

Chequamegon School District
Action Plan Process Form
Focus: Teaching and Learning

Purpose Statement: The Chequamegon School will improve student academic outcomes to ensure all students are career and college ready.

Goal 1 of 3: Publish a district curriculum for all grade level and department courses in Build your Own Curriculum or similar system, and make relevant material available to parents, community, prospective employees, and students to ensure students are career and college ready.

Measurable Action Steps	Person or Group Responsible	Time Frame	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Engage staff in ongoing professional development on curriculum writing Prepare for publishing one course of curriculum	Principals Curriculum Development Committee	2016-2017	For one course or standard content area: <ul style="list-style-type: none"> ● Priority standards identified ● Big ideas written ● Learning Targets written ● District formative benchmark assessments developed
Prepare for publishing additional courses of curriculum	Tim Kief Principals Curriculum PD Committee	June 2017	For additional course(s) or standard content area(s): <ul style="list-style-type: none"> ● Priority standards identified ● Big ideas written ● Learning Targets written ● District formative benchmark assessments developed ● Load completed material into Build Your Own Curriculum

Measurable Action Steps	Person or Group Responsible	Time Frame	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
<p>Engage staff in ongoing professional development on use of Build Your Own Curriculum (BYOC). Load one course.</p> <p>Engage staff in ongoing professional development on Understanding By Design(UBD).</p> <p>Engage staff in ongoing professional development on District Assessment Writing</p> <p>Draft district assessments for one course</p>	<p>Principal</p> <p>Curriculum PD Committee</p>	<p>2017-2018</p>	<p>UBD training</p> <p>Completed district formative benchmark assessments implemented</p> <p>For one course or standard content area:</p> <ul style="list-style-type: none"> ● Priority standards identified ● Big ideas written ● Learning Targets written ● District formative benchmark assessments developed
<p>Prepare for publishing three courses of curriculum</p> <p>Draft district assessments for three courses</p> <p>All staff will load course material in BYOC</p>	<p>Principals</p> <p>Curriculum PD Committee</p>	<p>June 2018</p>	<p>For additional course(s) or standard content area(s):</p> <ul style="list-style-type: none"> ● Priority standards identified ● Big ideas written ● Learning Targets written ● District formative benchmark assessments developed ● Load completed material into Build Your Own Curriculum

Measurable Action Steps	Person or Group Responsible	Time Frame	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
<p>All staff will load Stage 3 UBD activities for remaining courses, linked by standard.</p> <p>Data analysis will measure student performance</p> <p>Are 80 percent of our students succeeding at grade level expectations?</p> <p>Are our courses preparing students to be college and career ready?</p>	<p>Principals</p> <p>Curriculum PD Committee</p>	<p>2018-2019</p>	<p>District curriculum assessment and revision wheel</p> <p>Professional Development Calendar Developed:</p> <ul style="list-style-type: none"> ● Curriculum ● Instruction ● Learning
<p>Incorporate ongoing review process into yearly professional development calendar.</p>	<p>Principals</p> <p>Curriculum PD Committee</p>	<p>2019 and beyond</p>	<p>District curriculum assessment and revision wheel implementation</p>

Chequamegon School District
Action Plan Process Form
Focus: Teaching and Learning

Purpose Statement: We will empower all students to acquire the knowledge, skills, and behaviors necessary to successfully achieve their postsecondary plans.

Goal 2 of 3: Institutionalize Academic Career Planning (ACP) by 2018-2019.

Measurable Action Steps	Person or Group Responsible	Time Frame	Estimated completion date	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Initiating Academic Career Plan (ACP) <ul style="list-style-type: none"> ● Infrastructure ● Leadership, Policy, Family Engagement, Community, Support, Access <ul style="list-style-type: none"> ○ Know (Self-awareness, Academic Activities) ○ Explore (Exploration) ○ Plan (Career and Academic Planning) ○ Go (Management Activities) 	ACP Committee	Spring 2017	Jan. 2017	Utilize ACP Self-Assessment Rubric to identify action steps - Plan for students to be able to complete 80% of the available options listed on the Department of Public Instructions Table of ACP Components. See attached. Examples include: Personal Goal setting, Career Interest Inventories, Work Experience, Letters of Recommendation, Academic Goals, Service Learning Project, Advanced Placement Courses, Interviews with Experts, Financial Plan

Measurable Action Steps	Person or Group Responsible	Time Frame	Estimated completion date	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Implementing Academic Career Plan (ACP) <ul style="list-style-type: none"> ● Infrastructure ● Leadership, Policy, Family Engagement, Community, Support, Access <ul style="list-style-type: none"> ○ Know (Self-awareness, Academic Activities) ○ Explore (Exploration) ○ Plan (Career and Academic Planning) ○ Go (Management Activities) 	ACP Committee	2017-18	June 2018	Utilize ACP Self-Assessment Rubric to identify action steps - Implement ACP Plan for students to be able to complete 80% of the available options listed on the Department of Public Instructions Table of ACP Components. See attached. Examples include: Personal Goal setting, Career Interest Inventories, Work Experience, Letters of Recommendation, Academic Goals, Service Learning Project, Advanced Placement Courses, Interviews with Experts, Financial Plan
Institutionalize Academic Career Plan (ACP) <ul style="list-style-type: none"> ● Infrastructure ● Leadership, Policy, Family Engagement, Community, Support, Access <ul style="list-style-type: none"> ○ Know (Self-awareness, Academic Activities) ○ Explore (Exploration) ○ Plan (Career and Academic Planning) ○ Go (Management Activities) 	ACP Committee	2018-2019	June 2019	Utilize ACP Self-Assessment Rubric to identify action steps - Institutionalize plan for students to be able to complete 80% of the available options listed on the Department of Public Instructions Table of ACP Components. See attached. Examples include: Personal Goal setting, Career Interest Inventories, Work Experience, Letters of Recommendation, Academic Goals, Service Learning Project, Advanced Placement Courses, Interviews with Experts, Financial Plan

Chequamegon School District

Action Plan Process Form

Focus: Teaching and Learning

Purpose Statement: The Chequamegon School will improve student academic outcomes to ensure all students are career and college ready.

Goal 3 of 3: Implement research-based best practices related to instruction to meet the needs of all students to ensure students are career and college ready.

Measurable Action Steps	Person or Group Responsible	Time Frame	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Review Universal Reading Instruction	Principals Reading Teachers Teachers	May 2017	Take team to Wi RtI center Reviewing Universal Reading Instruction Professional Development Assessment of current universal reading instruction at the elementary and secondary levels Develop Action Plan to improve universal reading instruction
Implement Universal Reading Instruction Action Plan	Principals Reading Teachers Teachers Curriculum PD Committee	2017-2018	Evidence instructional best-practices in reading <ul style="list-style-type: none"> • Walk-through observations • Curriculum plans with instructional strategies Monitoring student reading data for growth (MAP, formative assessments, and instructional data)

Chequamegon School District

Action Plan Process Form

Measurable Action Steps	Person or Group Responsible	Time Frame	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Review Universal Mathematics Instruction	Principals Math Teachers,	May 2018	Take team to Wi Rtl center Reviewing Universal Mathematics Instruction Professional Development Assessment of current universal math instruction at the elementary and secondary levels Develop Action Plan to improve universal reading instruction
Implement Universal Mathematics Instruction Action Plan	Principals Math Teachers Curriculum PD Committee	2018-2019	Evidence instructional best-practices in reading <ul style="list-style-type: none"> • Walk-through observations • Curriculum plans with instructional strategies Monitoring student reading data for growth (MAP, formative assessments, and instructional data)
Identify primary teaching strategies used by building	Principals Curriculum PD Committee	May, 2018	SIR Walk-through data Teaching Strategies Survey
Engage staff in training on high effect size strategies	Principals, Curriculum PD Committee	2018-2019	https://www.redefiningready.org
Identify primary strategies used by building Consider high effect size strategies	Principals, Curriculum PD Committee	May, 2019	

Chequamegon School District

Action Plan Process Form

Measurable Action Steps	Person or Group Responsible	Time Frame	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Engage staff in training on high effect size strategies	Principals, Curriculum PD Committee	2019-2020	
Research and consider programming options for At Risk Youth.			

Chequamegon School District
Action Plan Process Form
Focus: Workforce Development

Purpose Statement: The Chequamegon School District will utilize best practices to recruit, hire, develop, engage and retain a skilled and talented workforce.

Goal 1: Study recruitment practices to increase applicant pool.

Measurable Action Steps	Person or Group Responsible	Time Frame	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Develop district exit interview process	Leadership Team	April 2017	Exit interview google form/survey Process outline
Review current recruitment practices and compare to research supported best practices	Leadership Team	May 2017	Recruitment protocol Revise recruitment protocols
Develop and refine professional relationships with college schools of education	Leadership Team	Ongoing	Increased applicant interest from specific schools
Expand use of student teachers and interns	Leadership Team and teachers	Ongoing	Increased hiring of student teachers and interns for permanent teaching positions.

Chequamegon School District
Action Plan Process Form
Focus: Workforce Development

Purpose Statement: The Chequamegon School District will utilize best practices to recruit, hire, develop, engage and retain a skilled and talented workforce.

Goal 2: Refine practices in the hiring process.

Measurable Action Steps	Person or Group Responsible	Time Frame	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Review current recruitment practices and compare to research supported best practices	Leadership Team	May 2017	Recruitment protocol Revise recruitment protocols
Review best practices for interview and hiring of candidates	Leadership Team	2016-17	Have updated hiring protocol shared with Board by June 2017.
Reassess interview questions and align with job description and Danielson rubric	Leadership Team	2017-18	Have teacher interview questions completed and in use by April, 2018.

**Chequamegon School District
Action Plan Process Form
Focus: Workforce Development**

Purpose Statement: The Chequamegon School District will utilize best practices to recruit, hire, develop, engage and retain a skilled and talented workforce.

Goal 3: Develop an engaging work environment for staff.

Measurable Action Steps	Person or Group Responsible	Time Frame	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Conduct staff engagement survey	Leadership Team	April 2017	Results of survey shared with Board Personnel Committee by May, 2017
Evaluate engagement survey results	Leadership Team	July 2017	Share recommendations from evaluation of survey with Board Personnel Committee by August, 2017
Initiate regular meetings of a staff advisory committee	Leadership Team Staff Representatives	2017-18	Will include summary of topics discussed in Board Reports
Conduct follow up staff engagement survey	Leadership Team Staff Advisory Committee	2018-19	Results of survey shared with Board Personnel Committee in Fall of 2018

Measurable Action Steps	Person or Group Responsible	Time Frame	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Evaluate engagement survey results	Leadership Team Staff Advisory Committee	2018-19	Share recommendations from evaluation of survey with Board Personnel Committee by December 2018

Chequamegon School District
Action Plan Process Form
Focus: Workforce Development

Purpose Statement: The Chequamegon School District will utilize best practices to recruit, hire, develop, engage and retain a skilled and talented workforce.

Goal 4: Continuously assess and improve professional development.

Measurable Action Steps	Person or Group Responsible	Time Frame	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Review and assess responses to Professional Development survey from Spring, 2016	Leadership Team	April 2017	Principals share and discuss with staff and seek ongoing input on professional development. (Communicated in Board report)
Maintain financial support for professional development	Leadership Team School Board	Ongoing	Review annually
Provide Professional Development that supports teachers use of technology in instruction	Leadership Team	2017-18	Will be addressed in Professional Development Plan for 2017-18
Conduct Professional Development Survey with Teachers in Spring 2017	Leadership Team	June 2017	Leadership Team reviews results that will inform the professional development planning for 2017-18. (Communicated in Board report or at Committee level)
Explore personalization of professional development for 2018-19	Leadership Team Building Level PLCs	2017-18	Reported in Board Reports by Summer 2018

Measurable Action Steps	Person or Group Responsible	Time Frame	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Align professional development with mandated programs	Leadership Team	Ongoing	Professional development aligned with Educator Effectiveness, RtI and PBIS. (Communicated in Board report)

Chequamegon School District

Action Plan Process Form

Focus: Workforce Development

Purpose Statement: The Chequamegon School District will utilize best practices to recruit, hire, develop, engage and retain a skilled and talented workforce.

Goal 5: Study ways to retain qualified staff.

Measurable Action Steps	Person or Group Responsible	Time Frame	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Develop district exit interview process	Leadership Team	April 2017	Exit interview Google Form survey Use results to study reasons qualified staff leave
Conduct staff engagement survey	Leadership Team	2016-17	Results of survey shared with Board Personnel Committee by May 2017 Use results to analyze possible ways to improve retention
Review Teacher Compensation Plan and benefits periodically	Leadership Team	2017-18	Review plan and benefits to see that we are competitive with other school districts
Initiate regular meetings of a staff advisory committee	Leadership Team Staff Representatives	2017-18	Will include summaries of meetings in Board reports. Utilize to assess retention and efforts and inform future actions

Measurable Action Steps	Person or Group Responsible	Time Frame	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Develop longevity reward system for staff			

Chequamegon School District
Action Plan Process Form
Focus: Community and Communication

Purpose Statement: The Chequamegon School District will provide a clear, and concise communication system for internal and external stakeholders.

Goal 1 of 3: Develop a communication plan to enhance communication with district stakeholders.

Measurable Action Steps	Person or Group Responsible	Time Frame	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Create a job description and establish the role of Public Relations (PR) coordinators for each building.	Leadership Team	April 2017	Written job description. Selection of PR coordinators for each building.
Research and develop a communication audit.	Leadership Team PR Coordinators	August 2017	Communication audit selected / created / written.
Complete a communication audit to determine current status of district communication with stakeholders.	Leadership Team PR Coordinators	October 2017	Survey district stakeholders using the communication audit Analyze results of communication audit. Publish results from communication audit in report to the board.
Develop communication action plan based on results from communication audit.	Leadership Team PR Coordinators	December 2017	Develop Communication Action Plan based on results of audit with measurable action steps and time frame. Communication Action Plan
Implement the Communication Action Plan.	Leadership Team, PR Coordinators, TBD District Staff	January 2018	

Measurable Action Steps	Person or Group Responsible	Time Frame	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Conduct post-communication audit.	Leadership Team PR Coordinators	June 2019	Survey district stakeholders using the communication audit Analyze results of post-communication audit and compare results to Fall 2017 communication audit results. If needed develop new Communication Action Plan. Publish results from communication audit in report to the board.

Chequamegon School District
Action Plan Process Form
Focus: Community and Communication

Purpose Statement: The Chequamegon School District will provide a clear, and concise communication system for internal and external stakeholders.

Goal 2 of 3: Build community partnerships; strategize and strengthen targeted partnership areas.

Measurable Action Steps	Person or Group Responsible	Time Frame	Estimated Completion Date	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Determine current community partnerships.	Leadership Team Community Partnership Committee	2017-18	TBD	Establish community partnership committee. Definition of school community partnership. Survey staff to develop list of current community partnerships to establish baseline. Survey community members (i.e. businesses, daycares, service organizations...) to determine their partnership needs.
Determine what community partnerships are needed.	Community Partnership Committee	2017-18	TBD	Include several questions on Communication Audit regarding community partnerships needs. Review results from Communication Audit and develop Action Plan regarding community partnerships.

Measurable Action Steps	Person or Group Responsible	Time Frame	Estimated Completion Date	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Increase collaboration with targeted community partners.	Community Partnership Committee	2018-19	TBD	Using results from Communication Audit develop Action Plan regarding community partnerships and track progress.

Chequamegon School District
Action Plan Process Form
Focus: Community and Communication

Purpose Statement: The Chequamegon School District will provide a clear, and concise communication system for internal and external stakeholders.

Goal 3 of 3: Design a marketing strategy for the Chequamegon School District

Measurable Action Steps	Person or Group Responsible	Time Frame	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Create Marketing Committee	Admin Team	May 2017	Committee Assembled with administrative, faculty, staff, board, and community representation.
Create Marketing Plan to acquire students & Staff	Marketing Committee	August 2017	
Survey staff that are certified cooperating teachers			
Develop recruitment procedures of student teachers and interns			
Research recruitment incentives			
Incentive plan to encourage current staff members to achieve certification in high need area.	Admin Team		
Develop longevity reward system for staff			
Redesign district websites			Updated and redesigned district and school websites

Chequamegon School District
Action Plan Process Form
Focus: Social Emotional Well Being

Purpose Statement: The Chequamegon School District will provide an environment conducive to learning.

Goal 1: Improve academic and behavioral support practices (PBIS and RTI)

Measurable Action Steps	Person or Group Responsible	Time Frame	Estimated Completion Date	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Complete PBIS survey, Tiered Fidelity Inventory (TFI) to assess current level of implementation	PBIS Coordinator Leadership Team PBIS District Team	2016-17	March 2017	Completed TFI to establish Spring 2017 PBIS baselines
PBIS Action Plan developed based on results of the TFI	PBIS Coordinator Leadership Team PBIS District Team	2016-17	June 2017	PBIS Action Plan developed for each building and district Share PBIS Action Plan with School Board
Implement PBIS Action Plan	Leadership Team PBIS District Team	2017-19	June 2019	Evidence to be determined based on PBIS Action Plan
Complete the Wisconsin Response to Intervention School-wide Implementation Review (SIR) for reading	RtI Coordinator Leadership Team RtI District Team Title 1 Staff	2016-17	March 2017	Completed SIR for Reading to establish Spring 2017 baselines
RtI-Reading Action Plan developed based on the results of the SIR-Reading	RtI Coordinator Leadership Team RtI District Team Title 1 Staff	2016-17	June 2017	RtI-Reading Action plan developed

Measurable Action Steps	Person or Group Responsible	Time Frame	Estimated Completion Date	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Implement RtI-Reading Action Plan.	RtI Coordinator Leadership Team RtI District Team Title 1 Staff	2017-19	June 2019	Evidence to be determined based on RtI-Reading Action Plan
Complete the Wisconsin Response to Intervention School-wide Implementation Review (SIR) for math	RtI Coordinator Leadership Team RtI District Team Title 1 Staff	2017-18	TBD	Completed SIR for Math to establish Spring 2018 baselines
RtI-Math Action Plan developed based on the results of the SIR-Math	RtI Coordinator Leadership Team RtI District Team Title 1 Staff	2017-18	TBD	RtI-Math Action plan developed.
Implement RtI-Math Action Plan	RtI Coordinator Leadership Team RtI District Team Title 1 Staff	2018-19	June 2019	Evidence to be determined based on RtI-Math Action Plan.

Chequamegon School District
Action Plan Process Form

Focus: Social Emotional Well-Being

Purpose Statement: The Chequamegon School District will provide an environment conducive to learning.

Goal 2: Investigate the components of a district-wide Social Emotional Learning plan

Measurable Action Steps	Person or Group Responsible	Time Frame	Evidence of Progress or Completion: What will be the visible results of implementation or measurement?
Review and select a School Climate Survey	Leadership Team	May 2017	Survey will be administered to students, parents, and staff.
Administer School Climate Survey	Leadership Team School Counselors PBIS Team	November 2017	Results from survey.
Develop an Action Plan based on the results from School Climate Survey	Leadership team School Counselors PBIS Team	TBD 2018	Written plan.
Restorative Practices	School Counselors		Reduced suspension rates; increased attendance rates; reduced dropout rate
Establish the process of doing the Universal Screener for PBIS	PBIS Teams Counselors		The B.E.S.T. will be used as a universal screener for 2016-17 year. The B.E.S.T. will give results.
Investigate Trauma Informed (TI) School Training	Kriste Simonson		A plan on how to proceed with becoming a TI School.