bachelor's degree in education.	a. Collaborate with Ivy Tech and BSU to create a new instructional assistant pipeline to become a teacher and explore financial discounts.	Increased number of instructional assistants who hold a bachelor's degree in education.	2026-2028	Assistant Superintendent

<p><b>2.6</b> Equip instructional assistants with the knowledge and skills to support effective instruction.</p>	<p>a. Provide comprehensive training on the Science of Reading to instructional assistants (IAs).</p> <ol style="list-style-type: none"> <li>1. Train IAs on the key principles of the Science of Reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.</li> <li>2. Provide hands-on strategies for assisting students using SOR.</li> <li>3. Ensure IAs approaches are cohesive and aligned with SOR practices used by the classroom teacher.</li> </ol>	<p>Increased student proficiency and growth on statewide assessments</p>	<p>2025-2028</p>	<p>Director of Elementary</p>
<p><b>2.7</b> Provide multiple intentional touchpoints with new teachers throughout the year to provide ongoing support, ensuring their success and retention.</p>	<p>a. Establish multiple touchpoints with new teachers throughout the year including new teacher orientation at the beginning of the year, new teacher professional development throughout the year, and 1:1 meetings with district leaders.</p>	<p>Increased retention rate for new teachers.</p>	<p>2025-2028</p>	<p>Assistant Superintendent (HR)</p>
<p><b>2.8</b> Establish a robust monthly onboarding process.</p>	<p>a. Enhance the onboarding process for all new hires by implementing a structured monthly support program for new staff, offering information and resources to promote their growth, confidence and retention.</p> <ol style="list-style-type: none"> <li>1. Provide a short, personal welcome message from the CEO</li> <li>2. Provide an explainer video from HR detailing the benefits package.</li> <li>3. Provide MCS or school-branded swag to boost employee pride in being part of the new team.</li> </ol>	<p>Increased retention rate for teachers, leaders, and staff.</p>	<p>2025-2028</p>	<p>Assistant Superintendent (HR)</p>

	4. Implement a monthly support program that will connect new staff members with each other and offer resources that promote engagement.			
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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.

#### **LITERACY, K-8: Curriculum, Instruction, Assessment**

<b>Strategies</b>	<b>Key Action Steps</b>	<b>Measure As Evidenced by</b>	<b>Date</b>	<b>Person Responsible</b>
<p><b>3.1.</b> Develop and implement a comprehensive K-5 structured literacy program grounded in the Science of Reading, incorporating high quality, evidence-based curriculum, effective instructional best practices, and valid and reliable assessments to ensure fidelity and maximize student outcomes.</p>	<p>a. <b>Curriculum:</b> Update a district-wide literacy curriculum map, K-5, aligned to the Indiana Academic Standards English/Language Arts: K- 5 and ILEARN Blueprints and Amplify CKLA reading curriculum.</p>	<p>K-5 Literacy Curriculum Map</p> <p>Lesson Plans</p>	2025-2028	Director of Elementary Education
	<p>b. <b>Curriculum/Instruction:</b> Implement the state-approved reading curriculum Core Knowledge Language Arts (CKLA) with fidelity, as based on the science of reading and provide ongoing teacher professional training supports.</p>	<p>Principal and Master Teacher walk-throughs and observations</p> <p>Improved teacher ratings on MCS Teacher Evaluation Tool</p>	2025-2028	Director of Elementary Education
	<p>c. <b>Instruction:</b> Increase teachers’ fidelity of implementation through school-based Master and Grade-level Leads in implementation of the Science of Reading.</p> <ol style="list-style-type: none"> <li>1. Provide training to interventionist to ensure alignment with the science of reading.</li> <li>2. Create an interventionist PLC led by Master Teachers to increase</li> </ol>	<p>Increase in student scores on IREAD3.</p> <p>Reduced # of students needing to be retained based on 3<sup>rd</sup> grade reading law.</p>	2025-2028	Director of Elementary Education

	<p>knowledge in the Science of Reading and to get alignment across the elementary schools.</p> <ol style="list-style-type: none"> <li>3. Provide training to all elementary instructional assistants in the Science of Reading.</li> <li>4. Identify students needing additional support and provide high-dosage tutoring aligned to the Science of Reading.</li> </ol>			
	<p><b>d. Assessments:</b></p> <ol style="list-style-type: none"> <li>1. Utilize formative assessments to routinely evaluate student progress by comparing current level to past level: IReady (K-2), checkpoints (3-5), and DIBELS (K-5).</li> <li>2. Facilitate conversations during PLCs to analyze formative assessments results and adjust instructional practices and/or provide targeted supports.</li> </ol>	<p>Increased use and analysis of I-Ready and DIBELS.</p> <p>Improved student scores on state assessments: IREAD3 and ILEARN (summative assessments)</p>	2025-2028	Director of Elementary Education
<p><b>3.2.</b> Develop and implement a <b>comprehensive 6 - 8 structured literacy program</b> grounded in the <i>Science of Reading</i>, incorporating high quality, evidence-based curriculum, effective instructional best practices, and valid and reliable assessments to ensure fidelity and</p>	<p><b>a. Curriculum:</b> Review and revise a district-wide literacy curriculum map, 6-8, aligned to the Indiana Academic Standards English/Language Arts: 6 -8 and the ILEARN blueprints to implement with Amplify Core Knowledge Language Arts (CKLA) adopted text.</p>	6-8 Literacy Curriculum Map	2025-2028	Director of Secondary Education
	<p><b>b. Instruction:</b></p> <ol style="list-style-type: none"> <li>1. Strengthen educators' understanding and instructional practices in the science of reading through (a) targeted professional development, (b) school-based Master Teachers, and (c) Professional Learning</li> </ol>	<p>Completion of trainings given by reading specialist</p> <p>Improved teacher ratings on MCS Teacher Evaluation Tool</p>	2025-2028	Director of Secondary Education

maximize student outcomes.	<p>Communities (PLCs) with all content teachers.</p> <p>2. Instruct (English/Language Arts teachers) four periods of ELA Tier 1 and one period of Tier 2 intervention using evidence-based curriculum for students who are significantly behind in reading</p>	<p>Increase in student scores on ILEARN ELA.</p> <p>Increase in student scores on state summative assessment, ILEARN</p>		
	<p>c. <b>Assessments:</b></p> <p>1. Utilize Amplify assessments to routinely evaluate student progress and determine areas of need.</p> <p>2. Administer Acadience Reading as a universal screener and progress monitoring assessment system to evaluate literacy skills.</p> <p>3. Discuss classroom and schoolwide results on the Amplify and Acadience assessments during PLCs and determine next steps for learning.</p>	<p>Increase in student scores on ILEARN ELA.</p> <p>Increase in student scores on state summative assessment, ILEARN</p>	2025-2028	Director of Secondary Education
<p><b>3.3.</b> Revise and implement with fidelity a <b>9-12 English/Language Arts curriculum</b> with best practices instruction and valid and reliable assessments.</p>	<p>a. <b>Curriculum:</b> Revise a districtwide English/Language Arts curriculum map, Grades 9-12, aligned to the Indiana ELA 2023 Frameworks.</p>	Grades 9-12 ELA Curriculum Maps	2026-2028	Director of Secondary Education
	<p>b. <b>Instruction:</b> Enhance the instructional capacity of high school ELA teachers and administrators by deepening their understanding of effective evidence-based practices in reading and writing to improve students' engagement, achievement, and college/career readiness in English Language Arts.</p>	Improved teacher ratings on MCS Teacher Evaluation Tool	2026-2028	Director of Secondary Education

	c. <b>Assessments:</b> Develop benchmark assessments aligned to the state standards to measure performance.	Increased scores on College Boards SAT, the statewide math assessment	2026-2028	Director of Secondary Education
<b>MATHEMATICS, K-12: Curriculum, Instruction, Assessment</b>				
<b>Strategies</b>	<b>Key Action Steps</b>	<b>Measure As Evidenced by</b>	<b>Date</b>	<b>Person Responsible</b>
<b>3.4.</b> Develop and implement with fidelity a <b>K-5 core mathematics</b> curriculum with best practices instruction, and valid and reliable assessments.	a. <b>Curriculum:</b> Revise, based on feedback, a district-wide mathematics curriculum map for Grades K-5, aligned with the <u>Indiana Academic Standards Mathematics, K- 5 and indicating ILEARN Blueprints.</u>	Grades K-5 Math Curriculum Map	2025-2028	Director of Elementary Education
	b. <b>Assessments:</b> Utilize IREADY (k-2) and Indiana Checkpoints (3-5) for formative assessment to routinely evaluate student progress.	Increased use and analysis of IReady (K-2) and Checkpoints (3-5) formative assessments with fidelity Improve student scores on state summative assessment, ILEARN	2025-2028	Director of Elementary Education
<b>3.5.</b> Revise and implement with fidelity a <b>6-8 core mathematics</b> curriculum with best practices instruction, and valid and reliable assessments.	a. <b>Curriculum:</b> Review and revise a districtwide math curriculum map for Grades, 6-8, aligned to the Indiana Academic Standards Mathematics: 6-8 and ILEARN Blueprints.	Grades 6-8 Math Curriculum Map	2025-2028	Director of Secondary Education
	b. <b>Instruction:</b> Increase teachers' and administrators' knowledge and skills of the teaching and learning of mathematics through: 1. Professional learning communities (PLCs) focusing on systematic and explicit instruction and discovery provided by Master Teachers and Ball State PDS Liaison.	Improved teacher ratings on MCS Teacher Evaluation Tool  Increase in student scores on statewide math assessments	2025-2028	Director of Secondary Education

	<ul style="list-style-type: none"> <li>2. Hire a math coach to be shared between Northside and Southside in 2025-2026 and then hire an additional math coach in 2026-27 to allow for a full-time math coach at each school.</li> <li>3. Contract with outside experts (Kortney Fletcher and TNTP) to provide professional development to the math coaches and teachers.</li> <li>4. Work with outside experts (Kortney Fletcher and TNTP) to enhance curriculum and to create a robust intervention class.</li> </ul>			
	<p><b>c. Assessments:</b></p> <ul style="list-style-type: none"> <li>1. Utilize mastery checks (formative assessments) to routinely evaluate student progress.</li> <li>2. Discuss formative assessments results during PLCS and determine next steps for student learning.</li> </ul>	Increase in student scores on statewide math assessments	2025-2028	Director of Secondary Education
3.6. Revise and implement with fidelity a <b>9-12 mathematics</b> curriculum with best practices instruction and valid and reliable assessments.	<p><b>a. Curriculum:</b> Update a districtwide math curriculum map, Grades 9-12, aligned to the Indiana Academic Standards 2023 Mathematics 9-12.</p>	Grades 9-12 Math Curriculum Maps	2026-2028	Director of Secondary Education
	<p><b>b. Instruction:</b> Increase teachers' and administrators' knowledge and skills of the teaching and learning of mathematics through focusing on NCTM's eight teaching practices as provided by the Ball State PDS Liaison, school-based Master Teacher, and math department chair.</p>	<p>Improved teacher ratings on MCS Teacher Evaluation Tool</p> <p>Increased scores on College Boards SAT, the statewide math assessment</p>	2026-2028	Director of Secondary Education
<b>Science, Technology, Engineering, &amp; Mathematics (STEM) K-12</b>				
<b>Strategies</b>	<b>Key Action Steps</b>	<b>Measure As Evidenced by</b>	<b>Date</b>	<b>Person Responsible</b>

3.7. Ensure high-quality science, technology, engineering, and math (STEM) education.	a. Provide elementary students PLTW where students participate in at least three modules in grades 1-5.	Completion of Project Lead the Way (PLTW) modules in grades 1-5.	2025-2028	Assistant Superintendent Pre-K to 12
	a. For STEM, increase teacher expertise by providing: 1. For the middle schools, training for at least two PLTW teachers in PLTW’s Innovators and Makers, App Creators, and Medical Detectives. 2. For the high school, training for at least two PLTW teachers trained in PLTW’s Engineering and Computer Science.3. For all PLTW teachers, professional learning opportunities conducted by a PLTW consultant or the PLTW school trainers.	Improved teacher ratings on MCS Teacher Evaluation Tool	2025-2028	Assistant Superintendent Pre-K to 12
	b. For STEM, continue to implement specific career path courses: 1. For the middle schools, PLTW’s Innovators & Makers, App Creators, and Medical Detectives. 2. For high school, Engineering and Computer Science.	Increased number of students completing PLTW or STEM courses	2025-2028	Assistant Superintendent Pre-K to 12
	c. Explore adding an additional STEM course to be offered to middle school learners.	Increased number of students completing PLTW or STEM courses	2025-2028	Assistant Superintendent of Pre-K to 12
<b>ENGLISH LEARNERS AND DUAL LANGUAGE IMMERSION</b>				
<b>Strategies</b>	<b>Key Action Steps</b>	<b>Measure As Evidenced by</b>	<b>Date</b>	<b>Person Responsible</b>
3.8. Ensure English Learners and dual-language learners meet academic, language,	a. Select, adopt, and implement learner-centered dual language curricula for social studies and science in grades 6-8.	Curricula for Spanish social studies, and Spanish science	2025-2026	Director of Secondary & Coordinator of English Learners

and sociocultural expectations.	b. Provide professional development during PLCS based on best practices for multi-language learners and students in the dual language immersion program.	Increased/consistent number of learners performing at high levels  Increased levels on WIDA	2025-2028	Coordinator of English Learners
	c. Facilitate professional development whole schoolwide sessions to teachers who work with English Learners, specifically at West View, Northside, and North View.	Increased/consistent number of learners performing at high levels  Increased levels on WIDA	2025-2028	Coordinator of English Learners
	d. Launch learning modules to support teachers administering WIDA assessments.	Increased levels on WIDA	2025-2025	Coordinator of English Learners
<b>SPECIAL EDUCATION</b>				
<b>Strategies</b>	<b>Key Action Steps</b>	<b>Measure As Evidenced by</b>	<b>Date</b>	<b>Person Responsible</b>
<b>3.9.</b> Strengthen and expand professional development and onsite support to build staff capacity	a. Implement on-going, job embedded training for teachers, instructional assistants, and building administrators focused on inclusive practices, behavioral support strategies, and the effective use of assistive tools, including the use of Universal Design for Learning (UDL) practices.	Conduct one staff meeting each semester at every school to support instructional practices  Attend monthly principal meetings and lead PD for building leaders  Deliver targeted professional development to assistant principals on alternative to suspension and case conference chairing during quarterly meetings.	2025-2028	Building Principal & Director of Special Education

		Create a shared Google folder of resources.		
	a. Targeted on-site support (e.g., behavior specialists, special education staff, or partner experts) for classrooms serving high-need students.	Learning walks lead by special education leadership team  Staff survey on specific building needs	2025-2028	Director of Special Education
<b>3.10.</b> Improve communication and collaboration structures	a. Establish consistent communication channels between the district special education office, principals, and classroom staff.	Establish a regular one-on-one meeting schedule with each principal.  Attend monthly principal meetings with building leaders.	2025-2028	Director of Special Education
<b>PREPARING FOR COLLEGE and CAREERS</b>				
<b>Strategies</b>	<b>Key Action Steps</b>	<b>Measure As Evidenced by</b>	<b>Date</b>	<b>Person Responsible</b>
<b>3.11.</b> Expand and strengthen college and career programs.	a. For Grade 8, review and revise Preparing for College and Career (PCC) curriculum offered for high school credit at Southside and Northside Middle Schools—focusing on career options and college planning in preparing for high school.	# of students receiving HS credit for the CTE course	2025-2028	Director of Secondary Education
	b. Explore adding an additional CTE career course for high school credit in middle school.	# of students receiving HS credit for the CTE course	2025-2028	Director of Secondary Education
	c. For Grade 9, complete <i>YouScience</i> , an innovative aptitude and career discovery tool and review results during freshman seminar.	Increased completion rates <i>YouScience</i>	2025-2028	High School Principal

<b>3.12.</b> Redesign the High School to make learning more relevant.	a. Establish a Freshman Academy to serve as a model for multitiered system of support (MTSS) and to increase engagement of students.	Improved grades Reduced suspensions Increase % of freshman on track to graduate Reduce chronic absenteeism Increased enrollment in Grade 9	2025 – 2028	Director of Secondary Education
	b. Launch a year-long Freshman Seminar class within the Freshman Academy that equips learners with foundational academic and social-emotional skills such as goal setting, time-management, financial literacy, and college/career exploration.	Reduce chronic absenteeism	2025 – 2028	Director of Secondary Education
	c. Partner with the <i>Center for High School Success</i> to provide training to administrators and the mentor teachers from each team.	Improved grades Reduced suspensions Increase % of freshman on track to graduate Reduce chronic absenteeism	2025 – 2028	Director of Secondary Education
	d. Review data (grades, attendance, referrals, suspension, etc.) regularly with the Instructional Leadership Team.	Improved grades Reduced suspensions Increase % of freshman on track to graduate Reduce chronic absenteeism	2025 – 2028	Director of Secondary Education

	e. Market the new freshman academy to build awareness, attract enrollment and encourage learners' engagement.	Increased enrollment in Grade 9	2026-2028	Chief Communication Officer
<b>3.13.</b> Adopt Indiana's new diploma including seal requirements	a. Review and assess current course offerings and explore effective strategies to realign them with the enrollment seal criteria.	# of students receiving higher level seals  Improved alignment of systems	2025- 2028	Director of Secondary Education
	b. Engage learners to select and confirm the desired enrollment seal by the end of their freshman year.	# of students receiving higher level seals  Improved alignment of systems	2025- 2028	Director of Secondary Education
	c. Track seals and pathways in Power School.	# of students receiving higher level seals  Improved alignment of systems	2025- 2028	Director of Secondary Education
<b>3.14.</b> Increase job placement and employability skills and experiences for junior and seniors.	a. Develop learner's skill to prepare for and participate in applying and interviewing for jobs, through activities such as, conducting online job searches, developing resumes, preparing for and completing job interviews with local employers and attending job fairs including the community job fair at the Fieldhouse.	Increased completion rates of resumes and cover letters  Increased readiness for job interviews  Increased participation at Job Preview Day	2025-2028	Director of Secondary Education
	b. Extend learners on-the-job experiences through embedded internships during capstone, second year of CTE pathway programs and working with intermediary (Chamber and Project Leadership) for traditional learners.	Increased rates of internship completion	2025-2028	Director of Secondary Education
	c. Explore virtual options for career experiences such as virtual job-shadowing,	Increased rates of internship completion	2026-2028	Director of Secondary

	career simulations and interactive platforms to provide access to more opportunities.			Education
<b>3.15.</b> Strengthen opportunities for high school learners to earn college credits and certificates of value.	a. Increase enrollment and completion in Advanced Placement (AP) and Dual Credit courses	Increased participation rates in AP & Dual Credit  Increased passing rates of AP exams  Increased number of learners receiving an associate's degree.  Increased number of dual credits earned.	2025-2028	High school principal
	b. Increase the number of certificates earned by MCS learners.	Increased number of certificates of value	2025-2028	Director of the Muncie Area Career Center (MACC)
<b>3.16.</b> Expand and grow college and career programs by implementing effective and strategic marketing efforts.	a. Develop and implement CTE Pathways Marketing Plan for MCS Students and Families to Increase student awareness of local employers and job options and knowledge of and enrollment in CTE courses.	Increased student interest in local employers and job options  Increased student enrollment in CTE courses	2025-2028	Director of the Muncie Area Career Center (MACC)
	b. Develop early education project marketing.	Increased student enrollment in CTE courses	2025-2028	Director of the Muncie Area Career Center (MACC)
	c. Develop and implement CTE Pathways Marketing Plan for Muncie Area Employers to improve local employers' awareness and participation in CTE and to increase local job placements.	Increased participation of new companies  Increased retention of companies participating	2025-2028	Director of the Muncie Area Career Center (MACC)
<b>EXTENDED OPPORTUNITIES for LEARNING</b>				

<b>Strategies</b>	<b>Key Action Steps</b>	<b>Measure As Evidenced by</b>	<b>Date</b>	<b>Person Responsible</b>
<b>3.16.</b> Provide extended opportunities for academic and social learning.	a. Institute Pre-K to 12 Summer Academic Enrichment Program with lessons and activities aligned to the Indiana State Standards leading to academic and social learning through community partnerships.	To be determined with partners	2025-2028	Director of Elementary Education & Director of Secondary Education
<b>3.17.</b> Provide extended learning opportunities tailored to learners with specific literacy needs to support reading.	a. Deliver Grade 3 Third Grade Reading Academy, personalized, targeted reading instruction, to learners who did not pass IREAD3.	Increased # of learners passing IREAD3  Reduced # of learners needing to be retained in Grade 3	2025-2028	Director of Secondary Education & CEO
	b. Create Grade 2 summer Literacy Camps for students who are significantly behind aligned to the Science of Reading.	Increased # of learners passing IREAD3	2025-2028	Director of Secondary Education & CEO
	c. Provide high dosage tutoring for students in grades 1-3.	Increased # of learners passing IREAD3  Reduced # of learners needing to be retained in Grade 3  Increased # of students on-track per formative assessments	2025-2028	Director of Secondary Education & CEO

	d. Partner with Ball State University to have BSU teacher apprentices deliver one-on-one or small group instruction to elementary students grounded in the Science of Reading.	Increased # of learners passing IREAD3  Reduced # of learners needing to be retained in Grade 3	2025-2028	Director of Secondary Education & Assistant Superintendent of Pre-K to 12
<b>3.18.</b> Provide opportunities for learners in kindergarten and Grades 6 and 9 to participate in transitioning events for entering the next school level.	a. Offer <i>Blast Off to Kindergarten</i> at the end of the school year for incoming kindergarten learners and their families, providing opportunities to meet teachers, visit classrooms, and learn skills to be ready for school.	Increased # of students participating	Spring 2025-2028	Director of Elementary Education
	b. Revise and implement a transition program for incoming Grade K learners to support a smooth start to kindergarten near the beginning of the school year.	Increased # of students participating	Summer 2026-2028	Director of Elementary Education
	c. Revise and implement a transition program for incoming Grade 6 grade learners to support a smooth shift from elementary to middle school, in partnership with Project Leadership.	Increased # of students participating  Student Survey	Summer 2025-2028	Director of Secondary Education
	d. Revise and implement a transition program for incoming Grade 9 learners to support a smooth shift from middle school to high school, in partnership with Project Leadership.	Increased # of students participating  Student Survey	Summer 2025-2028	Director of Secondary Education
<b>3.19.</b> Offer extended learning opportunities tailored to both accelerate learners seeking to gain credits	a. Offer Grades 9-12 <i>CHS Blended Summer Learning Experience</i> to advance graduation pathways and/or recover course credits through online instruction with a teacher present, as needed.	# of course credits received	Summer 2025-2028	Director of Secondary Education

and students requiring credit recovery ensuring flexible, high-quality instructional pathways.	b. Continue Grade 12 <i>Push to Graduation</i> program for learners to complete coursework to graduate through online course credits with a teacher present.	Increased number of graduates based on attending the program	Summer 2025-2028	Director of Secondary Education
<b>3.20.</b> Implement Grades 9-12 Marching Band Summer Camp to continue development of learners' musical skills and interest.	a. Provide summer band including participation in contests.	Increased number of students participating in the summer camp	Summer 2025-2028	CEO
<b>Pillar IV. Student Success and Resiliency Resources</b>				
<b>Goal 4:</b> Our Educators will gain new understandings and practices to guide learners to academic success while fostering resilience, developing skills to overcome challenges, adapting to change, and persisting in achieving their goals all within a framework that promotes growth, perseverance and long-term success.				
<b>4.1.</b> Establish districtwide frameworks and structures needed to implement a multi-tiered system of support (MTSS) for learners' academic, resilience and relationship skills.	a. Develop and/or update MCS philosophy/set of beliefs regarding social and emotional development and classroom best practices, and use to guide discipline policies, classroom instruction, and professional learning opportunities for teachers and administrators.	MTSS Handbook	2025-2028	Director of Special Education
	b. Determine and obtain the resources needed to implement MTSS, such as staff, training, space, materials, screeners, and schedules, e.g., identify teachers at each school to provide timely and effective MTSS interventions at Tiers 2 and 3.	Resources to implement MTSS at each school and protocols for interventionists	2025-2028	Director of Elementary Education & Director of Secondary Education
	c. Obtain Pre-K to 5 student success curriculum, Quaver, which was piloted in 2024-25, that corresponds to MCS' philosophy for all elementary schools and	Curriculum selected and implemented in elementary schools	2025-2028	Director of Special Education

	provides training to the school support team members (Counselors, Family Navigators, Behavior Specialists, Student Assistance Coordinators). Grades 6-12 will continue to learn and use best practices for student success.			
	d. Utilize City Connects whole class reviews as the universal screener for schools with a Family Navigator and SEL universal screener, Student Risk Screening Scale (SSRS) for schools who do not have a Family Navigator.	Number of whole class reviews. Increased use of SSRS	2025-2028	Assistant Superintendent Pre-K to 12
	e. Increase MTSS Team knowledge and skills in implementing the MTSS process, identification data, interventions, progress monitoring through training, and improve two-way communication.	Increased ability of Teams to implement MTSS processes with fidelity	2025-2028	Assistant Superintendent Pre-K to 12
	f. Select MTSS software, provide training to MTSS team members & interventionists, and then use it with fidelity.	Use of software	2025-2028	Director of Special Education
4.2. Equip families with tools, resources, and information to support their learners' social skills and behavior at school and home.	a. Deliver parent education at Big Idea Nights and Family Nights.	Agendas from Big Idea and Family Night	2025-2028	Director of Elementary Education & Director of Secondary Education
	b. Engage Behavior Coaches, Family Navigators, Counselors, and School Assistance Coordinators to work with individual families.	City Connects Dashboard Logs from Student Support Team members	2025-2028	Assistant Superintendent Pre-K to 12

	c. Pilot school-based referrals to <i>Cartwheel</i> for no-wait-list mental health and behavioral support to families in need of counseling, psychiatry, medication management, and parent education.	Number of referrals used	2025-2028	Director of Special Education
4.3. Expand teacher and administrator knowledge and skills about social, emotional, and behavioral teaching and learning.	a. Increase knowledge about child and adolescent development and the ability to implement developmentally appropriate classroom practices that are sequenced, active, focused, and explicit (SAFE) through professional learning opportunities for pre-K through Grade 12.	Reduction in student suspensions, expulsions, and other disciplinary actions	2025-2028	Director of Special Education
	b. Provide coaching and support for Pre-K to 12 teachers regarding developmentally appropriate classroom practices for behavioral learning through Masters, Grade-level leads, Teachers and external experts.	Improved ratings on MCS Teacher Evaluation Tool	2025-2028	Director of Elementary Education & Director of Secondary Education
	c. Behavior Coaches will support students, teachers and the school in creating positive, inclusive learning environments that reduce behavioral challenges and increase student success. <ol style="list-style-type: none"> <li>1. Work directly with students to build self-regulation, coping skills, and positive behavior strategies.</li> <li>2. Provide coaching and modeling for classroom management strategies.</li> <li>3. Support implementation of behavior intervention plans (BIPs) and positive behavioral interventions and supports (PBIS).</li> </ol>	Reduction in student suspensions, expulsions, and other disciplinary action  Reduction in student suspensions, expulsions, and other disciplinary actions	2025-2028	Assistant Superintendent Pre-K to 12

	<p>4. Help identify students needing Tier2 or Tier 3 behavior supports and participate in MTSS meetings.</p> <p>5. Partner with families to align strategies between school and home.</p> <p>6. Stay current with evidence-based practices and lead PD.</p>			
<p><b>4.4.</b> Implement the MTSS process and improve strategies with academics, attendance and behavior.</p>	<p>a. Continue to focus on student attendance and behavior implementing proactive strategies.</p>	<p>Increased attendance</p> <p>Reduced rate of chronic absenteeism</p> <p>Reduced rate of suspensions</p>	<p>2025-2028</p>	<p>Assistant Superintendent Pre-K to 12</p>
	<p>b. Implement process of classroom teachers gathering student artifacts and information to share with MTSS Team, determination of appropriate interventions, implementation of the interventions, progress monitoring, and sharing results with the team in a continual cycle.</p>	<p>Referrals to MTSS for attendance and behavior will be based on data collected by the teacher</p> <p>Increased number of students receiving targeted interventions</p> <p>Increased number of students returning to Tier I after attendance and behavior interventions</p>	<p>2025-2028</p>	<p>Assistant Superintendent Pre-K to 12</p>
	<p>c. Analyze students' discipline and attendance data as well as ILEARN and IREAD 3 academic performance to determine patterns, correspondence and correlations between data sets and use the findings to develop restorative practice annual goals with ILT and student support teams.</p>	<p>Goals and action steps by individual school for attendance, behavior and academics</p>	<p>2025-2028</p>	<p>CEO</p>

	d. Equip the Family Navigator to lead a Student Support team and process in the school that identifies and responds to the strengths and personal developmental needs of every child in the school.	Increased number of students receiving targeted interventions	2025-2028	Assistant Superintendent Pre-K to 12
	e. Increase the appropriate use of evidence-based classroom management strategies by K-12 teachers, MCS will: <ul style="list-style-type: none"> <li>1. Provide training on the topic of meeting the needs of diverse learners in the classroom to K-12 classroom teachers and the master teachers. <ul style="list-style-type: none"> <li>o The director of special education and director of English learners will develop the training.</li> <li>o The training will be aligned to the Muncie Teacher evaluation rubric and the Principles of Universal Design for Learning (UDL).</li> <li>o Provide during New Teacher Orientation</li> <li>o Utilize Everyday Behavior Tools</li> <li>o Explore and implement effective ways to use regulation rooms.</li> </ul> </li> </ul>	Improved ratings on MCS Teacher Evaluation Tool  Students receiving Tier 2 and 3 interventions show growth in behavior data over duration of the intervention	2025-2028	Assistant Superintendent Pre-K to 12
	f. Implement appropriate Tier 2 and 3 behavior interventions and supports with fidelity, followed by continual and consistent progress monitoring conducted by teachers and staff who are specifically trained.	Increased number of students moving back to Tier I after intervention	2025-2028	Assistant Superintendent Pre-K to 12
<b>4.5.</b> Improve the health and well-being of learners by increasing opportunities for safe, meaningful play.	a. Expand implementation of the <i>PlayWorks</i> Coach at Longfellow Elementary and East Washington Academy partnering with the Boys & Girls Club.	Increase the number of students with access to conflict resolution and leadership programs at recess.	2025-2028	Director of Special Education

4.6. Enhance and build capacity in restorative practices/ alternatives to suspension in the school setting	a. Sustain and implement new alternative to suspension strategies for key challenging behaviors including the vaping education program.	Reduced suspensions Improved attendance	2025-2028	Assistant Superintendent Pre-K to 12
	b. Utilize data to identify two to three additional challenging behaviors for which alternative to suspension program development could help improve.	Reduced suspensions Improved attendance	2025-2028	Assistant Superintendent Pre-K to 12
	c. Build capacity in evidence-based behavior assessment and supports (Everyday Behavior Tools, Collaborative and Proactive Solutions (CPS) Model, Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).	Reduced suspensions Improved attendance	2025-2028	Assistant Superintendent Pre-K to 12

## Pillar V. Family and Community Engagement

**Goal 5:** Our Schools are 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.

Strategies	Key Action Steps	Measure As Evidenced by	Date	Person Responsible
5.1 Ensure families feel welcomed, are valued, and have increased opportunities to actively participate.	a. Create Family and Community Engagement (FCE) teams and Student Advisory Teams at each school and organize, communicate, implement, and monitor engagement strategies and events for families and students. 1. Empower families through FCE which provides opportunities and resources.	FCE team created at each school	Pilot one school in 2025-26 and all schools in 2026-2028	CEO
	b. Provide time for data sharing with families which include “tips” to assist their learners in areas of need.	Agendas from workshops	2025-2028	Principals

	c. Develop and implement minimal standards of communication for principals and teachers to use in <i>Parent Square</i> .	Increased use of <i>Parent Square</i>	2025-2026	CEO
	d. Initiate active recruitment of family and community volunteers for class and school activities using MCS volunteer google sheets and for BSU students, <i>Give Pulse</i> .	Increased number of volunteers	2025-2026	MCS Community Engagement Liaison
	e. Launch a CEO Parent Advisory Team to strengthen family-school-community partnerships.	Agendas from meetings	2025-2026	CEO
	f. Provide quarterly activity nights a year related to academic or curriculum, e.g., Family Reading Night.	Increased # of events  Increased # participation rates	2025-2026	Principals
	g. Develop student-led, parent-teacher yearly conferences and provide teacher and student training and protocols to ensure conference goals are met.	Increased parent participation rates	Pilot 2025 with High Ability 2026-2028 all schools	CEO
<b>5.2.</b> Enhance supports for students and their families with community partners using a Cradle to Career approach.	a. Create wrap-around community service programs within the schools, aligned to the <i>Cradle to Career Muncie</i> framework with services related to early childhood, food security, tutoring/ mentoring, literacy, college and career development and/or adult education, in collaboration with partners.	Increased opportunities for learners	2025-2028	CEO
	b. Establishing partnerships with community organizations, such as United Way of Delaware, Henry & Randolph counties and the George and Frances Ball Foundation.	Increased community services available to MCS learners and their families.	2025-2028	CEO
	c. Lead and/or participate in Cradle to Career <i>Collaborative Action Network (CAN)</i> Meetings, e.g., Kindergarten Readiness, 3 <sup>rd</sup> Grade Reading, etc.	Increased community services available to MCS learners and their families.	2025-2028	CEO

	d. Create Federally Qualified Health Centers (FQHC) in additional schools.	Increased health and behavior care provided to learners and their families.	2025-2028 Create FQHC at West Grove and Central	CEO
	e. Collaborate with community foundations and non-profits to align strategies and resources in support of MCS students, families, teachers and staff.	Increased community services available to MCS learners and their families.	2025-2028	CEO
<b>5.3.</b> Build a network of support for students, their families, and the schools, to improve outcomes.	a. Develop and enhance community partnerships with varied community agencies to meet the identified needs of students, families, and the school.	Increased # of community partners	2025-2028	Family Navigators
	b. Connect students and families to a range of prevention, early intervention and intensive services programs that address the physical, emotional, cognitive, and social development of each student.	# of whole class reviews # of services for students	2025-2028	Family Navigators
	c. Engage families and caregivers in understanding and supporting the education of their children and the ways in which academic outcomes are enhanced by serving the social / emotional and personal development needs of the child. 1. Collect data on the implementation of the City Connects model and the delivery of services.	# of whole class reviews # of services for students	2025-2028	Family Navigators
<b>5.4.</b> Collaborate with community groups to create opportunities that enhance student achievement, attendance, college and career experiences, civic	a. Organize and participate in college visits with outside partners and MCS students.	Increased # of college visits Increased # of students participating	2025-2028	Director of Student and Community Success
	a. Increase the number of female students participating in athletics at the secondary level.	# of female athletes by sport	2025-2028	Director of Student and Community Success

engagement, and well-being.	a. Lead Success Cats at Central and engage in community-based activities such as student-led service projects.	Increased # community-based activities with students	2025-2028	Director of Student and Community Success
	a. Work with partners to co-create programs (e.g., tutoring, mentorship) that address specific student needs.	Increased # community/school programs that address students' needs	2025-2028	Director of Student and Community Success