

Raising Racine 2022

Strategic Plan: 2017-2022





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Introduction

The Racine Unified School District's North Star Vision was developed in 2011 as a result of a thoughtful and collaborative endeavor of teacher and District leaders. The North Star identified measures of student academic success that would accomplish the District's mission of "Educating Every Student to Succeed".

In 2013-14 the North Star Vision was enhanced and refreshed through a similar collaborative effort with input from staff, students and community. The new North Star includes measures of success for students from kindergarten through graduation in three core areas of the whole child: academics, social emotional and life skills.

The year 2013 also marked the establishment of the first *Raising Racine* strategic plan, a three-year plan for District improvement and progress based on three priorities: improving student achievement, closing achievement gaps, and ensuring safe and positive school environments. The original *Raising Racine* was the result of tremendous amount of input and consultation with staff, students, parents and community members through numerous listening sessions, review of existing data and information about the District, the needs of students and the context and climate of that time. Enormous progress was made to substantially improve the trajectory of District effectiveness and student success during the three years of *Raising Racine*. All priorities and commitments of *Raising Racine* were accomplished during those three years and form the foundation of the next era of progress.

Racine Unified School District continues its journey to excellence with this strategic plan, *Raising Racine 2022*. As a bridge from the original, this plan is revised and deepened to ensure continued progress and more success for students. *Raising Racine 2022* is the result of efforts led by a steering committee of teachers, leaders, board members and staff who began their work in February 2016. The key to this strategic plan is a commitment to 'Continuous Improvement' practices. This means rather than monitor only end measures to determine if the District is accomplishing the goals outlined in the plan, all schools, departments, Chiefs and the Board of Education will monitor progress in a short-term, systematic way that allows everyone to 'course-correct' if expected goals are not on track to be met.

The North Star continues to be the foundation of work embedded in the *Raising Racine 2022* strategic plan. The Board of Education's Operational Expectation and Results policies are also essential and foundational to the work of the *Raising Racine 2022* strategic plan.

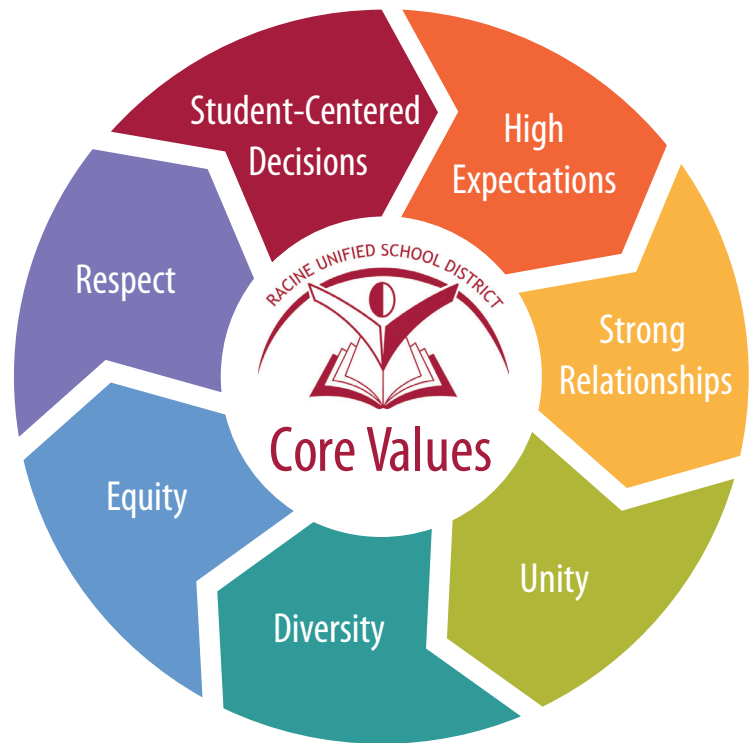
With great excitement and tremendous optimism, this new five-year Strategic Plan, *Raising Racine 2022*, promises to serve as the basis for the leadership and instructional work of the next five years. With so much at stake and such talent, passion and dedication from all staff and the community, RUSD can look forward to a successful, exciting and innovative future as the educational leader of Southeast Wisconsin.

Vision - All students graduate career and/or college ready

Our North Star Vision that all students graduate career and/or college ready guides our highly qualified educators in providing rigorous and engaging learning experiences for our students.

Core Values

In RUSD, our Vision, along with our Core Values, form the basis of the work we do each day to ensure every student exceeds expectations. Our Core Values were collaboratively developed by teacher and District leaders in a process that gathered input from all employees and RUSD families. Our Core Values reflect the priorities of the District and establish the essential foundations for decision-making and collaborative work. Our Core Values ensure that the organization moves forward in ways that reflect the values and beliefs of everyone. The first Core Value places students at the center of all actions and decisions at the classroom, school, District and Board of Education levels.



Student Centered Decisions

We are best when students are first. All decisions are centered on the needs of the whole child.

High Expectations

We hold high expectations for our students and ourselves.

Strong Relationships

Success requires strong, respectful partnerships with our colleagues, families and community.

Unity

We thrive when we support one another and work collaboratively.

Diversity

Our diversity is our strength and an asset.

Equity

Everyone deserves a respectful, safe and positive school environment.

Respect

Everyone deserves a respectful, safe and positive school environment.



ALL STUDENTS WILL GRADUATE COLLEGE AND / OR CAREER READY

GRADE	ACADEMIC	SOCIAL / EMOTIONAL	CAREER / LIFE SKILLS
GR.	Accomplishes one or more Indicators of college/career readiness		Demonstrates workplace soft skills
12		Identifies and demonstrates resiliency in life events	Documents learning and career goals in an electronic academic career plan
11		Effectively express own viewpoints and interprets diverse perspectives	
10	Earns 7 credits including 1 in Algebra (or higher) and 1 in science		Maintains school/class attendance rate of 97%
9	Scores proficient or advanced on District writing assessment	Respects and supports diversity	Documents learning and career goals in an electronic academic career plan
8	Demonstrates algebra readiness	Demonstrates empathy	Contributes to community through class-based or individual project
7		Identifies and demonstrates resiliency in life events	Maintains school/class attendance rate of 97%
6	Attains proficient or advanced level on state reading and math tests		Contributes to the community through a school-based project
5		Resolves conflicts appropriately	Documents learning and goals in an electronic academic career plan
4	Attains proficient or advanced level on state reading and math tests		
3		Understands and demonstrates appropriate interpersonal and social behavior	
2			
1	Scores at or above benchmark on reading measures		Attends school 97% of the time or more
K			
4K		Regulates own emotions	

Success Ready =

In 2016, the Board of Education adopted success-ready indicators which define career, college and life readiness for our community and graduates. This measure is part of the District's plan to accomplish our vision that all students will graduate college and/or career ready.

Every Racine Unified graduate must meet the following requirements:

- District graduation requirements
- Participate in a Career Pathway course sequence
- Complete an academic and career plan

To be college and/or career ready, graduates must also accomplish indicators as described below.

Life Ready Indicators - Critical for both College & Career Ready graduates

- Completion of a financial literacy curriculum or experience
- Understanding of growth mindset
- Effectively advocating strengths and weaknesses
- Demonstrating grit and perseverance to achieve goals
- Demonstrating use of employability skills
- Demonstrating ability to express viewpoints and interpret diverse perspectives



¹Please note that each individual employer and job will have individual criteria

Source: <http://www.redefiningready.org/>

These readiness indicators begin with the class of 2020.

²Please note that each college or university has individualized admission requirements

Board approved: October 17, 2016

College & Career Readiness

Career Ready Indicators¹

Career Ready graduates identify a career cluster interest and meet **two** or more of the benchmarks below:

- 97% Attendance
- 80 hours of community service or a service learning project
- 160 hours of work experience in good standing
- Wisconsin certified Co-op program or Youth Apprenticeship certification
- Industry credential/certification (high demand area recommended)
- WorkKeys Certificate silver or higher
- Involvement in an approved career and technical student organization
- Two or more organized co-/extra-curricular activities
- Students entering the military meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for chosen military branch

College Ready Indicators²

College Ready graduates maintain a minimum GPA 2.8 out of 4.0 and **two** or more of the following benchmarks:

- ACT reading score of 22 or ACT math Score of 22
- AP exam (3+) or AP course (C or better)
- IB exam (4+) or IB course (C or better)
- PLTW end of course exam (6+) or PLTW course (C or better)
- Algebra II (C or better)
- Dual credit Career Pathway course (C or better)
- Dual credit College English and/or math (C or better)

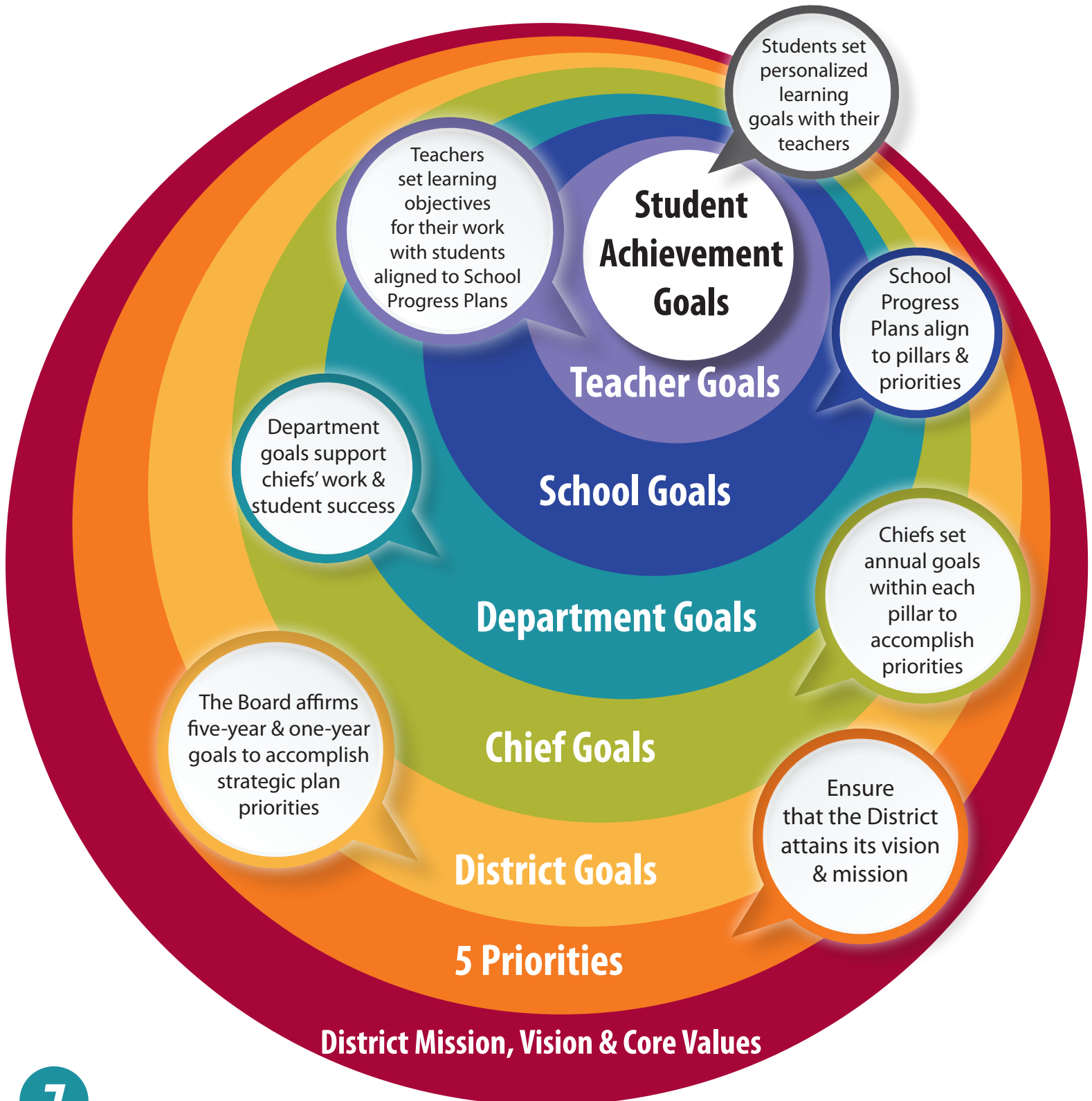
Other Factors that Contribute to College and Career Readiness:

- College academic advising; including FAFSA completion
- Participation in an approved College Bound Program
- Completion of a 4th credit of math and/or science or 2 credits of world language
- Seal of Biliteracy
- Completion of an online course

The Office of Secondary Transformation will provide an annual report to the Board of Education and community sharing the percent of graduates who attained the life and College or Career-Readiness Benchmarks. By 2022, at least 90% of RUSD graduates will attain one or more of these success-ready indicators.

Raising Racine 2022 Strategic Plan Structure

This strategic plan is designed so that all work from student-level to Board-level is aligned toward the same five priorities, four pillars and goals. Based on a Continuous Improvement model, *Raising Racine 2022* consistently focuses on student success in academics, social-emotional skills and career and life skills.



District Priorities

2017-2022



- 1** Be the educational choice for families in the southeast region of Wisconsin
- 2** Accelerate higher levels of student performance
- 3** Close student achievement gaps
- 4** Ensure positive, engaging environments
- 5** Endorse learning paths for post-secondary training, college and career readiness for every student

Pillars of Excellence

The District's **five Priorities** are linked to **four Pillars of Excellence**.

Student Learning	Culture & Environment	Partnerships & Community	Financial & Operational Excellence
Ensure experiences, opportunities and choice so every RUSD student is academically, socially and emotionally successful and ready for career and/or college	Consistently demonstrate our Core Values so that RUSD is a great place to learn, work and succeed	Create strong family, community and business partnerships to accelerate our collective impact on student success	Ensure fiscal decisions and infrastructure planning align to student-centered District priorities

Student, Teacher, School, Department, Chief Annual Goals & Scorecards include:

1. Goals • 2. Strategic Actions • 3. Progress Monitoring

Five-Year Goals

- Four-year graduation rate from 76.8% to meet or exceed state average by 2022
- ACT: Eleventh grade students at or above the CCR Benchmark:
 - Math: from 16.8% to 26.8%
 - Reading: from 22.5% to 32.5%
- Ninth grade students earning 7 high school credits (including math-Algebra 1 or higher) from 60.5% to 80%
- Forward Exam: 7th grade students scoring proficient/advanced increased by 15%:
 - Math: from 10.6% to 25.6%
 - Reading: from 14.8% to 29.8%
- MAP at the CCR Benchmark increase by 15%:
 - 3rd grade students reading from 23.5% to 38.5%
 - 5th grade students math from 23.7% to 38.7%

Students

- Student Engagement Survey:
- Safety: "feel safe" from 3.89 to 4.50
 - Teachers: "My teachers/administrators care about me" from 4.19 to 4.70
 - Climate: "I like going to school" from 3.67 to 4.0

- District Average Daily Attendance:
- Increase from 92.4% to 97%
- Reduce number of suspensions across the District by 50%

- Elementary: from 1,875 to 938
- Middle: from 1,698 to 849
- High: from 1,178 to 589

Increase number of students participating in accelerated curricular opportunities

Families

- Family Engagement Survey:
- Communication: "Receive regular teacher feedback about my child" from 3.59 to 4.0
 - Environment: "Feel welcome at my school" from 4.08 to 4.5

Every school authentically engages families in partnership with the school

- School-based survey instruments
- Regular parent focus group feedback and input

Employees

- Employee Engagement Survey participation to at least 50%
- Increase Employee Engagement Survey district mean from 3.43 to 4.5
- Increase staff attendance rate from 84% to 90%
- Increase District Services Survey District mean score to 4.5 or higher

- Establish at least 250 active District-level business and nonprofit partnerships
- Significantly expand opportunities for family engagement

- Assure long-range fiscal planning and annual budget development adequately funds student-centered programs and priorities
- Establish District's budget process and budget documents according to Government Finance Officers Association (GFOA) standards
- Sustain District fund balance at 15% or higher of the annual operating budget
- Reduce the Facilities Condition Index from 18% to 14%

Pillars of Excellence



Student Learning

Ensure experiences, opportunities and choice so every RUSD student is academically, socially and emotionally successful and ready for career and/or college



Culture & Environment

Consistently demonstrate our Core Values so that RUSD is a great place to learn, work and succeed



Partnerships & Community

Create strong family, community and business partnerships to accelerate our collective impact on student success



Financial & Operational Excellence

Ensure fiscal decisions and infrastructure planning align to student-centered District priorities

Priorities

- Be the educational choice for families in southeast region of Wisconsin
- Accelerate higher levels of student performance
- Close student achievement gaps
- Ensure positive, engaging environments
- Endorse learning paths for post secondary training, college & career readiness for every student

Core Values

Student-Centered Decisions • High Expectations • Equity • Diversity • Strong Relationships • Unity • Respect

Mission & Vision

Educate every student to **succeed**



NORTH STAR

All students will graduate career and/or college ready.

District Goals

*The Board of Education affirms District five-year
& one-year goals in August.
Goals accomplish Strategic Plan Priorities.*





Pillar 1: Student Learning

Five-Year Measurable Goals

Ensure experiences, opportunities and choice so every RUSD student is academically, socially and emotionally successful and ready for career and/or college

Four-year graduation rate from 76.8% to meet or exceed state average by 2022

ACT: Eleventh grade students at or above the CCR Benchmark:

- Math: from 15.2% to 25.2%
- Reading: from 21.4% to 31.4%

Ninth grade students earning 7 high school credits (including math-Algebra 1 or higher) from 60.5% to 80%

Forward Exam: 7th grade students scoring proficient/advanced increased by 15%:

- Math: from 12.6% to 27.6%
- ELA: from 20.4% to 35.4%

MAP at the CCR Benchmark increase by 15%:

- 3rd grade students reading from 23.5% to 38.5%
- 5th grade students math from 23.7% to 38.7%

Key Strategies

- Ensure comprehensive, relevant and current curriculum and resources to meet the evolving academic needs of students
- Sustain best practices in instruction through quality classroom and school support
- Ensure highest quality professional development for all employees that supports performance excellence and best practices
- Assure 21st century learning opportunities for all students
 - **Elementary:** Research-based teaching & learning tools
 - **Middle:** Blended learning
 - **High:** Academies of Racine
- Expand social emotional learning and support for students and training for staff
- Assure exceptional instructional leadership at the District and building levels
- Create middle and elementary school models to increase choice, expand opportunities
- Assure employees increase performance excellence through aligned employee evaluations and quality supervisory feedback
- Update school facilities to support academic transformation, program implementation and athletic and other extracurricular options for students



Pillar 1 Annual Goals toward five-year success

Each year the District will develop annual goals and measures of progress for meeting the strategic plan priorities and Pillar 1 five-year goals. The Board of Education will review progress on annual goals every August. The District will share annual goal progress widely with the community.

Pillar 1 2017-2018 Goals

- Four-year graduation rate increased by **2%** (2014-15 most recent data available) from **76.8% to 78.8%**
- ACT: Eleventh grade students at or above the CCR Benchmark increase by **2%**:
 - Math: **15.2% to 17.2%**
 - Reading: **21.4% to 23.4%**
- Ninth grade students earning 7 high school credits - including 1 in Algebra (or higher) & 1 in science from **60.5% to 65.5%**
- Forward Exam - 7th grade students scoring proficient/advanced increase by **3%**:
 - Math: from **12.6% to 15.6%**
 - ELA: from **20.4% to 23.4%**
- MAP students at CCR Benchmark increase by **3%**
 - 3rd grade reading: from **23.5% to 26.5%**
 - 5th grade math: from **23.7% to 26.7%**

Key Strategies

- Provide wide-range of research/evidence-based intervention resources & tools at all grade bands
- All schools provide "intervention block" times in the school schedule to address individual student needs
- Fully utilize coaches and other instructional support staff to support classroom instruction & intervention
- Align instructions & grading to academic standards
- Implement sophomore level of Career Academies & Pathways
- Enhance implementation of math curriculum (K-12)
- Year 1 implementation of ELA curriculum
- Increase advanced academics and virtual learning opportunities at all levels
- Implement Gifted & Talented resource teacher model across the District
- Continuous monitoring of freshmen algebra students course progress with intervention strategies implemented as needed
- Implement strategies to increase student participation in ACT Prep opportunities

Progress Monitoring Measures

High School:

- Weekly Academy team monitoring of student academic, attendance, social-emotional and other data to plan interventions & support
- Department review of student common assessment data to plan interventions & support

Middle School:

- Weekly collaborative team monitoring of student academic, attendance, social-emotional and other data to plan interventions & support
- Ongoing monitoring of MAP Benchmarks
- Grade level teams review of student common assessment data to plan interventions & support

Elementary School:

- Weekly grade level team monitoring of student academic, attendance, social-emotional and other data to plan interventions & support
- Ongoing running record benchmarking for reading
- Ongoing monitoring of MAP Benchmarks
- Grade level teams review of student common assessment data to plan interventions & support



Pillar 2: Culture & Environment

Five-Year Measurable Goals

Consistently demonstrate our Core Values so that RUSD is a great place to learn, work and succeed

STUDENTS

Student Engagement Survey:

- Safety: "feel safe" from 3.89 to 4.50
- Teachers: "My teachers/administrators care about me" from 4.19 to 4.70
- Climate: "I like going to school" from 3.67 to 4.0

District Average Daily Attendance:

- Increase from 92.4% to 97%

Reduce number of suspensions across the District by 50%

- Elementary: from 1,875 to 938
- Middle: from 1,698 to 849
- High: from 1,178 to 589

Increase number of students participating in accelerated curricular opportunities

FAMILIES

Family Engagement Survey:

- Communication: "Receive regular teacher feedback about my child" from 3.59 to 4.0
- Environment: "Feel welcome at my school" from 4.08 to 4.5

Every school authentically engages families in partnership with the school

- School-based survey instruments
- Regular parent focus group feedback and input

EMPLOYEES

- Employee Engagement Survey participation to at least 50%
- Increase Employee Engagement Survey district mean from 3.43 to 4.5
- Increase staff attendance rate from 84% to 90%
- Increase District Services Survey District mean score to 4.5 or higher

Key Strategies

STUDENTS

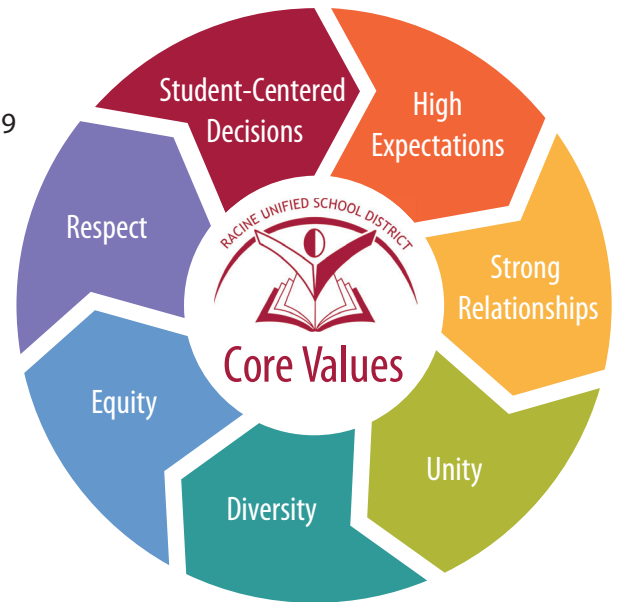
- Expand & enhance scope and quality of climate and behavior support programs and staffing
- Expand extra-curricular programs and opportunities
- Significantly deepen and enrich curricular offerings to meet the diverse student needs and interests
- Implement support systems for disproportionately represented student groups

FAMILIES

- Implement Family & Community Engagement strategic plan

EMPLOYEES

- Establish a robust performance recognition and communication plan for our staff
- Use Lean 6 Sigma and other improvement processes to improve organizational culture
- Create a gold standard for customer service across the District



Pillar 2 Annual Goals toward five-year success

Each year the District will develop annual goals and measures of progress for meeting the strategic plan priorities and Pillar 2 five-year goals. The Board of Education will review progress on annual goals every August. The District will share annual goal progress widely with the community.

Pillar 2 2017-2018 Goals

STUDENTS

Student Engagement Survey:

- Safety: "feel safe" from 3.89 to 3.95
- Teachers: "My teachers/administrators care about me" from 4.19 to 4.25
- Climate: "I like going to school" from 3.67 to 3.73

District Average Daily Attendance:

- Increase from 92.4% to 93.4%

Reduce number of suspensions across the District by 10%

- Elementary: from 1,875 to 1,687
- Middle: from 1,698 to 1,528
- High: from 1,178 to 1,060

Increase number of students participating in accelerated curricular opportunities

- IB Full Diploma Candidates: from 9 to 14
- AP Scholars: from 56 to 62
- Elementary subject accelerated students: from 2 to 4
- PLTW course exam, 6 or higher (high school): from 22.4% to 25%
- Algebra or higher course completion by end of 8th grade: from 371 to 408
- Dual enrolled students: from 98 to 108

FAMILIES

Family Engagement Survey:

- Communication: "Receive teacher feedback about my child" from 3.59 to 3.65
- Environment: "Feel welcome at my school" from 4.08 to 4.14

- Develop and administer school-based surveys at all schools
- Regular parent focus group feedback and input - twelve school focus groups

EMPLOYEES

- Employee Engagement Survey participation to at least 30%
- Increase Employee Engagement Survey district mean from 3.43 to 3.5
- Increase staff attendance rate from 84% to 85%



Key Strategies

STUDENTS

- Fully implement Studer survey data roll-out process at individual school sites
- Develop action plans to address suspension and attendance issues based on data
- Ensure that all high school AP, IB & PLTW, teachers have training and clarification for exam participation
- Elementary gifted resource teachers work with all elementary schools to identify students &
- Provide resources for accelerated coursework

FAMILIES

Implement Year 1 of FACE Strategic Plan: Communication, leadership, environment, engagement and partnerships

EMPLOYEES

- Fully implement Studer survey data roll-out process at individual school sites and department
- Assure all schools staff take Employee Engagement survey during a regular staff meeting

Progress Monitoring Measures

STUDENTS

Chief of Schools Office

- Monitors individual school roll out and action planning implementation for all Studer surveys
- Monitor & report weekly suspension data by school
- Monitor attendance weekly by school

Chief Academic Office

- Quarterly report of accelerated curricular opportunities enrollment & progress

FAMILIES

Office of Family & Community Engagement will establish baseline data for monitoring & improving family engagement

EMPLOYEES

Monitor individual school roll-out and action planning implementation for all Studer surveys



Pillar 3: Partnerships & Community

Five-Year Measurable Goals

Create strong family, community and business partnerships to accelerate our collective impact on student success

- Establish at least 250 active District-level business and nonprofit partnerships
- Significantly expand opportunities for family engagement

Key Strategies

- Use marketing & communication channels to expand awareness of all school choices, opportunities and programs in RUSD
- Implement Family & Community Engagement Strategic Plan
- Identify and align community resources to support student learning through internships, job shadowing and apprenticeships
- Identify and integrate processes in District operations & finance for excellent customer care and service satisfaction
- Expand parent/caregiver use of digital tools to improve communication and timely access to student progress information



Pillar 3 Annual Goals toward five-year success

Each year the District will develop annual goals and measures of progress for meeting the strategic plan priorities and Pillar 3 five-year goals. The Board of Education will review progress on annual goals every August. The District will share annual goal progress widely with the community.

Pillar 3 2017-2018 Goals

- Establish at least 100 active District-level business and nonprofit partnerships
- Launch Parent University with at least 30 graduates from the spring six-week course
- Launch RUSD District App with 40% downloads by June 1
- Increase percent of parents using Infinite Campus from 66% to 76%

Key Strategies

- Design & host a District partners recognition event
- Identify partners who can provide job shadowing, apprenticeship, and internship opportunities for students in the 2018-2019 school year
- Release District App with a comprehensive communication plan
- Develop and implement *My School. My Choice.* communication plan
- Develop framework, courses and communication plan to launch Parent University in spring 2018
- Use enrollment event, fall parent/teacher conferences and open houses as vehicles to increase number of parents using Infinite Campus

Progress Monitoring Measures

- Monitor partnership list fall, winter and spring to develop action plan as needed
- Quarterly monitoring of number of parents using Infinite Campus Parent Portal
- Quarterly monitoring of RUSD App downloads
- Monitor number of parents who enroll in middle school options during school choice window





Pillar 4: Financial & Operational Excellence

Five-Year Measurable Goals

Ensure fiscal decisions and infrastructure planning align to student-centered District priorities

- Assure long-range fiscal planning and annual budget development adequately funds student-centered programs and priorities
- Establish District's budget process and budget documents according to Government Finance Officers Association (GFOA) standards
- Sustain District fund balance at 15% or higher of the annual operating budget
- Reduce the Facilities Condition Index from 18% to 14%



Key Strategies

- Revise and improve budget model to fully align with GFOA best practices in school budgeting
- Fund the District's long-range Facilities Improvement Plan in collaboration with the Board of Education through the facilities maintenance budget and referendum
- Annually review and update the District's long-range fiscal plan in collaboration with the Board of Education
- Implement and fund the District's technology strategic plan (CELT)

Pillar 4 Annual Goals toward five-year success

Each year the District will develop and report annual goals and measures of progress for meeting the strategic plan priorities and five-year goals. Every August the annual goals will be brought to the Board of Education and shared widely with the community.

Pillar 4 2017-2018 Annual Goals

- Develop a long-range facilities plan in collaboration with the Board of Education using the Guiding Change document
- Develop a long-range fiscal plan in collaboration with the Board of Education using the Guiding Change document
- Develop planning factors for staffing and school-based budgets to be incorporated in the FY19 budget
- Develop and format the template for school-based budgets to be included in the FY19 budget
- Use budget roundtable and regular budget monitoring processes to continuously identify efficiencies in department and school budgets
- Implement and fund Year 1 of CELT plan

Key Strategies

- Incorporate facilities planning into Board work sessions throughout the year
- Incorporate fiscal planning into Board work sessions throughout the year
- Work with principals and department heads to develop planning factor criteria
- Senior Leadership to develop budget monitoring process and schedule sessions quarterly
- Establish working committee and appropriate departments and teams to implement CELT plan

Progress Monitoring Measures

- Long-range facilities plan presented by March 2018
- Long-range fiscal plan presented by April 2018
- Staff and school-based planning factors used to develop the FY19 budget
- Share drafts of school-based budget templates by January 2018
- Quarterly Senior Leadership of all Chiefs' budget expenditures
- Report on CELT strategic plan implementation Year 1 by July 2018

Chief Goals

Chiefs set annual goals for each pillar to accomplish District annual & five-year goals.





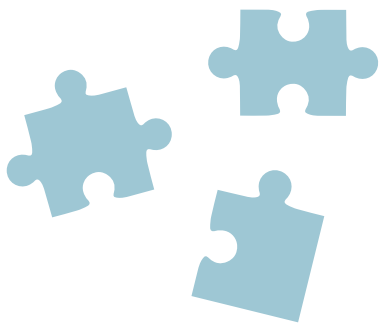
Chief Academic Officer - 2017-2018 Goals



Pillar 1: Student Learning

Ensure experiences, opportunities and choice so every RUSD student is academically, socially and emotionally successful and ready for career and/or college

- Evaluate and revise mathematics curriculum, resources and assessments based on 2016-2017 results
- Implement English Language Arts K-8 curriculum with fidelity to the instructional model
- Implement a 3-year District professional learning plan that accelerates instructional effectiveness through personalized learning opportunities
- Implement standards based teaching learning and assessment models for K-8 & 9th grade algebra
- Align additional instructional areas to state standards (Special Education, Science, Social Studies, World Languages and Spanish Language Arts)
- Expand personalized Blended Learning model to at least 50% of grades 6-8 classrooms
- Expand Response to Intervention (RtI) to all secondary schools, grades 6-12
- Increase percent of 4K students who are at kindergarten readiness benchmarks



Pillar 2: Culture & Environment

Consistently demonstrate our Core Values so that RUSD is a great place to learn, work and succeed

- Increase number of students participating in accelerated curricular opportunities
- Empower instructional staff in their own professional learning by offering personalized learning opportunities
- Improve parent engagement opportunities by increasing access to curriculum and assessment resources and information
- Expand Culturally and Linguistically Responsive Practices (CLR) professional learning experiences to additional schools

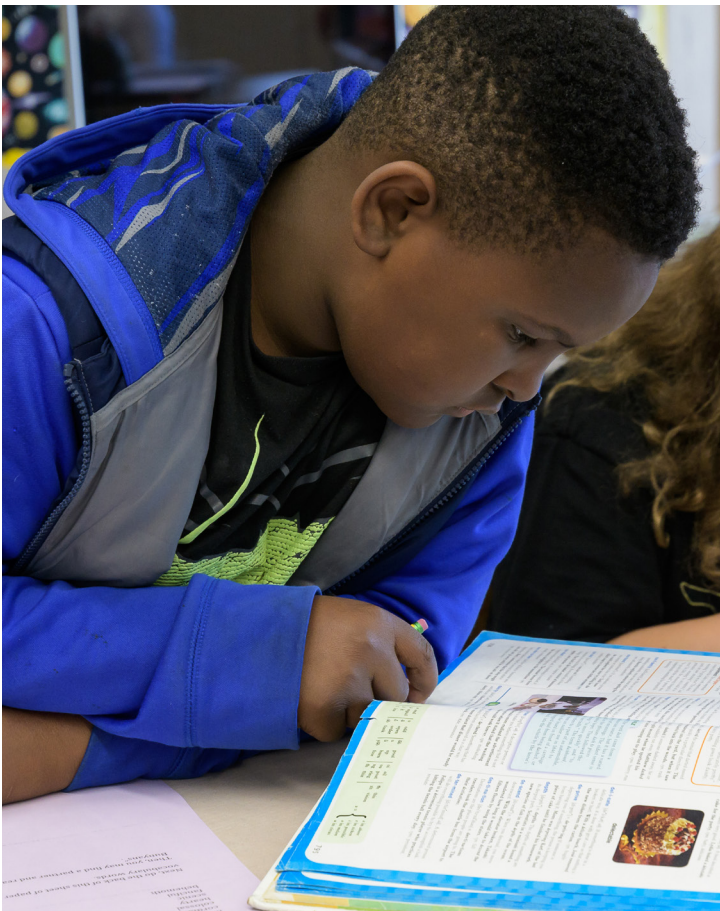




Pillar 3: Partnerships & Community

Create strong family, community and business partnerships to accelerate our collective impact on student success

- Secure parent and community representation on all curriculum review committees
- Expand/enhance partnerships that support academic programs at all grade levels



Pillar 4: Financial & Operational Excellence

Ensure fiscal decisions and infrastructure planning align to student-centered District priorities

- Monthly monitoring of CAO's budget with department team leaders
- Develop systematic Continuous Improvement and program evaluation processes to ensure District effectiveness and efficiency





Chief of Schools - 2017-2018 Goals



Pillar 1: Student Learning

Ensure experiences, opportunities and choices so every RUSD student is academically, socially and emotionally successful and ready for career and/or college

- Support school leaders in the implementation and regular progress monitoring of School Progress Plan goals & strategies
- Collaborate with CAO to provide training for school leaders on expectations for the implementation of ELA curriculum
- Collaborate with CAO to provide training for school leaders on expectations for the implementation of standards-based teaching & learning
- Collaborate with HR to ensure school leadership provides regular quality feedback to staff to guide professional growth
- Expand GED02 and alternative programming for increased credit attainment and graduation rate
- Increase credit recovery options during and after school at multiple sites
- Collaborate with OST to expand alternative learning students' opportunities for career pathways and dual credit options



Pillar 3: Partnerships & Community

Create strong family, community and business partnerships to accelerate our collective impact on student success

- Partner with Parks & Recreation to expand community recreation and extended learning opportunities for students across the community
- Partner with local post-secondary institutions to provide opportunities for alternative learning students
- Continue to enhance the School Community Policing Model partnership with RPD and MPPD



Pillar 2: Culture & Environment

Consistently demonstrate our Core Values so that RUSD is a great place to learn, work and succeed

Students

- Expand school-based programming to improve student behavior
- Continue to expand school-based and community mental health clinic sites
- Continue to ensure fidelity to due process for student discipline

Families

- Partner with FACE to improve staff-parent communication and partnerships

Staff

- Expand school-based staff training and support to improve student behavior
- Partner with CAO to support staff training in culturally responsive practices at selected school sites
- Partner with CAO to ensure fidelity of implementation of RtI
- Provide and train school-based staff with a standardized process for recording attendance and tardies



Pillar 4: Financial & Operational Excellence

Ensure fiscal decisions and infrastructure planning align to student-centered District priorities

- Monthly monitoring of Chief of School's budget with department team leads
- Develop systematic Continuous Improvement and program evaluation processes to ensure District effectiveness and efficiency



Chief of Human Resources - 2017-2018 Goals



Pillar 1: Student Learning

Ensure experiences, opportunities and choices so every RUSD student is academically, socially and emotionally successful and ready for career and/or college

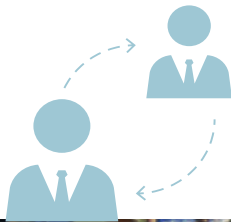
- Hire and retain high quality, fully licensed staff to support student learning in every classroom
- Provide support and training to evaluators to ensure they offer ongoing meaningful feedback to staff



Pillar 3: Partnerships & Community

Create strong family, community and business partnerships to accelerate our collective impact on student success

- Partner with local colleges and universities to increase clinical and student teacher placements
- Partner with local colleges and universities to develop in-District cohort certification opportunities and tuition discounts



Pillar 2: Culture & Environment

Consistently demonstrate our Core Values so that RUSD is a great place to learn, work and succeed

- Expand wellness and benefits options for all employees
- Enhance New Employee Orientation and develop a plan to sustain a positive on-boarding experience
- Develop career ladders for all employee groups to advance within the organization
- Revise the salary structure for teachers and BSE staff
- Expand cultural competence in all District work environments



Pillar 4: Financial & Operational Excellence

Ensure fiscal decisions and infrastructure planning align to student-centered District priorities

- Develop and implement Planning Factors for school and department staffing in FY19 budget
- Monthly monitoring of CHR's budget with department team leads
- Develop systematic Continuous Improvement and program evaluation processes to ensure District effectiveness and efficiency



Chief of Communication & Community Engagement 2017-2018 Goals



Pillar 1: Student Learning

Ensure experiences, opportunities and choices so every RUSD student is academically, socially and emotionally successful and ready for career and/or college

- Communicate with and inform families about RUSD opportunities and choices
- Ensure families are informed about their middle school choice options
- Continue and expand communication to families about Career Academies opportunities
- Establish and implement FACE District framework
- Communicate with and inform staff about RUSD initiatives and changes
- Create systemic, integrated, sustainable strategies to support District and schools: School Progress Plans and District initiatives



Pillar 2: Culture & Environment

Consistently demonstrate our Core Values so that RUSD is a great place to learn, work and succeed
Students

- Collaborate with Chief of Schools to administer and roll out the student engagement survey
- Continue to communicate student success internally and externally

Families

- Expand reach and impact of FACE to create meaningful relationships between families and their school staff
- Train and support school staff to provide excellent customer service & a welcoming environment for families
- Collaborate with school leaders to administer, analyze and roll out results of the Parent Engagement Survey

Staff

- Implement Year 1 of internal communication plan
- Collaborate with school & District leaders to administer, analyze and roll out the results of the Staff Engagement Survey and District Services Survey

District-wide

- District logo re-design/development and planning
- Academies of Racine - Year 2 marketing campaign





Pillar 3: Partnerships & Community

Create strong family, community and business partnerships to accelerate our collective impact on student success

- Increase partner support for District events and activities
- Work with Superintendent and School Board to develop positive community engagement strategy
- Intentionally increase positive District media presence
- Maintain Chairman's Club level of giving in annual United Way of Racine County campaign
- Collaborate with Office of Secondary Transformation to expand outreach to potential business and community partners

Pillar 4: Financial & Operational Excellence

Ensure fiscal decisions and infrastructure planning align to student-centered District priorities

- Monthly monitoring of CCCE's budget with department team
- Develop systematic Continuous Improvement and program evaluation processes to ensure District effectiveness and efficiency





Chief of Secondary Transformation

2017-2018 Goals



Pillar 1: Student Learning

Ensure experiences, opportunities and choices so every RUSD student is academically, socially and emotionally successful and ready for career and/or college

High Schools

- Implement Year 2 Academies Master Plan for sophomore year
- Establish data warehouse for “Success Ready” criteria & annual graduation report
- Collaborate with school leadership, CAO and Chief of Schools teams to develop programming strategies to increase freshman academic achievement & credit attainment

REAL School

- Open REAL School with full programming available
- Implement Engineering Pathway for freshmen

Walden

- Collaborate with Walden to develop an identity-focused Pathway

Middle Schools

- Collaborate with school leadership, CAO and Chief of Schools teams to fully implement all components of the *My School. My Choice.* plan
- Collaborate with CAO to increase the number of middle school students earning high school credit



Pillar 2: Culture & Environment

Consistently demonstrate our Core Values so that RUSD is a great place to learn, work and succeed

High Schools

- Provide ongoing and embedded professional learning to support staff through the change process of the Academies of Racine model
- Collaborate with school leadership and Chief of Schools teams to increase high school attendance
- Collaborate with Family and Community Engagement to develop family engagement strategies for FAFSA applications

Middle Schools

- Collaborate with school leadership to develop a multi-year plan to increase extra-curricular opportunities



Pillar 3: Partnerships & Community

Create strong family, community and business partnerships to accelerate our collective impact on student success

High Schools

- Increase opportunities to engage active community partners in the Academies of Racine
- Partner with business and community leaders to increase number of youth apprenticeship and Co-op opportunities available to juniors
- Expand concurrent dual credit enrollment opportunities for students in partnership with Gateway Technical College and UW-Parkside

REAL School

- Ensure meaningful engineering coursework for students in partnership with Gateway Technical College

Middle Schools

- Increase the number of students who participate in financial literacy opportunities in partnership with middle school leaders & Junior Achievement



Pillar 4: Financial & Operational Excellence

Ensure fiscal decisions and infrastructure planning align to student-centered District priorities

- Monthly monitoring of Chief of Secondary Transformation's budget with department team leaders
- Develop systematic Continuous Improvement and program evaluation processes to ensure District effectiveness and efficiency

High Schools

- Provide input to Facilities Advisory Council to ensure renovation of classroom spaces for Academy Pathway courses
- Create a five-year high school facilities plan to accommodate Academy growth & needs
- Develop a transportation plan across the three Academy high schools

Middle Schools

- Assure transportation plan is in place for the *My School. My Choice.* fall 2018 launch



Chief Operations Officer- 2017-2018 Goals



Pillar 1: Student Learning

Ensure experiences, opportunities and choices so every RUSD student is academically, socially and emotionally successful and ready for career and/or college

- Ensure that facility needs to launch *My School. My Choice.* for fall 2018 are in place
- Complete work of *My School. My Choice.* Transportation, Lottery, Facilities and Boundaries committee
- Complete priority science classroom improvements at Case and Park High Schools
- Collaborate with the Office of Secondary Transformation to develop plan to meet instructional space needs for the Academies of Racine



Pillar 3: Partnerships & Community

Create strong family, community and business partnerships to accelerate our collective impact on student success

- Continue to engage a robust Facility Advisory Council to identify priorities and collaborate on long-range facility planning
- Create a model for partnering with parent and community groups to plan and fund facility projects
- Collaborate with municipal government entities within the District on facilities planning



Pillar 2: Culture & Environment

Consistently demonstrate our Core Values so that RUSD is a great place to learn, work and succeed

- Complete the current year components of the landscape, playground, signage and accessibility long-range plans
- Increase the number of schools with secure entrances by at least three
- Work with facilities teams to develop a culture of pride and teamwork at school sites and departments



Pillar 4: Financial & Operational Excellence

Ensure fiscal decisions and infrastructure planning align to student-centered District priorities

- Develop a long-range facilities plan in collaboration with the Board of Education using the Guiding Change document
- Reduce Facility Condition Index from 18% to 17%
- Monthly monitoring of COO's budget with department team leaders
- Develop systematic Continuous Improvement and program evaluation processes to ensure District effectiveness and efficiency





Chief Financial Officer - 2017-2018 Goals

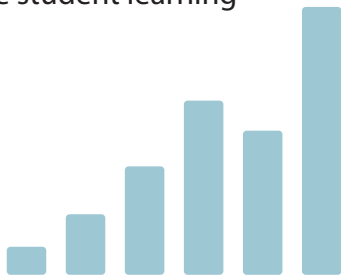


Pillar 1: Student Learning

Ensure experiences, opportunities and choices so every RUSD student is academically, socially and emotionally successful and ready for career and/or college

Budget Process Restructuring

- Implement the restructured Title IA grant programs plan to focus on student learning priorities
- Fund identified District priorities that accelerate student learning



Pillar 2: Culture & Environment

Consistently demonstrate our Core Values so that RUSD is a great place to learn, work and succeed

Finance Office/Business Services Process Improvements

- Develop proposal for new Food Service contract that includes enhanced meal offerings to increase participation
- Establish, communicate, train and support school staff in a new cash management process
- Develop systematic continuous improvement and program evaluation processes to ensure District effectiveness and efficiency
 - Collaborate with Human Resources to improve shared processes for employees and schools
 - Improve customer service to schools measured by the District Services Survey



Pillar 3: Partnerships & Community

Create strong family, community and business partnerships to accelerate our collective impact on student success

Finance Office/Business Services Process Improvements

- Implement process improvements for student fees and fines collection systems through excellent communication to families
- Assure fiscal monitoring and accountability for partner donations and contributions
- Continue to expand vendor contracts with local and underrepresented businesses owners

Non-Public School Partnerships

- Implement the restructured systems and support for non-public schools

Budget Process Restructuring

- Develop annual budget and finance report that enhances clarity and transparency for community stakeholders
 - Transition existing budget document to new format for full budget publication
 - Focus budget communications on student learning, schools and community needs



Pillar 4: Financial & Operational Excellence

Ensure fiscal decisions and infrastructure planning align to student-centered District priorities

Finance Office/Business Services Process Improvements

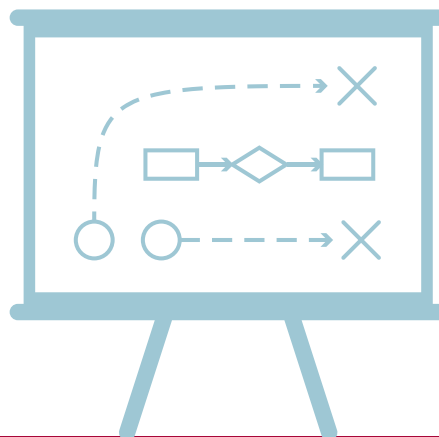
- Integrate systems improvement across all operational areas of the CFO for greater efficiency and effectiveness

Finance Office/Business Services Technical Systems Efficiencies

- Identify and implement system enhancements to streamline and improve services to schools, employees and families:
 - Purchasing and requisition processes
 - Employee self-service features for reimbursement
 - Automated position authorization process
 - Food Service payment systems
 - Student fee & revenue collections
- Develop systems for aligning grants to School Progress Plans
- Replace manual time & payroll reporting processes with automated processes
- Develop plans and timelines for each technical systems efficiency project

Budget Process Restructuring

- Develop a long-range fiscal plan in collaboration with the Board of Education using the Guiding Change document
- Develop enhanced budget structure:
 - Develop a plan and timeline to meet GFOA guidelines
 - Implement plan for first year goals
 - Build school formula-based allocations (Planning Factors) and utilize
 - Streamline monitoring and reporting
- Develop standardized phased approach to create grant and district comprehensive budgeting to ensure alignment
- Monthly monitoring of CFO's budget with department team leaders





Chief Information Officer - 2017-2018 Goals

Chief Information Officer team has developed a District 3-year technology blueprint (CELT) that will guide their work across all departments.



Pillar 1: Student Learning

Ensure experiences, opportunities and choice so every RUSD student is academically, socially and emotionally successful and ready for career and/or college

- Ensure all users have uninterrupted access to District infrastructure that is reliable, secure and easy to use
- Expand and upgrade student digital learning tools that integrate with District curriculum and learning resources
- Ensure students acquire key technology skills developmentally appropriate for their grade level (based on ISTE standards)
- Provide teachers with high quality professional learning and support in using digital tools and technology for instruction
- Continue to refine and expand RITE Grant process to support innovative instruction through technology
- Develop and execute impactful enrollment communication for the AT&T low-income internet service
- Expand mobile cellular hotspot availability in additional schools



Pillar 2: Culture & Environment

Consistently demonstrate our Core Values so that RUSD is a great place to learn, work and succeed

- Improve timeliness of IT project delivery and customer support responsiveness
- Communicate and distribute notices in non-technical language
- Create and communicate documentation around typical IT and data user requests such as FAQs and user manuals
- Streamline the on-boarding process for all new employees in partnership with Human Resources
- Develop, communicate and track a process for employees to request additional/new technology
- Prepare for the purchase and implementation of employee technology device refresh



Pillar 4: Financial & Operational Excellence

Ensure fiscal decisions and infrastructure planning align to student-centered District priorities

- Design, develop and deploy the Data Warehouse and Reporting Dashboard
- Provide District staff with high quality professional learning and support in using digital tools and technology appropriate to their role
- Fully implement appropriate CELT plan chapters for IT department
- Monthly monitoring of CIO's budget with department team leaders
- Develop systematic Continuous Improvement and program evaluation processes to ensure District effectiveness and efficiency



Pillar 3: Partnerships & Community

Create strong family, community and business partnerships to accelerate our collective impact on student success

- Communicate and provide training for families to increase users and frequency of use of Infinite Campus student information system
- Expand Infinite Campus kiosk access points across the community

Chief Scorecards



Acronym Index & Glossary



Acronym Index & Glossary

ACT	American College Testing required during junior year. Colleges consider a student's ACT score when making admissions decisions.
AP	Advanced Placement - An AP course is a more rigorous high school class that prepares a student to take an AP test in that subject at the end of the year. Depending on the test score, a student may earn college credit or placement in higher level college classes.
ASVAB	Students entering the military must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.
Blended Learning	A teaching approach that combines online lessons with traditional classroom instruction.
BSE	Building Services Engineer.
CCR	College or Career-Readiness Benchmarks.
CELT	Center for Educational Leadership and Technology - has helped align leadership, learning and technology in support of improved student achievement, by working with RUSD to develop a strategic plan for the District's technology needs.
CLR	Culturally and Linguistically Responsive Practices - use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant to and effective for them.
Community Policing	The Community Policing Model is the basis for our partnership with the Racine and Mt. Pleasant Police Departments as we move to increase positive student relationships with police in our schools and in our communities.
Co-op Program	A cooperative education experience, commonly known as a "co-op", provides students with academic credit for structured job experience.
District Services Survey	Survey administered three times a year, completed by principals about current strengths, areas of improvement and guides action plans for improvement for Administrative Service Campus staff.
Employee Engagement Survey	Survey administered three times a year, completed by all District employees. Measures the extent to which leaders provided work environments that support the highest performance and job satisfaction for employees.
ELA	English Language Arts. This includes reading, writing, speaking and listening skills.
FACE	Family and Community Engagement Department.
Facilities Advisory Council	Provides input on capital facilities needs assessment, capital improvement plans and long range facility planning, especially pertaining to the use of referendum funds.
Facilities Condition Index	A measure used in facilities management to compare the relative condition of a facility to the actual value of the building.

Facilities Improvement Plan	A schedule of specific projects spanning a specific period of time according to which school facilities and grounds are to be improved, updated or constructed.
FAFSA	The Free Application for Federal Student Aid (FAFSA) is a form that can be prepared annually by current and prospective college students (undergraduate and graduate) in the United States to determine their eligibility for student financial aid.
Forward Exam	The Wisconsin Forward Exam is the state-required student assessment that measure student proficiency in the Wisconsin Academic Standards. These standards outline what students should know and be able to do at each grade level in order to be college and career ready at graduation.
GED02	Program allows school districts to use the GED test to measure proficiency in lieu of high school credit for students enrolled in an alternative education program.
GFOA	Government Finance Officers Association. This organization defines the highest standards of excellence in school finance and budget work.
Gifted & Talented	Students identified as having high ability in certain academic, fine arts, or performing arts areas and therefore require some type of specialized instruction.
Guiding Change Document	The Guiding Change document is a Board tool that helps administration respond to the Board's direction and expectations in making major changes in the organization.
IB	International Baccalaureate - The IB Programme is an internationally recognized advanced academic program. This program provides college level course work in six academic areas and provides high school students with an opportunity to earn advanced placement, college credit, or both, at participating universities and colleges across the country.
Infinite Campus	The student information system used by RUSD to manage our student records and communicate with families. The portal allows students, parents and guardians to have access to student information, including attendance, grades and schedules.
ISTE	International Society for Technology in Education - An organization that sets standards that promote technology learning that emphasizes collaboration with peers, challenges students to rethink traditional approaches and prepares students to drive their own learning.
MAP	Measures of Academic Progress test consists of Reading and Mathematics assessments for grade K-8. These tests provide a measure of where a student is academically compared to where the average student is at that grade level. It is administered fall, winter and spring to measure student growth over the year.
Parent Satisfaction Survey	Survey administered once a year, completed by all District families. Measures the quality of District relationships and engagement with families and the community.
Planning Factors	A set of rules that are used to determine the staffing, budget, schedule and other needs of schools. Planning factors ensure consistency across all schools and are used to plan each school's budget and the District's annual budget (for example, student/teacher ratio, textbook funds per student, student/counselor ratio).
PLTW	Project Lead the Way are a set of rigorous hands-on courses in science, technology, engineering and math (STEM). Offered at some elementary, most middle and all high schools.
RITE Grant	Racine Innovative Technology Educators grant program aims to give our educators an opportunity to submit a proposal for utilizing technology to support student learning in their classrooms.

Rtl	Response to intervention - multi-tier approach to the early identification and support of students with learning and behavior needs.
School Progress Plans	A unique plan, refined annually, that defines a school's targeted work to raise achievement for all of its students directly aligned to <i>Raising Racine 2022</i> .
Student Engagement Survey	Survey administered once a year, completed by all District high school students. Measures the extent to which students are satisfied with their classroom instruction and environment.
Title IA	A federal grant that provides funding to increase student achievement in reading and math at high-poverty schools.
WorkKeys Certificate	High school assessment administered with the ACT to determine level of career readiness in applied mathematics, locating information, and reading for information. Considered by employers during recruitment.
Youth Apprenticeship	A two-year program for high school juniors and seniors requiring a minimum of 900 hours of paid work-based learning and four semesters of related classroom instruction, based on industry-developed skill standards and a state-issued competency checklist.

RUSD Board of Education

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Superintendent of Schools



Dr. Eric Gallien
Deputy Superintendent



Rosalie Daca
Chief Academic Officer



Marc Duff
Chief Financial Officer



David Hazen
Chief Operations Officer



Stacy Tapp
Chief of Communication &
Community Engagement



Dan Thielen
Chief of Secondary School
Transformation



Tim Peltz
Chief Information Officer



Julie Landry
Chief of Human Resources



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