

# SCUC ISD 2018-2022 Strategic Plan

## **Motto**

SCUC – A District with Passion and Purpose!

## **Mission**

SCUC ISD, a diverse community founded in trust and transparency, commits to empower all students to fulfill lifelong potential through inspiring learning experiences

## **Vision**

Inspire – Innovate – EXCEL!

## **Values**

Leadership, Character, Commitment, Service, Learning

## **Proposed Priorities**

- Priority 1: All Graduates will be College and/or Career and/or Military Ready
- Priority 2: High-performing and Engaged Workforce
- Priority 3: Highly Satisfied Students, Parents and Community
- Priority 4: Efficient District and Campus Operations

## **Traits of a SCUC ISD Graduate**

### **Dynamic Leader**

- Help and support others
- Good moral character – lead by example
- Willing to take the initiative

***Help and support others by leading by example with integrity and taking the initiative willingly.***

### **Self-Motivated**

- Dedicated
- Sense of purpose
- Application/real world skills

***Possess and practice grit and perseverance through dedicated application of real world skills and driven by a sense of purpose.***

### **Skilled Communicator**

- Transparency
- Confidence
- Understand situation/flexibility

***Communicate with transparency and confidence, tailored to the audience/situation.***

### **Service Oriented**

- Sense of Community (volunteering and servicing others)
- Citizenship
- Selflessness

***Demonstrate selfless citizenship and a sense of community through volunteering by serving others.***

### **Future Ready**

- Open to learn (from) knowledge skills and experiences to be ready for the real world
- Possessing grit and perseverance – resilience
- Critical thinking skills in order to adapt and be prepared for changes

***Utilize resiliency and critical thinking skills to adapt and be prepared for changes in the real world.***

**2018-2022 Strategic Plan - District Belief Statements**  
*(revised per committee feedback)*

2014-2018 District Belief Statements (Current)	Committee Recommendation	2018-2022 District Belief Statements (Revised)
1. We believe all students have the capacity to learn and be successful.	MODIFY →	1. We believe all students have the capacity to learn and excel.
2. We believe a safe, secure environment is paramount to learning.	MODIFY →	2. We believe a safe and supportive environment is paramount to learning.
3. We believe living our core values of leadership, character, commitment, service and learning, result in the ability to set and achieve lifelong goals.	MODIFY →	3. We believe in living our core values of leadership, character, commitment, service and learning.
4. We believe quality instruction addresses the individual needs of students.	DELETE→	
5. We believe engaging, interactive, and authentic teaching, creates empowered, active learners prepared for our changing world.	MODIFY →	4. We believe engaging, interactive and authentic teaching creates empowered, inspired learners prepared for our changing world.
6. We believe embracing technology as a relevant tool enhances learning in and beyond the classroom.	MODIFY →	5. We believe technology is a relevant tool that enhances learning in and beyond the classroom.
7. We believe in a Professional Learning Community (PLC) culture that allows time to collaborate and share best practices in order to improve continually.	MODIFY →	6. We believe in a Professional Learning Community (PLC) that fosters collaboration for continuous improvement.
8. We believe good communication is critical to success.	MODIFY →	7. We believe transparent, clear and timely communication among all is critical to success.
9. We believe lifelong learning enriches staff through professional development.	DELETE→	
10. We believe measures of our success go beyond standardized testing.	MODIFY →	8. We believe measures of success go beyond standardized testing.
11. We believe public education is defined by the local community, with limited state involvement.	MODIFY →	9. We believe public education is defined by the local community with limited state involvement.

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