



PATHWAY TO EXCELLENCE

2026-2027 STRATEGIC PLAN

Vision:

We will provide the highest quality of education for all students.

Mission:

We will provide relevant, challenging instruction with learning as our focal point for students and staff. We will set high expectations for students and staff, focusing on experiences that build positive relationships, collaboration, persistence, and that encourage maximum student and staff effort.

CORE VALUES

Safety:

- Crisis plans in place and practiced regularly; and
- Behavior expectations are identified, taught, modeled, and all are held accountable.

Respect:

- Be accepting of differences and recognize the strengths in others;
- Treat others kindly, with sincerity, and compliment often;
- Be optimistic and encourage others through action and language, and
- Treat others better than you want to be treated.

Responsibility:

- Know what is expected of you and then outperform expectations.
- Share willingly with others for the benefit of all;
- Be involved in all aspects of the educational process, and
- Be committed to continuous improvement.

Board Goals:

The School Board is committed to:

- Implementing the Pathway to Excellence, High Reliability Schools Framework, Professional Learning Communities, and K–12 standards and assessment work to build a safe, collaborative culture, ensure effective teaching in every classroom every day, and provide a guaranteed and viable curriculum for all students.
- Ensuring all schools maintain certification as High Reliability Schools at Levels 1-3 (1 - Safe and Collaborative Culture, 2 - Effective Teaching in Every Classroom, and 3 - Guaranteed and Viable Curriculum). All K-5 schools will maintain and report the status of Level 1-4 certification annually and explore Level 5 certification. All 6-12 schools will maintain and report the status of Level 1-3 certification annually and pursue Level 4 certification.
- Promoting a safe, supportive, and accountable school culture by prioritizing critical issues, strengthening life skills and citizenship, fostering positive behavior and anti-bullying practices, encouraging healthy living, and supporting the social and emotional well-being of students and staff.
- Supporting effective district communication by fostering collaboration and meaningful engagement with stakeholders.

District Goals:

The district is committed to:

- **Accountability (Achievement):** All accountability indicators on the State accountability system for all content areas will be in the meet or exceed categories. All UCSD #1 schools and grade levels currently at or above the state average will continuously improve.
- **School Improvement:** All secondary schools in UCSD #1 will maintain and report the status of HRS Levels 1- 3 annually. All K-5 schools will maintain and report the status of HRS Levels 1-4 annually, with emphasis on gathering “quick data” to determine areas of focus at each level and maintain certification status.
- **Attendance:** Improving attendance for all students, especially those who are chronically absent (>18 days per year), is a fundamental focus in K-12. K-12 administration will work closely with an attendance team to develop a district goal that guides the district's efforts to improve K-12 student attendance. Evidence of improvement will be gathered and analyzed quarterly to measure individual school goal attainment.
- **Behavior:** Focus on positive behavioral supports to improve all students' behavior. Evidence of improvement through school behavior data and staff surveys will be analyzed quarterly to measure individual school goal attainment.
- **Instruction:** Utilization of Focused Teacher Evaluation Model tools to improve instruction through increased understanding of the instructional elements that represent the district's instructional framework.

CRITICAL COMMITMENTS: Activities or initiatives that school leaders implement to accomplish mission and district goals.

Challenging, Guaranteed, Viable Curriculum identified and used by the instructional staff

Effective Teaching in Every Classroom:

- Personalized Learning: We provide flexibility and individualization for all students
- Common Formative Assessments developed collaboratively
- Creative, Innovative, High Energy
- Continual improvement is directed by effective leaders, evaluations, and professional development
- Standards and curriculum approved at the state and local levels (school boards and collaborative teams) are the recognized instructional framework.
- Data-Informed Culture

Response to Intervention (RTI)/ Multi-tiered Systems of Support (MTSS):

- Academic
- Behavior
- Attendance

Strong administrative team:

- Caring, collaborative teammates;
- Challenge the norm and challenge individuals who do not meet expectations.
- Effective school and department leaders.
- Organized and rehearsed crisis plans.
- Student handbooks that identify expectations for behavior and attendance.

Staff Effort and a high level of discipline and professionalism:

- We set high expectations for staff, focusing on their pedagogy, professional conduct, behavior, and self-improvement.
- Committed to the education of all of the community's children;
- Staff who are recognized and rewarded for excellence in their assignments.

- Staff who embrace collaboration with peers.

Conservative fiscal planning and budget implementation:

- Balanced Budget
- Adequate reserve
- Competitive Salaries and Benefits for Support and Certified Staff

Creativity, Innovation, and autonomy are encouraged within the district framework. Job-embedded staff development that encourages collaboration and is growth-specific.

Non-negotiables:

1. We treat everyone with dignity and respect.
2. We work in collaborative teams.
3. We are professionals working in a professional organization.
4. Student Learning is our focus and priority.