



"Achieving Excellence, Honoring Tradition"

## 2022 Strategic Plan Executive Summary & Process

**Mission/Vision Statement:** Delaware City Schools will promote a culture of excellence that engages and empowers students and staff to embrace the challenges of our global society. We will build on our traditions, respect our diversity and partner for a strong community.

In 2019 and early 2020, our Board of Education, staff members and community invested a considerable amount of time in developing the foundation for our renewed strategic plan. More than 1300 people completed surveys, participated in focus groups or served on strategic plan committees. We were very close to presenting a finalized plan when the pandemic hit.

Although we took a significant pause to focus our efforts on immediate needs associated with running our schools during the Pandemic, the strategic plan work remained very important for our district. In late 2021, our administrative team refocused our efforts to review the strategic plan work and re-engage with staff and committee members to finalize focus areas, goals, and action steps to guide our district over the next three years.

Through the focus groups and community surveys conducted in 2019 & 2020, three main focus areas emerged and action plans were created for each area.

1. Teaching and Learning
2. Whole Child Framework
3. Community Engagement & Partnerships

The action plans that follow will guide our district over the next three years. The plans will be reviewed annually to assess progress and revisions will be made as necessary to ensure continued relevance.



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# Delaware City Schools

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## Strategic Plan

### Teaching and Learning

**Goal:** The Delaware City School District will advance academic excellence through personalized learning that engages all students.

**Strategy 1:** Common Academic Framework

The teaching and learning team will create a common academic framework to be utilized across all content areas and grade levels.

#### **2021-22 School Year**

**Action Step 1.1:** Curriculum Review Process

Create a curriculum review cycle that includes research, implementation, and evaluation components conducted at regular intervals to keep every content area and grade level current with the best practices and updated resources to increase student achievement.

**Action Step 1.2:** Curriculum Resource Rubric

Research, create, and implement a rubric to effectively evaluate curricular resources through content standard alignment, equity and inclusion, and technological implementation perspectives.

**Action Step 1.3:** Digital Resource Approval Process

Develop a process to review and approve digital resources that comply with student data privacy and security policy needs.

**Action Step 1.4:** Curriculum Implementation - Personalized and Engaging

Design Elementary, Middle, and High School curriculum guides that focus on the learning that needs to be mastered at each grade level. Students should have multiple ways and opportunities to demonstrate proficiency/mastery, including voice and choice. The Curriculum, Scope, and Sequence should take into account personalization of student learning.

**Action Step 1.5:** Scaffolded Interventions (Multi-Tiered Systems of Support - MTSS)

Create a comprehensive MTSS framework outlining the academic scaffolded interventions needed to develop the whole child.

## **2022-23 School Year**

### **Action Step 1.1:** Curriculum Review Process

Continue the curriculum review cycle that includes research, implementation, and evaluation components conducted at regular intervals to keep every content area and grade level current with the best practices and updated resources to increase student achievement.

### **Action Step 1.2:** Curriculum Resource Rubric

Implement the rubric to effectively evaluate curricular resources through content standard alignment, equity and inclusion, and technological implementation perspectives.

### **Action Step 1.3:** Digital Resource Approval Process

Utilize the process to review and approve any new digital resources to ensure they comply with student data privacy and security policy needs.

### **Action Step 1.4:** Curriculum Implementation - Personalized and Engaging

Design Elementary, Middle, and High School curriculum guides that focus on the learning that needs to be mastered at each grade level. Students should have multiple ways and opportunities to demonstrate proficiency/mastery, including voice and choice. The Curriculum, Scope, and Sequence should take into account personalization of student learning.

### **Action Step 1.5:** Scaffolded Interventions (Multi-Tiered Systems of Support - MTSS)

Develop the Tier II academic interventions to be utilized across each building's MTSS team.

## **2023-24 School Year**

### **Action Step 1.1:** Curriculum Review Process

Continue the curriculum review cycle that includes research, implementation, and evaluation components conducted at regular intervals to keep every content area and grade level current with the best practices and updated resources to increase student achievement.

### **Action Step 1.2:** Curriculum Resource Rubric

Implement the rubric to effectively evaluate curricular resources through content standard alignment, equity and inclusion, and technological implementation perspectives. Review and evaluate the effectiveness of the curriculum resource rubric for future use.

### **Action Step 1.3:** Digital Resource Approval Process

Utilize the process to review and approve any new digital resources to ensure they comply with student data privacy and security policy needs. Review and evaluate the effectiveness of the digital resource approval process for future use.

### **Action Step 1.4:** Curriculum Implementation - Personalized and Engaging

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### **Action Step 1.5:** Scaffolded Interventions (Multi-Tiered Systems of Support - MTSS)

Refine the Tier II academic interventions and develop the Tier III academic interventions to be utilized across each building's MTSS team.

## **2024-25 School Year**

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### **Action Step 1.5:** Scaffolded Interventions (Multi-Tiered Systems of Support - MTSS)

Refine the Tier III academic interventions to be utilized across each building's MTSS team.

## **Strategy 2:** Comprehensive Professional Development Plan

The teaching and learning team will create a tailored comprehensive professional development plan to support the instructional needs of all staff and the learning needs of all students.

## **2021-22 School Year**

### **Action Step 2.1:** Sheltered Instruction Observation Protocol (SIOP)

Develop the Sheltered Instruction Observation Protocol (SIOP) strategies with all staff to support the learning needs for all students through the use of professional development opportunities, instructional round feedback, and job embedded coaching.

### **Action Step 2.2:** Comprehensive Instructional Professional Development

Create and implement an annual professional development plan that addresses the current curriculum needs in the district and the individual instructional needs of the staff through the use of Summer Academy, Leadership Academy, and Curriculum-directed Professional Development Days.

### **Action Step 2.3:** Tailored Instructional Professional Development

Elementary, middle and high school administrative teams create building-level and personalized professional development opportunities to align and support the common academic framework and academic programming that focuses on personalization, engagement, and intervention.

Continue to support the technology skill, digital resource, and personalized learning strategy needs of all staff through the use of District-level Professional Development, Building-level Professional Development, and Teacher-directed Professional Development Days.

## **2022-23 School Year**

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Create and implement an annual professional development plan that addresses the current curriculum needs in the district and the individual instructional needs of the staff. (Summer Academy, Leadership Academy, Curriculum-directed PD Days)

**Action Step 2.3:** Tailored Instructional Professional Development

Elementary, middle and high school administrative teams create building-level and personalized professional development opportunities to align and support the common academic framework and academic programming that focuses on personalization, engagement, and intervention.

Continue to support the technology skill, digital resource, and personalized learning strategy needs of all staff through the use of District-level Professional Development, Building-level Professional Development, and Teacher-directed Professional Development Days.

**Strategy 3:** Academic Programming

The teaching and learning team will create academic programming that aligns to current content standards, supports the interests of students, and meets the needs of the Delaware community.

**2021-22 School Year**

**Action Step 3.1:** Career Pathways

Research sequences of courses and experiences that engage students in career exposure (Grades K-5), career exploration (Grades 6-8), and career pathways (Grades 9-12) aligned with their interests and the workforce development needs of the community.

**Action Step 3.2:** Personalized and Engaging Delivery Methods

Research personalized methods of delivering academic content to all students through in-person, online, blended, and off-campus learning environments.

- Experiential Learning
- Project Based Learning
- Multi-Modal Instruction and Assessment
- Multi-Sensory Instruction and Assessment
- Blended Learning: Face to Face, Hybrid, Online, and off-campus learning environments/opportunities
- Student Designed Learning, including path, place, pace

**Action Step 3.3:** Alternative Learning Environments

Research academic programming that meets the needs of students with disabilities in alternative placements within the district.

**2022-23 School Year**

**Action Step 3.1:** Career Pathways

Continue to research sequences of courses and experiences that engage students in career exposure (Grades K-5), career exploration (Grades 6-8), and career pathways (Grades 9-12) aligned with their interests and the workforce development needs of the community.

**Action Step 3.2:** Personalized and Engaging Delivery Methods

Continue to research and begin to implement personalized methods of delivering academic content to all students through in-person, online, blended, and off-campus learning environments.

- Experiential Learning
- Project Based Learning
- Multi-Modal Instruction and Assessment
- Multi-Sensory Instruction and Assessment Approaches
- Blended Learning: Face to Face, Hybrid, Online, and off-campus learning environments/opportunities
- Student Designed Learning, including path, place, pace

**Action Step 3.3:** Alternative Learning Environments

Continue to research academic programming that meets the needs of students with disabilities in alternative placements within the district.

**2023-24 School Year**

**Action Step 3.1:** Career Pathways

Implement sequences of courses and experiences that engage students in career exposure (Grades K-5), career exploration (Grades 6-8), and career pathways (Grades 9-12) aligned with their interests and the workforce development needs of the community.

**Action Step 3.2:** Personalized and Engaging Delivery Methods

Continue to implement the personalized methods of delivering academic content to all students through in-person, online, blended, and off-campus learning environments.

- Experiential Learning
- Project Based Learning
- Multi-Modal Instruction and Assessment
- Multi-Sensory Instruction and Assessment Approaches
- Blended Learning: Face to Face, Hybrid, Online, and off-campus learning environments/opportunities
- Student Designed Learning, including path, place, pace

**Action Step 3.3:** Alternative Learning Environments

Implement academic programming that meets the needs of students with disabilities in alternative placements within the district.

**2024-25 School Year**

**Action Step 3.1:** Career Pathways

Continue to implement and begin to evaluate sequences of courses and experiences that engage students in career exposure (Grades K-5), career exploration (Grades 6-8), and career pathways (Grades 9-12) aligned with their interests and the workforce development needs of the community.

**Action Step 3.2:** Personalized and Engaging Delivery Methods

Evaluate the personalized methods of delivering academic content to all students through in-person, online, blended, and off-campus learning environments.

- Experiential Learning
- Project Based Learning
- Multi-Modal Instruction and Assessment
- Multi-Sensory Instruction and Assessment Approaches
- Blended Learning: Face to Face, Hybrid, Online, and off-campus learning environments/opportunities
- Student Designed Learning, including path, place, pace

**Action Step 3.3:** Alternative Learning Environments

Continue to implement and begin to evaluate academic programming that meets the needs of students with disabilities in alternative placements within the district.



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## Strategic Plan

### Whole Child Framework

**Goal:** The Delaware City School District will support the development of all students for success in life and learning.

**Strategy 1:** Whole Child Framework

The teaching and learning team will utilize the School-wide Positive Behavior Interventions and Supports (SWPBIS) Tiered Fidelity Inventory (TFI) to cultivate evidenced-based resources and practices, which meet the needs of our students and staff.

#### 2021-22 School Year

**Action Step 1.1:** Student and Staff Perception Survey

Utilize student and staff perception surveys to measure the overall culture and climate of each school building and the school district.

**Action Step 1.2:** Student Behavior Referral System

SWPBIS teams will leverage a student behavior and referral system to review and analyze student data, in coordination with progress monitoring instructional practices to minimize office referrals.

**Action Step 1.3:** Tiered Fidelity Inventory Tier I

SWPBIS teams will gain a baseline TFI Tier I score in the fall and devise a plan to earn a Tier I validation at the conclusion of the 2021-22 academic year.

**Action Step 1.4:** Scaffolded Interventions (Multi-Tiered Systems of Support - MTSS)

Create a comprehensive MTSS framework outlining the behavioral scaffolded interventions needed to develop the whole child.

#### 2022-23 School Year

**Action Step 1.1:** Student and Staff Perception Survey

Utilize student and staff perception surveys to measure the overall culture and climate of each school building and the school district. Research evidence-based strategies (i.e. - mindfulness training) that meet the individual needs of students.



**Action Step 1.2:** Student Behavior Referral System

SWPBIS teams will leverage a student behavior and referral system to review and analyze student data, in coordination with progress monitoring instructional practices to minimize office referrals.

**Action Step 1.3:** Tiered Fidelity Inventory Tier II

SWPBIS teams will gain a baseline TFI Tier II score in the fall and devise a plan to earn a Tier II validation at the conclusion of the 2022-23 academic year.

**Action Step 1.4:** Scaffolded Interventions (MTSS)

Develop the Tier II behavioral interventions to be utilized across each building's MTSS team.

## **2023-24 School Year**

**Action Step 1.1:** Student and Staff Perception Survey

Utilize student and staff perception surveys to measure the overall culture and climate of each school building and the school district. Implement evidence-based strategies (i.e. - mindfulness training) that meet the individual needs of students.

**Action Step 1.2:** Student Behavior Referral System

SWPBIS teams will leverage a student behavior and referral system to review and analyze student data, in coordination with progress monitoring instructional practices to minimize office referrals.

**Action Step 1.3:** Tiered Fidelity Inventory Tier III

SWPBIS teams will gain a baseline TFI Tier III score in the fall and devise a plan to earn a Tier III validation at the conclusion of the 2023-24 academic year.

**Action Step 1.4:** Scaffolded Interventions (MTSS)

Refine the Tier II behavioral interventions and develop the Tier III behavioral interventions to be utilized across each building's MTSS team.

## **2024-25 School Year**

**Action Step 1.1:** Student and Staff Perception Survey

Utilize student and staff perception surveys to measure the overall culture and climate of each school building and the school district. Implement evidence-based strategies (i.e. - mindfulness training) that meet the individual needs of students.

**Action Step 1.2:** Student Behavior Referral System

SWPBIS teams will leverage a student behavior and referral system to review and analyze student data, in coordination with progress monitoring instructional practices to minimize office referrals.

**Action Step 1.3:** Tiered Fidelity Inventory Tier III

SWPBIS teams will gain a baseline TFI Tier III score in the fall and devise a plan to earn a Tier III validation at the conclusion of the 2023-24 academic year. District Administrators along with SWPBIS teams will use the TFI Walkthrough Tool to cultivate validated building based systems.

**Action Step 1.4:** Scaffolded Interventions (MTSS)

Refine the Tier III behavioral interventions to be utilized across each building's MTSS team.

## **Strategy 2: Whole Child Professional Development Plan**

### **2021-22 School Year**

#### **Action Step 2.1:** Restorative Practices

Onboard all newly hired teaching and learning staff members and opt-in seasoned staff with a two-day training in Restorative Practices.

#### **Action Step 2.2:** Non-violent Crisis Intervention

Train new and existing staff to ensure an appropriate number of personnel in each building are trained annually in evidence-based crisis management and de-escalation techniques, as well as the safe use of physical restraint and seclusion.

### **2022-23 School Year**

#### **Action Step 2.1:** Restorative Practices

Onboard all newly hired teaching and learning staff members, targeted Pre-K through 3rd grade instructors, and opt-in seasoned staff with a two-day training in Restorative Practices.

#### **Action Step 2.2:** Non-violent Crisis Intervention

Train new and existing staff to ensure an appropriate number of personnel in each building are trained annually in evidence-based crisis management and de-escalation techniques, as well as the safe use of physical restraint and seclusion.

### **2023-24 School Year**

#### **Action Step 2.1:** Restorative Practices

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### **2024-25 School Year**

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Train new and existing staff to ensure an appropriate number of personnel in each building are trained annually in evidence-based crisis management and de-escalation techniques, as well as the safe use of physical restraint and seclusion.



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## Strategic Plan

### Community Engagement

**Goal:** The Delaware City School District will engage with our community and educational/business partners to provide relevant information and opportunities.

**Strategy 1:** Delaware City Schools will provide clear and consistent communication to engage both internal and external stakeholders.

#### 2021-22 School Year

**Action Step 1.1:** Formalize communication plans/initiatives for all Stakeholders

- Establish regular district level communications for staff
- Establish common website templates for homepages on school websites
- Develop consistent timelines & format for building level communication to families

**Action Step 1.2:** Establish Common Communication Platforms to streamline communication with all stakeholders.

- Identify current communication tools being utilized for district, building and classroom communication.
- Survey staff on communication needs for all levels of communication.

#### 2022-23 School Year

**Action Step 1.1:** Formalize communication plans/initiatives for all Stakeholders

- Complete a comprehensive communications audit to assess the effectiveness of current communication initiatives and identify areas for improvement: websites, electronic communication, e-newsletters, written publications and social media.
- Utilize the communications audit to update communication strategies for each communication method and audience.

**Action Step 1.2:** Establish Common Communication Platforms to streamline communication with all Stakeholders.

- Evaluate staff communication survey results and establish a prioritized list of communication needs.
- Develop a rubric to evaluate communication needs versus current resources.
- Develop a list of current communication resources being utilized.

## **2023-24 School Year**

**Action Step 1.1:** Formalize communication plans/initiatives for all Stakeholders

- Develop expectations for district and building-level communication with various stakeholders.
- Develop easy-to-access training resources and templates for various communication tools.

**Action Step 1.2:** Establish Common Communication Platforms to streamline communication with all Stakeholders.

- Engage with internal stakeholders to select common communication platforms based on staff survey results and rubric evaluations.
- Develop easy-to-access training resources and templates for selected communication tools and provide training as necessary.

## **2024-25 School Year**

**Action Step 1.1:** Formalize communication plans/initiatives for all Stakeholders

- Implement an evaluation process to inform communication effectiveness and professional development needs.
- Create a comprehensive onboarding and training process for new staff with communication responsibilities.

**Action Step 1.2:** Establish Common Communication Platforms to streamline communication with all Stakeholders.

- Implement an evaluation process to inform communication effectiveness and professional development needs.

**Strategy 2:** Delaware City Schools will engage with community volunteers through a streamlined volunteer process.

## **2021-22 School Year**

**Action Step 2.1:** Increase Volunteer Engagement & Opportunities for Delaware City Schools

- Survey school personnel to gather information on current and desired volunteer opportunities that exist within our schools.

## **2022-23 School Year**

**Action Step 2.1:** Increase Volunteer Engagement & Opportunities for Delaware City Schools

- Develop consistent volunteer procedures and requirements to ensure commonality among all schools.
- Provide website resources with volunteer opportunities and common expectations and requirements for Delaware City Schools volunteers. Include options for virtual and in-person training

## **2023-24 School Year**

**Action Step 2.1:** Increase Volunteer Engagement & Opportunities for Delaware City Schools

- Create a common point of entry for volunteers seeking to engage with the Delaware City School community.
- Create a survey process for volunteers to further enhance the volunteer experience with Delaware City Schools

## **2024-25 School Year**

**Action Step 2.1:** Increase Volunteer Engagement & Opportunities for Delaware City Schools

- Create a comprehensive recruitment strategy to solicit volunteer support to meet school and district goals.
- Implement a volunteer recognition program

**Strategy 3:** Delaware City Schools will enhance business and community partnerships to provide relevant opportunities and experiences for K-12 students.

### **2021-22 School Year**

**Action Step 3.1:** Workforce Development Partnerships

Identify government, business, industry, and educational partnerships to develop programs that benefit the experiential learning opportunities for our K-12 students and staff.

**Action Step 3.2:** Enhance existing community partnerships and identify new relationships to remove non-academic barriers to education.

- Develop list of current community partners and the services they provide
- Evaluate the district's service on community boards/committees and the community's representation on district committees.

### **2022-23 School Year**

**Action Step 3.1:** Workforce Development Partnerships

Develop experiential learning opportunities for our K-12 students and staff with new workforce partners.

**Action Step 3.2:** Enhance existing community partnerships and identify new relationships to remove non-academic barriers to education.

- Identify unmet needs that exist within the school population
- Identify community agencies where partnerships could be developed or further enhanced.

### **2023-24 School Year**

**Action Step 3.1:** Workforce Development Partnerships

Continue to develop experiential learning opportunities for our K-12 students and staff with existing workforce partners and continue to identify additional partnerships for new programming.

**Action Step 3.2:** Enhance existing community partnerships and identify new relationships to remove non-academic barriers to education.

- Share Community Partners/Services List with all staff members and especially office staff to assist in connecting students and families to community resources.
- Implement a community partners survey process to further develop and enhance mutually beneficial partnerships.

### **2024-25 School Year**

**Action Step 3.1:** Workforce Development Partnerships

Continue to develop and begin to evaluate experiential learning opportunities for our K-12 students and staff with existing workforce partners.

**Action Step 3.2:** Enhance existing community partnerships and identify new relationships to remove non-academic barriers to education.

- Implement a formal recognition program for community partners