2023–2028
STRATEGIC PLAN

OWASSO
PUBLIC SCHOOLS

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Owasso parents and guardians,

As we look toward the future of our school district, we must also acknowledge the rich history and strong foundation that has brought us to where we are today. Owasso Public Schools has long been a standard of excellence in education, and our commitment to high expectations, love for our students, and preparing them for the challenges of the future has never wavered.

I am excited to announce our five-year Continuous Strategic Improvement plan, which builds upon this strong foundation and sets the stage for even greater success in the years to come. This plan is rooted in our commitment to provide the best possible education to our students and ensure they have the skills and knowledge necessary to succeed in college, career, and life.

Much of the success that our students achieve today is the result of the collaborative efforts of our stakeholders. This strategic plan is a prime example of such collaboration. It is the product of several months of hard work between members of the Board of Education, teachers, students, administrators, staff, and the Owasso community. This collaborative effort resulted in a clear articulation of our values, core beliefs, and learner expectations, which in turn helped us determine our goals and the objectives that we want to achieve over the next five years.

At Owasso Public Schools, we are committed to providing the best possible education for our students, and this five-year Continuous Strategic Improvement plan is our roadmap for achieving that goal. I am excited about the possibilities that lie ahead and am honored to be a part of this community.

As we embark on this five-year journey, I want to thank our students, staff, and community for their ongoing support of Owasso Public Schools. Together, we can ensure that our students are prepared for success in whatever path they choose.

Thank you for your continued support and partnership in this important work.

Sincerely,

Margaret M. Coates, Ed.D.
Superintendent

BOARD OF EDUCATION

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Forrest Turpen
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Stephanie Ruttman
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STRATEGIC PLANNING
TEAM MEMBERS

Ram Achievement and Enrichment Opportunities

- Michelle Million
- Kara Chadd
- Melissa Barnett
- Kelley Raby
- Dalton Bunch
- Mark Officer
- Tiffani Cooper
- Ashley Hearn
- Brandie Davenport

Ram Community Culture

- Danielle Petty
- Russell Vieaux
- Kirsten Dean
- Michaela Nuckels
- Zach Duffield
- Stephanie Ruttman
- George Holderman
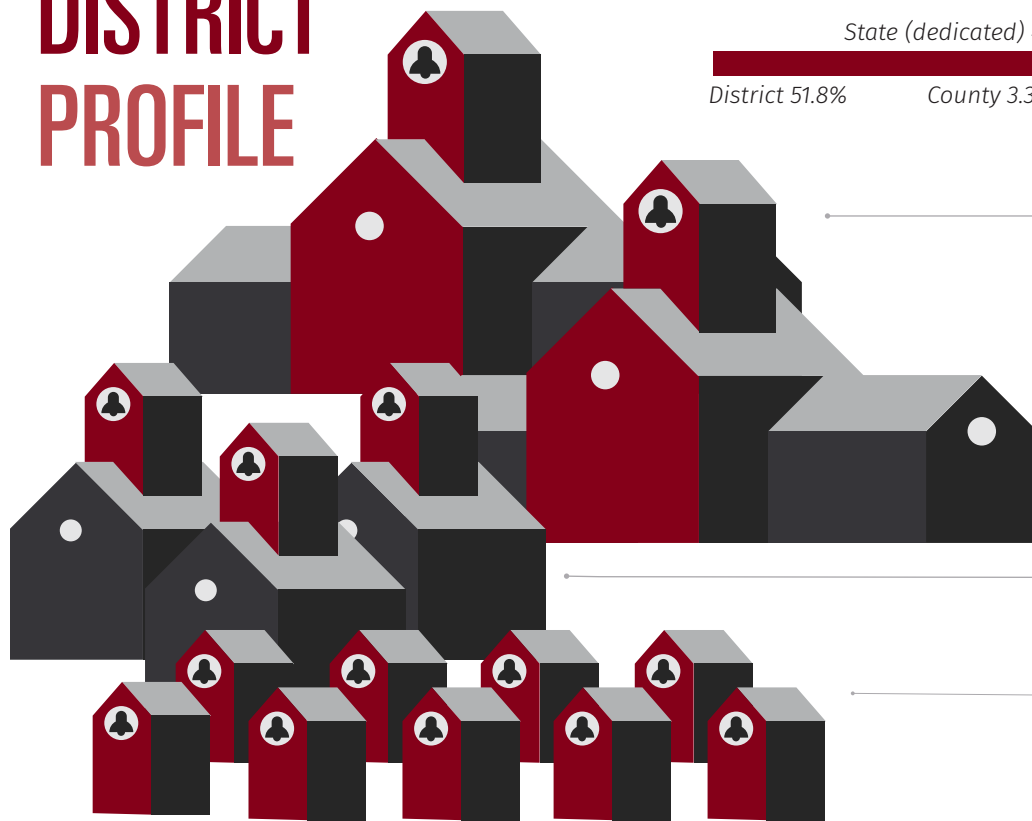- Erin Robinson
- Kerwin Koerner

Ram Team

- Neal Kessler
- Rylee Zaragoza
- Matt Inouye
- Phillip Storm
- Ilia Gilestra
- Charlene Duncan
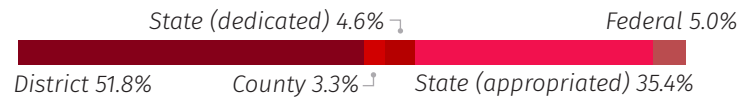- Lisa Johnson
- John Seo
- Cary Sims

Ram Resources

- Amanda Thiessen
- Shanda Mefford
- Chris Garrett
- Stacy Eby
- Brad Yokley
- Matt Roberts
- Jordan Korphage
- Russell Thornton

DISTRICT PROFILE

Owasso High School (9-12)
Ram Academy (9-12)

Sixth Grade Center (6)
Seventh Grade Center (7)
Eighth Grade Center (8)

Ator Elementary (PK-5)
Bailey Elementary (PK-5)
Barnes Elementary (PK-5)
Hodson Elementary (PK-5)
Mills Elementary (PK-5)
Morrow Elementary (PK-5)
Northeast Elementary (PK-5)
Smith Elementary (PK-5)
Stone Canyon Elementary (PK-5)

628	22	54	506
Teachers	**Counselors**	**Administrators**	**Support Staff**

(26.1% with advanced degrees, 12.3 average years teaching experience)

7.7%	11.2%	4.6%
Identified as Gifted and Talented	*Identified in Special Education Programs*	*Identified as English Language Learners (ELL)*

Average Enrollment Trends:

9766 (2019/20)
9028 (2020/21)
9644 (2021/22)
9827 (2022/23)

Y-axis: 8000, 8500, 9000, 9500, 10,000, 10,500

X-axis: 2019/20, 2020/21, 2021/22, 2022/23

Student Population:

Hispanic (13.87%)
Caucasian (54.73%)
Black (3.81%)
Native American (7.21%)
Asian/Pacific Islander (6%)
Two or more races (14.73%)

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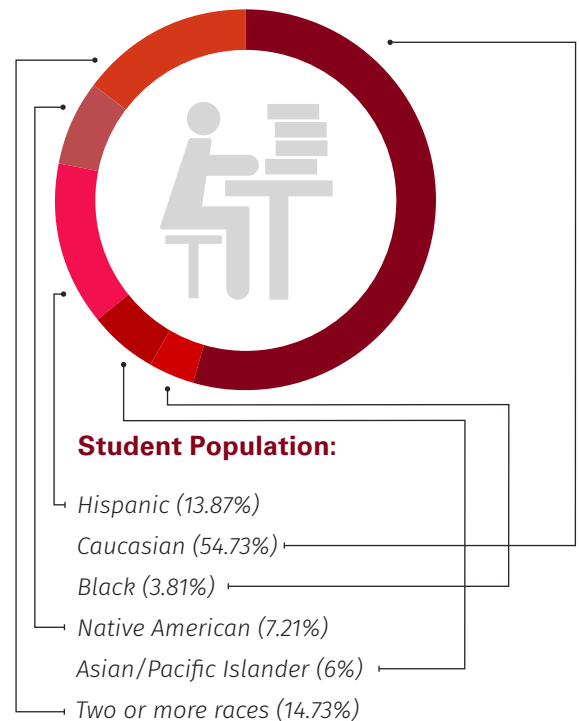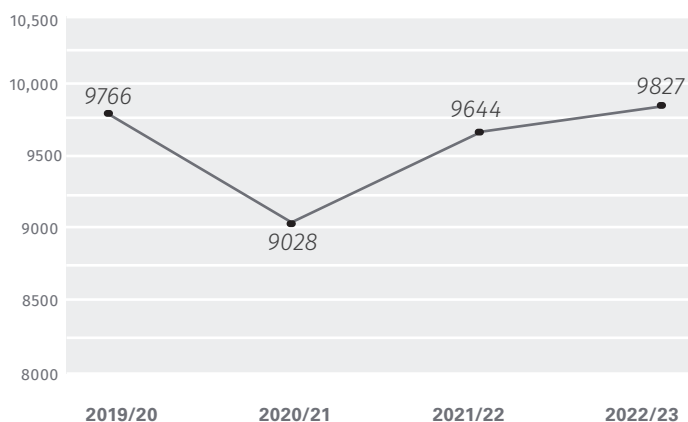
EXECUTIVE SUMMARY

The Owasso Public School District is committed to providing a safe environment that equips, educates, and empowers Owasso students on their journey toward outstanding character and success. The Owasso Public Schools' 2023-2028 Strategic Plan is recognized as a blueprint of district transformation and change. Throughout the 2022-2023 school year the district engaged in a transparent process to develop a five-year comprehensive plan that is stakeholder and data driven. The plan emphasizes Ram achievement and enrichment by engaging in initiatives that will advance student academic performance and elevate college, career, and life readiness for all students. This will be accomplished by a commitment to continuing on the journey to implement high-functioning Professional Learning Communities, investigating full-day pre-kindergarten programs, and enhancing work with students in the development of Individual Career Academic Plans (ICAP) prior to graduation. Important to the success of students is the recruitment, retention, and development of the Ram Team. The plan includes a recruitment plan, retention plan, professional development plan, and a support plan for employees. Resources are necessary to maximize the potential of an organization. The importance of different types of Ram Resources is

acknowledged in the plan by strengthening student programs and improving and maintaining district infrastructure through the development of a facilities improvement plan, technology plan, and transportation improvement plan. Finally, the plan addresses the Ram community culture. Positive and healthy school cultures are the foundations of high-quality learning environments and create the conditions for effective teaching and learning to occur. The goal to improve stakeholder satisfaction will be accomplished through initiatives addressing a safe and nurturing environment and increasing opportunities for shared leadership. This plan is the framework through which the district supports the development of each child to his/her potential. It will serve as the foundation for each school in the district to develop annual plans which are designed to support the implementation of the district's five-year strategic plan. The initiatives and action steps will be continually monitored and the Board of Education will be regularly updated as to the progress of the plan. This strategic plan sets the expectation that each student, regardless of ethnicity, language, ability, or income level can achieve high standards of learning. Strategies are included to ensure students will meet or exceed standards, graduate on time, and be college and career ready.

THIS STRATEGIC PLAN SETS THE EXPECTATION THAT EACH STUDENT, REGARDLESS OF ETHNICITY, LANGUAGE, DISABILITY, OR INCOME LEVEL, CAN ACHIEVE HIGH STANDARDS OF LEARNING.

OWASSO
RAMS

TIMELINE OF PLANNING PROCESS

PHASE I
ENGAGE

PHASE II
PLAN

"Who are we?" *District's learner expectations, core beliefs, and core values*

The purpose of this phase is critical to the fidelity and sustainability of public education. Phase I gained stakeholder input in determining the community's educational objectives. This process included community forums to engage stakeholders in reflective dialogue about the purpose and process of education in a local context. The community survey offered a second opportunity for stakeholders to provide input and ideas. Data collected from these surveys were analyzed to reflect the community's Learner Expectations, Core Beliefs, and Core Values, which were used throughout the strategic planning process. Goal areas and performance objectives developed in Phase II were aligned to them.

- **August 1st–September 18th, 2022**
  Community Stakeholder Survey

- **September 26th–October 12th, 2022**
  Climate Teacher Survey
  Climate Parent Survey
  Climate Student Survey (6—12)

- **August 30th, 2022**
  Community Forums–Education Service Center (ESC) Boardroom
  Tulsa Tech Poplar Room

- **August 31st, 2022**
  Community Forums–ESC Boardroom
  Owasso High School
  Tulsa Tech Poplar Room

- **September 1st, 2022**
  Administrators' Update—ESC Boardroom

"Where are we now?" *Goal areas and performance objectives*

In this phase, the Planning Team, composed of school and community members selected by the District Leadership Team, engaged in a collaborative inquiry process to implement change. Team members were representative of the demographics of the district, with 75% of the membership comprised of district leaders, school administrators, and teachers. The other 25% were students, parents, community members, and two school board members who followed the process and served as a liaisons to the local board of education. The Planning Team examined and analyzed a variety of district data types and sources. At the end of the second day of planning, based on the data analysis, goal areas were decided, along with performance objectives for each goal area.

- **November 1st, 2022**
  Administrators' Update—ESC Boardroom

- **November 14th, 2022**
  Data Analysis and Planning–ESC Boardroom

- **November 15th, 2022**
  Data Analysis and Planning–ESC Boardroom

- **January 12th, 2023**
  Administrators' Update—ESC Boardroom

PHASE III
ACT

PHASE IV
ACHIEVE

"Where do we want to go?" and "How will we know when we get there?" *SMART performance measures, initiatives for each performance objective, action steps for each initiative, timeline of initiatives*

All members of the Planning Team returned for this phase. Their first task was to make certain the goal areas and performance objectives were aligned to the community's Learner Expectations, Core Beliefs, and Core Values. After two days, the team developed action steps as well as performance measures that were specific, measurable, attainable, results oriented, and time-bound (SMART). On the third day, the Action Team developed a timeline for the five-year plan, being sure to avoid placing too many initiatives in any one yer to avoid overloading any reasonable person and to avoid creating a burden on the budget.

- **February 27th, 2023**
  SMART Goals and Action Step Development—ESC Boardroom

- **February 28th, 2023**
  SMART Goals and Action Step Development—ESC Boardroom

- **March 20th, 2023**
  Administrators' Update—ESC Boardroom

- **March 23rd, 2023**
  Timeline Development—ESC Boardroom

"How do we plan to get there?"
Training of a site leadership team from each school site in the district to develop a site-level year-one plan

The district needs to be held accountable to achieve the goals set forth by this process. This phase works with a leadership team, engaged from each school site to instruct them in the process of examining the district's strategic plan and determining how each of their sites will address the plan. Using their individual school data, each school site develops a year-one plan, which will support the implementation of the district's strategic plan. An accountability flow chart is developed and shared.

- **May 8th, 2023**
  Board Approval

- **May 23rd, 2023**
  Year One Plan Development

COMMUNITY ENGAGEMENT REPORT

The district's Learner Expectations, Core Beliefs, and Core Values were developed from the community responses to the online survey and to the focus questions asked at the community forums. All responses were compiled and then analyzed to represent one of these areas. As the strategic planning committees worked through the various stages of developing goals, objectives, initiatives, and action steps, they paused at each level of work to check their decisions against what the community had expressed. Alignment to these expectations, beliefs, and values are noted in the rationale statements for each objective.

Learner Expectations

Owasso Public Schools expects the graduates of 2032 to possess...

- Effective communication skills
- Critical thinking skills
- Organization, goal setting, time management skills
- Collaboration skills
- Mastery of core content
- Conflict resolution skills
- Financial skills
- Technology skills
- Life skills

These expectations combined with opportunities to locate and use information will prepare students to become productive citizens.

Core Beliefs

Owasso Public Schools believes that, to realize their expectations for graduates, teaching and learning should provide...

- Relevant content
- Creativity and innovation experiences
- Basic skills
- College and career readiness
- Attention to student strengths and weaknesses
- Collaboration opportunities
- Counseling
- Enrichment
- Opportunities to locate, evaluate, and use information
- Community service opportunities

Classroom teaching and learning paired with family support, opportunities for student leadership and use of technology will provide future success for Owasso students.

Core Values

In order to ensure quality teaching and learning, Owasso Public Schools values...

- Quality teachers
- A respectful and nurturing environment
- Class size
- Quality programs
- Up-to-date technology
- Safe and efficient environment
- Parental involvement and support
- Competitive salaries
- Strong leadership
- Innovative teaching

By upholding these values, Owasso Public Schools will create an environment that supports students' health, provides adequate financial support, and leverages school and community connections.

STRATEGIC GOAL SUMMARY

GOAL AREA #1
RAM ACHIEVEMENT AND ENRICHMENT OPPORTUNITIES

Objective 1: Advance student academic performance

» *Initiative: Professional Learning Communities (PLC)*

» *Initiative: Full-day pre-kindergarten (pre-K)*

Objective 2: Elevate college, career, and life readiness

» *Initiative: Individual Career Academic Plan (ICAP)*

GOAL AREA #2
RAM TEAM

Objective 1: Recruit and retain the Ram Team

» *Initiative: Recruitment and retention plan*

» *Initiative: Employee support plan*

Objective 2: Develop the Ram Team

» *Initiative: Professional development (PD) plan*

GOAL AREA #3
RAM COMMUNITY CULTURE

Objective 1: Improve stakeholder satisfaction

- » *Initiative: Safe and nurturing environment*
- » *Initiative: Shared leadership*

GOAL AREA #4
RAM RESOURCES

Objective 1: Strengthen student programs

- » *Initiative: Student leadership, student-led clubs, and character education programs*

Objective 2: Improve and maintain district infrastructure

- » *Initiative: Facilities improvement plan*
- » *Initiative: Technology improvement plan*
- » *Initiative: Transportation improvement plan*

GOAL AREA #1

RAM ACHIEVEMENT AND ENRICHMENT OPPORTUNITIES

Objective 1: Advance student academic performance
>   » *Initiative: Professional Learning Communities (PLC)*
>   » *Initiative: Full-day pre-kindergarten (pre-K)*

Objective 2: Elevate college, career, and life readiness
>   » *Initiative: Individual Career Academic Plan (ICAP)*

GOAL AREA #1
RAM ACHIEVEMENT AND ENRICHMENT OPPORTUNITIES

OBJECTIVE 1	**Advance student academic performance**
RATIONALE	*If we advance student academic performance, we honor our community's values, beliefs, and expectations because our community values attention to student strengths and weaknesses.*

INITIATIVE 1

Professional Learning Communities (PLC)

ACTION STEPS	TIMELINE
Provide professional development for high-functioning Professional Learning Communities.	**Ongoing**
Continue to include Collaboration Days within the school schedule to allow for concentrated extended blocks of collaboration time.	**Ongoing**
Explore the possibility of late start or early release model for weekly built-in collaboration time for higher-quality Professional Learning Communities.	**2024–25**
Continually review and revise district and site processes to support quality PLCs.	**Ongoing**
Identify and align essential skills/standards.	**Ongoing**
Review and calibrate common formative assessments.	**Ongoing**
Ensure site implementation of PLC processes.	**Ongoing**
Ensure alignment of Response to Intervention practices (RTI) to impact student learning cycles.	**Ongoing**
Assess, monitor, and adjust practices to support student learning, utilizing district screeners, common formative assessments, and other student learning tools.	**Ongoing**

GOAL AREA #1
RAM ACHIEVEMENT AND ENRICHMENT OPPORTUNITIES

OBJECTIVE 1 | **Advance student academic performance**

RATIONALE | *If we advance student academic performance, we honor our community's values, beliefs, and expectations because our community values attention to student strengths and weaknesses.*

INITIATIVE 2

Full-day pre-kindergarten (pre-K)

ACTION STEPS	TIMELINE
Determine what capital improvements are needed to implement a full-day pre-K program.	**2023–24**
Communicate the vision for full-day pre-K and the data that supports the vision with stakeholders.	**2024–25**
Develop a financial plan to make necessary capital improvements.	**2024–25**
Communicate the developed financial plan and request support through bond funding.	**2025–26**

GOAL AREA #1
RAM ACHIEVEMENT AND ENRICHMENT OPPORTUNITIES

OBJECTIVE 2	**Elevate college, career, and life readiness**
RATIONALE	*If we increase participation in college and career pathways, we honor our community's values, beliefs, and expectations because our community believes students should be college and career ready.*

INITIATIVE 1

Individual Career Academic Plan (ICAP)

ACTION STEPS	TIMELINE
Disseminate ICAP information to all stakeholders.	**Ongoing**
Expand and enhance college and career awareness activities in pre-kindergarten–5th grades. Activities might include: • Guest speakers • Field trips (JA Biztown, Discovery Lab, Tulsa Zoo, etc.) • Career exploration activities	**Ongoing**
Develop and enhance college and career awareness activities in 6th–12th grades. Activities might include: • Career fairs • Field trips • Mock interviews, resume building • Life skills readiness conferences • Administer/review career interest survey • Career exploration activities • Embed ACT preparedness (high school)	**Ongoing**
Develop and implement life readiness rubric/activities. Activities will focus on developing/enhancing the following skills: • Communication • Leadership • Conflict resolution • Critical thinking • Technology • Time management • Personal financial literacy (high school only)	**2024–25**
Develop and enhance partnerships in the community to increase job shadowing/internship opportunities.	**Ongoing**

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	23–24	24–25	25–26	26–27	27–28
Advance student academic performance (Math)	Each year, the percentage of 3rd grade students scoring at or above proficient on the Oklahoma State Testing Program (OSTP) math exam will be 25% above the state average.	54%	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average
	Each year, the percentage of 4th grade students scoring at or above proficient on the OSTP math exam will be 25% above the state average.	43%	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average
	Each year, the percentage of 5th grade students scoring at or above proficient on the OSTP math exam will be 25% above the state average.	32%	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average
	Each year, the percentage of 6th grade students scoring at or above proficient on the OSTP math exam will be 25% above the state average.	48%	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average
	Each year, the percentage of 7th grade students scoring at or above proficient on the OSTP math exam will be 25% above the state average.	46%	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average
	Each year, the percentage of 8th grade students scoring at or above proficient on the OSTP math exam will be 25% above the state average.	27%	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average
Advance student academic performance (ELA)	Each year, the percentage of 3rd grade students scoring at or above proficient on the OSTP English language arts (ELA) exam will be 25% above the state average.	45%	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average
	Each year, the percentage of 4th grade students scoring at or above proficient on the OSTP ELA exam will be 25% above the state average.	29%	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average
	Each year, the percentage of 5th grade students scoring at or above proficient on the OSTP ELA exam will be 25% above the state average.	34%	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average
	Each year, the percentage of 6th grade students scoring at or above proficient on the OSTP ELA exam will be 25% above the state average.	37%	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	23–24	24–25	25–26	26–27	27–28
Advance student academic performance (ELA)	*Each year, the percentage of 7th grade students scoring at or above proficient on the OSTP ELA exam will be 25% above the state average.*	33%	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average
	Each year, the percentage of 8th grade students scoring at or above proficient on the OSTP ELA exam will be 25% above the state average.	31%	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average
Advance student academic performance	*Each year, the percentage of 5th grade students scoring at or above proficient on the OSTP science exam will be 25% above the state average.*	46%	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average
	Each year, the percentage of 8th grade students scoring at or above proficient on the OSTP science exam will be 25% above the state average.	47%	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average
	Each year, the percentage of juniors who meet the College Readiness Benchmark (CRB) in ELA will be 25% above the state average according to the ACT profile report.	55%	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average
	Each year, the percentage of juniors who meet the CRB in math will be 25% above the state average according to the ACT profile report.	30%	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average
	Each year, the percentage of juniors who meet the CRB in reading will be 25% above the state average according to the ACT profile report.	43%	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average
	Each year, the percentage of juniors who meet CRB in science will be 25% above the state average according to the ACT profile report.	32%	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average	25% Above State Average
	Each year, the average English ACT score will be a minimum of 10% above the state average.	18.8	10% Above State Average	10% Above State Average	10% Above State Average	10% Above State Average	10% Above State Average
	Each year, the average reading ACT score will be a minimum of 10% above the state average.	20.9	10% Above State Average	10% Above State Average	10% Above State Average	10% Above State Average	10% Above State Average
	Each year, the average math ACT score will be a minimum of 10% above the state average.	18.9	10% Above State Average	10% Above State Average	10% Above State Average	10% Above State Average	10% Above State Average
	Each year, the average science ACT score will be a minimum of 10% above the state average.	19.9	10% Above State Average	10% Above State Average	10% Above State Average	10% Above State Average	10% Above State Average

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	23–24	24–25	25–26	26–27	27–28
Advance student academic performance	*By 2028, Owasso Public Schools will offer a full-day pre-kindergarten program.*	TBD	TBD	TBD	TBD	TBD	100%
	By 2028, 71.9% of respondents will agree/strongly agree that our schools are meeting the academic needs of all students according to the community stakeholder survey.	66.09%	67.09%	68.09%	69.09%	70.90%	71.90%
Elevate college, career, and life readiness	*By 2028, 73% of respondents will agree/strongly agree that our schools are graduating students who are prepared for higher education or the workforce according to the community stakeholder survey.*	68.91%	69.91%	70.91%	71.91%	72.91%	73.91%
	By 2028, 22% of juniors and seniors will be enrolled in career tech programs according to enrollment data.	17%	18%	19%	20%	21%	22%
	By 2028, 27.8% of high school students will be enrolled in at least one concurrent course according to enrollment data.	22.8%	23.8%	24.8%	25.8%	26.8%	27.8%
	By 2028, 12% of juniors and seniors will participate in student internships according to enrollment data.	7%	8%	9%	10%	11%	12%

GOAL AREA #2
RAM TEAM

Objective 1: Recruit and retain the Ram Team
- » *Initiative: Recruitment and retention plan*
- » *Initiative: Employee support plan*

Objective 2: Develop the Ram Team
- » *Initiative: Professional development (PD) plan*

GOAL AREA #2
RAM TEAM

OBJECTIVE 1	Recruit and retain the Ram Team

RATIONALE	*If we recruit and retain the Ram Team, we honor our community's values, beliefs, and expectations because our community values creative, innovative experiences and quality teachers.*

INITIATIVE 1 *Recruitment and retention plan*	ACTION STEPS	TIMELINE
	Conduct job fairs within the district.	**2023–24**
	Attend job fairs within Oklahoma to represent Owasso Schools and recruit quality staff.	**2023–24**
	Continue to develop the career webpage that contains the following: • Welcome • Description of our culture • Description of our identity • Description of our expectations • Updated list of vacancies • Link to application	**Ongoing**
	Continue the employee referral program.	**Ongoing**
	Launch the Supplemental Program and Activities for Ram Kids (SPARK).	**2023–24**
	Share analysis with administrators and Owasso Education Association (OWEA) for feedback to prepare a recommended compensation plan to the Board of Education.	**2023–24**
	Make a compensation plan recommendation to the Board of Education.	**2023–24**
	Create a communication plan for current staff to fully understand total compensation breakdown.	**2023–24**
	Analyze stay and exit interview/survey data, paying specific attention to teacher prep and collaboration time.	**Ongoing**
	Based on data analysis, determine action steps to address staff retention needs.	**Ongoing**
	Continue to develop substitute teacher pool and monitor unfilled positions to assure there will be a daily average of 10% or less unfilled positions.	**Ongoing**

GOAL AREA #2
RAM TEAM

OBJECTIVE 1	Recruit and retain the Ram Team
RATIONALE	*If we recruit and retain the Ram Team, we honor our community's values, beliefs and expectations because our community values creative, innovative experiences and quality teachers.*

INITIATIVE 2
Employee support plan

ACTION STEPS	TIMELINE
Review and improve current teacher support programs (mentor, buddy teachers, etc.).	**Ongoing**
Continue partnership with CREOKS (Creek, Okfuskee, Okmulgee County) and Grand Mental Health to support student mental health.	**Ongoing**
Investigate the opportunity to use Elementary and Secondary School Emergency Relief (ESSR) funding to employ behavior health aides for all sites. Consideration will be given to counselors and aides performing the following duties: • Create student behavior plans that include supporting emotional regulation, self-control, and grit • Implement evidence-based behavioral interventions	**2023–24**
Explore the possibility of piloting a therapy dog program at one or more elementary school.	**2023–24**
Provide professional development for all administrators to address proactive interventions for behavior.	**2023–24**
Maintain annual CPI (Crisis Prevention Institute) training for staff who work directly with students who struggle.	**2023–24**
Continue the Supplemental Program and Activities for Ram Kids (SPARK).	**Ongoing**
Explore the possibility of hiring an additional school counselor/teacher on special assignment to address student mental health nourishment.	**2024–25**
Analyze climate survey to determine additional employee support needs.	**2025–26**
Based on survey results, develop action steps to meet needs.	**2025–26**

GOAL AREA #2
RAM TEAM

OBJECTIVE 2 | **Develop the Ram Team**

RATIONALE | *If we develop the Ram Team, we honor our community's values, beliefs, and expectations because our community values quality teachers and innovative instruction.*

INITIATIVE 1

Professional development (PD) plan

ACTION STEPS	TIMELINE
Annually survey staff to determine professional development needs (short-term and long-term).	**2023–24**
Based on survey results, develop a short-term and long-term PD plan.	**2023–24**
Include in the PD plan annual instruction for all teaching staff in: • Trauma-informed instruction • Authentic instructional technology • Differentiated instruction	**2024–25**
Implement districtwide professional development on identified areas of needs for certified and non-certified staff based on survey results.	**2025–26**

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	23–24	24–25	25–26	26–27	27–28
	By 2028, there will be an average of 10% or less daily unfilled teacher absences (substitutes) according to the human resources (HR) report.	**23.38% (through March 2, 2023)**	20.035%	16.69%	14.3%	12%	10%
	By 2028, there will be no more than a 12% attrition rate for FY 2028 according to staff demographics data.	**18.59%**	17%	15.5%	14%	13%	12%
	By 2028, 90% of teacher respondents will agree or strongly agree the school schedule allows adequate time for teacher collaboration according to the teacher climate survey.	**75.22%**	TBD	TBD	TBD	TBD	90%
Recruit and retain the Ram Team	*By 2028, 80% of teacher respondents will agree or strongly agree the school schedule allows adequate time for teacher preparation and planning according to the teacher climate survey.*	**61.95%**	TBD	TBD	TBD	TBD	80%
	By 2028, OPS will attend TBD job fairs annually.	**2**	3	TBD	TBD	TBD	TBD
	By 2028, 100% of sites will provide a new teacher induction or mentoring program according to programs data.	**43%**	50%	65%	80%	90%	100%
	By 2028, the student-to-school counselor ratio will be 411-to-1 based on enrollment data.	**426.5 to 1**	426.5 to 1	426.5 to 1	421.5 to 1	418.5 to 1	411 TO 1

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	23–24	24–25	25–26	26–27	27–28
Develop the Ram Team	*By 2028, the district will provide professional development (PD) on trauma-informed training to all employees upon hire who serve students directly and lead those who serve students directly according to programs data.*	**14.28%**	**14.29%**	**100%**	**100%**	**100%**	**100%**
	By 2028, 100% of sites will have teacher support programs according to programs data.	**71%**	**TBD**	**TBD**	**TBD**	**TBD**	**100%**
	By 2028, 100% of teachers will participate in differentiated instruction professional development according to district professional development data.	**0%**	**TBD**	**TBD**	**TBD**	**TBD**	**100%**
	By 2028, no more than 20% of students will respond that students at this school are bullied according to the student climate survey.	**40%**	**36%**	**32%**	**28%**	**24%**	**20%**

GOAL AREA#3

RAM COMMUNITY AND CULTURE

Objective 1: Improve stakeholder satisfaction

» *Initiative: Safe and nurturing environment*

» *Initiative: Shared leadership*

GOAL AREA #3
RAM COMMUNITY AND CULTURE

OBJECTIVE 1	**Improve stakeholder satisfaction**
RATIONALE	*By improving stakeholder satisfaction, we honor our community's beliefs, values, and expectations because our community values a respectful and nurturing environment.*

INITIATIVE 1

Safe and nurturing environment

ACTION STEPS	TIMELINE
Evaluate the need for district security guards and/or additional school resource officers (SROs).	**2023–24**
Take recommended steps to implement security guards at school sites.	**2023–24**
Assess student enrollment and full-time employees (FTEs) annually to determine needs in order to maintain optimum student-to-teacher ratio for the purpose of fostering positive and meaningful teacher/student relationships.	**2023–24**
Annually review risk vulnerability assessments and implement recommendations as needed.	**2023–24**
Research (pre-kindergarten–12th grade) positive behavior interventions and supports programs. Consideration may be given to: • Great Expectations • Leader in Me • The Right Stuff • Positive Referrals • Other	**2023–24**
Evaluate Report and Stop Bullying Program to determine effectiveness. Consideration may be given to: • How often do students use the tool? • Was the situation resolved? • Do students know about the program? • What kind of follow up/check in procedures are in place for victims of bullying? • What kind of follow up/check in procedures are in place for the student accused of bullying?	**2023–24**
Provide professional development in trauma-informed teaching.	**2023–24**

INITIATIVE 1
Safe and nurturing environment

ACTION STEPS	TIMELINE
Assess current responsibilities of school counselors to determine best use of time.	**2023–24**
Realign school counselor duties to include responsibilities such as: • Visiting classrooms • Small group supports • Professional development	**2024–25**
Select and implement positive behavior interventions and supports program at each site.	**2024–25**
Identify and implement ways to enhance Report and Stop Bullying Program.	**2024–25**
Based on realignment of school counselor responsibilities, evaluate the need to add counselors, school psychologists, and behavior interventionists.	**2025–26**
Expand Peer Mentor/Unified Partner Program districtwide.	**2025–26**

GOAL AREA #3
RAM COMMUNITY AND CULTURE

OBJECTIVE 1	Improve stakeholder satisfaction
RATIONALE	*By improving stakeholder satisfaction, we honor our community's beliefs, values, and expectations because our community values a respectful and nurturing environment.*

INITIATIVE 2
Shared leadership

ACTION STEPS	TIMELINE
Enhance the existing partnerships between school, chamber, and city.	Ongoing
Increase involvement with student leadership teams.	Ongoing
Continue to promote the mentor/buddy program.	Ongoing
Continue advisory councils: • Superintendent • Student • Teacher • Support	Ongoing
Report progress of the Continuous Strategic Improvement plan on a regular basis.	Ongoing
Continue to provide shared leadership opportunities through participation in district committees.	Ongoing
Provide professional development days in which staff and community share their expertise and best practices.	Ongoing
Continue district collaboration days.	Ongoing

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	23–24	24–25	25–26	26–27	27–28
	By 2028, 75% of students surveyed will agree/strongly agree that they work out disagreements with other students according to the student climate survey.	**44.24%**	**50.39%**	**56.54%**	**62.7%**	**68.84%**	**75%**
	By 2028, 90% of students surveyed will agree/strongly agree they feel safe in classes according to the student climate survey.	**75.65%**	**78.52%**	**81.39%**	**84.26%**	**87.13%**	**90%**
	By 2028, 65% of students surveyed will agree/strongly agree students in their school are well-behaved according to the student climate survey.	**39.59%**	**44.67%**		**54.83%**	**59.91%**	**65%**
	By 2028, no more than 20% of students surveyed will agree/strongly agree that students at the school are often bullied according to the student climate survey.	**49.1%**	**43.28%**	**37.46%**	**31.64%**	**25.82%**	**20%**
	By 2028, 80% of students surveyed will agree/strongly agree students in their school treat each other well according to the student climate survey.	**55.98%**	**60.78%**	**65.59%**	**70.39%**	**75.2%**	**80%**
Improve stakeholder satisfaction	*By 2028, 70% of students surveyed will agree/strongly agree that students enjoy being in school according to the student climate survey.*	**43.22%**	**48.58%**	**53.93%**	**59.29%**	**64.64%**	**70%**
	By 2028, 90% of students surveyed will agree/strongly agree that teachers really care about them according to the student climate survey.	**73.56%**	**76.85%**	**80.14%**	**83.42%**	**86.71%**	**90%**
	By 2028, 80% of students surveyed will agree/strongly agree that teachers notice when students are doing a good job and let them know they are pleased with them according to the student climate survey.	**57.47%**	**61.98%**	**66.49%**	**71%**	**75.51%**	**80%**
	By 2028, 80% of students surveyed will agree/strongly agree that students care about each other according to the student climate survey.	**54.84%**	**59.88%**	**64.91%**	**69.94%**	**74.97%**	**80%**
	By 2028, 80% of students surveyed will agree/strongly agree they feel adults in the school apply the same rules to all students equally according to the student climate survey.	**58.45%**	**62.76%**	**67.07%**	**71.38%**	**75.69%**	**80%**

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	23–24	24–25	25–26	26–27	27–28
	By 2028, 80% of students surveyed will agree/ strongly agree they feel safe in hallways and bathrooms according to the student climate survey.	55.72%	60.58%	65.44%	70.3%	75.16%	80%
	By 2028, 75% of students surveyed will agree/ strongly agree that they help decide what goes on in their school according to the student climate survey.	45.7%	51.56%	57.42%	63.28%	69.14%	75%
	By 2028, 70% of students surveyed will agree/ strongly agree that teachers and other adults here listen to students' ideas about the school according to the student climate survey.	57.28%	59.82%	62.37%	64.91%	67.46%	70%
	By 2028, 95% of parents surveyed will agree/ strongly agree that teachers talk with students about ways to understand/control emotions according to the student climate survey.	72.45%	76.96%	81.47%	85.98%	90.49%	95%
Improve stakeholder satisfaction	*By 2028, 95% of parents surveyed will agree/ strongly agree the school teaches ways to resolve disagreements so that everyone can be satisfied according to the parent climate survey.*	71.95%	76.56%	81.17%	85.78%	90.39%	95%
	By 2028, no more than 25% of parents surveyed will agree/strongly agree it is common for students to tease and insult one another at school according to the parent climate survey.	45.62%	41.49%	37.37%	33.25%	29.12%	25%
	By 2028, 73% of parents surveyed will agree/ strongly agree that school staff have a positive impact on student behavior according to the parent climate survey.	63.76%	65.61%	67.46%	69.31%	71.16%	73%
	By 2028, 80% of parents surveyed will agree/ strongly agree that they have an opportunity to give input regarding important school decisions according to the parent climate survey.	69.77%	71.82%	73.86%	75.91%	77.95%	80%
	By 2028, no more than 20% of teachers surveyed will agree/strongly agree they spend too much of their teaching time on disciplining students according to the teacher climate survey.	39.77%	35.82%	31.86%	27.91%	23.95%	20%

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	23–24	24–25	25–26	26–27	27–28
Improve stakeholder satisfaction	*By 2028, no more than 20% of teachers surveyed will agree/strongly agree at this school it is common for students to tease and insult one another according to the teacher climate survey.*	28.7%	26.96%	25.22%	23.48%	21.74%	20%
	By 2028, 50% of teachers surveyed will agree/ strongly agree that they spend a great deal of time dealing with students' social and emotional challenges according to the teacher climate survey.	66.26%	63.01%	59.76%	56.51%	53.26%	50%
	By 2028, 90% of teachers surveyed will agree or strongly agree that school administration involves teachers in decision making and problem solving according to the teacher climate survey.	76.21%	78.9%	81.73%	84.48%	87.24%	90%
	By 2028, no more than 40% of support staff surveyed will agree/strongly agree that they spend a great deal of time dealing with students' social and emotional challenges according to the support staff climate survey.	59.4%	55.52	51.64%	47.76%	43.88%	40%
	By 2028, 90% of support staff surveyed will agree/strongly agree that school administrators involve employees in decision making and problem solving according to the support staff climate survey.	77.78%	80.22%	82.67%	85.11%	87.56%	90%

GOAL AREA #4
RAM RESOURCES

Objective 1: Strengthen student programs
> » *Initiative: Student leadership, student-led clubs, and character education programs*

Objective 2: Improve and maintain district infrastructure
> » *Initiative: Facilities improvement plan*
> » *Initiative: Technology improvement plan*
> » *Initiative: Transportation improvement plan*

GOAL AREA #4
RAM RESOURCES

OBJECTIVE 1 **Strengthen student programs**

RATIONALE

If we strengthen student programs, we honor our community's values, beliefs, and expectations because our community values quality programs.

INITIATIVE 1

Student leadership, student-led clubs, and character education programs

ACTION STEPS	TIMELINE
Form a district-level leadership advisory team consisting of representatives from central office, elementary and secondary teachers, administrators, and students to ensure consistency of opportunities districtwide.	**2023–24**
Identify existing student clubs and programs that contribute to the development of leadership skills and character education/life skills.	**2023–24**
Determine goals and objectives for leadership programs, character education, and life skills.	**2023–24**
Examine current student clubs and programs at each site to determine their alignment to goals and objectives for leadership programs, character education, and life skills.	**2023–24**
Sustain implementation of existing student clubs and programs that align to goals and objectives.	**2023–24**
Research additional effective leadership clubs and programs that align with determined goals and objectives.	**2023–24**
Determine additional leadership clubs and programs needed to enhance student leadership, character education, and life skills at each site.	**2024–25**
Recruit sponsors and provide necessary training and resources for staff.	**2024–25**
Implement student leadership clubs and programs and provide stipends to sponsors.	**2025–26**
Monitor and adjust as needed.	**2025–26**
Develop a training for staff and students through assemblies/clubs/ extracurricular programs listed districtwide that will address comprehensive character education such as leadership, responsibility, and respect.	**2026–27**
Develop a districtwide master schedule to ensure that all students can participate in character and leadership development.	**2027–28**

GOAL AREA #4
RAM RESOURCES

| OBJECTIVE 2 | Improve and maintain district infrastructure |

RATIONALE *If we improve and maintain facilities, we honor our community's values, beliefs, and expectations because our community values a safe and efficient environment.*

INITIATIVE 1
Facilities improvement plan

ACTION STEPS	TIMELINE
Develop a universal checklist to measure cleaning standards of buildings.	**2023–24**
Establish a committee for the purpose of prioritizing and identifying capital projects.	**2023–24**
Provide professional development for operations and maintenance staff to ensure compliance, consistency in procedures, and processes for building maintenance.	**2023–24**
Develop a long-range or master facilities improvement plan for the district.	**2023–24**
Monitor and adjust facilities improvement plan annually.	**Ongoing**
Implement a lifecycle plan for all categories of building maintenance.	**2025–26**
Monitor and adjust lifecycle plan annually.	**Ongoing**

GOAL AREA #4
RAM RESOURCES

OBJECTIVE 2	Improve and maintain district infrastructure
RATIONALE	*If we improve and maintain facilities, we honor our community's values, beliefs, and expectations because our community values a safe and efficient environment.*

INITIATIVE 2

Technology improvement plan

ACTION STEPS	TIMELINE
Continue to update and implement current technology initiatives, including: • Devices • District equipment • Network infrastructure • Phone system • Applications and systems	**Yearly** **2023–24** **2024–25** **2025–26** **2026–27** **2027–28**
Review and update the district technology plan annually.	**Yearly** **2023–24** **2024–25** **2025–26** **2026–27** **2027–28**

GOAL AREA #4
RAM RESOURCES

OBJECTIVE 2 **Improve and maintain district infrastructure**

RATIONALE *If we improve and maintain facilities, we honor our community's values, beliefs and expectations because our community values a safe and efficient environment.*

INITIATIVE 3

Transportation improvement plan

ACTION STEPS	TIMELINE
Develop a transportation plan for buses including inventory and maintenance.	**2023–24**
Research growth and community patterns that impact scheduling, number of buses, and routes to support community standards and expectations which should be reported annually to the transportation sub-committee.	**2023–24**
Research and educate stakeholders on future technology of transportation and the infrastructure that goes with it.	**2023–24**
Investigate building a new transportation facility. Consideration should be given to transportation offices, driver meeting areas, and a garage with transportation work bays.	**2023–24**
Review and evaluate the plan annually.	**Ongoing**

OBJECTIVES	PERFORMANCE MEASURES	BASELINE	23–24	24–25	25–26	26–27	27–28
Strengthen student programs	By 2028, 100% of schools will have consistent or common leadership programs according to programs data.	50%	60%	70%	80%	90%	100%
	By 2028, 100% of sites will be involved in a character education/life skills program according to programs data.	85.7%	88.7%	91.7%	94.7%	97.7%	100%
Improve and maintain district infrastructure	By 2028, 95% of projects listed on the 2022 Facilities Improvement Report will be completed according to the facilities report.	71%	76%	81%	86%	91%	95%
	By 2028, less than TBD% of high school students will cross a major street to change classes at least one time a day according to the school schedules data.	TBD	TBD	TBD	TBD	TBD	TBD
	By 2028, 85% of school classrooms will be utilized according to correct data collection from site principals on the facilities report.	28.5%	40.5%	52.5%	64.5%	76.5%	85%
	By 2028, no more than 40% of classroom interactive displays will be 3+ years old according to the technology inventory.	62%	57%	52%	47%	42%	40%
	By 2028, TBD% of buses will be less than 10 years old according to transportation data.	85%	TBD	TBD	TBD	TBD	TBD

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