

**The Mission of University Place School District,
in partnership with our community,
is to ensure that all UPSD students are competent, contributing citizens.**

Contributing Citizens

All UPSD students demonstrate the individual character qualities, emotional strength and social skills to succeed. They understand the importance of work and how performance, effort, and decisions directly affect their future educational and career opportunities.

They contribute to the betterment of school and community, and understand their responsibility to contribute to both family and society.

They demonstrate knowledge and skills that reflect responsible citizenship in a democratic society.

Academic Competence

All UPSD students meet or exceed high academic standards by acquiring the knowledge and skills essential for success in post-secondary education, the world of work, and citizenship.

The board established three standards by which academic progress is to be measured:

1. Student achievement will exceed that of Washington State and the nation.
2. The district will make continuous progress toward eliminating the achievement gap.
3. Grade level cohorts will make continuous progress over time and when compared to their state peers.

Physical Health & Fitness

All UPSD students are healthy and physically fit, and demonstrate the knowledge, skills, habits and attitudes of a healthy and fit lifestyle that will successfully carry them into adult life.

Goals from the Ends Policies of the University Place School District Board of Directors

To see all the policies, please visit our website at: www.upsd.wednet.edu

Look under: Our District, School Board, Policy Governance.

UPSD Strategic Plan: Critical Strategies to Improve Student Learning

District / School Level

Factors

Ensure all students have the **opportunity to learn** in rigorous courses designed to prepare graduates for meaningful post-secondary education.

Ensure a **guaranteed and viable curriculum** is implemented for all subject areas at all levels.

Maintain an effective **system of assessment** at all levels that informs instructional decision-making and school improvement planning

Provide research-based **academic interventions** for underperforming students that will accelerate learning and increase access to the general education curriculum.

Ensure a safe, positive and inclusive learning environment for all students using **positive behavior interventions and support**.

Teacher Level Factors

Identify, recruit, hire and retain **teachers** who demonstrate research-based qualities of effective teachers.

Improve the quality of **supervision and evaluation** of teaching, utilizing a common, research-based protocol for observation and feedback to teachers.

Implement a rigorous and relevant **professional development** program focused on the improvement of student learning.

Expect and support **collaborative teamwork** among teachers at all levels, using data to improve instructional practice and student learning.

Student Level Factors

Provide an intentional program to increase student **academic background knowledge** in all subject areas.

Implement a **system-wide program of wide reading** (especially non-fiction) and direct instruction of academic vocabulary.

Ensure **effective communication with parents** and provide training and support –as needed– to engage parents as partners with the school to improve student learning and development.

Implement research-based principles of **motivation** including:

- Timely feedback
- Relevant and engaging tasks
- Positive relationships
- High Expectations
- Celebration of Growth & Achievement

Provide social and emotional support and/or resources to students who are negatively impacted by adverse childhood experiences or other non-academic challenges.