UCSD Strategic Plan
2024-2029

Vision: Inspired to navigate opportunities along unique, personal journeys.

Mission: Our dynamic community will ensure a caring environment which exposes, educates and supports learners through joyful challenges while thriving together.

Core Values: ~Teamwork   ~Community   ~Commitment to Learning   ~Unity   ~Integrity

Focus Area 1: Expand opportunities through partnerships
Goal: All students graduate with at least 1 college credit or one workforce certification/endorsement.
Intended Impact: • Positive relationships throughout the community (increase trust going both ways). • Sustainable systems that continue finding new, relevant opportunities for students (fewer students choosing HS options in lieu of enrolling here). • Students graduate high school with job/career/college ready experience (year 1 post-graduation survey - success within their decision).

Strategy 1: Create a process/position to build and foster community partnerships.
Actions
1.1.1 Fund and implement a community liaison position or a similar role.
1.1.2 Develop transportation policy/procedures to support out-of-classroom experiences (i.e. field trips, career exploration, work-study, tours, etc.).
1.1.3 Develop a Community Calendar of events and opportunities.
Check and Adjust

Strategy 2: Expand current course offerings to include dual credit and occupational endorsement opportunities.
Actions
1.2.1 Establish community connections with various local occupations.
1.2.2 Increase student/parent awareness and interest. • Communicate the potential value of occupational endorsements with parents. • Include parents in student exploration of jobs/careers/college.
1.2.3 Identify financial resources to support this work (instructors/tuition/travel, etc)
1.2.4 Identify outside entity/individuals willing to teach some classes (i.e. dual credit and/or First Aid, CPR, OSHA, CTE certifications).
1.2.5 Intentionally hire or train school staff to teach dual credit courses and/or certify students.
Check and Adjust

Focus Area 2: Prepare students to navigate their personal journey and advocate for their future

Goasl: Students graduate with a plan to achieve their job/career/college aspirations.
- K-12: students set and achieve their goals.
- Seniors graduate with first steps towards future plans in place.

Intended Impact:
- Increase student engagement through relevance. (increased attendance and achievement).
- Increased sense of self-agency (SCCS survey).
- Increase self-perception regarding resiliency, perseverance and agency. (SCCS survey).

Strategy 1: Increase exposure to career and life opportunities.
Actions
2.1.1 Teacher practices and schedules are built on premise of flexibility so that all can take advantage of opportunities presented outside the classroom.
2.1.2 Research, develop and implement policy that allows high school credit for work/life experiences.
2.1.3 Expand career and life exploration through all grade levels. • Differentiate between career exploration and work study with clear parameters of pre-requisites and demonstration of learning. • Integrate career and life exploration opportunities within student activity travel. • Expose elementary students to various work and life experiences.
2.1.4 Teach and Practicing Goal setting • Implement various goal setting approaches based upon individual, situation, length of time, and/or purpose. • Build goal setting into the teacher evaluation process.
Check and Adjust

Strategy 2: Implement programs/learning opportunities to help students adapt and overcome challenges and adversity.
Actions
2.2.1 Provide leadership classes/strategies (life skills) to help move students from dependent learners to independent learners. ● Support a culture shift in the school (not dependent on a few teachers) ● Work with Parents to reinforce skills at home
2.2.2 Provide opportunities for students to experiment or explore new ways of knowing and doing ● Clarify the difference between 'feeling safe' and 'feeling uncomfortable' in regards to projects and/or activities ● Help students gain the confidence in themselves to take a chance (be willing to fail… First Attempt In Learning) ● Provide challenges to build problem-solving and resiliency within a safe environment
2.2.3 Increase ability to participate in effective communication ● Build relationships between students and staff so that each individual is confident that their voice is valued. ● Provide structures and opportunities for all to engage in problem-solving conversations (practice interpersonal social skills). ● Teach students how to receive and deliver constructive criticism. ● Provide professional development for teachers in how to provide constructive feedback. ● Model effective communication through established clear expectations and follow through with parents, students, staff.

Focus Area 3: Create caring and joyful learning environments

Goals:
- Attendance rates increase to 90%.
- Student perceptions around school culture, through SCCS questions, indicate 95% positive perceptions.

Intended Impact:
- Short-Term:
    - Students wanting to come to school/positive environment
    - Parents believe students want to come to school.
- Long-Term: Increase student academic achievement.

Strategy 1: Incorporate options to increase student interest in school and learning.

Actions

3.1.1 In addition to the current career fair, plan and implement recreation/activities fairs.

3.1.2 Provide a variety of student-interest driven clubs for students that may occur as after school and/or within the school day.
- Ask students what clubs they may be interested in.
- Match teachers (all) with student club(s).
- Schedule club "days".
- Reach out to parents/community to help.

3.1.3 Increase number of celebrations including students AND parents.
- i.e. back to school BBQ, Awards nights, or recognition nights. Incentives for participation by students and parents, ice cream social, other

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Strategy 2: Increase personal interactions while decreasing use of devices.

Actions

3.2.1 Research and apply school strategies that will help decrease use the availability and use of personal device. (suggestions to consider: what takes the place of the device, what helps buy-in, peer mentoring, begin small, such as 'screen free' day)

3.2.2 Gain buy-in from parents, students and staff.

Focus Area 4: Adapt instruction so all learners can thrive

Goals:
• Students strive to reach their full potential,
• MTSS system is implemented K-12 that ensures 80% of students are meeting classroom learning expectations.
    ○ Effective use of classroom differentiated instructional strategies is observed in all classrooms.
    ○ K-12 intervention supports are in place.
• Students are provided various means of learning and demonstrations of learning.

Intended Impact: • Short-term: 80% or more of students meet projected growth as measured by MAP benchmark assessments. • Long-term: 80% of students are at or above proficiency as measured by MAP benchmark assessments.

Strategy 1: Classroom interventions are provided through intentional differentiated instruction, including a combination of whole group AND small group classroom instruction.
Actions
4.1.1 Teachers have opportunities to observe interventions that are being provided in pockets (outcome: all teachers recognize the value and challenges of interventions).
4.1.2 Identify classroom interventions that are successful.
4.1.3 Provide professional development, followed by an implementation trial, so the effective strategies will be found in all classrooms.
4.1.4 Ensure on-going implementation feedback, possibly through learning walks and/or student feedback to support continuous improvement.

Strategy 2: Teacher intervention practices utilize a variety of strategies to meet needs of all learners (Tier 2 and 3 supports)
Actions
4.2.1 Develop a UCSD Instructional framework (obvious within the teacher evaluation system as look-fors) with identified effective practices (those currently found in some classrooms and research-based best practices).
4.2.2 Implement effective strategies/UCSD instructional look-fors.
4.2.3 Implement walk-throughs and learning walks to provide feedback on effectiveness.
4.3.3 Ensure on-going implementation feedback, possibly through learning walks and/or student feedback, to support continuous improvement.
Check and Adjust

Strategy 3: Incorporate flexible scheduling practices that allow teachers to seek and embrace new opportunities for guests/organizations to join classrooms.
Actions
4.3.1 Identify current opportunities for outside presenters, programs, projects, events, etc.
4.3.2 Brainstorm times of year that would be best for these opportunities.
4.3.3 Utilize flexible scheduling approach so that each teacher includes at least 1 outside person into classroom or 1 outside event during a school year.
4.3.4 Adaptation to flexible scheduling, as all consider opportunities as they arise, is the norm.
Check and Adjust