The Academies of Racine
Master Plan 2.0
2019-2022
August 2019

Dear Racine Unified Stakeholder,

Throughout the past several years, the Racine Unified School District (RUSD) has been committed to ensuring the successful implementation of a powerful model for transforming its high school experience, The Academies of Racine. Since its launch in 2016 at Case, Horlick and Park High Schools, the District has systematically changed the educational experience for Racine high school students. The Ford Next Generation Learning framework has been integral to setting this foundation.

This year, RUSD will achieve the vision of the original Master Plan to create ‘wall to wall’ academies for all student in our high schools. We have moved quickly and deliberately with implementing the Academies of Racine, cultivating collaborative and intentional partnerships with business, community and post-secondary leaders. The partnerships will sustain our work as we implement the next iteration of our academies journey as we implement Master Plan 2.0.

The Academies of Racine’s Master Plan 2.0 sets the stage for the next five years. So many people inside and outside of RUSD have worked meticulously to develop this next phase of high school transformation. Nearly 100 stakeholders were broken up into eight tactic teams such as Academy & Pathway Development & Refinement, Professional Learning, Building Business & Civic Engagement and K-12 Alignment. Their collaborative and strategic work has been integral to developing this comprehensive plan as we are now ‘wall to wall’.

Racine is experiencing growth and economic development and our public schools are key to assuring a long and successful future for our community. Student ownership in their learning is also crucial to our success as they navigate the vast opportunities that are available in the Racine area and beyond.

My sincerest gratitude and congratulations to all the members of the Academies of Racine Master Plan 2.0 Steering Committee members who have committed to establishing the foundation for an exciting future for thousands of RUSD graduates.

The Racine Community can be proud that its public schools continue to strive for excellence. By leveraging the powerful talents of our staff, the support of our families and the collaboration from our business community and post-secondary leaders, we are truly Raising Racine, together.

Yours in education,

[Signature]
Eric N. Gallien, Ph.D.
Superintendent
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INTRODUCTION

The Wisconsin Idea (specifically in education) is a philosophy that generally states that a good education should influence a person’s life outside the boundaries of the classroom. Since its inception, the Academies of Racine have met, challenged, and exceeded this longstanding idea. Through the lens of the Ford NGL model, we will continue to provide our students with the best educational pathways for their individual ambitions.

In collaboration with students, parents, teachers, administrators, and school board members, along with our partners in post-secondary education, business, manufacturing, community, faith-based, and civic organizations, we have created a way for students to be on the route to preparedness from the very employers and post-secondary education institutions that students will be a part of after they graduate. The Racine Unified School District (RUSD) has been collaborating with all stakeholders affected by the Academies of Racine to ensure that this plan is something that creates value for everyone involved.

Our Academies offer students a selection of career pathways to pursue within their high school experience. A pathway is a series of courses designed to prepare them for a specific career all while still meeting the requirements for graduation. Students are educated through hands-on experiences and real-world applications which gives them the opportunity to earn college credits, obtain industry-recognized certifications, and experience apprenticeships in their fields of study.

During the 2016 launch, stakeholders from the Racine community established the Academies of Racine with the broad intention of preparing every student to succeed in their post-graduation endeavors. Whether it be in finding a career or continuing with post-secondary education, the Academy structure is designed to be a driver of student success. This rendering of the master plan will continue to guide the future of the Academies of Racine. Read it. Use it. Make it your own. This is the Academies of Racine Master Plan 2.0.

There are eight tactics to our Academies of Racine Master Plan 2.0; they are as follows:

1.) Academy & Pathway Development & Refinement
2.) Professional Learning
3.) Alignment with Post-Secondary
4.) Building Business & Civic Engagement
5.) Expanding the Learning Environment
6.) Assessment & Tracking
7.) Communications & Marketing
8.) K-8 Transformation

“We have to get involved and help create good workers... It’s a time to engage and the Academies of Racine are our link to do that.”

Tom Burke, President and Chief Executive Officer of Modine
BACKGROUND

There are a few supporting documents, plans, and models that we used as the framework for this master plan. This section is meant to briefly explain them along with the reasoning behind why we are using them.

The North Star Vision

The North Star Vision was used as a guide to help put together the Master Plan 1.0. This is what we used to launch and implement the Academies of Racine. The graphic below illustrates this vision.

The outer ring represents the main goals from the Strategic Plan at the time it was created. Moving on, the blue, green, and orange rings are the three strands of the Ford Next Generation Learning model for high school transformation. Those strands are described in detail further on in this section. And finally, the eight gray pieces towards the middle are the goals that were set forth by the first master planning team. These all support the main objective of preparing our students for career and/or college readiness.
Guiding Principles and Strategies
When developing the Academies of Racine Master Plan 2.0, our plans were formulated with the following guiding principles in mind:

1. Career and College Ready Graduates
   - Maintain rigorous commitment to the standard of excellence necessary to prepare ALL student to graduate high school with the knowledge, skills and abilities necessary to continue as productive members of society.

2. Sustainability
   - Sustain the foundational requirements set forth by Ford Next Generation Learning Model in the development and maintenance of the Academy Model.

3. Infrastructure
   - Create an ongoing vision for infrastructure development and design that supports the Academy and pathway framework in accordance with industry/market trends within the Racine community.

4. Onboarding
   - Establish and maintain an effective and efficient structure for onboarding new staff and community members to the Academies of Racine model through Professional Development, meetings with the Convening Organization, membership on committees, attendance at meetings, etc.

In addition to these four guiding principles, the key strategies put forth by the Academies of Racine below are referenced throughout this master plan as a check to ensure that our tactics and plans are in line with our broader strategies. The Steering Committee supports the Academies of Racine Master Plan, Pathway Advisory Councils, and the Racine Unified School District Success Ready goals for all students graduating career and college ready through a focus on:

a.) **Culture of Student Empowerment**: Student involvement with the community.

b.) **Improved Teaching & Learning through Collaborative Structures**: Faculty, staff, and administration participation in Academies of Racine professional development and academy team meetings.

c.) **Student Culture of Belonging**: Student membership and involvement in student-run organizations.

d.) **Personalized Learning Linked to Relevant Pathways**: Student progress and completion of an Academic Career Plan (ACP).

e.) **Community Partnerships for Student Success**: Community member and employer interest and involvement with the Academies of Racine Opportunities to Engage.
f.) **State-of-the-Art Facilities and Technology:** Curriculum, facilities, and technology reflective of industry.

g.) **High Level of Student Engagement:** Student attendance rates, graduation rates, and involvement with leadership opportunities.

h.) **High Expectations and Successful Outcomes for All Students:** Students earning high demand industry credentials, qualifying for college credits, and prepared for entry-level college courses.

**Raising Racine 2022**

*Raising Racine 2022* is the name of the Strategic Plan for RUSD. It played a key role in our decision-making while piecing together the Master Plan 2.0. Much like the Academies of Racine Key Strategies, *Raising Racine 2022* has the Four Pillars of Excellence which will also be addressed throughout this master plan. The four pillars are as follows:

![Four Pillars of Excellence](image)

**National Standards of Practice for Career Academies**

The National Career Academy Coalition (NCAC) is the convener of the national partners who framed the National Standards of Practice (NSOP) for Career Academies. These standards will also be addressed throughout this master plan in addition to the Academies of Racine Key Strategies and the *Raising Racine 2022* Outcomes. One goal of the Master Plan 2.0 is to be accredited by the NCAC. Since one of our aims is to be a model Academy, we must meet these standards. Below is a brief overview of these NSOPs:

1. **Defined Mission and Goals**
   The career academy has a written definition of its mission, goals, and benchmarks. These are developed by and available to the administrators, teachers, students, parents, advisory board, and others involved in the academy.
II. Academy Design
An academy has a well-defined design within the high school, reflecting its status as a small learning community.

III. Host Community and High School
Career academies exist in a variety of district and high school contexts, which are important determinants of an academy’s success.

IV. Faculty and Staff
Appropriate staff selection, leadership, credentialing, and cooperation are critical to an academy’s success.

V. Professional Development and Continuous Learning
Since an academy places teachers and other adults into roles not normally included in their previous training, providing adequate professional development time, leadership, and support is critical.

VI. Governance and Leadership
The academy has a governing structure that incorporates the explicit roles of all stakeholders and the leaders of the advisory board.

VII. Teaching and Learning
The teaching and learning within an academy meets or exceeds external standards and college entrance requirements while differing from a comprehensive high school by focusing learning around a theme.

VIII. Employer, Post-Secondary Education, and Community Involvement
A career academy links high school to its host community and involves members of the employer, postsecondary education, and civic community in certain aspects of its operation.

IX. Student Assessment
Improvements in student performance are central to an academy’s mission. It is important to gather data that reflect whether students are showing improvement and to report these accurately and fairly to maintain the academy’s integrity.

X. Sustainability
No new academy functions perfectly. Even well established and highly functioning academies benefit from self-examination and refinement. Ensuring and improving the quality of a career academy requires engaging in a regular cycle of improvement.
The Ford Next Generation Learning Model
Ford Next Generation Learning is the philanthropic arm of the Ford Motor Company. Their aim is to support communities in bridging education and employers in the business and civic engagement within the community to prepare all of our students for career, college, and life. The five phases in the Ford NGL Roadmap are:

1. Explore
2. Envision
3. Plan
4. Implement, and
5. Go Further

We are currently in phase four; implementing our career academies. We are constantly striving to get to phase five, going further. The Master Plan 2.0 is going to help us get there.

“Racine Unified has embraced the transformational high school model... to provide supports and experiences for students and teachers by bringing relevance and application to their learning through community engagements in the delivery of real-world instruction. Racine has become an example to others in Ford Next Generation Learning Network.”

Starr Herrman, Ford Next Generation Learning Coach

There are three strands to the Ford NGL Model. In this implementation process, we are continuing to ensure that we follow these three strands in our actions and our planning.
Success Ready!
As a part of the work from the Master Plan 1.0, the “Success Ready!” document guides students to being career, college, and life ready within RUSD. This interactive document leads students through their high school career, so they know what is expected. These benchmarks are split into three sections: College Ready Indicators, Career Ready Indicators, and Life Ready Indicators. As described on the document below, every graduate must meet district graduation requirements, participate in a Career Pathway course sequence, and complete an academic and career plan. The indicators themselves are expected of students in order to be college, career, and life 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 Indicators**

- 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

**Career Ready Indicators**

- 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

**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

“...A vision has been established as we prepare our next generation of learners to be engaged and able to apply learning in the real world, having them equipped with critical 21st century skills...”
- Dan Theilen, Chief of Secondary Transformation

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1 Please note that each college or university has individualized admission requirements
2 Please note that each individual employer and job will have individual criteria

Source: [http://www redefineyourready.org/](http://www.redefineyourready.org/)

These readiness indicators begin with the class of 2020. Board approved: October 17, 2016
Transforming the Classroom
The skillset that a worker must have in order to be considered employable is always evolving and has changed significantly over the years. The four C’s helps in thinking of what skills are necessary in the 21st century. We are educating our students with these skills so that they are well-equipped for their future line of work. Teaching students these skills can be challenging when taking a normal teaching approach. Our four R’s guide us through educating our students in a way that leaves an impression on them. These models provide us with the framework we need to truly educate our students.

**THE FOUR C’s**
- **Communication**
  - Sharing thoughts, questions, ideas, and solutions
- **Collaboration**
  - Working together to reach a goal. Putting talent, expertise, and smarts to work
- **Critical Thinking**
  - Looking at problems in a new way and linking learning across subjects and disciplines
- **Creativity**
  - Trying new approaches to get things done equals innovation and invention

**THE FOUR R’s**
- **Rigor**
  - All students take required core academic subjects, electives, and specialized courses in their career area to provide academic **RIGOR** that prepares students for post-secondary education or career options
- **Relevance**
  - Academy teachers incorporate real-world examples from their career area into all academic and specialized courses to create **RELEVANCE** for students
- **Relationships**
  - Students move through their academy with classmates who share their interests and a common team of teachers, which builds stronger **RELATIONSHIPS** that promote a sense of belonging
- **Readiness**
  - Local employers and community partnerships provide students with interactions that ensure student **READINESS** for post-secondary education and career options
Racine, Wisconsin can be found on the shores of Lake Michigan in the southeastern part of the state. Located only 25 miles from Milwaukee and 65 miles from Chicago, Racine is the perfect place to call home. Our diverse schools have the distinct advantage of preparing our students for success after high school. Whether it’s the 43 different languages spoken by our students, or the powerful cultural diversity exhibited in our district, we are confident in the ability of our students to be prepared for almost any scenario.

The following data is from our 2017-2018 Report to Our Community.

**OUR STUDENTS**
- Students Enrolled: 19,455

**OUR STAFF**
- Total Staff: 2,701
- Teachers & Professional Staff: 1,757
- Educational Assistants: 443
- Educational Support Staff: 171
- 61% of Teachers have Advanced Degrees
- 69% of Educational Support Staff have Advanced Degrees

**OUR DISTRICT**
- 5th largest school district in Wisconsin
- 7 Cities/Villages Served
- 100 Square Miles
- 9 Board of Education Members
- 1 Vision - The North Star - All students graduate career and/or college ready

**OUR SCHOOLS**
- 3 Comprehensive High Schools
- 3 Middle Schools
- 17 Elementary Schools
- 2 Early Learning Centers
- 3 K-8 Campuses
- 2 6-12 Campuses
ATTENDANCE RATES:
*2017-2018 data
- Grade 9: 91.0%
- Grade 10: 86.8%
- Grade 11: 84.4%
- Grade 12: 83.5%
- High School Overall: 86.4%

ASPIRE DATA (predicts college readiness on ACT):
*2017-2018 data

MATHEMATICS

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<td>12.6%</td>
<td>4.6%</td>
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<td>10</td>
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READING

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ADVANCED PLACEMENT (AP):

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<th>2016-17</th>
<th>2017-18</th>
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<tbody>
<tr>
<td>AP Exam Participation (students tested)</td>
<td>319</td>
<td>326</td>
<td>322</td>
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<tr>
<td>AP Exams Taken (all courses)</td>
<td>612</td>
<td>589</td>
<td>658</td>
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<tr>
<td>% of Students Obtaining 3 or Above</td>
<td>42.3%</td>
<td>42.3%</td>
<td>36.6%</td>
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International Baccalaureate (IB):

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<th>2017-18</th>
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<tr>
<td>IB Exam Participation Rate (students tested)</td>
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<td>115</td>
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<tr>
<td>IB Exams Taken (all courses)</td>
<td>298</td>
<td>288</td>
<td>241</td>
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<td>Percentage of Students Obtaining 4 or above</td>
<td>71%</td>
<td>74%</td>
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HIGH SCHOOL 4-YEAR GRADUATION RATE:

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<th>2017-18</th>
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<tr>
<td>J.I. Case</td>
<td>81.8%</td>
<td>82.3%</td>
<td>86.5%</td>
</tr>
<tr>
<td>William Horlick</td>
<td>74.7%</td>
<td>72.9%</td>
<td>76.6%</td>
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<tr>
<td>Washington Park</td>
<td>68.4%</td>
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<td>70.9%</td>
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<td>REAL</td>
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<td>Walden III</td>
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<td>DISTRICT OVERALL:</td>
<td>76.8%</td>
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Master Plan 2.0
RACINE WORKFORCE PROFILE

As a guide for setting our students up for success, we use labor market data to refine and add to our Academy Pathways. Data from the ManpowerGroup shows the projected workforce supply and demand in 2021 for Racine County (see graph below). The largest gap between the supply and demand of jobs on this graph is in the Production industry.

It is crucial that our students are aware of the availability of different occupations in the Racine area. However, the idea is not just to prepare them for a job, our aim is to prepare them to pursue any occupation that provides a good wage regardless of the level of education they wish to obtain.
LISTING OF CONTRIBUTING MEMBERS

MASTER PLANNING MEETINGS

January 10, 2019

Meeting Goals:
• Set the Foundation
• Establish Tactics

Members Present:
• Ahmad Qawi  
  o Vice President/Chief Operations Officer, YMCA
• Angela Apmann  
  o Directing Principal, William Horlick HS
• Christopher Neff  
  o Director of Academies, RUSD
• Cory Mason  
  o Chief Information Officer, Twin Disc
• Dan Thielen  
  o Chief of Schools, RUSD
• Eric Gallien  
  o Superintendent, RUSD
• Eugene Syvrud  
  o Directing Principal, J.I. Case HS
• Jaime Spaciel  
  o Director of Career Pathways and Program Effectiveness, Gateway Technical College
• Jeff Bergman  
  o Youth Apprenticeship/Workplace Learning Coordinator, RAMAC
• Jeff Miller  
  o Directing Principal, Washington Park HS
• Jennifer Sus  
  o Academy Coach, William Horlick HS
• Jim Anderson  
  o Business Representative, North Central States Regional Council of Carpenters
• Jody Bloyer  
  o Deputy Chief of Secondary Transformation, RUSD
• Joshua McCoy  
  o Racine City Area Director, Youth for Christ
• Keona Jones
  o Deputy Chief of Schools, RUSD
• Kristen Monty
  o Counselor, J.I. Case HS
• Kristine Schwartz
  o Director of Quality, Aurora Health Care
• Laurie Coleman
  o Community Relations Coordinator, PPG Industrial Coatings
• Lisa Hinkley
  o Associate Vice President and Executive Director for Career and Professional Development, Carthage College
• Liz Powell
  o Executive Director, Racine Community Foundation
• Marty Weishoff
  o Modine Manufacturing
• Matt Montemurro
  o President/CEO, RAMAC
• Matt Waltz
  o Director of Administration, WRTP/Big Step
• Mike Matus
  o Vice President of Sales and Strategic Solutions, Goodwill
• MT Boyle
  o Chief of Staff, Racine County
• Rob Ducoffe
  o Provost and Vice Chancellor, UW-Parkside
• Sarah Gorke
  o Career Specialist, Carthage College
• Soren Gajewski
  o Deputy Chief of Secondary Schools, RUSD
• Stacy Tapp
  o Chief of Communication and Community Engagement, RUSD
• Steven Russo
  o Director of School Support - Operations, RUSD
• Terri Jackley
  o Academy Coach, J.I. Case HS
• Trevor Jung
  o Community Engagement Coordinator, Visioning a Greater Racine
• Valerie Morey
  o Vice President, Racine Educators United
• Willie McDonald
  o General Manager, RYDE

February 7, 2019
Meeting Goals:
- Sort and Prioritize Ideas
- Develop Subcategories

Members Present:
- Angela Apmann
  - Directing Principal, William Horlick HS
- Chelsea Powell
  - Stakeholder Engagement and Communications Manager, Higher Expectations
- Christopher Neff
  - Director of Academies, RUSD
- Cory Mason
  - Chief Information Officer, Twin Disc
- Dan Thielen
  - Chief of Schools, RUSD
- Eugene Syvrud
  - Directing Principal, J.I. Case HS
- Gabriel Rodriguez
  - Project Manager, RUSD
- Heather Kraeuter
  - Accountability and Efficiency Data Specialist, RUSD
- Jeff Bergman
  - Youth Apprenticeship/Workplace Learning Coordinator, RAMAC
- Jeff Miller
  - Directing Principal, Washington Park HS
- Jennifer Sus
  - Academy Coach, William Horlick HS
- Joshua McCoy
  - Racine City Area Director, Youth for Christ
- Laurie Coleman
  - Community Relations Coordinator, PPG Industrial Coatings
- Lisa Hinkley
  - Associate Vice President and Executive Director for Career and Professional Development, Carthage College
- Liz Powell
  - Executive Director, Racine Community Foundation
- Marty Weishoff
  - Modine Manufacturing
- Matt Montemurro
  - President/CEO, RAMAC
- Mike Matus
  - Vice President of Sales and Strategic Solutions, Goodwill
- Nicole McDowell
  - Director of Alternative Programs and Charter Schools, RUSD
• Sara Luther
  o Market Manager, Goodwill
• Sarah Gorke
  o Career Specialist, Carthage College
• Soren Gajewski
  o Deputy Chief of Secondary Schools, RUSD
• Stacy Tapp
  o Chief of Communication and Community Engagement, RUSD
• Terri Jackley
  o Academy Coach, J.I. Case HS
• Tim Peltz
  o Chief Information Officer, RUSD
• Trevor Jung
  o Community Engagement Coordinator, Visioning a Greater Racine

April 18, 2019

Meeting Goals:
• Establish Action Items by Year
• Begin Writing Plan

Members Present:
• Alex DeBaker
  o Teacher/Coach, J.I. Case HS
• Amanda Neumann
  o Teacher, Gifford Elementary School
• Amy Connolly
  o Director of City Development, City of Racine
• Amy Levonian
  o Academy Principal, William Horlick HS
• Amy Shepherd
  o Assistant Principal, Red Apple Elementary School
• Angela Apmann
  o Directing Principal, William Horlick HS
• Angelina Cruz
  o President, Racine Educators United
• Angie Kennedy
  o Teacher, Mitchell Elementary School
• Anisa Diaz
  o Assistant Principal, Julian Thomas Elementary School
• Bill Miller
  o Associate Provost for Continuing Studies, Carthage College
• Bill O’Malley
  o Academy Principal, Washington Park HS
• Bill Ticha  
  o **Principal**, Gifford Elementary School
• Brandon Jones  
  o **School Data Systems Support Specialist**, RUSD
• Christopher Neff  
  o **Director of Academies**, RUSD
• Chrishirella Sutton  
  o **Family and Community Engagement Manager**, RUSD
• Christie Gajewski  
  o **Assistant Director of Curriculum and Instruction**, RUSD
• Cory Mason  
  o **Chief Information Officer**, Twin Disc
• Dan Niespodziani  
  o **Teacher**, Red Apple Elementary School
• Elizabeth Erickson  
  o **Communications and Outreach Manager**, Higher Expectations
• Emily Neubauer  
  o **Senior Communication Specialist**, RUSD
• Eugene Syvrud  
  o **Directing Principal**, J.I. Case HS
• Felicia Howell  
  o **Family and Community Engagement Specialist**, RUSD
• Gregory Smith  
  o **Teacher**, William Horlick HS
• Heather Kraeuter  
  o **Accountability and Efficiency Data Specialist**, RUSD
• Jennifer Barncard  
  o **Academy Principal**, Washington Park HS
• Jaime Spaciel  
  o **Director of Career Pathways and Program Effectiveness**, Gateway Technical College
• Jakki Moga  
  o **Executive Director of Assessment**, RUSD
• Janell Decker  
  o **Executive Director of Curriculum and Instruction**, RUSD
• Jeff Bergman  
  o **Youth Apprenticeship/Workplace Learning Coordinator**, RAMAC
• Jeff Miller  
  o **Directing Principal**, Washington Park HS
• Jennifer Binneboese  
  o **Counselor**, Washington Park HS
• Jennifer Sus  
  o **Academy Coach**, William Horlick HS
• Jessica Tiefenthaler  
  o **Human Resources Director**, InSinkErator
• John Strack  
  o *Transportation and Enrollment Supervisor/District Master Scheduler*, RUSD  
• Joshua McCoy  
  o *Racine City Area Director*, Youth for Christ  
• Kamaljit Jackson  
  o *Senior Accountability and Efficiency Officer*, RUSD  
• Karin Kirchmeier  
  o *Interim President/CEO*, United Way of Racine County  
• Kathryn Schnetzky  
  o *Teacher*, William Horlick HS  
• Kristen Monty  
  o *Counselor*, J.I. Case HS  
• Kristine Schwartz  
  o *Director of Quality*, Aurora Health Care  
• Lauren O’Malley  
  o *Freshmen Lead*, Washington Park HS  
• Laurie Coleman  
  o *Community Relations Coordinator*, PPG Industrial Coatings  
• Lisa Hinkley  
  o *Associate Vice President and Executive Director for Career and Professional Development*, Carthage College  
• Lisa Vassh  
  o *Registered Nurse in Cardiac Rehab*, Wheaton Franciscan Healthcare  
• Liz Powell  
  o *Executive Director*, Racine Community Foundation  
• Lorie Ann Karls  
  o *Director of Professional Learning*, RUSD  
• Maria Barreras  
  o *Family and Community Engagement Specialist*, RUSD  
• Marty Weishoff  
  o Modine Manufacturing  
• Mary Pucci  
  o Visioning a Greater Racine  
• Matt Montemurro  
  o *President/CEO*, RAMAC  
• Matt Waltz  
  o *Director of Administration*, WRTP/Big Step  
• Michael Hyland  
  o *Technology Integration Supervisor*, RUSD  
• Michael O’Brien  
  o *Career and Technical Education Coordinator*, RUSD  
• Mike Matus  
  o *Vice President of Sales and Strategic Solutions*, Goodwill  
• MT Boyle
- Chief of Staff, Racine County
  - Nick DeBaker
    - Academy Principal, J.I. Case HS
  - Nicole McDowell
    - Director of Alternative Programs and Charter Schools, RUSD
- Patrick Todd
  - Vice President, Nicholsworth Group
- Rachel Schuler
  - Executive Director of Special Education, RUSD
- Rob Ducoffe
  - Provost and Vice Chancellor, UW-Parkside
- Robin Rivas
  - Executive Director of English Language Learner Programs, RUSD
- Rosalie Daca
  - Chief Academic Officer, RUSD
- Sara Luther
  - Market Manager, Goodwill
- Sarah Gorke
  - Career Specialist, Carthage College
- Sarah Kapellusch
  - Workforce and Business Development Specialist, Gateway Technical College
- Soren Gajewski
  - Deputy Chief of Secondary Schools, RUSD
- Steven Russo
  - Director of School Support - Operations, RUSD
- Suellen Krahn
  - Teacher, Gifford Elementary School
- Terri Jackley
  - Academy Coach, J.I. Case HS
- Trevor Jung
  - Community Engagement Coordinator, Visioning a Greater Racine
- Tyler Funk
  - Teacher, Knapp Elementary School
- Valerie Morey
  - Vice President, Racine Educators United
- Vic Frasher
  - Director of Community Engagement, Educators Credit Union
- Willie McDonald
  - General Manager, RYDE
SUPPORTING ORGANIZATIONS

IUOE Local 139
A&W Restaurant
American Roller Company
Aramark
Ascension All Saints Hospital
ATI Physical Therapy
Aurora Health Care
Aurora Sports Health
AWI Metal Fab
Bellin College Mobile Hands on Health Care
Blood Center of Wisconsin
Boldt Construction
Bricklayers and Allied Craftworkers International Union
Bryant and Stratton College
Cardinal Stritch
Carroll University
CCB Technologies
Century Security & Communications, Inc.
128th Air Refueling Wing
American Professional Driving School
Andis Company
Ascension
Associated General Contractors of Wisconsin
Auer Steel & Heating Supply Co.
Aurora Physical Therapy
Aviation Groups
Badger Meter
Building Industry Group (BIG)
Blue Bear
Boucher-Chevrolet
Brown Family Chiropractic
C&I Safety
Caring Alternatives Creek Side Manor
Carthage College
Central Racine County Health Department
Challenge Academy
Chef Daniel Bonanno  
Christ’s Church Childcare  
CNH  
Concordia University  
Cox Media Group  
Credit Union National Association  
Danny’s Meats  
DeVry University  
Dr. Richard M. Wagner DDS  
E. C. Styberg Engineering Co.  
Eco-Justice Center  
Educators Credit Union  
Electrical Systems & Service  
Empire Beauty School  
Facebook  
Festival Foods  
Fischer USA, Inc.  
Five Below  
For Pet’s Sake  
Frank Sterbin CPA, S.C  
Choral Arts Society of Southeastern Wisconsin  
City of Racine  
Cobble Creek Solutions  
Covidien Medical Device  
Creative Compulsive  
Cree  
DeltaHawk  
Direct Supply, Inc.  
Dr. Steven W. Campbell  
EAA Chapter 838  
Ed Reggie - Professional Stage Actor  
Educator’s Rising Carthage College  
Emma Widmar - Miss Racine Candidate  
Ethical Choices Program  
Familia Dental  
First Transit  
Fiserv Forum  
Focus ON Community  
Fox 6 News  
Gateway Technical College
George William’s College

Goodwill Industries of Southeastern Wisconsin, Inc.
Gordon J. Maier Company, LLP

Goodwill

Google

Great Lakes and St. Lawrence Cities Initiative

Habitat for Humanity

Halpin Personnel

Halpin Staffing Services

Harbor Park CrossFit

Heating & Cooling Solutions

Herzing University

Higher Expectations for Racine County

Historical Society

Home Harbor

Infrastructure Solutions

InSinkErator

International Brotherhood of Electrical Workers Local Union 430
Javier’s Cuisine

Johnson Bank

Johnson Financial Group

Jose’s Blue Sombrero

Kenosha Area Convention & Visitors Bureau

Knapp Manufacturing

Kids Foot Locker

Koepsell-Murray Funeral & Cremation Services

Laborers 113

Leeward Business Advisors

LEMAN USA, Inc.

LPI

Madison College Court Reporting Program

MBA Career Council

Mary Lou Viola - Glass Artist

Men’s Wearhouse

McLane Company, Inc.

MIAD

Michelle J. Gilliam - Professional Improv Coach

The Academies of Racine

Master Plan 2.0
<table>
<thead>
<tr>
<th>Michigan Technical University</th>
<th>Midwest Technical Institute</th>
</tr>
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<tbody>
<tr>
<td>Millennium Villages Project</td>
<td>Millwrights and Pile Drivers Local 2337</td>
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<tr>
<td>Milwaukee AHEC</td>
<td>Milwaukee Behavioral Health Division</td>
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<td>Milwaukee Film</td>
<td>Modine Manufacturing Company</td>
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<td>Mount Pleasant Police Department</td>
<td>Milwaukee School of Engineering</td>
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<td>National Alliance on Mental Illness</td>
<td>NASA</td>
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<td>National Guard</td>
<td>Nelson Bros &amp; Strom Co.</td>
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<td>Network Specialists of Racine Inc.</td>
<td>New Horizon Foods</td>
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<tr>
<td>Nicholsworth Group</td>
<td>North Central States Regional Council of Carpenters</td>
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<tr>
<td>North Shore Animal Hospital</td>
<td>Nutritional Design &amp; Good Value Pharmacy</td>
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<td>O&amp;H Danish Bakery</td>
<td>Oak Ridge Care Center</td>
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<tr>
<td>Old Salt Tattooers</td>
<td>OPCMIA Local 599</td>
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<td>Palmen Chrysler Dodge Jeep RAM of Racine</td>
<td>Pick ‘n Save</td>
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<tr>
<td>Piggly Wiggly</td>
<td>Pine Acers Popcorn</td>
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<td>Pizza Hut</td>
<td>Planned Parenthood</td>
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<td>Plastic Parts Inc.</td>
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<td>PPG Industries</td>
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<td>Prevent Blindness Wisconsin</td>
<td>ProHealth Care</td>
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<td>Racine Art Museum</td>
<td>Racine Community Foundation</td>
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<tr>
<td>Racine County Executive Office</td>
<td>Racine County Human Services</td>
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</table>
Racine Fire Department
Racine Kenosha Community Action Agency
Racine Police Department

Racine Zoo
Real Racine

Real Estate Executive Council
Riley Construction
Rockwell

RUSD

Salon Professional Academy
SC Johnson
SE WI Carpentry Training Center

Siena Center
Society’s Assets Inc.

St. Catherine’s Medical
Sturtevant Auto Salvage

Tamara Marini - Nutritionist

The Manor
Touchpoint

Twenty Family Vision Center

Racine Journal Times
Racine Metal-Fab Ltd.
Racine Wastewater Utility

RAMAC
Red Apple

Ridgewood Care Center
Robb Fischer - Director/Cinematographer
Rue 21

Safe Start

Small Business Development Center
SC Johnson Child Care Center
Shorewest Realty

Sienna on the Lake
South Shore Fire Department

St. Monica’s
Sustainable Racine

Textron Aviation

The Woods of Caledonia
TriCity National Bank

Twin Disc
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<tr>
<th>Twisted Cuisine</th>
<th>United Way</th>
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<tbody>
<tr>
<td>United Way of Racine County</td>
<td>Universal Technical Institute</td>
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<tr>
<td>University of St. Francis</td>
<td>US Air Force</td>
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<tr>
<td>US Air National Guard</td>
<td>US Army</td>
</tr>
<tr>
<td>US Army Recruiting Center</td>
<td>US Army ROTC UW-Parkside</td>
</tr>
<tr>
<td>US Army Sergeant Juhas</td>
<td>US Navy</td>
</tr>
<tr>
<td>UW-Madison</td>
<td>UW-Milwaukee</td>
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<td>UW-Milwaukee Nursing Simulation Lab</td>
<td>UW-Oshkosh</td>
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<td>UW-Parkside</td>
<td>UW-Parkside, Army ROTC Liaison</td>
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<tr>
<td>UW-Platteville</td>
<td>UW-Stout</td>
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<td>UW-Whitewater</td>
<td>UW-Extension for Kenosha and Racine Counties</td>
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<td>Vero International Cuisine</td>
<td>Vietnam Home</td>
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<tr>
<td>Villa @ Lincoln</td>
<td>Visioning a Greater Racine</td>
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<td>Volunteer Center of Racine/Youth</td>
<td>Wadewitz Elementary</td>
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<tr>
<td>Volunteer Corps</td>
<td>Walgreens</td>
</tr>
<tr>
<td>Walbec Group, Inc.</td>
<td></td>
</tr>
<tr>
<td>WI Educational Services Program - DHH</td>
<td>WI Office of Public Defender</td>
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<tr>
<td>WI Veterans Home of Union Grove</td>
<td>Wisconsin Department of Natural Resources</td>
</tr>
<tr>
<td>Wisconsin Manufacturers and Commerce</td>
<td>Wisconsin National Guard</td>
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<tr>
<td>Wisconsin Public TV</td>
<td>Wisconsin Products, Inc.</td>
</tr>
<tr>
<td>WRTP/Big Step</td>
<td>Wisconsin Women’s Business Initiative Corporation</td>
</tr>
</tbody>
</table>
YMCA

Youth for Christ

Zahn Electronics
OVERVIEW OF THE ACADEMIES OF RACINE

As explained before, the Academies of Racine allows students the opportunity to choose their own “pathway” to prepare them for their desired career or post-secondary education. Our Academies offer:

- Smaller, personalized learning environments
- Partnerships with businesses providing opportunities for students to solve real-world problems for authentic learning
- A focus on 21st century skills students need to succeed in college and life
- A culture of teamwork, critical thinking, collaboration and creativity
- Rigorous interdisciplinary curriculum
- Preparation for college and career

All of our Academies have pathways that are unique to their individual Academy as well as pathways that are offered at all three Academies. The table below shows all the pathways offered at each individual Academy. The pathways marked in red are only offered at that specific Academy.
Every student is enrolled in the Freshman Academy when they are coming into their freshman year. The idea behind the Freshman Academy is to allow students the opportunity to do some exploratory learning before ultimately deciding which pathway they would like to take part. Each career pathway is clustered into an “Academy” at each individual high school. These different Academies are shown below.

- Freshman Academy
  - Academy of Health Sciences
  - Academy of Business & Culinary Arts
  - Academy of Computer Science, Education & Technical Services

- Freshman Academy
  - Academy of Health Sciences & Aviation
  - Academy of Business & Culinary Arts
  - Academy of Education & Technical Services

- Freshman Academy
  - Academy of Health Sciences & Education
  - Academy of Business & Culinary Arts
  - Academy of Leadership, Automotive & Technical Services

Our Academy students are taught to learn. This means that we give them hands-on experience and real-world applications for their time in the Academies. The chart below shows some of the key elements for each moment of their high school career.
Without the help from the community, none of our accomplishments (and future plans) would be possible. In a collaboration between education and the community, we have developed a plan that is mutually beneficial for both Racine and our students.

The chart to the right shows how our system works and has been working.

The Academies of Racine CEO Champions provide verbal support and encourage people and businesses to get involved with the Academies. The Academies of Racine Steering Committee provides direction and support where needed within the classrooms and the curriculum. Career Pathway Impact Teams are teams of teachers who develop the curriculum and address how to implement the industry certifications and the experiential learning experiences. The Career Pathway Advisory Councils are a collection of educators, employers, businesses, and community members (50/50 between education and the community) whose purpose is to discuss the curriculum and opportunities on how to engage more community members and business partners to be a part of the Academies. These councils are described in more detail to follow. And finally, the Academy Teams are the foundation of the Academies of Racine. These teams include the Academy Principals, Academy Team Leads, students, teachers, and anyone at the school level that makes the Academies alive.

There are three Career Pathway Advisory Councils: HEaL, BMAC, and ICE-T (acronym meanings on chart). Below the titles are the different pathways that the three advisory councils oversee. As stated previously, they also find opportunities for increasing the involvement from the community and business partners.
RUSD could not do this alone. Our community, business partners, and municipalities coming together to support our students and helping them graduate success ready is what we call the power of collective impact. We are very thankful for the involvement and support from our municipalities, business partners, and community members that make the Academies of Racine successful.
OUR MASTER PLAN 2.0 TACTICS

This is the prominent piece of our Master Plan 2.0. Countless hours of hard work have gone into this plan to ensure that the Academies of Racine continues to improve and produce graduates who exceed the expectations of a typical high school graduate.

In our Master Plan 1.0, our tactic teams decided on ten tactics to employ. The Master Plan 2.0 has been decided to have eight tactics. The reasoning behind this is because some of the Master Plan 1.0 tactics have been combined, or they have been completed with no further work needed to be done.

### MASTER PLAN 1.0
- Freshman Academy
- Academy Career Prep Centers
- Professional Development
- Alignment with Post-Secondary Institutions
- Building Civic Engagement
- Community Support Structures
- IT and Infrastructure Support
- Data, Assessment, and Tracking
- Communications & Marketing
- Middle School Transformation

### MASTER PLAN 2.0
- Academy & Pathway Development & Refinement
- Professional Learning
- Alignment with Post-Secondary
- Building Business & Civic Engagement
- Expanding the Learning Environment
- Assessment & Tracking
- Communications & Marketing
- K-8 Transformation

<table>
<thead>
<tr>
<th>TACTIC</th>
<th>PAGE #</th>
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<tbody>
<tr>
<td>1. Academy &amp; Pathway Development &amp; Refinement</td>
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<tr>
<td>2. Professional Learning</td>
<td>45</td>
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<tr>
<td>3. Alignment with Post-Secondary</td>
<td>57</td>
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<tr>
<td>4. Building Business and Civic Engagement</td>
<td>70</td>
</tr>
<tr>
<td>5. Expanding the Learning Environment</td>
<td>78</td>
</tr>
<tr>
<td>6. Assessment &amp; Tracking</td>
<td>84</td>
</tr>
<tr>
<td>7. Communications and Marketing</td>
<td>95</td>
</tr>
<tr>
<td>8. K-8 Transformation</td>
<td>109</td>
</tr>
</tbody>
</table>

Master Plan 2.0
### Outcomes Addressed:
- Student Learning
- Culture & Environment
- Partnerships & Community
- Fiscal & Operational Excellence

### Academies of Racine Key Strategies Addressed:
- Culture of Student Empowerment: Student involvement with the community.
- Improved Teaching & Learning through Collaborative Structures: Faculty, staff, and administration participation in Academies of Racine professional development and academy team meetings.
- Student Culture of Belonging: Student membership and involvement in student-run organizations.
- Personalized Learning Linked to Relevant Pathways: Student progress and completion of an Academic and Career Plan (ACP).
- Community Partnerships for Student Success: Community member and employer interest and involvement with the Academies of Racine Opportunities to Engage.
- State-of-the-Art Facilities and Technology: Curriculum, facilities, and technology reflective of industry.
- High Level of Student Engagement: Student attendance rates, graduation rates, and involvement with leadership opportunities.
- High Expectations and Successful Outcomes for All Students: Students earning high demand industry credentials, qualifying for college credits, and prepared for entry-level college courses.

### National Standards of Practice Alignment:

| I-A | College and Career Connections |
| I-B | Student Aspirations |
| I-C | Student Achievement |
| I-D | Commitment to Equity |
| II-A | Cross-Grade Articulation |
| II-B | Student Selection |
| III-B | Support from the Principal and High School Administration |
| III-C | Adequate Funding, Facilities, Equipment, and Materials |
| IV-B | Academy Staff |
| IV-C | Support from Counselors, Non-academy Teachers, and Classified Staff |
| V-B | Professional Development |
| VII-A | External Standards |
| VII-B | Rigorous Learning |
| VII-C | Sequenced, Integrated, and Relevant Curriculum |
| VII-D | Post-Secondary Planning |
| VII-E | Dual Credit Options |
| VII-F | Development of a Portfolio and Participation in a Capstone Project |
| VIII-A | Local Industry/Economic Needs |
| IX-A | Student Data |
| IX-B | Multiple Academic Measures |
| IX-C | Technical Learning |
| IX-E | Evidence of Impact |
| X-A | Academy Implementation |
| X-B | Academy Refinements |
# Tactic Summary

**Academy & Pathway Development & Refinement**

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global Development &amp; Growth</strong></td>
<td>□ Launch of Professional Skills Training</td>
<td>□ Freshman Seminar 2.0 committee established</td>
<td>□ Revision of Freshman Seminar 2.0 course</td>
<td>□ Seal of Fine Arts, World Language, and Music &amp; Theater established □ All Academy Teachers have will have received Professional Skills Training</td>
</tr>
<tr>
<td><strong>Intentionally Designed &amp; Educationally Aligned Learning</strong></td>
<td>□ Potential opportunities and staff identified for dual credit options</td>
<td>□ Opportunities established for ALL students to visit an Academy site □ Capstones identified from other Academy districts □ Objectives &amp; assessments for capstone developed</td>
<td>□ Capstone experience fully implemented □ Professional development for capstone courses provided □ Launch of Capstone Showcase Event □ Dual credit opportunities for Academy students created</td>
<td>□ Professional development for ELL, SpEd provided</td>
</tr>
<tr>
<td><strong>Regulatory</strong></td>
<td>□ NCAC accreditation process researched</td>
<td>□ ACP Committee re-engaged with additional stakeholders invited □ Pathway evaluation process identified □ Pre-approval process for NCAC accreditation developed</td>
<td>□ Pathways aligned with NCAC and curriculum review from evaluations □ NCAC accreditation obtained by each Career Academy</td>
<td>□ Revised approach to the Academic &amp; Career Plan implemented</td>
</tr>
</tbody>
</table>

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*The Academies of Racine*
GLOBAL DEVELOPMENT & GROWTH
FRESHMAN SEMINAR 2.0

Measurable Outcome(s):

- Revision of Freshman Seminar 2.0 Course at all Academy high schools

Action Steps:

- YEAR ONE:
  - Collect staff and student feedback
  - Formulate Freshman Seminar 2.0 committee
- YEAR TWO:
  - Clarify State Standards and learning objectives
  - Standardize objectives and summative assessments

Responsible.............. Freshman Seminar Teachers
Freshman Academy Principal
Director of Academies

Accountable............. Curriculum & Instruction Director

Consulted............... Counselors
Students
Steering Committee
Pathway Teachers
K-8 Transformation Tactic Team

Informed..................... Students
Families
Staff

<table>
<thead>
<tr>
<th>Resources:</th>
<th>START DATE</th>
<th>COMPLETION DATE</th>
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<tbody>
<tr>
<td>Survey</td>
<td>September 2019</td>
<td>June 2021</td>
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<td>State Standards</td>
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<tr>
<td>Summer Curriculum Writing</td>
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<tr>
<td>Post-Secondary Research Partner</td>
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<tr>
<td>Examples of Semester Curriculum</td>
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</tbody>
</table>
GLOBAL DEVELOPMENT & GROWTH
SEAL FOR FINE ARTS, WORLD LANGUAGE, MUSIC & THEATER

Measurable Outcome(s):
□ Creation of Seal of Fine Arts, World Language, Music & Theater

Action Steps:
• Research existing models
• Develop a sample schedule
• Re-engage Fine Arts, World Language, Music & Theater Department with 2017-18 conversation
• Identify components to a seal
• Review student interest/sign-up data

Responsible............. Director of Bilingual
                      Director of Fine Arts
                      Music Coordinator
                      School Data

Accountable............ Director of Academies

Consulted.............. Director of Academies
                      Fine Arts Teacher
                      World Language Teacher
                      Theater Teacher
                      Counselors

Informed................ Students
                      Families

Resources:
• Funding

<table>
<thead>
<tr>
<th>START DATE</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2021</td>
<td></td>
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</tbody>
</table>
Global Development & Growth
Professional Skills

Measurable Outcome(s):
- Teachers provided with professional development to utilize in their practices

Action Steps:
- **YEAR ONE:**
  - Professional development on professional skills (objectives/assessment/rubric)
- **YEAR TWO:**
  - Alignment of rubric to standards-based learning
- **YEAR THREE:**
  - Development of teacher externships to learn and develop strategies to teach
  - Identify resources for teaching and learning skills

Responsible.................. Professional Learning Tactic Team
  - Freshman Academy Teachers
  - Academy Teachers
  - Pathway Teachers

Accountable............... Director of Academies

Consulted................... Steering Committee
  - Business & Industry Liaisons

Informed..................... Students
  - Families
  - Community

<table>
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<tr>
<th>Resources</th>
<th>START DATE</th>
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<tbody>
<tr>
<td>Academies of Racine Partners</td>
<td>September 2019</td>
<td>June 2022</td>
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<tr>
<td>Salary for Summer Incentive</td>
<td></td>
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</table>
INTENTIONALLY DESIGNED & EDUCATIONALLY ALIGNED LEARNING CAPSTONE EXPERIENCE

Measurable Outcome(s):
- Development of a capstone experience
- Integration of capstone into Academy education

Action Steps:
- Identify capstones from other academy districts
- Create options for implementation with pathways and academies
- Develop objectives and assessments for capstone
- Provide professional development
- Host an Awards/Showcase of Learning event

Responsible: Workplace Learning Coordinators
Academy Principals
Academy Team Leads

Accountable: Director of Academies
Pathway Teachers
Students
Businesses
Curriculum & Instruction
Food Service
Racine Early Education
Extended Learning
Family & Community Engagement Office

Consulted: Students
Pathway Teachers
Staff
Board of Education
Families
Community
Elected Officials

Informed: Students
Pathway Teachers
Staff
Board of Education
Families
Community
Elected Officials

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<td>September 2019</td>
<td>June 2021</td>
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</tbody>
</table>

Resources:
- State Standards
- Summer Curriculum
- Recognition of Partner, Student
- Convener Connecting Teachers with Community for Project Development
INTENTIONALLY DESIGNED & EDUCATIONALLY ALIGNED LEARNING
GENERAL EDUCATION DUAL CREDITS

Measurable Outcome(s):
- Creation of general education dual credit opportunities for Academy students

Action Steps:
- **YEAR ONE:**
  - Identify opportunities/potential for dual credit options
  - Identify staff who may be candidates
- **YEAR TWO:**
  - Work with higher education to create programs to develop/qualify teachers for dual credit classes

Responsible............ University Representatives
  - Gateway Technical College Representative
  - Teacher of Course(s)
  - Finance Office

Accountable............ Director of Curriculum & Instruction

Consulted............... Counselors
  - Professor/Instruction at Post-Secondary
  - Dual Credit Coordinator at Post-Secondary

Informed................. Families
  - Students
  - Community
  - Elected Officials

Resources:
- Funding for Teacher Development
  - Substitutes
  - Salaries
  - University

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<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td>September 2019</td>
<td>June 2021</td>
</tr>
</tbody>
</table>
Measurable Outcome(s):
- Integrated education experience for special education (SpEd), English Language Learners (ELL), and 504 students and families

Action Steps:
- **YEAR ONE:**
  - Study visit for SpEd, ELL to Academy Site
- **YEAR TWO:**
  - Identify Level 1 course accommodations
  - Collaborate with post-secondary for dual credit alignment
- **YEAR THREE:**
  - Professional Development for staff and partners

Responsible………….. Director of Special Education
Director of Bilingual
Transition Coordinator
Director of Student Services

Accountable………….. Director of Academies

Consulted…………….. Ford NGL Consultant
Career Industries
Department of Vocational Rehabilitation
Goodwill
Special Education Case Managers
Counselors
ELL Teacher
Pathway Teachers

Informed……………… Students
Families
Wisconsin Department of Public Instruction

Resources:
- Funding for Visits
- Collaboration Time

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<td>September 2019</td>
<td>June 2022</td>
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</tbody>
</table>
Measurable Outcome(s):
- Creation of a plan addressing student’s pathway course failures
- Adoption of the plan consistent across Academies and Academy High Schools

Action Steps:
- **YEAR ONE:**
  - Formation of Impact Team to address topic
  - Review student pathway course data
  - Identify practices from other academy districts
  - Develop a plan addressing student pathway course failure
- **YEAR TWO:**
  - Pilot the plan with volunteer-selected pathway teachers
  - Refine the plan addressing student pathway course failures
- **YEAR THREE:**
  - Implement plan
  - Provide professional learning to all pathway teachers

**Responsible:** Pathway Teachers
**Curriculum & Instruction**
**Academy Principals**

**Accountable:** Director of Academies

**Consulted:**
- Directing Principals
- General Education Teachers
- Academy Coaches
- Academy Team Leads
- Counselors

**Informed:**
- Students
- Families
- Board of Education

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**Resources:**
- Teacher Collaboration Time
- Data
- Examples from Other Districts
REGULATORY
ACADEMIC & CAREER PLAN

Measurable Outcome(s):
☐ Revitalized approach to the Academic & Career Plan (ACP)

Action Steps:
- YEAR ONE:
  - Review ACP progress activities and data collected from students
  - Re-engage the ACP Committee
    - Invite additional stakeholders
- YEAR TWO:
  - Identify course(s) and/or department to collect data from students of Academies of Racine experiences (i.e. SEE Your Future Expo, Coordinated Site Visits, Job Shadows, etc.)
  - Identify/Develop “assessments”/artifacts tied to learning objectives
- YEAR THREE:
  - Implement
  - Assess implementation from students/staff

Responsible............... Director of Academies
                        Workplace Learning Coordinators
                        Counselors
                        Academy Team Leads
                        Academy Principals
                        Academy Coaches

Accountable............. Director of Student Services
Consulted............... Academy & Pathway Teachers
                        Community
                        Steering Committee
                        Post-Secondary Education
                        Director of Curriculum & Instruction

Informed.................. Board of Education
                        Department of Public Instruction
                        All Teachers
                        Families
                        Students

START DATE
September 2019

COMPLETION DATE
June 2022

Resources:
- XELLO Training
- Summer Curriculum Writing
REGULATORY
PROCESS FOR PATHWAY REFINEMENT & DEVELOPMENT

Measurable Outcome(s):
- Alignment of Pathway education with effective evaluation process

Action Steps:
- **YEAR ONE:**
  - Research Academy Community partners (i.e. Nashville) and Post-Secondary partners processes
  - Identify a program evaluation process for assessing pathways
    - Stakeholder input
    - Student feedback/input
- **YEAR TWO:**
  - Create timeline for evaluations of pathways
  - Align with NCAC and curriculum review

Responsible.................. Academy Principals
  Directing Principal
  Director of Curriculum & Instruction

Accountable............... Director of Academies

Consulted.................. CPAC Representatives
  Steering Committee
  Community Leaders
  Students
  Student Information System
  Post-Secondary Partners
  Academy Coach
  Chief Academic Officer

Informed.................... Students
  Families
  Teachers
  Counselors

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<td>June 2021</td>
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</table>

Resources:
- Data
- Advisory Boards
REGULATORY
NCAC ACCREDITATION

Measurable Outcome(s):
□ Obtaining an accreditation from the National Career Academy Coalition (NCAC) for each Career Academy

Action Steps:
• Class of 2020 graduates
• Research process
• Develop a pre-approval process for the Academies to consider and be vetted by NCAC process
• Identify a timeline
• Provide Professional Development

Responsible…………… Directing Principal
Academy Principals

Accountable………….. Director of Academies

Consulted…………….. Academy Coaches
Academy Team Leads
Academy Teachers
Community & Business Partners
Chief of Schools
Steering Committee

Informed……………… Parents
Community
Students
Superintendent
Advisory Councils

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<td>June 2021</td>
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Resources:
• Time
• Patience
• Examples from Other Districts
## Tactic #2
### Professional Learning

**Raising Racine 2022 Outcomes Addressed:**
- Student Learning
- Culture & Environment
- Partnerships & Community
- Financial & Operational Excellence

**Academies of Racine Key Strategies Addressed:**
- Improved Teaching & Learning through Collaborative Structures: Faculty, staff, and administration participation in Academies of Racine professional development and academy team meetings.
- Student Culture of Belonging: Student membership and involvement in student-run organizations.
- Personalized Learning Linked to Relevant Pathways: Student progress and completion of an Academic and Career Plan (ACP).
- High Expectations and Successful Outcomes for All Students: Students earning high demand industry credentials, qualifying for college credits, and prepared for entry-level college courses.

**National Standards of Practice Alignment:**
V-B) Professional Development
### Tactic Summary
#### Professional Learning

<table>
<thead>
<tr>
<th>Categories</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
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</table>
| **Culturally and Linguistically Responsive Teaching and Learning** | □ Creation of an action plan with timeline and all professional learning opportunities  
□ All existing external partners to receive professional learning information on Culturally Responsive Teaching and Learning | □ All Academy staff to receive CLR professional learning  
□ All new external partners to receive professional learning information on Culturally Responsive Teaching and Learning | □ All Staff to utilize CLR practices  
□ All external partners to receive professional learning information on Culturally Responsive Teaching and Learning |
| **Instructional Strategies** | □ All existing external partners to receive professional learning information on Instructional Strategies | □ All high school staff will be trained in Highly Effective Teaming, Teaching on the Block, and Project-Based Learning  
□ All new external partners to receive professional learning information on Instructional Strategies | □ All high school staff will utilize training in their practices  
□ All external partners to receive professional learning information on Instructional Strategies |
| **Onboarding New Staff** | □ All new staff members will participate in the specific AoR onboarding pathway  
□ New partners will be informed on commitment with opportunities to engage with AoR  
□ Implementation of the partners agreement with existing partners engaged with AoR | □ All new staff members will participate in the specific AoR onboarding pathway  
□ Identification of External Partner Mentors for support and engagement with recruitment and retention of new partners | □ All new staff members will participate in the specific AoR onboarding pathway  
□ All external partners that serve on advisory councils will attend and engage in an annual State of the CPACs |
CULTURALLY AND LINGUISTICALLY RESPONSIVE TEACHING AND LEARNING
INTERNAL

Measurable Outcome(s):

- **YEAR ONE:**
  - Creation of an action plan to include a timeline and all professional learning opportunities

- **YEAR TWO:**
  - All Academies of Racine teaching staff will receive culturally responsive (CLR) professional learning

- **YEAR THREE:**
  - All staff will utilize culturally responsive practices in their practices

Action Steps:

- **YEAR ONE**
  - Program Review of the last 3 years of district support for all staff in CLR teaching and learning to gather:
    - Baseline
    - Schools who participated in CLR through the support of Dr. Hollie’s Center for Culturally Responsive Teaching and Learning
      - Review the impact of the support on student learning and behavior
      - Review the impact on teacher practices
      - Research other options if determined for support
  - Create a committee to establish a district wide CLR plan, including:
    - Measurable Outcomes
    - Progress Monitoring
    - Strategies and Tactics
    - Timeline
    - Success Criteria

- **YEAR TWO**
  - Build Capacity
    - Delivery options
  - Create Accountability Measures
    - Walk-through Tool and Look fors
  - Begin Delivery of CLR Professional Learning
  - Continuous Review and Implementation of Plan

- **YEAR THREE**
  - Continue Ongoing CLR Professional Learning
  - Staff Self-Assessment of Practices
    - Reflection Journal
    - District Self-Assessment Surveys
  - Begin Utilizing Classroom Walk-throughs
    - Feedback
    - Ongoing Support
Continuous Review and Implementation of Plan
• Collaborate with Communications to create public relations announcements
• Progress monitor to determine if goals are being met
• Create face-to-face or online learning opportunities

Responsible............. Human Resources
                                      RUSD Staff
Accountable............. Director of Professional Learning
                                      Director of Leadership Development
Consulted................. Experts in the Field
                                      Best Practices
                                      Communications
                                      IT
Informed.................. All Stakeholders
                                      Communications
                                      IT

Resources:
• Which content or curriculum to follow - TBD
• Walk through tool needed for progress monitoring
• Rubrics/Assessments - TBD
• Time and Human Resources
• Online tool to host content - TBD
CULTURALLY AND LINGUISTICALLY RESPONSIVE TEACHING AND LEARNING EXTERNAL

Measurable Outcome(s):

☐ YEAR ONE:
  o All existing external partners will have received professional learning (information) on Culturally Responsive Teaching and Learning

☐ YEAR TWO:
  o All new external partners will receive professional learning (information) on Culturally and Responsive Teaching and Learning

☐ YEAR THREE:
  o All external partners will receive professional learning (information) on Culturally and Responsive Teaching and Learning

Action Steps:

• Obtain contributions from identified external stakeholders
• Implement with Mighty Ducks* 
• Communicate out to partners
• Confirmation from Convening Organization to RUSD

Responsible .............. RUSD Staff Collective Impact Partner
Accountable ............. Convening Organization
Consulted ............... RUSD Convening Organization
                       Steering Committee
                       Communications
                       IT
Informed ................. Steering Committee
                       Communications
                       IT
                       Community

Resources:

• Steering Committee
• RUSD Communications
• External Stakeholders
• Convening Organization

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*Mighty Ducks: Academies of Racine action team planning and coordinating events related to the Academies; representation includes RUSD, Higher Expectations and RAMAC
INSTRUCTIONAL STRATEGIES
INTERNAL

Measurable Outcome(s):

- **YEAR ONE:**
  - All high school staff will be trained in Academies 101, Highly Effective Teaming, Teaching on the Block, and Project-Based Learning

- **YEAR TWO:**
  - All high school staff trained during the 2019-20 school year will utilize Highly Effective Teaming, Teaching on the Block, and Project-Based Learning
  - All new high school staff will be trained in Highly Effective Teaming, Teaching on the Block, and Project-Based Learning

- **YEAR THREE:**
  - All high school staff will utilize Highly Effective Teaming, Teaching on the Block, and Project-Based Learning in their practices

Action Steps:

- **YEAR ONE**
  - Continue the implementation plan of project-based learning
  - Provide additional professional sessions for staff who are not trained

- **YEAR TWO**
  - Self-Assessment of Practices
  - Walk-throughs and Look fors
    - Feedback
  - Provide Professional Learning sessions for new high school staff

- **YEAR THREE**
  - Self-Assessment of Practices
  - Walk-throughs and Look fors
    - Feedback

**Responsible**

RUSD Staff
Instructional Coaches
Human Resources

**Accountable**

Chief Academic Officer Office

**Consulted**

Experts in the Field
Best Practices
Communications
IT
Academy Coaches

**Informed**

All Stakeholders
Communications
IT
Resources:
- Rubrics
- Assessments
- Walk-throughs/Look fors
- Content

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<td>June 2020</td>
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</tbody>
</table>
INSTRUCTIONAL STRATEGIES
EXTERNAL

Measurable Outcome(s):

☐ YEAR ONE:
  o All existing external partners will have received professional learning (information) on Instructional Strategies

☐ YEAR TWO:
  o All new external partners will receive professional learning (information) on Instructional Strategies

☐ YEAR THREE:
  o All external partners will receive professional learning (information) on Instructional Strategies

Action Steps:
  • Obtain contributions from identified external stakeholders
  • Implement with Mighty Ducks
  • Communicate out to partners
  • Confirmation from Convening Organization to RUSD

Responsible............. RUSD Staff
Accountable............. Convening Organization
                      Office of the Chief of Schools
                      Office of Secondary Transformation

Consulted............. RUSD
                      Convening Organization
                      Steering Committee
                      Communications
                      IT

Informed............. Steering Committee
                      Communications
                      IT

Resources:
  • Steering Committee
  • RUSD Communications
  • External Stakeholders
  • Convening Organization

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</table>
ONBOARDING NEW STAFF
INTERNAL

Measurable Outcome(s):
☐ All new staff members will participate in the specific Academies of Racine onboarding

Action Steps:
• Continue the implementation plan of the Academies of Racine onboarding

Responsible............. New RUSD Staff
                      Academy Coach
                      Instructional Coach

Accountable............. Human Resources
                      Professional Learning Director

Consulted............... Experts in the Field
                      Best Practices
                      Communications
                      IT

Informed............... All Stakeholders
                      Communications
                      IT

Resources:
• Training Materials for:
  o Highly Effective Teaching
  o Project-Based Learning
  o Teaching on the Block

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<td>COMPLETION DATE</td>
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</table>
ONBOARDING NEW STAFF
EXTERNAL

Measurable Outcome(s):

☐ YEAR ONE:
  o New partners will be informed on commitment with opportunities to engage with the Academies
  o Implementation of partners agreement with existing partners that are engaged with the Academies

☐ YEAR TWO:
  o Identification of External Partner Mentors to support and engage with recruitment and retention of new partners

☐ YEAR THREE:
  o All external partners that serve on advisory councils to attend and engage in an annual State of the Career Pathway Advisory Councils

Action Steps:

• Obtain contributions from identified external stakeholders
• Implement with Mighty Ducks
• Communicate out to partners
• Confirmation from Convening Organization to RUSD

Responsible............. RUSD Staff
Accountable............ Convening Organization
                Chief of Schools
                Office of Secondary Transformation
                Professional Learning Development

Consulted.............. RUSD
                Convening Organization
                Steering Committee
                Communications
                IT

Informed............... Steering Committee
                Communications
                IT

Resources:

• Teams:
  o Steering Committee
  o RUSD Communications
  o External Stakeholders
  o Convening Organization

• Materials:
  o Protocols
  o Procedures

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THE ACADEMIES OF RACINE
Master Plan 2.0
Tactical Group Professional Learning Needs

Expanding the Learning Environment
- Teachers - Technology
  - Professional Learning on WISEdash Local
  - Professional Learning on the identified technological communication tool (i.e. School Messenger in Infinite Campus)
  - Professional Learning for teachers on how to utilize technology to expand the learning (i.e. Skype)

Building Business and Civic Engagement
- Share and support internal and external professional learning tactics
- Teachers to participate in externships

Alignment of Post-Secondary
- Professional Learning on Xello - College and Career Readiness

Communications and Marketing
- Internal
  - Year One: Middle School counselors on Academies 101
  - Share and support internal and external professional learning and practices - Academy Ambassadors

Academy & Pathway Development & Refinement
- Internal
  - Professional learning provided for the professional skills rubric
  - NCAC accreditation
  - Integrating all special education students into pathways
- Professional Learning for Capstone Projects for Seniors
**Professional Learning Notes**

**TACTIC TEAM NOTES**

- Mentoring... existing partners working with new partners.
- Sharing Information... RUSD website, RAMAC website. Key component in our portal (ease of access) Mobile App?
### Tactic #3

**Alignment with Post-Secondary**

<table>
<thead>
<tr>
<th>Raising Racine 2022 Outcomes Addressed:</th>
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<tbody>
<tr>
<td>- Student Learning</td>
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<tr>
<td>- Culture &amp; Environment</td>
</tr>
<tr>
<td>- Partnerships &amp; Community</td>
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</table>

<table>
<thead>
<tr>
<th>Academies of Racine Key Strategies Addressed:</th>
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<tbody>
<tr>
<td>- Culture of Student Empowerment: Student involvement with the community.</td>
</tr>
<tr>
<td>- Improved Teaching &amp; Learning through Collaborative Structures: Faculty, staff, and administration participation in Academies of Racine professional development and academy team meetings.</td>
</tr>
<tr>
<td>- Personalized Learning Linked to Relevant Pathways: Student progress and completion of an Academic and Career Plan (ACP).</td>
</tr>
<tr>
<td>- Community Partnerships for Student Success: Community member and employer interest and involvement with the Academies of Racine Opportunities to Engage.</td>
</tr>
<tr>
<td>- State-of-the-Art Facilities and Technology: Curriculum, facilities, and technology reflective of industry.</td>
</tr>
<tr>
<td>- High Level of Student Engagement: Student attendance rates, graduation rates, and involvement with leadership opportunities.</td>
</tr>
<tr>
<td>- High Expectations and Successful Outcomes for All Students: Students earning high demand industry credentials, qualifying for college credits, and prepared for entry-level college courses.</td>
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<thead>
<tr>
<th>National Standards of Practice Alignment:</th>
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<tbody>
<tr>
<td>I-A) College and Career Connections</td>
</tr>
<tr>
<td>I-B) Student Aspirations</td>
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<tr>
<td>I-C) Student Achievement</td>
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<tr>
<td>I-D) Commitment to Equity</td>
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<tr>
<td>II-A) Cross-Grade Articulation</td>
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<td>II-B) Student Selection</td>
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<tr>
<td>III-B) Support from the Principal and High School Administration</td>
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<tr>
<td>III-C) Adequate Funding, Facilities, Equipment, and Materials</td>
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<tr>
<td>IV-B) Academy Staff</td>
</tr>
<tr>
<td>IV-C) Support from Counselors, Non-academy Teachers, and Classified Staff</td>
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<tr>
<td>V-B) Professional Development</td>
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<tr>
<td>VII-A) External Standards</td>
</tr>
<tr>
<td>VII-B) Rigorous Learning</td>
</tr>
<tr>
<td>VII-C) Sequenced, Integrated, and Relevant Curriculum</td>
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<tr>
<td>VII-D) Post-Secondary Planning</td>
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<td>VII-E) Dual Credit Options</td>
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<tr>
<td>VII-F) Development of a Portfolio and Participation in a Capstone Project</td>
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<tr>
<td>VIII-A) Local Industry/Economic Needs</td>
</tr>
<tr>
<td>IX-A) Student Data</td>
</tr>
<tr>
<td>IX-B) Multiple Academic Measures</td>
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<tr>
<td>IX-C) Technical Learning</td>
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<tr>
<td>IX-E) Evidence of Impact</td>
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<td>X-A) Academy Implementation</td>
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<td>X-B) Academy Refinements</td>
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**Master Plan 2.0**

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# Tactic Summary
Alignment with Post-Secondary

## CATEGORIES

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<thead>
<tr>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
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<tbody>
<tr>
<td><strong>Direction-Academic Career Plan</strong></td>
<td>□ ACP completed by all students</td>
<td>□ ACP completed by all students</td>
<td>□ Teachers and pathway leaders actively contributing to the development and monitoring of ACP</td>
</tr>
<tr>
<td><strong>Experiential Learning</strong></td>
<td>□ All students provided at least three experiential learning opportunities that integrate post-secondary providers</td>
<td>□ All students provided at least three experiential learning opportunities that integrate post-secondary providers</td>
<td>□ All students provided at least three experiential learning opportunities that integrate post-secondary providers</td>
</tr>
<tr>
<td><strong>Transition</strong></td>
<td>□ HS/College leadership roundtables launched</td>
<td>□ Increased completion of FAFSA Application □ Families educated about HS/College/Career Transition</td>
<td>□ Aligned curriculum that reduces the number of remedial courses needed</td>
</tr>
<tr>
<td><strong>Preparing Teachers</strong></td>
<td>□ ACP integrated into Teacher Professional Development</td>
<td>□ ACP integrated into Teacher Professional Development</td>
<td>□ Teachers sent on externships to learn more about Post-Secondary and Career options</td>
</tr>
</tbody>
</table>
DIRECTION
ACADEMIC CAREER PLAN

Measurable Outcome(s):
- Academic Career Plan (ACP) completion by all students in formats relevant for their intended post-secondary outcome
  - XELLO completion bar status per grade (start with first years in 2019-20 with rolling implementation for each class year)
  - Completion in format relevant to outcome, if different from XELLO (start in 2021-22)
- Teachers and pathway leaders actively contributing to the development and monitoring of ACP
  - First year academy will continue to contribute to plan development (ongoing)
  - On at least an annual basis, ACPs will be reviewed with pathway leader and advisory teachers (2019-20)
  - Build presentation of ACP into capstone/transition-planning

Action Steps:
- Provide Professional Learning to all teachers about the ACP
- Consult with industry and higher education about formats beyond XELLO that may be important for students to understand
- Provide information about the ACP to students/parents/stakeholders through district website
- Help students develop multiple career/academic plans
- Integrate aggregate data from ACP into professional learning for teachers and pathway-related decision-making
  - Identify the top 10-20 student interests to serve as possible site visits/discovery tours/info sessions for students and teachers

Responsible............. Students
Teachers
Pathway Leaders
Professional Learning
Academy & Pathway Development & Refinement

Accountable............. Advisory Teachers
Pathway Leaders

Consulted............... Higher Education
Relevant Industries
Communications

Informed............... Alignment with Post-Secondary
Students
Parents
Stakeholders
Resources:
- XELLO
- Other Relevant Technology
- IT Integration for single sign-on
- Data Analysis/Reporting Expertise

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**EXPERIENTIAL LEARNING**

**Measurable Outcome(s):**
- All students provided with at least three experiential learning opportunities by the end of their high school career that integrate post-secondary providers
  - To be measured by completed reflections in Academic Career Plan

**Action Steps:**
- Post-secondary providers will bring experiences to students; for example, faculty teaching a sample college class session to students
- Continue to integrate coordinated site visits; for example, small groups of students being taken to a college to sit in on a course
  - Coordinate with Business and Community Engagement

**Responsible.............** Academy Leads
  - Academy Students
**Accountable.............** Communication Leads
**Consulted...............** Academy Principals
  - Academy Leads
  - Students
**Informed...............** Communications Department
  - Directing Principals
  - Academy Coaches
  - Chief of Schools
  - Community Partners
  - Steering Committee
  - Senior Leadership

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**Resources:**
- Transportation
- Post-Secondary Career and Educational Providers
- Trade Unions
Measurable Outcome(s):
- Students will complete cover letter, resume, and mock interview, to be reviewed by community partners, apprenticeships, companies with learning and development departments, and RAMAC

Action Steps:
- Consult with representatives from trades; clarify and communicate about pipelines for post-secondary apprenticeships and other options
- Provide time for preparing applications prior to submission and completing mock interviews
  - Implement organized review team and/or process, which may include community volunteers (utilize Business & Civic Engagement Team to facilitate)
- Complete resumes/cover letters in pathway courses with support from industry specific HR and hiring managers for assistance and guidance
- Complete Mock Interviews through pathway courses

Responsible.......... School Counselors
Admissions Professionals
Union Leaders
Gateway School Student Specialist
Volunteers
Academy Coaches
Career & Technical Student Organizations

Accountable......... Deputy Chief of Secondary Transformation
Academy Principals

Consulted.......... Pathway Teachers
Academy Teams
Workplace Learning Coordinators

Informed........... School Community
Business Community

Resources:
- Community/Career/Post-Secondary Volunteers
- RAMAC
- Youth Apprenticeship Organizations
- Site Facilitator

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<th>START DATE</th>
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<td>September 2019</td>
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Measurable Outcome(s):

☐ An aligned curriculum that reduces the number of students that need remedial courses in post-secondary with our stakeholder universities, AND/OR an aligned curriculum that increases the number of students who are admitted to colleges/universities without remedial courses

Action Steps:

- Gather baseline data on remediation for Racine Unified students
- Launch leadership roundtables of high school and college leaders to clarify alignment and shared projects
  - Develop a collaborative practice between high school and college instructors
  - Focus on standards in math, reading, and writing; define rubrics
  - Periodic meetings to discuss core expectations and review work samples
  - Continue existing plans to restructure and reduce remedial coursework in college
  - Writing instructors/tutors engaged in high school tutoring

Responsible................ Alignment with Post-Secondary Tactic Leader
Office of Secondary Transformation
Chief Academic Officer
Teachers

Accountable................ Alignment with Post-Secondary
High School and College Leaders
Gateway as Convening Organization

Consulted.................. Department of Public Instruction
Racine Unified Chief Academic Office
Office of Secondary Transformation

Informed..................... All Stakeholders

Resources:

- Community/Career/Post-Secondary Volunteers
- RAMAC
- Youth Apprenticeship Organizations
- Site Facilitator

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</table>
Measurable Outcome(s):
- Students informed of personal choices that could influence their access to post-secondary options
- Students are able to display 21st century skills necessary for modern day occupations
- Students demonstrate on-the-job communication skills

Action Steps:
- Integrate material into professional learning about careers/externships and common barriers for entering fields
- Develop students’ ability to articulate skills and capabilities through written and oral communication
  - Including resumes, cover letters, and interviews
- Monitor student performance and adjust

Responsible: Academy Teams
- Teachers
- School Support Staff

Accountable: Counselors

Consulted: Directing Principals
- Post-Secondary Partners

Informed: Community
- Families

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Resources:
- Academic Career Plan
- College Network
Measurable Outcome(s):
- Families educated about high school/college/career transition
- Increased submissions of FAFSA application
  - FAFSA completion percentage is currently 55%
    - Raise based on how many students go to college from IPEDS-
      target to be determined based on current data
- Support provided for career and apprenticeship applications
- Continued support on military applications

Action Steps:
- Provide support for FAFSA Applications
  - Refine goal after further consultation with key stakeholders
  - Certify students to assist with taxes; connect families with Volunteer
    Income Tax Assistants
  - Provide bilingual guidance for non-native English speakers
  - Explain college affordability/funding/FAFSA for any form of post-
    secondary education (4-year, 2-year, technical college, vocational/trade
    school, etc.)
  - Provide “workshop time” for families
  - Inform students about State of Wisconsin incentive program for
    completing FAFSA
- Provide support for college, workforce, and apprenticeship application
  development/completion
  - Application workshop time during the school day
  - Provide time for looking over applications prior to submission
    - Implement organized review team and/or process, which may
      include community volunteers (utilize Business & Civic
      Engagement Team to facilitate volunteers)
  - Provide FAQs/“Do’s and Don’ts” to teachers, students, and families
    - Include information about options for undocumented students

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<thead>
<tr>
<th>Responsible</th>
<th>Counselors</th>
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<tr>
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<td>Admissions Professionals</td>
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<td>New Student Specialist</td>
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<td>Volunteers</td>
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<td>Academy Coaches</td>
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<td>Accountable</td>
<td>Office of Secondary Transformation</td>
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<td></td>
<td>Academy Principals</td>
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<tr>
<td>Consulted</td>
<td>Financial Aid Coordinator</td>
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<td>Informed</td>
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| START DATE | September 2019 |
| COMPLETION DATE | June 2021 |
Resources:
- Community/Career/Post-Secondary Volunteers
- RAMAC
- Youth Apprenticeship Organizations
- Site Facilitator
PREPARING TEACHERS
PART ONE

Measurable Outcome(s):
☐ Academic Career Plan (ACP) integrated into Teacher Professional Development

Action Steps:
• Train administrators and teachers on ACP
• Ensure teachers integrate theoretical and project-based learning to provide students with trajectory for growth in work that is hands-on and requires critical thinking
• Invite Academy teachers to Gateway, UW-Parkside, and Carthage, academic information sessions, as well as community and career-related events

Responsible: Alignment with Post-Secondary Committee
Accountable: Principals
Consulted: Teachers, Employers, RAMAC
Informed: Teachers, Employers, Career Center Staff, Continuing Education at Colleges

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Resources:
• Community/Career/Post-Secondary Volunteers
• RAMAC
• Youth Apprenticeship Organizations
• Site Facilitator
Measurable Outcome(s):

☐ Teachers sent on externships to learn about Post-Secondary and career options

Action Steps:

• On-site learning
  o Understanding process: application, college success skills, on-the-job skills
• Learn how to articulate how high school classes fit into broader context and apply post-graduation outcomes (i.e. how English relates to research)
• Create available opportunities through different majors- direct and indirect

Responsible…………. Academy Coaches
Accountable.......... Academy Coaches
Consulted…………… Local Colleges
                 Key Employers
Informed……………. Teachers
                 High School Administrators
                 College Administrators
                 Employers

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</table>

Resources:

• Community/Career/Post-Secondary Volunteers
• RAMAC
• Youth Apprenticeship Organizations
• Site Facilitator
Tactic #4

Building Business & Civic Engagement

Raising Racine 2022 Outcomes Addressed:
- Student Learning
- Partnerships & Community

Academies of Racine Key Strategies Addressed:
- Culture of Student Empowerment: Student involvement with the community.
- Improved Teaching & Learning through Collaborative Structures: Faculty, staff, and administration participation in Academies of Racine professional development and academy team meetings.
- Personalized Learning Linked to Relevant Pathways: Student progress and completion of an Academic and Career Plan (ACP).
- Community Partnerships for Student Success: Community member and employer interest and involvement with the Academies of Racine Opportunities to Engage.
- State-of-the-Art Facilities and Technology: Curriculum, facilities, and technology reflective of industry.
- High Level of Student Engagement: Student attendance rates, graduation rates, and involvement with leadership opportunities.
- High Expectations and Successful Outcomes for All Students: Students earning high demand industry credentials, qualifying for college credits, and prepared for entry-level college courses.

National Standards of Practice Alignment:
IV-A) Teacher Leader(s)/Coordinators
IV-B) Academy Staff
IV-C) Support from the Counselors, Non-Academy Teachers, and Classified Staff
VII-A) External Standards
VII-B) Rigorous Learning
VII-C) Sequenced, Integrated, and Relevant Curriculum
VII-D) Post-Secondary Planning
VII-F) Development of a Portfolio and Participation in a Capstone Project
VIII-A) Local Industry/Economic Needs
VIII-B) Community Involvement
VIII-C) Citizenship
VIII-D) Work-Based Learning
# Tactic Summary

## Building Business & Civic Engagement

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiential Learning-Students</td>
<td>- 60% participation in Coordinated Site Visits</td>
<td>- 75% participation in Coordinated Site Visits</td>
<td>- 90% participation in Coordinated Site Visits</td>
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<tr>
<td></td>
<td>- 20% growth in youth apprenticeships/co-ops/internships</td>
<td>- 20% growth in youth apprenticeships/co-ops/internships</td>
<td>- 20% growth in youth apprenticeships/co-ops/internships</td>
<td>Pathway Capstones fully implemented</td>
</tr>
<tr>
<td>Experiential Learning-Teachers</td>
<td>- Develop and/or refine protocol for experiential learning opportunities</td>
<td>- Launch of Summer Externships</td>
<td>- Staff/Teacher Externships</td>
<td>Protocol for teacher experiential learning opportunities developed and refined</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Staff/Teacher Gateway Technical College Visits</td>
<td></td>
<td>- Staff/Teacher Externships</td>
</tr>
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</tr>
<tr>
<td>Career Pathway Advisory Councils</td>
<td>- CPAC bylaws completed and adopted</td>
<td>- Freshman Academy CPAC launched</td>
<td>- CPAC action items completed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- CPAC action items completed</td>
<td>- CPAC action items completed</td>
<td></td>
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</tr>
<tr>
<td>Communication, Outreach, and Opportunities to Engage</td>
<td>- Revised Ambassador program</td>
<td>- Business/Community engagement plan implemented</td>
<td>- Increased number of business and community organizations hosting student experiences by 10% per year</td>
<td></td>
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</tbody>
</table>
EXPERIENTIAL LEARNING
STUDENTS

Measurable Outcome(s):
- Attain 80%+ overall student participation rate for employer hosted signature events by Year Three of the Master Plan 2.0
  - 9th Grade: 90% student participation in SEE Your Future Expo and College Visits
  - 10th Grade: 90% student participation in Coordinated Site Visits
    - Year One: 60% participation
    - Year Two: 75% participation
    - Year Three: 90% participation
  - 11th Grade: 80% student participation in Workplace Learning Fair and Reality Check Day
  - 12th Grade: Implement Capstone
    - Year One: BioMed, Engineering, Health Service, PLTW Comp Sci
      - Pilot a “Pathway Showcase and Employer Recognition Event”
    - Year Two: Pilot at least five additional Pathways
    - Year Three: Pathway Capstones fully implemented
  - 10th-12th Grade: Each Pathway course will host at least one Guest Speaker per semester
  - 11th and 12th Grade: 20% year-over-year increase in involvement with youth apprenticeships, co-ops, and internships
    - Baseline number from 2018-2019: 140

Action Steps:
- Regarding SEE Your Future Expo and College Visits:
  - Increase marketing of events and benefits of participating
  - Show video of previous year’s events
- Regarding Coordinated Site Visits
  - Embed event in the curriculum
  - All Academy teachers required to chaperone at least one Site Visit
- Regarding Workplace Learning Fair and Reality Check Day
  - Embed event in the curriculum
  - Academy teachers required to chaperone
  - Develop Workplace Learning Fair protocol and manual for teachers and business partners
- Regarding Capstone Implementation:
  - Identify Capstone from other Academy Districts
  - Develop Capstone protocol and manual for teachers and business partners
- Develop a Standard Operating Procedure for collecting attendance at/for signature Academy events
- Create a Standard Opt Out Form for signature Academy events
• Continue to build, refine, and improve each signature event within experiential learning
• Research and develop a transportation plan for Job Shadows
• Develop Internship protocol and manual for teachers and business partners

**Responsible**............. Youth Apprenticeship Coordinator
Convening Partner
Academy Coaches
Office of Secondary Transformation
Business Community
Community Partners
Post-Secondary
RUSD Communications

**Accountable**............. Office of Secondary Transformation

**Consulted**.............. Career Pathway Advisory Council
Business Partners
Academy Team
Steering Committee

**Informed**................. Parents
Employers
Community
RUSD Communications

**Resources:**
• Supportive Documentation/Examples from other Ford Next Generation Learning Communities

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EXPERIENTIAL LEARNING
TEACHERS

Measurable Outcome(s):
☐ Creation of a protocol for teacher experiential learning opportunities with manual and documentation

Action Steps:
• Staff/Teacher Externships: One visit per year per Academy team (90 minutes)
  • YEAR ONE:
    o Business Coordinated Site Visits
  • YEAR TWO:
    o Launch of Summer Externships
    o Staff/Teacher Gateway Technical College Visits

Responsible............. Convening Partner
  Academy Coaches
  Office of Secondary Transformation
  Business Community
  Community Partners
  Post-Secondary
  RUSD Communications
  Professional Learning

Accountable............. Office of Secondary Transformation
Consulted................. Career Pathway Advisory Council
  Business Partners
  Academy Team
  Teachers
  Students
  Steering Committee

Informed.................... Parents
  Employers
  Community
  RUSD Communications

Resources:
• RUSD Budget

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CAREER PATHWAY ADVISORY COUNCILS

Measurable Outcome(s):
- Ongoing completion and tracking of Career Pathway Advisory Council (CPAC) action items
- Completion and adoption of CPAC bylaws
- Launch of Freshman Academy CPAC

Action Steps:
- Complete and track ongoing CPAC action items and minutes
- YEAR ONE:
  - Complete and adopt CPAC manual including bylaws for Career Academies
- YEAR TWO:
  - Launch Freshman Academy CPAC with emphasis on parental involvement

Responsible………….. CPAC
CPAC Co-Chairs
Business Partners
Community Partners

Accountable………….. Steering Committee

Consulted……………… Staff

Informed……………….. RUSD Communications
Post-Secondary
K-8
Community

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Resources:
- National Standards of Practice for Freshman Academies
COMMUNICATION, OUTREACH, AND OPPORTUNITIES TO ENGAGE

Measurable Outcome(s):
- Creation and implementation of a Business/Community Engagement Plan
- Monitoring and modifying the Ambassador program
- Celebration of outcomes which Communications will chronicle and release to the public

Action Steps:
- **YEAR ONE:**
  - Reflect and revise Ambassador program which may include community and student pipeline development and monitoring
  - Monitor the progress of partnerships through the evaluation of pathways
  - Create and implement Business/Community and Family engagement plan which would include parent ambassadors
  - Create onboarding protocol for business and community partners
  - Identify metrics for each Academies of Racine event and interaction
- **YEAR TWO & THREE:**
  - Maintain the established baseline of business engagement and increase by a minimum of 10% per year
  - Implement the newly revised Ambassador program by end of Year Two

**Responsible**
- Community Partner
- Work-Based Learning Coordinator
- Academy Coaches
- Youth Apprentice Coordinator
- Convening Organization

**Accountable**
- Office of Secondary Transformation

**Consulted**
- Steering Committee
- Businesses
- Advisory Committee
- Ford Next Generation Learning
- RAMAC/YPR
- Civic/Community Partners

**Informed**
- RUSD Communications
- Community
- Families
- Students

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**Resources:**
- RUSD Budget for Ambassador Program
- Database of Business/Community Organizations
- RAMAC
- Racine Rotary
## Tactic #5
### Expanding the Learning Environment

<table>
<thead>
<tr>
<th>Raising Racine 2022 Outcomes Addressed:</th>
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<tbody>
<tr>
<td>- Partnerships &amp; Community</td>
</tr>
<tr>
<td>- Culture &amp; Environment</td>
</tr>
<tr>
<td>- Student Learning</td>
</tr>
<tr>
<td>- Financial &amp; Operational Excellence</td>
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<thead>
<tr>
<th>Academies of Racine Key Strategies Addressed:</th>
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<tbody>
<tr>
<td>- Culture of Student Empowerment: Student involvement with the community.</td>
</tr>
<tr>
<td>- Improved Teaching &amp; Learning through Collaborative Structures: Faculty, staff, and administration participation in Academies of Racine professional development and academy team meetings.</td>
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<tr>
<td>- Community Partnerships for Student Success: Community member and employer interest and involvement with the Academies of Racine Opportunities to Engage.</td>
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<tr>
<td>- State-of-the-Art Facilities and Technology: Curriculum, facilities, and technology reflective of industry.</td>
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<tr>
<th>National Standards of Practice Alignment:</th>
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<tbody>
<tr>
<td>II-D) Physical Space</td>
</tr>
<tr>
<td>III-C) Adequate Funding, Facilities, Equipment, and Materials</td>
</tr>
<tr>
<td>V-C) Volunteer and Parent Orientation</td>
</tr>
<tr>
<td>VIII-B) Community Involvement</td>
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</table>
## Tactic Summary
### Expanding the Learning Environment

<table>
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<tbody>
<tr>
<td><strong>Align Transportation with Academies, School Choice, and Signature Events</strong></td>
<td>☐ Creation of a transportation master plan</td>
<td>□ Implementation of plan to provide all-around accessibility</td>
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<tr>
<td><strong>Configuring Space to Foster a Positive Culture and Learning Environment</strong></td>
<td></td>
<td></td>
<td>□ Confirmation that we have the right technology for the Academies</td>
<td>□ Creation of a climate conducive to experiential-based learning</td>
</tr>
<tr>
<td><strong>Leveraging Technology to Create a Non-Traditional Learning Environment</strong></td>
<td>□ Increased usage and awareness of <em>Infinite Campus</em> Portal and App</td>
<td></td>
<td>□ Every RUSD student will have a device</td>
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</table>
ALIGN TRANSPORTATION WITH THE ACADEMIES, SCHOOL CHOICE, AND SIGNATURE EVENTS

Measurable Outcome(s):
- Accessibility to school (a bus system aligned to school choice and the academies model)
- Accessibility to after school activities
- Accessibility to workplace learning environments
- Accessibility to school for parents
- Accessibility to signature events

Action Steps:
- **YEAR ONE:**
  - Collect transportation data that will impact transportation model especially in regard to pathway
- **YEAR TWO:**
  - Create a transportation master plan and get the plan funded
- **YEAR THREE:**
  - Implement the plan

Responsible ............ RYDE General Manager
First Student Transportation
Director of Enrollment and Transportation

Accountable ............ Higher Expectations

Consulted ............. RYDE General Manager
Transit Commission
School Principals
First Student Transportation
RUSD Chief Operations Officer
School Board
Office of Secondary Transformation

Informed ............... RUSD Parents
RUSD Students
RUSD Community
Transit Commission

Start Date: September 2019
Completion Date: June 2021

Resources:
- Funding for data collection and development of the plan
- Funding to change the transportation model
- Collaboration between the city transportation system and the school transportation system
CONFIGURING SPACE TO FOSTER A POSITIVE CULTURE AND LEARNING ENVIRONMENT

Measurable Outcome(s):
- Confirmation that we obtain the right technology for the Academies
- Climate encouraging experiential-based learning

Action Steps:
- Develop a plan and purchase equipment to expand on what we have
- Assess the Inventory of Technology and Equipment
- Intentionally advertise our need for learning lab furniture

Responsible............. Deputy Chief of Secondary Transformation
Accountable............. Office of Secondary Transformation
                      Chief of Operations
                      Chief of IT
Consulted............... Pathway Teachers
                      Business Community
                      Gateway/Higher Education
Informed............... Community

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Resources:
- Financial requirement to purchase equipment
LEVERAGING TECHNOLOGY TO CREATE A NON-TRADITIONAL LEARNING ENVIRONMENT

Measurable Outcome(s):
  o Increase usage and awareness of Infinite Campus Portal and App
  o Every student in RUSD will have a device

Action Steps:
  • Professional Development for teachers
  • Awareness to students and parents
  • Work with city to insure broadband access in the community and households
  • Assess RUSD capabilities of Wi-Fi
  • School Board policies will need to be in place

Responsible………….. Directing Principals
                      Deputy Chief of Secondary Transformation

Accountable………….. School Data
                      Communications
                      Academy Principals
                      Teachers
                      Family and Community
                      Engagement Office
                      Chief of IT
                      Office of Secondary Transformation
                      City of Racine/Other Municipalities

Consulted…………….. Teachers
                      Students
                      Instructional Coaches
                      Virtual Learning

Informed……………… Education Stakeholders
                      Community Partners

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Resources:
  • IT for Professional Development
  • Funding for technology
# Tactic #6

## Assessment & Tracking

### Raising Racine 2022 Outcomes Addressed:
- Student Learning
- Culture & Environment
- Partnerships & Community

### Academies of Racine Key Strategies Addressed:
- Culture of Student Empowerment: Student involvement with the community.
- Improved Teaching & Learning through Collaborative Structures: Faculty, staff, and administration participation in Academies of Racine professional development and academy team meetings.
- Student Culture of Belonging: Student membership and involvement in student-run organizations.
- Personalized Learning Linked to Relevant Pathways: Student progress and completion of an Academic and Career Plan (ACP).
- Community Partnerships for Student Success: Community member and employer interest and involvement with the Academies of Racine Opportunities to Engage.
- High Level of Student Engagement: Student attendance rates, graduation rates, and involvement with leadership opportunities.
- High Expectations and Successful Outcomes for All Students: Students earning high demand industry credentials, qualifying for college credits, and prepared for entry-level college courses.

### National Standards of Practice Alignment:
- I-B) Student Aspirations
- I-C) Student Achievement
- I-E) Stakeholder Involvement
- II-B) Student Selection
- IV-B) Academy Staff
- IV-C) Support from the Counselors, Non-academic Teachers, and Classified Staff
- VII-D) Post-Secondary Planning
- VIII-B) Community Involvement
- VIII-D) Work-Based Learning
- IX-A) Student Data
- IX-B) Multiple Academic Measures
- IX-C) Technical Learning
- IX-E) Evidence of Impact
## Tactic Summary
### Assessment & Tracking

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<th>CATEGORIES</th>
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</thead>
<tbody>
<tr>
<td>Post-Graduation Data</td>
<td>□ Uniform process with scholarship committees created</td>
<td>□ Uniform process implemented and timelines established for monitor with quality checks</td>
<td>□ Uniform process implemented and monitored with appropriate adjustments</td>
<td>□ Data measures collected for SEE Your Future Expo, College Visits, and Coordinated Site Visits</td>
</tr>
<tr>
<td></td>
<td>□ Database for collecting scholarship information determined</td>
<td>□ Data measures collected for SEE Your Future Expo and College Visits</td>
<td>□ ACP-Created/Revised</td>
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<tr>
<td></td>
<td>□ XELLO implemented</td>
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</tr>
<tr>
<td>Academy Structure Impact</td>
<td>□ Metrics for Annual Report reviewed and revised</td>
<td>□ Published Annual Report</td>
<td>□ Agendas aligned with NSOPs</td>
<td>□ Implement and monitor improvement efforts by academy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Academy dashboards and SIP templates built</td>
<td>□ Agendas aligned with NSOPs</td>
<td>□ Agendas aligned with NSOPs</td>
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<td>□ Agendas aligned with NSOPs</td>
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<tr>
<td>Assessments and Student Progress Reporting</td>
<td>□ Established baseline for ACT, ASPIRE, and MAP scores</td>
<td>□ Set vision of expected use of data</td>
<td>□ Establish baseline with teachers</td>
<td>□ Attainable targets set</td>
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<td></td>
<td></td>
<td>□ Trainers trained on data warehouse</td>
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<td></td>
<td>□ Establish expectations for analyzing data use</td>
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<tr>
<td>Family, Business, and Community Partnership Data</td>
<td>□ Increased number of “workplace experience” experiences from 121 to 150</td>
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<td>□ Increased number of “workplace experience” experiences to 300</td>
</tr>
<tr>
<td>Wisedash Local Accessibility Review</td>
<td>□ Full utilization of Wisedash Local within Academy Meetings on a bi-weekly basis</td>
<td></td>
<td></td>
<td>□ Full record of the frequency Wisedash Local is discussed at meetings</td>
</tr>
</tbody>
</table>

**Categories**

- Post-Graduation Data
- Academy Structure Impact
- Assessments and Student Progress Reporting
- Family, Business, and Community Partnership Data
- Wisedash Local Accessibility Review
POST-GRADUATION DATA

Measurable Outcome(s):
- Creation of a uniform process with scholarship committees and database for scholarship information for graduating seniors
- Implementation of XELLO (replacing Career Cruising)
- Development of data collection point measures in the systems

Action Steps:
- Scholarships - Counselor Tracking
  - YEAR ONE: Establish a baseline, a uniform process with scholarship committees and determine database for collecting scholarship information for graduating seniors
  - YEAR TWO: Implement and establish timelines for monitor with quality checks
  - YEAR THREE: Implement and monitor, adjust
- Academic Career Plan
  - YEAR ONE: Implement XELLO and develop data collection measures in the systems
  - YEAR TWO: Collect the data measures: SEE Your Future Expo and College Visits
  - YEAR THREE: Collect the data measures for SEE Your Future Expo, College Visits, and Coordinated Site Visits
- Create/Revise Freshman Seminar and Pathway Classes

Responsible........... Counselors
Seminar Teachers
Data Specialists
Student Services

Accountable.......... Directing Principal
Academy Principals

Consulted............. Lead Counselor
Student Services Director

Informed............... Community
Ford Next Generation Learning
RUSD
Students
Families
Academy Coach
Academy Principals

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<tr>
<th>Resources:</th>
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<tr>
<td>Template for Reporting</td>
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<tr>
<td>XELLO</td>
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</table>
• Clearinghouse Data
• Students
• Student Information System
ACADEMY STRUCTURE
IMPACT

Measurable Outcome(s):
- Release of an Academies of Racine Annual Report
- Monitoring of school improvement plans, and dashboard organized by the Academies
- Continuation of agenda topics aligning with NSOPs

Action Steps:
- Review and revise metrics and collection process based on wall-to-wall status
  - Publish Academies of Racine Annual Report
- Regarding school improvement plans and dashboard:
  - YEAR ONE: Explore, research, and build academy dashboards and school improvement plan templates
  - YEAR TWO: Train, implement, and monitor by academy
  - YEAR THREE: Implement and monitor improvement efforts by academy
- Continue to identify NSOP on agenda topics and monitor
- Weekly Academy meetings
- Professional Development days
- Project-Based Learning Charting Systems
- Academy Principal/Team Lead meetings
- Academy Coach/Team Lead meetings
- Increase the purity of the Academies

Responsible………….. Team Leads
                    Department Chairs
Accountable………….. Team Leads
                    Academy Coach
                    Academy Principals
                    Teachers
                    Committees
Consulted……………. Teachers
                    Students
                    Team Leads
Informed…………….. Directing Principal
                    Office of Secondary Transformation

Resources:
- NSOP Document
- Climate Survey Instrument
- Student Information System
- Data Rooms

START DATE
September 2019

COMPLETION DATE
ASSESSMENTS AND STUDENT PROGRESS
REPORTING

Measurable Outcome(s):
□ Data provided to teachers to drive instruction based around increasing ACT, ASPIRE, and MAP scores

Action Steps:
• YEAR ONE:
  o Set vision expected use of data
  o Train trainers (Academy Leads and Academy Principals) on data warehouse
  o Establish expectations for analyzing data use
  o Strategic assessment and interpretation
  o Establish baseline
• YEAR TWO:
  o Set vision expected use of data
  o Train teacher teams (Academy Leads and Academy Principals) on data warehouse
  o Establish baseline with teachers
• YEAR THREE:
  • Set attainable targets
  • Enhance data triangulation
  • Professional development for Student Information System

Responsible............. Data Specialist
AP Testing Coordinator

Accountable............. Directing Principal
Consulted............... Testing Team
Data Specialist

Informed.................. Community
Ford Next Generation Learning
RUSD

Start Date
September 2019

Completion Date
June 2022

Resources:
• Student Information System (to make data accessible)
• Professional Development (to better data)
Measurable Outcome(s):
- Growth of the number of Workplace Experience Opportunities to 300

Action Steps:
- Collect and review data provided by workplace coordinator and academy coaches

Responsible........ Academy Coach
- Academy Lead
- Academy Principal
- Youth Apprenticeship Teachers
- Data Specialist
- Workplace Learning Coordinator

Accountable.......... Directing Principle

Consulted............. Workplace Learning Coordinator
- Academy Coach

Informed............... Community
- Ford Next Generation Learning
- RUSD

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<td>June 2022</td>
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Resources:
- Sign-in Sheets (for conferences)
- Youth Apprenticeship/Workplace Learning Coordinator
- Academy Coach
STUDENT DATA

Measurable Outcome(s):

☐ YEAR ONE:
  o Established success ready criteria and analysis indicators for incoming students from collaboration with K-8 Transformation Team

☐ YEAR TWO:
  o Established Career, College, and Life Ready Indicators for incoming students

☐ YEAR THREE:
  o Increased algebra pass rates, GPAs, graduation rate, student engagement in extra- and co-curricular activities, AP/IB/Parkside Access College Credit/Early College Credit/Start College Now/dual enrollment (Career Technical Education Course), student attendance, underrepresented enrollment in advanced courses, dual credit cost savings, and 9th grade credit attainment

Action Steps:

• Work with K-8 Transformation Team to establish Success Ready Indicators
• Collect and review data building leadership, department chairs, and teachers at academy meetings
• Collect and include all dual enrollment cost savings from all programs

Responsible................... Algebra Teachers
  Counselors
  Academy Principals
  Data Specialist
  AP Coordinator
  IB Coordinator
  Active Directories
  Curriculum & Instruction

Accountable.................. Directing Principals

Consulted..................... Data Specialist
  Algebra Teachers
  Curriculum & Instruction
  Academy Principals
  Lead Counselors

Informed...................... Community
  Ford Next Generation Learning
  District

Resources:

• Data Warehouse
• Director of Academies

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<td>September 2019</td>
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The Academies of Racine

Master Plan 2.0
• Student Information System
• Gateway/Parkside/IB/AP Partners
WISEDASH LOCAL
ACCESSIBILITY REVIEW

**Measurable Outcome(s):**
- Record of the frequency Wisedash Local is discussed at meetings

**Action Steps:**
- Train staff to use Wisedash Local
- Discuss issues with Wisedash Local in Principle Leadership Academy and Assistant Principal Leadership Academy

**Responsible:** Professional Learning
**Accountable:** Chief of Schools
- Principals
- Information Technology
**Consulted:** Teaching Staff
- Chief Academic Officer
- Data Specialists
**Informed:** Parents
- Teachers
- Students

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**Resources:**
- Regular Updates on Workplace Experience Opportunities
- RAMAC
- Workplace Learning Coordinators
- System to Record Student Participation
Assessment & Tracking
Notes
# Communications & Marketing

**Raising Racine 2022 Outcomes Addressed:**
- Culture & Environment
- Partnerships & Community
- Student Learning
- Financial & Operational Excellence

**Academies of Racine Key Strategies Addressed:**
- Culture of Student Empowerment: Student involvement with the community.
- Improved Teaching & Learning through Collaborative Structures: Faculty, staff, and administration participation in Academies of Racine professional development and academy team meetings.
- Student Culture of Belonging: Student membership and involvement in student-run organizations.
- Personalized Learning Linked to Relevant Pathways: Student progress and completion of an Academic and Career Plan (ACP).
- Community Partnerships for Student Success: Community member and employer interest and involvement with the Academies of Racine Opportunities to Engage.
- State-of-the-Art Facilities and Technology: Curriculum, facilities, and technology reflective of industry.
- High Level of Student Engagement: Student attendance rates, graduation rates, and involvement with leadership opportunities.
- High Expectations and Successful Outcomes for All Students: Students earning high demand industry credentials, qualifying for college credits, and prepared for entry-level college courses.

**National Standards of Practice Alignment:**

<table>
<thead>
<tr>
<th>I-A)</th>
<th>College and Career Connections</th>
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<tbody>
<tr>
<td>I-B)</td>
<td>Student Aspirations</td>
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<td>I-C)</td>
<td>Student Achievement</td>
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<td>I-D)</td>
<td>Commitment to Equity</td>
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<td>I-E)</td>
<td>Stakeholder Involvement</td>
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<td>II-A)</td>
<td>Cross-Grade Articulation</td>
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<td>II-B)</td>
<td>Student Selection</td>
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<td>II-C)</td>
<td>Cohort Scheduling</td>
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<td>II-D)</td>
<td>Physical Space</td>
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<tr>
<td>IV-A)</td>
<td>Teacher Leader(s)/Coordinators</td>
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<td>IV-C)</td>
<td>Support from the Counselors, Non-academic Teachers, and Classified Staff</td>
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<tr>
<td>VI-A)</td>
<td>Network of Support</td>
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<td>VI-C)</td>
<td>A Healthy Partnership</td>
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<tr>
<td>VI-D)</td>
<td>A Student Voice</td>
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<tr>
<td>VII-C)</td>
<td>Sequenced, Integrated, and Relevant Curriculum</td>
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<tr>
<td>VII-F)</td>
<td>Development of a Portfolio and Participation in a Capstone Project</td>
</tr>
<tr>
<td>VIII-B)</td>
<td>Community Involvement</td>
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<tr>
<td>VIII-D)</td>
<td>Work-Based Learning</td>
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<tr>
<td>X-C)</td>
<td>Reflection of the Academy’s Mission and Goals</td>
</tr>
</tbody>
</table>
### Tactic Summary

**Communications & Marketing**

<table>
<thead>
<tr>
<th>Categories</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
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</thead>
<tbody>
<tr>
<td><strong>Telling the Student Success Stories</strong></td>
<td>- Social media accounts set up</td>
<td>- Based on 2019 participation baseline, set goal for increased participation at Academy Showcases</td>
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<td></td>
<td>- 35% open rate for newsletter</td>
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<td></td>
<td>- Greater engagement from Academy Ambassadors with the public</td>
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<td></td>
<td>- Establish protocol for tracking participation of parents/families attending Academy Showcases</td>
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<tr>
<td><strong>Internal Engagement</strong></td>
<td>- 80% completion rate for Professional Learning Academies 101 training</td>
<td>- District-wide completion of the Professional Learning Academies 101 training</td>
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<td></td>
<td>- 8th graders take one-day trip to Academies</td>
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<td></td>
<td>- Park HS to launch small group tours</td>
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<td></td>
<td>- Case and Horlick to increase small group tour participation by 5%</td>
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<tr>
<td><strong>Branding</strong></td>
<td>- Brand awareness survey created and distributed</td>
<td>- Target gaps revealed in brand awareness survey with marketing</td>
<td>- Increased visibility of Academies products and materials</td>
<td>- Increased visibility of Academies products and materials</td>
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<td>- Increased visibility of Academies products and materials</td>
<td>- Increased visibility of Academies products and materials</td>
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<tr>
<td><strong>Growing Community Partnerships and Awareness</strong></td>
<td>- Establish plan for outreach to non-traditional community partners (e.g. Focus on Community)</td>
<td>- Outreach to non-traditional community partners</td>
<td>- Based on baseline numbers from 2020, set goal for increasing number of non-traditional community partners</td>
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<tr>
<td></td>
<td>- Develop tool for tracking business partner engagement on social media; begin tracking engagement</td>
<td>- Based on baseline numbers from year 1, set goal for increasing business partner engagement on social media</td>
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</tbody>
</table>
### Measurable Outcome(s):
- Increases in likes, followers, and engagement/reach; in year 1, develop tracking system for monitoring engagement on social media; year 2, develop goal to increase engagement

### Action Steps:
- Create an Instagram and Twitter account for every high school
- Within each high school, every Academy has an account
- Develop templates for each account

| Responsible | Academy Principals  
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<tr>
<td></td>
<td>Academy Leads</td>
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| Consulted | Academy Principals  
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<td>Academy Leads</td>
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| Informed | Chief of Schools  
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<td>Community Partners</td>
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<td>Senior Leadership</td>
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<td>Schools</td>
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### Resources:
- RUSD Communications
- Academy Students

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TELLING THE STUDENT SUCCESS STORIES
PART TWO

Measurable Outcome(s):
☐ 35% open rate (per Academy) for emails and newsletters sent to families

Action Steps:
• Each Academy will have a quarterly “What’s Happening” newsletter

Responsible……………. Academy Leads
Academy Students
Accountable…………… Communication Leads
Consulted…………….. Academy Principals
Academy Leads
Students
Informed……………… Communications Department
Directing Principals
Academy Coaches
Chief of Schools
Community Partners
Steering Committee
Senior Leadership

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Resources:
• RUSD Communication Team
• Academy Leads
TELLING THE STUDENT SUCCESS STORIES
PART THREE

Measurable Outcome(s):
- Increased face-to-face interactions between Academy Ambassadors and the greater Racine community to tell success stories
  - More meetings, presentations, and report outs

Action Steps:
- Educate students about meeting materials
- Work with students to create scheduling opportunities to share success stories

Responsible............. Communications Department
                      Academy Ambassadors
Accountable............. Academy Coach
Consulted................ Pathway Students
                      Business Partners
                      Community
Informed.................. Chief of Schools
                      Steering Committee
                      Senior Leadership
                      Principals

Resources:
- RUSD Communications
- Academy Students

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TELLING THE STUDENT SUCCESS STORIES
PART FOUR

Measurable Outcome(s):
☐ Upon establishing baseline participation in Academy Showcases in 2019, set goals for yearly increase in participation.

Action Steps:
• Create a strategic plan for an event that includes incentives, childcare, and transportation among other details drawing in as many families as possible

Responsible…………. Academy Coaches
                    Academy Leads
Accountable………… Directing Principals
Consulted……………. Academy Students
                    Academy Ambassadors
Informed……………. Chief of Schools
                    Steering Committee
                    Parents
                    Students
                    Community
                    Senior Leadership
                    Media

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Resources:
• RUSD Communications Department
• Transportation Department
• Education Pathway Teachers and Students
• 4K Office
INTERNAL ENGAGEMENT
PART ONE

Measurable Outcome(s):

☐ YEAR ONE:
  o 80% of pilot population (middle school counselors) completes the Professional Learning Academies 101 training
  o 100% of “front office” staff (Academy Secretaries, purchasing clerks, etc.) completes the Professional Learning Academies 101 training

☐ YEAR TWO:
  o District-wide population completes the Professional Learning Academies 101 training

Action Steps:

• Engage Professional Learning Department to create Academy-related curriculum opportunities for pilot population

Responsible…………… Steering Committee
Professional Learning Department
Director of Academies

Accountable…………… Superintendent
Consulted……………… Chief of Schools
          Senior Leadership
          Academy Coaches
          Directing Principals
          Human Resources

Informed……………….. RAMAC

Resources:

• Academy Coaches
• Professional Learning
• Interested Teachers

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INTERNAL ENGAGEMENT
PART TWO

Measurable Outcome(s):
☐ Every 8th grade student visits the Academies of Racine at Case, Horlick, and Park High Schools in the fall during a one-day trip

Action Steps:
• Schedule meeting between middle school principals, select teachers, high school principals, and academy coaches to discuss details and how we can achieve our desired outcome

Responsible.............. Academy Coaches
                      Academy Principals
Accountable............ Directing Principals
Consulted............... Middle School Staff
                      High School Staff
                      Bus Company
Informed.................. Communications Department
                      Chief of Schools
                      Senior Leadership

Resources:
• Middle School Staff
• High School Staff

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</table>
INTERNAL ENGAGEMENT
PART THREE

Measurable Outcome(s):
- The Academies of Racine at Park High School will launch their small group tours for families
- The Academies of Racine at Case and Horlick will increase their participation by 5%

Action Steps:
- Create structure at Park High School to support our desired outcome
- Create a marketing campaign that promotes this opportunity to the entire community
- Work with Greater Racine County to leverage marketing materials

Responsibility:
- Responsible: Academy Coaches
- Accountable: Directing Principals
- Consulted: Counselors
- Informed: Pathway Teachers, Administrators, Chief of Schools

Resources:
- Communications Department

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BRANDING
PART ONE

Measurable Outcome(s):
□ UW-Parkside will design a brand awareness survey and disseminate it to high school students, families, and businesses electronically and/or telephonically
□ Once a baseline is found, improve the next year

Action Steps:
• YEAR ONE:
  o Contact UW-Parkside to develop brand awareness survey
  o Push the survey out to all stakeholders and collect results
• YEAR TWO:
  o Look at where the gaps are and target those specific groups with marketing and communication

Responsible……………. UW-Parkside Students
  Marketing Chair
Accountable…………… Communications Department
Consulted……………… Academy Principals
  Academy Coaches
  Gateway

Informed………………

Resources:
• UW-Parkside
• RAMAC

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<td>September 2019 and September 2020</td>
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</table>
BRANDING
PART TWO

Measurable Outcome(s):

- Visibility of swag increases
- More people are representing the Academies at Case, Horlick, and Park with clothing, materials, etc.
- Increased quantity of Academies of Racine swag in individual school stores

Action Steps:

- Continue development of Academies swag including window clings, billboards, pop sockets, etc. to build pride within the Academies

Responsible........... Communications Department
  - Directing Principals
  - Deputy Chief of Secondary Transformation
  - Director of Career & Technical Education

Accountable............. Deputy Chief of Secondary Transformation

Consulted................. Academy Staff
  - Chief of Schools
  - Deputy Chief of Secondary Transformation
  - Director of Career & Technical Education

Informed.................. All High School Staff

Resources:

- Communications Department

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GROWING COMMUNITY PARTNERSHIPS & AWARENESS
PART ONE

Measurable Outcome(s):

☐ Upon establishing outreach strategy and baseline participation of non-traditional community partners in years 1 and 2, establish yearly goal for increasing non-traditional partnerships.

Action Steps:

• Work with Business and Civic Engagement Committee to determine different partnership opportunities to spread the message about what is being offered
• Work with convening organization to build upon their business partnership agreement

Responsible…………… Convening Organization
Accountable…………… Tactic Team
                     Convening Organization
Consulted……………… Academy Coaches
                     Academy Principals
                     RUSD Communications Team
                     RAMAC
                     Chief of Schools
                     Family Engagement Team
Informed………………… Steering Committee

Resources:

• Academy Ambassadors
• Involved Parents
• Convening Organization
• School Parent-Teacher Associations

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Master Plan 2.0
GROWING COMMUNITY PARTNERSHIPS & AWARENESS

PART TWO

Measurable Outcome(s):

☐ In year 1, we will develop a system for monitoring business partner engagement on social media and establish a baseline; in year 2, we will set a yearly goal for increasing business partner social media engagement based off baseline.

Action Steps:

- Create a marketing/media toolkit for businesses to help spread the word about the Academies using common language, logos, etc.
- Develop photo frames i.e. Proud Academies of Racine Parent, Proud Student, etc.

Responsible…………. RUSD Communications Team
Tactic Committee

Accountable.......... Tactic Committee

Consulted……………. RAMAC
Chief of Schools

Informed……………... High School Staff

Resources:

- RUSD Communications Department
- Academy Principals
- Academy Coaches

<table>
<thead>
<tr>
<th>START DATE</th>
<th>COMPLETION DATE</th>
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<tbody>
<tr>
<td>September 2019</td>
<td>September 2020</td>
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</table>
### Tactic #8

**K-8 Transformation**

**Raising Racine 2022 Outcomes Addressed:**
- Student Learning
- Culture & Environment
- Partnerships & Community

**Academies of Racine Key Strategies Addressed:**
- Culture of Student Empowerment: Student involvement with the community.
- Improved Teaching & Learning through Collaborative Structures: Faculty, staff, and administration participation in Academies of Racine professional development and academy team meetings.
- Personalized Learning Linked to Relevant Pathways: Student progress and completion of an Academic and Career Plan (ACP).
- Community Partnerships for Student Success: Community member and employer interest and involvement with the Academies of Racine Opportunities to Engage.
- State-of-the-Art Facilities and Technology: Curriculum, facilities, and technology reflective of industry.
- High Level of Student Engagement: Student attendance rates, graduation rates, and involvement with leadership opportunities.
- High Expectations and Successful Outcomes for All Students: Students earning high demand industry credentials, qualifying for college credits, and prepared for entry-level college courses.

**National Standards of Practice Alignment:**
- I-A) College and Career Connections
- I-B) Student Aspirations
- I-C) Student Achievement
- I-E) Stakeholder Involvement
- II-A) Cross-Grade Articulation
- VI-A) Network of Support
- VII-A) External Standards
- VII-B) Rigorous Learning
- VII-C) Sequenced, Integrated, and Relevant Curriculum
- VIII-B) Community Involvement
- VIII-C) Citizenship
- IX-A) Student Data
- IX-B) Multiple Academic Measures
## Tactic Summary
### K-8 Transformation

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
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<tbody>
<tr>
<td><strong>Alignment of K-8 Education to Prepare Students for High School</strong></td>
<td>□ Identification of initial stakeholder group (Jun.)</td>
<td>□ Development of additional experiences/community involvement/reaching to current and potential partners (Jan.-May)</td>
<td>□ Curriculum aligned and developed</td>
<td>□ Implementation of curriculum</td>
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<tr>
<td></td>
<td>□ Identification of holes and current experiences and their alignment with “Freshman Academy Specific” Academies (Sep.-Dec.)</td>
<td>□ Professional learning materials distributed (Aug.)</td>
<td>□ More experiences aligned to Freshman Academy piloted</td>
<td>□ More experiences aligned to Freshman Academy piloted</td>
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<tr>
<td><strong>4K-8 College and Career Readiness Document</strong></td>
<td>□ Survey designed to gather initial knowledge around social-emotional and academic programming</td>
<td>□ Final draft developed (Apr.)</td>
<td>□ Presentation of 4K-8 Success Ready! Document (May)</td>
<td>□ Progress monitored</td>
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<tr>
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<td>□ Initial meetings held with professionals to convene around indicators (Oct.)</td>
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<td>□ Development of initial draft (Dec.)</td>
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ALIGNMENT OF K-8 EDUCATION TO PREPARE STUDENTS FOR HIGH SCHOOL

Measurable Outcome(s):
- Creation of cohesive and academy-aligned experiential learning opportunities for all students K-8
- K-8 students understand what the different pathways look like and entail

Action Steps:
- **YEAR ONE:**
  - Identify the initial stakeholder group (RACI determination)
  - Resource Identification:
    - What is being done?
    - What experiences do students already have?
    - What is the purpose/rationale of the current experiences and projects?
  - Identify what experiences students need
    - Determine whether current experiences align to “Freshman Academy Specific” Academies and identify holes
  - Develop experiences, project criteria, and expectations aligned to the Academies (Steering Committee)
  - Identify additional experiences, community involvement opportunities, and partners to reach out to (current and/or potential)
- **YEAR TWO:**
  - Find community partnerships
  - Align/Develop curriculum
    - Review materials (cross-curricular considerations)
    - Update materials (alignment to curriculum review)
    - Write curricular units (English/Spanish)
  - Develop templates, planning tools for schools, and guidelines
  - Communicate purpose and rationale
  - Provide professional learning for teachers
- **YEAR THREE:**
  - Implement and pilot more experiences that are aligned to Freshman Academy
  - Monitor progress and plan for expansion
  - Provide ongoing professional learning and support
  - Develop onboarding plan

Responsible............... K-8 Transformation Tactic Team
  Deputy Chief of Schools
  Counselors

Accountable.......... Deputy Chief of Schools

Consulted.............. Teachers
  Counselors
Administrators
Department Leaders
Office of Secondary Transformation
Informed.................. Steering Committee
Office of the Chief of Schools
District Leadership

Resources:
- Steering Committee
- Professional Learning
- Meeting Rooms
- General Meeting Supplies

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<tr>
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<tbody>
<tr>
<td></td>
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<td>June 2022</td>
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Master Plan 2.0
Measurable Outcome(s):

☐ Creation of a 4K-8 College and Career Readiness (Success Ready!) document that articulates college ready, career ready, and life ready indicators that align to the High School Success Ready document

Action Steps:

- Design a survey to gather initial knowledge around social-emotional and academic programming
  - Review survey results
- Identify and invite appropriate professionals to convene around academic and social-emotional indicators
- Solidify agenda for first meetings
- Hold initial meetings
- Develop an initial draft of the 4K-8 Success Ready! Document
- Develop final draft of the 4K-8 Success Ready! Document
- Present 4K-8 Success Ready! Document to Senior Leadership and other appropriate leaders

Responsible............ K-8 Transformation Tactic Team
  Deputy Chief of Schools
  Counselors

Accountable.......... Deputy Chief of Schools

Consulted.............. Teachers
  Counselors
  Administrators
  Department Leaders
  Office of Secondary Transformation

Informed............... Steering Committee
  Office of the Chief of Schools
  District Leadership

Resources:

- Various Professionals
- Timeline Plan
- Meeting Rooms
- Budget (subs, food, general meeting supplies)

START DATE
September 2019

COMPLETION DATE
May 2020
K-8 Transformation
Notes
CLOSING

The purpose of this document is not to just lay on a shelf. The tactics in this master plan were specifically written with this in mind. In contrast to the Master Plan 1.0, one of the upgrades in this master plan is that it is “a living document.” There is plenty of blank space on the page to write within the tactic categories themselves. In addition to the blank space on the page, an extra page has been added at the end of each tactic for the tactic teams, or any reader, to make notes in their own Master Plan 2.0.

With the help of all of our partners, this effort to give our youth an education that goes above and beyond the expectations of an ordinary high school experience can be accomplished. We thank everyone who has put work into this project, and we are confident that the efforts from our tactic teams, and everyone else involved, will lead us to a better Racine.