



## Master Plan 2.0



**RACINE  
UNIFIED**  
SCHOOL DISTRICT



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,



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

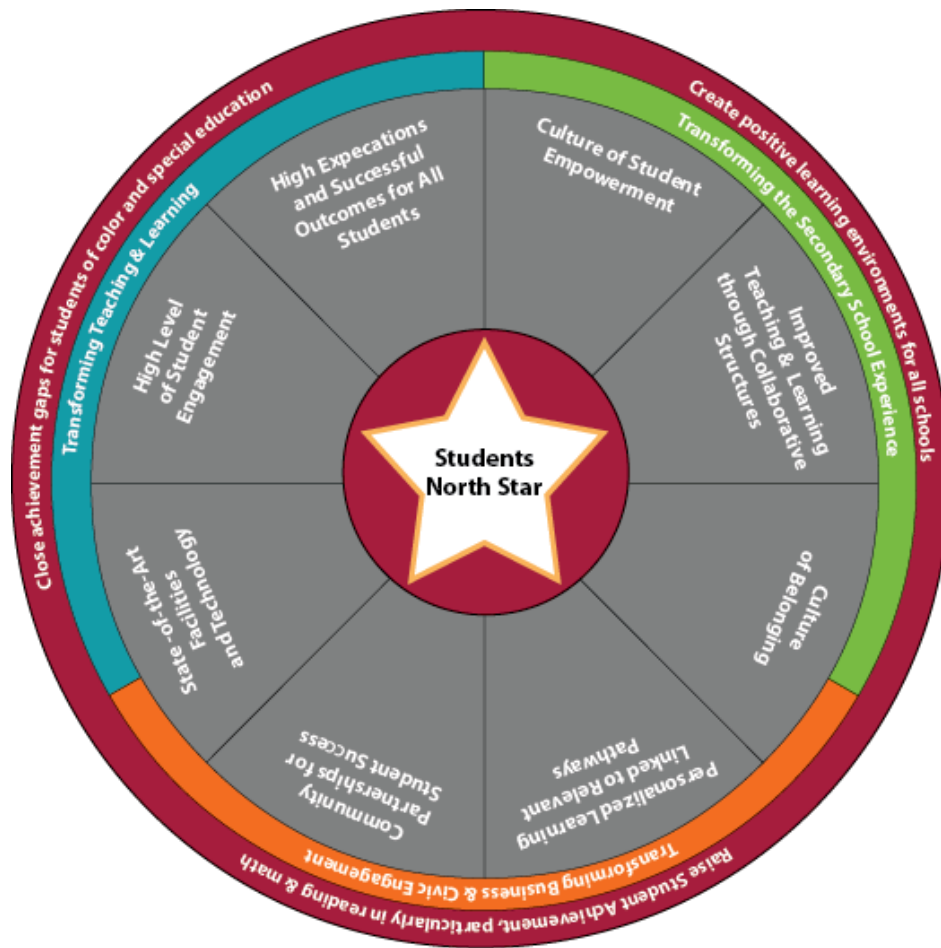
*"We have to get involved and help create good workers... It's a time to engage and the Academies of Racine are our link to do that."*

*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:

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

### **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:

- I. 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:

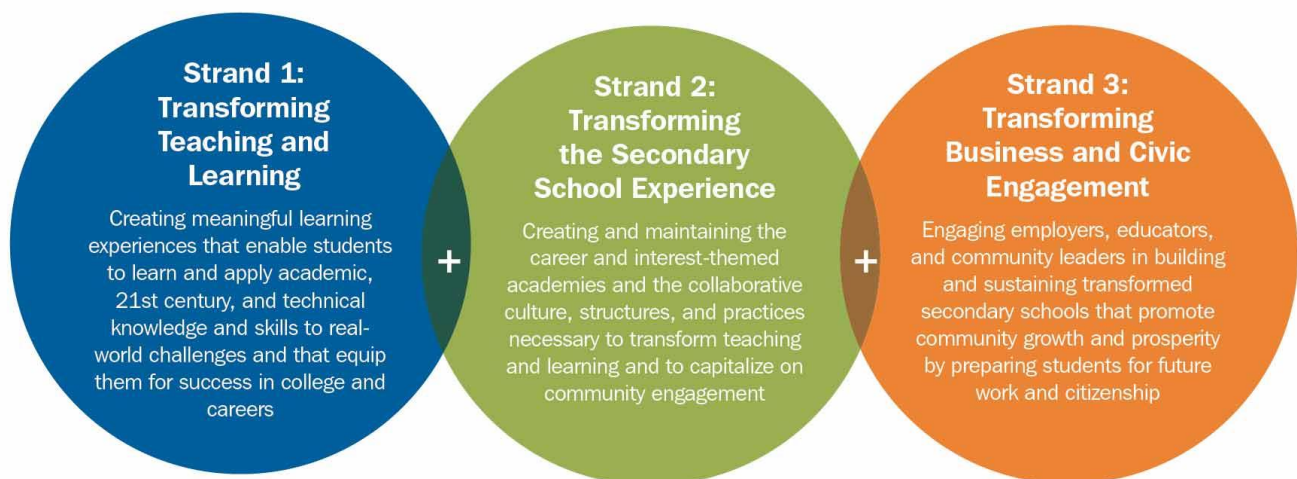
1. Explore
2. Envision
3. Plan
4. Implement, and
5. Go Further

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.



## Success Ready!

Every Racine Unified graduate must meet the following requirements:

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

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

### College Ready Indicators<sup>1</sup>

**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

<sup>1</sup>Please note that each college or university has individualized admission requirements

<sup>2</sup>Please note that each individual employer and job will have individual criteria

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

These readiness indicators begin with the class of 2020.

Board approved: October 17, 2016

### Career Ready Indicators<sup>2</sup>

**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 Thielen, Chief of Secondary Transformation



## 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 21<sup>st</sup> 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

# DISTRICT DATA PROFILE

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.

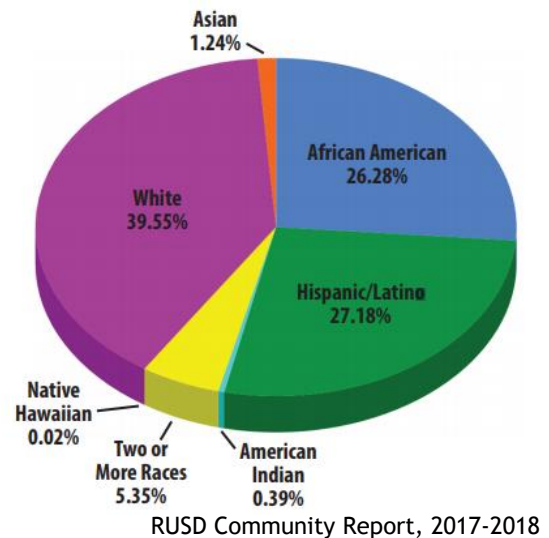
*The following data is from our 2017-2018 Report to Our Community.*

## 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

- ❖ 5<sup>th</sup> 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

GRADE	OVERALL	BLACK	WHITE	HISPANIC	two or more
9	12.6%	4.6%	24.6%	8.5%	12.8%
10	8.7%	1.2%	22.2%	5.4%	6.1%

### READING

GRADE	OVERALL	BLACK	WHITE	HISPANIC	two or more
9	16.0%	7.0%	33.2%	10.9%	12.8%
10	12.1%	5.2%	26.2%	10.8%	6.1%

## ADVANCED PLACEMENT (AP):

	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
AP Exam Participation (students tested)	319	326	322
AP Exams Taken (all courses)	612	589	658
% of Students Obtaining 3 or Above	42.3%	42.3%	36.6%

## International Baccalaureate (IB):

	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
IB Exam Participation Rate (students tested)	113	115	83
IB Exams Taken (all courses)	298	288	241
Percentage of Students Obtaining 4 or above	71%	74%	88%

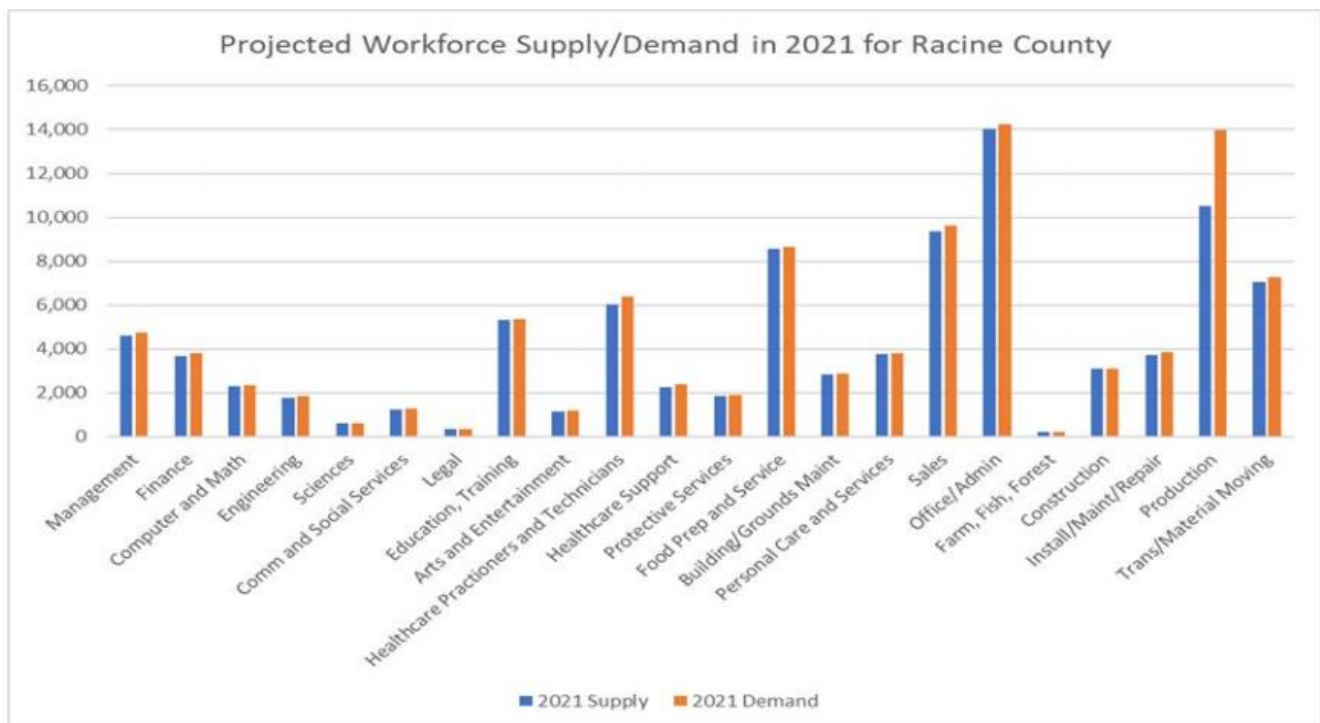
## HIGH SCHOOL 4-YEAR GRADUATION RATE:

<u>SCHOOL</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
J.I. Case	81.8%	82.3%	86.5%
William Horlick	74.7%	72.9%	76.6%
Washington Park	68.4%	70.4%	70.9%
REAL	100.0%	97.5%	93.5%
Walden III	93.0%	100.0%	95.6%
DISTRICT OVERALL:	76.8%	76.1%	74.9%

# 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
  - *Vice President/Chief Operations Officer, YMCA*
- Angela Apmann
  - *Directing Principal, William Horlick HS*
- Christopher Neff
  - *Director of Academies, RUSD*
- Cory Mason
  - *Chief Information Officer, Twin Disc*
- Dan Thielen
  - *Chief of Schools, RUSD*
- Eric Gallien
  - *Superintendent, RUSD*
- Eugene Syvrud
  - *Directing Principal, J.I. Case HS*
- Jaime Spaciel
  - *Director of Career Pathways and Program Effectiveness, Gateway Technical College*
- Jeff Bergman
  - *Youth Apprenticeship/Workplace Learning Coordinator, RAMAC*
- Jeff Miller
  - *Directing Principal, Washington Park HS*
- Jennifer Sus
  - *Academy Coach, William Horlick HS*
- Jim Anderson
  - *Business Representative, North Central States Regional Council of Carpenters*
- Jody Bloyer
  - *Deputy Chief of Secondary Transformation, RUSD*
- Joshua McCoy
  - *Racine City Area Director, Youth for Christ*

- Keona Jones
  - *Deputy Chief of Schools, RUSD*
- Kristen Monty
  - *Counselor, J.I. Case HS*
- Kristine Schwartz
  - *Director of Quality, Aurora Health Care*
- 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*
- Matt Waltz
  - *Director of Administration, WRTP/Big Step*
- Mike Matus
  - *Vice President of Sales and Strategic Solutions, Goodwill*
- MT Boyle
  - *Chief of Staff, Racine County*
- Rob Ducoffe
  - *Provost and Vice Chancellor, UW-Parkside*
- Sarah Gorke
  - *Career Specialist, Carthage College*
- Soren Gajewski
  - *Deputy Chief of Secondary Schools, RUSD*
- Stacy Tapp
  - *Chief of Communication and Community Engagement, RUSD*
- Steven Russo
  - *Director of School Support - Operations, RUSD*
- Terri Jackley
  - *Academy Coach, J.I. Case HS*
- Trevor Jung
  - *Community Engagement Coordinator, Visioning a Greater Racine*
- Valerie Morey
  - *Vice President, Racine Educators United*
- Willie McDonald
  - *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
  - *Market Manager, Goodwill*
- Sarah Gorke
  - *Career Specialist, Carthage College*
- Soren Gajewski
  - *Deputy Chief of Secondary Schools, RUSD*
- Stacy Tapp
  - *Chief of Communication and Community Engagement, RUSD*
- Terri Jackley
  - *Academy Coach, J.I. Case HS*
- Tim Peltz
  - *Chief Information Officer, RUSD*
- Trevor Jung
  - *Community Engagement Coordinator, Visioning a Greater Racine*

## April 18, 2019

### Meeting Goals:

- Establish Action Items by Year
- Begin Writing Plan

### Members Present:

- Alex DeBaker
  - *Teacher/Coach, J.I. Case HS*
- Amanda Neumann
  - *Teacher, Gifford Elementary School*
- Amy Connolly
  - *Director of City Development, City of Racine*
- Amy Levonian
  - *Academy Principal, William Horlick HS*
- Amy Shepherd
  - *Assistant Principal, Red Apple Elementary School*
- Angela Apmann
  - *Directing Principal, William Horlick HS*
- Angelina Cruz
  - *President, Racine Educators United*
- Angie Kennedy
  - *Teacher, Mitchell Elementary School*
- Anisa Diaz
  - *Assistant Principal, Julian Thomas Elementary School*
- Bill Miller
  - *Associate Provost for Continuing Studies, Carthage College*
- Bill O'Malley
  - *Academy Principal, Washington Park HS*

- Bill Ticha
  - *Principal, Gifford Elementary School*
- Brandon Jones
  - *School Data Systems Support Specialist, RUSD*
- Christopher Neff
  - *Director of Academies, RUSD*
- Chrishirella Sutton
  - *Family and Community Engagement Manager, RUSD*
- Christie Gajewski
  - *Assistant Director of Curriculum and Instruction, RUSD*
- Cory Mason
  - *Chief Information Officer, Twin Disc*
- Dan Niespodziani
  - *Teacher, Red Apple Elementary School*
- Elizabeth Erickson
  - *Communications and Outreach Manager, Higher Expectations*
- Emily Neubauer
  - *Senior Communication Specialist, RUSD*
- Eugene Syvrud
  - *Directing Principal, J.I. Case HS*
- Felicia Howell
  - *Family and Community Engagement Specialist, RUSD*
- Gregory Smith
  - *Teacher, William Horlick HS*
- Heather Kraeuter
  - *Accountability and Efficiency Data Specialist, RUSD*
- Jennifer Barncard
  - *Academy Principal, Washington Park HS*
- Jaime Spaciel
  - *Director of Career Pathways and Program Effectiveness, Gateway Technical College*
- Jakki Moga
  - *Executive Director of Assessment, RUSD*
- Janell Decker
  - *Executive Director of Curriculum and Instruction, RUSD*
- Jeff Bergman
  - *Youth Apprenticeship/Workplace Learning Coordinator, RAMAC*
- Jeff Miller
  - *Directing Principal, Washington Park HS*
- Jennifer Binneboese
  - *Counselor, Washington Park HS*
- Jennifer Sus
  - *Academy Coach, William Horlick HS*
- Jessica Tiefenthaler
  - *Human Resources Director, InSinkErator*

- John Strack
  - *Transportation and Enrollment Supervisor/District Master Scheduler, RUSD*
- Joshua McCoy
  - *Racine City Area Director, Youth for Christ*
- Kamaljit Jackson
  - *Senior Accountability and Efficiency Officer, RUSD*
- Karin Kirchmeier
  - *Interim President/CEO, United Way of Racine County*
- Kathryn Schnetzky
  - *Teacher, William Horlick HS*
- Kristen Monty
  - *Counselor, J.I. Case HS*
- Kristine Schwartz
  - *Director of Quality, Aurora Health Care*
- Lauren O'Malley
  - *Freshmen Lead, Washington Park HS*
- Laurie Coleman
  - *Community Relations Coordinator, PPG Industrial Coatings*
- Lisa Hinkley
  - *Associate Vice President and Executive Director for Career and Professional Development, Carthage College*
- Lisa Vassh
  - *Registered Nurse in Cardiac Rehab, Wheaton Franciscan Healthcare*
- Liz Powell
  - *Executive Director, Racine Community Foundation*
- Lorie Ann Karls
  - *Director of Professional Learning, RUSD*
- Maria Barreras
  - *Family and Community Engagement Specialist, RUSD*
- Marty Weishoff
  - *Modine Manufacturing*
- Mary Pucci
  - *Visioning a Greater Racine*
- Matt Montemurro
  - *President/CEO, RAMAC*
- Matt Waltz
  - *Director of Administration, WRTP/Big Step*
- Michael Hyland
  - *Technology Integration Supervisor, RUSD*
- Michael O'Brien
  - *Career and Technical Education Coordinator, RUSD*
- Mike Matus
  - *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	128 <sup>th</sup> Air Refueling Wing
A&W Restaurant	American Professional Driving School
American Roller Company	Andis Company
Aramark	Ascension
Ascension All Saints Hospital	Associated General Contractors of Wisconsin
ATI Physical Therapy	Auer Steel & Heating Supply Co.
Aurora Health Care	Aurora Physical Therapy
Aurora Sports Health	Aviation Groups
AWI Metal Fab	Badger Meter
Bellin College Mobile Hands on Health Care	Building Industry Group (BIG)
Blood Center of Wisconsin	Blue Bear
Boldt Construction	Boucher-Chevrolet
Bricklayers and Allied Craftworkers International Union	Brown Family Chiropractic
Bryant and Stratton College	C&I Safety
Cardinal Stritch	Caring Alternatives Creek Side Manor
Carroll University	Carthage College
CCB Technologies	Central Racine County Health Department
Century Security & Communications, Inc.	Challenge Academy

Chef Daniel Bonanno	Choral Arts Society of Southeastern Wisconsin
Christ's Church Childcare	City of Racine
CNH	Cobble Creek Solutions
Concordia University	Covidien Medical Device
Cox Media Group	Creative Compulsive
Credit Union National Association	Cree
Danny's Meats	DeltaHawk
DeVry University	Direct Supply, Inc.
Dr. Richard M. Wagner DDS	Dr. Steven W. Campbell
E. C. Styberg Engineering Co.	EAA Chapter 838
Eco-Justice Center	Ed Reggie - Professional Stage Actor
Educators Credit Union	Educator's Rising Carthage College
Electrical Systems & Service	Emma Widmar - Miss Racine Candidate
Empire Beauty School	Ethical Choices Program
Facebook	Familia Dental
Festival Foods	First Transit
Fischer USA, Inc.	Fiserv Forum
Five Below	Focus ON Community
For Pet's Sake	Fox 6 News
Frank Sterbin CPA, S.C	Gateway Technical College

George William's College	Goodwill
Goodwill Industries of Southeastern Wisconsin, Inc.	Google
Gordon J. Maier Company, LLP	Great Lakes and St. Lawrence Cities Initiative
Gross Anatomy Lab - Marquette University	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	IRS
Javier's Cuisine	Jim's Garage Door
Johnson Bank	Johnson Financial Group
Jose's Blue Sombrero	Kenosha Area Convention & Visitors Bureau
Kids Foot Locker	Knapp Manufacturing
Koepsell-Murray Funeral & Cremation Services	Laborers 113
Leeward Business Advisors	LEMAN USA, Inc.
LPI	Madison College Court Reporting Program
Mary Lou Viola - Glass Artist	MBA Career Council
McLane Company, Inc.	Men's Wearhouse
MIAD	Michelle J. Gilliam - Professional Improv Coach

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

Racine Fire Department	Racine Journal Times
Racine Kenosha Community Action Agency	Racine Metal-Fab Ltd.
Racine Police Department	Racine Wastewater Utility
Racine Zoo	RAMAC
Real Racine	Red Apple
Real Estate Executive Council	Ridgewood Care Center
Riley Construction	Robb Fischer - Director/Cinematographer
Rockwell	Rue 21
RUSD	Safe Start
Salon Professional Academy	Small Business Development Center
SC Johnson	SC Johnson Child Care Center
SE WI Carpentry Training Center	Shorewest Realty
Siena Center	Sienna on the Lake
Society's Assets Inc.	South Shore Fire Department
St. Catherine's Medical	St. Monica's
Sturtevant Auto Salvage	Sustainable Racine
Tamara Marini - Nutritionist	Textron Aviation
The Manor	The Woods of Caledonia
Touchpoint	TriCity National Bank
Twenty Family Vision Center	Twin Disc



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

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.

		
<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Biomedical Services</li> <li>• Business</li> <li>• Construction</li> <li>• Culinary Arts</li> <li>• Early Childhood Education</li> <li>• Education</li> <li>• Engineering</li> <li>• Health Services</li> <li>• <b>Computer Science &amp; Programming</b></li> <li>• Manufacturing               <ul style="list-style-type: none"> <li>- <b>Fabrication &amp; CNC-Machining</b></li> </ul> </li> <li>• Marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting</li> <li>• <b>Aviation</b></li> <li>• Biomedical Services</li> <li>• Business</li> <li>• Construction</li> <li>• Culinary Arts</li> <li>• Early Childhood Education</li> <li>• Education</li> <li>• Engineering</li> <li>• Health Services</li> <li>• Information Technology               <ul style="list-style-type: none"> <li>- <b>Network Support</b></li> </ul> </li> <li>• Manufacturing               <ul style="list-style-type: none"> <li>- <b>Machine Maintenance</b></li> </ul> </li> <li>• Marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting</li> <li>• <b>Automotive</b></li> <li>• Biomedical Services</li> <li>• Business</li> <li>• Construction</li> <li>• Culinary Arts</li> <li>• Early Childhood Education</li> <li>• Education</li> <li>• Engineering</li> <li>• Health Services</li> <li>• Information Technology               <ul style="list-style-type: none"> <li>- <b>Web Programming</b></li> </ul> </li> <li>• Manufacturing               <ul style="list-style-type: none"> <li>- <b>Robots &amp; Mechatronics</b></li> </ul> </li> <li>• Marketing</li> <li>• <b>United States Army JROTC</b></li> </ul>

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

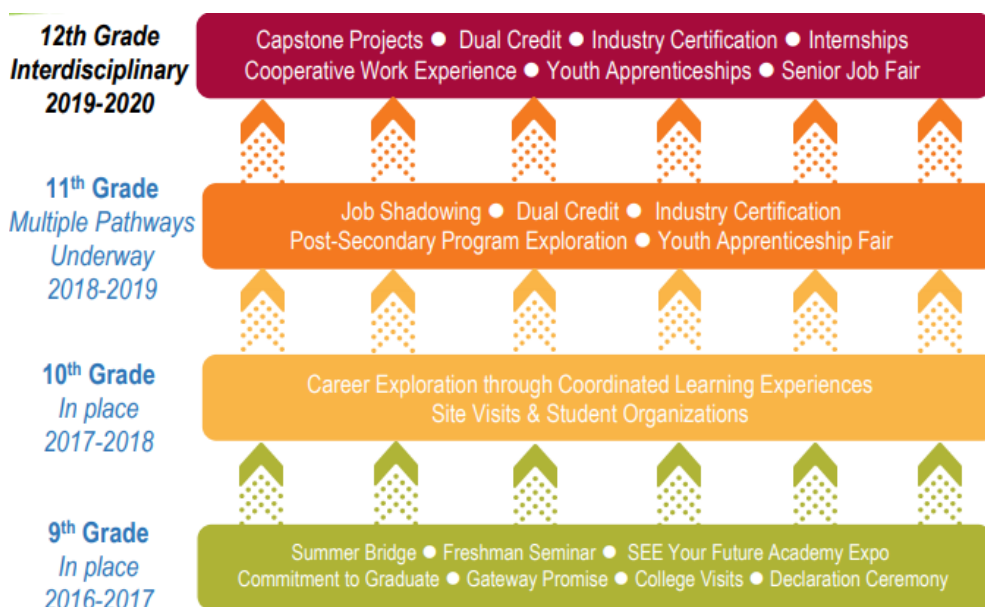


Freshman Academy  
Academy of Health Sciences & Aviation  
Academy of Business & Culinary Arts  
Academy of Education & Technical Services



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

HEaL Health, Education, and Leadership	BMAC Business, Marketing, Accounting & Culinary	ICE-T Industry 4.0 (Manufacturing & IT), Construction, Engineering & Transportation
Chair: Dr. Rob Ducoffe, UW-Parkside Co-Chair: Terri Jackley, Case	Chair: Michael Matus, Goodwill Co-Chair: Jennifer Sus, Horlick	Chair: James Anderson, North Central States Regional Council of Carpenters Co-Chair: Paul Hennessey, Park
Health Services	Business	Manufacturing
Biomedical Science	Marketing	Information Technology
Early Childhood Education	Accounting	Construction
Elementary & Secondary Education	Culinary Arts	Engineering
U.S. Army JROTC		Automotive
		Aviation

advisory councils oversee. As stated previously, they also find opportunities for increasing the involvement from the community and business partners.



# Graduating Success Ready!

## The power of Collective Impact

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.



## TACTIC

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

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## Tactic #1

# Academy & Pathway Development & Refinement

### **Raising Racine 2022 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

<u>CATEGORIES</u>	2019	2020	2021	2022
<b>Global Development &amp; Growth</b>	<ul style="list-style-type: none"> <li>□ Launch of Professional Skills Training</li> </ul>	<ul style="list-style-type: none"> <li>□ Freshman Seminar 2.0 committee established</li> </ul>	<ul style="list-style-type: none"> <li>□ Revision of Freshman Seminar 2.0 course</li> </ul>	<ul style="list-style-type: none"> <li>□ Seal of Fine Arts, World Language, and Music &amp; Theater established</li> <li>□ All Academy Teachers have will have received Professional Skills Training</li> </ul>
<b>Intentionally Designed &amp; Educationally Aligned Learning</b>	<ul style="list-style-type: none"> <li>□ Potential opportunities and staff identified for dual credit options</li> </ul>	<ul style="list-style-type: none"> <li>□ Opportunities established for ALL students to visit an Academy site</li> <li>□ Capstones identified from other Academy districts</li> <li>□ Objectives &amp; assessments for capstone developed</li> </ul>	<ul style="list-style-type: none"> <li>□ Capstone experience fully implemented</li> <li>□ Professional development for capstone courses provided</li> <li>□ Launch of Capstone Showcase Event</li> <li>□ Dual credit opportunities for Academy students created</li> </ul>	<ul style="list-style-type: none"> <li>□ Professional development for ELL, SpEd provided</li> </ul>
<b>Regulatory</b>	<ul style="list-style-type: none"> <li>□ NCAC accreditation process researched</li> </ul>	<ul style="list-style-type: none"> <li>□ ACP Committee re-engaged with additional stakeholders invited</li> <li>□ Pathway evaluation process identified</li> <li>□ Pre-approval process for NCAC accreditation developed</li> </ul>	<ul style="list-style-type: none"> <li>□ Pathways aligned with NCAC and curriculum review from evaluations</li> <li>□ NCAC accreditation obtained by each Career Academy</li> </ul>	<ul style="list-style-type: none"> <li>□ Revised approach to the Academic &amp; Career Plan implemented</li> </ul>

## 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

### Resources:

- Survey
- State Standards
- Summer Curriculum Writing
- Post-Secondary Research Partner
- Examples of Semester Curriculum

START DATE
September 2019
COMPLETION DATE
June 2021

## 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.....** Fine Arts Teacher  
World Language Teacher  
Theater Teacher  
Counselors

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

### Resources:

- Funding

START DATE
September 2021
COMPLETION DATE

## 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

START DATE
September 2019
COMPLETION DATE
June 2022

### Resources:

- Academies of Racine Partners
- Salary for Summer Incentive

## 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

**Consulted.....** Pathway Teachers

Students  
Businesses  
Curriculum & Instruction  
Food Service  
Racine Early Education  
Extended Learning  
Family & Community Engagement Office

**Informed.....** Students

Staff  
Board of Education  
Families  
Community  
Elected Officials

### **Resources:**

- State Standards
- Summer Curriculum
- Recognition of Partner, Student
- Convener Connecting Teachers with Community for Project Development

START DATE
September 2019
COMPLETION DATE
June 2021

## 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/Instructor at Post-Secondary  
Dual Credit Coordinator at Post-Secondary

**Informed.....** Families  
Students  
Community  
Elected Officials

START DATE
September 2019
COMPLETION DATE
June 2021

### Resources:

- Funding for Teacher Development
  - Substitutes
  - Salaries
  - University



## INTENTIONALLY DESIGNED & EDUCATIONALLY ALIGNED LEARNING INTEGRATION FOR ALL STUDENTS

### **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

START DATE
September 2019
COMPLETION DATE
June 2022

## INTENTIONALLY DESIGNED & EDUCATIONALLY ALIGNED LEARNING ENSURING PATHWAY STUDENT SUCCESS

### 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

START DATE
September 2019
COMPLETION DATE

### 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

### Resources:

- XELLO Training
- Summer Curriculum Writing

START DATE
September 2019
COMPLETION DATE
June 2022

## 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

START DATE
September 2019
COMPLETION DATE
June 2021

### 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

START DATE
September 2019
COMPLETION DATE
June 2021

### Resources:

- Time
- Patience
- Examples from Other Districts

## *Academy & Pathway Development & Refinement* Notes

## 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

<u>CATEGORIES</u>	2019	2020	2021	2022
<b>Culturally and Linguistically Responsive Teaching and Learning</b>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Creation of an action plan with timeline and all professional learning opportunities</li> <li><input type="checkbox"/> All existing external partners to receive professional learning information on Culturally Responsive Teaching and Learning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All Academy staff to receive CLR professional learning</li> <li><input type="checkbox"/> All new external partners to receive professional learning information on Culturally Responsive Teaching and Learning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All Staff to utilize CLR practices</li> <li><input type="checkbox"/> All external partners to receive professional learning information on Culturally Responsive Teaching and Learning</li> </ul>
<b>Instructional Strategies</b>		<ul style="list-style-type: none"> <li><input type="checkbox"/> All existing external partners to receive professional learning information on Instructional Strategies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All high school staff will be trained in Highly Effective Teaming, Teaching on the Block, and Project-Based Learning</li> <li><input type="checkbox"/> All new external partners to receive professional learning information on Instructional Strategies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All high school staff will utilize training in their practices</li> <li><input type="checkbox"/> All external partners to receive professional learning information on Instructional Strategies</li> </ul>
<b>Onboarding New Staff</b>		<ul style="list-style-type: none"> <li><input type="checkbox"/> All new staff members will participate in the specific AoR onboarding pathway</li> <li><input type="checkbox"/> New partners will be informed on commitment with opportunities to engage with AoR</li> <li><input type="checkbox"/> Implementation of the partners agreement with existing partners engaged with AoR</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All new staff members will participate in the specific AoR onboarding pathway</li> <li><input type="checkbox"/> Identification of External Partner Mentors for support and engagement with recruitment and retention of new partners</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All new staff members will participate in the specific AoR onboarding pathway</li> <li><input type="checkbox"/> All external partners that serve on advisory councils will attend and engage in an annual State of the CPACs</li> </ul>



## 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
      - i. Review the impact of the support on student learning and behavior
      - ii. Review the impact on teacher practices
      - iii. 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

START DATE
May 2019
COMPLETION DATE

**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:
  - All existing external partners will have received professional learning (information) on Culturally Responsive Teaching and Learning
- ☐ YEAR TWO:
  - All new external partners will receive professional learning (information) on Culturally and Responsive Teaching and Learning
- ☐ YEAR THREE:
  - 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

START DATE
May 2019
COMPLETION DATE

\*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

START DATE
May 2019
COMPLETION DATE
June 2020

## INSTRUCTIONAL STRATEGIES EXTERNAL

### Measurable Outcome(s):

- ☐ YEAR ONE:
  - All existing external partners will have received professional learning (information) on Instructional Strategies
- ☐ YEAR TWO:
  - All new external partners will receive professional learning (information) on Instructional Strategies
- ☐ YEAR THREE:
  - 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

START DATE
May 2019
COMPLETION DATE

## 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

<b>START DATE</b>
May 2019
<b>COMPLETION DATE</b>

**Resources:**

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



## ONBOARDING NEW STAFF EXTERNAL

### Measurable Outcome(s):

- ☐ YEAR ONE:
  - New partners will be informed on commitment with opportunities to engage with the Academies
  - Implementation of partners agreement with existing partners that are engaged with the Academies
- ☐ YEAR TWO:
  - Identification of External Partner Mentors to support and engage with recruitment and retention of new partners
- ☐ YEAR THREE:
  - 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:
  - Steering Committee
  - RUSD Communications
  - External Stakeholders
  - Convening Organization
- Materials:
  - Protocols
  - Procedures

START DATE
May 2019
COMPLETION DATE

- Manuals for opportunities to engage

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### 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?
- What or how will we provide training? Video, Handouts, Informational package. Business Mentors. Website. Mobile App.

## Tactic #3

# Alignment with Post-Secondary

### **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-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 Alignment with Post-Secondary

<u>CATEGORIES</u>	2019	2020	2021	2022
<b>Direction-Academic Career Plan</b>		<input type="checkbox"/> ACP completed by all students	<input type="checkbox"/> ACP completed by all students	<input type="checkbox"/> Teachers and pathway leaders actively contributing to the development and monitoring of ACP
<b>Experiential Learning</b>				<input type="checkbox"/> All students provided at least three experiential learning opportunities that integrate post-secondary providers
<b>Transition</b>	<input type="checkbox"/> HS/College leadership roundtables launched		<input type="checkbox"/> Increased completion of FAFSA Application <input type="checkbox"/> Families educated about HS/College/Career Transition	<input type="checkbox"/> Aligned curriculum that reduces the number of remedial courses needed
<b>Preparing Teachers</b>		<input type="checkbox"/> ACP integrated into Teacher Professional Development		<input type="checkbox"/> Teachers sent on externships to learn more about Post-Secondary and Career options

## 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 (on-going)
  - 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

START DATE
September 2019
COMPLETION DATE



## 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

<b>START DATE</b>
September 2019
<b>COMPLETION DATE</b>

**Resources:**

- Transportation
- Post-Secondary Career and Educational Providers
- Trade Unions

## TRANSITION PART ONE

### 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

START DATE
September 2019
COMPLETION DATE

## TRANSITION PART TWO

### 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

START DATE
September 2019
COMPLETION DATE
June 2022

## TRANSITION PART THREE

### Measurable Outcome(s):

- ☐ Students informed of personal choices that could influence their access to post-secondary options
- ☐ Students are able to display 21<sup>st</sup> 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

START DATE
September 2019
COMPLETION DATE

### Resources:

- Academic Career Plan
- College Network

## TRANSITION PART FOUR

### 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

**Responsible.....** Counselors  
Admissions Professionals  
New Student Specialist  
Volunteers  
Academy Coaches

**Accountable.....** Office of Secondary Transformation  
Academy Principals

**Consulted.....** Financial Aid Coordinator

**Informed.....**

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

START DATE
September 2019
COMPLETION DATE

### Resources:

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

## PREPARING TEACHERS PART TWO

### Measurable Outcome(s):

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

### Action Steps:

- On-site learning
  - 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

START DATE
September 2019
COMPLETION DATE
June 2022

### Resources:

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



*Alignment with Post-Secondary*  
Notes

## 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

<u>CATEGORIES</u>	2019	2020	2021	2022
<b>Experiential Learning-Students</b>		<ul style="list-style-type: none"> <li><input type="checkbox"/> 60% participation in Coordinated Site Visits</li> <li><input type="checkbox"/> 20% growth in youth apprenticeships/co-ops/internships</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 75% participation in Coordinated Site Visits</li> <li><input type="checkbox"/> 20% growth in youth apprenticeships/co-ops/internships</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 90% participation in Coordinated Site Visits</li> <li><input type="checkbox"/> 20% growth in youth apprenticeships/co-ops/internships</li> <li><input type="checkbox"/> Pathway Capstones fully implemented</li> </ul>
<b>Experiential Learning-Teachers</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop and/or refine protocol for experiential learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Launch of Summer Externships</li> <li><input type="checkbox"/> Staff/Teacher Gateway Technical College Visits</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff/Teacher Externships</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Protocol for teacher experiential learning opportunities developed and refined</li> <li><input type="checkbox"/> Staff/Teacher Externships</li> </ul>
<b>Career Pathway Advisory Councils</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CPAC bylaws completed and adopted</li> <li><input type="checkbox"/> CPAC action items completed</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Freshman Academy CPAC launched</li> <li><input type="checkbox"/> CPAC action items completed</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CPAC action items completed</li> </ul>	
<b>Communication, Outreach, and Opportunities to Engage</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Revised Ambassador program</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Business/Community engagement plan implemented</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increased number of business and community organizations hosting student experiences by 10% per year</li> </ul>	

## 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
  - 9<sup>th</sup> Grade: 90% student participation in SEE Your Future Expo and College Visits
  - 10<sup>th</sup> Grade: 90% student participation in Coordinated Site Visits
    - Year One: 60% participation
    - Year Two: 75% participation
    - Year Three: 90% participation
  - 11<sup>th</sup> Grade: 80% student participation in Workplace Learning Fair and Reality Check Day
  - 12<sup>th</sup> 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
  - 10<sup>th</sup>-12<sup>th</sup> Grade: Each Pathway course will host at least one Guest Speaker per semester
  - 11<sup>th</sup> and 12<sup>th</sup> 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

START DATE
September 2019
COMPLETION DATE
June 2022

**Resources:**

- Supportive Documentation/Examples from other Ford Next Generation Learning Communities

## 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:
  - Business Coordinated Site Visits
- YEAR TWO:
  - Launch of Summer Externships
  - 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

START DATE
September 2019
COMPLETION DATE
June 2022

**Resources:**

- RUSD Budget

## 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

START DATE
September 2019
COMPLETION DATE
June 2020

**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

START DATE
September 2019
COMPLETION DATE
June 2020

### Resources:

- RUSD Budget for Ambassador Program
- Database of Business/Community Organizations
- RAMAC
- Racine Rotary



## *Building Business & Civic Engagement* Notes

## Tactic #5

# Expanding the Learning Environment

### **Raising Racine 2022 Outcomes Addressed:**

- Partnerships & Community
- Culture & Environment
- 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.
- 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.

### **National Standards of Practice Alignment:**

- II-D) Physical Space
- III-C) Adequate Funding, Facilities, Equipment, and Materials
- V-C) Volunteer and Parent Orientation
- VIII-B) Community Involvement

## Tactic Summary

### Expanding the Learning Environment

<u>CATEGORIES</u>	2019	2020	2021	2022
<b>Align Transportation with Academies, School Choice, and Signature Events</b>		<input type="checkbox"/> Creation of a transportation master plan	<input type="checkbox"/> Implementation of plan to provide all-around accessibility	
<b>Configuring Space to Foster a Positive Culture and Learning Environment</b>			<input type="checkbox"/> Confirmation that we have the right technology for the Academies <input type="checkbox"/> Creation of a climate conducive to experiential-based learning	
<b>Leveraging Technology to Create a Non-Traditional Learning Environment</b>	<input type="checkbox"/> Increased usage and awareness of <i>Infinite Campus</i> Portal and App			<input type="checkbox"/> Every RUSD student will have a device

## 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

START DATE
September 2019
COMPLETION DATE
June 2021

### Resources:

- Financial requirement to purchase equipment

## LEVERAGING TECHNOLOGY TO CREATE A NON-TRADITIONAL LEARNING ENVIRONMENT

### Measurable Outcome(s):

- Increase usage and awareness of *Infinite Campus* Portal and App
- 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

START DATE
September 2019
COMPLETION DATE
June 2022

### Resources:

- IT for Professional Development
- Funding for technology

## *Expanding the Learning Environment* Notes

## 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

CATEGORIES	2019	2020	2021	2022
<b>Post-Graduation Data</b>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Uniform process with scholarship committees created</li> <li><input type="checkbox"/> Database for collecting scholarship information determined</li> <li><input type="checkbox"/> XELLO implemented</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uniform process implemented and timelines established for monitor with quality checks</li> <li><input type="checkbox"/> Data measures collected for SEE Your Future Expo and College Visits</li> <li><input type="checkbox"/> ACP-Created/Revised</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uniform process implemented and monitored with appropriate adjustments</li> <li><input type="checkbox"/> Data measures collected for SEE Your Future Expo, College Visits, and Coordinated Site Visits</li> </ul>
<b>Academy Structure Impact</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Metrics for Annual Report reviewed and revised</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Published Annual Report</li> <li><input type="checkbox"/> Academy dashboards and SIP templates built</li> <li><input type="checkbox"/> Agendas aligned with NSOPs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Agendas aligned with NSOPs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement and monitor improvement efforts by academy</li> <li><input type="checkbox"/> Agendas aligned with NSOPs</li> </ul>
<b>Assessments and Student Progress Reporting</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Established baseline for ACT, ASPIRE, and MAP scores</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Set vision of expected use of data</li> <li><input type="checkbox"/> Trainers trained on data warehouse</li> <li><input type="checkbox"/> Establish expectations for analyzing data use</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish baseline with teachers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attainable targets set</li> </ul>
<b>Family, Business, and Community Partnership Data</b>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Increased number of “workplace experience” experiences from 121 to 150</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Increased number of “workplace experience” experiences to 300</li> </ul>
<b>Wisedash Local Accessibility Review</b>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Full utilization of Wisedash Local within Academy Meetings on a bi-weekly basis</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Full record of the frequency Wisedash Local is discussed at meetings</li> </ul>

## 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

### Resources:

- Template for Reporting
- XELLO

START DATE
September 2019
COMPLETION DATE

- 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

START DATE
September 2019
COMPLETION DATE

### Resources:

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

## 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:
  - Set vision expected use of data
  - Train trainers (Academy Leads and Academy Principals) on data warehouse
  - Establish expectations for analyzing data use
  - Strategic assessment and interpretation
  - Establish baseline
- YEAR TWO:
  - Set vision expected use of data
  - Train teacher teams (Academy Leads and Academy Principals) on data warehouse
  - 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)

## FAMILY, BUSINESS, COMMUNITY PARTNERSHIP 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

START DATE
September 2019
COMPLETION DATE
June 2022

**Resources:**

- Sign-in Sheets (for conferences)
- Youth Apprenticeship/Workplace Learning Coordinator
- Academy Coach

## STUDENT DATA

### Measurable Outcome(s):

- ☐ YEAR ONE:
  - Established success ready criteria and analysis indicators for incoming students from collaboration with K-8 Transformation Team
- ☐ YEAR TWO:
  - Established Career, College, and Life Ready Indicators for incoming students
- ☐ YEAR THREE:
  - 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 9<sup>th</sup> 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

START DATE
September 2019
COMPLETION DATE
June 2022

### Resources:

- Data Warehouse
- Director of Academies

- 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

<b>START DATE</b>
September 2019
<b>COMPLETION DATE</b>
June 2022

**Resources:**

- Regular Updates on Workplace Experience Opportunities
- RAMAC
- Workplace Learning Coordinators
- System to Record Student Participation

## *Assessment & Tracking* Notes

## Tactic #7

# 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:**

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

## Tactic Summary

### Communications & Marketing

#### CATEGORIES

2019

2020

2021

2022

<b>Telling the Student Success Stories</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Social media accounts set up</li> <li><input type="checkbox"/> 35% open rate for newsletter</li> <li><input type="checkbox"/> Greater engagement from Academy Ambassadors with the public</li> <li><input type="checkbox"/> Establish protocol for tracking participation of parents/families attending Academy Showcases</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Based on 2019 participation baseline, set goal for increased participation at Academy Showcases</li> </ul>		
<b>Internal Engagement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 80% completion rate for Professional Learning Academies 101 training</li> <li><input type="checkbox"/> 8<sup>th</sup> graders take one-day trip to Academies</li> <li><input type="checkbox"/> Park HS to launch small group tours</li> <li><input type="checkbox"/> Case and Horlick to increase small group tour participation by 5%</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District-wide completion of the Professional Learning Academies 101 training</li> </ul>		
<b>Branding</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Brand awareness survey created and distributed</li> <li><input type="checkbox"/> Increased visibility of Academies products and materials</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Target gaps revealed in brand awareness survey with marketing</li> <li><input type="checkbox"/> Increased visibility of Academies products and materials</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increased visibility of Academies products and materials</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increased visibility of Academies products and materials</li> </ul>
<b>Growing Community Partnerships and Awareness</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish plan for outreach to non-traditional community partners (e.g. Focus on Community)</li> <li><input type="checkbox"/> Develop tool for tracking business partner engagement on social media; begin tracking engagement</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Outreach to non-traditional community partners</li> <li><input type="checkbox"/> Based on baseline numbers from year 1, set goal for increasing business partner engagement on social media</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Based on baseline numbers from 2020, set goal for increasing number of non-traditional community partners</li> </ul>	

## TELLING THE STUDENT SUCCESS STORIES PART ONE

**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  
Academy Leads

**Accountable**..... Communications Department

**Consulted**..... Academy Principals  
Academy Leads  
Students

**Informed**..... Chief of Schools  
Community Partners  
Senior Leadership  
Schools

START DATE
September 2019
COMPLETION DATE

**Resources:**

- RUSD Communications
- Academy Students

## 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

START DATE
September 2019
COMPLETION DATE

**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

START DATE
September 2019
COMPLETION DATE

**Resources:**

- RUSD Communications
- Academy Students

## 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

START DATE
September 2019
COMPLETION DATE

### Resources:

- RUSD Communications Department
- Transportation Department
- Education Pathway Teachers and Students
- 4K Office



## INTERNAL ENGAGEMENT PART ONE

### Measurable Outcome(s):

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

START DATE
September 2019 and September 2020
COMPLETION DATE

### Resources:

- Academy Coaches
- Professional Learning
- Interested Teachers

## INTERNAL ENGAGEMENT PART TWO

### Measurable Outcome(s):

- ☐ Every 8<sup>th</sup> 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

START DATE
September 2019
COMPLETION DATE

## 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

**Responsible.....** Academy Coaches  
**Accountable.....** Directing Principals  
**Consulted.....** Counselors  
**Informed.....** Pathway Teachers  
Administrators  
Chief of Schools

START DATE
September 2019
COMPLETION DATE

### Resources:

- Communications Department

## 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:
  - Contact UW-Parkside to develop brand awareness survey
  - Push the survey out to all stakeholders and collect results
- YEAR TWO:
  - 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

START DATE
September 2019 and September 2020
COMPLETION DATE

## 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

START DATE
September 2019, 2020, 2021, and 2022
COMPLETION DATE

## 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

START DATE
September 2019 and September 2020
COMPLETION DATE

## 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

START DATE
September 2019 and September 2020
COMPLETION DATE

## *Communications & Marketing* Notes



## 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

CATEGORIES	2019	2020	2021	2022
<b>Alignment of K-8 Education to Prepare Students for High School</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identification of initial stakeholder group (Jun.)</li> <li><input type="checkbox"/> Identification of holes and current experiences and their alignment with “Freshman Academy Specific” Academies (Sep.-Dec.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Development of additional experiences/community involvement/reaching to current and potential partners (Jan.-May)</li> <li><input type="checkbox"/> Professional learning materials distributed (Aug.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum aligned and developed</li> <li><input type="checkbox"/> Development of templates/planning tools/guidelines</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implementation of curriculum</li> <li><input type="checkbox"/> More experiences aligned to Freshman Academy piloted</li> <li><input type="checkbox"/> Progress monitored</li> </ul>
<b>4K-8 College and Career Readiness Document</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Survey designed to gather initial knowledge around social-emotional and academic programming</li> <li><input type="checkbox"/> Initial meetings held with professionals to convene around indicators (Oct.)</li> <li><input type="checkbox"/> Development of initial draft (Dec.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Final draft developed (Apr.)</li> <li><input type="checkbox"/> Presentation of 4K-8 Success Ready! Document (May)</li> </ul>		

## 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

START DATE
May 2019
COMPLETION DATE
June 2022

## 4K-8 COLLEGE AND CAREER READINESS DOCUMENT

### 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

START DATE
September 2019
COMPLETION DATE
May 2020

### Resources:

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

## *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.