

# Strategic Plan

Operational Overview: Part 1

Year One Activities/Strategies and Evidence

**Okemos Public Schools**

John J. Hood - Superintendent

09.08.25



# Overview of Tonight's Presentation

<b>Goals (Board)</b>	Adopted June 2025
<b>Activities/Strategies (Admin)</b>	Year one strategies selected (1-4 per goal area) Years two through five brainstormed
<b>Evidence (Admin)</b>	Year one evidence defined
<b>If so... then what? (Admin)</b>	Rationale defined for strategy
<b>Implementation Plans (Admin)</b>	Implementation plans under development (worked sample)
<b>Five Year Goals (Admin) Monitoring (Board)</b>	Goals and measures selected ( <b>next BOE meeting</b> )

# Strategic Plan: Core Values

## **OUR BELIEFS AND VALUES**

Okemos Public Schools believes in honoring the individuality of every learner, recognizing that each person brings unique experiences, strengths, and potential for growth. We are committed to nurturing communities that are safe, empathetic, and actively engaged, where every voice is valued and respected. Our culture is grounded in innovation, integrity, and a shared pursuit of excellence, ensuring that all members are empowered to thrive and contribute meaningfully to the world around them.

# Strategic Plan: Mission and Vision



## **MISSION STATEMENT**

*"Together educating with excellence, empowering every learner for life."*



## **VISION STATEMENT**

*"Every learner. Every day. Stronger Together."*



## **Communications & Community Engagement**

OPS will establish a transparent, consistent, and easily accessible communication system that actively engages families, staff, and community partners in the educational process and district initiatives.



## **Personnel & Leadership**

OPS will recruit highly qualified staff, increasingly reflective of our student body. OPS will develop and retain staff by promoting professional growth and leadership development rooted in trust, collaboration and accountability.



## **Academics & Programs**

OPS will ensure that every learner experiences challenging, relevant, and supportive instruction that results in academic growth and achievement.



## **Learning Environment & Culture**

OPS will have safe and supportive school cultures and classroom environments that foster well-being, engagement, and belonging for all learners.



## **Operations & Facilities**

OPS will provide and maintain safe and high quality classrooms, facilities and grounds that foster and inspire student learning while meeting the evolving needs of the school community.

# Strategic Plan: Goal Areas

## The What! - The School Board

Developed by:

Staff

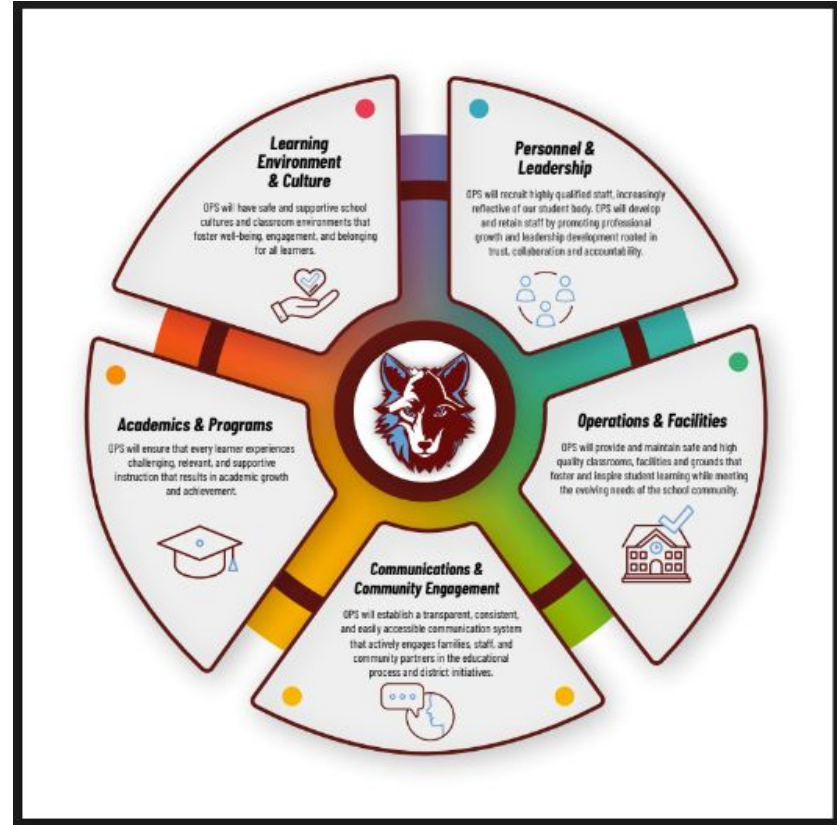
Students

Parents

Community

Board

Adopted by Board



# Strategic Plan: Operational Plan

## The How! - Administrative Team

Developed by:

Principals

Directors

Assistant Principals

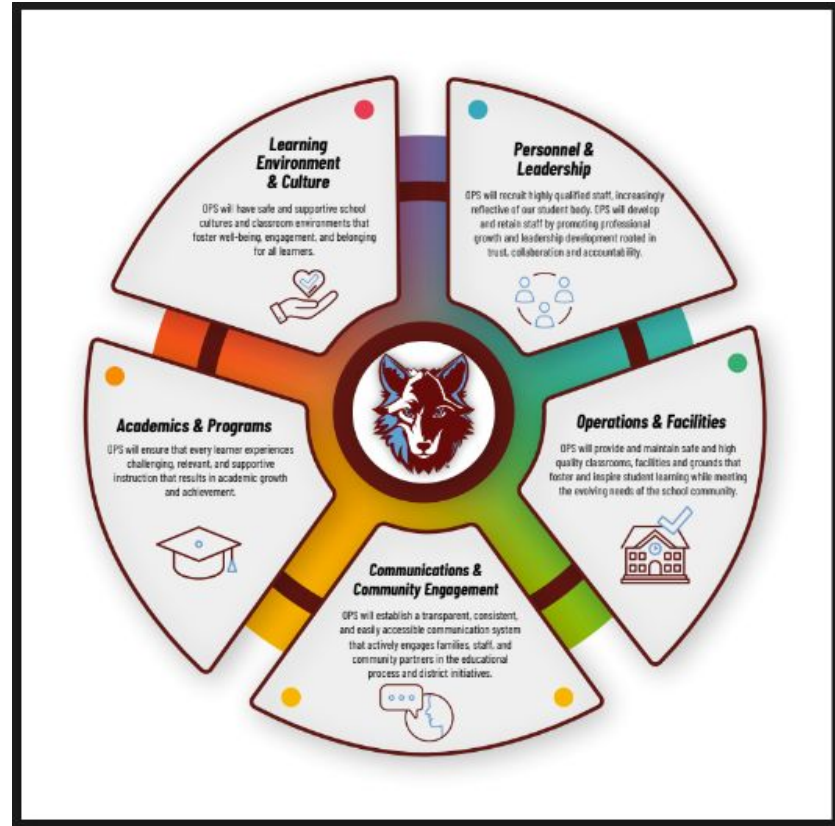
Coordinators

Assistant Superintendent

Superintendent

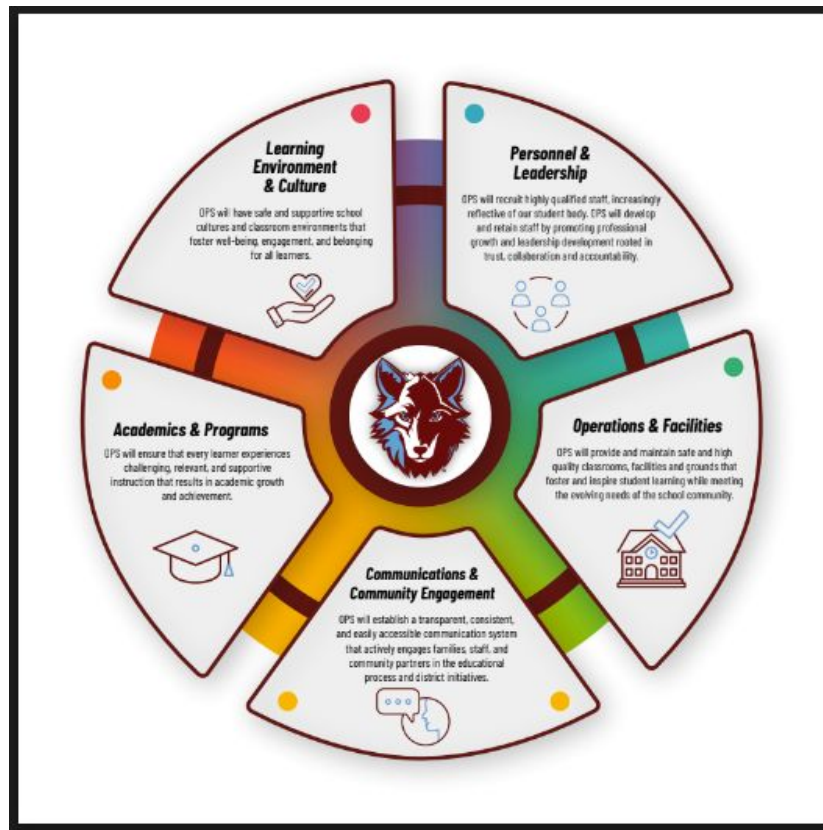
Leadership Implements

Board Monitors Outcomes





# Strategic Plan: Year 1 Operational Plan Overview





## Year One Activities

Portrait of a learner exploration

Framework for Teaching-  
Danielson Model for professional  
practice implemented

MTSS: Academic Differentiation



### **Academics & Programs**

OPS will ensure that every learner experiences challenging, relevant, and supportive instruction that results in academic growth and achievement.



## **Year One Evidence**

Agendas and minutes, communication to stakeholders, examples from other districts, Year 2 Development Process

Trainings, observations, feedback meetings, iwalks, teacher evaluation feedback, committee meetings

Define current reality of academic differentiated opportunities.  
Data collection & analysis process.  
Recommendation for next steps in Year 2.



## If then, so what?

If the district develops **portrait of learner**, students will develop the skills necessary to succeed so that every learner experiences challenging, relevant, and supportive instruction that results in academic growth and achievement.

If the “**Framework for Teaching**” is implemented effectively then teachers will use best instructional practices, so that every learner experiences challenging, relevant, and supportive instruction that results in academic growth and achievement.

If the district successfully implements **differentiated academic opportunities**, then more student academic learning needs will be met, so that every learner experiences challenging, relevant, and supportive instruction that results in academic growth and achievement.



## **Learning Environment & Culture**

OPS will have safe and supportive school cultures and classroom environments that foster well-being, engagement, and belonging for all learners.



## **Year One Activities**

Portrait of a learning space exploration and development

Evaluate student-school connections

Implement revised suicide prevention assessment tool



## Year One Evidence

Professional development. Building walkthroughs. Characteristics identified. Communication to stakeholders. Year 2 Plan for Design and Implementation.

Define current reality of student-school connection  
Gather connection data  
Assess areas of success and need

Model developed  
Policy written and adopted  
Guidelines written  
Website updated  
Training occurs



## If then, so what?

If we create a **portrait of a learning space**, then all students will have purposeful and aligned learning environments, so OPS will have safe and supportive environments that foster well-being, engagement and belonging for every learner.

If we better understand the **connections students have to schools**, we will improve opportunities to foster stronger relationships so OPS will have safe and supportive environments that foster well-being, engagement and belonging for every learner.

If we implement an improved **suicide assessment prevention tool**, we will improve mental health supports for students so OPS will have safe and supportive environments that foster well-being, engagement and belonging for every learner.



### ***Communications & Community Engagement***

OPS will establish a transparent, consistent, and easily accessible communication system that actively engages families, staff, and community partners in the educational process and district initiatives.

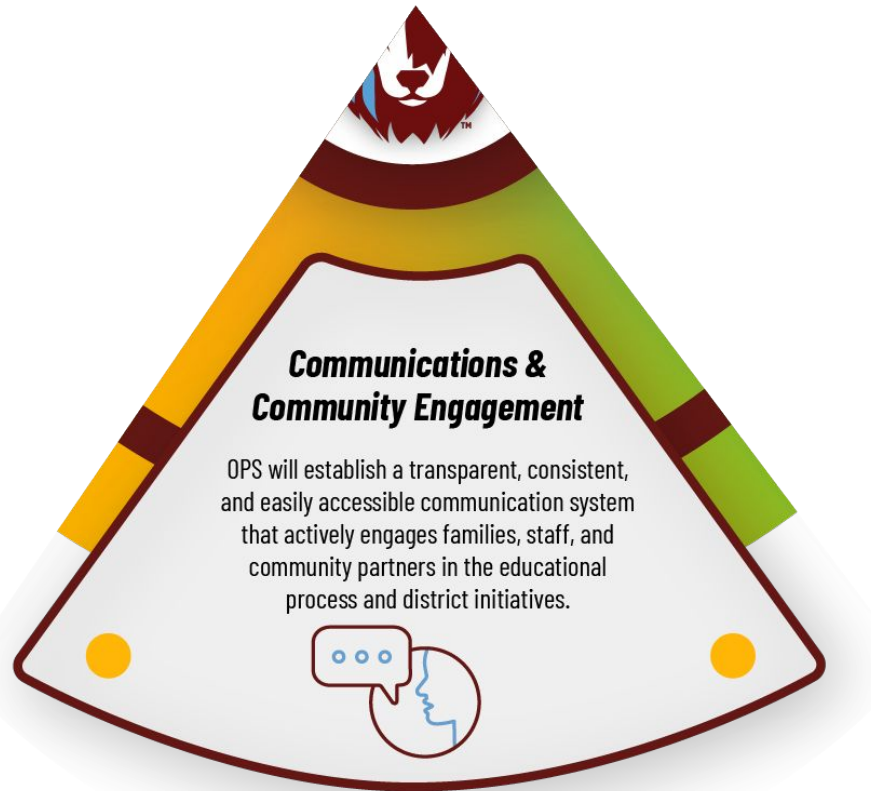


## **Year One Activities**

Implement student, staff and parent perception survey tools

Review district and school newsletters and communications

Implement ADA compliant district web and social media presence

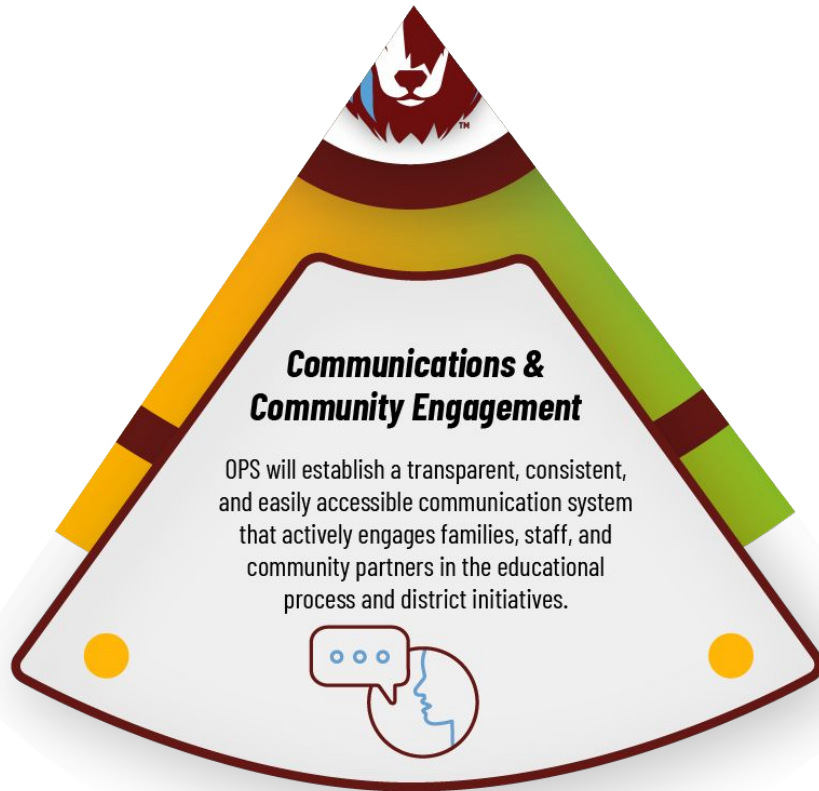


## Year One Evidence

Questions developed  
Survey administered (fall, spring)  
Data baseline analysis shared  
Data comparisons shared  
Future planning

Communication modality data gathered  
Modes identified (ex: Canva, Google, Smore, etc.)  
Consistent district wide elements defined  
Meeting minutes  
Template Developed  
Training and examples

Official district accounts created  
Posts on Facebook, Instagram, X, Flickr  
Investigation of best practices  
Meeting minutes  
Compliant web pages  
Graphs/charts of SM baseline metrics/goals  
Updated 26-27 plan

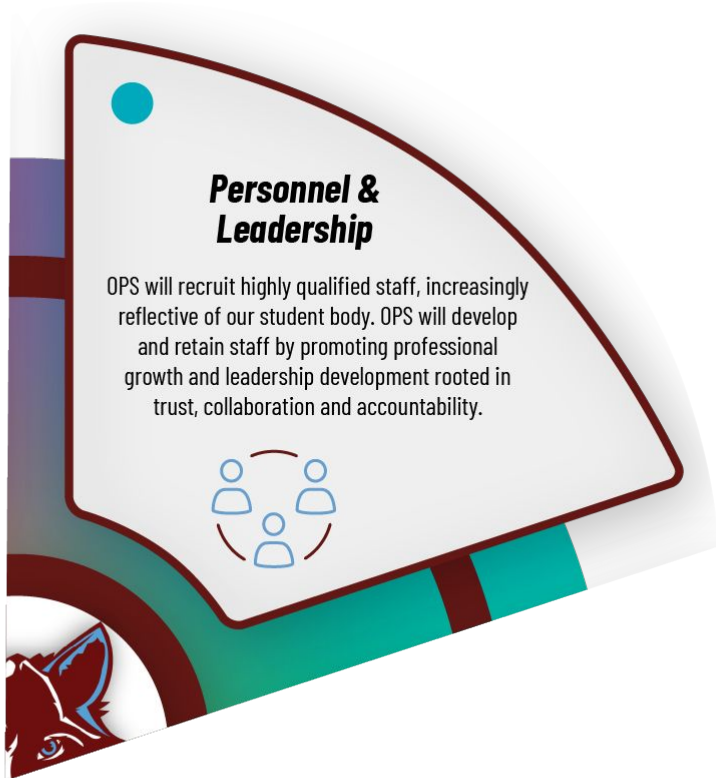


## If so, then what?

If the district develops and implements a recurring **perception survey** and analysis, then the district will gather actionable insights from stakeholders so OPS will establish a transparent, consistent, and easily accessible communication system and improve engagement with families, staff, and community partners in the educational process and district initiatives.


If we create more **effective electronic communications** then families and staff will be better informed so that OPS will improve engagement with families, staff, and community partners in the educational process and district initiatives.

If the district implements an ADA compliant **web and social media presence**, more stakeholders will be informed and OPS will improve engagement with families, staff, and community partners in the educational process and district initiatives.



**Personnel & Leadership**

OPS will recruit highly qualified staff, increasingly reflective of our student body. OPS will develop and retain staff by promoting professional growth and leadership development rooted in trust, collaboration and accountability.



The graphic features a stylized fox head in the bottom left corner, a teal circle in the top left, and a central icon of three people figures arranged in a circle with dashed lines connecting them.

## Year One Activities

Develop robust leadership mentor program

Review and improve process for recruitment and retainment of staff

Increase financial knowledge base across leadership team



**Personnel & Leadership**

OPS will recruit highly qualified staff, increasingly reflective of our student body. OPS will develop and retain staff by promoting professional growth and leadership development rooted in trust, collaboration and accountability.



The infographic features a teal circle in the top left corner and a stylized fox head in the bottom left corner. The main content is enclosed in a white, rounded rectangular shape with a dark red border.

## Year One Evidence

Mentor program development with structured activities: leadership goal setting, meetings, reflection protocols.

Surveys or feedback forms, testimonials. Year 2  
Implementation plan.

Define hiring process and time to hire and onboard  
Increase targeted postings/Attendance at job fairs

Data of applicant pools

Stay focus group data

Annual staff profile

Wellness program in development

Professional development


Account oversight

Focus groups data

Budget oversight improvements

**Personnel & Leadership**

OPS will recruit highly qualified staff, increasingly reflective of our student body. OPS will develop and retain staff by promoting professional growth and leadership development rooted in trust, collaboration and accountability.



## If so, then what?

If we develop a **robust mentorship program for all leaders**, then leaders will be able to better understand what success looks like in Okemos and OPS will promote professional growth and leadership development rooted in trust, collaboration and accountability.

If we **improve process for recruitment and retainment of staff**, then we will recruit highly qualified staff, increasingly reflective of our students body and promote professional growth and leadership development rooted in trust, collaboration and accountability.

If leaders have **improved knowledge of financial systems**, then they will be able to more independently manage their responsibilities with budget and OPS will promote professional growth and leadership development rooted in trust, collaboration and accountability.

### ***Operations & Facilities***

OPS will provide and maintain safe and high quality classrooms, facilities and grounds that foster and inspire student learning while meeting the evolving needs of the school community.



## **Year One Activities**

Develop funding plan for future operational needs

Develop replacement cycles across departments

Implement relocation plans for CMS and Cornell

Increase operational efficiencies:  
Investigate copier/printing services



### **Operations & Facilities**

OPS will provide and maintain safe and high quality classrooms, facilities and grounds that foster and inspire student learning while meeting the evolving needs of the school community.



## **Year One Evidence**

Board presentation, action  
Financial models, timelines  
Current needs assessment/ Big rocks  
Pros and cons

Written replacement cycles  
for major purchases in operations, technology,  
transportation and food service

Farewell activities  
Building clean out  
Moving plan  
Communications/surveys  
Transportation plan

Data analysis of copies/print shop  
Third party vs OPS evaluation  
Equipment review  
Cost comparison  
Recommendation (1/27)

## **Operations & Facilities**

OPS will provide and maintain safe and high quality classrooms, facilities and grounds that foster and inspire student learning while meeting the evolving needs of the school community.



## **If so, then what?**

If we develop a future funding plan for operational and facility needs, the district can be intentional about meeting long range planning needs to forecast to the community so OPS can better provide safe and high quality classrooms, facilities and grounds that foster and inspire student learning while meeting the evolving needs of the community.

If we create replacement cycles for major purchases we can be proactive in our labor, staffing and budgeting across departments/buildings, and OPS will better provide safe and high quality classrooms, facilities and grounds that foster and inspire student learning while meeting the evolving needs of the community.

If we implement relocation plans for CMS and Cornell, our students, staff and parents will know what to expect and have a positive transition to safe and high quality classrooms, facilities and grounds that foster and inspire student learning while meeting the evolving needs of the community.

If we investigate operational efficiencies in the print shop/copiers, we will ensure the most efficient use of resources and staffing that may allow us additional resources to for OPS to provide safe and high quality classrooms, facilities and grounds that foster and inspire student learning while meeting the evolving needs of the community.

# Goal Area: Operational Example

Goal Area	Year 1 Activity/Strategy	Evidence	If then...so what?
Learning Environment & Culture	Suicide Prevention Assessment Tool Revised	Model developed Policy written and adopted Guidelines written Website updated Training occurs	If implement an improved <b>suicide assessment prevention tool</b> , we will improve mental health supports for students so OPS will have safe and supportive environments that foster well-being, engagement and belonging for every learner.

# Goal Area: Operational Example




## Action Plan Example

Goal 2 Culture_3							
Tr	Suicide Prevention Assessment Process Revised	Status	Owner	Stage	Tr	Notes	Evidence/Artifact
	Assess Current Suicide Assessment Process	Completed	Katherine Diehl	Quarter 1		Notes	Meeting minutes
	Define Model Suicide Assessment Process	In progress	Katherine Diehl	Quarter 1		Notes	
	Propose Updated Model	In progress	Committee	Quarter 2		Notes	Model Developed
	Feedback on Model	Not started	Committee	Quarter 2		Notes	
	Develop Board Policy	Not started	John Hood , Margaret	Quarter 3		Notes	Policy Written and Adopted
	Develop Administrative Guidelines	Not started	John, Katie, Margaret	Quarter 3		Notes	Guidelines written
	Develop Website Resources	Not started	Katherine Diehl	Quarter 4		Notes	Website updated
	Train Staff on updated process	Not started	Counselors, Social Worker:	Quarter 4		Notes	Training occurs

# Goal Area: Operational Example

## Suicide Prevention Assessment Tool: Implementation Dashboard

This dashboard uses **red/yellow/green indicators** to quickly show implementation progress across five key areas: **Board Policy, Suicide Assessment, Administrative Guidelines, Professional Development, and Communication Plan.**

Category	 Not Yet Implemented	 In Progress	 Fully Implemented & Sustained
<b>Board Policy</b>	No board policy or only vague references.	Draft or adopted policy exists but not applied consistently.	Approved policy aligned to law & best practices; reviewed on regular cycle.
<b>Suicide Assessment</b>	No standardized tool; ad hoc responses.	Assessment tool identified/piloted; training inconsistent.	Standardized, evidence-based tool used districtwide; consistent with referral pathways & fidelity checks.
<b>Administrative Guidelines</b>	No written guidelines for crisis response.	Draft guidelines exist but limited awareness/training.	Clear written guidelines accessible and consistently followed across all schools.
<b>Professional Development</b>	No staff training provided.	Some staff trained (counselors/admin) but not system wide.	Ongoing districtwide PD with annual refreshers; specialized training for key staff.
<b>Communication Plan</b>	No protocols for students, families, or staff.	Draft plan exists; communication is inconsistent.	Comprehensive plan implemented; culturally responsive; reviewed & updated regularly.

# Goal Area: Operational Example

## Year Two through Five Brainstorm

### Monitor Effectiveness

- Know thy impact (Hattie)

### Next best thing...

### Strategies that Support Goal

- Survey Data
- PBIS
- Youth Mental Health First Aid
- E3
- SEL Curriculum
- Restorative Meetings



**Next Meeting:  
Strategic Plan - Five Year Goals  
Board Monitoring**