BEXLEY CITY SCHOOLS

CHAMPIONING OUR FUTURE

STRATEGIC PLAN UPDATE

CHAMPIONING OUR FUTURE: READING OUR MAP

DIVERSITY, EQUITY, AND INCLUSION IS THE MAP.



CULTURE



TEACHING & LEARNING



FACILITIES

BEXLEY CITY SCHOOLS

STRATEGIC PLAN 2026

CHAMPIONING OUR FUTURE

TEACHING & LEARNING GOALS



1 ***Jana Clarke, Kristen Kearns and Lizzie Kizer***

Ensure that equitable, culturally responsive, research-based instructional practices inform all aspects of teaching and learning for all students.

2 ***Chad Hemmelgarn, David Schottner and Jerome Price***

Expand student and teacher agency to amplify creativity, curiosity, and innovation in the learning process.

3 ***Chad Hemmelgarn, Dr. Willie Cook and Cindy Tyson***

Ensure all students have access to a variety of authentic and meaningful experiential learning opportunities.

BEXLEY CITY SCHOOLS
STRATEGIC PLAN 2026
CHAMPIONING OUR FUTURE

TEACHING & LEARNING

GOALS

Ensure that equitable, culturally responsive, research-based instructional practices inform all aspects of teaching and learning for all students.

1.1
1.2
1.3
2.1
2.2
2.3
3.1
3.2

T1.1: Assess, expand, and build capacity for culturally responsive practices

- Staff completed Culturally Responsive Teaching survey in April 2025 to inform **PD offerings** for 2025-2026:
  - Belonging in the Brain
  - Centering Family and Student Cultural Strengths to Support Student Success
  - Brain Friendly Classrooms
  - Game On! For Language Learning
  - Level Up Language with AI
- PD is embedded into 10 Markers of High Quality Instruction
- **Next Steps:** Book Study options for staff
- **Continue partnerships** with One Bexley, BMPA, Bexley Pride, and DLPTO to grow local professional development opportunities



TEACHING & LEARNING

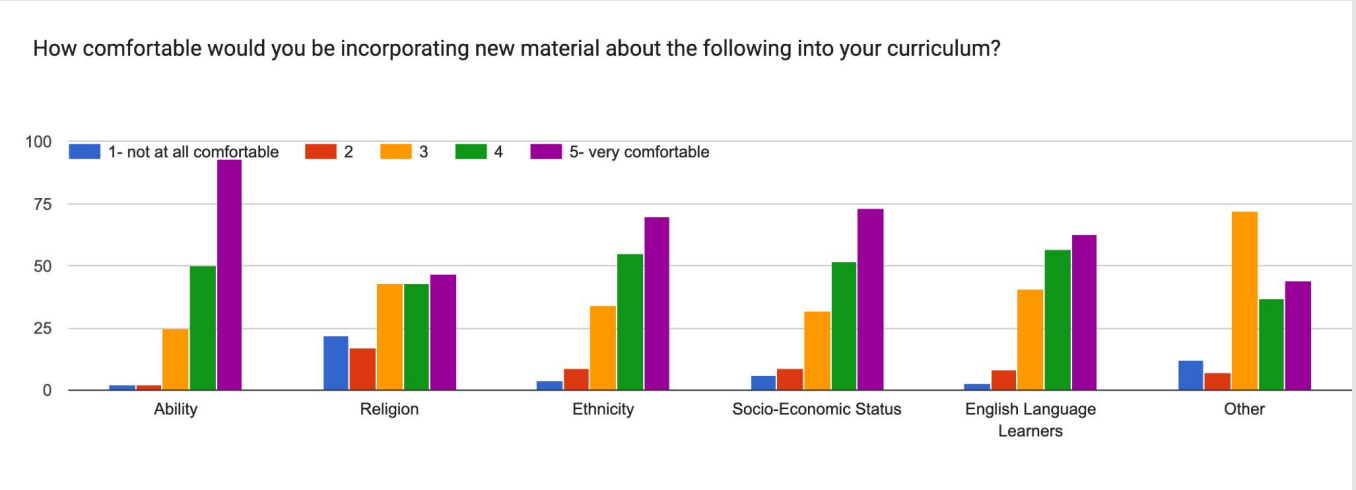
GOALS

Ensure that equitable, culturally responsive, research-based instructional practices inform all aspects of teaching and learning for all students.

1.1
1.2
1.3
2.1
2.2
2.3
3.1
3.2

T1.1: Assess, expand, and build capacity for culturally responsive practices

Sample Survey Result



TEACHING & LEARNING

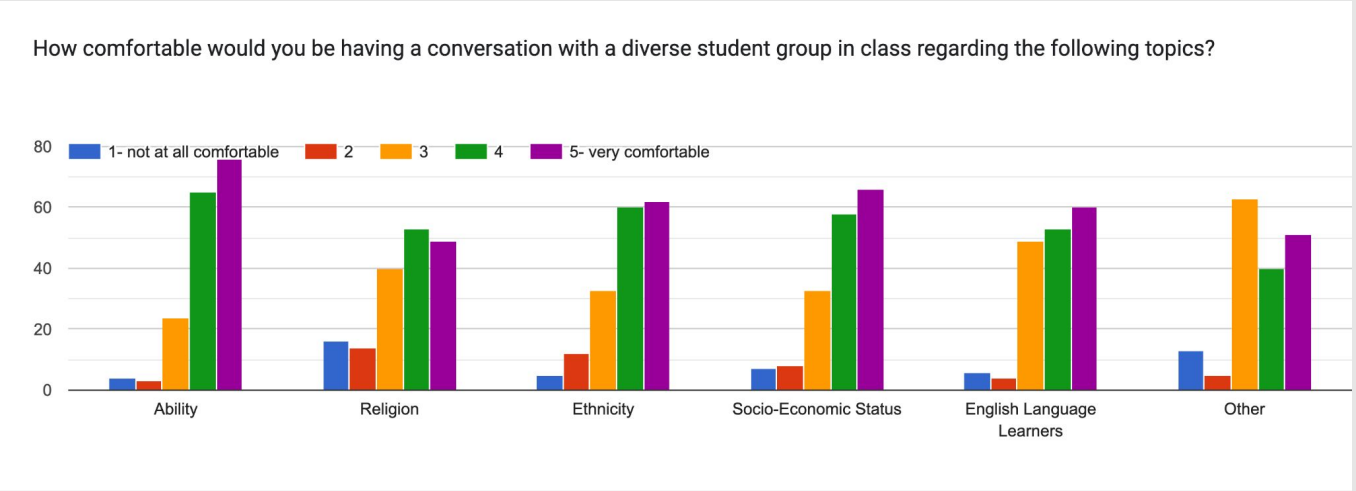
GOALS

Ensure that equitable, culturally responsive, research-based instructional practices inform all aspects of teaching and learning for all students.

1.1
1.2
1.3
2.1
2.2
2.3
3.1
3.2

T1.1: Assess, expand, and build capacity for culturally responsive practices

Sample Survey Result



TEACHING & LEARNING

GOALS

Ensure that equitable, culturally responsive, research-based instructional practices inform all aspects of teaching and learning for all students.

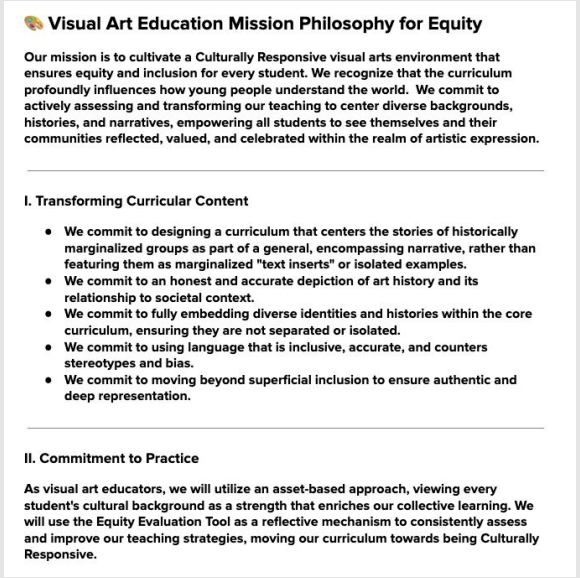
1.1
1.2
1.3
2.1
2.2
2.3
3.1
3.2

T1.1: Assess, expand, and build capacity for culturally responsive practices

Next Steps:

- **Continued use** of Equity Audit in curriculum review cycles
  - Allied Arts Review for 2025-2026 school year
- Ensure each course within curriculum review cycles is audited with an equity lens to ensure culturally responsive practices

Sample Artifact from Allied Arts Review



Visual Art Education Mission Philosophy for Equity

Our mission is to cultivate a Culturally Responsive visual arts environment that ensures equity and inclusion for every student. We recognize that the curriculum profoundly influences how young people understand the world. We commit to actively assessing and transforming our teaching to center diverse backgrounds, histories, and narratives, empowering all students to see themselves and their communities reflected, valued, and celebrated within the realm of artistic expression.

I. Transforming Curricular Content

- We commit to designing a curriculum that centers the stories of historically marginalized groups as part of a general, encompassing narrative, rather than featuring them as marginalized "text inserts" or isolated examples.
- We commit to an honest and accurate depiction of art history and its relationship to societal context.
- We commit to fully embedding diverse identities and histories within the core curriculum, ensuring they are not separated or isolated.
- We commit to using language that is inclusive, accurate, and counters stereotypes and bias.
- We commit to moving beyond superficial inclusion to ensure authentic and deep representation.

II. Commitment to Practice

As visual art educators, we will utilize an asset-based approach, viewing every student's cultural background as a strength that enriches our collective learning. We will use the Equity Evaluation Tool as a reflective mechanism to consistently assess and improve our teaching strategies, moving our curriculum towards being Culturally Responsive.

TEACHING & LEARNING

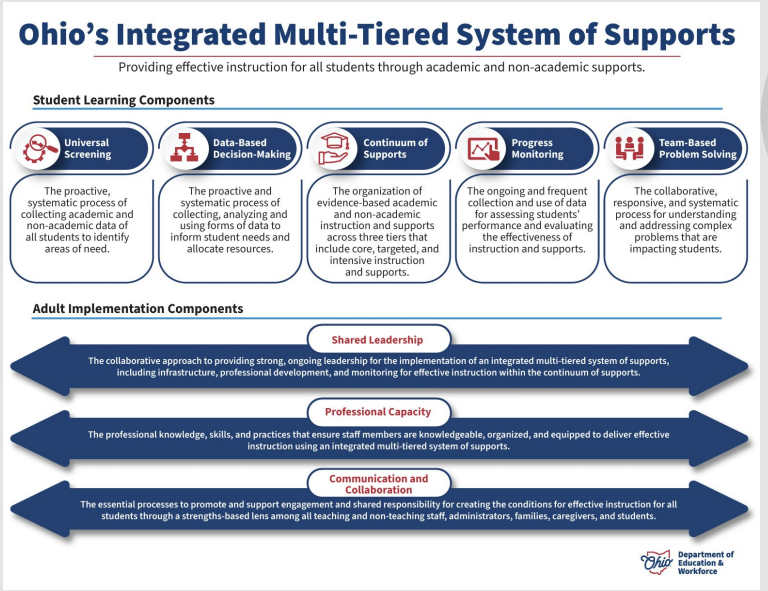
GOALS

Ensure that equitable, culturally responsive, research-based instructional practices inform all aspects of teaching and learning for all students.

1.1
1.2
1.3
2.1
2.2
2.3
3.1
3.2

T1.2: Ensure all students have access to a variety of instructional practices and appropriate support

- **Continued districtwide implementation of MTSS** (Multi-Tiered System of Supports) practices across academic, social-emotional, and behavioral domains.
- District MTSS Team PD **completed** Katie Novak course on MTSS rooted in UDL (Universal Design for Learning)
- **Revised** the structure of the District MTSS team to more efficiently guide building-level work
- **Aligned** BCS MTSS Framework with Ohio's State Model
- **Established** a Special Education Audit Subcommittee focused on MTSS



TEACHING & LEARNING

GOALS

Ensure that equitable, culturally responsive, research-based instructional practices inform all aspects of teaching and learning for all students.

1.1
1.2
1.3
2.1
2.2
2.3
3.1
3.2

T1.2: Ensure all students have access to a variety of instructional practices and appropriate support (MTSS)

- **Created and continually refined** BCS MTSS Handbook & Slides Overview to share with various stakeholders (staff, families, Special Education Audit Subcommittee, etc)
- **Supported continued Implementation of Abre** to streamline data collection and analysis, strengthening the district's ability to identify and respond to student needs
  - Early Warning System, Behavior, Attendance, Achievement, Belonging, etc
- **Advanced the development** of a K–12 Continuum of Supports for literacy, math, behavior, and social-emotional learning, ensuring comprehensive coverage for both intervention and enrichment needs.
- **Strengthened alignment between PBIS and MTSS frameworks** to create a cohesive, tiered system of support addressing behavioral and SEL goals district-wide.
- **Celebrated** building-level PBIS recognitions as evidence of meaningful progress

TEACHING & LEARNING

GOALS

Ensure that equitable, culturally responsive, research-based instructional practices inform all aspects of teaching and learning for all students.

1.1
1.2
1.3
2.1
2.2
2.3
3.1
3.2

T1.2: Ensure all students have access to a variety of instructional practices and appropriate support (MTSS)

- **Define parameters** for systematic review of data to inform instruction
- **Finalize** K–12 Continuum of Supports for literacy, math, behavior, and social-emotional learning
- Refine how MTSS can support high achieving students in need of enrichment

	Phonological Awareness	Phonics	Fluency	Vocabulary	Comprehension
Tier 1	Lexia Core 5	Lexia Core 5	Lexia Core 5	Lexia Core 5	Lexia Core 5
		Fundations	Fundations	Wit and Wisdom	Wit and Wisdom
			Wit and Wisdom		
Tier 2A	Bridge the Gap	DD Fundations	DD Fundations	Lexia Skill Builders	Lexia Skill Builders
		UFLI	Repeated Reading	Lexia Lessons	Lexia Lessons
Tier 2B	Kilpatrick One Minute Lists	DD Fundations	Fundations Fluency Packet	Close Reading Lexia	Metacognition Lessons
		UFLI	Rite Flight		Cloze Reading - FlyLeaf
			Lexia Fluency Passages		
	Prescriptive Structure Literacy				
Tier 3	Kilpatrick One Minute Lists	OG	OG	Metacognition Lessons	Metacognition Lessons
	OG				

TEACHING & LEARNING

GOALS

Ensure that equitable, culturally responsive, research-based instructional practices inform all aspects of teaching and learning for all students.

1.1
1.2
1.3
2.1
2.2
2.3
3.1
3.2

T1.3: Teaching and Assessment Practices

- **Conducted a comprehensive review** of tracking and equity across assessments and course enrollment, examining access to gifted and AP pathways, patterns in OST performance, and enrollment demographics (EL, SWD, 504, gender, ethnicity, and economic disadvantage).
- **Continued to identify universal screeners** through MTSS framework
- Initiated reviews of common assessments for potential bias, and working to plan targeted professional learning for staff on modifying and evaluating assessments to reflect inclusive practices.

TEACHING & LEARNING

GOALS

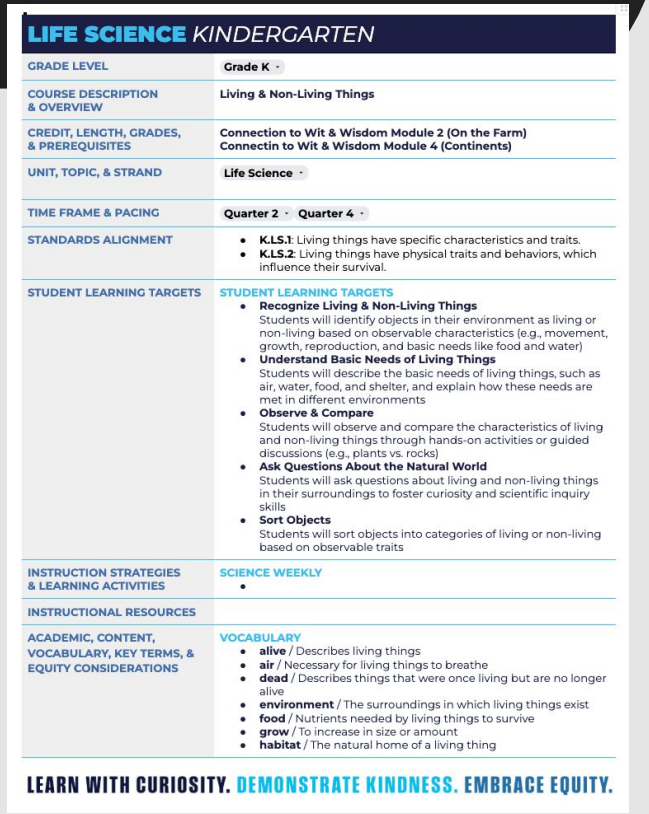
Ensure that equitable, culturally responsive, research-based instructional practices inform all aspects of teaching and learning for all students.

1.1
1.2
1.3
2.1
2.2
2.3
3.1
3.2

T1.3: Teaching and Assessment Practices

Next Steps:

- Draft and/or review curriculum maps for each grade level and course to ensure student learning experiences are comprehensive, standards-based, and culturally responsive.
  - Curriculum maps support purposeful differentiation, increase transparency for co-teaching partnerships, and promote equitable approaches to assessing student learning.
- Initiate districtwide implementation of Universal Design for Learning (UDL) to promote multiple means of engagement, representation, and assessment that reflect the diversity of learners.



LIFE SCIENCE *KINDERGARTEN*

GRADE LEVEL	Grade K
COURSE DESCRIPTION & OVERVIEW	Living & Non-Living Things
CREDIT, LENGTH, GRADES, & PREREQUISITES	Connection to Wit & Wisdom Module 2 (On the Farm) Connectin to Wit & Wisdom Module 4 (Continents)
UNIT, TOPIC, & STRAND	Life Science
TIME FRAME & PACING	Quarter 2 · Quarter 4
STANDARDS ALIGNMENT	• **K.LS.1**: Living things have specific characteristics and traits. • **K.LS.2**: Living things have physical traits and behaviors, which influence their survival.
STUDENT LEARNING TARGETS	STUDENT LEARNING TARGETS • **Recognize Living & Non-Living Things** Students will identify objects in their environment as living or non-living based on observable characteristics (e.g., movement, growth, reproduction, and basic needs like food and water) • **Understand Basic Needs of Living Things** Students will describe the basic needs of living things, such as air, water, food, and shelter, and explain how these needs are met in different environments • **Observe & Compare** Students will observe and compare the characteristics of living and non-living things through hands-on activities or guided discussions (e.g., plants vs. rocks) • **Ask Questions About the Natural World** Students will ask questions about living and non-living things in their surroundings to foster curiosity and scientific inquiry skills • **Sort Objects** Students will sort objects into categories of living or non-living based on observable traits
INSTRUCTION STRATEGIES & LEARNING ACTIVITIES	SCIENCE WEEKLY •
INSTRUCTIONAL RESOURCES	
ACADEMIC, CONTENT, VOCABULARY, KEY TERMS, & EQUITY CONSIDERATIONS	VOCABULARY • **alive** / Describes living things • **air** / Necessary for living things to breathe • **dead** / Describes things that were once living but are no longer alive • **environment** / The surroundings in which living things exist • **food** / Nutrients needed by living things to survive • **grow** / To increase in size or amount • **habitat** / The natural home of a living thing

LEARN WITH CURIOSITY. DEMONSTRATE KINDNESS. EMBRACE EQUITY.

TEACHING & LEARNING

GOALS

Expand student and teacher agency to amplify creativity, curiosity, and innovation in the learning process.

1.1
1.2
1.3
2.1
2.2
2.3
3.1
3.2

2.1: Develop a shared understanding of what is meant by agency

- Standardizing our definition of agency while capturing live evidence of **student-led learning**.
- Integrated core principles of Student and Staff Agency into daily practice following specialized professional conferences, focusing on **building a culture of mutual ownership and voice**.
- Driving district-wide innovation through a Martha Holden Jennings Grant collaborative, focused on aligning K–12 administrative strategy with **authentic student agency and voice**.
- Shadowed students **to better understand the student perspective** and analyzed 125 student Clifton StrengthsFinder surveys to personalize experiences.
- **Expanded the OSU Student Leadership Research Collaborative** to include MS students.

TEACHING & LEARNING

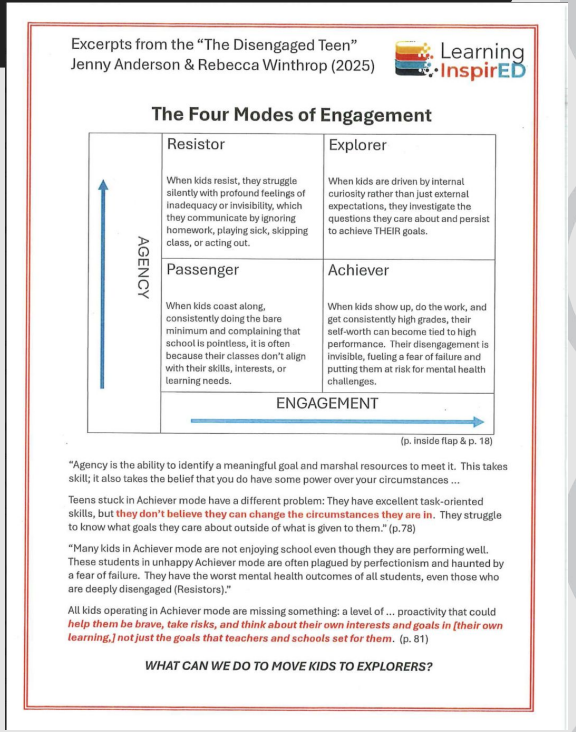
GOALS

Expand student and teacher agency to amplify creativity, curiosity, and innovation in the learning process.

1.1
1.2
1.3
2.1
2.2
2.3
3.1
3.2

2.2: Develop and provide Professional Development Opportunities

- **Representative committee** formed to attend Student Agency collaborative group
- Attend Cohort Meetings, PD Events, Student-Led Activities with the
- **Human Restoration League**, Summits, Focus Groups and Conferences
- Expand opportunities and **build capacity internally in the future** utilizing our current committee members.



Excerpts from the "The Disengaged Teen"
Jenny Anderson & Rebecca Winthrop (2025)

Learning InspirED

The Four Modes of Engagement

Resistor When kids resist, they struggle silently with profound feelings of inadequacy or invisibility, which they communicate by ignoring homework, playing sick, skipping class, or acting out.	**Explorer** When kids are driven by internal curiosity rather than just external expectations, they investigate the questions they care about and persist to achieve THEIR goals.
Passenger When kids coast along, consistently doing the bare minimum and complaining that school is pointless, it is often because their classes don't align with their skills, interests, or learning needs.	**Achiever** When kids show up, do the work, and get consistently high grades, their self-worth can become tied to high performance. Their disengagement is invisible, fueling a fear of failure and putting them at risk for mental health challenges.

AGENCY ↑

ENGAGEMENT →

(p. inside flap & p. 18)

"Agency is the ability to identify a meaningful goal and marshal resources to meet it. This takes skill; it also takes the belief that you do have some power over your circumstances ...

Teens stuck in Achiever mode have a different problem: They have excellent task-oriented skills, but **they don't believe they can change the circumstances they are in.** They struggle to know what goals they care about outside of what is given to them." (p.78)

"Many kids in Achiever mode are not enjoying school even though they are performing well. These students in unhappy Achiever mode are often plagued by perfectionism and haunted by a fear of failure. They have the worst mental health outcomes of all students, even those who are deeply disengaged (Resistors)."

All kids operating in Achiever mode are missing something: a level of ... proactivity that could ***help them be brave, take risks, and think about their own interests and goals in [their own learning,] not just the goals that teachers and schools set for them.*** (p. 81)

WHAT CAN WE DO TO MOVE KIDS TO EXPLORERS?

TEACHING & LEARNING

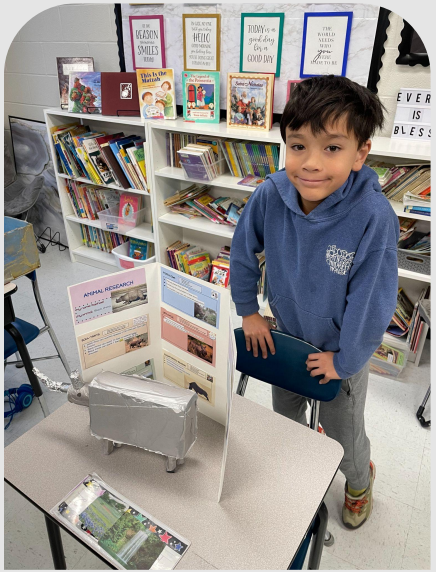
GOALS

Expand student and teacher agency to amplify creativity, curiosity, and innovation in the learning process.

1.1
1.2
1.3
2.1
2.2
2.3
3.1
3.2

2.3: Develop plans to pilot and implement “signature learning experiences”

- Cassingham - December Zoo Visit
- Maryland and Montrose Planning Spring Events
- 8th Grade Washington DC Trip







TEACHING & LEARNING

GOALS

Ensure all students have access to a variety of authentic and meaningful experiential learning opportunities.

1.1
1.2
1.3
2.1
2.2
2.3
3.1
3.2

3.1: Develop a K-12 Experiential and Authentic Learning Program

- **Identified, defined and will share** experiential and authentic learning concepts
- Sought out **experiential learning opportunities** to meet the needs of students looking for **non-traditional** learning experiences
- Linked concepts to teacher **evaluation** (OTES)
- Enhancing our **field trip and guest speaker processes**
- Provided **support** for staff in thinking about experiential and authentic learning experiences could look like







TEACHING & LEARNING

GOALS

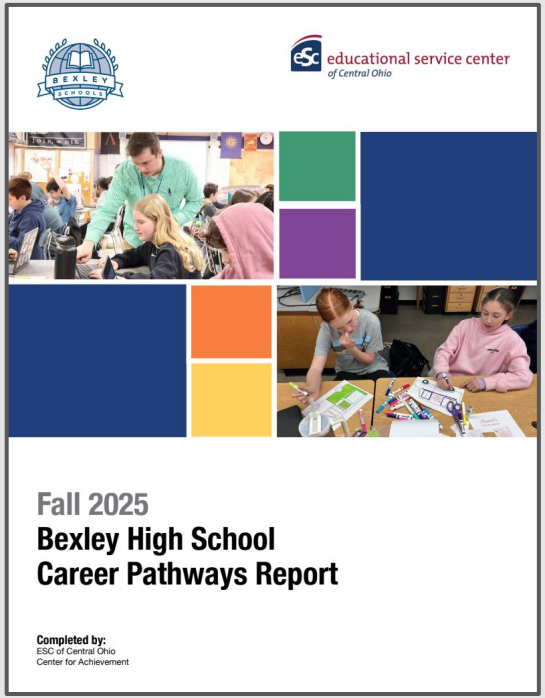
Ensure all students have access to a variety of authentic and meaningful experiential learning opportunities.

1.1
1.2
1.3
2.1
2.2
2.3
3.1
3.2

3.2: Expand Career Connections and Exploration Programs

- Engaging with the ESC of Central Ohio to do a **career based audit** of our programs and opportunities for students





BEXLEY CITY SCHOOLS

CHAMPIONING OUR FUTURE

ESC SPECIAL EDUCATION STUDY

February 23, 2026

Spring 2025

Bexley City Schools Special Education Audit

Completed by:
ESC of Central Ohio

Four Working Subcommittees

1. Paraprofessional Development and Strategic Hiring
2. MTSS and Behavior Support
3. Scheduling Service Deliver and Workload
4. Communication and Engagement

Subcommittees comprised of Parents, Teachers, Intervention Specialists, Paraprofessionals, Principals and District Administrators

Recommendations and 3-Year Timeline Aligned to Bexley City Schools Strategic Plan

Focus Area	Strategic Goal Alignment	Year 1 (2025–2026)	Year 2 (2026–2027)	Year 3 (2027–2028)
Multi-Tiered System of Supports (MTSS)	Teaching & Learning Goal 1; Culture Goal 1	Form MTSS District team; review existing models; adopt framework aligned with PBIS, SEL, UDL	Implement MTSS protocols; begin progress monitoring cycles with data reviews	Evaluate MTSS outcomes; adjust supports based on fidelity; scale Tier 3 interventions
Service Delivery and Instructional Practices	Teaching & Learning Goal 1 & 3; Culture Goal 3	Develop service delivery model; train teams on HLPs, inclusive practices, co-teaching	Implement general education accessibility tools based in UDL; expand co-teaching; integrate scaffolded instruction	Evaluate instruction via data and rubrics; refine coaching; sustain SDI quality
Student Behavior and Functional Needs	Culture Goal 1 & 3; Teaching & Learning Goal 1	Audit FBA/BIP use; train in trauma-informed practices; clarify mental health referral; shift CPI training responsibilities	Strengthen Tier 2/3 (CICO, SEL goals, self-regulation); build BIP implementation capacity	Evaluate behavior systems; refine MTSS-B; expand functional curriculum and SEL integration
Collaboration and Inclusive Planning	Culture Goal 3; Teaching & Learning Goal 2	Define expectations; build in protected co-planning; evaluate co-teaching parity	Implement inclusive planning templates; monitor shared instructional responsibility	Sustain collaboration with feedback loops; align IEP goals to team-based planning
Communication and Engagement with Families and Students	Culture Goal 3; Teaching & Learning Goal 2	Develop family communication protocols; share pre-meeting guides and multilingual tools	Expand progress report tools; embed student voice; improve transparency (6–12)	Monitor family engagement data; embed partnerships into IEP culture and building practices
Paraprofessional Development (OPEPP)	Human Capital; Teaching & Learning Goal 2	Select OPEPP modules; train mentors; embed onboarding with district PD	Expand module completion; use OPEPP tools for coaching and evaluation	Institutionalize OPEPP as standard onboarding and PD; evaluate long-term impact
IEP Facilitation (Key2Ed Model)	Collaboration & Communication; Culture Goal 3	Pilot Key2Ed training for district reps and psychs; implement in 1–2 buildings	Expand training to general educators; integrate with student-led IEPs	Formalize facilitated IEPs districtwide; monitor fidelity and stakeholder feedback
Strategic Hiring (Paras, Psych Assistant, Coordinator)	Human Capital; Culture Goal 1 & 3	Hire psych assistant and 2 floating paras; define mentorship stipends and CPI roles	Add 2 more paras; evaluate workload and behavior data to adjust staffing	Evaluate workload and behavior data to determine effectiveness
Workload Model Development (IS & Related Services)	Human Capital; Systems & Accessibility	Pilot weighted caseload/workload calculators across buildings; align staffing decisions	Institutionalize workload model into staffing and scheduling systems; monitor equity and sustainability	Evaluate model to ensure continued equity
Strategic Scheduling	Systems & Accessibility; Teaching & Learning Goal 1	Audit current schedules and pull-out patterns; pilot WIN blocks and co-planning time in selected schools	Implement inclusive scheduling templates; expand co-teaching blocks and intervention alignment	Refine scheduling systems using data; institutionalize master schedule guidance for MTSS and inclusive access

Strategic Plan Transition to Years 4, 5 and 6

BIG questions institute

Helping leaders design the future through inquiry.





Homa Tavangar

&

Brad Choyt

April 25: Review progress slides and presentations to the board

May - Oct 25: Internal review of actions and progress

Nov - Dec 25: Meetings with leaders to create action plans for items not completed but remain important, to determine which actions are priorities and identify potentially new priorities/initiatives.

Jan - Mar 26: Determine family input (surveys, etc). Gain insight into changing legislation. Identify any obstacles that might be hindering progress.

Apr 26: Finalize objectives and action plans including metrics to measure progress

May 26: Final touches

Jun - Aug 26: Communication and preparation for launch of Strategic Plan 2.0

What questions do you have?

