

YOU BELONG HERE



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**RACINE
UNIFIED**
SCHOOL DISTRICT



Dear Racine Community,

Our Raising Racine 2022 strategic plan came to a close at the end of the 2021-2022 school year. Given how significantly the educational landscape in Racine and across the country has changed since the plan's inception, our students need us now, more than ever to prepare them to be successful not only in school but in life.

To meet this challenge our educators, support staff, students and our community have come together to develop ambitious goals and strategies to guide us toward our mission to Educate Every Student to Succeed.

I'm excited for the opportunity to lead RUSD forward and to tell our story along the way. Our community expects and deserves to know about our successes, as well as opportunities for growth, and we are committed to including our entire community in this work.

It takes a village. We know this and we are grateful for your partnership.

Sincerely,

A handwritten signature in black ink that reads "Soren Gajewski". The signature is fluid and cursive.

Soren Gajewski
Interim Superintendent



Racine Unified School District

Located in southeastern Wisconsin, Racine Unified School District (RUSD) is the fifth largest school district in the state, serving more than 16,000 students. Our culturally diverse schools prepare our students to thrive in a global community. We offer all students a wide variety of choices and programs that create opportunities for them to excel. These opportunities include the Academies of Racine at Case, Horlick and Park High Schools, a robust K-12 Virtual Learning Program, both International Baccalaureate and Advanced Placement programs, Montessori, Dual Language, award-winning fine arts, Division I athletics and so much more. Our highly qualified educators are committed to providing challenging and engaging learning experiences for all students.

Strategic Plan Design Process:

Recognizing the current strategic plan was sunseting at the conclusion of the 2021-2022 school year, district leaders brought together an internal steering committee in June 2021 to begin the process of building a new strategic plan that would build the foundation and guide all elements of the school district towards 2027. With the assistance of an external facilitator, the District developed a four-phase approach that ensured there was an intentional and inclusive approach to bringing all voices to the table while making student-centered decisions based on research and data. The four phases of the strategic planning process were the following:

| | |
|---|---|
| <p>District Visioning What does RUSD want to achieve? (June – September 2021)</p> | <ul style="list-style-type: none"> • Develop an internal steering committee to guide the planning process for the 2021-2022 school year • Refresh District mission and vision statement • Determine goals, initiatives, and tactics driving the District outcomes aligned to strategic priorities |
| <p>Measuring Success How will we know RUSD is a premier district? (October – December 2021)</p> | <ul style="list-style-type: none"> • Identify desired achievement and/or performance outcomes for the identified District strategic priorities AND identified department priorities • Determine baseline measurements for each outcome at both the District and department level • Identify key performance indicators for each District priority • Conduct financial comprehensive needs assessment, aligned to the identified strategic initiatives of the District |
| <p>Developing the Plan Community sub-Committee creation and engagement (January – May 2022)</p> | <ul style="list-style-type: none"> • Create strategic planning sub-committees anchored on developing a portrait of a great school in RUSD • Sub-committees will meet 4 times with specific agendas/ action items • Revise and refine strategic plan based on sub-committee input |
| <p>Socialize and Finalize 2027 Strategic Vision Community meetings and School Board approval (May – June 2022)</p> | <ul style="list-style-type: none"> • Launch strategic planning website and associated materials • Develop media strategy for broad sharing of strategic plan • Conduct community meetings • Participate in stakeholder engagement across sectors • Present final strategic plan to School Board for approval and adoption |

Commitment to Authentic and Meaningful Community Engagement

As one of the core values of RUSD is “strong relationships,” the District strategic planning committee committed early on to ensuring there was a robust component of the strategic plan (Phase III) designed to foster meaningful and authentic community engagement. To this end, Superintendent Gallien and Board of Trustees representative, Ms. Ally Docksey, identified four community members who would collectively co-chair two subcommittees, one focused on academics and the other focusing on District infrastructure, both of which were designed to provide input and inform the development of the strategic plan. The four community co-chairs were:

- Ms. Nikki Fisher
- Ms. Elaine de la Cruz
- Ms. Yolanda Hodges
- Mr. Dan Baran


Following the identification of the co-chairs, Superintendent Gallien, Ms. Docksey and the co-chairs reviewed more than 90 applications submitted by community members to be a part of the subcommittee process, many of which were indicating interest in working on a District committee for the first time. Following a detailed review process, 54 members were selected to participate in the process and these 54 members represented the diversity of RUSD while also representing each of the District’s school communities. Additionally, the group was intentionally chosen to represent the diversity of the District student body and the many staff roles and organizations within our community (see below).

Academic Subcommittee - 27 members

- White/Caucasian - 44%
- Hispanic/Latinx - 22.2%
- Black/African American - 25.9%
- Asian/Pacific Islander/Native American/Two or More Races - 7.4%
- Inclusive of Parents - 70%
- Including Teachers/School Staff - 29%
- Including Community Partner Organizations - 22.2%

Infrastructure Subcommittee - 27 members

- White/Caucasian - 44%
- Hispanic/Latinx - 25.9%
- Black/African American - 25.9%
- Asian/Pacific Islander/Native American/Two or More Races - 3.7%
- Inclusive of Parents - 74%
- Including Teachers/School Staff - 14.8%
- Including Community Partner Organizations - 29.6%

In keeping with the commitment for this community engagement to have been authentic and meaningful, the following icon  will appear next to any initiative or focus area that is in direct alignment or stemmed from feedback provided by the community subcommittees. Additionally, at the end of this document, there is information outlined to provide clarity and District specifics on common questions and concerns as a starting point to formulating common solutions to common challenges.

Additionally, as one of the core values of the District is to be student-centered in decision making, Superintendent Gallien restarted the Superintendent Student Advisory Council consisting of 15 students who represent each of the District’s high schools. This council was convened as part of Phase III and provided invaluable feedback to the development of this strategic plan.

District Vision:

To graduate all RUSD students college, career and life ready. 🌍

District Mission:

Educate every student to succeed. RUSD is dedicated to equitably serving our students through engaging in rich academic, social-emotional and professional experiences to acquire the knowledge and skills needed to be successful adults, employees and citizens while building collaborative partnerships with families, community and businesses.

Core Values:

In RUSD our Vision and Core Values form the basis of the work we do each day to ensure every student exceeds expectations. These Core Values were collaboratively developed by teacher and District leaders in a process that gathered input from all employees and RUSD families. Furthermore, these Core Values reflect the priorities of the District and establish the essential foundations for decision-making and collaborative work to ensure that the organization moves forward in ways that reflect the values and beliefs of everyone.

The first and primary Core Value of RUSD is **EQUITY**, as everyone deserves a respectful, safe and positive school environment where they can learn, grow and thrive. As equity underpins all that we do, the following Core Values will fall under the Equity Core Value:

- **Student-Centered Decisions** - places students at the center of all actions and decisions at the classroom, school, District and Board of Education levels. We are best when students are first and all decisions are centered on the needs of the whole child.
- **High Expectations** - we hold high expectations for our students and ourselves, without exception.
- **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.
- **Respect** - everyone deserves a respectful, safe and positive school environment.

Diversity, equity and inclusion is about recognizing historical legacies, current and present realities of bias, discrimination and oppression that marginalized people experience. It is the District's prerogative to create opportunity and access for a culture shift to occur in the organization to meet the unmet, and unique needs of all stakeholders. Furthermore, as equity is such a core component of who we are as Racine Unified, the District is launching the **Racine Unified Diversity, Equity and Inclusion Comprehensive Framework**, which will direct, develop, progress monitor and hold accountable the District and all staff in their commitment to this vital Core Value.



Racine Unified Strategic Priorities:

If Racine Unified is going to achieve the bold and ambitious goals for our students and families (beginning on page 10), we must commit to being “ruthlessly intentional” on the most important work in the District that will move us collectively forward. The following four strategic priorities will be the building blocks on which every initiative and employee role/action will be based, and together, Racine Unified will achieve great success.

- 1. Student Success** 🌍 – We as a District want to ensure our students are poised to be successful in life, and in order to achieve that goal, it is imperative that the District focuses on preparing students to be college and career ready so they may have the skills and acumen to choose the path that is best for them and their family. **To that end, the student success strategic priority encompasses academic initiatives geared towards growing students in their content mastery and technical skill attainment, while also developing the competencies learned through adult interactions, cognitive decision making, and other developmental milestones that are critical for our students to meet.**
- 2. Climate and Culture** 🌍 – In order for Racine Unified to become the high-performing district our students deserve and our staff is more than capable of providing, we must focus on creating the environments that foster highly-effective instruction, nurture student learning and growth, and ensure any RUSD facility is welcoming to any who may walk through our doors. Furthermore, we must work to extend this welcoming spirit beyond our doors and into the community, as the strength of our schools and our District goes hand-in-hand with building a strong bond with the community we serve. **Ultimately, the climate and culture strategic priority reflects the initiatives, attitudes and behaviors of all individuals (students, teachers, staff and community members) as we work towards creating a climate and culture that reflects the core values of the District.**
- 3. Systems, Accountability, and Growth** 🌍 – As we strive to be successful in growing successful students and creating environments that are welcoming and conducive to teaching and learning, we must focus on the many systems throughout the District that facilitate the work that takes place in our classrooms on a daily basis. These systems build the foundational infrastructure that our District sits upon, and we will work to ensure that industry standards are being met and exceeded, best practices are being followed and that responsibility is a central focus. Furthermore, as a public entity beholden to our taxpayers, accountability and a culture of high expectations must be woven into the fabric of every District department. In parallel to developing an accountability-driven organization, we also strive to develop an organization that welcomes growth and development, both in terms of processes and human capital performance, as the education landscape is constantly changing and we must be willing to adapt and learn new things to meet the needs of our students and staff. **The systems, accountability and growth strategic priority will focus on the initiatives and processes that support the critical infrastructure of the District: our resources and our people.**
- 4. Diversity, Equity, and Inclusion (DEI)** 🌍 – Racine Unified is committed to ensuring that every student, without exception, is afforded the opportunities to realize their potential and achieve their dreams. In order to achieve this outcome, the District is committed to allocating resources in a manner that results in limited variances (less than +/-5%) between student demographic groups or socioeconomic status in areas of student academic outcomes AND student opportunities. **Racine Unified is committed to working towards all systems, and the associated outcomes of those systems, being equitable, championing diversity, and inclusive to all, leading to this work being a strategic priority of the District.**

Racine Unified 2027 District Goals:

The next five years are going to be critical for the transformation of Racine Unified, as much has changed in the education landscape leading to new ways of meeting the differentiated needs of students, while at the same time posing significant challenges to the classroom that could not have been foreseen due to the impacts of the pandemic, both on student learning and the strain put on our teachers and staff. In spite of these challenges, we are emboldened in our commitment to pursuing ambitious goals that will provide clarity to the direction of the District and will articulate an alignment to the valuable work of every employee in the District.

By the conclusion of the 2026-2027 school year, the Racine Unified School District expects to achieve the following District-wide goals:

1. Eighty-six (86) percent of students will graduate (4-year rate) with the skills needed to be college, career and life ready, 🌱 as measured by the college, career and life ready indicators embedded in the Racine Unified Success Ready rubric (see Appendix 1).
2. Seventy-five (75) percent of early elementary school students (Pre-Kindergarten – 3rd Grade) will attain an early literacy proficiency level, as defined by the Racine Unified Early Literacy (Framework) (see appendix), with Racine Unified outperforming the five largest school districts in Wisconsin as measured by the percentage of 3rd graders proficient on the English Language Arts exam per the Wisconsin Forward Exam. 🌱
3. Eighty-six (86) percent of middle school students will be high school ready upon completion of 8th grade, as measured by the attainment of the skills and academic indicators (math and literacy) in the Racine Unified Middle School Success Ready rubric (see Appendix 2).
4. Analysis of variance finds no significant differences in mean performance indicators (+/-5%) within goals RUSD.1, RUSD.2, and RUSD.3 when disaggregated by:
 - Race/ethnicity (Black, Hispanic, White, 2+ Races, Asian, American Indian)
 - Student group (Special Education, English Language Learners, and Families in Transition)
 - Gender
 - Student socio-economic status

Racine Unified will be unapologetically intentional in achieving equitable outcomes and experiences for our students including:

- After school extracurricular access to Athletics (where age-appropriate)
 - Fine Arts
 - STEM/STEAM
 - Access to summer engagement and programming
 - Discipline and chronic absenteeism rates
5. Eighty (80) percent of parents and community stakeholders will choose Racine Unified as the premier school district in the region for their children, as measured by their belief in the direction of the District (annual climate survey), with less than 2,000 students zoned for Racine Unified utilizing a voucher or open enrollment provision to attend a school outside of Racine Unified (return to 2017 numbers).

6. One hundred (100) percent of District facilities will have the modern and relevant infrastructure, with the resources for students and staff to be successful, as measured by an annual evaluation of industry standards and an annual staff/student survey on resource access and allocation. Modern and relevant infrastructure to be defined as the following:
- Technology
 - ◇ 1:1 student access to a learning device;
 - ◇ Technological resource availability in the classroom for teachers (inclusive of physical devices and programming);
 - ◇ District Wi-Fi network will have the appropriate level of relevance and density to meet student/teacher/community needs 🌍
 - Physical Structures
 - ◇ New builds meeting LEED qualifications;
 - ◇ Deferred and preventative maintenance schedules and processes;
 - ◇ Efficient energy utilization in all District buildings
 - Security and Safety
 - ◇ Secure vestibules in schools;
 - ◇ Full coverage of internal common spaces and external perimeters via security cameras;
 - ◇ Implementation of a card-swipe system in all District buildings, connected to District ID numbers for employees;
 - ◇ Development and implementation of a visitor management system in all schools



Racine Unified 2027 Academic Performance Indicators:

As mentioned, the six goals of the District are ambitious in nature and the focus areas intend to meaningfully improve all aspects of Racine Unified, were it to be implemented successfully and with high fidelity. If we meet these goals by 2027, then we would expect the District's accountability rating from the Wisconsin Department of Public Instruction (DPI) to drastically improve. To that end, we will continue to track and annually report to the board and the public on our students' growth and performance on the key indicators from DPI that are included in the District's annual state report card.

Measuring Progress Towards the Goals - Key Performance Indicators (KPIs) and Associated Initiatives:

Each office and embedded departments within the District, whether it is a student-facing role in the classroom or school or one of the many types of roles that directly support our classroom teachers, has a core impact on the success of the District and the achievement of the goals set out by the District. To that end, it is vitally important that each office and department have specific and aligned performance indicators that show the value and impact each component of the District is having on its progress as a whole, in a measurable and time bound format. It is through these performance indicators that every employee in Racine Unified will connect the work they are doing to an overall department performance indicator (or to a specific part of an indicator), and that each department has aligned its performance indicators to at least one of the six District goals and/or four strategic priorities of the 2027 strategic plan. It is important to note that the KPIs outlined below do not represent an exhaustive list, but are rather the ones that will have the greatest impact on the District achieving its goals.

Additionally, as the District seeks to achieve its six primary District goals, and meet the diverse needs of our students, families and community as a whole, District initiatives will be implemented and continuously improved over the next five years, remembering that each of the initiatives are directly aligned to one or more of the four strategic priorities of the District.

Academics Departments:

| Office | Department | Key Performance Indicator | 2027 Goal Language |
|-----------|----------------------------|--|---|
| Academics | Curriculum and Instruction | If staff are implementing early literacy professional practices in the classroom, then we will see an increase in early literacy proficiency scores | 90% of classrooms implementing PL practices with fidelity |
| Academics | Curriculum and Instruction | Create professional learning and system that includes both short and extended writing opportunities to be tracked and measured for middle school student district-wide | Teacher practice outcome: 90% teachers incorporating writing time intentionally based on the structured system as a common practice |
| Academics | Early Learning | Create a professional learning system resulting in 95% of early learning teachers who reach fidelity of implementation of Pyramid Model | 95% of teachers will reach fidelity as measured by the Teaching Preschool Observation Tool (TPOT) |

| Office | Department | Key Performance Indicator | 2027 Goal Language |
|-----------|-----------------------|---|--|
| Academics | Early Learning | 100% of Early Learning Teachers will provide 3 family engagement opportunities per year that provide families with learning activities that support developmentally appropriate early literacy development | 100% |
| Academics | Professional Learning | Through education and training on professional learning requests and opportunities, the professional learning department will strive for a minimum of 25% of all professional learning requests connected to strategic plan goals by EOY 2023-2024 with a future goal of 50% or more professional learning requests connecting to the strategic plan goals by 2027. | 50% or more professional learning requests will connect to the strategic plan by 2027 |
| Academics | Special Education | Percent of IEPs that are being implemented with fidelity based on the identified plan, as measured by spot observations per semester | 100% with fidelity and in compliance |
| Academics | Special Education | Reduction in the disproportionality of Black students identified for specific disability categories (i.e. EBD, OHI, ID) using internal audit practices and resulting in targeted professional learning to decrease future overidentification | Reduce overidentification to 1.99% or below (less than 2 times likely to be identified) to be in compliance with DPI and the state |
| Academics | Language Services | Language allocation is being performed daily in Dual Language classrooms (reading and writing in both languages) as measured by the bi-literacy development walkthrough tool | 80% of students attending dual language schools (K-8) who are growing annually and meeting targets in their bi-literacy proficiency (ENIL/IRLA) by grade level |



Standards-Based Grading:

A system of Standards-Based Learning and Grading is essential for all students to have equitable access to all content. SBL&G creates clarity around prioritized standards so that students, staff and families understand proficiency levels across all grades, PreK-12. The system supports mastery of content through a cycle of feedback, assessment and collection of evidence. It promotes high expectations for all students and holds them accountable for their demonstration of learning.

Implementation of New Elementary Curriculum (Into Reading, Into Science, Into Social Studies)

Recent research has shown that background knowledge is key in the comprehension of text. The Science of Reading also emphasizes that foundational skills taught in a systematic, explicit manner are necessary for decoding and reading proficiency. The new adoption combines both ideas into a thematic, knowledge-based curricular resource grounded in the Science of Reading. Grades K-5 adopted Reading, Writing, Science and Social Studies resources to provide the knowledge, skills and dispositions that are expected to be learned by all students. PreK adopted a curricular resource aligned to Science of Reading to address early phonics and phonemic awareness to prepare our elementary students for a successful kindergarten experience.

Roll out of implementation began in Fall 2021 with training on how to navigate the resources and begin use. Ongoing support provided by Instructional Coaches/Early Learning Coordinator happens monthly in Professional Learning Communities, Professional Learning days, coaching cycles, modeling and/or observations with feedback. Administrators are learning how to monitor the data and implementation of resources in order to check for fidelity.

PK-3rd Grade Literacy Proficiency 🌍

RUSD's early literacy initiative focuses on the reading proficiency of the Pre-Kindergarten through third grade students. Third grade has shown to be an important gateway year because of the fact that low achievement in reading has important long-term consequences in terms of individual earning potential, global competitiveness and general productivity. Third grade is also an important gateway because it is the final year students are learning to read and transitioning to reading to learn. Research shows that if students are not reading by 3rd grade, they are four times more likely to drop out of high school.

We have partnered with the National Center for Education and the Economy (NCEE) to work with our building administrators and school-based teams to understand the components of effective literacy instruction and the leadership necessary to create a culture of high literacy achievement. Across the year, we meet monthly with building teams to monitor achievement data and plan for adjustments in instruction and/or intervention. Ultimately, our goal is to have all students perform at a level that does not require intense intervention by the time they reach third grade. Additionally, the District is investing in increasing the number of Education Assistants (EAs) at the elementary level to support literacy development – it is the intention of the District to significantly increase the number of EAs for literacy development by 2027. 🌍

Effective Instructional Cycles

Through the lens of PDSA (Plan, Do, Study, Act), teaching at every level becomes focused on quality instruction with intentional planning, aligned execution, data-informed decision making and reflective teaching practices. Using PLCs as the vessel for framing quality instruction, teachers will work through standard alignment with activities and assessments in their daily work. Additionally, once the learning cycle has ended (5-10 days), the teacher reviews the effectiveness of different learning activities to adjust for future instruction while also determining how to move the learning forward and whether or not items need to be revisited. Conducting effective instructional cycles will be crucial to having a pulse on student learning throughout the District and ensuring alignment with standards and the District strategic plan.

District-Wide STEM/STEAM

STEAM learning is an interconnected approach to learning science, technology, engineering, art and math. While each of these fields are distinct, STEAM learning removes the traditional barriers separating the disciplines. STEAM learning seeks to take advantage of the similarities and interplay of skills and knowledge among these fields to weave together a rich and meaningful learning environment. Students identify ways that disciplines are interrelated and how they reinforce and complement one another. STEAM learning is dedicated to engaging students to develop unique cognitive skills, habits of mind and attitudes that benefit learners throughout their lives.

The STEAM initiative in RUSD will entail the creation of integrated curricular experiences rooted in the key elements found within project and inquiry-based learning. Once students have completed an authentic project or experience, they will then add to their STEAM learning portfolio. These portfolios will then serve as evidence of their knowledge and skills for future employers, scholarships and other postsecondary opportunities.

Seal of Bi-Literacy

The Seal of Biliteracy is a state-approved certificate that recognizes students who have attained proficiency in English and one more additional language by high school graduation. The Seal of Biliteracy program is designed to honor, develop and recognize bilingualism and related sociocultural competencies.

The Seal of Biliteracy is attained through demonstration of language proficiency at or above Intermediate High Level on the ACTFL proficiency scale. Currently, RUSD is piloting an assessment to gather data on the language proficiency of students to ensure they are on track to reach above intermediate high levels of proficiency to receive the Seal of Biliteracy.

To ensure equitable language learning opportunities we need to develop a District-level language education framework. Language learning pathways need to extend over the course of four to seven years. RUSD's Dual Language Program provides a clear pathway for students to acquire the language proficiency necessary for the Seal of Biliteracy. A language proficiency assessment for all dual Language students entering high school needs to be completed. This will provide crucial data to align World Language courses.

Fidelity with IEPs

Students with IEPs are entitled to free and appropriate education. This allows for the student to access and make progress in the general education curriculum and standards. In order for this to occur, all students with IEPs must have a properly developed IEP that is implemented with fidelity. It is critical that the District ensures that there are internal systems of control to support and monitor the implementation of IEPs throughout the District. This will include implementation walkthroughs and audits on implementation throughout the year. Ongoing professional learning is planned for staff on what quality implementation looks like and what quality services look like.

Program Reviews and Evaluation

How do we know what truly works in our educational climate and culture? With so many variables involved in each initiative or implementation, it can be difficult to gauge what success looks like without clearly defined key performance indicators, goals, outcomes and benchmarks set with intentionality using data. As a result, the efficacy of programs is reviewed regularly, with ongoing evaluations using measurements and benchmarking, to gauge the success of the key performance indicators. Key performance indicators are crafted to align with the strategic plan, department and individual goals, outcomes and initiatives. The system of program reviews will follow the Lean Six Sigma (LSS) methodology that requires us to define, measure, analyze, improve and control our programs in a systematic way.

Chief of Schools Departments:

| Office | Department | Key Performance Indicator | 2027 Goal Language |
|-------------------|--------------------------------------|---|---|
| Chief of Schools | Office of Academies & Transformation | Increase enrollment and success of students enrolling in TC/DC by launching new classes and supporting those that are already in place. See 5% growth in TC/DC success, annually. | The Academies of Racine will give ALL students access to Dual Credit, IRC's, WBL, and CTSO's by spring of '27 |
| Chief of Schools | Office of Academies & Transformation | Youth apprenticeship enrollment will increase annually '23-230 '24-245 '25-260 '26-275 '27-290 | The Academies of Racine will give ALL students access to Dual Credit, IRC's, WBL, and CTSO's by spring of '27 |
| Chief of Schools | Office of Academies & Transformation | Every semester we there will be a 3% reduction in failure per level one pathway courses. | Level 1 pathways will have the success rate of 86% |
| Chief of Schools | Office of Academies & Transformation | Academies that go for NCAC certification will have the opportunity to attain model status with distinction. | All Academies that go forth for NCAC Certification will earn model status or higher |
| Chief of Schools | Middle School Academies | Upon completion of 8th grade, students will demonstrate growth or show proficiency of specifically identified skills in ELA/Math. | 86% of middle school students will be high-school ready upon completion of 8th grade |
| Chief of Schools | Middle School Academies | <i>Upon completion of 8th grade, students will have reflected upon academic progress and career choices which will demonstrated through their ACP (Academic Career Plan) portfolio.</i> | 86% of middle school students will be high-school ready upon completion of 8th grade |
| School Leadership | Student Services | Percentage of positive responses (agree/strongly agree) 2x a year on student SEL survey | 65% positive |
| School Leadership | Student Services | Equitable availability of school-based mental health clinics within the District, as defined by a mental health index. 🌍 | 5 additional clinics over 5 years, in the highest need index locations |
| School Leadership | Student Services | Percentage of school-based audit scores (monthly classroom audit) that reflect a positive usage of District-provided resources and curriculum, related to SEL and mental well-being. 🌍 | 80% of classrooms by school (and in aggregate) have positive responses |
| School Leadership | Cluster Deputy Chiefs | Principals will create and cascade the vision for school using the School Improvement Plan (SIP) and facilitating schoolwide continuous improvement processes, using multiple sources of relevant school, staff or student data; develops and monitors school improvement strategies and adjusts as needed. | Increase the percentage of principals who are proficient or above on the Principal EE Rubric - Mission and Vision (1.2.1) – <i>As effective instructional leaders, principals work with the school community to articulate a vision of improvement that is shared by all. Effective principals focus on results by setting clear staff and student expectations, and facilitating the use of data for student growth.</i> |

| Office | Department | Key Performance Indicator | 2027 Goal Language |
|-------------------|-----------------------------|--|--|
| School Leadership | Cluster Deputy Chiefs | Principals will select 4 evaluations/progress monitoring visits a month to collaborate with and report to Deputy Chiefs key evidence and feedback indicators in order to identify and provide necessary supports and resources to inform Principal and teacher professional learning. | Increase the percentage of principals who are proficient or above on the Principal EE Rubric - Observation and Feedback (1.1.3) – <i>Regularly observes teaching using different modalities (walkthroughs, classroom and team-level observations); regularly gives staff clear feedback based on observations, other evidence sources and evaluation criteria; appropriately documents and addresses weak performance, while consistently using evaluation results to inform individual growth</i> |
| School Leadership | Cluster Deputy Chiefs | Principals will build common agenda templates and structures to focus Professional Learning Communities (PLCs), academy meetings, and leadership team meetings around School Improvement Plan (SIP) progress monitoring and strategic plan goals/key performance indicator monitoring. | Increase the percentage of principals who are proficient or above on the Principal EE Rubric - Student Achievement Focus (1.2.2) - <i>Principal sets expectations for student academics and behavior that are clearly reflected in daily instruction and the School Improvement Plan; leads and regularly monitors a coherent standards-based curricular and instructional program to deliver rigorous academic content to all students; provides multi-tier systems of support to analyze student needs and target resources for student success.</i> |
| School Leadership | Office of Extended Learning | With implementation of SEL curriculum and activities, students participating for the full year will be at or below the District average for disciplinary incidents. | At or below District average |
| School Leadership | Office of Extended Learning | With the administration of a parent satisfaction survey, 80% of parents will indicate that extended learning programs satisfactorily meets the needs of their students and families. | 80% |

Ford Next Generation Academies of Racine (FNGL) 🌍

Ford Next Generation Academies of Racine is a nationally-recognized, researched-based, innovative community-driven approach to transforming Racine's high schools' best practices by directly linking traditional academics and skill development with potential real-world careers. The Academies of Racine uses a proven model of career academies to transform the traditional high school model into small, learning communities within high schools that concentrate on specific areas of student interest, such as engineering, design, healthcare, manufacturing and marketing. The Key initiative to sustain our program's success is a coordinated approach to learning that engages local businesses, educators, families and community leaders drawing on their valuable expertise to identify local needs from workforce labor indicators while seeking their input as our programs are developed and implemented.

Our core goals are to increase academic achievement, increase high school graduation rates and reduce drop-out rates, reduce absences and disciplinary actions for career academy students, display better performances on IB, AP and ACT exams and state tests, increase the percentage of students who complete the Free Application for Federal Student Aid (FAFSA) and sharpen our focus on STEAM (science, technology, engineering, and math), ultimately developing a highly-skilled talent pipeline for local businesses and college/universities to enhance community prosperity for all.

Middle School Transformation – Reimagined 🌍

RUSD Middle School Academies will help students find purpose and meaning in their middle school learning through project-based, hands-on experiences. The Academies will provide students a chance to explore college and career opportunities for the first time, helping to prepare them for a successful transition to the high school Academies. Electives like art, music, theater and world languages will continue to be an integral part of the middle school experience as we strive to develop well-rounded global learners and citizens. Post-secondary and community partners will provide real-world connections for students, opening their eyes to career opportunities right in our community.

Youth Mental Health 🌍

The overall mental well-being of our students is paramount and will be the driving force behind our implementation of any and all other initiatives and strategies. There is a spectrum of mental well-being that ranges from mental illness on one end to mental wellness on the other which we all move through every day. Everyone experiences highs and lows on that spectrum, and learning to recognize and manage those variances is what makes one mentally healthy.

Promoting a student's mental health means helping them feel secure, relate well with others and foster their growth at home, at school and in the community. We do this by helping to build their self-awareness and self-confidence, creating safe and secure learning environments, and building caring and trusting relationships.

The District has demonstrated a commitment to the mental health and well-being of its students by supporting several school-based mental health clinics and a community-based mental health clinic. Further supports and resources in this initiative include the opening of additional school-based clinics, providing staff with training and resources such as Youth Mental Health First Aid, continued development and practice in using trauma-informed strategies, peer-to-peer suicide prevention programming, and full implementation of SEL curriculum.

SEL Curriculum Implementation 🌈

Improving our students' SEL competencies to a level that is proficient or better is an absolute necessity. Social-Emotional Learning skills, i.e.; Self-awareness, Self-regulation, Social Awareness, Relationship Skills, and Responsible Decision-Making, are imperative to improving academic performance. SEL skills are necessary for improving school and classroom climate, increasing motivation, learning and using problem solving skills, reducing misbehavior, developing appropriate ways to self-advocate, encouraging team-work and collaboration and self-regulation skills. These are skills that we use in our personal and professional lives every day. We must implicitly teach these skills, with consistency, so that our students have the ability to be successful adults. Students who are equipped to deal with the problems they face will be better able to navigate the stressors they face now and into adult life.

The initiative is to implement the curriculum, with fidelity, and integrate the skills implicitly taught into the remainder of their courses and curriculum. This also includes other things such as Morning Meeting, Mindfulness, Closing Circle, and multiple other strategies and resources. Implementation with fidelity and increased student skills will ultimately improve their academic success and the climate and culture of the school.

RUSD Early Learning is focused on the implementation of the Pyramid Model Framework, a tool to promote the social, emotional and behavioral outcomes of young children in our Early Learning programs. The Pyramid Model addresses disparities in discipline practices, promotes family engagement, uses data for decision-making, and fosters the inclusion of children with, and at risk for, developmental delays and disabilities. Research shows that children have better social skills and less problem behavior in classrooms where the Pyramid Model is being implemented to fidelity. RUSD's Early Learning program has dedicated staff who are trained to coach teachers to implement the framework in their classrooms. The Early Learning Coordinator and Administrative team prepare yearly coaching cycles; teachers are able to implement Pyramid Model practices better if they receive training and practice-based coaching. We use the Benchmarks of Quality to review our program-wide implementation of the framework, develop goals and gather data on implementation. Program-wide data is reviewed monthly and comparisons on fidelity across the District are made and reviewed twice per year.



Communication and Family & Community Engagement Departments:

| Office | Key Performance Indicator | 2027 Goal Language |
|--|--|-------------------------------------|
| Communications and Family Community Engagement | Percent positive response rate (A/B, or agree/strongly agree) on annual poll on the direction of the District (working toward mission) | 70% (A-B) |
| Communications and Family Community Engagement | Percent increase of enrollment year-to-year, measured by enrollment count at the beginning of the second grading period | 1% annual growth (170-200 students) |
| Communications and Family Community Engagement | Percentage of schools meeting District expectation for percent positive responses on annual parent survey, specifically focusing on welcoming environment questions (school is welcoming to parents, sense of belonging in school community) | 75% of schools meeting threshold |

Family and Community Engagement (FACE)

RUSD will implement a robust, multi-faceted marketing and communication campaign (3-year and beyond) that results in improved perception of and confidence in RUSD as measured by increased enrollment and perception surveys:

Over the past decade, RUSD has experienced consistent declining enrollment due to low birth rate, school vouchers and competition for students within our market. Additionally, since the COVID-19 pandemic, the District has experienced a reduction of more than 1,000 students and the full impact of enrollment loss has still not been realized. Challenging to our efforts to recruit and retain students, is a negative reputation in the community based on poor academic performance and student behavior concerns.

RUSD needs a rebrand. We must invest in listening to our customers, hearing what they want and need from us, and positioning our District as the leader in offering those services and results. This campaign will begin with research, including focus groups, listening sessions, surveys, etc. We'll look at the data and build a strong communication and branding campaign to span the next three years. We'll measure results regularly and adjust the campaign as needed. Our ultimate goal is to improve perception and thereby increase RUSD enrollment. 🌍

Increase engagement and communication with all families and community members to enhance partnerships and build trusting relationships as measured by attendance and participation in school and District events and feedback on the Panorama Family Survey:

The FACE team began the school year conducting quarterly one-on-one meetings with school leaders to identify supports needed to increase engagement with families and determine the support required by the school from community partners. Strategies were shared with school leaders on ways to communicate to families effectively and include families in the decision-making process. All school leaders were charged with identifying "The Parent" to serve as the parent ambassador for their school. Parent Ambassadors will receive quarterly training on the Dual Capacity Framework to build powerful partnerships with teachers and other families that support student academic outcomes. Parent Ambassadors are one strategy to increase family engagement, participation and communication at the school.

The FACE team partnered with RUSD's Professional Learning Department to provide mandatory Family Engagement professional learning to all teachers in the District. Teachers will complete a four-part PL on the Dual Capacity Framework by the end of the school year. School leaders will be provided monthly mini sessions on Family and Community Engagement.

The FACE team met and planned cross-departmentally to create a one-stop-shop of information and resources for families to access on the Family and Community Engagement webpage. FACE team worked with the Communications Department to include QR codes on communications sent out to families and created a calendar of events families can access to learn about upcoming events and parent workshops provided by District departments.

Increase and build the capacity of all families, volunteers, community and business partners to support student success as measured by number of trained parent leaders, business, post-secondary and community partners engaged with middle and high school academies and student academic outcomes: 🌍

The FACE team serves as a part of the Middle School Transformation Committee and the Steering Committee on the Academies of Racine to plan and provide informational sessions to engage families and build awareness on the Academies for middle and high school families.

Community Schools 🌍

Racine Unified School District and United Way of Racine County have partnered together to implement the Community Schools model at Knapp Elementary, Julian Thomas Elementary and Mitchell K-8. Community Schools are public schools that partner with families and community organizations to provide well-rounded educational opportunities and supports for students' school success. Community schools are built on a foundation of powerful teaching that includes challenging academic content and supports student mastery of 21st-century skills and competencies. Community schools operate on four key pillars that create the conditions necessary for students to thrive: 1) integrated student supports; 2) expanded and enriched learning time and opportunities; 3) active family and community engagement; and 4) collaborative leadership and practices.

Because each community school is a reflection of local needs, assets and priorities, no two look exactly alike. However, there is a shared commitment to partnership, rethinking and rebuilding relationships based on a strong foundation of trust and respect. School leaders actively work to foster strong community ties and align the school's mission so that students and their families have equitable access to resources, opportunities and supports for academic success and school improvement.

Finance Departments:

| Office | Department | Key Performance Indicator | 2027 Goal Language |
|---------|---|--|--|
| Finance | Finance, Budget, Purchasing, Accounting | Each Fiscal year, monitor the monthly budget and annually evaluate the actual variance to be within 3% of actuals by department and school locations | To be within 3% of actuals by department and school locations |
| Finance | Finance, Budget, Purchasing, Accounting | Each fiscal year, maintain a healthy fund balance to allow for District operations in case of emergency | No less than 16% |
| Finance | Finance, Budget, Purchasing, Accounting | Each fiscal year, the District will receive an acceptable annual audit rating | Audit goal - unqualified opinion |
| Finance | Finance, Budget, Purchasing, Accounting | Each fiscal year, the District will earn GFOA awards for performance | GFOA - Recognition |
| Finance | Human Resources | Decrease in the percentage of vacant positions in the District at the beginning of school year | 25% decrease annually |
| Finance | Human Resources | Increase in the percentage of the substitute teacher fill-rate, by quarter | 75% fill rate |
| Finance | Human Resources | Percent of hired and retained "highly qualified / fully-licensed" staff; Increase in the diversification of all staff in relation to the percentage of demographics of students | Percent hired - TBD (less the GYO candidates) Percent retained - TBD Diversification - TBD |
| Finance | Human Resources | Compensation package (salary, benefits, wellness, fringe) will be in the top 10% of comparable (as determined by the District) | Hold steady in Top 10% |

Selection of ERP System

The District currently does not have a system that efficiently runs and connects finance/HR/payroll throughout the organization. The system is District-wide and impacts all departments and schools. The upgrade to our system will allow for more efficient hiring and better financial and payroll reporting and management. We are looking for a fully integrated system that will connect the organization and maximize the efficiency of the business office and school users.

The District is currently finalizing an RFP that will be sent to 5 vendors who are accredited by WI DPI. The RFP has been sent to vendors who have already submitted responses and interviewed, putting the District on track for a final selection in 2022. While the initial implementation will be at a District level and may take 9 months to 1.5 years to complete, continued implementation will roll out to schools and departments. In addition, the District will look at ancillary programs to find efficiencies. As an example, using the time clock from the chosen system rather than our current time clock system, Kronos.

Technology and Information Services Departments:

| Office | Department | Key Performance Indicator | 2027 Goal Language |
|----------------------|---|---|--|
| Information Services | Chief Information Office (All Departments within) | Percent of support tickets resolved within the District-approved timeframe (#of days - 3 days) | 90% closed within 3 business days of submission |
| Information Services | Network Infrastructure and Operations | Measuring the percentage of time the network is online, by device, building, and District | 99.99% online, not to drop below 99% |
| Information Services | Network Infrastructure and Operations | Success rate of data back-ups by server - percentage of time the back-up was successful. | 100% |
| Information Services | Chief Information Office (All Departments within) | Percentage of classrooms with required technology that supports a high-quality learning environment 🌍 | 100% of classrooms have required technology |
| Information Services | Technical Services | School-based student devices ready (freshly imaged and updated) for instruction by the first day students return | 95% School-based student devices ready (freshly imaged and updated) for instruction by the first day students return |
| Information Services | Chief Information Office (All Departments within) | Percentage of customers who provide positive feedback (agree or strongly agree) on post ticket completion survey focused on professionalism, courteous behavior and providing helpful service | 2% increase from baseline each year |
| Information Services | Technology Integration | Percentage of classrooms (based on a random selection across levels) who are utilizing technology in their instruction | 70-80% of classrooms |

Information Technology Modernization

Educators will be supported by technology that connects them to people, data, content, resources, expertise and learning experiences that can empower and inspire them to provide more effective teaching for all learners.

- Ensure students and educators have broadband access to the internet and adequate wireless connectivity, with a special focus on equity of access outside of school. 🌐
- Ensure that every student and educator has at least one internet access device and appropriate software and resources for research, communication, multimedia content creation and collaboration for use in and out of school. 🌐
- Draft sustainability plans for infrastructure that include upgrades of wired and wireless access as well as device refresh plans and sustainable funding sources while ensuring the safety and protection of student data.
- Cybersafety and cybersecurity training for students, teachers and parents as part of District and school “Responsible Use Policy” training.

Information Technology Security and Privacy

The District has placed a clear focus on cybersecurity in current and future years. The cybersecurity team has taken a proactive stance in the cybersecurity space, working at both the administrative policy and technical level to address cybersecurity concerns with a renewed focus on the NIST (National Institute of Standards and Technology) Cybersecurity Framework – Protect/Detect/Respond/Recover/Identify.

The Chief Information Office actively works with business units during the RFP purchasing and acquisition process to make sure that appropriate MoU (Memorandums of Understanding), DSA (Data sharing agreements), NDA (Non-Disclosure Agreements) and other contract controls are in place to protect both systems and data. The infrastructure and security teams leverage both conventional controls (examples: firewalls, patching and Antivirus software) and more sophisticated on site and cloud-based controls to protect and audit. Steps are taken to limit internet exposure by filtering and actively inspecting encrypted traffic where feasible. The network is actively partitioned into isolated segments and a firewall is deployed internally as well as externally. Infections are actively managed and controls are in place to limit spreading from site to site and machine to machine.

New software is evaluated for privacy, safety and security before onboarding globally. Cybersecurity extends to the end users, with an effort at enhancing end user education and understanding of threats and mitigations. There is more work to be done in all areas, but especially in the Identify, Detect, and Respond space, as threat actors are moving faster and faster to take advantage of new vulnerabilities. The District has budgeted to allow for more tools and services to address future security needs.

Information Technology Customer Experience

Creating a culture of service excellence

The increased use of technology in support of academic and administrative needs places a premium on service and support. The ability to provide quality service requires continued focus and organization. The Chief Information Office is committed to ensuring that our customer service initiative builds and sustains a culture of service excellence. A framework based on the industry standard, Information Technology Infrastructure Library (ITIL), will guide the design of best practices for information technology support and service management. ITIL is a set of concepts and best practices for the management, delivery and continuous improvement of information technology services.

An Integrated, Customer-Centric and Intuitive Experience

A support environment (physical and virtual) where members of the RUSD community enjoy an experience that is customer-focused, personalized and intuitive is a key initiative in our support plan. We will continue to improve the physical spaces for service and the provisioning of technology, greatly improving the quality of support. We will also continue to enhance and deliver a Catalog of Services which will provide an intuitive, customer centric, self-service tool for all services.

Continuous Service Improvement

High-performing service organizations benefit from the existence of a service culture that promotes continuous review and improvement. We will work to create and continually improve a culture of service and support within the organization. We will develop and implement well-articulated service and support protocols based on industry standards. We will review existing service and support procedures against frameworks such as ITIL, defining specific plans for improvement and ongoing review. We will also leverage the important partnerships with our user community to ensure that their needs are guiding continuous review and improvement. Through these personal connections, systematic data collection, and analysis, we will continually improve a framework for service delivery and support that best meets the needs of the District. Additionally, we will focus on developing a culture of service by conducting ongoing customer service training programs for both support personnel and key partners to maintain a consistent approach to service excellence.

Legal Services Departments:

| Office | Department | Key Performance Indicator | 2027 Goal Language |
|------------------|--------------------|---|----------------------|
| Legal Department | Employee Relations | Percentage of employee performance plans that are successfully closed out per the requirements of the performance improvement plan | 3% annual increase |
| Legal Department | Employee Relations | Percentage of staff attendance based on contract/position requirements | 90% |
| Legal Department | Employee Relations | Percentage of misconduct Incidents that include the “excessive use of force” within the District | Decrease 3% annually |
| Legal Department | Employee Relations | Reduce the number of employee incidents of misconduct as measured as a percentage of incidents out of total number of staff | Decrease 5% annually |
| Legal Department | Risk Management | Facilitate legally compliant operations which protect and mitigate risk as measured by the number of decisions which are unfavorable to the District. | 1% Annual Reduction |

Operations Departments:

| Office | Department | Key Performance Indicator | 2027 Goal Language |
|------------|----------------------------|---|--|
| Operations | Facilities and Maintenance | Percentage of monthly audits reviews of custodial and maintenance actions (based on a District rubric) that meet District requirements in creating environments conducive to learning 🌍 | 100% meeting standard |
| Operations | Facilities and Maintenance | Monthly incidents taking place in the District: (1) slips, trips and falls, (2) auto accidents, (3) workers compensation claims, and (4) assaults | Reduction of incidents in each category by TBD % |

Long-Range Facilities Master Plan

The District has developed a long-range facilities master plan (LRFMP). This plan is a compilation of information, policies and statistical data about our school District. It is organized to provide (1) a continuous basis for planning educational facilities that will meet the changing needs of our community; and (2) alternatives in allocating facility resources to achieve the District's goals and objectives. It is used for planning facilities needs for either pupil enrollment growth or decline.

The outcome is to create a balanced, understandable school feeder system. Elementary schools will feed into right size middle schools that feed into high schools. To accomplish this the plan is to enlarge elementary schools for educational efficiency, reduce the size of middle schools to build student relationships, right size the number of schools for operating efficiency and then review high school space renovations to support The Academies.

This process will be done in a multi-phase implementation plan to increase affordability and establish equality: all buildings and every student benefits, as well as complete life safety, security, ADA and deferred maintenance at all schools.

Engineering and Custodial Work Guide

The Office of Operations is in the process of developing an Engineer and Custodian Work Guide. The work guide provides specific work information, personnel procedures, cleaning protocols, emergency planning and safety protocols to engineers and custodians. The Engineer and Custodian Work guide would help inform the work at the building level and assist employees with understanding the procedures and expectations that ensure facilities are conducive to a healthy, safe, and clean learning environment for students and staff.

The development of the guide has been completed in several steps taking into consideration the best industry standards and practices for safety and cleaning. The guide has been vetted by Operations Leadership and a small group of Engineers and Custodians. Cleaning audits have been developed from the cleaning procedures outlined in the work guide that the Supervisors will utilize when conducting audits of engineer and custodial areas to ensure that the cleaning areas are up to District standards and will be used to inform the employee evaluation process.

The next steps will include finalizing the document, reconvening the small peer group for review, training of Operations Engineers and Custodial employees, and the official release of the Engineer and Custodial work guide.

All-Inclusive Comprehensive District Safety Plan 🌍

The Office of Operations will develop an All-Inclusive Safety Plan based on information and data from monthly insurance reports of incidents that are taking place in the District. The goal is to create a District safety culture where personnel are aware of the risks and take measures to mitigate and eliminate risks in the workplace through procedures, industry best practices and yearly safety assessments to provide a safety-minded workforce and a decrease in workplace incidents.



Clarity and District Context on Commonly Asked Questions and Challenges

Throughout the strategic planning process and over the course of the hundreds of hours of discussion internally and externally about the direction of the District and how to move forward collectively as a community, the team identified some common questions and challenges facing the District and its personnel. The District will always make the effort to provide clarity and context to these common questions and challenges, and if additional information is desired, we will do all we can to provide access to information and resources. Here are some of the most common questions and challenges we have encountered through this last year of conversation:

Class Sizes

The district always works to ensure that classrooms are designed to be as conducive as possible to the learning needs of students, and recognizes that the number of students in a class is a data point that is important to students, families and the community. District personnel on campus and in the central office are monitoring class size on a weekly basis and conduct audits to ensure classes remain within district and state regulations. Except for the rare occasion caused by staffing shortages or specialized courses, district class sizes are at or below district and state prescribed standards, however, we recognize even the rare occasion causes angst and stress for our students and teachers. Additionally, given the age of many of our school facilities, certain classrooms are not conducive to accommodating a reasonable class size, thus those classrooms are crowded and without space for differentiated learning opportunities. The Long-Range Facilities Master Plan approved with the referendum will help us address these building designs and provide more space for students to learn and collaborate with peers.

For reference, the following describes the general class size guidelines for RUSD:

Administrative Regulations - Class Size - 6151

Reasonable efforts will be made to maintain academic subject class sizes as follows:

| Elementary School | Recommended Target | Maximum |
|--------------------------|--------------------|---------|
| 4K | 20 | 22 |
| K-3 | 23 | 26 |
| 4-5 | 25 | 28 |
| Montessori (ages 3 - 12) | None | 30 |

| Middle School | Minimum | Recommended Target | Maximum |
|--------------------|---------|--------------------|---------|
| Sixth Grade | 25 | 27 | 30 |
| Art | 25 | 30 | 35 |
| English | 25 | 27 | 33 |
| Math | 25 | 30 | 33 |
| Social Studies | 25 | 30 | 33 |
| Science | 25 | 27 | 33 |
| Physical Education | 25 | 30 | 35 |
| Foreign Language | 25 | 30 | 35 |

| Middle School | Minimum | Recommended Target | Maximum |
|-----------------------------|---------|--------------------|---------|
| Health | 25 | 30 | 35 |
| Business Education | 25 | 30 | 35 |
| Technical Education | 25 | 30 | 35 |
| Family & Consumer Education | 25 | 30 | 35 |
| Speech / Drama | 25 | 30 | 35 |
| Music | 25 | 35 | None |
| Read 180 Literacy | 18 | 18 | 21 |
| Science Literacy | 18 | 23 | 23 |
| Social Studies Literacy | 18 | 23 | 23 |
| Basic English | 23 | 23 | 23 |
| Bilingual | 20 | 25 | 30 |

| High School | Minimum | Recommended Target | Maximum |
|------------------------------------|---------|--------------------|---------|
| Art | 25 | 27 | 30 |
| English | 25 | 30 | 35 |
| Newspaper, Yearbook | 25 | 27 | 33 |
| Math | 25 | 30 | 33 |
| Social Studies | 25 | 30 | 33 |
| Science | 25 | 27 | 33 |
| Physical Education | 25 | 30 | 35 |
| Health | 25 | 30 | 35 |
| Entry Level Foreign Language | 25 | 30 | 35 |
| Upper Level Foreign Language | 15 | 25 | 35 |
| Combined upper level maximum = 25) | | | |
| Technical Education | 20 | 24 | 26 |
| Family & Consumer Education | 25 | 27 | 35 |
| Business Education | 25 | 30 | 35 |
| Speech / Drama | 25 | 30 | 35 |
| Music | 25 | 35 | None |
| IB or AP | 15 | 25 | 35 |
| Read 180 Literacy | 18 | 18 | 21 |
| ESL Study Skills | 20 | 25 | 30 |
| Bilingual | 25 | 25 | 30 |

Student Personal Technology Use

Throughout conversations with community members, teachers and students, it has become clear that there is a significant interest in discussing the use of personal technology by students during the school day. The District has the following policy already in place in the Student Code of Conduct and it is as follows:

Use of Electronic Devices

The Electronic Device policy as outlined below focuses on using technology in the school setting.

| Permitted Use of Electronic Devices | Non-Permitted/Prohibited Use of Electronic Devices |
|--|---|
| With approval from school during instructional time - for instructional purposes only. | Use of social media during school hours. |
| | Making, transmitting or distributing a recording of a voice, image or video without authorization of school staff. |
| | Use of video or photographic devices (cell phone, iPods, cameras, etc.) in any school restroom, locker room or any other place where individuals may be changing clothes. |
| | Possession of a laser pointer on school grounds, school buses or school; sponsored events. |

Given the fact that even with the above policy, there are still issues with the use of personal technology devices in the classroom and school setting, the District is launching a “Personal Technology Task Force” that will launch in August 2022 and consist of students, teachers, principals and parents and will make recommendations for policy changes and/or enforcement to the District by December of 2022. It is the hope of the District that this inclusive approach will create solutions that all stakeholders in our community can support.

Pre-Kindergarten and Kindergarten Technology Use

Beginning in the 2022-2023 school year, Pre-Kindergarten and Kindergarten students will no longer have a 1:1 technology device to align with the best-practices for educating children of this age group. Each classroom will have a locker with 10 devices for age-appropriate and curriculum-aligned usage during the school day, and those devices will remain in the classroom throughout the school year.

Teacher Collaboration Time

Through professional learning and other opportunities, the district has always strived to create an environment in schools that fosters collaboration amongst teachers for the betterment of student outcomes. Recognizing that the prior two years dealing with Covid-19 presented unprecedented challenges, and following a scheduling Kaizen with a diverse group of stakeholders, the district is pleased that beginning in the 2022-2023 school year, teachers will have “teacher workdays” throughout the school year to collaborate with peers and participate in Professional Learning Communities based on grade-level and content-specific items.

School-Based Staffing Levels and Budget Stabilization 🌍

As enrollment in RUSD has declined due to Covid-19 and historically low birth rates over the past decade, it is understandable that certain staffing reductions have had to take place in order to ensure the district's financial position remains strong. However, over the course of the past five years, and in alignment with a number of specific district initiatives designed to support our students and staff in and outside of the classroom, staffing levels in schools remained above the staffing formulas based on enrollment. This intentional decision to keep this level of school-based supports in place for our students and staff, has been in response to listening to parents, teachers and community members and recognizing the challenges and barriers that many face in our community. 🌍

In order for the District to be able to balance the budget post the federal infusion of recovery dollars (ESSER), we will analyze all district expenditures and ensure alignment with this strategic plan. This may result in departments and schools being asked to let go of strategies, positions, services and objects that are not generating the outcomes and impact expected in the strategic plan. While the district has done some of this work, we will continue to focus on aligning all budgets to the strategic plan while having a system in place for how our budgets will shift with changing factors.

Transportation 🌍

As a diverse, urban district, we recognize there are many students who rely on transportation to and from school, and in certain cases, a lack of transportation following an extracurricular activity is the driving factor to even being able to participate in such activity. The District understands this challenge and is working diligently, within the confines of a reducing budget, to provide solutions to students and families who have transportation needs. Two such changes are coming to RUSD over the course of this strategic plan: (1) the district has recently purchased new nine-passenger vans to be able to transport students at the high school level to and from certain afterschool activities and (2) the district is working closely with the city of Racine to explore the possibility of city-wide bus passes for students, which would ease the transportation burden our students and families are facing.

Vertical Alignment Middle and Elementary Athletics 🌍

Engagement in school is an important indicator of a student being successful in both academics and social emotional welfare. Beginning in the fall of 2022, RUSD will create vertical alignment within its athletic programs at all levels (high school, middle school, and elementary). The District believes that positive outcomes for students will increase by offering more opportunities in the area of athletics. The District is committed to providing the necessary resources in order to accomplish this goal.



Appendix 1

High School Academy Success Readiness document



Success 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.

College Ready Indicators¹

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

¹Please note that each college or university has individualized admission requirements

²Please 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.

Board approved: October 17, 2016

Career Ready Indicators²

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)
- 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

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



"The Academies of Racine mobilizes educators, employers and community leaders to prepare this new generation of young people who will graduate from high school ready for college, careers, and life prepared to compete, successfully, in the 21st century."

- Daryl Burns, Deputy Chief Cluster III, RUSD



Appendix 2

Middle School Academy Success Readiness document

K-8 Success Ready!



Academic Indicators

- Upon completion of 8th grade, students will demonstrate growth or show proficiency on the specific identified skills in ELA/Math
- Upon completion of 8th grade, students will have reflected upon academic progress and career choices which will be demonstrated through their ACP (Academic Career Plan) portfolio

Developmental Indicators

- Use time management organizational study skills
- Identify long-and-short term academic, career and social/emotional goals
- Actively engage in challenging coursework
- Participate in enrichment and extracurricular activities
- Demonstrate ability to assume responsibility for academics
- Demonstrate ability to overcome barriers to learning
- Demonstrate ability to manage transitions and adapt to various academic situations and learning environments
- Demonstrate advocacy skills and ability to assert self
- Understand the connection between school and the world of work
- Apply media and technology skills

Emotional Development Indicators

- Demonstrate self-discipline and self-control
- Demonstrate effective coping skills when faced with a problem
- Demonstrate perseverance and grit to achieve goals
- Understand growth mindset

Self-Concept Indicators

- Apply self-motivation and self-direction
- Set high standards of quality
- Demonstrate ethical decision making
- Demonstrate critical-thinking skills to make informed decisions
- Demonstrate creativity
- Demonstrate ability to assume responsibility

Social Competency Indicators

- Demonstrate social maturity and behaviors appropriate to the situation and environment
- Use effective collaboration and cooperation skills with diverse teams
- Create positive relationships with peers and adults to support success
- Demonstrate the ability to balance school, home, and community activities
- Demonstrate personal safety skills that include physical, emotional, and psychological well-being
- Use effective communication skills
- Demonstrate empathy
- Demonstrate social responsibility



"The RUSD Middle School Academies will help students discover purpose and meaning in middle school through project-based, hands-on experiences. The Academies will provide students a chance to explore college and career opportunities for the first time, helping to prepare them for a successful transition to the high school Academies" - Jeff Miller, Deputy Chief Cluster II, RUSD



**RACINE
UNIFIED
SCHOOL DISTRICT**