

## Values...

**Relationships** – UCSD #4 values the building of relationships as an essential catalyst for student success.

**Rigor and Relevance** – UCSD #4 seeks to provide an educational opportunity that challenges and engages our students as we prepare them to be college and career ready.

**Collaboration** – UCSD #4 promotes open and honest communication and collaboration amongst all stakeholders as we work together to provide a student-centered learning environment.

**Commitment to Lifelong Learning** – UCSD #4 supports lifelong learning opportunities for staff and students alike.



## Excellence in Teaching, Opportunity Through Learning

### UINTA COUNTY SCHOOL DISTRICT #4 STRATEGIC PLAN

**Mission:** *Through collaboration with the entire learning community, our mission is to instill problem-solving skills in our students that will translate to a rapidly changing global environment.*

**Vision:** *Excellence in Teaching, Opportunity Through Learning*

#### Goal 1: Improve Student Achievement

- ❑ All grade levels assessed will exceed the adequate yearly progress target goals on the required state assessment.
- ❑ All schools in the district will perform in the top 10% of schools in the nation using FastBridge testing.
- ❑ Graduation rate will exceed the state average.
- ❑ The high school composite score on the ACT will exceed the state average.

#### Goal 2: Improve Student Academic and Behavioral Skills

- ❑ The district will exceed 95% daily attendance rate on an annual basis.
- ❑ Enhance a safe and orderly learning environment.
- ❑ The district will decrease the percentage of students with failing grades from the previous year.

#### Goal 3: The District Will Operate Efficiently and Effectively

- ❑ Identify, prioritize, document, and monitor operational processes.
- ❑ Promote open and honest communication amongst all stakeholders of UCSD
- ❑ Implement and sustain the Professional Learning Community (PLC) process district-wide via collaborative learning teams focused on learning at high levels, collective responsibility and results.
- ❑ Continue to work with local health officials and the Wyoming Department of Education beyond the COVID-19 pandemic to provide a safe learning environment for all students, staff, and community members.

# Goal 1: Improve Student Achievement

## Objectives:

1. All grade levels assessed will exceed the adequate yearly progress target goals on the required state assessment.
2. All schools in the district will perform in the top 10% of schools in the nation using FASTBRIDGE testing.
3. Graduation rate will exceed the state average.
4. The high school composite score on the ACT will exceed the state average.

## Measures of Success:

1. The percentage of students enrolled in grades 3-11 will exceed the targets for proficient or advanced on the state assessment in math, reading and writing. (Baseline data – Appendix A)
2. District reading, writing, and math scores will exceed the state average on the state assessment(s). (Baseline data – Appendix A)
3. Students' scores will exceed the 90th percentile on the FASTBRIDGE School Percentile Ranking Report for each grade level assessed. (Baseline data – Appendix B)
4. The district's annual graduation rate will exceed the state average.
5. The high school annual composite score on the ACT will exceed the state average.

| Implementation Steps/Strategies<br>(What Will Be Done?)   | Responsibilities<br>(Who Will Do It?)  | Resources<br>(Funding/Time/People/Materials)  | Timeline<br>By When? (Day/Month)   |
|---|--|---|--|
| 1.1 Refine and update district Progress Monitoring Data Model to use formative assessment data to improve student learning, instructional practices, the effectiveness of programs, the conditions that support learning and promote productive discussion about student learning and the conditions that support student learning. | Lead: Building Principals, Superintendent (Curriculum and Assessment Coordinator), Progress Monitoring Data Team (Building Principals, Instructional Facilitator, Special Education Director, and Content Area Teachers) | Progress Monitoring Data Team Meetings<br>Data Management Program \$3800<br>Collaborative Learning Teams<br>ESSER III | Implement September 2012<br>Ongoing  |
| 1.2 Review alignment of K-12 curriculum to the Wyoming Content and Performance Standards.   | Lead: Superintendent, Core Curriculum Team, Subject Area Committees  | According to Curriculum Development/Implementation Guidelines (Appendix C)<br>Professional Development Days           | According to Curriculum Development/Implementation Guidelines (Appendix C) |
| 1.3 Ensure curriculum is implemented by utilization of  | Lead: Building Principals and Teachers   | Danielson Teacher Evaluation System: \$2,000 annually for training program  | September 2012<br>Ongoing Monitoring                                       |

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| pacing guides and common summative assessments.  |  | Instructional Leadership Network<br>Collaborative Learning Teams                       | March – annually during summative conferences                 |
| 1.4 Identify students who are not proficient on state assessment from the previous year and share data at Progress Monitoring Data meetings. | Lead: Building Principals<br>Progress Monitoring Data Team | Professional Development Days<br>Milepost<br>Collaborative Learning Teams<br>ESSER III | September 2012<br>Monthly monitoring                          |
| 1.5 Annual reporting to internal/external stakeholders   | Lead: Superintendent<br>Building Principals                | Printing<br>District website<br>Superintendent's Monthly Newsletters                   | Monthly at board meetings<br>Annually in September or October |

| <b>Implementation Steps/Strategies<br/>(What Will Be Done?)</b>   | <b>Responsibilities<br/>(Who Will Do It?)</b>                                | <b>Resources<br/>(Funding/Time/People/Materials)</b>   | <b>Timeline<br/>By When? (Day/Month)</b>   |
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| 2.1 Refine Progress Monitoring Data Model to use formative assessment data to improve student learning, instructional practices, the effectiveness of programs, the conditions that support learning and promote productive discussion about student learning and the conditions that support student learning. | Lead: Building Principals,<br>Progress Monitoring Data Team                  | Progress Monitoring Data Team Meetings<br>Milepost<br>SPED Advantage - \$3,600<br>Achieve 3000 - \$4,500<br>FASTBRIDGE- \$7000<br>Collaborative Learning Teams<br>Annual Strategic Plan Data Review<br>ESSER III | Implement September 2012<br>Ongoing monitoring   |
| 2.2 Alignment/review of K-12 curriculum to Wyoming Content and Performance Standards  | Lead: Superintendent, Atlas Core Curriculum Team,<br>Subject Area Committees | According to Curriculum Development/Implementation Guidelines (Appendix C)<br>Professional Development Days<br>Collaborative Learning Teams  | According to Curriculum Development/Implementation Guidelines (Appendix C)                                     |
| 2.3 Ensure curriculum is implemented by utilization of pacing guides, and common formative and summative assessments.   | Lead: Building Principals and Teachers                                       | Danielson Teacher Evaluation System: \$2,000 annually for training program<br>Instructional Leadership Network<br>Collaborative Learning Teams   | Ongoing Monitoring using drop –in visits<br>Danielson evaluation<br>Annually in March at summative conferences |

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| 2.4 Compile student baseline data on FASTBRIDGE tests  | Lead: Assessment Coordinator, Building Principals  | FASTBRIDGE: \$7,000 annually  | Fall, Winter and Spring Annually                             |
| 2.5 Identify students in need of intervention and coordinate resources to support interventions or enrichments for each student. | Lead: Building Principals<br>Progress Monitoring Data Team, Classroom Teachers; Title Teachers; Special Education Teachers and Intervention Teachers                       | Special revenues for programming<br>General Funds for programming<br>Intervention Staff, PBIS, Gear Up Tutoring, Inclusion, Transition and School Skills classes, Summer School and Extended Day, Professional Development Days, Math Tutoring: \$3,000<br>Extended Day Study Support: \$2,000, FASTBRIDGE: \$10,000, Kindergarten Screening<br>SPED Advantage<br>Achieve 3000<br>Collaborative Learning Teams<br>ESSER III | Ongoing per building schedule                                |
| 2.6 Monitor student progress through periodic student data meetings using the Progress Monitoring Data Model.                    | Lead: Building Principals, Assessment Coordinator, Progress Monitoring Data Team, Classroom Teachers; Title Teachers; Special Education Teachers and Intervention Teachers | Special revenues for programming<br>General Funds for programming<br>Intervention Staff, PBIS, Gear Up Tutoring, Inclusion, Summer School, Professional Development Days, Math Tutoring: \$3,000<br>Extended Day Study Support: \$2,000, FASTBRIDGE: \$7,000, Achieve 3000<br>SPED Advantage<br>Collaborative Learning Teams  | Ongoing per building schedule<br>Not less than monthly       |
| 2.7 Evaluation of intervention programs and core curriculum  | Lead: Assessment Coordinator, Building Principals, Progress Monitoring Data Team, and Teachers   | Progress Monitoring Data Meetings, Summary data<br>Collaborative Learning Teams<br>ESSER III  | Annually – May<br>Fall, Winter, Spring using FASTBRIDGE data |
| 2.8 Annual reporting to internal/external stakeholders   | Lead: Superintendent, Assistant Superintendent, Building Principals  | Printing<br>Newsletters<br>District website   | Annually<br>Monthly at board meetings                        |

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|  |  | Superintendent's Monthly Newsletters | Curriculum newsletter,<br>Monthly Superintendent's<br>newsletter |
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| <b>Implementation Steps/Strategies<br/>(What Will Be Done?)</b>   | <b>Responsibilities<br/>(Who Will Do It?)</b>   | <b>Resources<br/>(Funding/Time/People/Materials)</b>  | <b>Timeline<br/>By When? (Day/Month)</b>   |
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| 3.1 Develop a district wide process to improve communication and educate internal/external stakeholders with regard to graduation rate.   | Lead: Superintendent,<br>Building Principals;<br>Counselor; all Staff and<br>Parents                                | Printing, Meetings, District Website, Twitter,<br>Facebook, Parent Advisory Council (PAC)<br>meetings, Superintendent's Newsletter, Data<br>Share at Board Meetings, Credit Recovery,<br>Annual Report to Stakeholders<br>SwiftK12 Alert  | At least annually but also<br>monthly newsletters, board<br>meetings and district<br>website (ongoing) |
| 3.2 Identify current students reading below grade level and provide interventions   | Lead: Building Principals,<br>Assessment Coordinator<br>Progress Monitoring Data<br>Team; Counselor and<br>Teachers | FASTBRIDGE<br>Scholastic Reading Inventory<br>PowerSchool, Intervention programs (i.e.<br>Walk to Read, Achieve 3000, Tutoring, PBIS)<br>Collaborative Learning Teams<br>Intervention Time in Master Schedule   | Annually in the fall<br>Ongoing based on<br>Progress Monitoring Data                                   |
| 3.3 Identify middle school students who consistently fail core courses (Language Arts, Math, Social Studies and Science) or perform below expected levels on summative assessments. | Lead: Building Principals,<br>Assessment Coordinator,<br>Teachers; Counselors,<br>Progress Monitoring Data<br>Team  | State Assessment, FASTBRIDGE,<br>PowerSchool, Intervention Programs<br>(Extended Day Study Support, PBIS,<br>Inclusion, Summer School, Leveled Cores),<br>Common Summative Assessments<br>Milepost<br>Collaborative Learning Teams<br>Intervention Time in Master Schedule                    | Annually in the fall<br>Ongoing monitoring   |
| 3.4 Identify high school students in need of interventions to avoid failing a course.   | Lead: Building Principals<br>Teachers; and Counselors   | State Assessment(s), FASTBRIDGE,<br>Common Summative Assessments,<br>PowerSchool, Achieve 3000, ACT Suite,<br>School Skills Class, Math Tutoring, Inclusion<br>Summer School, Saturday School, ACT Math<br>Prep Class<br>Collaborative Learning Teams<br>Intervention Time in Master Schedule | Annually in the fall<br>Ongoing  |

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|  |   | ESSER II<br>ESSER III  |                                 |
| 3.5 Develop and implement a process to determine the educational and career planning needs of all students and then implement and regularly evaluate a program(s) to meet the needs of each student in the system. | Lead: Building Principals<br>Teachers; and Counselors | Career Interest Inventory Software<br>Career Days<br>Job-Shadowing<br>Career Exploration Curriculum<br>8th Grade Hathaway Unit of Study<br>College and Career Tech School Visits<br>Senior Exit Survey.<br>Collaborative Learning Teams<br>Extension Time in Master Schedule | Annually in the fall<br>Ongoing |

| Implementation Steps/Strategies<br>(What Will Be Done?)  | Responsibilities<br>(Who Will Do It?)  | Resources<br>(Funding/Time/People/Materials)  | Timeline<br>By When? (Day/Month)                     |
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| 4.1 Analyze the ACT scores to inform internal/external stakeholders and make necessary curriculum adjustments. | Lead: Building Principals,<br>Assistant Superintendent,<br>Counselor, Teachers   | ACT (11th)<br>Meetings<br>ACT online test prep account: \$1,000<br>annually<br>Collaborative Learning Teams | Ongoing per test schedule                            |
| 4.2 ACT prep sessions  | Lead: Teachers   | ACT Materials<br>ACT online test prep account<br>Intervention and Extension Time in Master<br>Schedule      | Ongoing  |
| 4.3 Annual reporting<br>internal/external stakeholders   | Lead: Superintendent;<br>Assessment Coordinator;<br>Building Principals;<br>Community Education<br>Director; and Counselor | Printing<br>District Website<br>Superintendent's Monthly Newsletters  | November 2012<br>Annually in September or<br>October |

### Implication for Professional Development:

Ongoing Training for FASTBRIDGE, PowerSchool, Achieve 3000, Walk to Read, Research Proven/Best Practice Programs, Danielson Evaluation Model, State-aligned Evaluation Model for Administrators, Professional Learning Community Training (Solution Tree on-site, state level, national trainings and on-line), Collaborative Learning Teams  
Specific intervention training, Specific Testing/Assessment Training, PBIS training

## Goal 2: Improve Student Academic and Behavioral Skills

### Objectives:

1. The district will meet or exceed 95% daily attendance rate on an annual basis.
2. Enhance a safe and orderly learning environment.
3. The district will decrease the percentage of students with failing grades from the previous year.

### Measures of Success:

1. Students' average daily attendance rate for the district will meet or exceed 95% on an annual basis.
2. Numbers of behavioral referrals will decrease each year.
  - Establish Baseline for 2015-2016 in all buildings
  - Target 2016-2017: 10 % decrease from 2015-2016
  - Target 2017-2018: 10 % decrease from 2016-2017
  - Target 2018-2019: 10 % decrease from 2017-2018
  - Target 2019-2020: 10 % decrease from 2018-2019
3. Percentage of failing grades will decrease each year
  - Establish Baseline for 2015-2016 in all buildings
  - Target 2016-2017: 10 % decrease from 2015-2016
  - Target 2017-2018: 10 % decrease from 2016-2017
  - Target 2018-2019: 10 % decrease from 2017-2018

| Implementation Steps/Strategies<br>(What Will Be Done?)     | Responsibilities<br>(Who Will Do It?)                    | Resources<br>(Funding/Time/People/Materials)   | Timeline<br>By When? (Day/Month) |
|---|--|--|----------------------------------|
| 1.1 Communicate attendance expectations to all stakeholders | Lead: Superintendent, Building Principals, and all staff | Printing<br>Postage<br>PowerSchool<br>Student Handbooks<br>District Website<br>Twitter<br>Facebooks<br>Newsletters<br>SwiftK12 Alert | September 2012<br>Ongoing        |



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| 1.2 Attendance will be recorded daily at each building and compiled at the end of the school year.               | Lead: Building Principals and Teachers                        | N/A  | Implement September 2012<br>Quarterly Monitoring<br>Annually at the end of the school year |
| 1.3 Identify students that have chronic attendance issues and develop and implement building level interventions | Lead: Building Principals, Counselors and Office Managers     | Intervention plan<br>PowerSchool<br>Meetings<br>Saturday School<br>Extended Day Study Support<br>Tutoring<br>Credit Recovery<br>Collaborative Learning Teams | Implement October 2012<br>Ongoing Monitoring   |
| 1.4 Communication with parents/guardian-mail, phone or personal meeting-as per building policy                   | Lead: Building Principals, Counselors and Office Managers     | PowerSchool<br>Building Principal letters<br>Parent meetings<br>DFS<br>County Attorney<br>SwiftK12 Alert   | Implement October 2012<br>Ongoing Monitoring   |
| 1.5 Recognize students who have zero absences per quarter/trimester  | Lead: Building Principals, Teachers and Office Managers       | Recognition Awards<br>PowerSchool  | Quarterly  |
| 1.6 Annual reporting to internal/external stakeholders   | Lead: Superintendent, Building Principals and Office Managers | Printing<br>Postage<br>District website Twitter Facebook<br>Superintendent's Monthly Newsletters   | September 2012<br>Ongoing as appropriate   |

| Implementation Steps/Strategies<br>(What Will Be Done?) | Responsibilities<br>(Who Will Do It?) | Resources<br>(Funding/Time/People/Materials) | Timeline<br>By When? (Day/Month) |
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| 2.1 Develop and Implement Positive Behavior Intervention Support System (PBIS).                                     | Lead: Superintendent, Building Principals, Counselors, PBIS Teams, All Staff | Facilitator/Consultant<br>PBIS Teams<br>Professional Development Days<br>Second Step<br>ESSER III                                   | Ongoing  |
| 2.2 Each building will keep track of behavior referrals   | Lead: Building Principals, PBIS Teams, and Teachers                          | PowerSchool<br>Milepost<br>Collaborative Learning Teams   | Implement September 2012<br>Ongoing            |
| 2.3 Each building will educate students and parents about behaviors that will result in the behavior referrals      | Lead: Building Principals, PBIS Teams, and Teachers                          | Handbooks<br>Meetings<br>PBIS expectation stations<br>Small Group Counseling<br>PBIS training and re-teaching sessions<br>ESSER III | Implement September 2012<br>Ongoing Monitoring |
| 2.4 Parents of students earning behavior referrals will be contacted by mail, phone or personal conference.         | Lead: Building Principals, PBIS Teams, Teachers                              | PowerSchool<br>Building Principal letters<br>SwiftK12 Alert   | Implement September 2012<br>Ongoing Monitoring |
| 2.5 Students with multiple behavior referrals will be counseled individually and held accountable for their actions | Lead: Building Principals, PBIS Teams, Teachers, and Counselors              | PowerSchool<br>Classroom Guidance<br>Behavior Plans<br>PBIS Re-teaching<br>Levels Program<br>ESSER III                              | Implement September 2012<br>Ongoing Monitoring |
| 2.6 Recognize students who have exemplary behavior  | Lead: Building Principals, PBIS Teams, All Staff                             | Recognition Awards  | Implement September 2012<br>Ongoing Monitoring |
| 2.7 Annual reporting to internal/external stakeholders  | Lead: Superintendent, Assessment Coordinator, Community Education Director   | Printing/Postage<br>District Website<br>Superintendent's Monthly Newsletters  | Implement September 2012                       |

| <b>Implementation Steps/Strategies<br/>(What Will Be Done?)</b>   | <b>Responsibilities<br/>(Who Will Do It?)</b>                                  | <b>Resources<br/>(Funding/Time/People/Materials)</b>  | <b>Timeline<br/>By When? (Day/Month)</b>             |
|---|--|---|--|
| 3.1 Implement Academic Skills Programs  | Lead: Building Principals, Counselors, Teachers and Special Education Director | PBIS, Second Step, Transition Class, School Skills<br>Extended Day Study Support, K-12 PLC interventions and extension, Tiered Interventions: Math and Language Arts<br>ESSER III   | Implement 2012                                       |
| 3.2 Identify students with failing grades.  | Lead: Building Principals, Teachers and Counselor                              | PowerSchool<br>Collaborative Learning Teams   | Implement September 2012<br>Monitor each week        |
| 3.3 Students identified as academically at-risk will be placed in intervention programs   | Lead: Building Principals, Counselors, Teachers and Instructional Facilitator  | Title I Schoolwide<br>Special Services/Inclusion<br>Tiered Interventions At-Risk Secondary Reading in Reading 10-12<br>Academic Intervention Programs (i.e., K-12 tutoring and regular classroom flooding of interventionists)<br>Summer School and Extended Day, Secondary Saturday School, Math Tutoring, School Skills, Middle School Extended Day Study Support), Extended School Year, K-12 PLC interventions and extension<br>ESSER III | Implement September 2012<br>Monitor per intervention |
| 3.4 Students identified with failing grades will attend Extended Day Study Support (6-8), Saturday School and Math Tutoring (9-12), Bridges Summer School (K-12), Extended Day Support (K-12), Tutoring (K-5) | Lead: Building Principals, Teachers and Instructional Facilitator              | Title I Schoolwide<br>Special Services/Inclusion<br>Academic Intervention Programs (K-12 tutoring and regular classroom flooding of interventionists)<br>Summer School, Secondary Saturday School, Math Tutoring, School Skills, Middle School Extended Day Study Support)  | Implement September 2012<br>Monitor by intervention  |
| 3.5 Annual reporting to internal/external stakeholders.   | Lead: Superintendents and Building Principals                                  | Printing<br>Postage   | Initial report September 2012                        |

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|  |  | District Website Facebook Twitter<br>Superintendent's Monthly Newsletters | Yearly Reports each Fall |
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**Implication for Professional Development:**

- ✓ Intervention strategies
- ✓ Data analysis
- ✓ Working with at-risk students
- ✓ Summer school training
- ✓ School Improvement Conferences
- ✓ Individual programs as needed
- ✓ PowerSchool training, PBIS training
- ✓ Professional Learning Community Training (Solution Tree on-site, state level, national trainings and on-line)

### Goal 3: The District Will Operate Efficiently and Effectively

#### Objectives:

1. Identify, prioritize, document, and monitor operational processes.
2. Promote open and honest communication amongst all stakeholders of UCSD 4.
3. Implement and sustain the Professional Learning Community (PLC) process district-wide via collaborative learning teams focused on learning at high levels, collective responsibility and results.

#### Measures of Success:

1. A prioritized list of operational processes across the district, individual buildings, and departments.
2. Develop and implement a district-wide communication and collaboration plan.

| Implementation Steps/Strategies<br>(What Will Be Done?)   | Responsibilities<br>(Who Will Do It?)  | Resources<br>(Funding/Time/People/Materials)  | Timeline<br>By When? (Day/Month)               |
|---|--|---|--|
| 1.1 Identify and prioritize operational processes by district, building or department.  | Lead: Superintendent, Building Principals, Directors, Coordinators, and School Board | Meetings<br>Policies/Procedures<br>Administrator Work Sessions<br>Superintendent's Advisory Committee (SAC)<br>Board Retreats | Implement September 2012<br>Ongoing monitoring |
| 1.2 Identify timelines to evaluate operational processes based on prioritization list.  | Lead: Superintendent, Building Principals, Directors, Coordinators, and School Board | Meetings<br>Administrator Work Session<br>Board Retreats  | Implement September 2012<br>Ongoing monitoring |
| 1.3 Work with the Wyoming Department of Education (WDE) School Facilities Department, (SFD) and the State Board of Education to improve district programs with guidelines from these departments. | Lead: Superintendent, Building Principals, Directors, Coordinators, and School Board | State Statutes<br>WDE, State Board of Education, and SFD policies and guidelines  | Implement September 2012<br>Ongoing monitoring |

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| 1.4 Adopt and implement ALICE as our district-wide school safety program   | Lead: Superintendent, Building Principals and School Board | Annual fee for ALICE program and training: \$3000<br>Certified ALICE Instructor Training     | Implement with board approval May 2019.<br>Ongoing monthly training and drills beginning August 2019.   |
| 1.5 Work with local county health officials and the WDE to provide a safe learning environment for all students, staff and community members during and beyond the current COVID-19 pandemic | Lead: Superintendent, Building Principals and School Board | Local district funding and funding provided by the CARES Act. To be determined.<br>ESSER III | Implement Smart Start plan with board approval July 2020.<br>Ongoing and frequent conversation with the Uinta County Health officers and the WDE. |

| <b>Implementation Steps/Strategies<br/>(What Will Be Done?)</b>        | <b>Responsibilities<br/>(Who Will Do It?)</b>   | <b>Resources<br/>(Funding/Time/People/Materials)</b>                             | <b>Timeline<br/>By When? (Day/Month)</b> |
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| 2.1 Identify effective and ineffective communications (district wide). | Lead: Superintendent, Assistant Superintendent, Building Principals, Department Heads/Directors, School Board                   | Team meetings<br>Surveys<br>Stakeholder input<br>SAC                             | Implement March 2013<br>Ongoing          |
| 2.2 Prioritize and refine identified means of communication.           | Lead: Superintendent, Assistant Superintendent, Building Principals, Department Heads/Directors, School Board, and Stakeholders | Meetings<br>Policies/Procedures<br>SAC   | Implement April 2013<br>Ongoing          |
| 2.3 Develop communication plan   | Lead: Superintendent, Assistant Superintendent, Building Principals, Department Heads/Directors, School Board, and Stakeholders | Meetings<br>Technology – surveys, district website, newsletters, newspaper, etc. | Implement May 2013<br>Ongoing            |

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| 2.4 Implement and monitor communication plan. | Lead: Superintendent, Building Principals, Department Heads/Directors, School Board, and Stakeholders | Time<br>Surveys<br>Newsletters<br>Newspaper<br>Website Facebook Twitter | Ongoing |
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| Implementation Steps/Strategies<br>(What Will Be Done?)  | Responsibilities<br>(Who Will Do It?)   | Resources<br>(Funding/Time/People/Materials)   | Timeline<br>By When? (Day/Month) |
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| 3.1 Establish and sustain a PLC implementation plan utilizes collaborative learning teams focused on learning at high levels, collective responsibility and results. | Lead: Superintendent, Building Principals, Department Heads/Directors, School Board | Collaborative team meetings<br>Stakeholder input<br>See District PLC Implementation Plan created March 2018 and update as needed | Implement March 2018<br>Ongoing  |

### **Implication for Professional Development:**

Orientation for Superintendent/Assistant Superintendent/Building Principals/Department Heads/Directors/School Board, and Impacted Stakeholders on current and updated processes.

Originally Approved by Uinta 4 Board of Trustees: November 6, 2012. Updates to Original District Strategic Plan Approved by Uinta 4 Board of Trustees: September 10, 2013; September 9, 2014; September 8, 2015; September 13, 2016; September 12, 2017; September 11, 2018; September 10, 2019; September 8, 2020, September 14, 2021, September 13, 2022, and September 12, 2023

**Updated 9/12/2023**