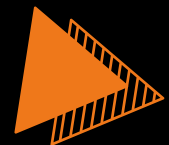


# DELAWARE CITY SCHOOLS

Strategic Plan Review



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# TEACHING AND LEARNING

STRATEGY	ACTION STEPS	ACCOMPLISHMENTS AND ONGOING STEPS
Common Academic Framework	<ul style="list-style-type: none"><li>• Curriculum Review Process</li><li>• Curriculum Resource Rubric</li><li>• Digital Resource Approval</li><li>• Curriculum Implementation- Personalized and Engaging</li><li>• MTSS</li></ul>	<ul style="list-style-type: none"><li>• Development of curriculum review teams valuing teacher voice and student needs</li><li>• Teacher and research validated resource rubric before curriculum adoption</li><li>• Robust digital resource approval process that aligns with SB29</li><li>• Curriculum Adoptions last 3 years: 6-12 Math, K-12 Social Studies, 6-12 Science, K-12 Literacy and English, 9-12 Vocal Music, K-5 Technology and Computer Science</li><li>• Artificial Intelligence Framework (5 areas of focus: Agency, Compliance, Literacy, Balance of Risks, and Academic Integrity)</li><li>• MTSS Platform Adoption: Student Success</li><li>• Alignment of Building Schedules to implement MTSS: Pacer Period, and Academic Option</li></ul>
Comprehensive Professional Development Plan	<ul style="list-style-type: none"><li>• SIOP (Sheltered Instruction Observation Protocol)</li><li>• Comprehensive Instructional Professional Development</li><li>• Tailored Professional Development</li></ul>	<ul style="list-style-type: none"><li>• SIOP Professional Learning required for ALL new teachers</li><li>• Emphasis of SIOP and High Leverage/Effective Instructional Practices</li><li>• Ongoing and embedded professional learning with new curriculum adoptions</li><li>• Ongoing and embedded professional learning required for Dyslexia and the Science of Reading</li><li>• Building Level tailored professional development for standards-based grading, common assessments, and scales</li><li>• Marzano work with Dempsey and review of high school work starting August 2025</li><li>• Co-teaching Professional Learning</li></ul>

# TEACHING AND LEARNING

## STRATEGY

## ACTION STEPS

## ACCOMPLISHMENTS AND ONGOING STEPS

### Academic Programming

- Career Pathways
- Personalized and Engaging Delivery Methods
- Alternative Learning Environments

- Awarded funding from state career pathways equipment grant
- Expanded career pathways program already offered at Hayes for robotics and engineering (partnership with Marion Technical College)
- Started STNA (CNA) pathway and partnership with Marion Technical College and Ohio Healthy Living
- Creation of career exploration classes at Dempsey and Hayes
- Creation of Advanced Manufacturing Pathway starting August 2025 Pathways
- Introduction of Health Sciences Pathway starting August 2025
- Postponed full implementation Teacher Academy Pathway due to low student enrollment
- Career Club partnership with the Delaware Chamber of Commerce
- Hiring of Career Pathways Coordinator to expand community partnerships and student opportunities
- Expansion of High School Blended and Hybrid classes
- Creation of PacerSpace for experiential learning K-5, model lessons and student field trips
- Creation of mini PacerSpace at Dempsey opening August 2025
- Expanded use of Alternative placements for students with disabilities that meet the least restrictive environment
- Expansion of Special Education Cross-Categorical Units beyond 1 elementary building
- Alignment of Alternative placements for students with disabilities to 1 special education supervisor for consistency

# WHOLE CHILD FRAMEWORK

## STRATEGY

## ACTION STEPS

## ACCOMPLISHMENTS AND ONGOING STEPS

### Whole Child Framework

- Student and Staff Perception Survey
- Student Behavior Referral System
- Tiered Fidelity Inventory
- MTSS for Scaffolded Interventions

- Annual completion and analysis of student and staff perception survey data to drive building and principal goals
- Annual Completion of the TFI by building and meeting the PBIS component on the state report card
- PBIS committees in each building
- MTSS Platform Adoption: Student Success
- Alignment of Building Schedules to implement MTSS: Pacer Period and Academic Option

### Whole Child Professional Development

- Restorative Practices
- Non-violent Crisis Intervention

- Restorative Practices (Science of Relationship Building) professional learning opportunities for all teachers annually
- Restorative Practices professional learning is required for ALL new teachers and embedded in New Teacher Orientation
- CPI trained teachers and administrators in all buildings and required recertification
- CPI transition to MARCUS crisis prevention program starting with the 25-26 school year
- Building level team Comprehensive School Threat Assessment training and recertification

# STRATEGIC PLAN GOALS ALIGNMENT WITH STATE REQUIRED ONE PLAN

**Effective Instructional  
Practices**

**Career Pathways**

**Chronic Absenteeism**

# COMMUNITY ENGAGEMENT

STRATEGY	ACTION STEPS	ACCOMPLISHMENTS AND ONGOING STEPS
Engage stakeholders with clear, consistent communication	<ul style="list-style-type: none"><li>• Internal communication</li><li>• Communication with families</li><li>• Consistent website presence for all schools</li><li>• Common communication platforms that are consistent within the district</li><li>• Provide training to persons with communication responsibilities</li></ul>	<ul style="list-style-type: none"><li>• Established weekly district email to all staff with district updates</li><li>• Established consistent timeline/format for principals to engage with families each week</li><li>• Webpages were centralized to maintain consistent information and navigation system among all schools</li><li>• Implemented expanded uses of School Messenger as the primary platform for school/district communication and attendance</li><li>• Communications training has been added to onboarding for administrative assistants and administrators</li></ul>
Volunteer Engagement	<ul style="list-style-type: none"><li>• Identify school volunteer needs</li><li>• Common expectations/requirements for volunteers</li><li>• Volunteer recognition</li></ul>	<ul style="list-style-type: none"><li>• Principals provided feedback about volunteer needs with a desire to manage volunteers at the school level</li><li>• Annual review with leadership staff of board policy 8120 - Volunteer Requirements</li><li>• Communications designated as district office for volunteers not currently connected with a school</li><li>• School-based recognition for volunteers</li><li>• Acknowledgement of volunteer groups on social media, district publications as appropriate</li></ul>

# COMMUNITY ENGAGEMENT

## STRATEGY

## ACTION STEPS

## ACCOMPLISHMENTS AND ONGOING STEPS

### Community & Business Partners

- Collaborate with business partners to enhance career pathways & career exploration
- Enhance relationships with community partners to meet non-academic needs
- Enhance staff knowledge of community resources
- Increase recognition of community partners

- Partnership with BridgEd and Delaware Area Chamber of Commerce for formalized career exploration and apprentice programs
- Teacher visits to businesses for enhanced knowledge of career opportunities available
- Participation/regular meetings with Strengthening Families, Delaware Hunger Alliance, Delaware Housing Alliance, Juvenile Courts, Jobs and Family Services and many others to assess and strengthen services for students and families
- Central Office administrators and several principals serve on community boards and commissions, connecting schools to community
- Webpage created with community resources for use by district staff and families. Additional resources provided to leadership team, administrative assistants and school counselors
- Participation in OSBA Business Honor Roll to recognize district partners (11 partners recognized to date)
- Social media posts and recognition in district annual report to highlight business/community partnerships