



**MUNCIE
COMMUNITY
SCHOOLS**

STRATEGIC PLAN

Update for **SY 2024-25**

MCS Vision: Placing Learners First

MCS Mission Statement: The mission of Muncie Community Schools is to provide a quality education environment where every child is known, safe, inspired, challenged, and empowered.



A Letter from Dr. Reynolds

It is inspiring to look back on the progress we've made since launching our Strategic Plan and to see how our collective efforts have transformed Muncie Community Schools. Over the past several years, we have built a strong foundation grounded in innovation, collaboration, and the belief that every child deserves access to an excellent education. As we enter the next phase of our work, I am filled with optimism about the path ahead. I am also deeply grateful for the many people who continue to make our success possible.

Our focus has remained steadfast – placing learners first. Through the hard work of our educators, staff, and community partners, we have expanded access to high-quality pre-kindergarten; strengthened literacy and math instruction aligned with the science of reading and evidence-based practices; and enhanced opportunities for college and career readiness. Our teachers and leaders have embraced continuous professional growth supported by master teachers, Ball State University liaisons, and Marian University's literacy cadre. Together, these efforts are creating meaningful improvements in classroom instruction and student outcomes.

We have also prioritized the whole child, working with family navigators and student support teams in our schools, and engaging families in various ways. Our partnerships with families, community organizations, and local businesses have never been stronger, ensuring that students are known, safe, inspired, challenged, and empowered.

While there is much to celebrate, our mission pushes forward. The next phase of this plan, MCS' Strategic Plan 2025-2028, will emphasize maintaining our progress, tackling ongoing challenges, and providing access to learning opportunities for all students. With the dedication of our staff, the support of our community, and the partnership with Ball State University, I am confident that Muncie Community Schools will continue to be a leader in innovation and excellence in public education.

Thank you for your continued commitment to our students and to the future of Muncie. Together, we are building a brighter tomorrow.

Sincerely,

Dr. Chuck Reynolds,
Director of Public Education and CEO – Muncie Community Schools



A Note to the Reader

Our Intention

The purpose of this report is to provide our students, staff, families, community, and partners with a description of our accomplishments this past year, including the challenges we faced and the lessons we learned. The appendix includes the “dashboard” which provides visual tracking of our progress over five years. The State of Indiana requires this report in accordance with the State’s statutory directive (I.C. 20-23-18-10) of MCS forming its partnership with Ball State University. This report is to specifically include innovative methods of instruction in our schools, as well as demonstrate a strong, evidence-based foundation for teaching and learning.

Our Presentation

Our presentation follows the outline of the *MCS Innovation and Strategic Plan* with sections for each of the five pillars:

- Pillar I:** High-Quality Pre-Kindergarten Education
- Pillar II:** Recruitment, Development, and Retention of Educational Leaders
- Pillar III:** Student-Centered Teaching and Learning
- Pillar IV:** Social and Emotional Learning
- Pillar V:** Family and Community Engagement

Each Pillar contains the following format:

Pillar I

Goal 1

Strategy 1.1*

- Action Step 1.1
- Progress Toward Goal: *Not Yet Begun - Early Stages - On Track – Completed*
- Evidence of Progress
- Next steps are not included this year as a new 2025-2028 Strategic Plan was adopted and builds on the work from the previous five years.

*Most strategies are multi-year tasks with multiple key action steps.

Thank You to the administrators and principals who provided the data to ensure this document is accurate and timely.



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Pillar I: High-Quality Pre-Kindergarten Education

GOAL 1: Our 3- and 4-year-old learners will be kindergarten-ready through access to high-quality pre-kindergarten programs in all our elementary schools.

Strategy 1.1 Increase the number of Pre-K classrooms and the number of students enrolled.

Rationale: Early childhood education plays a vital role in supporting a young child’s cognitive, social-emotional, and physical growth. Decades of research show significant differences in outcomes between children who participate in high-quality early education programs and those who do not. These early opportunities not only prepare children for success in kindergarten, but their benefits extend into adulthood—resulting in higher rates of postsecondary completion, increased workforce readiness, and greater earning potential. For children facing additional challenges such as poverty or trauma, early educational interventions are even more critical. Providing access to Pre-Kindergarten classrooms for 3- and 4-year-olds is therefore a top priority for Muncie Community Schools, ensuring that every child begins their educational journey with the strongest possible foundation.

- ◆ **Action Step 1.1 a.** Establish a Pre-K class at Longfellow Elementary for up to 20 learners in partnership with Huffer Memorial Children’s Center.

Progress Toward Goal: Completed SY 2020-21

- ◆ **Action Step 1.1 b.** Establish Pre-K classrooms at North View and West View, thus providing Pre-K classrooms in all MCS elementary schools.

Progress Toward Goal: Completed SY 2021-22

- ◆ **Action Step 1.1 c.** Establish additional Pre-K classrooms in the elementary schools based on available space, family interest, and ability to hire certified Pre-K staff.

Progress Toward Goal: On Track

Evidence of Progress: In the 2024-25 school year, the twelve Pre-K classrooms reached a total enrollment of 242 students, an increase from 227 the prior year. Kindergarten enrollment was 406. MCS continues to work with community partners to ensure all students have access to a high quality Pre-K experience, in one of MCS classrooms or other quality programs across the city.



Table1.1. Pre-K Classroom Enrollment by Year

Elementary School	2018-19 Baseline	19-20	20-21	21-22	22-23	23-24	24-25
1. East Washington Academy	20	19	20	20	20	37	38
2. Grissom	17	20	20	38	38	54	67
3. Longfellow	--	10	12	19	20	38	40
5. North View	---	---	19	21	20	20	20
4. South View	13	18	20	38	40	58	57
6. West View	---	---	20	20	20	20	20
Total	50	67	111	156	158	227	242

MCS continued efforts to increase parent and community awareness about the importance of Pre-K classes and early education by mailing informational postcards to all families of 3- and 4-year-olds, promoting the Pre-K program through the school’s weekly communications and at school events, and using social media with audience-specific video messages. Additionally, MCS kept its program listed on the state’s website for families, “Find Childcare” (<https://www.in.gov/fssa/childcarefinder/>). Furthermore, MCS allocated a staffing position to support Pre-K families.

MCS supports the needs of Pre-K students in Delaware County by enrolling them in its Pre-K developmental classrooms and/or providing individual or group speech and language therapy. At the end of the year, 35 students were enrolled in the Developmental Pre-K programs.

Following its commitment to increase the number of Pre-K classrooms, MCS established a new Pre-K classroom. This brings the total number of Pre-K classrooms to thirteen, a rise of ten since the MCS Strategic Plan began in 2018-19 (Table 1.2). Currently, elementary schools do not have additional classrooms to expand the program.

Table 1.2. Pre-K Classrooms in MCS Elementary Schools

Elementary School	2018-19 Baseline	19-20	20-21	21-22	22-23	23-24	24-25
1. East Washington	1	1	1	1	1	2	3
2. Grissom	1	1	1	2	2	3	3
3. Longfellow	---	1	1	1	1	2	2
5. North View	---	---	1	1	1	1	1
4. South View	1	1	1	2	2	3	3
6. West View	---	---	1	1	1	1	1
Total	3	4	6	8	8	12	13



Strategy 1.2 Increase the number of eligible learners whose families receive state-provided funding through *On My Way Pre-K (OMW)* and *Child Care and Development Funds (CCDF)*.

Rationale: MCS bears the costs of the Pre-K classrooms as state K-12 appropriations to school districts do not include preschool funding. To assist families with the costs of enrolling their children in preschool, the state provides two funding streams. By increasing the number of Pre-K learners/families using the funding streams, MCS can offset its costs for the Pre-K classrooms, allowing for an increased number of classrooms to be established.

- ◆ **Action Step 1.2** Increase Pre-K enrollment and increase the number of families utilizing state funding for Pre-K by: (a) identifying families with 4-year-olds that are eligible for OMW Preschool funding; (b) communicating with those families about On My Way (OMW) Preschool grants and assisting them in applying; and (c) working closely with the Delaware County OMW Pre-K regional manager.

Progress Toward Goal: On Track

Evidence of Progress: MCS worked to reach parents and families about the importance of early childhood education, supporting the goals for SY 2024-25. MCS's Pre-K coordinator met with Pre-K parents at schools, visited homes to share the value of preschool education, and assisted families in completing the required paperwork to increase OMW applications.

MCS included the OMW Pre-K application in the Pre-K registration packet for parents and guardians. The MCS Coordinator collaborated with the enrollment teams at the schools (principals, assistants, student assistance coordinators, Family Navigators, counselors) to strengthen their knowledge and use of various communication strategies to reach families about OMW Pre-K, including distributing flyers; using social media; and enrolling families at the Pre-K and Kindergarten registration events held at the elementary schools. In addition, MCS met regularly with the Delaware County OMW regional manager to assist families in securing Pre-K funding.

The second source of family funding is the Child Care and Development Fund (CCDF), which provides financial assistance to low-income families for childcare costs. This funding is intended to enable parents to work, attend training, or pursue further education. To increase the number of families benefiting from this support, MCS staff reviewed applications and helped families complete the necessary forms. MCS' completion of the goals of hiring a coordinator, improving communication to families, and working alongside the county OMW manager led to an increase of an additional XX students receiving funding through OMW and. XX through CCDF in SY 2024-25. Thus, XX percent of the enrolled Pre-K families utilized one of the two funding streams (Table 1.3).

MCS ended the year with 76 active vouchers, down from the peak of 86. A total of thirteen vouchers were lost due to poor attendance, defined as missing more than 40 days in a calendar year. Four students had their vouchers withdrawn as three moved and one no longer had transportation. In total, 92 individual students used vouchers at some point during the year.



Table 1.3. Children Receiving OMW Grants and CCDF

Elem Schools	2018-19 Baseline		2019-20		2020-21		2021-22		2022-23		2023-24		2024-25	
	OMW	CCDF	OMW	CCDF	OMW	CCDF	OMW	CCDF	OMW	CCDF	OMW	CCDF	OMW	CCDF
EWA	0	0	0	0	1	0	2	2	4	0	5	2	10	2
Grissom	3	0	6	0	8	0	3	2	7	0	14	3	20	8
Longfellow	---	---	0	0	0	0	5	2	19	0	24	5	19	3
North View	---	---	2	0	4	0	2	1	3	0	4	0	6	0
South View	---	---	1	1	5	0	4	1	3	1	15	2	23	5
West View	---	---	--	--	0	0	3	0	3	0	5	0	2	0
Subtotal	3	0	9	1	18	0	19	8	39	1	67	12	80	18
Students Receiving Funds*	3		10		18		27		40		79		98	

As shown in Table 1.4, even a small increase in the number of Pre-K families using state-provided preschool funding brings in substantial monetary support for the district's preschools. For School Year 2024-25, the total preschool grants awarded reached a new high at \$1M. (Table 1.4).

Table 1.4: Family OMW Preschool Grants and CCCD Awards Applied to Pre-K Programs

Elementary Schools*	2018-19 Baseline	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
East Washington	---	\$ 1,939	\$ 3,698	\$ 14,290	\$ 28,827	\$39,844	\$171,077
Grissom	\$ 9,038	\$ 29,411	\$ 60,087	\$ 26,671	\$ 57,017	\$134,600	\$397,846
North View	---	---	---	\$ 25,084	\$ 27,268	\$28,760	\$74,026
South View	---	\$ 13,937	\$ 24,393	\$ 38,739	\$ 23,275	\$112,749	\$328,806
West View	---	---	---	\$ 27,467	\$ 30,957	\$54,423	\$29,756
Total	\$ 9,038	\$ 45,287	\$ 88,178	\$ 132,251	\$ 167,344	\$ 370,376	\$1,001,511

*Longfellow is not included as its Pre-K program is administered by Huffer.



Strategy 1.3 Improve the quality of our Pre-K program with all classrooms receiving the highest level of accreditation – *Indiana Paths to QUALITY™* (PTQ) Level 4 – with (a) certified early childhood staff, (b) high-quality, developmentally appropriate curriculum, (c) best practices instruction, and (d) formative assessments.

Rationale: Early childhood programs vary widely in their quality and expectations of young learners and their ability to nurture the social and emotional needs of children. To help families find preschool programs matching the quality they are seeking, the State of Indiana developed the *Paths to QUALITY™* rating system. The system consists of four levels of quality from 1-4, with “4” being the highest; the MCS goal is for all MCS Pre-K classrooms to reach and maintain a Level 4 rating.

Note to the Reader: A key focus of the MCS Strategic Plan is developing a strong Pre-K program, so the administration decided that reviewing the current program would be crucial for its ongoing growth and progress toward achieving Level 4 accreditation. During the 23-24 school year, MCS hired an early childhood education (ECE) specialist to review the program comprehensively.

The ECE consultant, an Ohio State University professor and long-time preschool educator, reviewed all Pre-K classrooms by meeting with each Pre-K teacher individually at the start of the school day and observing each classroom from student arrival to nap time. She used the *Early Childhood Environmental Rating Scale (3rd Edition)*, (ECERS), created by the University of North Carolina and widely used across the U.S. by trained observers as a valid and reliable tool. The areas observed and rated included (a) space and furnishings, (b) personal care routines, (c) language and literacy, (d) learning activities, (e) interaction, and (f) program structure. Professional development in 2024-25 was planned based on the review.

- ◆ **Action Step 1.3 a.** Achieve and maintain the *Paths to QUALITY™* (PTQ) Level 4 for all Pre-K classrooms by completing all required certification actions.

Progress Toward the Goal: On Track

Evidence of Progress: MCS continues to strive towards its goal of all Pre-K classrooms being highly accredited at Level 4 by the state’s *Paths to Quality* (PTQ) and the National Association of Early Childhood Education (NAEYC) for national accreditation. All classrooms are certified as Level 3 at this time, with Huffer’s classroom at Longfellow accredited at Level 4 in SY 2022-23 and 2023-24 (Table 1.5).

Table 1.5. Pre-K Programs *Paths to QUALITY™* (PTQ) Ratings and Desired Level to Achieve

Pre-K Programs	2018-19 Baseline	2019-20	2020-21	2021-22	2022-23	2023-24	Desired Level
1. East Washington	---	2	3	3	3	3	4
2. Grissom	3	3	3	3	3	3	4
3. Longfellow*	---	3	3	3	4	4*	4
4. South View	3	3	3	3	3	3	4
5. North View	---	---	3	3	3	3	4
6. West View	---	---	3	3	3	3	4

*Longfellow is managed by Huffer and was the original Pre-K program in MCS schools.



MCS is proud that the Pre-K programs in all schools are at *PTQ* Level 3, with Longfellow at Level 4. According to the [State and National Descriptors](#), Level 3 programs are:

- “Operating in good standing and having been recognized by the state of Indiana as having met all required health and safety standards” - Level 1.
- “Demonstrate a commitment to improve program quality, offering opportunities for children to advance their growth and development through a consistent daily schedule, planned activities for children, while providing relevant program information for families” - Level 2.
- With staff that “implement a planned curriculum, while demonstrating the knowledge and skill necessary for planning appropriate activities and opportunities that lead children toward school readiness. . . with a significant investment in the professional development of the staff” - Level 3.

In addition to those criteria, Level 4 programs—currently limited to the Huffer classroom—also reflect, reflect the following criterion:

- “Demonstrates a commitment to the highest level of professionalism in high-quality child care”
- “Are managed by a provider or director who has volunteered to provide mentoring to others in the field.”

Level 4 requires highly qualified and well-educated staff, which MCS has strived to find and hire. Educational requirements include: (a) lead Pre-K teachers holding an associate degree (AA) in early childhood education and (b) assistant teachers holding a Child Development Associate (CDA) certificate. To assist community members in obtaining the necessary education, the Muncie Area Career Center and Ivy Tech offer coursework for the associate degree. While this provision provided for qualified assistant teachers in the previous school year (Table 1.6), retaining qualified staff remains difficult.

Table 1.6 Pre-K Staff with Required Associate Degrees and Certificates

Pre-K Staff	2021-22	2022-23	2023-24	2024-25
Lead Teachers: holding Early Childhood CDA, Associate or Bachelor’s Degree	100%	100%	100%	100%
Assistant Teachers: holding Child Development Associate Certificate or higher or other qualified training	50%	100%	60%	84%

The key causes of staffing issues in Pre-K nationwide are low wages. Additionally, there is not enough public funding to cover Pre-K costs, which limits the ability to raise compensation.

- ◆ **Action Step 1.3 b.** (1) Adopt and (2) implement with fidelity a comprehensive early childhood curriculum to achieve and maintain *Paths to Quality*™ (PTQ) Level 4 for all Pre-K classrooms, especially in preliteracy.

Progress Toward the Goal: (1) Completed and (2) Early Stages

Evidence of Progress #1: Adopt an early childhood curriculum - Completed SY 2021-22*

***Completion Note:** MCS adopted *the Creative Curriculum* for its Pre-K program. With the new state and district emphasis on the science of reading, MCS reviewed the reading component of the *Creative Curriculum in 2023-24*. The review confirmed that the preliteracy/early reading program is firmly rooted in the science of reading research and will continue as the curriculum for the Pre-K program.



Evidence of Progress #2: Implementation with fidelity of the adopted comprehensive early childhood curriculum.

Progress Toward the Goal: Early Stages

Administrative and consultant classroom observations showed that staff were not implementing the *Creative Curriculum*. The ECE consultant mentioned in her report that, although teachers offered plenty of “activities” in the classrooms, “the activities were not tied to intentional teaching and learning”—a requirement of high-quality preschool programs.

To meet the learning needs of the Pre-K staff, MCS launched a new professional training schedule in January 2024 for teachers and assistants to enhance their AA degrees and ECE certificates, continuing these trainings during the 24-25 school year. Additionally, MCS purchased Kickstart Literacy, aligned with the Science of Reading, as a supplementary literacy bundle from Teaching Strategies.

- ◆ **Action Step 1.3 c.** Apply best instructional practices for young learners in the Pre-K classrooms.

Progress Toward the Goal: Early Stages

Evidence of Progress: MCS provided training in implementing evidence-based instructional practices for children ages 3-5 in the areas of (a) cognitive and language development; (b) vocabulary development; and (c) preliteracy and reading skills.

- ◆ **Action Step 1.3 d.** Utilize formative assessments to identify student progress and learning gaps and use the data to plan appropriate instruction to achieve and maintain *Paths to Quality*™ Level 4 for all Pre-K classrooms.

Progress Toward the Goal: Early Stages

Evidence of Progress: In 2022-23, MCS adopted the *GOLD* assessment tool that accompanies the *Creative Curriculum*. Through professional development, preschool teachers enhanced their observational skills and deepened their understanding of children’s development stages. Teachers began recording data in *GOLD*’s online portal, analyzing the results and generating reports to track progress. Progress reports were also shared with parents.



Pillar II: Recruitment, Development and Retention of Educational Leaders

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

Rationale: As with other professional occupations, educators—both teachers and administrators—are lifelong learners, continuing to hone their craft, being aware of new developments in research and adhering to the best instructional practices, including culturally appropriate practices. Pillar II, with its focus on MCS staff, consists of two components: (a) the professional development of high-quality teachers and leaders and (b) the hiring and retention of highly competent teachers and leaders.

A. DEVELOPMENT OF TEACHERS AND LEADERS

Strategy 2.1 Develop teachers that know and use best educational practices.

- ◆ **Action Step 2.1 a.** Improve Instructional Leadership Teams' (ILT) understanding and ability to recognize best educational practices, leading to improved teacher classroom instruction.

Progress Toward Goal: On Track

Evidence of Progress: In SY 2024-25, MCS adopted *Core Knowledge Language Arts (CKLA)* at the middle schools (see Pillar III) as it builds on research-based principles that support adolescent literacy growth. Additionally, the MCS elementary and secondary directors continued to develop their roles in overseeing ILT PLCs/clusters support. The directors maintained their support for principals and ILTs through "learning walks," which include classroom observations followed by group discussions of the findings with master/mentor teachers, principals, and the director.

- ◆ **Action Step 2.1 b.** Develop master and mentor teachers to lead professional learning and provide mentoring and coaching to improve teacher instruction.

Progress Toward Goal: On Track

Evidence of Progress: In SY 2024-25, master and mentor teachers continued to expand their knowledge and skills to improve teachers' instructional practices based on best practices and educational research. Master teachers led professional learning and provided mentoring and coaching on instruction. Additionally, Marian's literacy cadre supported the elementary master teachers in reading science and evidence-based strategies for teaching reading, enhancing their knowledge base to support teachers.

- ◆ **Action Step 2.1 c.** Utilize Ball State Professional Development School (PDS) Liaisons to guide professional learning communities (PLCs/clusters) and conduct training sessions to improve teacher instruction.

Progress Toward Goal: On Track



Evidence of Progress: Ball State’s PDS liaisons continued to support professional learning for teachers in SY 2024-25. Four liaisons served six elementary schools, and two liaisons assisted each middle school—one focusing on English language arts and one on mathematics. The focus areas for elementary schools included math, student behavior, and teaching students with disabilities.

Strategy 2.2 Develop and implement evaluation processes of teachers and school administrators, grounded in best practices for instruction and research-based components of successful school leadership.

- ◆ **Action Step 2.2 a.** Demonstrate principals’ objective and valid completion of the *MCS Evaluation Tool for Teachers*, including the use of rubric and feedback processes.

Progress Toward the Goal: On Track

Evidence of Progress: The elementary and secondary directors (a) led building principals in joint teacher evaluations using the evaluation rubric and (b) participated in PLCs/cluster meetings to support the understanding of and the adherence to the rubric.

The teaching of reading is a vital part of elementary teachers’ evaluations. Marian’s literacy cadre support specialists assisted teachers in applying the science of reading in daily lessons. The cadre members visited schools, offered feedback, co-taught, and demonstrated effective reading instruction strategies to ensure that every K-3 teacher is prepared to deliver high-quality, evidence-based reading instruction grounded in the science of reading. The NIET Evaluation Tool establishes high expectations for teachers, with a “highly effective” rating indicating an exceptional educator. (Table 2.1)

Table 2.1 MCS Yearly Teacher Evaluation Ratings

Rating	MCS-created Evaluation Tool				MCS-adopted NIET Evaluation Tool									
	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24		2024-25	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Highly Effective	175	59%	141	57%	137	38%	95	33%	99	32%	173	47%	127	32%
Effective	118	39%	107	43%	217	59%	186	64%	194	62%	172	47%	192	48%
Improvement Necessary	5	2%	0	0%	11	3%	7	3%	19	6%	18	5%	14	4%
Ineffective	0	--	0	--	0	--	0	--	0	--	2	1%	0	--
Total	298	--	248	--	365	--	281	--	312	---	365	---	333*	--

*Note: Teachers who resigned or retired did not receive a final evaluation.



- ◆ **Action Step 2.2 b.** Demonstrate the objective and valid completion by directors and principals of the *MCS Evaluation Tool for Administrators*, including the rubric and feedback processes.

Progress Toward the Goal: On Track

Evidence of Progress: Ensuring the consistent and valid implementation of teacher evaluations is essential for improving student learning, with ratings remaining valid among raters to achieve high inter-rater reliability. Therefore, in SY 2024-25, NIET certified evaluators to ensure they can provide reliable and valid observations. Evaluators completed extensive training and then passed a certification test to confirm they applied the NIET (MCS Evaluation Tool) rubric accurately and consistently.

- ◆ **Action Step 2.2 c.** Develop a communication plan to discuss the purposes and processes of the MCS Teacher Evaluation Tool with the teachers.

Progress Toward the Goal: Completed SY 2020-21

Strategy 2.3 Expand administrator and teacher awareness and application of culturally competent practices.

Rationale: Cultural competence is the ability to understand and interact effectively with people from a diverse array of cultures and backgrounds. The demonstration of cultural competence is the willingness to learn about and accept various cultural practices, varying perspectives and the worldviews of others. Cultural competence is one of the two foundational principles of the *MCS Innovation Plan*:

- ◆ **Action Step 2.3** Improve staff understanding of MCS' student and family cultures (racial, ethnic, and economic – poverty).

Progress Toward the Goal: On-Track

Evidence of Progress: The Director of Student and Community Success shared articles with faculty and staff to promote awareness and understanding in working with diverse population.

Strategy 2.4 Create a culture of excellence in teaching, learning and leading.

- ◆ **Action Step 2.4** Design and implement a career ladder for teacher leaders of excellence, including master and mentor teachers, and compensate with supplemental pay.

Progress Toward the Goal: Completed SY 2022-23

B. RECRUITMENT AND RETENTION OF TEACHERS AND EDUCATIONAL LEADERS

Strategy 2.5 Offer incentives to new and returning teachers to improve recruitment and retention.



- ◆ **Action Step 2.5 a.** Explore and develop financial incentives for finding and hiring teachers new to MCS, including recognizing and rewarding exceptional teachers.

Progress Toward the Goal: On Track

Evidence of Progress: MCS continued providing financial incentives to staff in in SY 2024-25 as described in the following ways.

- 1) Incentive for “Teacher of the Year.” MCS sought to recognize teachers selected as “Teacher of the Year” at each school and at the district level and added this incentive in SY 2023-24. Each school’s “Teacher of the Year” received a \$1,000 increase in salary which will continue throughout their employment at MCS. From this group, the district selected one elementary and one secondary teacher as the “District Teacher of the Year,” with those selected receiving an additional \$1,000 for a total of \$2,000 for the year.

- ◆ **Action Step 2.5 b.** Increase staff salaries to levels comparable to or higher than area school districts as a means to attract and retain personnel.

Progress Toward the Goal: On Track

Evidence of Progress. A major emphasis of the *Muncie Community Schools Strategic Plan 2020-2025* was to reverse the continual decrease in staff salaries that occurred for ten years from 2007-2017. With the leadership of the CEO and the school board, salaries improved in each of the last seven years since 2017, becoming equal to or better than other local school districts in SY 2024-25.

Having made a major investment in competitive teacher, support staff, and administrator salaries, the board announced that annual raises will continue in the future and noted that the greatest increases will be for those teachers and principals evaluated as “highly effective.” The ability to provide raises in the future will be based on multiple factors, including but not limited to economic factors and maintaining a balanced district budget. Salary increases in SY 2024-25 demonstrated increases for teachers, support staff, and administrators. (Table 2.2).

Table 2.2: Salary Increases by Groups: Teachers, Support Staff, and Administrators

Staff	2016-17	2017-18	2018-19 Stipends	2019-20	%	2020-21	%	2021-22	%
Teachers	0	0	\$ 700 each	\$ 701,000	4.8	\$ 645,000	4.4	\$1,300,000	8.1
Support Staff	0	0	\$ 500 each	\$ 73,000	2.8	\$ 99,000	2.6	\$209,000	4.9
Admin	0	0	\$ 700 each	\$ 30,000	1.0	\$ 59,000	2.1	\$120,000	4.0
Total	0	0	\$ 344,750 ¹	\$ 804,000	2.9	\$ 803,000 ²	3.7	\$ 1,629,000 ³	7.1

Staff	2021-22	%	2022-23	%	2023-24	%	2024-25	%
Teachers	\$1,300,000	8.1	\$ 2,400,000	14.7	\$ 1,496,000	7.8	\$ 497,000	2.2
Support Staff	\$209,000	4.9	\$ 279,000	6.7	\$ 219,237	4.1	\$ 102,000	1.7
Administrators	\$120,000	4.0	\$ 117,000	3.4	\$ 149,000	3.9	\$ 101,000	2.6
Total	\$ 1,629,000 ³	7.1	\$2,796,000	11.6	\$ 1,864,000	6.5	\$ 700,000	2.1

¹ Includes stipends of \$350 for part-time teachers and \$200 for part-time support staff.



² Includes supplemental pandemic stipends in Spring 2021 of \$1,000 (full-year staff) or \$500 (half-year or part-time staff), Total: \$350,000.

³ Includes supplemental stipends in Spring 2022 of \$2,000 (full year staff) or \$1,000 (half-year or part-time staff), for a total of \$350,000.

⁴ Not yet available.

While teacher retention depends on several factors, a competitive salary is a key reason teachers stay in a school district. Therefore, MCS monitors the teacher retention rate in relation to salary increases (Action Step 2.5 a). MCS observes a steady rise in teacher retention rates from SY 2016-17 to the present year (Table 2.3), which aligns with annual increases in teacher salaries. The MCS Board and administrators remain committed to providing all staff with competitive salaries while maintaining fiscal responsibility.

Table 2.3: Retention Rates of Teachers

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Teacher Count	423	364	347	361	361	360	381	403	398.5
Teacher Resignations	140	90	63	60	66	75	69	69	65.5
Retention Percent	67%	75%	82%	83%	82%	79%	82%	83%	84%

◆ **Action Step 2.5 c.** Promote and provide Ball State’s 50 percent tuition discount and other discounted services, such as the reduced fees for exercise facilities and admission to sports events.

Progress Toward the Goal: On Track

Evidence of Progress: Through the BSU/MCS partnership, the university provides a 50 percent tuition discount for up to six credit hours per semester for teachers. This incentive serves educators well who wish to obtain a master’s degree or an endorsement. This school year, 25 staff members utilized the Ball State reduced tuition program (Table 2.4).

Table 2.4: Staff Participation in Ball State’s Tuition Reduction Program

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Number of staff participating	33	28	34	22	33	25	27

◆ **Action Step 2.5 d.** Support teachers through professional learning opportunities.

Progress Toward the Goal: On Track

Evidence of Progress: Professional learning opportunities for both educators and school leaders occurred throughout the summer and school year in 2024-25 as described in each pillar’s narrative in this update report. Some examples of professional learning opportunities included:

- Instructional practices for teaching the academic areas of math, reading and science as provided by BSU liaisons (Pillar II)
- Supports to master/mentor teachers provided by Marian’s literacy cadre (Science of Reading) (Pillar II, III)
- K-5 *Core Knowledge Language Arts (CKLA)*, training on the reading/ELA curricula (Pillar III)
- 6-8 *Core Knowledge Language Arts (CKLA)* training on the reading/ELA curricula (Pillar III)



- Differentiating instruction for students with disabilities and students learning English

- ◆ **Action Step 2.5 e.** Provide highly qualified bilingual educators for dual language Spanish/English immersion classrooms.

Progress Toward the Goal: On Track

Evidence of Progress: The dual language Spanish/English program continued to grow in SY 2024-25 with the addition of the 7th grade programming at Northside Middle School with a bilingual Spanish/English teacher to support the program. The bilingual educator will support most of the dual language courses at the middle school.

Strategy 2.6 Establish culturally responsive processes and communication to improve teacher recruitment and retention.

- ◆ **Action Step 2.6.** Review and amend recruitment and retention processes to reflect cultural responsiveness.

Progress Toward the Goal: Completed SY 2023-24



Pillar III: Student-Centered Teaching and Learning

GOAL 3: Our schools provide an exceptional academic experience for all learners, embracing the whole child, with a commitment to meeting individual needs.

Rationale: “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 on the conveniences of adults” (MCS Strategic Plan, 2020-2025, p. 12).

A. LEARNER-CENTERED CLASSROOMS AND SCHOOLS

Rationale: MCS strongly believes that the environment where learners learn and teachers teach is essential for the success of both; that students need to see themselves in the people in schools and in the public messaging that the district communicates; and that the district’s responsibility is to secure funding, as needed, to update and improve buildings and classrooms to provide the best learning and working environments.

Strategy 3.1 Improve visual and linguistic representation of diverse learners and families in classrooms and schools.

- ◆ **Action Step 3.1 a.** Enhance school-wide visual images and language to reflect the diversity of the student population in MCS signage and displays and in all aspects of marketing and communications.

Progress Toward Goal: On Track

Evidence of Progress: MCS continued in SY 2024-25 to demonstrate representation of all student groups through its social media sites and community communications.

- ◆ **Action Step 3.1 b.** Review and ensure inclusion of diversity in curricula, materials, and lessons with positive, diverse representations.

Progress Toward Goal: On Track

Evidence of Progress: MCS’ newly adopted reading curricula is known for its diversity in books and materials.



Strategy 3.2 Establish best practices learning environments for learners through structural changes in buildings, acquisition of flexible seating, and changes in classroom seating arrangements.

- ◆ **Action Step 3.2 a.** Restructure/remodel school buildings to improve learning environments.

Progress Toward Goal: On Track

- **Evidence of Progress:** In 2024-25, MCS completed the sports facilities building that includes the locker rooms, restrooms, and concession stand at Central. Currently, MCS has a \$19.8 million bond project which will be used for upgrades to the boiler/HVAC cooling for the Fieldhouse, new chiller and HVAC at Northside, new exterior doors and carpet at Central, roof replacement at five schools, resurfacing of the track and tennis courts at Southside, and the tennis courts at Central, along with new bleachers at Northside and the Fieldhouse.

- ◆ **Action Step 3.2 b.** Redesign classrooms to include flexible seating furniture and varied seating arrangements to improve the learning environment.

Progress Toward Goal: On Track

Evidence of Progress: MCS continued to improve the classroom learning environment in SY 2024-25 by using School Improvement Grant funding to refresh school libraries at Longfellow, Grissom, and Southview. Further, MCS replaced unrepairable classroom furniture with flexible seating as the budget allowed.

Strategy 3.3 Establish a cohesive and effective e-Learning program.

- ◆ **Action Step 3.3 a.** Execute technology management services, equipment, and processes to meet the needs of staff and students K-12.

Progress Toward Goal: Completed SY 2022-23

- ◆ **Action Step 3.3 b.** Enhance educators' capacity to (a) use technology efficiently and effectively, especially with *Schoology*, the learning management system (LMS), and (b) design and teach best practices for e-Learning lessons.

Progress Toward Goal: Completed SY 2022-23

- ◆ **Action Step 3.3 c.** Establish a consistent and rigorous e-Learning program for grades K–12 to meet short and long-term educational needs, including a virtual program.

Progress Toward Goal: On Track

Evidence of Progress: In 2024-25, MCS continued to partner with Stride Learning to provide the Muncie Virtual Academy as an additional educational option for students and families. MCS carefully monitored student attendance and learning and discussed with families and students if it was not a suitable choice.



B-1. LITERACY, GRADES K-8

Strategy 3.5 Develop and implement with fidelity a K-5 core reading (English language arts) curriculum with best-practices instruction and valid and reliable assessments that adhere to the Science of Reading.

MCS Adoption of a New K-8 Reading Curriculum

This marks the second year of the *Core Knowledge Language Arts (CKLA)* program in grades K-8 because it offers a comprehensive, research-based approach to literacy that develops both reading skills and background knowledge. *CKLA* combines systematic phonics instruction with rich, knowledge-building content in history, science, literature, and the arts, helping students become strong readers and critical thinkers. By integrating foundational skills with meaningful content, the program supports all learners, including those who may struggle, and ensures a coherent, cumulative progression of skills across grade levels. The alignment prepares students not only to read fluently but also to understand complex texts and succeed in all subject areas.

CKLA fully supports the teaching and learning of the five foundational components of the science of reading:

- | | |
|-----------------------|------------------|
| 1. Phonemic awareness | 4. Vocabulary |
| 2. Phonics | 5. Comprehension |
| 3. Fluency | |

With the adoption of *CKLA*, MCS committed to providing all elementary and middle school teachers with support for and expectations of teaching the reading curriculum with fidelity, which, in turn, should lead to improved student reading skills and scores across the grades over time.

- ◆ **Action Step 3.6 a. ELA curriculum, K-5:** Evaluate, select, and purchase a K-5 literacy curriculum aligned to the *science of reading*, which focuses on the teaching and learning of five reading foundational skills: phonics, phonemic awareness, fluency, vocabulary and comprehension.

Progress Toward Goal: Completed SY 2022-23

- ◆ **Action Step 3.6.b ELA Curriculum K-5:** Implement the district-wide philosophy and the five foundational reading skills as presented in the *Core Knowledge Language Arts (CKLA)* reading curriculum with fidelity, and as based on the science of reading and provide on-going teacher professional training supports.

Progress Toward Goal: On Track

Evidence of Progress: K-5 teachers continued full implementation of the *CKLA* curriculum for the second year. Teachers noted that students responded well, showing increased interest and engagement in stories and readings compared to the previous curriculum. Furthermore, MCS used the Primary Spelling Inventory (PSI) for students in grades K-3 and the Elementary Spelling Inventory and Upper Spelling Inventory (USI) for intermediate grades, along with SPIRE, an OG-based resource for teachers working with students in Tier 2 and Tier 3. MCS also implemented the Heggerty Bridge writing program in grades K-3, which combines grammar concepts with the writing process through the I do; We do; You do approach. Teachers and principals received training from both MCS and Marian’s literacy cadre, supporting instructional practices aligned with the science of reading. Additionally, the director of elementary, principals, and master teachers regularly conducted classroom learning walks to ensure



proper implementation of the reading curriculum and the science of reading. Teachers are working toward earning their early literacy endorsement, which requires completing 80 hours of evidence-based professional development aligned with the science of reading and passing the Praxis: Foundational Reading test, as mandated by state law.

- ◆ **Action Step 3.6 c ELA Assessments, K-5:** Identify student needs, followed by determination of appropriate instructional practices based on formative reading assessments with professional development and support provided.

Evidence of Progress: Continued use of i-Ready. In SY 2024-25, K-2 teachers continued to use *i-Ready* as a formative reading assessment and administered it three times (BOY, MOY, and EOY) during the year to identify student skills and learning gaps followed by reteaching or remediation of specific skills, as needed. Grade 3 teachers utilized it at the beginning of the year (BOY) as a benchmark. The Director of Elementary and school leaders met bimonthly, focusing on their role in leading the reading initiative and analyzing data, and master teachers provided professional development to the teachers bimonthly concerning the formative assessment cycle.

New use of IXL in grades 3-5. Teachers used IXL as a diagnostic tool to determine each student's current reading level and assign a diagnostic score. The assessment identifies skill levels across key reading areas, such as main idea, inference, vocabulary, and text structure. It updates continuously as students use the program—it is not a one-time test.

DIBELS K-2. Teachers used *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) in grades K, 1, and 2. *DIBELS* is widely used across the country as a valid and reliable measure. The results of the twice-yearly assessments provide teachers with detailed information on each student's reading strengths and areas needing improvement, along with specific weekly lessons for teachers to implement. Elementary teachers reported that these lessons aligned well with students' learning gaps, enabling more targeted interventions.

ILEARN Checkpoints formative assessment. MCS responded to IDOE's request in SY 2023-24 for districts to pilot its new formative reading (and math) assessment next year and implemented it in 24-25. The new assessment, *ILEARN Checkpoints*, for grades 3-5, is based on the state's annual summative assessment *ILEARN*:

The [new] assessment plan includes what state education officials call “flexible checkpoints” for schools to administer ILEARN preparation tests...before the typical end-of-year summative tests...The exams are designed to be administered to students about every three months.¹

Teachers used the IXL program to remediate student learning gaps identified by the ILEARN Checkpoints.



Strategy 3.7. Develop and implement with fidelity grades 6-8 core literacy (English language arts) curriculum with best practices instruction and valid and reliable assessments.

- ◆ **Action Step 3.7 a. ELA instruction, middle school:** Increase teachers' knowledge and skills of the teaching and learning of literacy through (a) professional learning opportunities and (b) school-based master and mentor teachers.

Progress Toward Goal: On Track

Evidence of Progress: In SY 2024-25, MCS purchased the *Core Knowledge Language Arts (CKLA)* reading curriculum for grades 6-8. Professional development was provided to middle school ELA teachers to help them understand and teach *CKLA*, which is designed to systematically and coherently build students' literacy knowledge and skills, focusing on vocabulary, grammar, spelling, and writing, as well as the parallel development of content knowledge.

The Ball State PDS liaison continued to support teachers during weekly professional development time at the building level.

- ◆ **Action Step 3.7 b. ELA assessment, middle school:** Use an ELA formative assessment for middle school students, with teachers routinely analyzing data to identify student strengths and weaknesses and applying that information to plan and carry out the best instructional practices for addressing learning gaps.

Progress Toward Goal: Early Stages

Evidence of Progress: In SY 2024-25, middle school teachers used IXL to gain insight into students' reading abilities through an adaptive diagnostic tool. This assessment provides an up-to-date snapshot of each learner's reading proficiency by evaluating their performance across key areas such as vocabulary, main idea, inference, and text structure. Unlike a traditional one-time test, the diagnostic adjusts and refines its results over time, offering ongoing feedback as students continue to engage with the platform.

Middle School teachers also used *ILEARN Checkpoints*, for grades 6-8, is based on the state's annual summative assessment *ILEARN*. The exams are administered about every three months. Teachers used the IXL program to remediate student learning gaps identified by the *ILEARN Checkpoints*.

B-2. MATHEMATICS

Strategy 3.8. Develop and implement with fidelity the K-5 mathematics core curriculum with best practices instruction and valid and reliable assessments.

Rationale: Along with English language arts, mathematics is a fundamental content area that all students need to master to succeed in school and be well-prepared for college and careers. To improve student understanding in math, MCS will select a rigorous curriculum and materials, ensure teachers use research-based teaching practices, and utilize formative assessments to gauge student learning, growth, and areas needing improvement.



- ◆ **Action Step 3.8 a. Math curriculum, K-5:** Adopt a mathematics curriculum that aligns to Indiana Academic Standards and indicates ILEARN Blueprints and create a district-wide curriculum map.

Progress Toward Goal: Completed SY 2022-23

- ◆ **Action Step 3.8 b. Math instruction, K-5:** Increase teacher and administrator knowledge of and skills in teaching mathematics through professional learning opportunities provided by the MCS school-based mentor and master teachers.

Progress Toward Goal: Early Stages

Evidence of Progress: During SY 2024-25, the Director of Elementary revised the classroom schedules to increase math instructional time to occur at the same time across all schools. In addition, IXL, an online personalized learning platform to support skill development, provided in-person professional development with the master teachers.

- ◆ **Action Step 3.8 c. Math assessments, K-3:** Analyze the results of the K-5 mathematics formative assessment, then have teachers implement changes in instruction and content based on the data showing students' mathematics learning gaps, with support from the mentor and master teachers.

Evidence of Progress: In SY 2024-25, MCS continued using *i-Ready* as the formative assessment in K-3 classrooms for mathematics. MCS school-based mentor and master teachers conducted training on administering the assessments and analyzing the results for teacher planning. Similar to literacy, MCS became an early adopter of the *LEARN Checkpoints* in grades 3-5, as IDOE selected the district to pilot the math formative assessments in SY 2024-25 and utilized IXL diagnostic assessment for math. Dr. Cassidy, from BSU, analyzes and provides a report based on the assessments designed to support learners in their areas of need.

Strategy 3.9 Develop and implement with fidelity the middle school core mathematics curriculum with best practices instruction and valid and reliable assessments.

Rationale: Along with English language arts, mathematics is a foundational content area crucial for future college and career success. To improve student learning in math, MCS will select a rigorous curriculum and materials; ensure teachers use research-based practices for teaching math; and utilize formative assessments to identify student learning needs.

- ◆ **Action Step 3.9 a. Math curriculum, middle school:** Adopt a mathematics curriculum that is aligned to Indiana Academic Standards with indication of the ILEARN Blueprints and create a district-wide curriculum map.

Progress Toward Goal: Completed SY 2022-23

- ◆ **Action Step 3.9 b. Math instruction, middle school:** Increase teacher and administrator knowledge of and skills in teaching and learning mathematics through professional learning opportunities.

Progress Toward Goal: On Track

Evidence of Progress: During SY 2024-25, MCS continued to utilize the BSU PDS math liaison and the MCS master teachers to support middle school math teachers on implementing effective instructional strategies. The mentor teachers field-tested specific strategies and shared the results during the ILTs/cluster meetings. The classroom math teachers then duplicated the strategies in lessons and shared



the outcomes in the ILTs meetings and with math department and middle school staff members. The secondary principals ensured math teachers implemented the math instructional calendar with consistency across the school.

- ◆ **Action Step 3.9 c. Middle school math assessments:** Review the results of grades 6-8 formative assessments, then have teachers adjust instruction and content based on the data about students' learning gaps.

Progress Toward Goal: Early Stages

Evidence of Progress: For SY 2024-25, MCS 6-8 grade math teachers continued to use the monthly *Reveal Math™* module assessments to evaluate student performance on high-priority standards and mastery of the curriculum. The master teacher and BSU PDS Liaison guided teachers in utilizing the monthly *Reveal Math™* module assessments to assess student growth on key standards and curriculum mastery for planning and instruction. Standard grading processes were revised, with assessments accounting for 20 percent of the grade. Common methods for measuring student mastery were developed and implemented. Professional development on data interpretation led by the MCS director of secondary instruction, the instructional leadership teams, the BSU PDS Liaison, and the new math coach, provided by the Cradle to Career Muncie middle grade Collaborate Action Network (CAN), enhanced teacher understanding.

As with elementary school math, MCS middle schools implemented Indiana's *ILEARN Checkpoints* as a pilot district for the twice-yearly math formative assessment in SY 2024-25 and IXL diagnostic assessments.

Strategy 3.10 Develop and implement with fidelity the high school core mathematics curriculum with best practices instruction and valid and reliable assessments.

Action Step 3.10 a. Math curriculum, high school: Develop a district-wide mathematics curriculum map for high school, aligned to Indiana Academic Standards.

Progress Toward Goal: *Completed, SY 2023-24

***Completion Note:** MCS reached an important milestone in SY 2023-24 by completing the curriculum map for the Algebra course. The map is based on the SY 2022-23 adopted Algebra textbook and shows its alignment with the new Indiana State Math Standards. To help students and families better understand the Algebra content and curriculum, MCS staff developed a simplified curriculum map for distribution and explanation. Throughout the year, math teachers continued updating the curriculum map to incorporate the new IDOE Mathematics Standards during department meetings.

- ◆ **Action Step 3.10 b. Math instruction, high school:** Increase teacher and administrator knowledge of and skills in teaching and learning mathematics through PLTs/cluster meetings led by school-based master and mentor teachers.

Progress Toward Goal: Early Stages

Evidence of Progress: To support high school math teachers, the MCS master teachers conducted observations and led discussions on best instructional practices during the schools' PLC/cluster meetings. The math teachers introduced students to the Khan Academy website as a resource for juniors, preparing for the SATs, and to assist students learning Algebra.



B-3. SOCIAL STUDIES

Strategy 3.11. Generate curriculum and teaching methods that promote history through multiple perspectives, promote civic engagement, and honor and represent the diversity and the cultures of the learners.

- ◆ **Action Step 3.11** Ensure curricula and resources represent the history, culture, and experiences of the learners to encourage growth and understanding about self and others.

Progress Toward Goal: On Track

Evidence of Progress: Ball State engaged with MCS during SY 2024-25 to enhance student and teacher civic awareness and education through a grant the university received. The grant, *Civic Renewal through Education for Agency, Tolerance and Engagement (CREATE)*, allowed opportunities such as additional Curricular resources for 6th-grade teachers aligned with the MCS civics curriculum map; student field trips to local, state, and national government facilities and historical sites; and monthly professional development for teachers. In 2024-25, Ball State offered opportunities for MCS students and teachers across elementary, middle, and high school levels related to civics education, including field trips to the Indiana Statehouse and meetings with legislators.

C. SCIENCE, TECHNOLOGY, ENGINEERING, FINE ARTS, MATH (STEAM, K-12)

Rationale: “STEAM” is a commonly used acronym for five connected areas of study: science, technology, engineering, the arts, and mathematics. These fields of study share theories and practices to guide student inquiry, dialogue, and critical thinking. Jobs worldwide now often require STEAM skills as a basis for employment. As MCS prepares learners for the future, the district accepts its responsibility to provide students with STEAM-based thinking, skills, and experiences.

Strategy 3.12. Ensure high-quality science, technology, engineering, arts, and math (STEAM) education.

- ◆ **Action Step 3.12 a.** For science, review and align the middle school curriculum to the state standards and ensure that teaching is “hands-on” and adheres to evidence-based best instructional practices.

Progress Toward Goal: On Track

Evidence of Progress: With the adoption and purchase of a new middle school science curriculum, *Inspire Science*, in 2022-23, MCS continues to give teachers dedicated time during early release to collaborate on planning and instruction, led by the Director of Secondary. MCS secondary teachers continue to work with the Indiana Department of Education to interpret the math standards and apply their intended rigor through effective instructional practices. The master teachers and building principal maintain oversight of the weekly science lab activities.

- ◆ **Action Step 3.12 b-1.** For STEAM, increase teacher expertise by providing training for at least two middle school PLTW teachers to lead Innovators and Makers, App Creators, and Medical Detective courses.

Progress Toward Goal: Completed SY 2022-23



- ◆ **Action Step 3.12 b-2.** For STEAM, increase teacher expertise by providing training for at least two high school PLTW teachers to lead two courses: Engineering and Computer Science.

Progress Toward Goal: Completed SY 2022-23

- ◆ **Action Step 3.12 b-3.** For STEAM, increase teacher expertise by training additional PLTW elementary teachers to model the implementation of PLTW lessons with classroom teachers assisting.

Progress Toward Goal: On Track

Evidence of Progress: A dedicated PLTW lead teacher now serves in each elementary school to coordinate the use of the modules, co-teach the modules with classroom teachers, and guide teachers in implementing the PLTW module schedule. As they are certified to conduct teacher training, the PLTW lead teachers provided professional development for new K-5 teachers this school year. On early release days, the master PLTW lead teacher offered PD to the other five PLTW teachers on implementing hands-on instructional strategies for PLTW. In 2024-25, PLTW lead teachers met as a cohort to improve the consistency of their module instruction and to share best practices for PLTW lessons. Additionally, a calendar was created to better align PLTW modules with the reading curriculum, *CKLA*, in both lessons and topics, developed by the PLTW master teacher and school-based master teachers. Schools may choose one module, but the remaining modules are consistently taught across elementary schools.

- ◆ **Action Step 3.12 b-4.** For STEAM, increase teacher expertise by providing training using an internal train-the-trainers model in all schools with the MCS lead PLTW teachers conducting the training.

Progress Toward Goal: On Track

Evidence of Progress: Previously, six PLTW lead teachers completed training to become certified as PLTW Lead Launch teachers. With their certification to provide professional development, these teachers began training new hires and continued supporting current teachers.

- ◆ **Action Step 3.12 c.** For art and music, increase the level of teacher expertise by (a) hiring licensed teachers for all elementary schools, with preference to music teachers with instrumental experience; (b) providing collaboration time for teachers to meet across schools to plan and learn; and (c) utilizing mentor teachers in elementary schools to provide professional learning opportunities and coaching.

Progress Toward Goal: Completed, SY 2022-23

Strategy 3.13. Extend students' STEAM learning opportunities and increase the number of students enrolling in classes and courses.

- ◆ **Action Step 3.13 a.** For STEAM, implement additional, specific career path courses for the middle schools: Innovators and Makers, App Creators, and Medical Detectives; and at the high school: Engineering and Computer Science.

Progress Toward Goal: On Track

Evidence of Progress #1, Middle School: In SY 2024-25, MCS continued to require all in-person middle school students to complete three STEAM-related courses during 6th, 7th, and 8th grades — Innovators and Makers, App Creators, and Medical Detectives. By completing these courses, MCS expected that



students’ interest in enrolling in high school STEAM classes would grow. There was a focus on designing middle school schedules that allowed all students to complete these courses, led by the secondary director and middle school principals.

Table 3.3. PLTW Student Enrollment: Northside and Southside Middle Schools

PLTW Courses	2019 - 20	2020 - 21	2021-22	2022-23	2023-24	2024-25
6th - App Creators	85	215	364	322	233	249
7th - Innovators & Makers	181	257	262	317	217	207
8th - Medical Detectives	128	249	290	281	277	155
6-8th - Design & Modeling and Green Architecture	--	--	--	--	290	267
6-8th - Robotics (not a PLTW class)	--	--	--	--	278	236
Total	394	721	916	920	1,295	1114

Evidence of Progress #2, High School: In SY 2024-25, MCS aimed to offer PLTW courses for high school students to prepare them for college and careers. A new, full-time PLTW teacher was hired at Central. MCS integrated computer science into the Freshman Seminar class to meet the requirement of HEA 1243. (Table 3.4).

Table 3.4. PLTW Student Enrollment: Muncie Central High School

PLTW Course	2019 - 20	2020 – 21	2021-22	2022-23	2023-24	2024-25
Biomedical	25	30	32	¹	²	0
Engineering & Design	26	28	54	76	61	97
Computer Science	--	32	125	160	94 ²	45
Total Enrollment	51	90	211	236	155	142

¹Offered but not enough students enrolled to sustain a class.

²Offered only first semester, not second.

- ◆ **Action Step 3.13 b.** Extend interest in K-5 music and art by: (a) introducing band instruments and classes in all elementary schools in Grade 5; (b) extending the partnership with BSU School of Music for courses and practicums; and (c) organizing external performances and showings.

Progress Toward Goal - Music: On Track

Evidence of Progress Music Education: Band-a-Rama was held on May 13 to bring awareness of the elementary school band.

To provide for professional development, music teachers met on early-release days and at the MCS Educational Summit. Led by the mentor music teacher, the cohort focused on learning, sharing, and reaching agreements in curricula and instruction.

Progress Toward Goal - Art: On Track



Evidence of Progress Art Education: Art teachers formed a cohort and met during early-release days and at the MCS Educational Summit. Led by the mentor art teacher, the cohort focused on their curriculum and instruction. The art teachers organized a district-wide, pre-K-12 art show for the community in spring.

D. LEARNING SPANISH AND ENGLISH AS NEW LANGUAGES

Overview. MCS recognizes the importance of children learning multiple languages – and believes the sooner, the better. The language programs at MCS provide students with educational experiences that prepare them for future academic and life success in a diverse, multilingual world. MCS’ Dual Language English/Spanish Immersion Program and the English Language Learner Program give non-native speakers of English and Spanish the chance to learn those languages. MCS offers two supports for English language learners: (a) the MCS Newcomer Program, which serves as an entry point into the American public school system, and (b) the MCS Welcome Center, which acts as a gateway for parents and other family members for student enrollment, assessment, and support.

Strategy 3.14: Extend opportunities for learners to obtain dual language proficiency in Spanish and English through the *Dual Language Immersion Program*.

- ◆ **Action Step 3.14.** Determine and provide curricula, space, materials, and staffing to extend the *Dual Language Immersion Program* classrooms beyond the original K-2 grade levels at West View Elementary School by one additional grade level each academic year: SY 2020-21 Grade 3; SY 2021-22 Grade 4; SY 2022-23 Grade 5; and at Northside Middle School, SY 2023-24 Grade 6; 2024-25 Grade 7 and 2025-26 Grade 8.

Progress Toward Goal: On Track

Evidence of Progress: In SY 2024-25, the MCS Spanish Dual Language Immersion Program (DLI) expanded to 7th grade at Northside Middle School. Students took two or three academic courses in Spanish and English with their cohort peers, along with other academic courses in English with their grade-level peers. Professional development for middle school dual language immersion teachers to improve their understanding and consistent implementation of best practices for language learners occurred throughout the year. Planning also took place for the 2025-26 8th grade DLI cohort to start.

Strategy 3.15 Develop and implement with fidelity dual-language English-Spanish curricula across the content areas; utilize evidence-based instructional strategies for language and learning; and implement formative and summative assessments to determine student areas of growth and need.

- ◆ **Action Step 3.15 a. Curriculum:** Select, adopt, and implement learner-centered dual language curricula for core subjects: English language arts; Spanish language arts; Spanish mathematics; and Project Lead the Way (Spanish version).

Progress Toward Goal: On Track

Evidence of Progress: MCS addressed the DLI program curricula by providing DLI teachers with training in the literacy curriculum, *CKLA*, as provided by the publisher, *Amplify*. Regular PLC/cluster meetings focusing on SOR curriculum implementation were held by the Coordinator of English Learners with



support from the middle school master teachers. The DLI program changed its approach and used both English and Spanish during explicit teacher instruction of mathematics.

- ◆ **Action Step 3.15 b. Instruction:** Implement best instructional practices for (a) language development and acquisition and (b) the content areas, for dual language learners.

Progress Toward Goal: On Track

Evidence of Progress: Using evidence-based best instructional practices in all classrooms is a requirement MCS expects of all teachers, including DLI teachers. To achieve this, MCS provided DLI teachers with observations and coaching on their classroom instructional practices to support ongoing improvement.

- ◆ **Action Step 3.15 c. Assessment:** Utilize three formative assessments and one summative assessment to routinely evaluate student ability in Spanish language arts, English language arts and mathematics.

Progress Toward Goal: On Track

Evidence of Progress: In SY 2024-25, MCS implemented the *ILEARN Checkpoints* formative assessment in DLI classrooms and provided training for teachers and administrators to analyze data results. DLI classrooms continued using *i-Ready* in Grades K-3 and *DIBELS* in grades K-5 as formative assessments. During the PLCs and cluster meetings, training was provided to DLI teachers on analyzing assessment data to identify student strengths and gaps, followed by planning and implementing relevant instructional practices and lessons.

- ◆ **Action Step 3.15 d.** Establish a student learning community that values multicultural engagement.

Progress Toward Goal: Early Stages

Evidence of Progress: To create opportunities for international and multicultural student and family engagement, MCS entered into an agreement with Ball State to use a cricket field. Additionally, it was the second year for the Cultural Fair, which was held in the student center at Central. Many students and their families crafted displays about their home countries.

Strategy 3.16: Ensure opportunities for learners of English to obtain English language proficiency through a variety of supports, leading to school and life success.

Action Step 3.16 a. Ensure middle and high school students that are English learners receive support linguistically, culturally, emotionally, and academically to transition to MCS and the United States.

Progress Toward Goal: On Track

Evidence of Progress: English learners arrive in Muncie from a variety of countries and cultures and with a continuum of prior school experiences – from none to extensive. Girls may have less prior schooling than boys. And many come with painful memories of war, famine, and loss of family members. MCS established several supports for middle and high school English learners including those identified as “Students with Limited or Interrupted Formal Education” and/or SLIFE.

Established three years ago, the MCS Global Academy (newcomer program) continues to serve English learners that are recent immigrants, refugees and/or SLIFE. The full-day program in a self-contained



classroom allowed students in SY 2024-25 to move into general education classes at their own pace with the goal of increasing the number of hours each week in those classrooms. The MCS Global Academy received high marks from the Indiana Department of Education.

MCS continues to hire and utilize classroom teachers who are either fluent in other languages or hold their English language learning (EL) endorsement.

- ◆ **Action Step 3.16 b.** Establish appropriate English language curricula and best instructional practices for English learners.

Progress Toward Goal: On Track

Evidence of Progress: Like many school districts across the U.S., MCS continues to see significant increases in the number of students enrolled as English language learners. Evidence includes the fact that MCS students currently represent 30 language groups. This is reflected in the number of students enrolled in the English language learner (EL) program at 199. MCS currently uses a “push-in/pull-out” program with EL students receiving varying levels of teacher support depending on their needs and teacher availability.

Teachers of ELs used the same district-adopted reading curriculum as other K-8 classrooms, *CKLA*. For English language arts/reading at the secondary level, teachers of English learners also used National Geographic’s *Perspectives* for students approaching English proficiency and National Geographic’s *Global Issues* for those with the highest levels of English proficiency.

During the 24-25 school year, the English Learners Director provided professional development for all K-7 teachers on the processes of language acquisition for English learners and the best instructional practices for teaching these students. Additionally, she trained master teachers on differentiating instruction for English learners in the regular classroom.

E. PHYSICAL AND NUTRITIONAL HEALTH

Strategy 3.17. Improve K-5 learners’ nutritional and physical health through physical education classes and extended opportunities for Grades K-5.

- ◆ **Action Step 3.17 a.** Utilize the district-wide physical education mentor teacher to provide professional learning, mentoring, and coaching to physical education teachers.

Progress Toward Goal: Completed

- ◆ **Action Step 3.17 b.** Develop the In-School Physical Activity Program with BSU and IU Health Ball Memorial Hospital to improve MCS students’ physical health with BSU students creating and implementing age-appropriate physical health activities in the elementary schools.

Progress Toward Goal: Completed



Strategy 3.18 Improve learners’ nutritional health through extended opportunities for families of students in Grades K-5.

- ◆ **Action Step 3.18 a.** Develop the In-School Nutritional Program to improve learners’ health in partnership with Ball State, including age-appropriate, nutritional educational lessons integrated into the curricula.

Progress Toward Goal: Completed

Strategy 3.19 Improve the health of community members through physical and nutritional health opportunities for families of students.

- ◆ **Action Step 3.19 a.** Design and implement an After School/Evening Community Physical Health Program in partnership with Ball State and in collaboration with school principals, community stakeholders, and neighborhood associations.

Progress Toward Goal: Completed

- ◆ **Action Step 3.19 b.** Determine the specific and unique needs of the community in the target locale in partnership with Ball State and in collaboration with school principals, community stakeholders, and neighborhood associations.

Progress Toward Goal: Completed

- **Action Step 3.19 c.** Develop and launch an after-school and evening program through the Healthy Lifestyle Center, based on identified needs, to promote healthy lifestyle choices.

Progress Toward Goal: Completed

F. PREPARING FOR COLLEGE AND CAREERS

Rationale: For all learners to succeed, in both school and life, MCS offers a broad array of opportunities for students to achieve academically and to gain the skills needed to pursue college and careers.

Strategy 3.20 Increase the number of learners that enroll in the Indiana 21st Century Scholars program to improve the number of MCS graduates that attend college or university.

- ◆ **Action Step 3.20.** Increase the number of learners that enroll in the Indiana 21st Century Scholars program to improve the number of MCS graduates that attend college or university.

Progress Toward Goal: On Track

Evidence of Progress: Indiana’s 21st Century Scholars program provides income-eligible students with up to four years of undergraduate tuition at participating Indiana colleges and universities. Starting in 2023-24, the State of Indiana automatically enrolled income-eligible 8th-grade students into the program. With this transition, IDOE noted that errors occurred because not all student information was



transferred. Project Leadership staff collaborated with IDOE to improve the percentage of identified MCS students, resulting in 78 percent of eligible students at Northside and 84 percent at Southside entered the state’s 21st Century Scholars database. The staff continued their efforts in SY 2024-25 to ensure the enrollment of 100 percent of eligible students. Project Leadership remains committed to supporting high school students in meeting the various requirements to remain eligible for the Indiana 21st Century Scholars program.

Strategy 3.21 Establish career exploration opportunities for high school students.

- ◆ **Action Step 3.21** For Grades 9–12, MCS will discuss Graduation Pathway diploma plans with high school students during advisory period with classroom teachers.

Progress Toward Goal: On Track.

Evidence of Progress: Project Leadership assigns career coaches at Muncie Central High School to serve as the main point of contact and oversee the career curriculum and experiences for students in grades 9-12.

The curriculum includes students (a) completing the district-adopted aptitude and career guidance assessment, *YouScience*, during their freshman year, and (b) individually developing a *Career Action Plan* (CAP) with students during their junior year. The number of students participating in work-based experiences mirrored the number from the previous year.

Strategy 3.22 Extend current and create new courses to build Grades 1-12 learners’ awareness and interest in high-demand jobs.

- ◆ **Action Step 3.22 a.** For Grade 7, provide a new course—*Business and Information Technology*—to develop learner skills in career planning; basic business, personal fiscal responsibility; and using technology as a tool with student enrollment increasing over time.

Progress Toward Goal: Completed

- ◆ **Action Step 3.22 b.** For Grade 8, provide a new course—*Preparing for College and Careers*—focusing on career options and college planning, with course enrollment to increase over time.

Progress Toward Goal: On Track

Evidence of Progress: MCS 8th grade students completed the *Preparing for College and Careers* course in SY 2023-24. In the course, students learned about the 16 career clusters, participated in a field trip to Ball State to experience campus life, attended the local career fair at the Horizon Convention Center, and served as community volunteers. Additionally, MCS redesigned the course to better align with student interests and needs, resulting in improved enrollment and completion rates in SY 2023-24 (Table 3.8).

The master schedule was designed so that most 8th grade students could enroll in *Preparing for College and Careers*. *Preparing for College and Careers* was offered in 7th grade for students planning to take Spanish in 8th grade, to resolve the current scheduling conflict.



Table 3.8. Preparing for College and Careers: Enrollment and Completion Rates—8th Grade

	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment	95	213	146	235	323
Completion Rate*	87%	70%*	40%	67%	70%

- ◆ **Action Step 3.22 c.** For grades 11-12, establish new Career and Technical Education (CTE) pathways that offer college credits through partnerships with colleges and universities and that provide work-based learning experiences through local business partners.

Progress Toward Goal: On Track

Evidence of Progress: In SY 2024-25, MCS offered two CTE pathways: (a) the Purdue Engineering Program with students earning college credits through Purdue University’s Polytechnic Anderson campus, which continued to be offered at Muncie Central High School, and (b) the new Industrial Maintenance: Electrical program at the Muncie Area Career Center (MACC). Through these pathways, students (a) gained exposure to 21st-century manufacturing technologies and conceptual frameworks valued in modern engineering and manufacturing workplaces, and (b) earned college credits to support their post-secondary educational goals (Table 3.9). MCS partnered with Ivy Tech, which will teach Advanced Manufacturing in 2025-26 with dual credit available for the coursework.

Table 3.9. MACC CTE Pathways for Grades 11-12: Automation & Robotics, Engineering & Technology, and Industrial Maintenance

CTE Pathway	Course	Student	2020-21	2021-22	2022-23	2023-24	2024-25
Automation & Robotics	Industrial Automation & Robotics	Enrollment	25	21	(not offered)	----	----
		Completion rate	73%	100%	----	----	----
Engineering & Technology	Advanced Career & Technology Education	Enrollment	14	20	5	7	16
		Completion rate	71%	100%	100%	100%	100%
Industrial Maintenance: Electrical	Principles of Advanced Manufacturing	Enrollment	*	*	*	5	5
		Completion rate	*	*	*	60%	100%
	Advanced Manufacturing Technologies	Enrollment	*	*	*	5	5
		Completion rate	*	*	*	60%	100%
	Industrial Maintenance: Electrical	Enrollment	*	*	*	5	5
		Completion rate	*	*	*	60%	100%

* Initially introduced in SY 2023-24

- ◆ **Action Step 3.22 d.** For Grades 11-12, establish a variety of CTE courses with credit alignment and leading to certification, based on student interest and needs and local employer projected needs for employees.

Progress Toward Goal: On Track

Evidence of Progress: MCS continued to realize increased growth in its catalog of dual credit and dual enrollment CTE courses in SY 2024-25. The courses, available to students at the high school and the



career center, provide college credit and help students meet Graduation Pathways requirements while completing the Early College Elective courses.

Additionally, some courses allowed students to earn short-term post-secondary certificates, such as the Automotive Maintenance and Light Repair Certificate, the Health Science Certified Nursing Assistant Certificate, the Construction Electrical Specialist, and the Construction Carpentry Specialist. Completing the program may lead students to receive a post-secondary Technical Certificate in a CTE program after taking one or two additional courses. MCS introduced new dual credit courses in Digital Design, Fire and Rescue, Software Development, HVAC, and Welding.

Table 3.10. Dual Credit and Dual Enrollment CTE Courses Offered

Courses Offered	2020-21	2021-22	2022-23	2023-24	2024-25
Number	33	52	56	65	85

Table 3.11. Enrollment in Post-Secondary Certificates

Certificates	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Automotive: Maintenance & Light Repair	---	33	33	36	32	26
Automotive Service Technology (new in 2024)						12
Health Science: Certified Nursing Assistant	27	31	25	35	44	35
Dementia Care (new in 2024)						35
CCMA (new in 2024)						7
Welding: Structural Welding	8	12	16	12	16	17
Carpentry Specialist (new in 2024)						10
Construction: Electrical Specialist	---	---	9	7	5	3
HVAC						5
Basic Emergency Medicine						12
Criminal Justice						6
Early Childhood Classroom						15
Total	35	76	83	90	97	183

- ◆ **Action Step 3.22 e-1.** For Grades 11–12: (a) establish nine new dual credit, CTE courses representing jobs in high demand careers: banking/finance, business, and health care and (b) expand three courses from Level 1 to Level 2, while continuing to increase enrollment in all courses.

Progress Toward Goal: On Track

Evidence of Progress: MCS implemented the state-required transition of CTE pathways courses from *Perkins V* to *Next Level Program of Study* (NLPS) and completed the transition to the NLPS course frameworks for the first- and second-level courses in its CTE Pathways. MCS continued and increased enrollment in the entry level class, “Exploring Education,” for grades 9 and 10 as an introduction to the



NLPS *Education Profession: Principles and Concentrator* classes. Further, MCS explored “Education Professions” as a pathway to be taught by high school dual credentialed teachers with Ivy Tech’s dual enrollment teachers and implemented it in 2024-25.

Table 3.12a. shows the past enrollment and completion rates using the *Perkins V* courses for the three school years from 2020-2023.

Table 3.12a. CTE *Perkins V* Courses: Enrollment and Completion Rates

CTE Level I, II Courses	2020-21				2021-22				2022-23			
	Level I		Level II		Level I		Level II		Level I		Level II	
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed
Human & Social Services	38	31	2	1	64	39	14	11	64	54	23	17
Education Professions	9	9	1	1	20	10	9	5	10	9	5	3
Nutrition Science Careers	10	5	6	4	17	7	3	3	52	42	6	5
Total	57	45	9	6	126	56	26	19	126	105	34	25

In SY 2023-24, with *NLPS* courses fully implemented, notable changes occurred from the *Perkins V* transition, as shown in Table 3.12b. Changes included (a) new titles for some courses, (b) two, new pathways: Business Administration and Hospitality and Tourism; and (c) new levels of coursework referred to as “Principles,” “Concentration A” and “Concentrator B.” Table 3.12b also shows the SY 2023-24 and 2024-25 enrollment and completion rates.

Table 3.12 b. *NLPS* Courses: Enrollment and Completion Rates

CTE Level I and II Courses	2023-24				2024-25					
	Principles		Concentrator A		Concentrator B		Concentrator A		Concentrator B	
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed
Human & Social Services	108	56	34	31	32	27	66	55	49	41
Education Professions	6	6	13	12	5	5*	7	7	7	7
Business Administration**	92	103	53	82	68	89	69	58	59	53
Hospitality & Tourism	241	233	90	81	8	11	130	108	31	29
Total	447	388	190	196	113	132	272	228	146	130

**Education Profession* coursework is not available for *NLPS* Concentrator B but is available through Ivy Tech Dual Enrollment option.

***Business Administration* coursework included students participating in the MCS Graduation Academy and the MCHS Pathways for Graduation.



Strategy 3.23 Increase job placement and employability skills and experiences for Grade 12 learners.

- ◆ **Action Step 3.23 a.** Develop learners’ skills in applying and interviewing for jobs through activities such as conducting online job searches, developing resumes and preparing for and completing job interviews with local employers.

Progress Toward Goal: On Track

Evidence of Progress: Opportunities for high school students to enhance their job placement and employability skills included (a) connecting with local employers through job shadowing and work-based learning internships; (b) engaging with area employees and employers about specific careers; and (c) participating in field trips to various work environments. This remains an area of focus, and further work is still needed.

Table 3.13. MCHS Students Participating in Opportunities to Increase Job Placement and Employability Skills

2023-24	2024-25
155	236

At the end of the school year, the MACC hosted its second annual “Signing Day” event to celebrate the post-graduation aspirations of its seniors. The MACC’s post-secondary partners — including employers, educational institutions, and armed forces representatives — attended as families and friends watched the students sign letters of commitment. These partners, supporting MCS students as they transition from high school and the career center to the next phase of their professional journey, included (a) educational institutions: Ball State, Ivy Tech, and Indiana University; (b) the military: the Marine Corps and the Air Force; and (c) several trade unions.

- ◆ **Action Step 3.23 b.** Extend Career and Technical Education (CTE) on-the-job experiences through embedded student internships during the capstone period which occurs in the second year of the CTE pathway program.

Progress Toward Goal: On Track

Evidence of Progress: Muncie Area Career Center (MACC) continued, in SY 2024-25, to provide many job-embedded learning experiences for CTE students through partnerships with local businesses and organizations. Furthermore, MCS contracted with a former superintendent who assists with work-based learning opportunities and provides relevant experience. New partnerships were formed with companies and organizations in the field of Digital Design, Automotive Technology, Welding, and Industrial Maintenance. MCS continues to collaborate with: (a) the Vice President of the Greater Muncie Chamber of Commerce, who serves as an intermediary to MCS; (b) Project Leadership; and (c) MCS career coaches and staff.



Table 3.13. CTE Number of MCAA and Central Student Internships

2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
142	125	167	195	198	211

Strategy 3.24 Strengthen opportunities for high school learners to earn college credits.

Rationale: The MCS Strategic Plan identifies multiple action steps to provide college acceleration opportunities, allowing learners to earn college credit while in high school, including through Advanced Placement courses (AP) and dual high school and college credit courses, and Early College High School.

- ◆ **Action Step 3.24 a.** Implement a plan to increase enrollment in and completion of advanced placement (AP) and dual credit courses.

Progress Toward Goal: On Track

Evidence of Progress: Advanced Placement (AP) courses, as created by the College Board, are college-level courses for high school students. MCHS teachers serve as course instructors with students taking a national exam at the end of the course. Students “pass” if they receive a three or higher on the exam, with the credits earned transferred to college.

Dual credit, also known as concurrent enrollment, is another option to earn college credits. Benefits to completing both dual credit and AP courses include saving time and money by completing college credits before entering college, improving students’ time management and study skills, and providing students with opportunities to act on future career and college goals. MCS partners with AP-TIP from Notre Dame and UCAN from the University of Indianapolis to provide student resources and strategies for success in AP and Early College programs. Table 3.14.a. shows the AP course exams taken and passed by MCHS students.

Table 3.14a. Advanced Placement Courses: MCHS Exams Taken and Passed

AP Exams	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Exams Taken	---	---	---	241	258	228
Exams Passed	151	127	101	122	140	134
Percentage of Exams Passes	---	---	---	51%	54%	59%

Table 3.15a. Early College High School: Enrollment by Ethnicity

Ethnicity	2018-19		2019-20		2020-21	
	Student Groups	Enrolled in Early College	Student Groups	Enrolled in Early College	Student Groups	Enrolled in Early College
Total	1,341	---	1,300	---	1,261	303
Black	24%	23%	24 %	15%	23%	15%
Hispanic	6%	7%	6%	4%	5%	3%
Multiracial	10%	10%	11%	10%	12%	12%
White	59%	60%	59%	70%	57%	69%



(Table 3.15a. *continued*)

Ethnicity	2021-22		2022-23		2023-24		2024-25	
	Student Groups	Enrolled in EC	Student Groups	Enrolled in EC	Student Groups	Enrolled in EC	Student Groups	Enrolled in EC
Total	1,300	301	1,258	278	1,310	316	1,347	316
Black	24%	16%	24%	16%	22%	16%	21%	16%
Hispanic	5%	5%	7%	5%	7%	6%	7%	6%
Multiracial	13%	10%	14%	13%	15%	17%	16%	17%
White	58%	69%	54%	64%	52%	59%	51%	59%

The Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis, granted the MCS Early College program a full endorsement with MCHS adhering to the Eight Early College Core Principles (<https://cell.uindy.edu/our-work/early-college-high-school/index.html>). The MCS Early College Program is highlighted among the 67 programs in the state.

- ◆ **Action Step 3.24 c.** Strengthen credits earned, tuition saved, and degrees earned through the Early College Program.

Progress Toward Goal: On Track

Evidence of Progress: Efforts continued in SY 2024-25 to increase the number of students and the number credits they earned through the Early College Program. In SY 2024-25, students earned 4,067 credits – 654 credits more than the prior year — with 31 students receiving associate degrees. These accomplishments led, in turn, to the highest savings accrued in projected future college tuition costs of \$813,400 (Table 3.16).

Table 3.16: EC Program: College Credits, Degrees Earned, and Tuition Savings

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Credits Earned	3,377	3,488	3,135	3,261	2,575	3,413	4,067
Tuition Saved	\$ 455,940	\$ 508,416	\$ 471,560	\$ 499,889	\$456,800	\$580,210	\$813,400
Indiana College Core (ICC) Degree	23	10	23	16	18	15	26
Associate degree*	23	28	17	27	21	40	31

*Associate degrees consist of 30 additional credits beyond the ICC degree



Strategy 3.25 Expand and strengthen college and career programs and increase students' knowledge about colleges and universities.

- ◆ **Action Step 3.25 a.** Align CTE Pathway Plans (course outlines) to (a) the Governor's Workforce Cabinet Course Standards; (b) the technical certification dual credit sequences; (c) industry certifications; and (d) embedded work-based learning recommendations – making edits and changes in the plans as needed.

Progress Toward Goal: On Track

Evidence of Progress: MACC officially adopted the Governor's Workforce Cabinet (GWC) *Next Level Programs of Study* (NLPS) course frameworks for all program in school year 2022-23, which served as a transition year for multiple courses. Since this time, MCS utilized NPLS as the single source of course outlines and standards for all CTE pathway plans.

- The adoption of the *NLPS* pathways allows MACC to provide more opportunities for students to earn dual credits and to obtain industry-recognized credentials – the centerpieces of the GWC initiative to improve CTE statewide. In 24-25, MCS continued to strengthen the alignment of the CTE pathway plans to (a) the Governor's Workforce Cabinet Course Standards; (b) the technical certification dual credit sequences; (c) industry certifications; and (d) work-based embedded learning recommendations. Additionally, MCS continues to provide courses and experiences for students to obtain short-term and technical certificates through Ivy Tech Community College and Vincennes University, with expanded opportunities to earn new certificates in Early Childhood Education, HVAC, Welding, and Criminal Justice.

- ◆ **Action Step 3.25 b.** Develop and implement the CTE Pathways Marketing Plan for Muncie area students and families to increase student awareness of local employers, jobs options and knowledge of CTE courses.

Progress Toward Goal: On Track

Evidence of Progress: MCS strives to ensure that our high school students receive the opportunities as described by the Governor's Workforce Cabinet. Thus, MCS continually reviews its catalog of courses and certifications to meet the evolving interests of students and address local employment needs. To increase student and family awareness of CTE, MCS continues to utilize videos and brochures as marketing tools, sharing them with middle school students and their families in a renewed effort to build career awareness among younger students. Further, MCS continues to implement the marketing campaign outlining the new Muncie Delaware Advanced Technologies Academy (MDATA).

- ◆ **Action Step 3.25 c.** Expand the capacity of the Graduation Academy and MCHS Online and other programs to help students recover credits and graduate on time.

Progress Toward Goal: On Track

Evidence of Progress: MCS provides several opportunities for students to obtain or recover high school credits needed to graduate through the MCHS Online Program and the Graduation Academy. Beginning in 2023-24, the district provided a new student opportunity through *The Crossings*, a non-profit, local entity. In partnership with MCS, *The Crossings* offered credit recovery and workplace learning in an offsite setting by providing academics, job training, and character education. This state-accredited site



employs certified teachers and professionals from a wide variety of backgrounds to support the learners. The results for SY 2024-25 included students earning 198 credits.

The MHS Online Program for Credit Recovery provides a second opportunity for students with results for student enrollment, credits received, and graduation earned shown in Table 3.17. SY 2024-25 resulted in an increase in both enrollment and completion rate.

Table 3.17: MCHS Online Program for Credit Recovery: Enrollment, Credits, and Graduation

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Students enrolled	84	101	179	82	91	113
Credits earned	282	467	894	426	627	801
# Graduated after program	17 (20%)	17 (20%)	29 (16%)	25 (30%)	29 (32%)	43 (38%)

A third opportunity, the Graduation Academy, provides for high school students to attend classes during the school day or during summer school. Students may concurrently enroll in new courses and pursue recovering prior course credits. Learner progress is closely monitored and celebrated. (Table 3.18).

Table 3.18: MCHS Graduation Academy for Credit Recovery: Enrollment, Credits, and Graduation

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Students enrolled	89	124	90	115	154	132
Credits earned	523	704	632	1,259	1,495	1,442
Graduates	27 (30%)	66 (53%)	33 (37%)	64 (57%)	66 (43%)	61 (46%)

- ◆ **Action Step 3.25 d.** Expand and strengthen programs for students to learn about and visit colleges and universities to increase the number of MCS graduates attending 4-year higher education institutions.

Progress Toward Goal: Early Stages

Evidence of Progress: To increase student understanding of the benefits of attending college, in SY 2024-25, MCS implemented several opportunities including more opportunities for MCHS students to be part of the BSU experience and a new direct admit process from MCHS to BSU for students holding the required GPA and being on track to achieve the Core 40.

G. EXTENDED OPPORTUNITIES FOR LEARNING

Strategy 3.26. Provide afterschool and summer programs to extend learners’ academic, social, emotional, and physical development, learning, and exploration.

- ◆ **Action Step 3.26 a.** Improve learners’ literacy, math and other academic skills and social, emotional, and physical development by providing extended opportunities, after school and during the summer.

Progress Toward Goal: On Track



Evidence of Progress: MCS and its partners continued to provide numerous student learning supports and enhancements in both the Afterschool and Summer Programs in SY 2024-25. Reflecting the Action Step, the programs support student learning in the areas of literacy, math, science and technology. Programs for high school students provided opportunities to add credits and courses through blended/online learning and MCS’ Push to Graduation.

The specific programs supporting the Action Step vary over time, as shown in Table 3.19 in response to student interests and needs and in the capacity of the district and community to meet the needs and interests. In responding to the importance of science of reading initiative, MCS continued the literacy camps.

Table 3.19. MCS Afterschool and Summer Student Opportunities: Enrollment

Extended Learning Opportunity	About/Focus Area	Attendance				
		2020-21	2021-22	2022-23	2023-24	2024-25
1. Grissom Gold (YMCA) Grades K-5; Summer	<ul style="list-style-type: none"> Literacy SEL 	55	43	50	40	73
2. Camp Adventure: Literacy and Science Grades 4, 5; Summer	<ul style="list-style-type: none"> Literacy, writing, math Outdoor activities 	45	44	64	80	102
3. Robotics Camp Grades 5-6; Summer	<ul style="list-style-type: none"> Skills for engineers, coders, programmers With <i>Lego Mindstorm</i> kits 	34	20	28	13	21
4. I-READ-3 Literacy Grade 3, Summer By invitation only	<ul style="list-style-type: none"> Personalized, targeted reading instruction Lessons specific to I-READ 	129	170	156	92	74
5. Refugee Enrichment Camp - Grades 6-12	<ul style="list-style-type: none"> English reading and math One-half day for 8 weeks 	---	45 K-5: 20 6-12: 25	30 K-5: 10 6-1: 20	7 K-5: 2 6-12: 5	40 K-8
6. Math Exploration (w/Ball State) Grades 4-9, Summer	<ul style="list-style-type: none"> Math through real-world explorations 	---	12	14	30	38
7. College & Career Club Grades 6-8, Summer	<ul style="list-style-type: none"> Projects by career clusters Business partners and Ball State visits 	--	--	--	11	NA
8. MCHS Blended/ Online Learning and PUSH to Graduation Grades 9-12; Summer	<ul style="list-style-type: none"> Advance in Graduation Pathways/course recovery Online or in-person learning 	241 (210 credits)	272 (225 credits)	237 (165 credits)	257 (250 credits)	116 (194 credits)
9. Marching Band Camp Grades 9-12, Summer	<ul style="list-style-type: none"> Prepare for band contests 	70	72	92	92	102
10. K-2 Literacy Camp	<ul style="list-style-type: none"> Science of Readings skills 	--	--	--	115	97
Total number of students involved in MS summer and afterschool opportunities		574	678	671	737	663



- ◆ **Action Step 3.26 b.** In partnership with others, improve learners’ literacy, math and other academic skills and social, emotional, and physical development by providing extended opportunities, during school, after school and during the summer.

Progress Toward Goal: On Track

Evidence of Progress 3.26 b1: MCS community partners offered extended summer learning opportunities in literacy, math, and science. (Table 3.20)

Table 3.20 MCS with Partners After School and Summer Student Opportunities: Enrollment

Extended Learning Opportunity	Partner	About/Focus Area	Attendance				
			2020-21	2021-22	2022-23	2023-24	2024-25
1. Longfellow MP3 Grades 1-5 Afterschool; Summer	Ball State	<ul style="list-style-type: none"> ○ Literacy & Math ○ Games and crafts 	67	57	66	75	63
2. Camp Adventure: Literacy and Science Grade 3; Summer	Ball State	<ul style="list-style-type: none"> ○ Reading, writing ○ Outdoor activities, e.g., archery, fishing 	44	69	76	57	74
3. Literacy Grades 1-8; Summer	Motivate Your Mind	<ul style="list-style-type: none"> ○ Academic success and leadership 	--	--	--	55	--
4. Youth Creative Writing - Grades 2-12	Ball State	<ul style="list-style-type: none"> ○ Creative writing workshop 	---	9	12	44	--
4. Youth Poetry Writing Grades 4-8	Ball State	<ul style="list-style-type: none"> ○ Explore language and words 	---	7	14	--	--
5. Weekend Writing Warriors - Grades 4-7	Ball State	<ul style="list-style-type: none"> ○ Writing workshop 	---	9	12	--	--
6. Girls’ STEM Camp Grades 6-8	Ball State	<ul style="list-style-type: none"> ○ STEM activities 	1	1	3	--	--
7. Summer Day Club Grades K-12	Boys & Girls Club	<ul style="list-style-type: none"> ○ Physical activities ○ Eating healthy 	88	215	140	125	104
8. Y Summer Day Camp Grades K-5	YMCA	<ul style="list-style-type: none"> ○ Physical activities ○ Eating healthy 	127	159	140	115	147
9. “Reading Futures” Grades 2, 3 By invitation only	Held at YMCA	<ul style="list-style-type: none"> ○ Intensive 55 mins. reading instruction, Science of Reading 	--	--	22	--	12
10. Ross Center Day Camp Grades K-6	Ross Center Staff	<ul style="list-style-type: none"> ○ Reading ○ Arts and physical activities 	---	---	83 WVE 21 SVE 23 NVE 29 EWA 10	83 WVE 21 SVE 23 NVE 29 EWA 10	--
Total number of students involved with MS partners in summer and afterschool opportunities			199	367	568	554	400



Evidence of Progress 3.26 b2 - High School Programs: GEAR-UP Partnership

SY 2024-25, GearUP provided services to 6th and 7th grade students and continued with their cohort at the high school. The aim of the grant is to increase the number of low-income students prepared to enter and succeed in postsecondary education. MCS is one of only ten GEAR-UP partner districts in the state with programs at the two middle schools and the high school.

Evidence of Progress 3.26 b3 - High School Programs: Project Leadership Partnership

Project Leadership, a 17-year community partner with MCS, provides an array of college and career readiness services for students. Focus services in SY 2024-25 included (a) career curriculum development at the middle and high school levels; (b) one-on-one career consultations with students; and (c) financial aid resources in the form of FAFSA, scholarship, and 21st Century Scholars advocacy.

Project Leadership's (PL) Career Advisory Period Curriculum. Muncie Central's advisory period teachers implemented PL's *Connect College and Career Curriculum* once a week.

One-on-one career consultations with students. Project Leadership staff members met individually Working with 8th grade students at the middle school to learn about their interests and help with planning their graduation pathway.

Financial aid resources. Project Leadership accepts the important role of providing students and their families with information about financial aid resources. Opportunities to learn in SY 2024-25 included:

- Grade 8
 - *ScholarTrack Labs* for student account creation and discussions about Scholar Success Program (SSP) activities.
 - *21st Century Scholar Program* for student enrollment, using the new state-wide process as discussed earlier.
- Grades 9 & 10
 - *Scholar Success Program Labs* for students to use Indiana's tool for logging into the required college and career readiness activities.
- Grade 12
 - *Scholarship Application Labs* for students to complete and submit the scholarship application for the Community Foundation of Muncie and Delaware County.
 - *Federal Student Aid (FSA) ID Lab* for students and their families to digitally complete and submit the required documents.
 - *FAFSA+ Services* for students to individually receive assistance in completing the application as the U.S. Department of Education instituted a new process and system this year.

Other Supports provided in SY 2024-25 by PL included:

- Grades 11 & 12
 - *Career Plan Consultations* for students to discuss their career pathways and to gather information concerning available work-based student experiences.
 - *Work-based Student Experiences* that align to student career interests and aptitudes and that provide opportunities for experiences at school, on-site job shadowing, and workplace



experiences/internships. PL career coaches conducted one-on-one career consultations with high school students. PL staff provided student connections to workplace experiences.

- In 12th grade
 - *College Application Lab* for students to receive assistance in navigating and completing college application forms.

Evidence of Progress 3.26 b4 - High School Programs: TeenWorks Leadership Partnership

TeenWorks Leadership partners with MCS to serve local youth by providing support towards college and career while also engaging students in serving their local community. The summer program employed students for 6 weeks, at 30 hours a week at a local non-profit. The students also attended weekly workshops to develop skills related to communication and presentations and being a valued employee. Other summer experiences included resume writing, mock interviews and attending a career fair.

The TeenWorks school-year program is an option for students in grades 10-12 and offers year-round employment and trainings. Employment is often “first job” positions in areas such as logistics and engineering with students assigned a Career Pathway Manager that, over time, becomes a trusted partner – an additional adult to provide support and guidance. Table 3.22 shows student participation rates in TeenWorks.

Table 3.22. TeenWorks Student Participation

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
--	56	73	98	103	69	79

Strategy 3.27 Provide transition opportunities for learners entering kindergarten and 6th and 9th grades.

- ◆ **Action Step 3.27.** Establish transitional experiences over multiple days for kindergarten, 6th grade, and 9th grade students as they enter new school levels/buildings.

Progress Towards Goal: On Track

Evidence of Progress: MCS continued guiding students through transition experiences for those entering 6th grade and 9th grade in SY 2024-25. At middle and high school levels, MCS partnered with Project Leadership to offer activities focused on building positive relationships and early planning for college and careers. MCS communicated about the transition event via mail, email, social media, and the automated call system. (Table 3.23)



Table 3.23. Student Participation in School-Level Transition Experiences

Transition Experience	School Levels	2020-21		2021-22	
		District Enroll.	Attended	District Enroll.	Attended
Blast Off for K	Elementary schools	380	113 - 30%	415	109 - 26%
Titan Camp	Northside: 5th into 6th	176	101 - 78%	213	100 - 47%
Panther Camp	Southside: 5th into 6th	159	69 - 61%	147	30 - 20%
Bearcat Camp	Central: 8th into 9th	366	109 - 43%	359	125 - 35%

Transition Experience	School Levels	2022-23		2023-24	
		District Enroll.	Attended	District Enroll.	Attended
Blast Off for K	Elementary schools	356	113 - 32%	352	132 - 38%
Titan Camp	Northside: 5th into 6th	220	116 - 58%	233	113 - 48%
Panther Camp	Southside: 5th into 6th	167	30 - 18%	171	24 - 14%
Bearcat Camp	Central: 8th into 9th	356	164 - 46%	372	178 - 48%

Transition Experience	School Levels	2024-25	
		District Enroll.	Attended
Blast Off for K	Elementary schools	--	--
Titan Camp	Northside: 5th into 6th	220	155 - 70%
Panther Camp	Southside: 5th into 6th	147	62 - 42%
Bearcat Camp	Central: 8th into 9th	359	154 - 43%

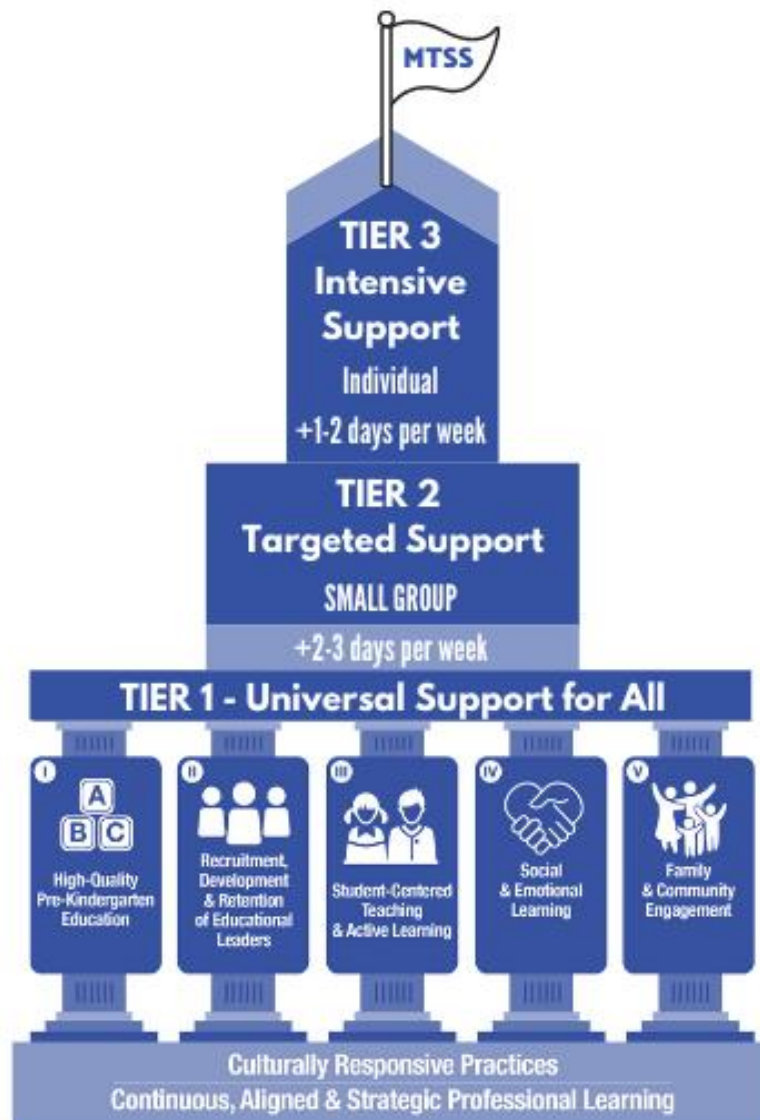


Pillar IV: Social and Emotional Learning

GOAL 4: Our educators will gain new understandings and practices to guide our learners in maturing towards appropriate social and emotional behaviors and attitudes in relating to self and others, in relationships, and in decision-making.

Rationale for Pillar and Goal. Ensuring students are socially and emotionally mature for their ages is key as MCS seeks to create safe and positive learning environments for all and to allow students to concentrate, engage in and enjoy learning. To support students in social and emotional development, MCS utilizes the Multi-Tiered Systems of Support (MTSS) on a district-wide level (Figure 4.1).

Figure 4.1: Multi-Tiered Systems of Support





Strategy 4.1 Establish and implement a district-wide framework and structures to serve students' academic, social, and emotional needs through the Multi-Tiered System of Support (MTSS).

- ◆ **Action Step 4.1 a.** Develop and implement the MCS philosophy regarding social and emotional development and classroom best practices, interventions and supports in collaboration with Ball State.

Progress Toward Goal: Completed 2024-25.

- ◆ **Action Step 4.1 b.** Align MCS policies, guidelines, and documents to the MCS MTSS philosophy of social and emotional development, reflective of the cultural diversity of MCS students.

Progress Toward Goal: Completed 2024-25 and Updated Annually

- ◆ **Action Step 4.1 c.** Determine and obtain the resources needed to fully implement MTSS in each school and to provide student supports through the MTSS tiers (e.g., hiring specialized staff, continuing staff training, obtaining adequate space and materials and creating appropriate daily schedules).

Progress Toward Goal: Completed 2024-25. Continuing to improve consistency with interventionists.

- ◆ **Action Step 4.1 d.** Select and obtain Pre-K–12 social and emotional learning curricula that correspond to MCS SEL Belief Statements, ensuring it is culturally responsive and developmentally appropriate for the learners.

Progress Toward Goal: Completed 2022-23. In 2024-25, DBT Skills Training curriculum was purchased for the YOC alternative program.

- ◆ **Action Step 4.1 e.** Implement multiple measures to identify students needing additional SEL support, including the *Student Risk Screening Scale* and teacher-referral forms.

Progress Toward Goal: Completed 2021-22. The counselors complete and analyze the data with their building teams each year.

- ◆ **Action Step 4.1 f.** Design and employ a districtwide MTSS adopted process of (a) identifying learners that need Tier II and III supports; (b) collecting student data; (c) making student referrals; (d) providing interventions; and (e) conducting progress monitoring as outlined in the MTSS Handbook.

Progress Toward Goal: Completed 2023-24*

***Completion Note:** The handbook is a living document to be updated/edited annually as needed per changes in state or federal law and/or to better meet the needs of MCS students.

- ◆ **Action Step 4.1 g.** Establish and utilize an effective MTSS Team at each school to (a) make data-based decisions using multiple measures of student data; (b) conduct progress monitoring of Tier II and III interventions and supports and (c) provide resources and supports for the teams to create continuity and consistency of MTSS implementation.

Progress Toward Goal: On Track



Evidence of Progress: In 2024-25, all school MTSS teams met regularly and continued to focus on using student data to inform decisions. The teams consistently utilized the information and processes outlined in the *MTSS Student Handbook*. MTSS team meeting notes showed progress in the availability of district data and in using that data to identify students' needs and monitor their progress. MCS continues to participate in and oversee the effective implementation of MTSS.

- ◆ **Action Step 4.1 h.** Continue participation in the Delaware County Comprehensive Counseling Coalition—Project Leaders.

Progress Toward Goal: Completed 2022-23

Strategy 4.2 Implement, with fidelity, the MTSS process of learner identification, provision of interventions and supports, and monitoring of student progress in academics, behavior, and social and emotional development.

- ◆ **Action Step 4.2 a.** Increase teacher and administrator understanding of MTSS through professional learning opportunities to maintain a consistent and evidence-based student identification and support process.

Progress Toward Goal: On Track

Evidence of Progress: To further increase teacher and administrator understanding of MTSS, during 2024-25, the school psychologists co-led all schools' MTSS teams. This involved co-leading team meetings and coaching teams on using data-based decision-making to identify appropriate student interventions and supports. Meetings focused on the *MTSS Student Handbook* and other shared resources.

- ◆ **Action Step 4.2 b.** Implement processes of classroom teachers gathering student artifacts and/or completing a student SEL referral form to identify students needing SEL support, thus ensuring a consistent and evidence-based student identification and support process.

Progress Toward Goal: On Track

Evidence of Progress: In SY 2024-25, MCS continued to promote the use of the MTSS student referral forms. The process involves collecting student data at the classroom level, and MTSS team members coached teachers on gathering the most relevant and useful data to include in the referral forms.

- ◆ **Action Step 4.2 c.** Increase fidelity of implementation of the K-12 adopted SEL curriculum and evidence-based Tier I SEL instruction.

Progress Toward Goal: On Track

Evidence of Progress: During the fourth year of implementing the adopted Tier I SEL curriculum in all schools, MCS classroom teachers reported that they now understand the importance of students improving and maturing in their social and emotional development each year. Additionally, teachers stated that through various trainings, they now possess the knowledge to implement and embed SEL concepts in their classrooms without relying on a published curriculum. Ripple Effects and Zones of Regulation were used the most in the schools. DBT Skills Training was purchased for use in the YOC alternative school.



As additional support for students, all schools continued providing a “regulation room,” and many classroom teachers set up a “calm corner” in their individual classrooms. Both spaces allowed students to self-regulate by taking a break from interactions with others and moving to a quieter, less stimulating environment.

Strategy 4.3 Improve teacher and staff proactive and reactive interactions concerning student behavior and Schi absenteeism to reflect restorative practices.

Rationale: MCS is dedicated to all staff employing “restorative practices” when responding to student negative behaviors. As an evidence-based approach, restorative practices help to build and repair relationships through (a) de-emphasizing punitive discipline; (b) improving student and staff communication to resolve conflict; and (c) growing students’ abilities to make good decisions, to appropriately voice their opinions and to increase self-regulation.

- ◆ **Action Step 4.3 a.** To improve the implementation of restorative practices by all staff, K-12 school principals with their school teams will (a) analyze student discipline and attendance (absenteeism) data, (b) analyze student academic performance in English language arts and mathematics, (c) determine patterns, correspondence and correlations between the data sets, and (d) use the findings to develop restorative practice annual goals in each of the four areas.

Progress Toward Goal: On Track

Evidence of Progress: In SY 2024-25, school principals met with the district data team monthly to review discipline and attendance data. The group analyzed the data sets to identify trends and patterns and discussed potential correlations between the data points and possible root causes.

In June 2024, school principals held a full-day review and discussion of ELA, math, discipline, attendance, and behavior data with their assistant principals, master and mentor teachers, and school support teams.

District administrators and school principals continued to focus on student attendance and behavior. Many MCS staff still rely on discipline referrals instead of restorative practices when responding to behavior incidents. Even though training was provided on *the Collaborative and Proactive Solutions (CPS) Model* to improve students' behavioral skills through problem-solving rather than negative discipline, it was not widely implemented by schools.

- ◆ **Action Step 4.3 b.** Establish and increase the use of evidence-based classroom management strategies, with fidelity for all K-12 teachers through providing training and coaching to establish consistent classroom and school cultures.

Progress Toward Goal: Early Stages

Evidence of Progress: In SY 2024-25, to enhance the use of evidence-based classroom management strategies by K-12 teachers, the Director of Special Education and the Director of Multilingual Learners developed training on meeting the needs of diverse learners in the classroom for K-12 and trained teachers at Central High School. The training aligns with the NIET teacher evaluation rubric and the Principles of Universal Design for Learning (UDL). Training for master teachers and elementary and middle schools will continue in 2025.



Action Step 4.3 c. Establish supports for middle and high school students in reducing and eliminating habits and behaviors that interfere with their physical, cognitive, emotional, or social development, such as, vaping, smoking, drugs, and alcohol.

Progress Toward Goal: On Track

Evidence of Progress: As the number of students who vape continues to rise across the country, MCS aimed to reduce the number of secondary students vaping in its schools. To accomplish this, in SY 2023-24, MCS implemented a disciplinary process that included educational and support components. The process at the three secondary schools involved: (a) a meeting with an administrator and confiscation of the vape for the first offense, and (b) confiscation and mandatory attendance at a vaping education program for the second offense. The program, developed and led by the Tobacco Free Coalition of Delaware County and a physician from IU Health, required students to attend multiple sessions totaling several hours. These sessions focused on the dangers of vaping and provided resources to intervene in vaping addiction. In 2024-25, MCS continued to oversee the program. Northside and Southside saw improvement in their data.



Pillar V: Family and Community Engagement

Goal 5: 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.

Rationale for Pillar and Goal. Our families and our community are central to our students’ academic and social and emotional growth. As such, we will ensure that our schools are welcoming to families and the community, utilizing culturally responsive practices, with unique and fulfilling family-centered services and events. We believe that as we grow and succeed as a school system, so will our families and the community.

Strategy 5.1 Ensure families feel welcomed, are valued, and have increased opportunities to actively participate in our schools.

- ◆ **Action Step 5.1 a.** Create Family and Community Engagement (FCE) teams at each school with representation reflective of the diversity of the learners and organize, communicate, implement, and monitor engagement strategies and events for families.

Progress Toward Goal: Early Stages

Evidence of Progress: With several schools creating Family and Community Engagement (FCE) teams in the previous year, the goal for SY 2024-25 was full, district-wide implementation across the schools. While progress has been made, levels of engagement with these committees vary, and family and community engagement remains a district-wide area for continued growth and focus.

- ◆ **Action Step 5.1 b.** Initiate active recruitment of family and community volunteers for class and school activities through multiple means.

Progress Toward Goal: On Track

Evidence of Progress: MCS recognizes the importance of family and community volunteers in its schools. In SY 2024-25, it had 25 community volunteers assisting in elementary schools to support targeted efforts for second and third-grade students with IREAD support.

Grissom Elementary School continued implementing *All Pro Dads*, a monthly gathering at elementary schools for students’ fathers or other important men in the students’ lives. The children and men engaged in meaningful conversations and activities centered on a character-based curriculum.

MCS continues to grow its volunteer program each year through initiatives for families and the community. Neighborhood associations and churches play an important role, including Whitely,



8twelve, Common Market, The Gilbert/McKinley Neighborhood, Southside Neighborhood, First Presbyterian Church and Bridge Church, among others.

- ◆ **Action Step 5.1 c.** Provide monthly events or activity nights at each school related to academics and/or the curricula.

Progress Toward Goal: On Track

Evidence of Progress: The district completed its first full year of “Big Idea Night” in SY 2023-24, and these nights continued into 2024-25. Held monthly at each school, the “night” included food giveaways for both families and staff from the Second Harvest Food Bank, along with short presentations from school staff about curriculum and instruction or how to support learners at home.

Other family events conducted this year included at least one “Family Night” in all schools with the building principal and school team organizing the event.

- ◆ **Action Step 5.1 d.** Develop student-led, parent-teacher conferences held yearly and provide teacher and student training in using protocols to ensure the meeting of conference goals.

Progress Toward Goal: Early Stages

Evidence of Progress: In SY 2024-25, school continued to host parent/teacher conferences. As with the prior years, parents chose the format of the conference: in-person at the school, on the telephone or virtually on the computer. MCS will pilot student-led conferences in 2025-26 at EWA.

- ◆ **Action Step 5.1 e.** Establish Parent Advisory Councils and Student Advisory Councils in every school to serve as listening sessions for the principal with a focus on barriers that students and families experience and determine additional ways for family and community voices to be heard.

Progress Toward Goal: Early Stages

Evidence of Progress: Some MCS principals established Parent Advisory Councils (PAC) and Student Advisory Councils (SAC) with a goal for this year being that all schools develop the two councils:

- *Parent Advisory Councils (PACs)/Family and Community Engagement Teams (FCE).* In meeting the goal for all schools to establish PACs/FECs, all but one schools met the goal (see Action Step 5.1a). In some schools, the Family and Community Engagement (FEC) team served as the PAC.
- *Student Advisory Councils (SACs).* All schools but one established Student Advisory Councils (SAC) this school year. All SACs meet regularly to gain input from the students.

The Director of Public Education and CEO led multiple listening sessions to enrich and extend information and communication and to gather input into the new 2025- 2028 strategic plan.

Strategy 5.2 Enhance supports for students and their families.

- ◆ **Action Step 5.2 a.** Create wrap-around community service programs within the schools, aligned to the *Cradle to Career Muncie* framework.

Progress Toward Goal: On Track

Evidence of Wrap-Around Services Progress #1: Meridian Heath Clinics and Open Door Clinic



In the 2020-21 school year, MCS and Meridian Health started a partnership to address the health needs of MCS students and staff by establishing a health clinic at Southside Middle School through funding as a Federally Qualified Health Center (FQHC). With strong support from the MCS community, the partners set up health clinics in all schools. These wrap-around services include certified nurses providing primary medical care and social workers offering behavioral and social healthcare.

Data collected supports a clear need for the clinics and strong recognition by students and families of the availability of the services (Table 5.1).

Table 5.1. Patient Visits at MCS Health Clinics

Service Visits	2020-21	2021-22	2022-23	2023-24	2024-25
	Southside Middle		All Elementary & Middle schools		
Primary Care (medical services)	14	379	141	189	285
Nursing Services (approximate)	NA	NA	67,500	49,500	47,750
Behavioral Science Services	1,358	1,223	2,420	4,578	277
Licensed Clinical Social Worker	239	229	1,197	1,567	--
Flu Shots	233	98	59	20	35
COVID Vaccines	155	0	0	0	0

In addition to the school clinics, Meridian Health partnered with MCS in several other ways to promote health, such as providing numerous educational materials for students and families at the annual “Fit Fair at Southside” for the entire community. 530 people attended the Fit Fair, and more than 100 physicals were administered. Additionally, Meridian Health held a Speaker Series on Bullying and Social Media. There were 475 attendees at Southside and 625 at Northside Middle School.

Evidence of Wrap-Around Services Progress #2: Family Navigators

In partnership with Marian University and the researched-based City Connects program, MCS continued to refine its wrap-around service, *Family Navigators*. The Navigators coordinate the wrap-around services for students and families, helping them “navigate” the services available at the school and in the community.

Funding for the *Family Navigators* occurred through multiple sources including the Office of the Muncie Mayor, Marian University and multiple grants. Marian University communicated weekly with the Navigators to provide continued training and support with the City Connects model. Boston College recently completed a research study on Indiana’s City Connects program and found that students attending a City Connects school demonstrated significantly better learning outcomes on ILEARN compared to similar students who did not attend a City Connects school.

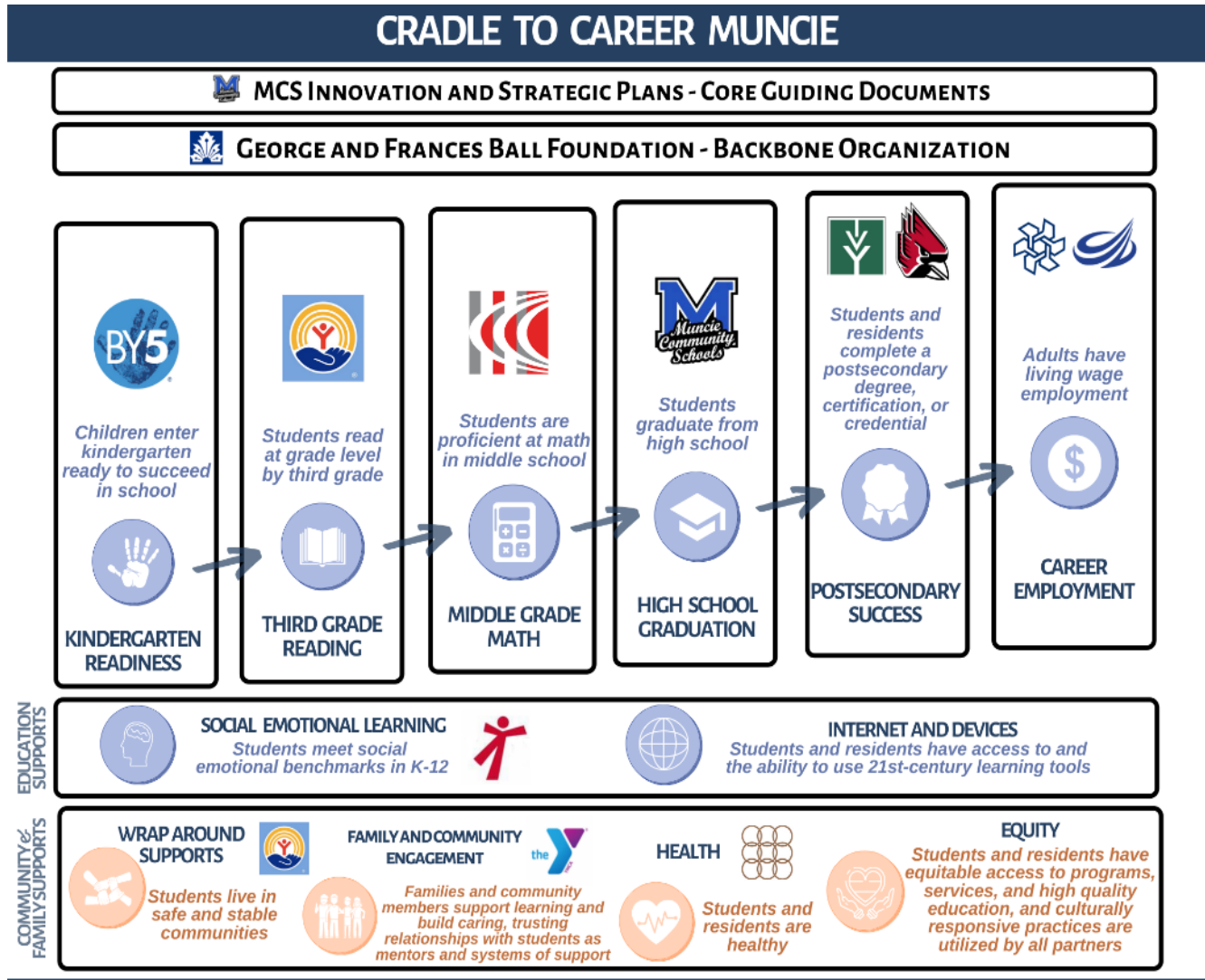
- ◆ **Action Step 5.2 b.** Create and implement the neighborhood *Cradle to Career Muncie* initiative to provide children with health, social and educational supports from early childhood to college and career.

Rationale: In SY 2020-21, the George and Frances Ball Foundation led an initiative to support students and their families, guided by the *Muncie Community School Innovation Plan* and *Strategic Plan* developed in 2018-19. Known as *Cradle to Career Muncie*, the foundation’s work spans from birth through young adulthood or until youth enter college or the workforce. Nonprofit leaders facilitate work groups called the Collaborative Action Network or CANs. As shown in Figure 5.1, the CANs mobilize and build on existing community strengths. Schools, organizations, nonprofits, and individuals collaborate to



achieve their goals through a collective impact approach, each playing a vital role in the community's economic mobility. IN 2024,25, a strategic plan, *The Opportunity Blueprint: 2030* for Cradle to Career Muncie, was completed with input from 150 participants, including MCS.

Figure 5.1 *Cradle to Career Muncie* Roadmap to Success



- ◆ **Action Step 5.2 c.** Create and implement the neighborhood *Cradle to Career Muncie* initiative to provide children with health, social, and educational supports from early childhood to career.

Progress Toward Goal: On Track

Evidence of Progress: *Cradle to Career Muncie*, with the George and Francis Ball Foundation serving as the backbone organization, is a community-wide initiative focused on the health, social, emotional, and academic development of Muncie students. More than 40 local organizations and over 70 individuals are actively involved. *Cradle to Career Muncie* is the only Indiana-based *Strive Together* member in the national network of 70 communities. Its purpose aligns with and overlaps that of MCS.



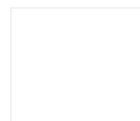
The organizational structure of the *Cradle to Career Muncie* initiative includes working groups or CANs, as previously mentioned, which represent the major overarching focus areas of the initiative, such as improving third grade reading skills or increasing the high school graduation rate. In the past school year, the CANs completed several actions toward the achievement of their goals and as related to MCS.

Collaborative Action Networks, CANs: SY 2024-25 Strategy Implementation

Over the past three years, the Collaborative Action Networks, or CANs, set goals and strategies to address their specific areas. MCS provides a description of the four CANs that implemented strategies in FY 2024-25.

1) CAN: Kindergarten Readiness

Goal: Children enter kindergarten ready to succeed in school.



Evidence of Progress: The Kindergarten Readiness CAN has advanced efforts to strengthen early childhood education collaboration and capacity across the community. A comprehensive provider survey was conducted, followed by a gathering of participants to discuss the findings and next steps. Two preschool leaders took the initiative to build stronger relationships with local providers and visited their sites. A pilot group consisting of 20 providers, including the six Muncie Community Schools preschool classrooms, was formed. This group has played a key role in filling open preschool seats and encouraging collaboration among providers. The CAN also partnered with BY5 to plan an upcoming Early Care and Education Summit focused on aligning community efforts and sharing best practices. To inform local strategies, leaders met with contacts in Wabash, Kosciusko County (through the Warsaw Chamber of Commerce), Bloomington (which recently passed an early learning referendum), and Grant County (which developed a three-year plan). Additionally, seven local directors attended the national NAEYC Conference in Orlando to expand their professional learning and bring back innovative practices. As a result of these efforts, providers are collaborating more effectively than ever since the CANs were established.

1) CAN: Third Grade Reading

Goal: Students read at grade level by third grade. (95%)

Evidence of Progress: The Third Grade Reading CAN has made progress in advancing family and community literacy engagement. In 2024-25, the team distributed more than 300 take-home literacy kits to families through local businesses and partner sites and provided 3,446 books to more than 1,000 individuals at four Promise Neighborhood “Road to Reading” events. The White Spot Laundromat was transformed into a literacy-rich environment featuring high-quality project-based learning materials. Youth in Muncie Juneteenth’s “Representation Matters” program received career development books, journals, and other literacy resources. In partnership with the Family Resource Center, the CAN also supported family engagement programming, including cooking classes, potty training sessions, and social-emotional learning activities, and celebrated C2C ambassadors with age-appropriate learning bags. Additionally, the CAN helped the Ross Center expand its family engagement programming by providing family-friendly furniture and resources to support bilingual classes.



3) CAN: *Middle Grade Math*

Goal: Students are proficient at math in middle school (at or above statewide ILEARN results)

Evidence of Progress: During the 2024–25 school year, the Middle Grades Math CAN took a fresh approach, redesigning its entire improvement plan from previous years. The group’s original focus centered on engaging community partners to support middle grades math through efforts such as tutoring; however, when these initiatives did not gain the desired momentum, the CAN shifted its attention inward to strengthen systems within the schools themselves.

The new plan focuses on aligning structures to prioritize high-quality, effective instruction; using data to inform content priorities; strengthening Tier 1 and Tier 2 instructional practices; expanding support personnel; and providing targeted professional development in math instruction.

As a result of this work, the team successfully secured grant funding to hire a shared math coach for both middle schools for the 2025–26 school year. The grant also funded a math consultant to design an intervention curriculum and provide professional development for the new coach. Over the summer, math teachers participated in professional learning sessions on curriculum mapping, instructional planning, and data analysis.

To further support this work, the district purchased IXL to align ILEARN Checkpoint data with targeted math interventions. In addition, STEM and computer science career exploration opportunities were expanded through the integration of CTE-aligned content into middle school *Project Lead The Way* courses.

4) CAN: *High School Graduation*

Goal: Students graduate from high school. (95%)

Evidence of Progress: The *high school graduation* CAN made meaningful progress this year by consistently using data to monitor outcomes and guide improvements. Project Leadership partnered with the high school to boost students’ college and career readiness, while career coaches were embedded in the school to connect students with work-based learning experiences. A 9th Grade On-Track Coordinator provided targeted support for students at risk of earning fewer than 10 credits by the end of their freshman year. This role focused on identifying the root causes of barriers to success and implementing tailored solutions. Key strategies included weekly check-ins to review progress in attendance, grades, and coursework; adjustments to instructional settings and learning environments as needed; and frequent, meaningful communication with families through updates, resource sharing, and home visits. The coordinator worked collaboratively with students and their families to address identified challenges, resulting in more personalized support and improved student engagement.