

UPLAND UNIFIED SCHOOL DISTRICT
STRATEGIC PLANNING RETREAT

February 28, 2019 • District Office Community Room

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MISSION STATEMENT

*Upland Unified School District prepares and inspires all students
to maximize their academic potential and to thrive in a complex global society.*

CORE VALUES

not in priority order

The Upland Unified School District values...

Collaboration

Equity

Integrity

Accountability

Leadership

The Whole Child

Innovation

Excellence

THREE-YEAR GOALS

2018-2021 * not in priority order

Implement a system that aligns programs and services to meet the academic, social, emotional and physical needs of all students

Improve the innovative use of technology

Improve consistency, equity, and rigor in teaching and learning experiences

Create a safe and inclusive environment for students with special needs

S.W.O.T. ANALYSIS

Strengths – Weaknesses - Opportunities - Threats

WHAT ARE THE STRENGTHS AND ACCOMPLISHMENTS OF THE UPLAND UNIFIED SCHOOL DISTRICT SINCE THE SEPTEMBER 2018 STRATEGIC PLANNING RETREAT?

Brainstormed List of Perceptions

- Alternative dispute resolution (ADR) implementation
- Implemented a survey district-wide to get information from staff and families about what's working and what needs to be improved
- Developed a professional development survey being given out at grade level collaboration TK-12
- Have iReady (universal screeners for Math and English Language Arts) assessments for K-10 that we didn't have before
- Had really good site presentations at Board meetings
- Enabled the Board to approve the Service Learning Project to be a graduation requirement
- Exploring dual credit opportunities with Chaffey College
- Creating a lab to allow students to take college level online courses during the school day
- Invested \$500,000 in our Career Technical Education (CTE) Program at Upland High School
- Partnered with Cal Poly Pomona to apply for a Teacher Residency Grant in Special Education—would give mentoring experience to a student and give them a job
- Established a partnership at Hillside High School for our Mod-Severe Program students
- Moved our Adult Education Office to the District Office for more access
- Online Management System (OMS) presented to the District and Association Collaboration Committee (DACC) as a means to track professional learning
- A new Science Teacher on Special Assignment (TOSA)
- Streamlined our transfer process for inter-district applications
- Expanded our inclusion classrooms and inclusion practices in 7th and 9th grades and have plans to expand them to 8th and 10th grades
- Established an ongoing Parent Recognition Program
- Tech Leads have started to integrate new Computer Science Standards into the District Technology Plan
- Ed Tech Leads and Learning Innovation Leads focused on building their capacity to integrate technology into the classroom to share with peers
- Hired a coordinator to focus on supporting District outcomes for English Learners, parent engagement and students identified as at a risk of failing
- Expanded our college tour visits for students 6-12
- Hillside High School students will now have the opportunity to participate in the graduation ceremony of Upland High School
- Have a full time Probation Officer at the high school
- Started a dyslexia training for staff
- Increased A-G offerings at Hillside High School
- Strengthened co-teaching through completion of professional development for two cohorts
- Have a continued strong relationship with Upland Police Department
- Added Chinese to our World Languages Department
- Expanding our digital collection at Upland High School Library to include nonfiction and fiction
- Increase in teacher leaders facilitating professional learning opportunities
- Provide anti-bullying assemblies at all 10 elementary schools
- High School and Mental Health Center collaborated to develop a crisis protocol

- High school social studies has successfully implemented decentralized instruction materials adoption
- Implemented administrator assessments
- Positive parent feedback regarding the Individualized Education Plan (IEP) process
- We have expanded Adult School opportunities
- Positive staff feedback regarding our crisis response
- Establishing a district-wide Visual and Performing Arts (VAPA) Team
- Suicide prevention has been taught for all students in grades 7-12
- More than half of the elementary schools have adopted a social and emotional learning curriculum
- We have a successful Wellness Center in an elementary school with plans to open a Wellness Center in the high school
- Expanded our farm (e.g., new goats) at Hillside High School
- Completed two new science labs—at Hillside High School and at Upland High School
- We have someone doing home visits for students with chronic absenteeism
- Began the process to issue \$10,000,000 to address energy efficiency and technology
- We've begin to develop videos to illustrate Universal Design for Learning and inclusion

U P L A N D U N I F I E D S C H O O L D I S T R I C T
STRATEGIC OBJECTIVES
 February 28, 2019 – December 1, 2019

| THREE-YEAR GOAL: IMPLEMENT A SYSTEM THAT ALIGNS PROGRAMS AND SERVICES TO MEET THE ACADEMIC, SOCIAL, EMOTIONAL AND PHYSICAL NEEDS OF ALL STUDENTS | | | | | | |
|---|---|---|--------|-----------|---------|----------|
| WHEN | WHO | WHAT | STATUS | | | COMMENTS |
| | | | DONE | ON TARGET | REVISED | |
| 1. By August 1, 2019 | Director of IT and Director of Data and Assessment (co-leads) and Site Administrators | Add a webpage on their school website that includes academic, social, emotional and physical resources for families. | | | | |
| 2. By September 15, 2019 | Assistant Superintendent of Ed Services and the District Psychologist | Identify and pilot a universal screening tool to determine students who are socially, emotionally or behaviorally at-risk. | | | | |
| 3. By December 1, 2019, contingent upon adoption by the School Board | Assistant Superintendent of Ed Services | Roll out a district-wide Climate and Culture Guide that provides resources for responding to social, emotional, behavioral and mental health needs. | | | | |
| 4. By December 1, 2019 | Associate Superintendent of Ed Services and Director of Data and Assessment | Provide training and support to increase staff use of Aeries to document and communicate student behavior, interventions and supports. | | | | |
| 5. By December 1, 2019 | Director of Educational Services, working with the Site Administrators | Identify and recommend to the Cabinet fiscal, personnel and community resources to expand visual and performing arts to include TK-4. | | | | |

THREE-YEAR GOAL: IMPROVE THE INNOVATIVE USE OF TECHNOLOGY

| WHEN | WHO | WHAT | STATUS | | | COMMENTS |
|-----------------------|---|---|--------|-----------|---------|----------|
| | | | DONE | ON TARGET | REVISED | |
| 1. By July 1, 2019 | Assistant Superintendent of Secondary Instruction (lead), Assistant Superintendent of Elementary Instruction and Director of IT | Convene a demographically-diverse family focus group, with representatives from each school, to determine the various ways families will use technology to access information. | | | | |
| 2. By July 1, 2019 | Director of IT and Director of Ed Tech | Develop and present to all stakeholders a plan to increase professional learning opportunities to increase access to classroom-based learning focused on integrating technology with standards-based practices. | | | | |
| 3. By July 1, 2019 | Director of Ed Tech, working with the Tech Leads | Incorporate new computer science standards into the District Technology Plan. | | | | |
| 4. By July 1, 2019 | Director of IT, with input from IT Techs and Tech Leads | Assess current district technology and provide a report to the Cabinet with recommendations for future purchases to ensure the District technology is up-to-date and appropriate for our needs. | | | | |

THREE-YEAR GOAL: IMPROVE CONSISTENCY, EQUITY, AND RIGOR IN TEACHING AND LEARNING EXPERIENCES

| WHEN | WHO | WHAT | STATUS | | | COMMENTS |
|---------------------------|---|---|--------|-----------|---------|----------|
| | | | DONE | ON TARGET | REVISED | |
| 1. By June 1, 2019 | Coordinator of Learning Innovations | Create and share with staff a series of videos that illustrate UDL (Universal Design for Learning), inclusive practices and their impact on learning. | | | | |
| 2. By October 1, 2019 | Assistant Superintendent of Elementary Education and the Coordinator of Learning Innovations | Develop and present to the District and Association Collaboration Committee (DACC) a "Read by the End of Third Grade" Plan. | | | | |
| 3. By November 1, 2019 | Coordinator of Learning Innovations | Implement the Online Management System (OMS) as a process to monitor and to close professional learning gaps for all staff. | | | | |
| 4. By December 1, 2019 | Coordinator of Learning Innovations and Coordinator of Equity and Access | Develop and implement a Family Education Series focused on how to support children in building literacy and numeracy skills at home. | | | | |
| 5. By December 1, 2019 | Coordinator of Learning Innovations, in collaboration with the Mathematics Teachers on Special Assignment | Develop and implement a Differentiated Professional Learning Series focused on building numeracy skills in math instruction across all levels. | | | | |
| 6. By December 1, 2019 | Assistant Superintendents of Elementary and Secondary Education | Provide ongoing administrative training on effective and consistent teacher and classified evaluation. | | | | |

THREE-YEAR GOAL: CREATE A SAFE AND INCLUSIVE ENVIRONMENT FOR STUDENTS WITH SPECIAL NEEDS

| WHEN | WHO | WHAT | STATUS | | | COMMENTS |
|--------------------------|---|--|--------|-----------|---------|----------|
| | | | DONE | ON TARGET | REVISED | |
| 1. By May 1, 2019 | Director of Special Education (lead), Coordinators of Special Education and the District Psychologist | Develop, distribute, analyze and share the results, with recommendations, with Site Principals of a survey to identify training needs for certificated and classified staff who serve students with special needs to address concerns and professional learning needs. | | | | |
| 2. By June 1, 2019 | Special Education Coordinators (co-leads), working with the Assistant Superintendents of Elementary and Secondary Education | Create an advisory committee of PreK-12 and District representatives to identify best practices for co-teaching in an inclusive model. | | | | |
| 3. By June 1, 2019 | Director of Special Education (lead), working with Coordinators of Special Education | Develop a district-wide process to communicate IEP needs to all appropriate personnel. | | | | |
| 4. By October 1, 2019 | Director of Special Education and District Psychologist (co-leads), working with Special Education Coordinators | Provide families with information about resources for building their own leadership and advocacy skills relative to their child's education. | | | | |