

# MCCSC


MILL CREEK COMMUNITY SCHOOL CORPORATION

# MASTER PLAN



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# Superintendent's Letter



Mill Creek Community School Corporation  
Administrative Services Center

6631 S. County Road 200 W  
Clayton, IN 46118  
317-539-9200

April 22, 2024

Dear Members of the Ford Next Generation Learning Committee,

As the Superintendent of the Mill Creek Community School Corporation, it gives me great pleasure to give my support of our school district's master plan. The master plan represents our commitment to ensure our students are the most prepared for college, apprenticeships, the military, and the workforce!

We are small schools...BIG OPPORTUNITIES!

- "A" rated school district
- "A" rated schools
- Four Star schools
- eLearning School Corporation
- Riley Children's Foundation Miracle School Corporation
- Cascade Middle School - 2024 Indiana Middle Level Educators Association - Schools to Watch Redesignation
- Cascade High School - 2018 National Blue Ribbon High School Recipient
- #ssBO #EA3

With our business partnerships, portrait of a graduate, student learning communities, work & project based learning, and focused field experiences, we will continue to build on our successes and commitment to developing confident, independent citizens who productively impact society. Our graduates will show excellence in their attitude, actions, and achievements in pursuit of their passions.


We are grateful for the various stakeholders who participated in this journey to date and all who will join us for years to come. This transformational process has us looking forward to the future this will create for our students and school community. Our Cadets, Eagles, and Wildcats will be college and career ready!

Yours in Education,

James A. Diagostino, Ed.S.  
Superintendent  
[jdiagostino@mccsc.k12.in.us](mailto:jdiagostino@mccsc.k12.in.us)  
@millcreeksupt

## Executive Summary

Mill Creek Community School Corporation sits in the southwest corner of Hendricks Co, Indiana. We are one of six school corporations in the




county and Hendricks County is always one of the highest achieving, if not the highest, in the state of Indiana. With that competitive spirit always in the forefront of our minds, we still know that we have plenty more to do to best serve ALL students.

After some conversation with various student groups: Ambassadors, National Honor Society, Future Farmers of America (FFA), Student Council, and Area 31 Career Center, to name a few, we began to see a greater value in student voice. Listening to them speak about change and share ideas for the betterment of programs, school culture, and course offerings rallied adults to listen. However, we also determined we had limited student voice in only listening to certain groups. While students have had annual surveys about school culture and program opinion, they were not open-ended enough for them to be heard as individuals.

With prior years' survey data and the review of Mill Creek Community School Corporation's academic and attendance data, it was easy to look at these and think we were moving in the right direction for some time--why the need for change? We have had a very successful graduation rate averaging 95+% over the past several years, and our student attendance averaging in the middle 90th percentile across all buildings. However, while looking at what little postsecondary data we had, one point began trending in the wrong direction, even more so after COVID. While our high school counselors have always shared graduation class reporting data, we were not surprised to see several students who stated they are committed to attending four-year colleges, but then a few months later were surprised to find students are deciding otherwise. This posed some questions for us as we planned for the proposed local graduation career pathways and Next Level Programs of Study (NLPS) programming changes on the horizon at the state level. While we still have many students succeed in their college endeavors, too many others were choosing to drop out or "take a break" in the midst of their first semester. What were we missing? Why were students changing their minds so quickly out of high school? What else could we do to better prepare them?

With those aforementioned questions lingering, we began to think about and create more career focused opportunities. At the high school, we recognized that COVID had changed some of our prior opportunities to a more limited state. For example, college visits



became virtual, and job shadowing was almost non-existent. In 2022, we were slowly recovering our former Career Internship and Exploration model and beginning to place students back into schools and businesses for internships. Our work-based learning had also taken a hit, but we also began to grow in those placements again too. For our middle school students, our Preparing for College & Careers (PCC) courses provided more direct exposure to our local and Area 31 Career Center opportunities, and to college and career options. Furthermore, we began to increase our STEM and PLTW opportunities in all our schools, and we added robotics and coding clubs. However, we knew we were still not servicing ALL students in the same manner. We needed a much more structured plan for a totally inclusive ALL means ALL structure.

As a result of our Ford Next Generation Learning Roadmap and Central Indiana Education Service Center experiences with our grant, we further understand the importance of having our students graduate with a diploma+ (the plus being a certification, credential, concentrator status, or meaningful work experience) no matter what they intend to do after high school. The current generation of learners are hungry for their voice to be heard and are technologically driven. Future success for our students will need to include expanded business partnerships, more inquiry-, project- and work-based learning, increased collaboration and communication skills. Our community stakeholders and students are very willing to transform their school programming. Conversations with students in addition to business partners both large and small have made that message clear.

In December 2022, prior to our January 2023 Ford NGL *Explore* visit, we were able to add a much needed position. Matt Miller became our corporation College and Career Readiness (CCR) Director to work alongside Stacey Monnett, Assistant Superintendent, leading the transformation process to fruition. His immediate impact was in making connections in the community with the support of our convening organization, Hendricks College Network (HCN)/MADE@Plainfield.

The size of our corporation is a blessing in many ways. Even though the transformation implementation is a huge undertaking, our smaller size allows us to make changes and pivot more easily for all grades PreK-12 at the same time. With the ever changing career lens for our students and knowing jobs/careers in our primary students' post-secondary



future are likely not even created yet, we wanted to begin to make changes for their future now.

Understanding the need to transform our teaching to achieve a higher level of learning continues to be at the forefront of our minds. As one presenter stated, “We cannot continue to deliver telegraph education to the TikTok and AI generation of students.” Our students have all the facets of artificial intelligence (AI) right at their fingertips. We are not going to stifle that, nor should we. We have to get out of our comfort zones and grow with our students, or they are going to leave us behind.

The explore, engage, experience mantra became a selling point as we spoke to students and parents alike. As a close knit school community, we ALL want to do what is best for ALL students.

Upon review of our corporation’s current strategic plan, we were not surprised that our areas of focus were somewhat aligned with the Ford NGL model strands. The MCCSC strategic plan consists of four areas: 1) Teaching & Learning; 2) Climate and Culture; 3) Facilities & Operations; and 4) Communication, and those Ford NGL strands cover: 1) Transforming Teaching & Learning; 2) Transforming the Culture, Systems & Structures of Schools; 3) Transforming Partnerships between School & Community.

The Ford NGL structure forces the focus to hone in even more so on the aforementioned strands. We look to determine the need for the transformation and that allows us to open our minds beyond the brick and mortar buildings. We become involved by visiting other corporations that have implemented/or are in process; we share ideas at all levels openly and build on those; we begin to make some ideas become realistic, and yet we still continue to evolve and grow with each conversation.

# Our WHY



Mill Creek Community Schools' School Board, administrators and staff, business and community leaders, post secondary institutions, parents, and most importantly our students feel strongly that each and every student who attends our schools should have equitable access to rigorous curriculum, experiential opportunities, and resources. We began this process with our WHY in mind and then with the help of more than seventy-five (75) partners, seventeen (17) of whom were students, drafted, vetted, and agreed upon the Mill Creek Community's Transformation Vision Statement and Portrait of a Graduate:



# Transformation Vision Statement and Portrait of a Graduate



## MILL CREEK COMMUNITY SCHOOL CORPORATION

**Small Schools,  
BIG OPPORTUNITIES!**

Developing confident, independent citizens who productively impact society

### OUR GRADUATES WILL SHOW EXCELLENCE IN



**IN PURSUIT OF THEIR PASSION**



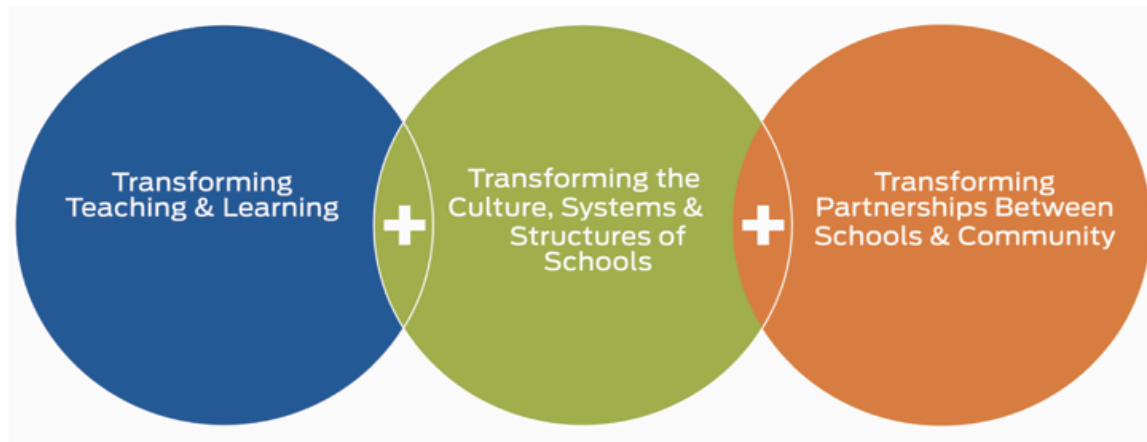
#ssBO #EA3  
[www.mccsc.k12.in.us](http://www.mccsc.k12.in.us)

Cascade High School  
Cascade Middle School  
Mill Creek East Elementary  
Mill Creek West Elementary



## The Ford Next Generation Learning “3 Strands”


Three distinct but interconnected strands comprise the Ford NGL framework, which enables whole communities to design and carry out a long-term plan for revitalizing education.



### Transforming Teaching & Learning

We already had a portion of our strategic plan focused on improvement of college and career readiness, but have found that the speed of said “readiness” is quickly changing as more and more technology evolves or enhances. With this in mind, this focus area has evolved from the straight forward skill and drill or lecture format to a more student-focused learning process with the inclusion of inquiry- and/or project-based learning, and college and career interests lessons which will in essence help guide the student into or away from prospective areas of interest. By allowing students to tap into what their interests are, and then fine tune them as they age up from elementary to middle to high school, students can explore, engage and experience various courses, expeditions, projects, internships.


Students in elementary will learn in a more focused approach with a continued core content focus. A focus has already begun to develop to support students in practicing character traits and Portrait of a Graduate skills and attributes, and will continue to be embedded in their daily lessons along with college and career research and communication skills occurring more frequently. All PreK-5th graders will have guaranteed field experiences that align and expose them to various career pathways. In addition to those activities, students will have experiences in STEM/PLTW Launch, XELLO, college and career



integrated lessons, as well as guest speakers who speak about their careers and how they chose them, and many other hands-on experiences through club time built into the school day for the 2024-25 school year. This idea came from a few students who wanted more students involved in clubs. We are hopeful these will allow students to explore many careers throughout elementary; exploration is so important for them because many careers they might hold are yet to be established.

Our middle school students will have a continued core content approach with many hands-on lessons embedded. They will also begin a new period, Student Mentor Communities in each grade level, where they will spend time gaining an understanding of Portrait of a Graduate (PoG) attributes and lessons with a college and/or career lens. These experiences will include guest speakers, real life experiences, 3E (Enroll, Employ, Enlist) career fair, and career cafes. In addition to that, all MS students will have an opportunity to engage in a nonprofit organization project-based learning experience. As 6th graders, they will begin to explore and research from a long list of nonprofits who have or will eventually have a need. As 7th grade students, they will choose a nonprofit organization to visit, volunteer, and establish an idea for a project to support a specific nonprofit. As 8th graders, students will work during scheduled project-based learning time to create a meaningful capstone project. This capstone will be presented to the nonprofit organization, community/business partners, teachers, and administrators as a culmination of their middle school career. This will help them engage in many aspects of a career and provide them with a meaningful service.

Some of our high school students have opportunities during their four years including through CTE courses, internships, mock interviews and attending the College and Career Application Day (3E Day). Moving forward, we see the benefits of having ALL our students gaining from a more focused approach in preparing them for post-secondary choices. Beginning with the 2024-25 school year, we will have every freshman in a Student Learning Community that will engage them in the many facets of post secondary interests. They will complete various skills activities that will match them to career pathways. With those options they will learn to research training and/or college opportunities, discover the steps it takes to get there, and the range of salary they can acquire with a career in many given fields. Furthermore, our 10th-12th




grade students will also be in a Student Learning Community (SLC), focused on a more specific pathway based on the interest explored in K-9th grade. Whether students are in the Human Services SLC or the T.E.A.M. (Technology, Engineering, Agriculture, Manufacturing/Logistics) SLC, they will be involved in experiences to help them grow, learn, and be better prepared for life after high school. Some of the hands-on, real-world experiences we are continuing or adding for ALL students are as follows: apprenticeships, job shadowing, work-based learning, career cafes, mock-interviews, capstone projects, internships, mentorships, skills coaching, industry tours, more CTE (career/technical education) courses, increase understanding the importance of networking both in-person and online, and enhanced post-secondary transition support. Additionally, the lead teachers in each SLC will work to provide lessons for email etiquette, resumé creation, interview, and life preparation skills. Our end goal is that ALL of these experiences for ALL students will coincide with their choice of careers, personal and professional goals, and that they will gain valuable transferable skills. These will further support the diploma+ mantra allowing for them to also have a plan for the Monday after graduation with acquired certifications, credentials, and concentrator status.

As we began planning and thinking forward to meet the Portrait of a Graduate (PoG) attributes beginning in elementary school, we knew we would need a more inclusive K-12 aligned program to streamline the student interests and align those to workforce demand data. Grant dollars allowed us to also purchase Xello, and it has been a wonderful addition for our counselors as we plan career lessons, guaranteed field experiences, interest inventories, plan for middle and high school student learning communities, as well as engage ALL K-12 students in career/college/ trades/military exploration. We started using this program this school year and will utilize it more heavily in the next few years. It has already proven its worth in student engagement and data pulled for our needs.

### **Transforming Culture, Systems & Structures of Schools**

The decision to hire a CCR Director was a step in the right direction in order to create a culture shift. Matt quickly began meeting with admin and networking with community partners. In addition to his role, we decided he needed building level support and named a liaison in each



building to aid in communicating the transformation process as we proceeded through the many phases.


We have some meaningful programs in place; however, we now need to expand those opportunities to all students and not just some. Several of our elementary teachers have led STEM days where they were connecting careers to hands-on projects, and many guest speakers and field trips were occurring. At the middle school level, many students were involved in elective courses with mini-economy, or project-based learning experiences. Some of our high school students had access to career fairs, mock interviews, career center enrollment or internships, and “adulting” week lessons. What we needed to do across ALL buildings, was expand these ideas and units to include ALL students. This transformation has established a true unity for ALL building staff and administrators. The buy-in has grown rapidly, and the culture is shifting too.

While we see the means to the transformation priorities, we also know there is a lot to be done to get ALL our students engaged and included in this transformation. We need to begin with policies and procedures set forth by our governance and structures. This will begin with articulation agreements with various partners for ensuring expectations for both sides are met.

### **Transforming Partnerships between School & Community**

While our current strategic plan focused on student and staff recognition as well as parent engagement, we see the need for more of that engagement between all stakeholders. We have great support from some community business partners who provide nice prizes/plaques to students and staff monthly and beyond, but this seems to limit the number of those recognized. As we work to transform in this area, we see the need to expand our recognition to include more areas of interest, placement of interns, number of students with credentials and/or certifications in addition to diplomas, as well as creating a sense of identity for ALL students as they evolve through their interests and choose a student learning community (SLC) to become a bigger part of their high school experience.

We have been able to see the beginning of more benefits as we connected with business partners, big and small, they become part of



our transformation team, support student experiences in various ways, or we simply glean feedback from them. They have all been so wonderful in helping us understand their needs, explore new opportunities alongside us, and provide insight for our future partnerships together.

Whether these community partners serve our students as an advisory or steering committee member, guest speakers, tour hosts, and/or allow for focused work-based experiences on site, including internships and job shadowing, all will have an impact on our students' college and career readiness experiences.

Finally, in this strand we are realizing the bigger benefits of community partnerships. We all can recognize that prizes and hoopla are great means for motivation for children and adults; however, we see the greater benefit of community and business partnerships for preparing our students for life after high school. Our community partners are helping us hone in on the necessary skills and workforce data to best serve our students and community together.

Some of the major players in our community networking efforts are identified below. Chris Ponsler, from our convening organization and future Steering Committee Coordinator, has been instrumental in assisting us in many ways. He and Matt Miller, our CCR Director, work nicely together to create various opportunities for our teachers to explore business partners and local industries. The Hendricks County Economic Development Director, Brian Bilger, has also been involved in our planning meetings and his willingness to share and work together alongside our convening organization has been wonderful. He is also actively involved in meetings with the HCN network/MADE as they work to promote bringing in more business and industry to Hendricks County. Eric Hessel, from Hendricks County Community Foundation has been involved throughout the Master Planning process. He has provided our middle school counselor and liaison with a listing of several non-profits as we look to build non-profit projects. Eric has also been very helpful in our search for funding ideas. We receive support from Hendricks County Community Foundation (HCCF) annually, and are looking to build on that funding with the creation of our own annual fundraiser.

Our current strategic plan needed an increased focus on the need to change; the need to make it best for ALL students; the need to meet them where they are as students; not make them conform to our mindset, but allow them to evolve as Gen Z and Gen Alpha students for the future of our ever-changing world and an ever-increasing speed. Per our graphic shared below you can see the integration of the current strategic plan, our portrait of graduate attributes, and the Ford NGL strands.

We believe that our master plan and action steps to maintain the goals and structure for transformation will only solidify our hopes for ALL of our students and their future endeavors. Our end goal for our students is to graduate with a diploma+ in addition to any academic or technical diploma skills acquired in high school. We want them to be ready for their next step and succeed in whatever area they choose, whether enrollment into college, enlistment into the military; or employment into career/trades.





# Community Overview

Mill Creek Community School Corporation (MCCSC) is a smaller, rural school community that was formed as a consolidation of several small town schools in 1964. We are situated in the southwest corner of the county closely surrounded by I-70 and US 40 and SR-39 and SR-75 to our east and west respectively. This geographic area offers us several opportunities with logistics and distribution centers being built at a rapid pace. The flip side is that between large-acre farmers and close proximity to highways; when acreage becomes available, it is either acquired quickly for commercial use or by farmers.

As previously mentioned, we are one of six school districts in Hendricks County, and although we are the largest district by land, we are the smallest by student enrollment. Our total enrollment hovers between 1530-1560 with our PreK enrollment included. Grade-level sizes vary anywhere from 100-145 currently, K-12. We also have 200+ transfer students from various surrounding districts, or families who continue to choose MCCSC even if they move out of the district. MCCSC is composed of five schools:

- Little Cadets PreK
- Mill Creek East Elementary (K-5)
- Mill Creek West Elementary (K-5)
- Cascade Middle School (6-8)
- Cascade High School (9-12)

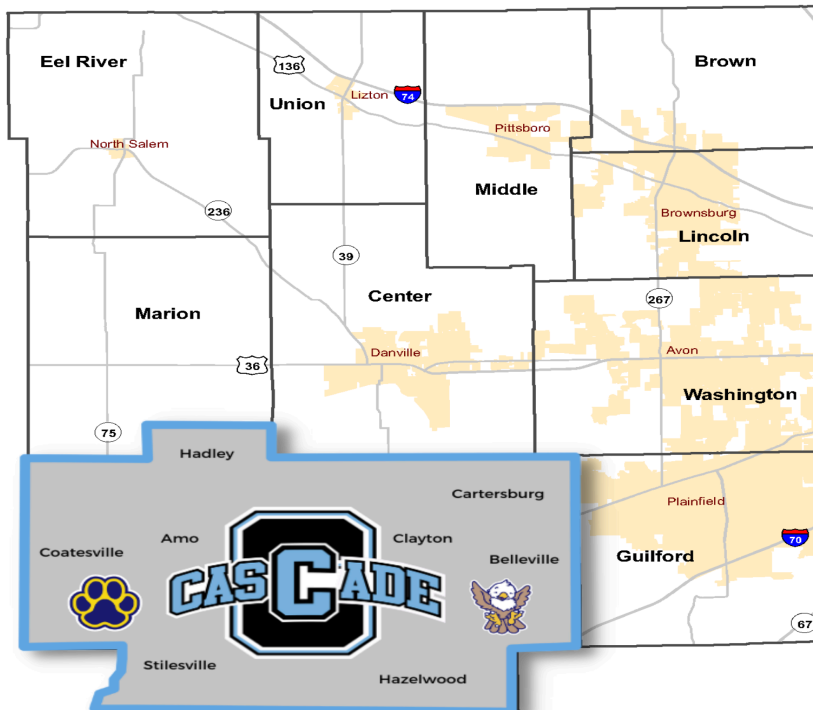
We like to think of ourselves as small, but mighty with our number of offerings and opportunities. We have always provided a well-rounded academic program for our students, but have definitely begun to see the need to expand to meet the needs of the current workforce and beyond as well.



# Hendricks Co./Community/Mill Creek Community Schools



## Hendricks County, Indiana Townships



Source: IBRC at Indiana University's Kelley School of Business, using data from the U.S. Census Bureau, August 2011

## MCCSC Population

*Population of the townships that make up MCCSC*

Township	Population	Sq. Miles
Clay	2,264	26.4
Franklin	1,180	26.3
Liberty	6,067	49.3
<b>Totals</b>	9,511	102

*Hendricks County Population*

	2000	2010	2017	2020	2022
Total Population	104,051	145,455	163,637	174,792	182,534
Change since 2000		41,404	59,586	70,741	78,483
% Change since 2000		39.8%	57.3%	68.0%	75.4%

## MCCSC Demographic & Enrollment Data

*2023-2024*

Indicator	Numbers
Total number of students	1539
Number of schools	5
Number of high school students	513
Number of middle school students	360
Number of Pre-K-5th grade students	715
Asian	1.7%
Black/African American	0.7%
Hawaiian/Pacific Islander	0.0%
Hispanic	2.0%

Multi-Racial	1.7%
Native American	0.2%
White/Caucasian	93.7%

Workforce demand data is a constant source of information for us as we look to transform. It will continue to be a source of data to guide MCCSC, business and community partners, and Hendricks County community organizations who partner with us. Below you will find data that is pertinent to our region, county, and state. Note the changes that have occurred along the way for Hendricks County in the area of logistics and/or distribution growth.

## Hendricks Co. Census Bureau/Labor Statistics

Employment and Earnings by Industry, 2022	Employment	Pct Dist. in County	Earnings (\$000)	Pct Dist. In County	Avg. Earnings Per Job
<b>Total by place of work</b>	113,503	100.0%	\$6,080,860	100.0%	\$53,574
<b>Wage and Salary</b>	89,039	78.4%	\$4,641,146	76.3%	\$52,125
<b>Farm Proprietors</b>	564	0.5%	\$18,286	0.3%	\$32,422
<b>Nonfarm Proprietors</b>	23,900	21.1%	\$490,024	8.1%	\$20,503
<b>Farm</b>	681	0.6%	\$23,846	0.4%	\$35,016
<b>Nonfarm</b>	112,822	99.4%	\$6,057,014	99.6%	\$53,686
<b>Private</b>	102,404	90.2%	\$5,300,508	87.2%	\$51,761
Accommodation, Food Serv.	8,165	7.2%	\$223,864	3.7%	\$27,418
Arts, Ent., Recreation	1,896	1.7%	\$56,427	0.9%	\$29,761
Construction	5,508	4.9%	\$395,409	6.5%	\$71,788
Health Care, Social Serv.	7,706	6.8%	\$464,364	7.6%	\$60,260
Information	570	0.5%	\$28,895	0.5%	\$50,693
Manufacturing	4,104	3.6%	\$362,589	6.0%	\$88,350
Professional, Tech. Serv.	5,479	4.8%	\$295,775	4.9%	\$53,983
Retail Trade	17,786	15.7%	\$805,110	13.2%	\$45,267
Trans., Warehousing	21,176	18.7%	\$1,150,571	18.9%	\$54,334
Wholesale Trade	5,178	4.6%	\$428,944	7.1%	\$82,840
Other Private (not above)	24,565*	21.6%*	\$1,052,656*	17.3%*	\$42,852*
<b>Government</b>	10,418	9.2%	\$756,506	12.4%	\$72,615

Source: U.S. Bureau of Economic Analysis

\* These totals do not include county data that are not available due to BEA non-disclosure requirements.

## INDemand Jobs

Growth (jobs) ▾

SOC Code	SOC Title	Base Employment	Projection Employment	Numeric Change	Annualized Growth Rate	
53-7062	Laborers and Freight, Stock...	42,181	47,816	+5,635	+1.3%	+6K more jobs by 2031
35-2014	Cooks, Restaurant	8,950	12,135	+3,185	+3.1%	+3K
31-1120	Home Health and Personal ..	13,783	16,954	+3,171	+2.1%	+3K
35-3023	Fast Food and Counter Wor..	28,225	30,361	+2,136	+0.7%	+2K
53-7051	Industrial Truck and Tractor ..	11,359	13,449	+2,090	+1.7%	+2K
29-1141	Registered Nurses	25,429	27,176	+1,747	+0.7%	+2K
11-1021	General and Operations Ma..	20,277	21,998	+1,721	+0.8%	+2K
53-7065	Stockers and Order Fillers	19,161	20,748	+1,587	+0.8%	+2K
29-1171	Nurse Practitioners	2,513	3,840	+1,327	+4.3%	+1K
35-3031	Waiters and Waitresses	13,008	14,250	+1,242	+0.9%	+1K
53-3033	Light Truck or Delivery Servi..	9,289	10,526	+1,237	+1.3%	+1K
13-1161	Market Research Analysts a..	5,426	6,641	+1,215	+2.0%	+1K
11-9111	Medical and Health Services..	3,879	5,045	+1,166	+2.7%	+1K
31-9092	Medical Assistants	6,672	7,801	+1,129	+1.6%	+1K
53-3032	Heavy and Tractor-Trailer Tr..	19,051	20,141	+1,090	+0.6%	+1K

According to the Indiana Department of Workforce Development, the following links are hot (flame level), in-demand jobs in Indiana. These are shared to gain a bigger view from the state level, especially with our proximity to Indianapolis. Even though our demographic needs vary from Marion County/Indy Metro area, for workforce data, we are considered a part of that region. From the link titles, one can see that our pathways are aligned to our state/regional workforce jobs/careers that are in demand.

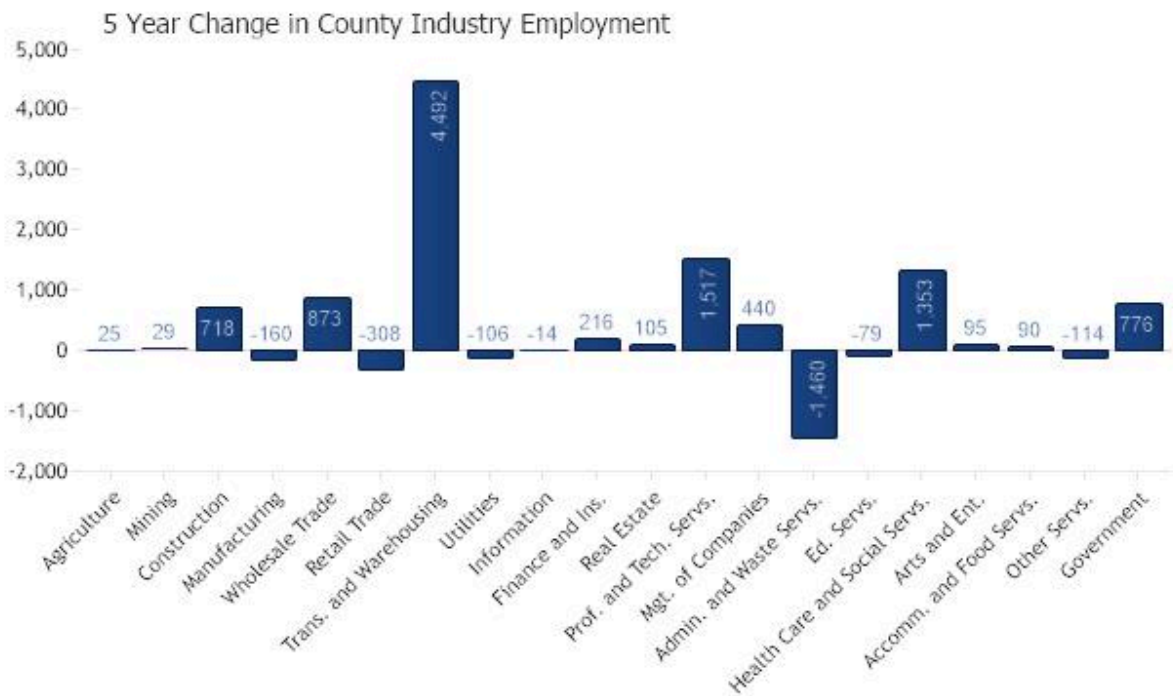
- [Hospitality, Tourism, Ag, Food, Natural Resources](#)
- [Healthcare, Life Sciences, Government, Law, and Public Safety](#)
- [Advanced Manufacturing, Business, Finance](#)
- [Technology, Architecture, Engineering, and Construction](#)

## Top 15 Hendricks County Major Employers

When doing a quick review of the Top 15 Hendricks County Employers, it is not surprising to see healthcare there a few times, as we have two hospitals in our county, as well as a number of senior living facilities. Secondly, the distribution centers are also not surprising, as we see the number of distribution centers grow almost weekly, given our close proximity to interstates and highways.

1. Hendricks Regional Health	9. Harlan Bakeries
2. IU Health-West	10. Maplehurst Bakeries
3. Amazon Fulfillment Center	11. Steel Dynamics Inc
4. Home Goods Distribution Ctr	12. Thermal Structures
5. Ozburn Hessey Logistics	13. American Sr Comm/Countryside Meadows
6. Adesa Auto Auction	14. Walmart Distribution
7. Franciscan VNS Home Care	15. Andy Mohr Dealerships
8. Guitar Center Distribution	

## 5 Year Change in County Employment



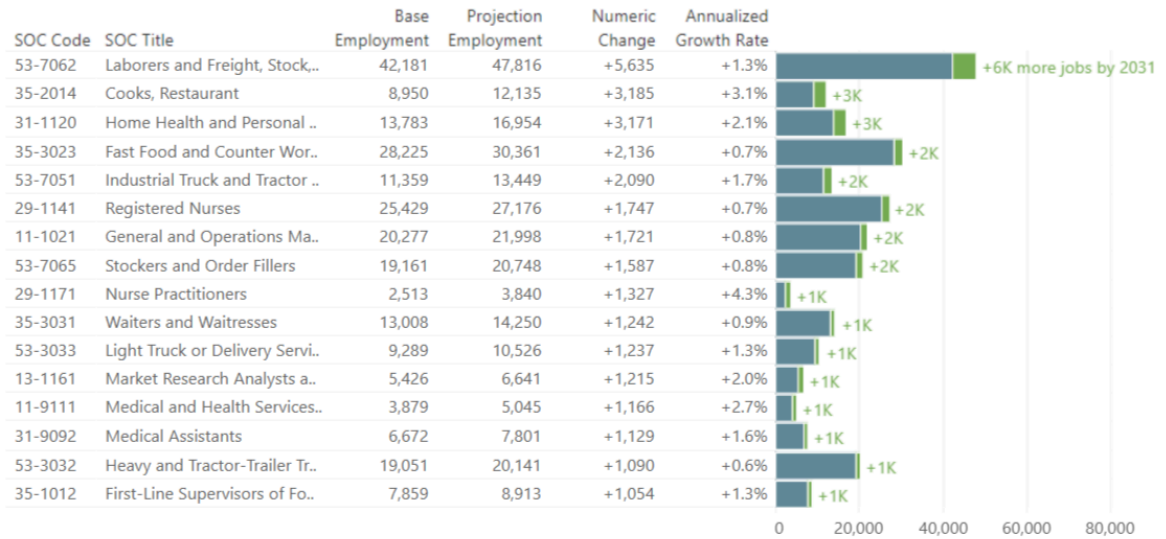
Source: [https://www.hoosierdata.in.gov/highlights/profile.asp?geo\\_val=S18;C063&page\\_id=6](https://www.hoosierdata.in.gov/highlights/profile.asp?geo_val=S18;C063&page_id=6)

## Employment Projections

### Detailed Occupations in Economic Growth Region 5

Show top occupations by:

Growth (jobs)



Source: <https://www.hoosierdata.in.gov/FD/landing.aspx>

## High School Structure

We understand the importance of creating the best opportunities for ALL students, and with that we also know we cannot do it alone. Our business partnerships are the key to the success for experiential learning at every level, as is the Area 31 Career Center. It offers a wide variety of vocational, technical, and work-based learning opportunities but it has limitations for student enrollment in order to serve multiple school corporations (usually based proportionately on enrollment/size). Therefore, the application process for entry is weighted heavily on attendance and GPA which greatly limits many students who need hands-on learning to find success and motivation to graduate.

In order to meet the NLPS standards, as well as best meet ALL student needs, we needed to create some local pathways too. As our school administrators, counselors, convening organizations and business/community partners discussed and analyzed needs, we also looked at workforce data and regional needs. Additionally, we looked at teacher licensing and staffing. After much analysis, we decided on the following Cascade High School career pathways:

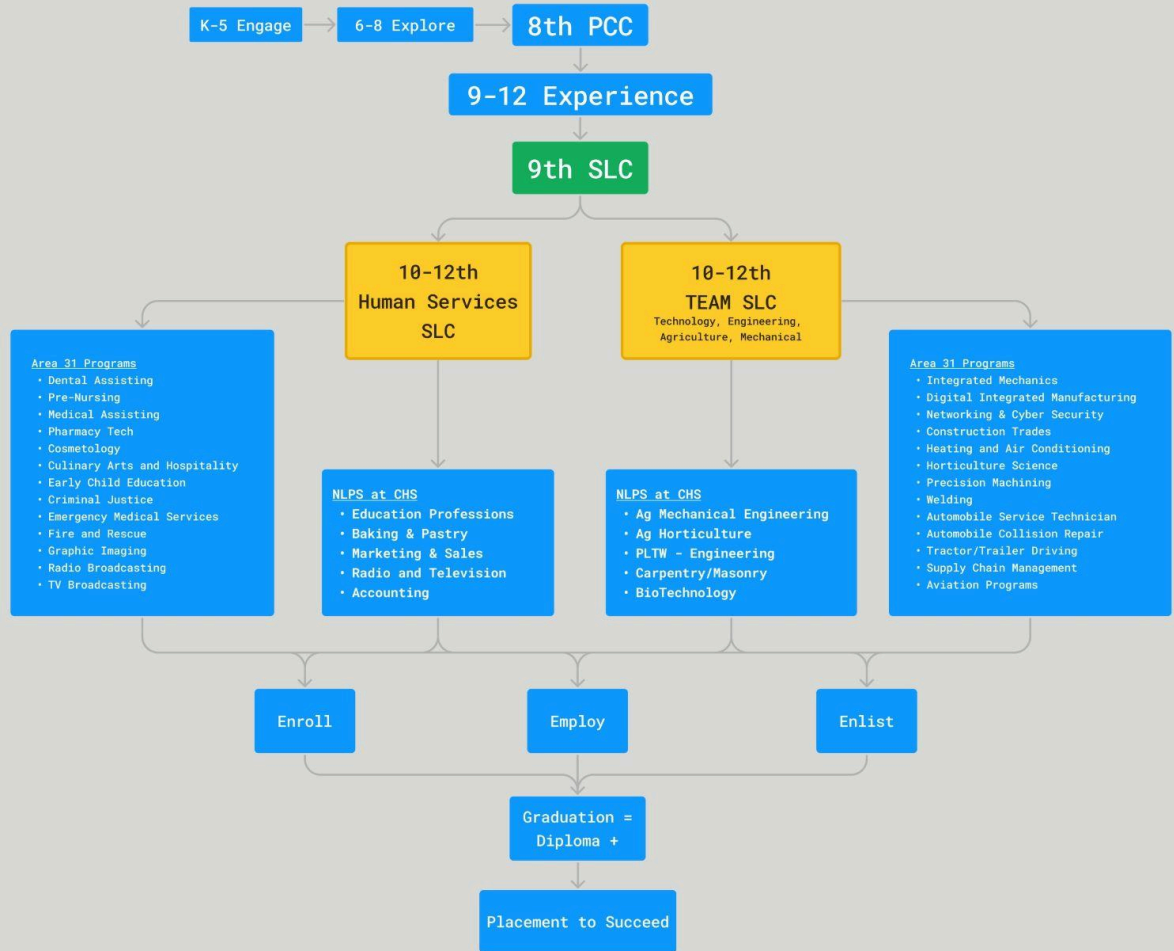
- Accounting

- 
- Agriculture-Mechanical & Engineering
  - Agriculture-Horticulture
  - Arts/AV/Tech Communications
  - Business & Marketing
  - Construction Trades
  - Culinary Arts
  - Education & Training
  - Engineering-PLTW
  - Finance/Accounting
  - STEM/Biotechnology

Seven of the ten local pathways were pre-existing pathways or portions thereof, that would later be completed by enrolling in Area 31 Career Center, or a placement in a work-based learning internship program. We added Construction Trades to better meet the needs of industry trends in our area. The state of Indiana's change to Next Level Program of Study(NLPS) for the class 2023 altered the way these courses were taken to annual instead of semester courses, and then added the certification, credential, and concentrator status. All high schools were charged to make that shift for graduation cohorts as the state moves into a more focused postsecondary readiness mindset. In order to address ALL Means ALL and limited space offerings at Area 31 Career Center, our local pathways ensure that students interested in these pathways have the opportunity for the experience.

# MCCSC TRANSFORMATION

## STUDENT LEARNING COMMUNITIES





Below is additional information about how we partner with Area 31 to support our students in Technical Honors, credentials, certifications, and concentrator status follows, as well as their listing of program offerings and work-based learning.

## Area 31 Career Center Programs

Cascade HS currently has sixty plus juniors and seniors, approximately 25% of those cohort classes, who choose to go to Area 31. The career center offers career choice training to students from eleven school corporations in near west central Indiana. The Area 31 philosophy aligns with the College and Career Readiness transformation we are embarking on with training, certifications, and credential offerings. Students can set an exciting new direction for themselves at Area 31 Career Center!

The Career Center is not set up as a normal HS classroom, it's a high school with direction--hands-on learning and real-world work experience where students can prepare themselves for a high-wage, high-demand career right out of high school, or get a head start on their college degree. Currently, most of our students receive their certifications and credentials through a program they offer. Area 31 also has a number of concentrator status offerings for those students in various programs.



Area 31 Career Center @A31... · 2/27/24 ...

While only a junior, Allie is getting a tremendous amount of experience working with children, which will set her up for success as she plans to pursue a degree in elementary education. [#FutureEducator](#) [#EarlyChildhoodEducation](#) [#CareerTechEd](#)



Area 31 students attend career preparation classes for half-day – either morning or afternoon – everyday, while the other half is spent at their high school campus.

Area 31 Career Center reposted



**Indy Gateway Inc.** @IndyGa... · 2/16/24 · ...

Indy Gateway is so thrilled with the progress of our Area 31 Construction Trades House Build. These high school men and women are gaining valuable trade skills while lifting up our community!  
[@a31construction](#) [@A31CareerCenter](#)



*"I have truly enjoyed learning in my cosmetology courses at A31! I feel like I am ready to join a salon."*

- Avery B. - CHS '25

*"Automotive Services gives me skills other graduates won't have. This gives me a jump start for better employment."*

- Brady T - CHS '25

## Post-Secondary Partners



# INDIANA UNIVERSITY

### Indiana University

- Advanced College Project(ACP)
  - AP Biology Dual/Credit
    - IU-Bloomington Campus
- CHS Education and Training Pathway
  - CHS Principles of Teaching Focused Field Experience
    - IU-Indianapolis Campus



### Ivy Tech

- 3 Credit Hours per Class
- 17 Ivy Tech Classes offered at Cascade HS
- ~65% will leave high school with Ivy Tech credits
- Area 31 Career Center also has Ivy Tech credits
- MADE@Plainfield Health Focused Field Experience for 2nd Grade



#### Vincennes University

- Area 31 Career Center students can receive VU credits
- ~20 students (16%) per grade level
- MADE@Plainfield STEM/Robotics Focused Field Experience for 4th Grade



# DEPAUW UNIVERSITY

*Est. 1837*

#### DePauw University

- Education Partnership with university education students observing and gaining field experience.
- Summer teacher professional development

# Journey

At the end of the 2021-22 school year, we were contacted by Dr. Andrew Melin, Executive Director of the Central Indiana Education Service Center (CIESC) and invited to be in a consortium in a new state grant opportunity, and the timing could not have been better. This was a fast paced grant application and award timeline turnaround, and we found out at the end of July 2022, we were awarded an allocation and would be working alongside six other school corporations as part of a “trailblazer” opportunity for a huge College and Career Readiness transformation. This grant included Ford NGL as a coaching organization for this work and a lot of professional development to create a sustainable transformation plan that connected our teaching and learning to community partners for support and experiential learning opportunities, and that our culture, systems, and structures ensure our efforts are sustainable.

Our ideas of this transformation began to take shape as we began to think outside the box and visit school corporations that have already several years into this community-connected transformation process. Taking teams of teachers, admin, counselors, and community stakeholders both to Akron of Ohio Schools and Greater Nashville Schools in Tennessee over the 2022-23 and 2023-24 school years was initially very overwhelming to some, but it allowed us to truly grasp the magnitude of our transformation, and what we might actually be able to do in our much smaller rural corporation. Our current mission statement of “small schools, BIG opportunities” had the potential for even BIGGER opportunities. The chart below shares the overview of our journey.

Process Phase/Session	Date	Location
Explore Visit	January 24-26, 2023	MCCSC Schools & Virtually (inclement weather)
Envision #1-Collaboration & Planning of VS & PoG	May 18, 2023	MADE Plainfield, IN
Envision #2	August 31, 2023	MADE Plainfield, IN
Master Planning #1	November 6, 2023	MADE Plainfield, IN
Critical Hour Input*	January 10 & 12, 2024	Cascade HS

Critical Hour* Reflection/Planning Forward	January 25 & 26, 2024	MADE Plainfield, IN
Master Planning #2	February 15 & 16, 2024	MADE Plainfield, IN
Master Planning #3	March 18 & 19, 2024	MADE Plainfield, IN
Master Planning Review	April 30, 2024	MCCSC ASC
Master Planning Presentation to Ford NGL/School Board	May 22, 2024	MCCSC ASC

*(\*For a detailed description of our Critical Hour process, see the Appendix.)*

## Explore Visit Findings

The chart below highlights the findings from our Explore Visit. As a reminder, the purpose of the Explore Visit and survey was to assess our school district's and community's ability and willingness to complete the transformation process which includes three important strands for effective implementation: Transforming Teaching & Learning, Transforming the Culture, Systems & Structures of School, and Transforming Partnerships Between Schools and Community.

## Explore Report Findings

### Strengths of MCCSC

- Important investment in non-teaching staff committed to supporting students' academic and social-emotional well-being particularly at the elementary schools.
- There was also a sense, across levels, that staff and leadership are committed to student success.
- District's Areas of Focus are well-aligned with undertaking a multi-year, community-connected, transformation effort.
- The presence, at each building, of a staff member who has College and Career Readiness as part of their role is a strong foundation for creating systems, structures and processes for bridging the classroom and the real-world/world of work.
- The Ford NGL team also feels that with training and support, inquiry-based learning could easily become part of teachers' instructional strategies, as there is evidence of project work across levels.
- Contracted time each morning for staff learning and work is also an asset to the transformation process.
- Strong support for MCCSC by the community and the mission of Made@Plainfield is well-aligned with the community-connected transformation model.
- A strong foundation of field trips is in place on which to build connections with business and community partners.
- The Ford NGL team was impressed with the nature of electives at the 6th, 7th, and 8th grades, because the electives create opportunities for students to begin to engage with, and explore, community and career connections. There is a strong foundation upon which to build enhanced opportunities for students related to the career continuum.

### Challenges for MCCSC

- Students at the elementary and middle school frequently spoke about teachers using direct instruction and then releasing students to work on their Chromebooks.
- Parents and students both talked about the need for more "movement", and that movement and hands-on was one benefit of available extracurricular clubs at each level.

- Parents and staff who work with Special Education students wondered if their students would also benefit from the community-connected transformation model and a greater focus on career exposure, exploration, and engagement.
- Elem teachers spoke about the rigidity of the curriculum due to pacing guides. We understand that this was, in part, due to the implementation of a new curriculum, but this has led to situations where some teachers use projects and other methods to teach students content. At the same time, in the same school and in the same grade, other students do not have those opportunities. It is the Ford NGL team's hope that, as the community-connected transformation moves forward, there will be planning time given to create inquiry-based learning opportunities for all students at each grade level and in each classroom.
- Middle school needs to build enhanced opportunities for students related to the career continuum.
- MS mixed perceptions: Students felt there was a lot of Chromebook work, while teachers felt there was more hands-on learning.
- High school is encouraged to align efforts to student interest, regional workforces needs, and to ensure an industry-related credential can be obtained through any district-offered CTE pathway.
- Students felt that once they were "on a path," they were not given the opportunity to detour or change paths.
- Common planning time is a key feature of community-connected transformation.
- Many of the local business and community organizations are small in size, so exposure, exploration, and engagement opportunities for students will need to be thoughtfully planned to maximize the impact of these partners.
- 8th grade PCC courses might be enhanced or redesigned to maximize career exploration and utilize assets within the area and region.

## Recommendations for MCCSC

- As intentional experiential learning at each grade level moves forward in 2023-2024, we recommend that the district build a system and set of processes/procedures along the way. While it is more time consuming to create and document up front, it will ensure a strong structure of support for student CCR opportunities over time and will ensure that there is a solid continuum of exposure, exploration, and engagement, K-12.
- PreK-5th grade — measurable outcomes related to high quality student engagement and career exploration activities and curriculum for all students.
- 6th-10th grade — measurable outcomes related to high quality student engagement and career exploration activities and curriculum for all students.
- 11th and 12th grade — demonstrable increase in the number of students participating in work-based learning opportunities.
- Continuation of the outstanding focus on graduating seniors completing a credential or certification.
- Increase in the number of students earning the Indiana College Core.



We also knew we quickly needed to partner with an organization to help us connect to the region rather than simply the Mill Creek area. The clear choice for us was HCN (Hendricks College Network)/MADE(Make Achieve Design Educate) whose values and support align directly to our needs:

*Collaboration, Community, Integrity, Service, and Alignment--  
These are our guiding principles to create a welcoming environment that promotes growth, inspires ambition, and empowers individuals to reach their full potential.*



Partnering with HCN/MADE as our convening organization made sense and we began to see many benefits almost immediately. With Chris Ponsler and Brandy Wethington's knowledge and connections to several businesses and county organizations, we were able to engage and invite them to join our journey, provide feedback, and benefit in the end with students who wanted work-based learning opportunities, and eventually careers.

Our journey continued into Phase 2: *Envision*, with dates in May and August 2023, with seventy-four (74) partners gathered including students, parents, teachers, administrators, businesses, county organizations, and community stakeholders to determine a transformational vision and discuss graduate design features for Mill Creek students. After a few rounds of vetting and tweaking various versions of each, a clear vision statement and Portrait of a Graduate became our "North Star" for transforming the district and moving us forward.

Phase three of the process was to move into Master Planning. We now had our direction and our why, so now what? Even before we began

the actual Master Planning Day 1, many teachers, counselors, and building and district administrators were involved in several trainings sponsored for us by the Central Indiana Education Service Center (CIESC), starting in the summer of 2023 and carrying on until now. Many of these were spread out over multiple days and some of the topics included: Freshman Student Learning Communities (SLCs) Quarterly Mapping/ Planning, College and Career Readiness Workshops, SLC Effective Teaming Practices, and SLC Counselor training. Ford NGL encouraged us to use a “Critical Hour” feedback process, for our Tactic Team work and supported us through Convening Organization networking and planning sessions.

## Tactic Teams

Team #	Focus	Tactic #(s)	Description	Co-Chair	Community/ Partner Co-Chair
1	CCR Awareness / Alignment / Credits / Experiences	1.2, 1.3, 1.4, 2.4, 3.3	Career Awareness, Exploration of WBL & Workforce Pathways for Credit Opportunities	Marcia Bright/ Allie Carpenter/Chris DuBois/Jenni Gullion	Brandy Wethington, Director of HCN/MADE Chris Ponsler, Assistant Director, HCN/MADE
2	Student Voice & Family Engagement	1.5, 2.3	Student Voice & Leadership, Family Engagement	Ada Stuck/ Lauren Alspaugh	Larry McCubbin, Community Stakeholder
3	Teacher Teams	2.1	Teacher Teams	Kale Blickenstaff/ Brant Donovan	Jason Stucky, Business Partner, NGS Financial Partners
4	IBL/PBL	1.1	Inquiry- & Project-Based Learning	Caleb Eldridge/ Amy Brower	Joe Parsons, Director of Operations, Hendricks Power
5	Communications/ Marketing	3.5	Communications and Marketing for MCCSC programs	J.R. Dugan/ Matt Miller	Keith Parker, Business Development Specialist / C2IT Consulting
6	Policies, Procedures & Governance, Ownership & Accountability	2.5, 3.1, 3.4	Accountability, Supportive Practices Procedures & Governance Systems/ Structures	Jim Diagostino/ Lori White/Stacey Monnett/Matt Miller	Patrick Biggerstaff Former Director Area 31/ Jennifer Rash, Director of Treasury Management, Centier Bank
7	Professional Development	2.2	Professional Development Plan For All Staff	Stacey Monnett/ Matt Miller	Brandy Wethington, Director, HCN/MADE

8	Data Systems	2.6	Development and Expansion of Data Systems for tracking POG Components	Stacey Monnett/ Matt Miller	Larry McCubbin, Community Stakeholder
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On November 6th, 2023, our seventy-four stakeholders gathered again at MADE in Plainfield to begin our first Master Planning session. During this time, eight (8) tactic teams were established and they worked to create priorities aligned with our vision statement and portrait of a graduate.

As seen in the timeline above, we utilized “critical hour” to glean feedback and allow for all comments and suggestions. *(See the appendix for a more detailed explanation of this process.)*

Master Planning Days #2 and #3 were in January and February 2024. These days allowed for our transformation team, along with staff, students, parents, several community and business leaders to engage in our planning process. On these days, we were adding action steps/tasks to each priority and setting an actionable timeline for the tasks. We were also able to utilize feedback from our “critical hour” days (Jan 10 and 12) in order to ensure we had a wide variety of voices and understanding of the breadth of the process.

We also had to think creatively about reducing the sixteen(16) tactics provided by Ford NGL; we simply did not have the human resources to chair 16 tactic teams. After much thoughtful deliberation, our leadership team decided that merging those tactics into ten (10) teams was much more feasible for our teams and district-wide awareness due to our small corporation size.

On March 18, 2024, our stakeholders gathered for Master Planning 3. During this time, tactic teams presented our current priorities and tasks for feedback from different stakeholder groups. Upon further review of the tactic priorities and vetting out redundancies, we decided to merge tactics one more time; we merged our tactics down to eight (8) teams. This merge did not eliminate work done by prior teams, but strengthened our efforts and alignment for the transformation process and implementation. The work from all three master planning days will guide our district through the next three years and beyond.

On April 10, 2024, we were able to pull our Ford NGL coaches in for a half day debriefing (MP 3.5) to ensure we had aligned our priorities, tasks, and timelines properly and to again look for any redundancies across the eight teams.

Master Planning Day 4, April 30, was a day for the Transformation Team, Tactic Team co-chairs, and community members to review both the Master Plan narrative and tactic team plans. It provided an opportunity to do fine tuning to ensure we met not only the prioritized expectations, but had portrayed our entire district as a shining star for ALL our students to find success. Additionally, our new high school principal's first opportunity to engage with the Master Plan. This was important to us, since he will play an important role in both the implementation and sustainability of our transformation.

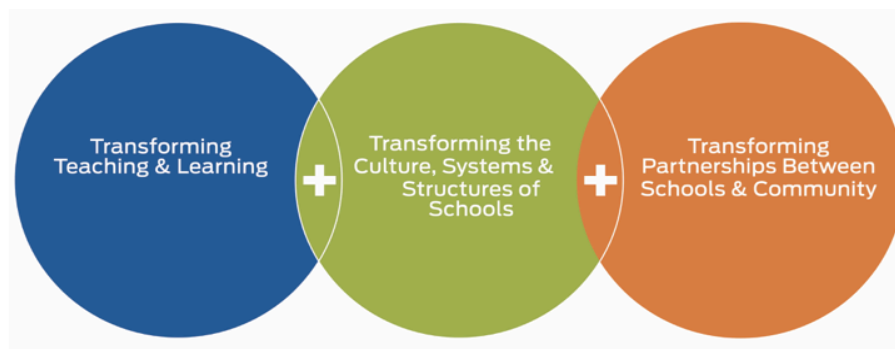


# Partnerships

## Ford NGL

As mentioned earlier, we found strength in our convening organization and our Ford team/coaches. The Ford Next Generation Learning Framework became the foundation for our transformation. Its three strands below place students as the center of every decision. The work driven by this framework is best described by them:

*A collaborative community-driven approach to achieve the following outcomes: (1) increased community prosperity shared by all; (2) a strengthened talent pipeline; (3) young people prepared for college, careers, lifelong learning, and leadership; (4) educational equity and justice for all; and (5) the capacity to contribute and go further.*



Regardless of the specific structure, all effective programs share three key characteristics:

1. The career or program of study selected by the student leverages an area of personal interest and integrates it with core academic knowledge. This integrated program of study is offered within a student learning community. ✓ **MCCSC**
2. A district structure that shifts the culture and offers strategies for student success in “multiple pathways” so that every student has the opportunity to choose a program that fits a personal interest. ✓ **MCCSC**
3. The programs offer extensive real-world contact with adults currently working in the field or area of interest, and they enable students to earn dual enrollment and/or articulated college-level credits while still in high school. ✓ **MCCSC**

## CIESC

Central Indiana Educational Service Center (CIESC) supports several Indiana school corporations and schools as a leading academic and operational service provider to all PK-12 Indiana educational stakeholders.

Central Indiana Educational Service Center is committed to innovative programs and exceptional service enhancing academic achievement and operational efficiencies with these set values:

- Act with Integrity
- Serve and Respect All
- Support Authenticity
- Focus on Quality
- Innovate to Meet Needs

We work closely with CIESC on a regular basis for training and curricular needs to stay ahead of the curve, including recently, when they supported us with beginning to operationalize our Portrait of a Graduate skills and attributes with PreK-8th teachers in Project-Based Learning (PBL) training. These newly created PBL units will begin implementation in the 2024-25 school year. This grant opportunity was the largest involvement we have had with them. Their ongoing partnership and mutual trust allows for us to find success in many professional ways.

## Community-Based

We also recognized, for the purposes of networking and sharing our community-connected transformation work, joining the Plainfield Chamber of Commerce, Kiwanis, Community Partnership meetings, and many small business networking events. Our CCR Director has joined several of these organizations, where he attends regularly and has presented our journey and future transformation process. All parties are intrigued and interested in helping in various ways.





hendricks college network  
*college • careers • connections*



**PLAINFIELD**  
CHAMBER OF COMMERCE  
BELONG • ENGAGE • SUCCEED



Hendricks County  
Economic Development  
Partnership




## MCCSC Governance Structure


Our schools will have a tiered governance and structure inclusive of business and industry, postsecondary institutions, district administration/leadership, student advisory members, the convening organization/community coordinator, community organizations/


stakeholders, advisory board members, and tactic/transformation /implementation team members. It will be a shared governance allowing for consistent communication, shared ownership and accountability, and deliberate collaboration with ALL stakeholders.

**THE STUDENT LEARNING COMMUNITIES OF  
MILL CREEK COMMUNITY SCHOOL CORPORATION**




**PARTNERSHIP FOR EDUCATION AND  
COMMUNITY COLLABORATION**






**SLC STEERING COMMITTEE**

- Master Plan : Advise, Assist, & Advocate
- Internal and External Representatives




**PATHWAY ADVISORY BOARD**

- SLC Chairs, SLC Leads, Guidance, Transformation
- Freshmen SLC, Human Services SLC, T.E.A.M. SLC




**COMMUNITY**

- HCN - Convening Organization
- Hend. Co. Comm. Foundation
- Hend. Co. Econ. Development
- Area 31 Career Center




**DISTRICT**


- Administration
- Director of CCR
- School Counselors
- CCR Liaisons




Cascade High School



Cascade Middle School



Mill Creek East Elementary




Mill Creek West Elementary

### Convening Organization/Community Coordinator

Hendricks College Network(HCN)/MADE will serve as our convening organization providing oversight for business and industries who support the MCCSC Portrait of a Graduate (PoG). The convening organization will serve as a liaison between MCCSC and community partners to promote and advocate for our students and their success.





This involvement will help to sustain current partners and identify potential new partners to ensure work-based learning and career awareness, exploration, and engagement for ALL MCCSC students.

Our HCN Community Coordinator has already begun to focus on this role and will continue to do so as he works to build and advocate a network within and around Hendricks County, inviting business and industry partners to share their time and talent and networking opportunities with MCCSC and other Hendricks County schools.

### **Steering Committee**


The Steering Committee for MCCSC's community-connected transformation will include our internal and external Tactic Team co-chairs, our Community Coordinator, and representation of business and community leaders from Hendricks County. This committee will work to ensure the transformational implementation occurs with fidelity as guided by the MCCSC Master Plan action steps/strategies. This committee will also progress monitor and revisit the plan to ensure there is a cycle for continuous improvement. The Steering committee will convene initially quarterly through the first two years of implementation.

### **Advisory Board**

An Advisory Board will be established at Cascade High School, and be composed of representatives from all Student Learning Communities(SLCs): Freshman, Human Services, and T.E.A.M. This committee will meet quarterly to ensure implementation of our SLCs and experiences and curriculum content are being developed and presented with a career lens. The board members will need to have intentional conversations and sometimes make critical decisions regarding transformation and implementation and/or address concerns or supports needed for programming.

### **Tactic Team/Transformational Implementation Team**

Our tactic teams are composed of an internal and external chair who served and worked closely throughout the master planning process. They were assigned one or more Ford NGL tactics to culminate an agreed upon strategies and timelines of several identified priorities. They have met regularly and will continue throughout the implementation process to ensure clarity, fidelity and accountability in



all buildings and levels. . They meet monthly now and will be moving to a bi-weekly meeting upon the start of 2024-25 school year.

### **District Leads/Transformational Implementation Leads**

MCCSC has deemed Stacey Monnett, Asst Superintendent, and Matt Miller, Director of College and Career Readiness, as the duo for District Lead and Transformational Implementation Leads. They will continue to work together to lead the implementation as prescribed in the MCCSC Master Plan and provide guidance as the district navigates this transformation process. They will continue to lead in the following areas and any other deemed by the Steering Committee: ensure that equitable representation of voices throughout the process; ensure there is a plan for professional development for all staff; advocate for students, teachers and parents; aid in securing resources based on needs; and build a network of business and community partners with the support of our convening organization.

# Implementation Structure

Mill Creek Community Schools Master Plan is a living, actionable plan that was imagined, drafted, vetted and refined with input from 175+ business/ community partners, students, parents and educators. This plan is meant to serve as a guide for action to transform our K-12 teaching and learning in a community-connected approach for the first three years. The Steering Committee will help us continue to move forward with annual reviews, updates and revisions throughout the initial implementation and beyond.

This plan is a culmination of work over a five month period and will begin full implementation in the 2024-2025 school year, but you will notice that we began piloting some of the work this school year, 2023-2024. You will also find quotes from some students and a few community partners who shared comments about their involvement and excitement throughout the process.

## Tactic 1

### College & Career Readiness Awareness Alignment, Credits, and Experiences

**Purpose** - Provide student exploration opportunities at the elementary level, so the engagement in middle school leads them to high school experiences within their chosen pathway to earn credits and/or certifications through various opportunities.

**Relevant Ford NGL Tactic(s):** 1.2, 1.3, 1.4, 2.4 & 3.3

Priority	Level	Tasks/Action Steps	Status	Time frame	Responsible for Work	Deliverables
Provide equitable experiences for all K-12 Students	All	Curate high-quality CCR(College Career Readiness) Experiences for K-12 (such as field experiences for K-5, Reality Store or classroom experiences for middle school, and 3E Day for 8-12) that	In Progress	Year 1	Lead Teachers / CCR Liaisons /Counselors / Community Stakeholders	Document that lists each experience that ties to high school pathways and PoG.

		offer exposure to a variety of careers.				
Provide equitable experiences for all K-12 Students	High School (9-12)	Design a plan to allow for equitable distribution of anchor partners across each academy/pathway	Not Started	Year 2	Director of CCR/ Convening Organization	Protocol to check equity of partners & resources throughout each pathway.
Provide equitable experiences for all K-12 Students	Elem Level (K-5)	Create an oversight process to ensure elementary schools are providing equitable experiences from one building to the other (e.g both have Math/Sci night; construction clubs, "Beautify the Community" event, etc), but allow for "local flavor."	In Progress	Year 1	Building Admin / Counselors / CCR Liaisons	Written process that is revisited yearly.
Provide equitable experiences for all K-12 Students	Middle Level (6-8)	Demonstrate understanding of what a non-profit is by creating opportunities with local non-profits that will evolve through middle school and end with a capstone project in 8th grade.	In Progress	Year 2	Counselors / CCR Liaisons /Convening Organization / Teacher Leads	Detailed non-profit project plan leading up to and including the capstone.
Provide equitable experiences for all K-12 Students	Elem Level (K-5)	Create a plan that provides opportunities for <b>all</b> students to participate in clubs connected to career exploration (perhaps during the school day).	In Progress	Year 1	Building Admin / Counselors / CCR Liaisons /Teacher Leads	A plan based on current clubs, student interests, and barriers to participation
Provide equitable experiences for all K-12 Students	Middle Level (6-8)	Create a plan that provides opportunities for <b>all</b> students to participate in clubs connected to career exploration (perhaps during the school day).	In Progress	Year 1	Building Admin / Counselors / CCR Liaisons / Teacher Leads	A plan based on current clubs, student interests, and barriers to participation
Develop a business/ community engagement plan	All	Coach industry partners on engagement strategies with school-aged audiences and the same with students engaging with industry	In Progress	Year 1	CCR Director / Convening Organization	Business Community Engagement plan

Develop a business/ community engagement plan	High School (9-12)	Design an exit interview to be part of the internship class, allowing business partners and students to give feedback regarding the experience.	Not Started	Year 1	Lead Teachers / CCR Liaisons / Community Stakeholders	Business Community Engagement plan
Develop a business/ community engagement plan	All	Create a "Relationship Management Tool/ CRM" for business contacts which is reviewed quarterly to keep up-to-date	Not Started	Year 2	Director of CCR	Business Community Engagement plan
Create a K-12 plan that supports community-connected postsecondary and career readiness	Elem Level (K-5)	Create a checklist/protocol (NLPS connections, pre-/post reflections; survey awareness, knowledge, interests, and content connections) for K-5 Field Experiences that are community-connected careers to ensure they are high-quality career exploration.	In Progress	Year 1	Lead Teachers / CCR Liaisons / Convening Organizations	Comprehensive K-12 Plan that supports postsecondary and career readiness
Create a K-12 plan that supports community-connected postsecondary and career readiness	All	Create a plan for teachers to engage in career exploration experiences to prepare students for similar experiences (ex: teachers who would like to pursue additional certifications and credentials, teacher tours of facilities). Review process for new pathways and/or new teachers bi-annually as a minimum.	In Progress	Year 2	Director of CCR / Lead Teachers	Comprehensive K-12 Plan that supports postsecondary and career readiness
Create a K-12 plan that supports community-connected postsecondary and career readiness	All	Design a protocol/process for teachers to engage with businesses/employers to set up guest speakers, field trips, etc.	Not Started	Year 1	CCR Liaisons / Lead Teachers	Comprehensive K-12 Plan that supports postsecondary and career readiness

Create a K-12 plan that supports community-connected postsecondary and career readiness	High School (9-12)	Develop a process for review and proposal of new pathways or SLC (Student Learning Communities)s(Student Learning Communities) to meet workforce demands (or phase out pathways)	Not Started	Year 2	CCR Liaisons / Lead Teachers / School Counselors	Comprehensive K-12 Plan that supports postsecondary and career readiness
Create a K-12 plan that supports community-connected postsecondary and career readiness	High School (9-12)	Process of continual improvement of WBL(work-based learning) experiences including review of credential and certification needs	Not Started	Year 2	CCR Liaisons / Director of CCR / School Counselors	Comprehensive K-12 Plan that supports postsecondary and career readiness
Provide opportunities for real-world application of attitudes, actions & achievements from the Portrait of a Graduate	All	Develop grade-level operational definitions for the Portrait of a Graduate skills and attributes to be integrated in Inquiry-based Learning (IBL), Project-based Learning (PBL), and Work-based Learning (WBL).	In Progress	Year 2	Lead Teachers / CCR Liaisons / Director of CCR	Finalizing operational definitions and integrating them into IBL/PBL/ WBL projects/ plans
Provide opportunities for real-world application of attitudes, actions & achievements from the Portrait of a Graduate	All	Increase experiential learning opportunities within Mill Creek Community Schools whereby current employees share responsibilities, jobs, and tasks for student engagement in real world careers	Not Started	Year 2	Counselors / CCR Liaisons / MCCSC Directors	Checklist of internal department employers
Provide opportunities for real-world application of attitudes, actions & achievements from the Portrait of a Graduate	All	Review/revise articulation agreements annually and assess the needs for post-secondary engagement	Not Started	Year 1	CCR Director / School Counselors	Agreements between the school and outside organizations

*"I'm excited for the future and how this work is reshaping the school experience across our district to help students be more college and career minded. Students will be in a better position to know what they want to do after graduation and will be able to compete for whatever they choose at a high level."*

*- Kale Blickenstaff - Cascade Middle School Principal*

## Tactic 2

### Student Voice and Family Engagement

**Purpose** - Provides opportunities for students to speak to their learning experiences, and become leaders in their school and community while also engaging families in their student's learning.

**Relevant Ford NGL Tactic(s):** 1.5 & 2.3

Priority	Level	Tasks/Action Steps	Status	Time frame	Responsible for Work	Deliverables
Equip students with the knowledge to make course decisions and provide input for their experiences	High School (9-12)	Educate students on diploma types and career pathways.	In Progress	Year 1	Counselor/ Teachers	Counselor Pathway Checklist Buckets
Equip students with the knowledge to make course decisions and provide input for their experiences	Middle Level (6-8)	Educate students on diploma types and career pathways.	In Progress	Year 1	Counselor/ Teachers	Counselor Pathway Checklist Buckets
Equip students with the knowledge to make course decisions and provide input for their experiences	High School (9-12)	Expose students to the skills, courses, pathways, etc through the use of our CCR digital program	In Progress	Year 1	Counselor/ Teachers	Xello Missions
Equip students with the knowledge to make course decisions and provide input for their experiences	Middle Level (6-8)	Expose students to the skills, courses, pathways, etc through the use of our CCR digital program	In Progress	Year 1	Counselor/ Teachers	Xello Missions
Equip students with the knowledge to make course	Elem Level (K-5)	Assess students' career interests and opportunities through	In Progress	Year 1	Counselor/ Teachers	Xello Matchmaker, Personality

decisions and provide input for their experiences		our CCR digital program.				Style, Missions
Equip students with the knowledge to make course decisions and provide input for their experiences	High School (9-12)	Determine what information we need to collect from students about their educational experiences to hear their voice.	Not Started	Year 2	Counselor/ Teachers	Data Checklist
Equip students with the knowledge to make course decisions and provide input for their experiences	Middle Level (6-8)	Determine what information we need to collect from students about their educational experiences to hear their voice.	Not Started	Year 2	Counselor/ Teachers	Data Checklist
Equip students with the knowledge to make course decisions and provide input for their experiences	High School (9-12)	Train, coach, and empower students to select courses within their future goal aspirations in both a group and one-on-one setting.	Not Started	Year 2	Counselor/ Teachers	Counselor Pathway Checklist Buckets
Equip students with the knowledge to make course decisions and provide input for their experiences	Middle Level (6-8)	Train, coach, and empower students to select courses within their future goal aspirations in both a group and one-on-one setting.	Not Started	Year 2	Counselor/ Teachers	Counselor Pathway Checklist Buckets
Equip students with the knowledge to make course decisions and provide input for their experiences	All	Create and administer an annual survey through XELLO, our CCR digital program, to glean student voice/input regarding educational experiences.	Not Started	Year 2	CCR Liaisons	Data Checklist/ Survey
Equip students with the knowledge to make course decisions and provide input for their experiences	All	Implement a program that teaches self-advocacy skills to students	Not Started	Year 3	Counselor/ Teachers	Xello or SEL Lesson
Educate and engage families in understanding	All	Identify and address family engagement gaps and	Not Started	Year 1	Counselor/ Teachers	Data Checklist



student learning communities and involve them in learning experiences		opportunities currently in existence				
Educate and engage families in understanding student learning communities and involve them in learning experiences	All	Continue to create networking opportunities for parents and students to better understand credits, certifications, and credentials toward post-secondary endeavors	Not Started	Year 2	Counselors / CCR Liaisons	Counselor Nights
Educate and engage families in understanding student learning communities and involve them in learning experiences	All	Create database/spreadsheet of parents and businesses who are willing to assist teachers and students	Not Started	Year 2	CCR Liaisons	Survey / Google Form
Provide opportunities for students and families to adapt their future goals as they grow	All	Assess and maximize use of XELLO, our CCR digital program, by students with key stakeholders periodically	Not Started	Year 1	Counselor/ CCR Liaisons	Xello Data
Provide opportunities for students and families to adapt their future goals as they grow	All	Continue assessments on XELLO, our CCR digital program, each year to encourage students and families to review and make changes	Not Started	Year 2	Counselor/ CCR Liaisons	Xello Data
Provide opportunities for students and families to adapt their future goals as they grow	All	Collaborate with the Project Based Learning (PBL) team to understand assessment results and analyze information.	Not Started	Year 2	Lead Teachers / CCR Liaisons	Data Checklist
Improve & expand leadership activities for all students	Elem Level (K-5)	Educate students on non-traditional leadership roles (line leader, peer support, cafeteria clean-up	Not Started	Year 1	Teachers	Internal department checklist

		crew, etc)				
Improve & expand leadership activities for all students	High School (9-12)	Assess current use of the student ambassador program (Cadet Mentors) and revise responsibilities.	In Progress	Year 2	Teachers	Google Form / Survey
Improve & expand leadership activities for all students	Middle Level (6-8)	Assess current use of the student ambassador program and revise responsibilities.	In Progress	Year 2	Teachers	Google Form / Survey
Improve & expand leadership activities for all students	All	Brainstorm new leadership experiences that will address identified gaps	Not Started	Year 2	Counselors / Lead Teachers / CCR Liaisons	Data
Improve & expand leadership activities for all students	All	Initiate new leadership opportunities that address identified gaps	Not Started	Year 3	Counselors / Lead Teachers / CCR Liaisons	Data + Decision
Communicate regularly between the school, families, and community	All	Coordinate with the Communications & Marketing Team consistently.	Not Started	Year 1	Counselors / Lead Teachers / CCR Liaisons	Communications Newsletter
Communicate regularly between the school, families, and community	All	Establish a process of inclusion of student voice/leadership to be used regularly to drive improvements.	Not Started	Year 2	Counselors / Lead Teachers / CCR Liaisons	Google Form /Survey

*"I feel glad that our school is putting forth the effort and work to give students the tools and resources they need to be successful in their future lives."*

*- Marco Aguilar - Class of 2028*

## Tactic 3

### Teacher Teams

**Purpose** - All K-12 teachers should have common planning time which allows them to discover, refine, and implement instructional practices to assist with teaching through a career lens.

**Relevant Ford NGL Tactic(s):** 2.1

Priority	Level	Tasks/Action Steps	Status	Time frame	Responsible for Work	Deliverables
Develop the master schedule for all grades K-12	MS & HS (6-12)	Create a new master schedule that incorporates SLCs (Student Learning Communities), coordinates staffing, and aligns course offerings	Complete	Year 0	MS/HS Principals/ Counselors	CMS/CHS Master Schedules 2024-25
Develop the master schedule for all grades K-12	MS & HS (6-12)	Review/revise a new master schedule that incorporates SLCs (Student Learning Communities), coordinates staffing and aligns course offerings	Not Started	Year 2	MS/HS Principals/ Counselors	CMS/CHS Master Schedules 2025-26 and beyond
Develop the master schedule for all grades K-12	High School (9-12)	Add new course offerings for local CTE(Career & Technical Education) Pathways per student interest and WFD (WorkForce Development) data	In Progress	Year 1	HS Principal/ Counselors	High School Course Handbook

Develop the master schedule for all grades K-12	Elem Level (K-5)	Continue coordinating of East and West Elementary master schedules to ensure CCR alignment, teacher planning ,and experiences	In Progress	Year 2	Elem Principals/CCR Liaisons	Elementary Master Schedules
Develop the bell schedule for all grades K-12	MS & HS (6-12)	Create an SLC (Student Learning Communities) period in the bell schedule	Complete	Year 1	MS/HS Principals/ Counselors	Staff Meeting Agenda
Develop the bell schedule for all grades K-12	MS & HS (6-12)	Communicate any changes in the bell schedule for 2024-2025 to the staff.	Complete	Year 1	MS/HS Principals/ Counselors	Staff Meeting Agenda
Create/Revise an action plan for CHS and SLCs (Student Learning Communities)	High School (9-12)	Develop SLC (Student Learning/Mentor Communities) lesson plans for each quarter of the 2024-2025 school year for grades 9-12.	In Progress	Year 1	HS Principals/ Counselors	SLC Quarterly Maps 2024-25
Create/Revise an action plan for CHS and SLCs (Student Learning Communities)	High School (9-12)	Develop a clear rolling agenda for SLC (Student Learning Communities) teacher team meetings that includes vision, goals, norms, roles, outcomes, action steps and a rubric.	In Progress	Year 1	HS Principals/ Counselors	SLC Rolling Agenda Template
Brainstorm career lens teaching strategies for all teachers K-12.	All (K-12)	Provide planning and collaboration time for teachers K-12 to develop vertical	In Progress	Year 1	Lead Teachers	PD Calendar 2024-25

		articulation of job related skills/ opportunities.				
Brainstorm career lens teaching strategies for all teachers K-12.	All (K-12)	Map employability skills to content area standards to incorporate during lessons.	In Progress	Year 2	Lead Teachers / SLC Leads	K-12 Guaranteed Experiences Sheet
Brainstorm career lens teaching strategies for all teachers K-12.	Middle Level (6-8)	Plan Focus Field experiences for students 6-8.	In Progress	Year 2	Grade Level Teams / Building Principals / CCR Liaisons	Focused Field Experiences Checklist
Develop and communicate the plans for PLC and SLCs (Student Learning Communities) teacher collaboration time with K-12 staff	High School (9-12)	Assign staff and share pacing maps to SLC (Student Learning Communities) groups	Complete	Year 1	HS Counselors / CCR Liaisons	SLC Groups/SLC Maps
Develop and communicate the plans for PLC and SLCs (Student Learning Communities) teacher collaboration time with K-12 staff	High School (9-12)	Develop a clear rolling agenda for SLC (Student Learning Communities) Teacher Team Meetings that includes vision, goals, norms, roles, outcomes, action steps, and a rubric.	In Progress	Year 1	HS Counselors / CCR Liaisons	Rolling Agenda Template
Develop and communicate the plans for PLC and SLCs (Student Learning Communities) teacher collaboration time with K-12 staff	MS & HS (6-12)	Assess (quarterly) SLC (Student Learning Communities) curriculum and plans to improve from year to year.	Not Started	Year 2	Lead Teachers / CCR Liaisons	SLC Feedback form and edit documentation

*“The Master Planning Process has taught me so much this year. I have learned how much hard work and care goes into a project as incredible as this one. So much planning has gone into this process and I am so excited to see the amazing impact that it will have on the growing students in our community, giving them more connections and opportunities as they get older.”*

- Rylee Smith Class of 2025

## Tactic 4

### Inquiry-based, Project-based, and Work-based Learning

**Purpose** - Teachers providing K-12 students with academic, workplace, and life skills through inquiry and project based learning while establishing students' interests.

**Relevant Ford NGL Tactic(s):** 1.1

Priority	Level	Tasks/Action Steps	Status	Time frame	Responsible for Work	Deliverables
Implement Project Based Learning (PBL) and inquiry learning within K-12 classrooms that support the Portrait of a Graduate.	All	Initiate framework for long term Project Based Learning (PBL) implementation for all staff, both current and future at ALL levels.	In Progress	Year 1	CCR Liaisons/Lead Teachers	PBL Plan
Implement Project Based Learning (PBL) and inquiry learning within K-12 classrooms that support the Portrait of a	All	Provide teachers with the appropriate dedicated/team planning time for Project Based Learning (PBL).	In Progress	Year 0	Building Principals	Master Schedule Plan

Graduate.						
Implement Project Based Learning (PBL) and inquiry learning within K-12 classrooms that support the Portrait of a Graduate.	All	Begin to develop Project Based Learning (PBL) units that mirror/support work based experiences through collaboration with business and community partners.	In Progress	Year 1	Lead Teachers Teams / CCR Liaisons	PBL Plan
Implement Project Based Learning (PBL) and inquiry learning within K-12 classrooms that support the Portrait of a Graduate.	All	Plan a vertical alignment strategy across all schools to remove redundancy within the learning structure and classrooms of Project Based Learning (PBL)s.	In Progress	Year 2	Lead Teachers Teams / CCR Liaisons	PBL Plan
Implement Project Based Learning (PBL) and inquiry learning within K-12 classrooms that support the Portrait of a Graduate.	All	Complete ongoing and final reflections during implementation and completion of units in order to make adjustments to the framework as necessary.	In Progress	Year 2	Lead Teachers Teams / CCR Liaisons	PBL Plan
Provide activities that reach a variety of student interests.	All	Evolve continually the Project Based Learning (PBL) units and opportunities with ever changing student interests.	Not Started	Year 3	Lead Teachers / Teacher Teams / CCR Liaisons	PBL Plan
Provide activities that reach a variety of	All	Assess Project Based Learning (PBL) opportunities and what and how student want	Not Started	Year 2	Lead Teachers / CCR Liaisons	PBL Plan

student interests.		to learn.				
Develop learning experiences Project Based Learning (PBL) that expand and enhance Portrait of a Graduate character traits.	All	Infuse the created Project Based Learning (PBL) framework(priority 1) with specified Portrait of a Graduate (PoG) characteristics which includes a visual learning objective	In Progress	Year 2	Teachers / CCR Liaisons	PBL Design Checklist
Develop learning experiences Project Based Learning (PBL) that expand and enhance Portrait of a Graduate character traits.	All	Develop a rubric with emphasis on how class material addresses the traits of the Portrait of a Graduate.	Not Started	Year 1	Teachers / CCR Liaisons	PBL Design Checklist

*“As a father of 3 and business leader, I am excited about the innovative approach to education Mill Creek Schools is taking. Through meaningful community partnerships, student engagement, and caring educators, Mill Creek is diligently seeking the most effective way to transform students and give them clear pathways to a bright future beyond old-school methodologies.”*

- Keith Parker - MCCSC Father and C2IT Consulting Business Development Specialist / Relationship Builder



## Tactic 5

### Communications & Marketing

**Purpose** - Develop a comprehensive communications and marketing program that addresses internal (school and district focused) and external (business and community focused) audiences.

**Relevant Ford NGL Tactic(s):** 3.5

Priority	Level	Tasks/Action Steps	Status	Time frame	Responsible for Work	Deliverables
Identity & Branding	All	<u>CCR Branding / Logo Identity Standards</u>	Complete	Year 0	Director of CCR	<u>CCR Branding / Logo Identity Standards</u>
Identity & Branding	High School (9-12)	Identity for SLC (Student Learning Communities) at CHS: 9th, Human Services, TEAM	In Progress	Year 1	SLC Leads / CCR Liaison	Identity/Logo for each SLC
Identity & Branding	Middle Level (6-8)	Identity for Non-Profit Program at CMS (Name/See/Do Change)	Not Started	Year 1	CCR Liaison / Building Principal	Identity/ Logo
Identity & Branding	All	Portrait of a Graduate Communication to all stakeholders	In Progress	Year 1	CCR Liaisons / Building Principals	PoG Hard Copies
Internal Plan	All	Create marketing materials and collaterals that visually connect the levels to represent a K-12 journey (Guaranteed Experiences Roadmap)	In Progress	Year 1	Director of CCR / CCR Liaisons / Counselors	Guaranteed Experiences Roadmap
Internal Plan	All	Create marketing materials (print, social, videos) for events throughout the year.	In Progress	Year 2	CCR Liaisons / Director of CCR / Building Principals	Event flyers
Internal Plan	All	<u>MCCSC Common Vocab</u>	In Progress	Year 1	Director of CCR / CCR	<u>MCCSC Common</u>

		<u>Document</u>			Liaisons / Counselors	<u>Vocab Document</u>
Internal Plan	All	Create a monthly internal newsletter highlighting CCR	Not Started	Year 1	CCR Liaisons / Director of CCR / Building Principals	Smore Newsletters
External Plan	All	Create marketing materials for all stakeholder groups (students, parents, teachers, staff, non-profits, business partners)	Not Started	Year 2	CCR Liaisons / Director of CCR / Building Principals	Flyers/ Newsletters
External Plan	All	Develop a Social Media presence in ways that reach each stakeholder group.	Not Started	Year 1	CCR Liaisons / Director of CCR / Building Principals	Social Media Presences
External Plan	All	Create a quarterly external newsletter highlighting CCR	Not Started	Year 2	CCR Liaisons / Director of CCR / Building Principals	Newsletter
Measures	All	Develop a measurement tool for tracking the effectiveness of marketing efforts	Not Started	Year 2	CCR Liaisons / Director of CCR / Building Principals	Data tracking sheet

*"I felt honored to represent my class and take steps toward building a better school experience for myself and all of the students who come after me."*

*- Hank Myers Class of 2029*

## Tactic 6

### Policies, Procedures, Governance, Ownership & Accountability

**Purpose** - Provide governance, reporting structures, ownership and implementation strategies for all stakeholders to ensure equity, sustainability, and continuous improvement.

**Relevant Ford NGL Tactic(s):** 2.5, 3.1 & 3.4

Priority	Level	Tasks/Action Steps	Status	Time frame	Responsible for Work	Deliverables
Align district, school, and community improvement goals	All	Develop guidance for weekly/monthly time allotment for staff in CCR roles Student Learning Communities (SLCs) leaders, Project Based Learning (PBL) coordinator, WBL coordinator, communications coordinator)	In Progress	Year 1	Building Principals/ Director of CCR	Building Meeting Schedules 2024-25
Align district, school, and community improvement goals	All	Connect all improvement plans into a unifying master plan to drive simultaneous goals annually.	In Progress	Year 1	Asst Superintendent / Building Admin / Teachers	Master Plan Checklist
Align district, school, and community improvement goals	All	Assess the effectiveness that the Master Plan is always the core component of the district's & school's improvement plans after implementation and beyond.	Not Started	Year 2	Asst Superintendent/ Building Admin / Lead Teachers	Google Form / Survey
Evaluate current staffing and facilities to ensure availability of resources for implementation and growth	All	Assess equipment and facility needs for technical training classes annually.	In Progress	Year 1	Building Admin	Protocol/ Checklist for meeting needs of current and future courses

Evaluate current staffing and facilities to ensure availability of resources for implementation and growth	All	Seek to build/expand facilities per needs and pathway interests as driven by workforce demands within reason.	Not Started	Year 2	Counselors, Building Admin / Lead Teachers / Asst Superintendent	Protocol/ Checklist for meeting needs of current and future courses
Evaluate current staffing and facilities to ensure availability of resources for implementation and growth	All	Assess funding sources for staffing/facilities/equipment (grants, donations, state funding, other) yearly.	Not Started	Year 1	Building Admin / Director of CCR /	Protocol/ Checklist for meeting needs of current and future courses
Evaluate current staffing and facilities to ensure availability of resources for implementation and growth	All	After assessment, create a plan to evaluate and prioritize needs, allocate funds as necessary, determine possible sources to obtain these, and communicate with business partners about needs yearly.	In Progress	Year 2	Director of CCR / Asst Superintendent / Superintendent	Protocol/ Checklist for meeting needs of current and future courses
Evaluate current staffing and facilities to ensure availability of resources for implementation and growth	All	Provide resources (time, talent), as needed, within business partner agreement yearly	In Progress	Year 2	Counselors / Director of CCR / Building Admin / Asst Superintendent	Protocol/ Checklist for meeting needs of current and future courses
Identify constraints and put procedures in place to ensure that priorities are continually addressed	High School (9-12)	Address limited access to employer partners within our school community	In Progress	Year 1	Director of CCR / Building Admin	Chamber Involvement
Identify constraints and put procedures in place to ensure that priorities are continually addressed	All	Align career experiences with state of Indiana defined curriculum	In Progress	Year 0	Counselors / SLC Leads / CCR Liaisons / Teacher Leads	Counselor Checklist

Identify constraints and put procedures in place to ensure that priorities are continually addressed	High School I (9-12)	Address issues with employer willingness/ability to employ students under 18 years of age	In Progress	Year 1	Counselors / Convening Organization	Liability Checklist
Identify constraints and put procedures in place to ensure that priorities are continually addressed	All	Allocate funding for staffing, facilities, equipment, field trips, student transportation, etc.	In Progress	Year 1	CCR Liaisons / Director of CCR / Asst Superintendent / Counselors	Budget Sheets
Establish a Steering Committee and Advisory Board for monitoring of outcomes and change as needed	All	Establish a management structure of district and building level admin to ensure alignment of school and district goals annually	In Progress	Year 1	Building Admin / Director of CCR	Organization Chart
Establish a Steering Committee and Advisory Board for monitoring of outcomes and change as needed	All	Create a Steering Committee and language of both internal and external stakeholders for monitoring of outcomes and changes.	Not Started	Year 1	Director of CCR / CCR Liaisons / Building Admin	Steering Committee
Establish a Steering Committee and Advisory Board for monitoring of outcomes and change as needed	All	Continue succession and sustainability process for the steering committee and convening organization to set annual goals and performance outcomes.	Not Started	Year 2	Director of CCR / Asst Superintendent	Steering Committee Plan
Define and implement roles and responsibilities for sustainability	All	Establish/Monitor/Assess effectiveness of a strong relationship with our convening organization in collaboration and area data/workforce needs to sustain	In Progress	Year 1	Director of CCR / Convening Organization	Agreement and Survey between MCCSC and Convening Organization

		transformation.				
Define and implement roles and responsibilities for sustainability	All	Evaluate positions and job descriptions on an annual basis to align with student needs while sustaining a K-12 career-connected approach (review bi-annually or as need arises with new or redefined positions)	Not Started	Year 2	Counselors / Building Admin / Superintendent / Asst Superintendent /	Staffing Checklist

*“It's been an honor serving as the county convenor with Mill Creek Schools. It has been amazing to see a vision come to life of meeting students where they need to be met and providing them with transformative opportunities through their entire academic career. This couldn't not have happened without a collective community coming together to embrace the idea of change and not being afraid to do something different that will guarantee all students the opportunity to have a plan when they graduate.”*

- Chris Ponsler, Assistant Director, Hendricks College Network/  
MADE@Plainfield, Convening Organization

*“It has been meaningful to me that I was chosen to be a part of the Master Plan Process.”*

- Maxwell Stucky - Class of 2025

## Tactic 7

### Professional Development

**Purpose** - Create both a short- and long-term plan to provide ALL staff, and school leaders with appropriate professional development to ensure instructional practices align with the career and community-connected transformation goals.

**Relevant Ford NGL Tactic(s):** 2.2

Priority	Level	Tasks/Action Steps	Status	Time frame	Responsible for Work	Deliverables
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Create a Professional Development continuum	All	PoG alignment training and integration	In Progress	Year 1	Building Admin / CCR Liaisons	PD Master Calendar 2024-25
Create a Professional Development continuum	High School (9-12)	Teaming Training/Freshman SLC (Student Learning Communities) (Train the Trainer)	Complete	Year 0	SLC Lead Teachers / Director of CCR / Asst Superintendent	PD Master Calendar 2023-24
Create a Professional Development continuum	High School (9-12)	SLC (Student Learning Communities) Counselor Training	Complete	Year 0	Counselors / Director of CCR / Asst Superintendent	PD Master Calendar 2023-24
Create a Professional Development continuum	Middle Level (6-8)	K-8 Conference/Transformation Training	Complete	Year 0	Lead Teachers / Teachers / Director of CCR / Asst Superintendent	PD Master Calendar 2023-24
Create a Professional Development continuum	Elem Level (K-5)	Project Based Learning (PBL) Training for Elem level	Complete	Year 0	STEM Teacher / Teacher Leads / Director of CCR / Asst Superintendent	PD Master Calendar 2023-24
Create a Professional Development continuum	Middle Level (6-8)	Project Based Learning (PBL) Training for MS level	Complete	Year 0	STEM Teacher / Teacher Leads / Director of CCR / Asst Superintendent	PD Master Calendar 2023-24
Create a Professional Development continuum	High School (9-12)	Project Based Learning (PBL) for HS SLC (Student Learning Communities) Model	Not Started	Year 2	HS Principal / School Counselors / SLC Leads	PD Master Calendar 2025-26
Create a Professional Development continuum	Both (6-12)	SLC (Student Learning Communities) planning continuum based on student pathways and workforce demands	Not Started	Year 2	HS Principal / School Counselors / SLC Leads	CMS/CHS Master Planning Meeting Agendas

Create a Professional Development continuum	Elem Level (K-5)	K-8 Conference; Portrait of a Graduate Integration; Teaming Training;	In Progress	Year 1	Elem Principals / CCR Liaisons/ Lead Teachers	PD Master Calendar 2024-25
Create a Professional Development continuum	Middle Level (6-8)	K-8 Conference; Portrait of a Graduate Integration; Teaming Training; and Student Ambassador Training;	In Progress	Year 1	MS Principal / Counselors / CCR Liaisons /SLC Leads	PD Master Calendar 2024-25
Create a Professional Development continuum	All	Establish a targeted PD plan for ongoing success (IBL/Project Based Learning (PBL); Effective Teaming; XELLO, etc.)	In Progress	Year 1	HS Principal / School Counselors / SLC Leads	PD Master Calendar 2024-25
Create a Professional Development continuum	All	Establish Project Based Learning (PBL) structure/expectations to all staff	In Progress	Year 1	Building Principals / CCR Liaisons	PD Master Calendar 2024-25
Create a Professional Development continuum	All	Vertically align PD as part of the K-12 plan for community connected transformation	In Progress	Year 2	Building Admin / CCR Liaisons	PD Master Calendar 2025-26
Create a Professional Development continuum	All	Investigate use of Ford NGL Powerful Partnerships customized PD to assess effectiveness of our transformation	Not Started	Year 3	Steering Committee	Advisory/ Steering Committee Agenda



		continuation and data review				
Develop a system of support and monitoring for professional development	All	Create a system to monitor effectiveness of educator training and support plan	Not Started	Year 2	Building Admins / Counselors	Master PD Calendar 2024-25 and Mentor Support Meeting Schedule
Develop a system of support and monitoring for professional development	All	Establish and implement a PD plan for onboarding new hires (all types/all levels)	In Progress	Year 1	Building Admins/ Counselors / CCR Liaisons / Director of CCR	Master PD Calendar 2024-25
Develop a system of support and monitoring for professional development	All	Develop annual needs assessment surveys to determine ongoing needs to plan for next year and beyond.	Not Started	Year 2	CCR Liaisons / Director of CCR	GoogleForm/ Survey Data
Develop a system of support and monitoring for professional development	High School (9-12)	Continue utilization of morning PD for teacher support/training and SLCs (Student Learning Communities)	In Progress	Year 1	HS Principal / School Counselors / SLC Leads/	Master Schedule 2024-25
Establish a plan for WBL opportunities for teachers and admin for relatability to student learning	High School (9-12)	Create WBL experiences for teacher and student connections in SLCs (Student Learning Communities) and HS courses	In Progress	Year 2	HS Principal / School Counselors / SLC Leads / Convening Organization	CMS/CHS Master Planning
Establish a plan for WBL opportunities for teachers and admin for relatability to	Middle Level (6-8)	Create WBL experiences for teacher and student connections in FOCUS and	In Progress	Year 1	MS Principal / Counselor / CCR Liaisons / Convening Organization	CMS/CHS Master Planning

student learning		MS content classes				
Establish a plan for WBL opportunities for teachers and admin for relatability to student learning	Elem Level (K-5)	Create teacher experiential learning opportunities aligned to Focused Field Experiences to ensure student connections in elementary core content and CCR skills	Not Started	Year 2	CCR Director / Business Partners / CCR Liaisons / Convening Organizations	PD Master Calendar 2025-26
Increase alignment of teacher evaluations with CCR components	All	Establish policy review and revision of teacher evaluation with CCR components	Not Started	Year 2	Teacher Reps	MCCTA Agenda
Increase alignment of teacher evaluations with CCR components	All	Create policy/ procedure to adopt evaluation changes as needed with union discussions/ negotiations	Not Started	Year 2	Teacher Reps	MCCTA Agenda

*"I liked speaking and my opinion being heard and others actually listening to me and including me."*

- Royce Bright - Class of 2026

## Tactic 8

### Data Systems

**Purpose** - Data systems are developed and expanded to provide information on the Portrait of a Graduate (PoG) components and benefits to our students and community partners.

**Relevant Ford NGL Tactic(s):** 2.6

Priority	Level	Tasks/Action Steps	Status	Time frame	Responsible for Work	Deliverables
Develop a data dashboard aligned to Portrait of a Graduate (PoG) components	All	Determine data that is measurable and meaningful for ALL students	In Progress	Year 1	Building Admin / Steering / Advisory Committees	Data Dashboard
Develop a data dashboard aligned to Portrait of a Graduate (PoG) components	All	Develop process and procedures for collecting, compiling, and maintaining data	Not Started	Year 2	Building Admins / Steering / Advisory Committees	Policies/Procedure Guidance Handbook
Develop data dashboard including attendance, academic, and behavior	All	Pull data from SIS, XELLO, GPS, PIVOT Data Warehouse for analysis	In Progress	Year 1	Building Admin / Counselors Steering / Advisory Committees	Data Dashboard
Develop data dashboard including attendance, academic, and behavior	All	Identify and collect key components of metrics to monitor the implementation of PoG components	In Progress	Year 1	Building Admin / Counselors / CCR Liaisons	Data Dashboard + Google Form/Survey
Develop data dashboard including attendance, academic, and behavior	All	Determine where data is held and managed	Not Started	Year 1	Counselors / CCR Liaisons / Director of CCR	Data Dashboard

Develop data dashboard including attendance, academic, and behavior	All	Determine data points to track expected outcomes. (e.g. credentials, certifications, concentrators acquired; number of students in SLCs (Student Learning Communities) who completed PoG contract; attendance; behavioral referrals; number of grads in each pathway, Project Based Learning (PBL), etc.)	Not Started	Year 1	Building Admins / Lead Teachers / Counselors / CCR Liaisons / Convening Organization / Steering / Advisory Committees	Data Dashboard
Enhance and expand community/partner engagement in data system	All	Determine how data will be used	Not Started	Year 2	District and Steering & Advisory Committees, Convening Organization	Steering Committee Recommendations
Enhance and expand community/partner engagement in data system	All	Develop and implement a schedule for data review and process improvement	Not Started	Year 2	District Admin /Steering & Advisory Board	Data Analysis/Meeting Agenda
Enhance and expand community/partner engagement in data system	All	Evaluate effectiveness of PD based on data outcomes	Not Started	Year 2	District and Steering & Advisory Committees/ Building Admin Counselors, Convening Organization	GoogleForm/ Survey; Feedback Data
Enhance and expand community/partner engagement in data system	All	Assess workforce demand data and student survey data for continuous improvement suggestions	Not Started	Year 2	CCR Liaisons, Building Admin	GoogleForm/ Survey; Feedback Data

# Appendix

## Links

- [MCCSC CCR Website](#)
  - The College and Career Readiness dedicated district website
- [K-12 Guaranteed Experiences](#)
  - Experiences each student will participate.
- [SLC Mapping](#)
  - The yearly Student Learning Community plan
- [Mill Creek Operational Definitions](#)
  - What each Attitude, Actions, and Achievement characteristic of our Portrait of a Graduate looks like at each K-8 Grade Level

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# Portrait of a Graduate

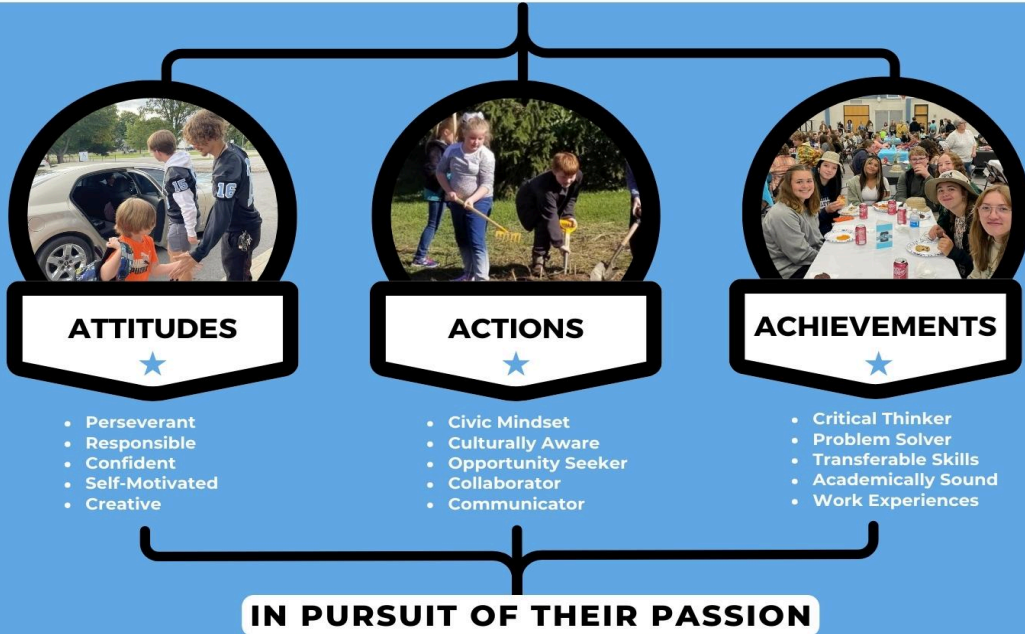


# MILL CREEK COMMUNITY SCHOOL CORPORATION

**Small Schools,  
BIG OPPORTUNITIES!**

Developing confident, independent citizens who productively impact society

## OUR GRADUATES WILL SHOW EXCELLENCE IN



#ssBO #EA3  
[www.mccsc.k12.in.us](http://www.mccsc.k12.in.us)

Cascade High School  
Cascade Middle School  
Mill Creek East Elementary  
Mill Creek West Elementary



# MCCSC CCR Website



**MCCSC | CCR**

- CCR Home
- FAQ
- Learning Communities
- 3E Day
- News
- Portrait of a Graduate
- Our Journey
- Partnerships
- CHS Guidance
- Resources
- ▼ About

## College & Career Readiness

Mill Creek Community School Corporation

*Mission: Develop confident, independent citizens who productively impact society.*

*Vision: Our graduates will show excellence in attitudes, actions, and achievements in pursuit of their passion.*



Frequently Asked Questions



Mission/Vision



News



Portrait of a Graduate



Our Journey



Learning Communities



Partnerships



Resources



The Team



Department of CCR  
Cascade High School  
6565 S County Rd 200 W  
Clayton, IN 46118

Matt Miller  
Director of CCR  
mmiller@mccsc.k12.in.us  
317-539-9224

Small Schools. **BIG OPPORTUNITIES!**

**THE STUDENT LEARNING COMMUNITIES OF  
MILL CREEK COMMUNITY SCHOOL CORPORATION**



**PARTNERSHIP FOR EDUCATION AND  
COMMUNITY COLLABORATION**



**SLC STEERING COMMITTEE**

- Master Plan : Advise, Assist, & Advocate
- Internal and External Representatives



**PATHWAY ADVISORY BOARD**

- SLC Chairs, SLC Leads, Guidance, Transformation
- Freshmen SLC, Human Services SLC, T.E.A.M. SLC



**COMMUNITY**

- HCN - Convening Organization
- Hend. Co. Comm. Foundation
- Hend. Co. Econ. Development
- Area 31 Career Center



**DISTRICT**

- Administration
- Director of CCR
- School Counselors
- CCR Liaisons



Cascade High School



Cascade Middle School



Mill Creek East Elementary



Mill Creek West Elementary



## Critical Hour

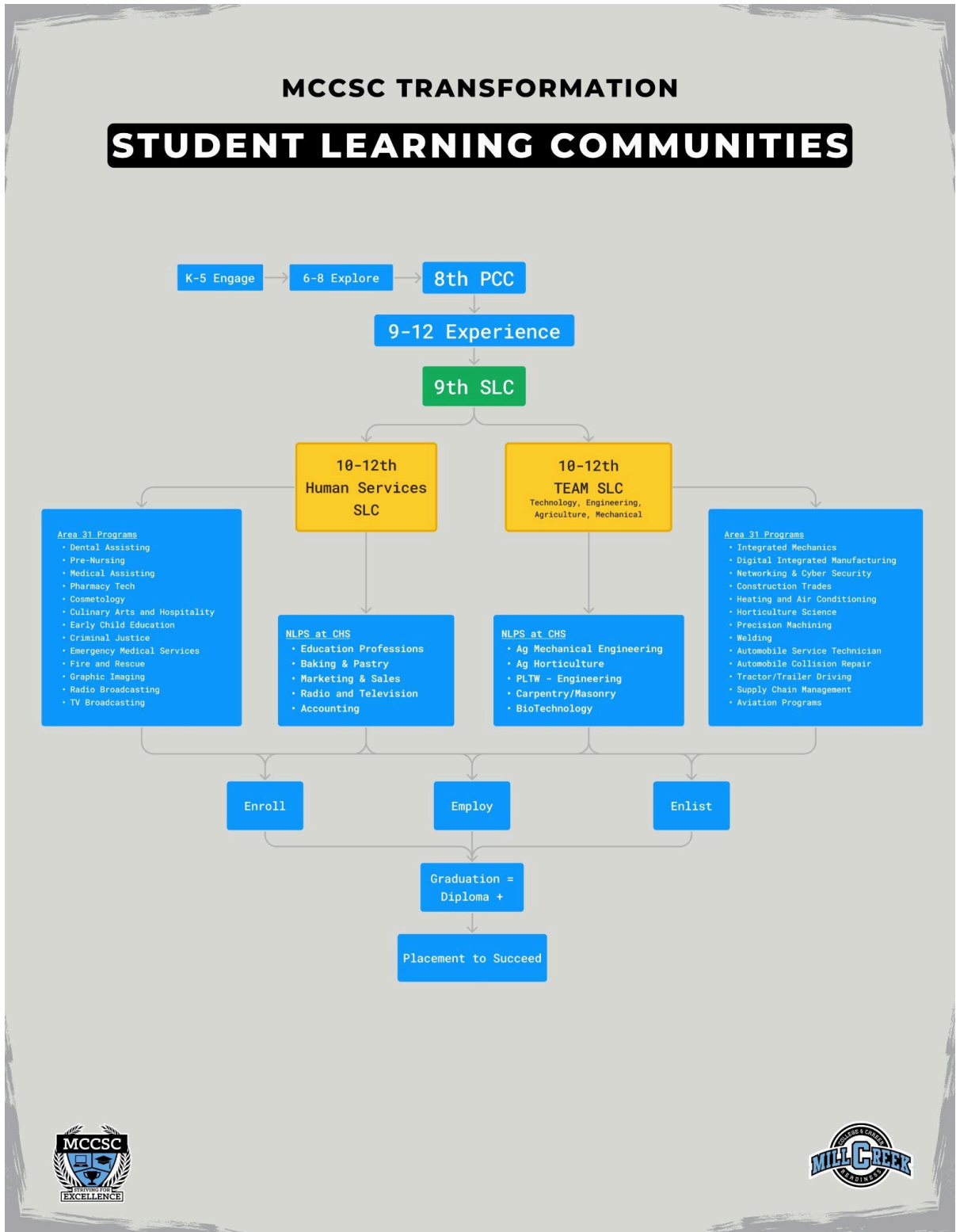


As we debriefed after our Master Planning Day 1, we were charged to think even more outside the box than we had been doing to ensure, because we are a small community with lots of small business owners, that we engaged the largest possible number of community members. Several ideas were immediately thrown out and more creative collaboration evolved over multiple brainstorming sessions. We landed on “critical hour” input from as many parties as we could include. Along with the community, we invited all support staff from our corporation to participate in one of four “critical hour” presentations, where we offered quick rounds of info sharing from all eight (8) of our Tactic Teams. Calendar invites were sent, as well as social media postings, staff newsletters, cold calls and/or business visits.

Our goal from the beginning was to understand the importance of giving everyone a voice in the transformation process. As mentioned previously, we have averaged about 55-75 people per planning session throughout the envision and master planning phases, and we are happy with the mix of representation from students to teachers, building to district level administrators, and parents to community/business partners all being actively involved. With that said, we also acknowledge that we have many teachers and support staff who have been involved in a limited capacity due to sub shortages; and many of our local small business partners are limited due to inability to cover their businesses and commit to multiple days over the school year to be present in our transformative planning.

On January 24-26, 2023, the Ford NGL Team conducted their Explore Visit of Mill Creek Community Schools to gain a better understanding of our schools and community. They conducted administration, parent, student, and teacher focus group interviews at each school. We also invited various business and community stakeholders to be interviewed. It was our opportunity to showcase what MCCSC is about and discuss our needs for change. As expected, our students shined when sharing their likes and dislikes and wishes for change. Students were also the ones who led the tours in each respective building and had some additional time to share and express the need for more.

# Student Learning Community Structure



## Transformation Timeline

\*\*This timeline was described at length in our Journey portion of the Master Plan.



# Partnership Workforce Menu

## PARTNERSHIP WORKFORCE MENU

The Partnership Workforce Menu is a comprehensive list of the wide range of options businesses and schools can participate in to strengthen the education-occupation pipeline. These experiences, programs and events provide opportunities for students to engage in the professional world and supplies the local workforce with the next generation of home-grown talent.



### EXPERIENCE

- Internship** | Intern works for defined time period for career exploration, experience, skill development, and networking. Paid or unpaid.
- Pre-Apprenticeship** | HS student preparing for entry into a registered apprenticeship program, part-time participation. Paid or unpaid.
- Apprenticeship / Capstone** | On-the-job training with accompanying study for trade/profession resulting in an industry certification with wage increases along the way. Paid or unpaid
- Teaching** | Teaching classes with a work place specialist license

### ENGAGE

- Job Shadow** | Student observes an employee for a defined time period.
- Mock Interview** | Interviews of a student as practice for a future job
- Mentorship / Skills Coaching** | A company mentors students for one-on-one coaching on soft skills.
- Projects Embedded Into Curriculum** | Company works with teachers to develop a work-based project that is incorporated into the curriculum (Example: you have a marketing need and partner with the marketing class, similar to a "Shark Tank" experience.

### EXPLORE

- Company Tours / Focused Field Trip** | In-person or virtual for students or school staff
- Informational Interview** | Not a job interview, but an informational meeting to find out more about a specific career
- Career / Job Fair** | Host a table and speak with students about job openings at your company
- Career Path or Industry Presentation** | Longer presentation about your career path or industry overview
- Panel Discussion** | A group would take part in a panel discussion about your career industry with other business leaders.

Company Name \_\_\_\_\_

Contact Name \_\_\_\_\_

Email \_\_\_\_\_

Phone \_\_\_\_\_

# Local Next Level Programs of Study



## GRAD PATHWAYS



# NLPS

## NEXT LEVEL PROGRAMS OF STUDY

Year Encouraged to Start:   Grade 9   Grade 10   Grade 11

### FINANCE

#### ACCOUNTING

- Principles of Business Management
- Accounting Fundamentals
- Advanced Accounting

### EDUCATION & TRAINING

#### EDUCATION PROFESSIONS

- Principles of Teaching
- Child and Adolescent Development
- Teaching and Learning

### CULINARY ARTS

#### BAKING & PASTRY

- Principles of Culinary and Hospitality
- Nutrition
- Culinary Arts

### BUSINESS

#### MARKETING & SALES

- Principles of Business Management
- Strategic Marketing
- Marketing Fundamentals

### ARTS, AV TECH, COMMUNICATION

#### RADIO & TELEVISION

- Principles of Broadcasting
- Audio and Video Production
- Mass Media Production

### AGRICULTURE

#### MECHANICAL & ENGINEERING

- Principles of Agriculture
- Ag Power, Structures, and Technology
- Ag Structures, Fabrication, and Design

### AGRICULTURE

#### HORTICULTURE

- Principles of Agriculture
- Horticultural Science
- Greenhouse and Soilless Production

### ENGINEERING

#### PLTW

- Introduction to Engineering Design
- Principles of Engineering
- Civil Engineering and Architecture

### CONSTRUCTION TRADES

#### CARPENTRY & MASONRY

- Principles of Construction Trades
- General Carpentry
- Masonry Fundamentals

### STEM

#### BIOTECHNOLOGY

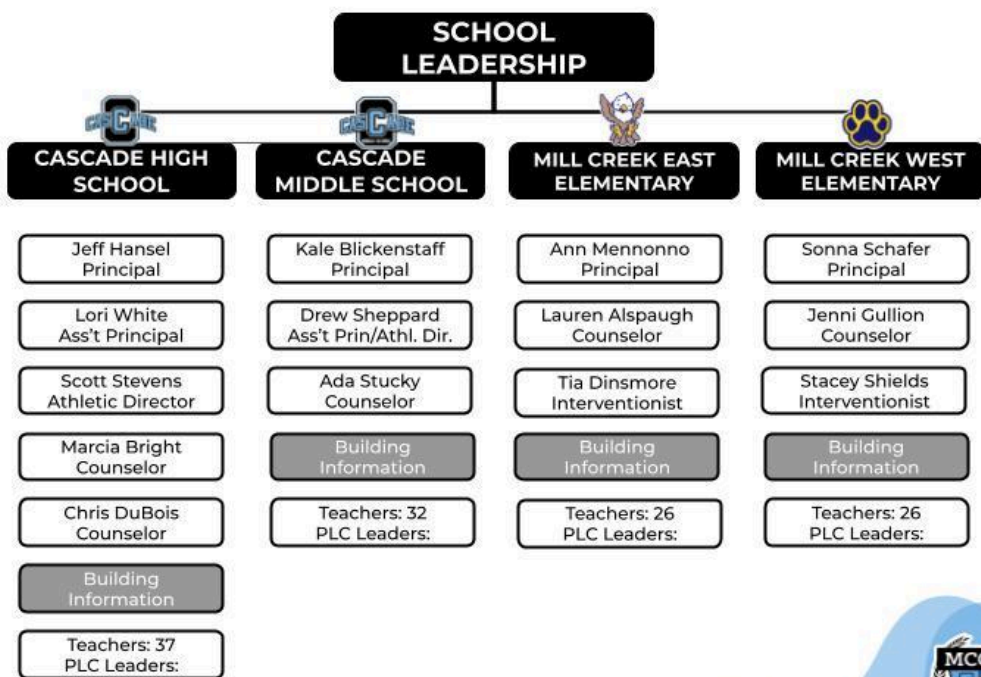
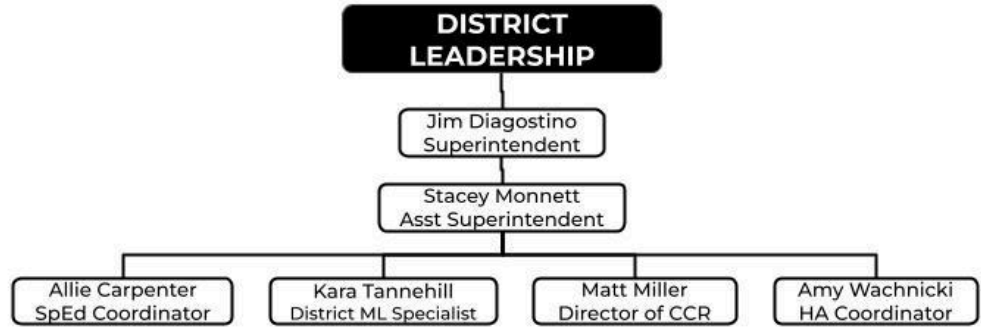
- Principles of BioTech
- Biotech Manufacturing
- Advanced BioTech Manuf. or BioTech Regulatory Affairs

ALL CLASSES ARE A YEAR LONG

## Transformation Team

Member	Title
Jim Diagostino	Superintendent
Stacey Monnett	Asst Superintendent/Grant Lead
Matt Miller	CCR Director
Brant Donovan	Cascade HS Principal
Marcia Bright	Cascade HS Guidance
Chris DuBois	Cascade HS Guidance
Kale Blickenstaff	Cascade MS Principal
Ada Stucky	Cascade MS Student Services Coor.
Lauren Alspaugh	MC East Guidance/CCR Liaison
Jenni Gullion	MC West Guidance/CCR Liaison
JR Dugan	Cascade HS CCR Liaison
Amy Brower	Cascade MS CCR Liaison
Chris Ponsler	Community Coordinator, HCN

# MILL CREEK ORG CHART



# MILL CREEK ORG CHART

Position	Name	Email	Phone
School Board	Missy Branscum	<a href="mailto:mbranscum@mccsc.k12.in.us">mbranscum@mccsc.k12.in.us</a>	
School Board	Tim Warran	<a href="mailto:twarran@mccsc.k12.in.us">twarran@mccsc.k12.in.us</a>	
School Board	Pat Flanigan	<a href="mailto:pflanigan@mccsc.k12.in.us">pflanigan@mccsc.k12.in.us</a>	
School Board	Nic Allen	<a href="mailto:nallen@mccsc.k12.in.us">nallen@mccsc.k12.in.us</a>	
School Board	Tom Whitaker	<a href="mailto:twhitaker@mccsc.k12.in.us">twhitaker@mccsc.k12.in.us</a>	
Superintendent	Jim Diagostino	<a href="mailto:jdiagostino@mccsc.k12.in.us">jdiagostino@mccsc.k12.in.us</a>	x211
Ass't Superintendent	Stacey Monnett	<a href="mailto:smonnett@mccsc.k12.in.us">smonnett@mccsc.k12.in.us</a>	x212
SpEd Coordinator	Allie Carpenter	<a href="mailto:acarpenter@mccsc.k12.in.us">acarpenter@mccsc.k12.in.us</a>	x295
ML Specialist	Kara Tannehill	<a href="mailto:ktannehill@mccsc.k12.in.us">ktannehill@mccsc.k12.in.us</a>	x403
College and Career	Matt Miller	<a href="mailto:mmiller@mccsc.k12.in.us">mmiller@mccsc.k12.in.us</a>	X224
CHS Principal	Brant Donovan	<a href="mailto:bdonovan@mccsc.k12.in.us">bdonovan@mccsc.k12.in.us</a>	x711
CHS Ass't Principal	Lori White	<a href="mailto:lwhite@mccsc.k12.in.us">lwhite@mccsc.k12.in.us</a>	x712
CHS Athletic. Director	Scott Stevens	<a href="mailto:sstevens@mccsc.k12.in.us">sstevens@mccsc.k12.in.us</a>	x707
CHS Counselor	Marcia Bright	<a href="mailto:mbright@mccsc.k12.in.us">mbright@mccsc.k12.in.us</a>	x703
CHS Counselor	Chris DuBois	<a href="mailto:cdubois@mccsc.k12.in.us">cdubois@mccsc.k12.in.us</a>	x704
CMS Principal	Kale Blickenstaff	<a href="mailto:kblickenstaff@mccsc.k12.in.us">kblickenstaff@mccsc.k12.in.us</a>	x611
CMS AP/AD	Drew Sheppard	<a href="mailto:dsheppard@mccsc.k12.in.us">dsheppard@mccsc.k12.in.us</a>	x612
CMS Counselor	Ada Stucky	<a href="mailto:astucky@mccsc.k12.in.us">astucky@mccsc.k12.in.us</a>	x602
MCE Principal	Ann Mennonno	<a href="mailto:amennonno@mccsc.k12.in.us">amennonno@mccsc.k12.in.us</a>	x411
MCE Counselor	Lauren Alspaugh	<a href="mailto:lalspaugh@mccsc.k12.in.us">lalspaugh@mccsc.k12.in.us</a>	x402
MCE Interventionist	Tia Dinsmore	<a href="mailto:tdinsmore@mccsc.k12.in.us">tdinsmore@mccsc.k12.in.us</a>	x
MCW Principal	Sonna Schafer	<a href="mailto:sschafer@mccsc.k12.in.us">sschafer@mccsc.k12.in.us</a>	x511
MCW Counselor	Jenni Gullion	<a href="mailto:jgullion@mccsc.k12.in.us">jgullion@mccsc.k12.in.us</a>	x502
MCW Interventionist	Stacey Shields	<a href="mailto:sshields@mccsc.k12.in.us">sshields@mccsc.k12.in.us</a>	x524

