

## 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 (What Will Be Done?)	Responsibilities (Who Will Do It?)	Resources (Funding/Time/People/Materials)	Timeline 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, Assistant 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 Milepost Data Management Program \$8800 Collaborative Learning Teams ESSER II ESSER III	Implement September 2012 Ongoing
1.2 Review alignment of K-12 curriculum to the Wyoming Content and Performance Standards.	Lead: Assistant Superintendent, Atlas Core Curriculum Team, Subject Area Committees	According to Curriculum Development/Implementation Guidelines (Appendix C) 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 Teachscape training program	September 2012 Ongoing Monitoring

acing guides and common summative assessments.		Instructional Leadership Network 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 Progress Monitoring Data Team	Professional Development Days Milepost Collaborative Learning Teams ESSER II ESSER III	September 2012 Monthly monitoring
1.5 Annual reporting to internal/external stakeholders	Lead: Superintendent Building Principals	Printing District website Superintendent’s Monthly Newsletters	Monthly at board meetings Annually in September or October

<b>Implementation Steps/Strategies (What Will Be Done?)</b>	<b>Responsibilities (Who Will Do It?)</b>	<b>Resources (Funding/Time/People/Materials)</b>	<b>Timeline By When? (Day/Month)</b>
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, Progress Monitoring Data Team	Progress Monitoring Data Team Meetings Milepost SPED Advantage - \$3,600 Achieve 3000 - \$4,500 FASTBRIDGE- \$7000 Collaborative Learning Teams Annual Strategic Plan Data Review ESSER II ESSER III	Implement September 2012 Ongoing monitoring
2.2 Alignment/review of K-12 curriculum to Wyoming Content and Performance Standards	Lead: Assistant Superintendent, Atlas Core Curriculum Team, Subject Area Committees	According to Curriculum Development/Implementation Guidelines (Appendix C) Professional Development Days 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 Teachscape training program Instructional Leadership Network	Ongoing Monitoring using drop –in visits Danielson evaluation

		Collaborative Learning Teams	Annually in March at summative conferences
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 Progress Monitoring Data Team, Classroom Teachers; Title Teachers; Special Education Teachers and Intervention Teachers	Special revenues for programming General Funds for programming Intervention Staff, PBIS, Gear Up Tutoring, Inclusion, Transition and School Skills classes, Summer School and Extended Day, Professional Development Days, Math Tutoring: \$3,000 Extended Day Study Support: \$2,000, FASTBRIDGE: \$10,000, Milepost \$6400 Kindergarten Screening SPED Advantage Achieve 3000 Collaborative Learning Teams ESSER II 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 General Funds for programming Intervention Staff, PBIS, Gear Up Tutoring, Inclusion, Summer School, Professional Development Days, Math Tutoring: \$3,000 Extended Day Study Support: \$2,000, FASTBRIDGE: \$7,000, Achieve 3000 Milepost SPED Advantage Collaborative Learning Teams	Ongoing per building schedule Not less than monthly
2.7 Evaluation of intervention programs and core curriculum	Lead: Assessment Coordinator, Building Principals, Progress	Progress Monitoring Data Meetings, Summary data	Annually – May

	Monitoring Data Team, and Teachers	Collaborative Learning Teams ESSER II ESSER III	Fall, Winter, Spring using FASTBRIDGE data
2.8 Annual reporting to internal/external stakeholders	Lead: Superintendent, Assistant Superintendent, Building Principals	Printing Newsletters District website Superintendent's Monthly Newsletters	Annually Monthly at board meetings Curriculum newsletter, Monthly Superintendent's newsletter

<b>Implementation Steps/Strategies (What Will Be Done?)</b>	<b>Responsibilities (Who Will Do It?)</b>	<b>Resources (Funding/Time/People/Materials)</b>	<b>Timeline By When? (Day/Month)</b>
3.1 Develop a district wide process to improve communication and educate internal/external stakeholders with regard to graduation rate.	Lead: Superintendent, Assistant Superintendent, Building Principals; Counselor; all Staff and Parents	Printing, Meetings, District Website, Twitter, Facebook, Parent Advisory Council (PAC) meetings, Superintendent's Newsletter, Data Share at Board Meetings, Credit Recovery, Annual Report to Stakeholders SwiftK12 Alert	At least annually but also monthly newsletters, board meetings and district website (ongoing)
3.2 Identify current students reading below grade level and provide interventions	Lead: Building Principals, Assessment Coordinator Progress Monitoring Data Team; Counselor and Teachers	FASTBRIDGE Scholastic Reading Inventory Milepost PowerSchool, Intervention programs (i.e. Walk to Read, Achieve 3000, Tutoring, PBIS) Collaborative Learning Teams Intervention Time in Master Schedule	Annually in the fall Ongoing based on 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, Assessment Coordinator, Teachers; Counselors, Progress Monitoring Data Team	State Assessment, FASTBRIDGE, PowerSchool, Intervention Programs (Extended Day Study Support, PBIS, Inclusion, Summer School, Leveled Cores), Common Summative Assessments Milepost Collaborative Learning Teams Intervention Time in Master Schedule	Annually in the fall Ongoing monitoring

3.4 Identify high school students in need of interventions to avoid failing a course.	Lead: Building Principals Teachers; and Counselors	State Assessment(s), FASTBRIDGE, Common Summative Assessments, PowerSchool, Achieve 3000, ACT Suite, School Skills Class, Math Tutoring, Inclusion Summer School, Milepost, Saturday School, ACT Math Prep Class Collaborative Learning Teams Intervention Time in Master Schedule ESSER II ESSER III	Annually in the fall Ongoing
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 Teachers; and Counselors	Career Interest Inventory Software Career Days Job-Shadowing Career Exploration Curriculum 8th Grade Hathaway Unit of Study College and Career Tech School Visits Senior Exit Survey. Collaborative Learning Teams Extension Time in Master Schedule	Annually in the fall Ongoing

Implementation Steps/Strategies (What Will Be Done?)	Responsibilities (Who Will Do It?)	Resources (Funding/Time/People/Materials)	Timeline By When? (Day/Month)
4.1 Analyze the ACT scores to inform internal/external stakeholders and make necessary curriculum adjustments.	Lead: Building Principals, Assistant Superintendent, Counselor, Teachers	ACT (11th) Meetings ACT online test prep account: \$1,000 annually Collaborative Learning Teams	Ongoing per test schedule
4.2 ACT prep sessions	Lead: Teachers	ACT Materials ACT online test prep account Intervention and Extension Time in Master Schedule	Ongoing

4.3 Annual reporting internal/external stakeholders	Lead: Superintendent; Assessment Coordinator; Building Principals; Community Education Director; and Counselor	Printing District Website Superintendent's Monthly Newsletters	November 2012 Annually in September or October
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**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 (What Will Be Done?)	Responsibilities (Who Will Do It?)	Resources (Funding/Time/People/Materials)	Timeline By When? (Day/Month)
1.1 Communicate attendance expectations to all stakeholders	Lead: Superintendent, Building Principals, and all staff	Printing Postage PowerSchool Student Handbooks District Website Twitter Facebooks Newsletters SwiftK12 Alert	September 2012 Ongoing



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 Quarterly Monitoring 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 PowerSchool Meetings Saturday School Extended Day Study Support Tutoring Credit Recovery Collaborative Learning Teams	Implement October 2012 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 Building Principal letters Parent meetings DFS County Attorney SwiftK12 Alert	Implement October 2012 Ongoing Monitoring
1.5 Recognize students who have zero absences per quarter/trimester	Lead: Building Principals, Teachers and Office Managers	Recognition Awards PowerSchool	Quarterly
1.6 Annual reporting to internal/external stakeholders	Lead: Superintendent, Building Principals and Office Managers	Printing Postage District website Twitter Facebook Superintendent's Monthly Newsletters	September 2012 Ongoing as appropriate

Implementation Steps/Strategies (What Will Be Done?)	Responsibilities (Who Will Do It?)	Resources (Funding/Time/People/Materials)	Timeline 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 PBIS Teams Professional Development Days Second Step ESSER II ESSER III	Ongoing
2.2 Each building will keep track of behavior referrals	Lead: Building Principals, PBIS Teams, and Teachers	PowerSchool Milepost Collaborative Learning Teams	Implement September 2012 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 Meetings PBIS expectation stations Small Group Counseling PBIS training and re-teaching sessions ESSER II ESSER III	Implement September 2012 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 Building Principal letters SwiftK12 Alert	Implement September 2012 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 Classroom Guidance Behavior Plans PBIS Re-teaching Levels Program ESSER II ESSER III	Implement September 2012 Ongoing Monitoring
2.6 Recognize students who have exemplary behavior	Lead: Building Principals, PBIS Teams, All Staff	Recognition Awards	Implement September 2012 Ongoing Monitoring

2.7 Annual reporting to internal/external stakeholders	Lead: Superintendent, Assessment Coordinator, Community Education Director	Printing/Postage District Website Superintendent's Monthly Newsletters	Implement September 2012
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<b>Implementation Steps/Strategies (What Will Be Done?)</b>	<b>Responsibilities (Who Will Do It?)</b>	<b>Resources (Funding/Time/People/Materials)</b>	<b>Timeline 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 Extended Day Study Support, K-12 PLC interventions and extension, Tiered Interventions: Math and Language Arts ESSER II ESSER III	Implement 2012
3.2 Identify students with failing grades.	Lead: Building Principals, Teachers and Counselor	PowerSchool Collaborative Learning Teams	Implement September 2012 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 Special Services/Inclusion Tiered Interventions At-Risk Secondary Reading in Reading 10-12 Academic Intervention Programs (i.e., K-12 tutoring and regular classroom flooding of interventionists) 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 ESSER II ESSER III	Implement September 2012 Monitor per intervention
3.4 Students identified with failing grades will attend Extended Day Study Support (6-8),	Lead: Building Principals, Teachers and Instructional Facilitator	Title I Schoolwide Special Services/Inclusion	Implement September 2012

Saturday School and Math Tutoring (9-12), Bridges Summer School (K-12), Extended Day Support (K-12), Tutoring (K-5)		Academic Intervention Programs (K-12 tutoring and regular classroom flooding of interventionists) Summer School, Secondary Saturday School, Math Tutoring, School Skills, Middle School Extended Day Study Support)	Monitor by intervention
3.5 Annual reporting to internal/external stakeholders.	Lead: Superintendents and Building Principals	Printing Postage District Website Facebook Twitter Superintendent's Monthly Newsletters	Initial report September 2012 Yearly Reports each Fall

<b>Implication for Professional Development:</b> <ul style="list-style-type: none"> <li>✓ Intervention strategies</li> <li>✓ Data analysis</li> <li>✓ Working with at-risk students</li> <li>✓ Summer school training</li> <li>✓ School Improvement Conferences</li> <li>✓ Individual programs as needed</li> <li>✓ PowerSchool training, PBIS training</li> <li>✓ Professional Learning Community Training (Solution Tree on-site, state level, national trainings and on-line)</li> </ul>			
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### 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 (What Will Be Done?)	Responsibilities (Who Will Do It?)	Resources (Funding/Time/People/Materials)	Timeline By When? (Day/Month)
1.1 Identify and prioritize operational processes by district, building or department.	Lead: Superintendent, Assistant Superintendent, Building Principals, Directors, Coordinators, and School Board	Meetings Policies/Procedures Administrator Work Sessions Superintendent's Advisory Committee (SAC) Board Retreats	Implement September 2012 Ongoing monitoring
1.2 Identify timelines to evaluate operational processes based on prioritization list.	Lead: Superintendent, Assistant Superintendent, Building Principals, Directors, Coordinators, and School Board	Meetings Administrator Work Session Board Retreats	Implement September 2012 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, Assistant Superintendent, Building Principals, Directors, Coordinators, and School Board	State Statutes WDE, State Board of Education, and SFD policies and guidelines	Implement September 2012 Ongoing monitoring

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 Certified ALICE Instructor Training	Implement with board approval May 2019. 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. ESSER II ESSER III	Implement Smart Start plan with board approval July 2020. Ongoing and frequent conversation with the Uinta County Health officers and the WDE.

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

2.4 Implement and monitor communication plan.	Lead: Superintendent, Assistant Superintendent, Building Principals, Department Heads/ Directors, School Board, and Stakeholders	Time Surveys Newsletters Newspaper Website Facebook Twitter	Ongoing
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Implementation Steps/Strategies (What Will Be Done?)	Responsibilities (Who Will Do It?)	Resources (Funding/Time/People/Materials)	Timeline By When? (Day/Month)
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, Assistant Superintendent, Building Principals, Department Heads/ Directors, School Board	Collaborative team meetings Stakeholder input See District PLC Implementation Plan created March 2018 and update as needed	Implement March 2018 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; and September 13, 2022.

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