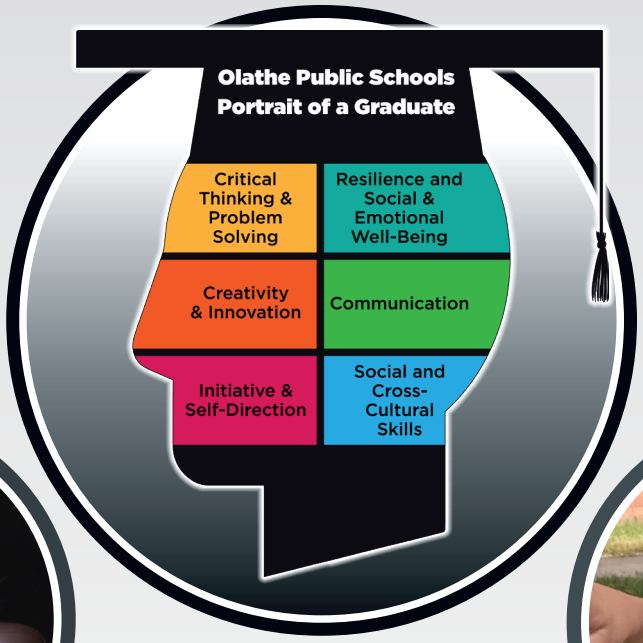
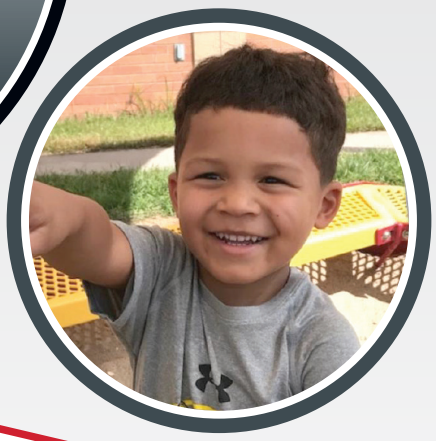
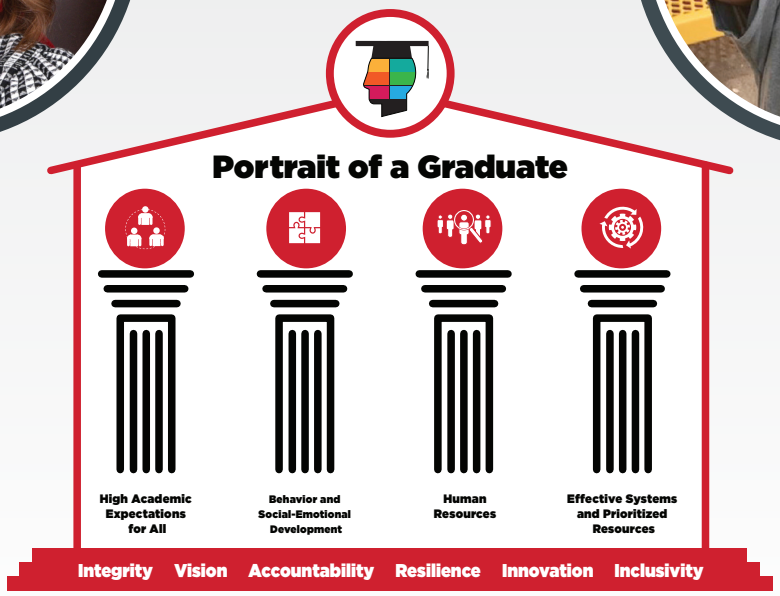
Olathe Public Schools USD 233

Olathe Public Schools

Strategic Plan 2021-2026





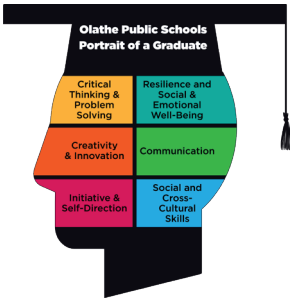


A Message from the Board of Education and Superintendent

Brad Boyd, President | Julie Steele, Vice President | Will Babbit | Becky Johann | Robert Kuhn | Claire Reagan | Dr. Stacey Yurkovich

When the Olathe Public Schools Strategic Plan was approved in October 2019, we were energized by the roadmap that it created for our students, staff, schools and community. With the Portrait of a Graduate and the skills it outlined that we wanted our students to know and be able to do as our goal, the Strategic Plan sets a clear path for the district to follow. But with the lessons learned since late 2019, the need to refocus on the Strategic Plan effort became vital and the Strategic Plan was relaunched in fall 2021. The core elements of the plan have not changed, rather we are more committed than ever to meeting its goals of High Academic Expectations for All, Behavior and Social-Emotional Learning, Human Resources, and Effective Systems and Prioritized Resources. Additionally, we have incorporated a greater focus on diversity and engagement. We are energized by these new focuses and look forward to seeing the positive impact they will make on our schools and community.

We will be regularly sharing updates on our Strategic Plan work on the district website so be sure to watch for those. As always, thank you for your support of the Olathe Public Schools.

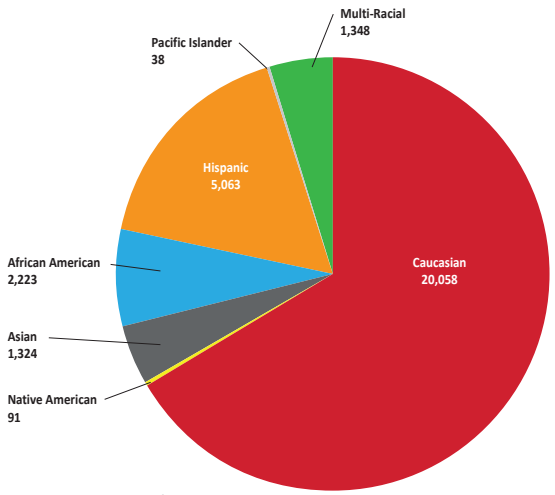


OPS District Overview

Portrait of a Graduate: Every school system is unique, and is connected by a shared aspiration: that all students have an educational experience preparing them to be successful post-graduation. Now more than ever, that learning experience must not only provide for the acquisition of rigorous academic content, it must also be more intentional about fostering critical thinking, encompass specific 21st century skills, and habits of mind needed to navigate and thrive in a complex, rapidly changing world.

29,404	51	86	1
Students	Schools	Number of Languages Spoken	Family

STUDENT ENROLLMENT



ELL Students: 3,909/13%
Students participating in National School Lunch Program – 8,099/26.9%
Special Education Students (including Gifted): 4,784/15.9%

CAMPUSES

High Schools

Middle Schools

Elementary Schools

Other Buildings

Olathe Public Schools Graduate Profile

COGNITIVE

These competencies cover the cognitive domain which includes thinking, reasoning, and related skills.

Critical Thinking and Problem Solving

- Collect, assess and analyze relevant information
- Reason effectively
- Use systems thinking
- Make sound judgements and decisions
- Identify, define and solve authentic problems and essential questions
- Reflect critically on learning experiences, processes and solutions

Creativity and Innovation

- Use a wide range of idea creation techniques (such as brainstorming, divergent and convergent thinking)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes
- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

PERSONAL

These competencies cover the intrapersonal domain, which involves self-management, including the ability to regulate one's behavior and emotions to reach goals.

Initiative and Self-Direction

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently
- Monitor, define, prioritize and complete tasks without direct oversight
- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunites to gain expertise
- Demonstrate initiative to advance skill levels toward a professional level
- Demonstrate commitment to learning as a lifelong process

Resilience and Social & Emotional Well-Being

- Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals
- Acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions
- Regulate behaviors and emotions in different situations to effectively manage stress and control impulses based on ethical standards, safety concerns, and social norms

INTERPERSONAL

These competencies cover the interpersonal domain, which involves expressing information to others, as well as interpreting others' messages and responding appropriately.

Communication

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness as a priority as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

Social and Cross-Cultural Skills

- Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Strategic Framework

Relentless Pursuit of Excellence

GOAL 1 High Academic Expectations for All

Every student will be challenged and supported through tiers of instruction by all staff to achieve a high standard of academic performance and growth.

Priority Outcome

- Standards-Based Instruction: Provide a guaranteed and viable curriculum to ensure that all students are on or above grade-level.

Initiatives

- Implementation and utilization of curriculum and assessment software.
- Focused instruction on priority standards in all content areas.
- Delivery of professional development related to standards-based instruction.

Priority Outcome

- Student Engagement: Ensure learning where students are active participants through relevant, rigorous, research-based instructional practices.

Initiatives

- Utilize research-based student engagement strategies for learning environments.
- Develop and incorporate a systems-wide common vocabulary for student engagement.
- Delivery of professional development related to student engagement.

Priority Outcome

- Professional Learning Communities: Establish a systemic, collective, data-driven culture with a focus on learning for all.

Initiatives

- Ensure learning for all students by focusing on the four Professional Learning Communities questions.
- Systematize Multi-tiered Systems of Support (MTSS) interventions in response to student data.
- Delivery of professional development related to professional learning communities.

GOAL 2 Behavior and Social-Emotional Development for All

Every student will benefit from an educational experience that fosters their behavioral, social, and emotional development.

Priority Outcome

- Behavior and Social-Emotional Learning: Regulate behaviors and emotions in different situations to effectively manage stress and control impulses.

Initiatives

- Adoption, implementation and utilization of systemic behavior management framework.
- Integration of social emotional character development standards into all core curriculums.
- Implementation and utilization of pre-K through 12th grade social emotional learning.

Priority Outcome

- Mental Health: Identify, manage, and express a range of positive and negative emotions.

Initiatives

- Delivery of trauma-informed care professional development.
- Delivery of suicide awareness, prevention, and mental health training for all staff.
- Systematize Multi-tiered Systems of Support (MTSS) interventions in response to student need.

Priority Outcome

- Bullying Prevention: Respectful interactions with people from a range of social, cultural, and ideological backgrounds through development of positive relationships and acceptable actions.

Initiatives

- Partner with students, staff and families to build trust and relationships through curriculum and resources.
- Develop and maintain procedure for reporting, investigating, documenting, and consequencing an act of bullying, harassment or cyber bullying.
- Systematize professional learning that supports reporting, investigating, documenting, and consequencing an act of bullying, harassment or cyber bullying.

Strategic Framework

Relentless Pursuit of Excellence

GOAL 3 Human Resources

The district will attract, develop, engage and retain high quality talent.

Priority Outcome

- Leadership: Develop leaders with skills to identify, select, lead and hold their teams accountable.

Initiatives

- Define expectations of a leader and provide professional development.
- Assess and redefine the performance appraisal instruments and processes for leadership.
- Implement and maintain accountability structures.

Priority Outcome

- Recruitment, Selection and Development: Recruit, hire, develop and retain a diverse and premier work force, becoming the destination district for the best educational professionals.

Initiatives

- Enhance and refine recruitment plan to increase applicant pool reflective of a diverse work force.
- Continually improve selection processes through implementation of efficient recruitment instruments and methods.
- Develop and maintain work force retention and succession practices.

Priority Outcome

- Compensation and Benefit Alignment: Evaluate and enhance offerings to ensure competitiveness and support strategic initiatives.

Initiatives

- Ongoing market assessments of compensation and benefit practices and offerings.
- Continue to enhance communication of district benefits for recruitment, onboarding and retention of talent.
- Develop and sustain a culture of health and well-being.

GOAL 4 Effective Systems and Prioritized Resources

All systems and resources will be aligned based on organizational data to achieve strategic initiatives.

Improve efficiency (productivity, cost, etc.) while also making decisions (including resource allocations) that are grounded in strategic data and academic direction.

Priority Outcome

- Facilities and Infrastructure: Ensure the existence of safe, well-maintained school facilities and technology infrastructures which support student learning.

Initiatives

- Continually review and enhance site-based safety and security assessments.
- Align the strategic facilities plan to support the Portrait of a Graduate.
- Development and maintain sustainable technology systems to support the International Society for Technology and Education Standards (ISTE) and other applicable industry standards.

Priority Outcome

- Budget: Implement budgets and enhance fiscal efficiencies to support strategic and academic priorities.

Initiatives

- Maintain a program and initiative inventory.
- Implement and utilize program-based budgeting processes to support student learning.
- Align and adjust budget priorities in order to support strategic initiatives.

Priority Outcome

- Communications: Utilize communication systems for a range of purposes to inform, instruct, and motivate all stakeholders.

Initiatives

- Streamline and maintain the communications processes utilized throughout the district.
- Inform stakeholders regarding progress toward achieving strategic initiatives.
- Enhance stakeholder engagement through a variety of mediums.

Strategic Framework

Relentless Pursuit of Excellence

Diversity and Engagement Goal

Actively include and value all students and staff to meet their unique needs by providing equitable opportunities in order to develop their understanding and respect of differences, thus preparing them to live in an inclusive, global community and world.

Priority Outcome 1

Provide Training and Professional Development to increase the cultural awareness of all teachers, administrators and staff.

Initiatives

- Complete a district wide equity audit.
- Analyze and respond to areas on the districtwide equity audit.
- Maintain professional development plan for district staff that is aligned with the Strategic Plan.

Priority Outcome 2

Ensure a welcoming, safe, inclusive and equitable school community.

Initiatives

- Evidence of inclusive language and images in all buildings, signage, wall hangings, classroom, curriculum and library materials.
- Provide an opportunity to proactively respond to concerns by having an Equity Hotline for students and staff.
- Create supportive environments that empower, advocate, and celebrate affinity groups across the district for students and staff.

Priority Outcome 3

Increase student engagement and learning opportunities.

Initiatives

- Develop and implement programs for underrepresented students.
- Provide student leadership training.
- Respond to academic and social emotional learning to meet the various needs of all students.

Relentless Pursuit of Excellence

This strategic plan challenges us, as a community, to embrace ***BOLD GOALS*** for every child in Olathe. It is driven by our deep ***BELIEF*** in our students' abilities and by their own ***ASPIRATIONS*** for their future.

Social Emotional Learning	100% of students report positive teacher-to-student relationships
Mental Health Wellness	100% of students report having strong emotional regulation in order to stay calm and seek help when things go wrong
Grade Level Reading	All third graders will read on grade level
Success in Algebra	All ninth graders will pass Algebra
High School Graduation	100% percent graduation rates
Diversity and Engagement:	100% of students are prepared to learn from and interact with people from different races, ethnicities, cultures, backgrounds, and experiences
Market Value Assets	100% of graduates will graduate with at least one Market Value Asset defined as industry-valued and recognized skills acquired in high school that create a more seamless transition from school to postsecondary education and/or the work place. Market Value Assets Opportunities: Work Based Learning Experiences College Credit Regionally Vetted Industry-Recognized Credentials Entrepreneurial Experiences

Olathe
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