When looking to the future of education in the Olathe Public Schools, we felt it was best to begin with the end in mind. The creation of a Portrait of a Graduate was the first step in our strategic planning process and gave us an opportunity to think about what we want our graduates to know and what skills are essential for post-graduation success. Through this process, we have been able to imagine the future and think creatively about how Olathe graduates can be empowered for success. We always want our graduates to experience their personal best, but it is both exciting and awe-inspiring to think of the potential of our graduates to lead our rapidly-evolving world to greatness.

The Portrait of a Graduate accompanies our strategic plan and will help guide it for years to come. We are focused on a relentless pursuit of excellence and our Portrait of a Graduate and Strategic Plan are the keys to this pursuit.

This will not be a document that lives on a shelf, but rather a guide to navigate short-term and long-term goals, and a daily compass that will support decisions we make to ensure learning for all students. It is the embodiment of our commitment to doing everything in our power to help our students achieve success. This is our present and it is our future. Each of us plays a part in making the Portrait of a Graduate become a relevant and concrete snapshot into our future.

Updates on our progress will be highlighted on our website, as we will provide an annual ‘scorecard’ to monitor our relentless pursuit of excellence.

John Allison, Superintendent, Olathe Public Schools
A Message from the Board of Education

As a Board of Education, we were thrilled to engage the community in creating our Portrait of a Graduate. We asked our community members: What do we want our incoming kindergarten students to know and be able to do when they graduate from high school in the year 2032? This development process involved a sustained conversation leading to shared agreement focused on a unique community-owned picture of what graduates need for future success. Representatives included communities of faith, business, higher education, community members at large, social service agencies, district leaders, school leaders, families, teachers, and students.

The competencies included in the district’s Portrait of a Graduate include: Critical Thinking and Problem Solving; Creativity and Innovation; Initiative and Self Direction; Resilience and Social and Emotional Well-being; Communication; and Social and Cross-Cultural Skills.

It is exciting to see our community come together to support our students, our schools and our district. It truly takes an entire community to do the great work of the district. We are excited for the future and are energized by the direction that the Strategic Plan provides our staff and students.

One of the important mindset shifts we are making within our organizational structure is putting student needs as the top priority in every decision we make and how we operate as an organization. The traditional pyramid of a top-down structure has been inverted so that the students we serve are at the top. We want to create an organizational culture in which everyone focuses on students, student learning, their educational outcomes, and preparing them to meet the competencies outlined in our Portrait of a Graduate. At each level of the organization, we must redirect our support to the front-line staff and students. This organizational cultural shift is important to our strategic plan and our ability to achieve our goals.
**OPS District Overview**

**30,145 Students**

**51 Schools**

**1 Family**

**STUDENT ENROLLMENT**

- Caucasian: 20,058
- Hispanic: 5,063
- African American: 2,223
- Asian: 1,324
- Native American: 91
- Multi-Racial: 1,348
- Pacific Islander: 38

**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:** 5
- **Middle Schools:** 10
- **Elementary Schools:** 36
- **Other Buildings:** 21

**PERSONNEL**

- **Certified Staff:** 45.9% (2,590)
- **Classified Staff:** 36.3% (2,049)
- **Substitute Staff:** 12.8% (723)
- **Temporary Staff:** 2.7% (153)
- **Administrative Staff:** 2.3% (129)

**PERCENT OF BUDGET**

- **Instructional Services:** 66.7%
- **Support Services - Students:** 8.5%
- **Support Services - Instruction:** 4.3%
- **Support Services - General Administration:** 0.7%
- **Support Services - School Administration:** 7.0%
- **Central Services:** 3.1%
- **Operations and Maintenance Services:** 4.5%
- **Transportation Services:** 5.1%
- **Other:** 0.1%
Olathe Public Schools
Portrait of a Graduate

Critical Thinking & Problem Solving

Resilience and Social & Emotional Well-Being

Creativity & Innovation

Communication

Initiative & Self-Direction

Social and Cross-Cultural Skills

#theirfuture2032
Olathe Public Schools 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.

Our Portrait of a Graduate process involved a sustained conversation leading to shared agreement focused on a unique community-owned picture of what graduates need for success. Building a Community Advisory team was an integral part of the process. Representatives included communities of faith, business, higher education, community members at large, social service agencies, district leaders, school leaders, families, teachers, and students. Through this inclusive process, the Portrait of a Graduate encompasses the community’s collective vision for our students. This process was branded #theirfuture2032, as 2032 is when our 2019 incoming kindergartners will graduate from high school.

The Community Advisory Committee’s feedback was garnered through two meetings. At the first meeting, competencies were shared in the cognitive, personal and interpersonal realms. Assembling the participants in groups of four, each group was asked to select their top two competencies in the cognitive, personal, and interpersonal categories. At our second meeting, the Community Advisory Committee members were provided the prioritized list of competencies based on their work from the first meeting. Participants were once again asked to select their top two competencies from the three categories.

In addition to the community advisory committee, the district’s Administrative Staff and Classified Staff Advisory Council were led through the same process described above. Once the top six competencies were agreed upon, representatives from the community advisory committee presented the plan to the Board of Education, who then approved the Portrait of a Graduate in January 2019.

The following pages are the results of the community advisory committee along with the comprehensive combined results of the community advisory committee, administrative staff, and classified staff advisory committee to create Olathe Public School’s Portrait of a Graduate with the competencies that are valued by our Olathe community in order to ensure our students are prepared for learning, work, and life after high school graduation. In addition, the competencies identified in our Portrait of a Graduate drove the creation of an updated Strategic Framework which encapsulates the competencies and drive our future work as a district and as a community.
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 success 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 opportunities 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
Olathe Public Schools
Graduate Profile

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
The strategic goals will serve as a road map to guide the Board of Education, superintendent, superintendent's leadership team, administrators, teachers, employees, and community stakeholders in the development of policies, practices, objectives, strategies, and initiatives in order to achieve the district mission, vision, values, goals, and Portrait of a Graduate. In creating these goals, we will move the strategic framework into action plans that we will pursue in order to close the gap between our current realities and desired performance.
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.
Strategic Framework
Relentless Pursuit of Excellence

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 and 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.
### GOAL 3 Human Capital

**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.

- **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.
- Continuously improve selection processes through implementation of efficient recruitment instruments and methods.
- Develop and maintain work force retention and succession practices.

- **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.
Strategic Framework

Relentless Pursuit of Excellence

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.
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

- **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

#theirfuture2032
Notification Statement of Non-discrimination:
The Olathe Public Schools prohibit discrimination on the basis of race, color, ethnicity, national origin, sex, disability, age, religion, sexual orientation or gender identity in its programs, activities or employment, and provides equal access to the Boy Scouts and other designated youth groups to its facilities as required by: Title IX of the Education Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the Equal Access Act of 1984 and other relevant state and federal laws as amended. Inquiries regarding compliance with applicable civil rights statutes related to race, ethnicity, gender, age discrimination, sexual orientation, gender identity or equal access may be directed to Staff Counsel, 14160 S. Black Bob Road, Olathe, KS 66063-2000, phone 913-780-7000. All inquiries regarding compliance with applicable statutes regarding Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act and the Americans with Disabilities Act may be directed to the Assistant Superintendent of Support Services, 14160 S. Black Bob Rd., Olathe, KS 66063-2000, phone (913) 780-7000. Interested persons including those with impaired vision or hearing, can also obtain information as to the existence and location of services, activities and facilities that are accessible to and usable by disabled persons by calling the Assistant Superintendent of Support Services. (03/19)