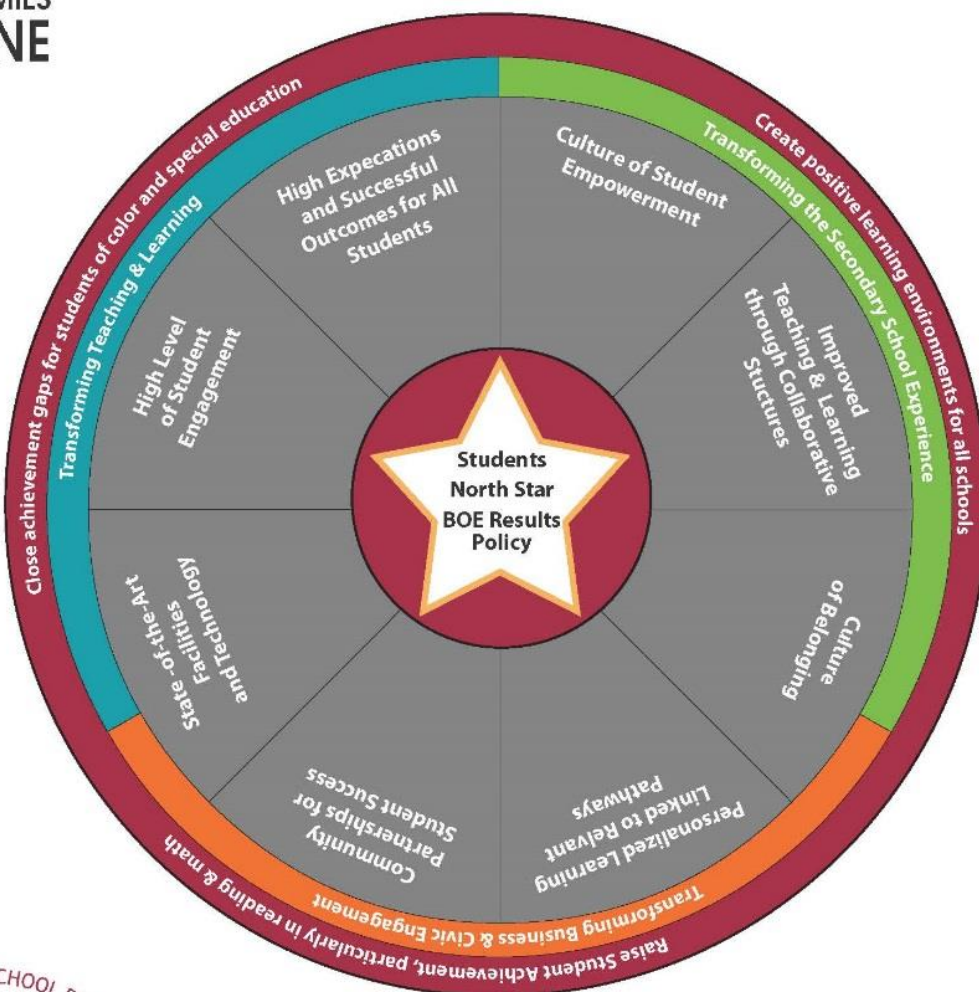




*Working in effective collaboration, the community and Racine Unified School District will achieve success when we have created and implemented a unified model that skyrockets student achievement.*





## Office of the Superintendent

December 1, 2015

Dear Racine Unified Stakeholder,

For two years, momentum has been growing around a new vision for the comprehensive high schools in the Racine Unified School District (RUSD). This vision for high school transformation has become a powerful model for excellence in high school education: The Academies of Racine.

Today we are at both the end and the beginning of this journey in RUSD. The search for a viable model, identification of, and development of the career pathways concept began over two years ago. Led by Deputy Superintendent, Dr. Eric Gallien, we identified the Ford Next Generation Learning model for career pathways and academies as the best and right fit for our schools. After months of visits, learning, collaboration, consultation and hard work, our model for quality learning experiences to prepare every graduate for career and postsecondary training is complete. This Master Plan details the work and effort so many teachers, principals, community leaders, students and others have considered and developed for this innovative and practical plan. As a result, The Academies of Racine will launch at Case, Horlick and Park High Schools in fall 2016.

This Master Plan is also the beginning of our evolution into the way The Academies of Racine will operate and support our students. RUSD teachers, principals, counselors, department chairs, curriculum staff and professional development teams now begin to put the Master Plan pieces in place in ways that best fit each individual school. Our staff will now begin to plan and organize our schools, support and train our teachers, and partner with businesses and postsecondary institutions to create 'wall to wall' academies for all students in our high schools. This Master Plan was thoughtfully developed with input and collaboration from so many people inside and outside of RUSD.

Why Career Academies? Two seemingly contradictory facts about our community compelled us to look for systemic change in the form and content of the educational experiences we provide for our students as they graduate from high school. First, unemployment in our community is among the highest in the state. Secondly, and at the same time, thousands of quality, high-paying jobs in our region go unfilled in manufacturing, engineering, technology, health care and education. This unemployment/applicant gap is significant and concerning. Employers tell us that our graduates are not prepared for good jobs that exist right here in our community. It is time to change both of these facts and educate our students to succeed in career and life regardless of the path they choose to pursue.

My sincere gratitude and congratulations to all the members of the Master Planning committees who have worked so hard and so thoughtfully for these many months. Your work in the months ahead will establish the foundation for a very exciting future for thousands of Racine Unified graduates for many years to come. Thanks to this superb The Academies of Racine plan, our community can expect and celebrate a future with increasing employment opportunities, growing economy, and improved quality of life for all our citizens.

It is an exciting time for RUSD. We are exceeding expectations and leading the way as a district for which Racine's community can be proud. Thank you for walking this journey and for continuing the work.

Yours in education,

Lolli Haws, Ph.D.  
Superintendent

3109 Mt. Pleasant St., Racine, WI 53404  
262.635.5600 tel  
[www.rusd.org](http://www.rusd.org)

# **Racine Unified School District**

## **Ford Next Generation Learning Master Plan**

### **Table of Contents**

- I. Letter from Dr. Lolli Haws, Superintendent of Schools-Racine Unified School District
- II. Table of Contents
- III. Introduction
- IV. Overarching Ford NGL Master Plan Goals, Alignment with RUSD Mission and Strategic Plan
- V. Current Demographics, District Data Profile
- VI. Listing of Members of Development Committees (Visioning, Master Plan, Oversight)
- VII. Sustainability and Community Support Structures
- VIII. Career Academy Model Description and features
- IX. Master Plan Overview, Outline, and Timeline
- X. Description and Objectives of the Implementation Team

The Racine Unified School District, in collaboration with parents, teachers, administrators, and school board members, along with our partners in post-secondary, business, manufacturing, community, faith based, and civic organizations are helping shape high school education in Racine. 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 21<sup>st</sup> Century skills, which will prepare all students for success in college, career, and life. We call it the Academies of Racine.

Our Academies vision is to create:

- An engaging, positive, and rigorous learning environment.
- Quality facilities with appropriate technology and resources for each Academy.
- A culture of student empowerment, teamwork, critical thinking, communication, and creativity that will increase student confidence in themselves and their future.
- Improved teaching and learning through collaborative structures which focuses on continuous improvement.
- A personalized learning environment linked to relevant pathways.
- Community and business partnerships to solve real-world problems for authentic learning for student success.
- A culture of belonging.
- High expectations and successful outcomes for ALL students.

*"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 21<sup>st</sup> century skills."*

- Dan Thielen, Chief of Secondary Transformation, Racine Unified School District

Our Academies will allow students to choose a pathway such as Automotive, Construction, Engineering, Manufacturing, Business, Marketing, Information Technology, Health Careers, Culinary Arts, Fine Arts, and Humanities, as well as Advanced Placement (AP) and International Baccalaureate (IB) themes and learn in a relevant, hands-on environment with real-world applications.

Within The Academies, 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 options. Academy teachers incorporate real-world examples from their career area into all academic and specialized courses to create **Relevance** for students. 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. Local employers and community partnerships provide students with interactions that ensure student **Readiness** for post-secondary education and career options.

The Academies of Racine will provide the impetus towards a more educated community and workforce. The connection between education and income is strong. A high school diploma, technical certifications, and any additional post-secondary education not only increases one's skills and productivity, it all signals to employers the individuals motivation and ability to complete tasks. A more educated individual is more likely to participate in the job market, to have a job, to work more hours, and to be paid more, and less likely to be unemployed (French and Fisher 2009) Studies have shown that higher levels of education also

*"What the world cares about - what matters for learning, work, and citizenship - is what you can do with what you know. Of course, our students will continue to need content knowledge, but that's the easy part now. As we've seen, content knowledge has become a free commodity – like air or water – growing exponentially, changing constantly, and available on every Internet connected device. The harder part is helping students develop the skill and will to ask new questions, solve new problems, and create new knowledge."*

- Wagner, T. & Dintersmith, T. (2015). *Most likely to succeed: Preparing our kids for the innovation era*. New York: Scribner.

corresponds to improved health, lower rates of mortality, and lower rates of crime. (Grossman and Kaestner 1997; Lleras-Muney 2005; Lochner and Moretti 2004). The quality of life that is associated with a living wage, health and well-being is well-known. The Academies of Racine will provide students with the experiences, support, and relevance for their futures as employees and members in the Racine Community.



## Overarching Ford NGL Master Plan Goals, Alignment with RUSD Mission and Strategic Plan

Racine Unified School District Mission: Educate Every Child to Succeed

Our Vision: In RUSD, we are focused on our North Star Vision that all students will graduate career and/or college ready. This vision aligns with our mission of “Educating Every Student to Succeed.”

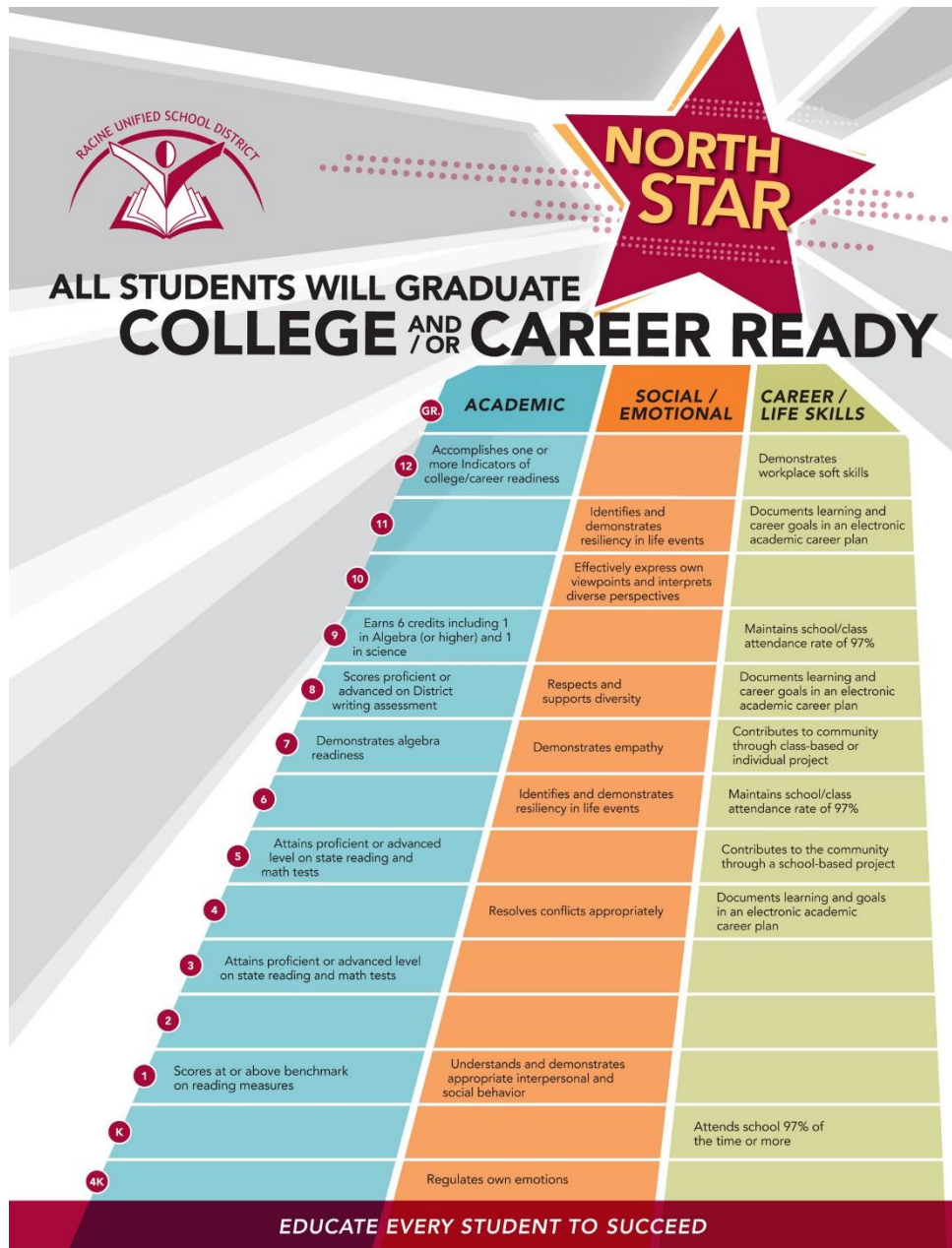
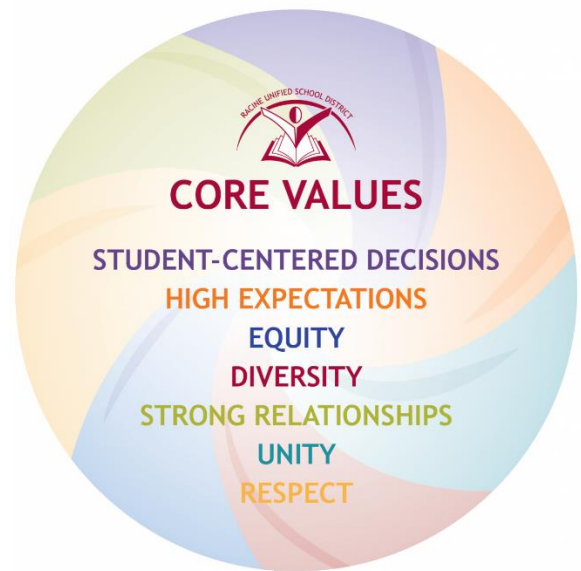
Our North Star Vision focuses on the whole child. It aligns with the Board of Education’s Results Policies that establish expectations for all graduates to successfully demonstrate:

- Academic achievement
- Workplace skills
- Global citizenship
- Life Skills

Further Key benchmarks related to academics, social/emotional and career/life skills at grade levels along the way are used to monitor student progress. In RUSD, our Vision, along with our Core Values drives our work to ensure every students exceeds expectations.

Core Values:

- Strong Relationships
- Respect
- Equity
- High Expectations
- Unity
- Diversity



This initiative and focus is in direct alignment with the Ford NGL model, which supports the very premise of the North Star Vision. RUSD is implementing the framework of the three strands of the Ford NGL model for high school transformation:

- Transforming Teaching and Learning
- Transforming the Secondary School Experience
- Transforming Business and Civic Engagement

During our visioning for our high school transformation, we identified four long term outcomes that we felt are key to the RUSD community. These are as follows:

- Creating conditions for a positive learning environment.
- Closing the achievement gap.
- Community prosperity –reducing unemployment rate
- Increasing the graduation rate.

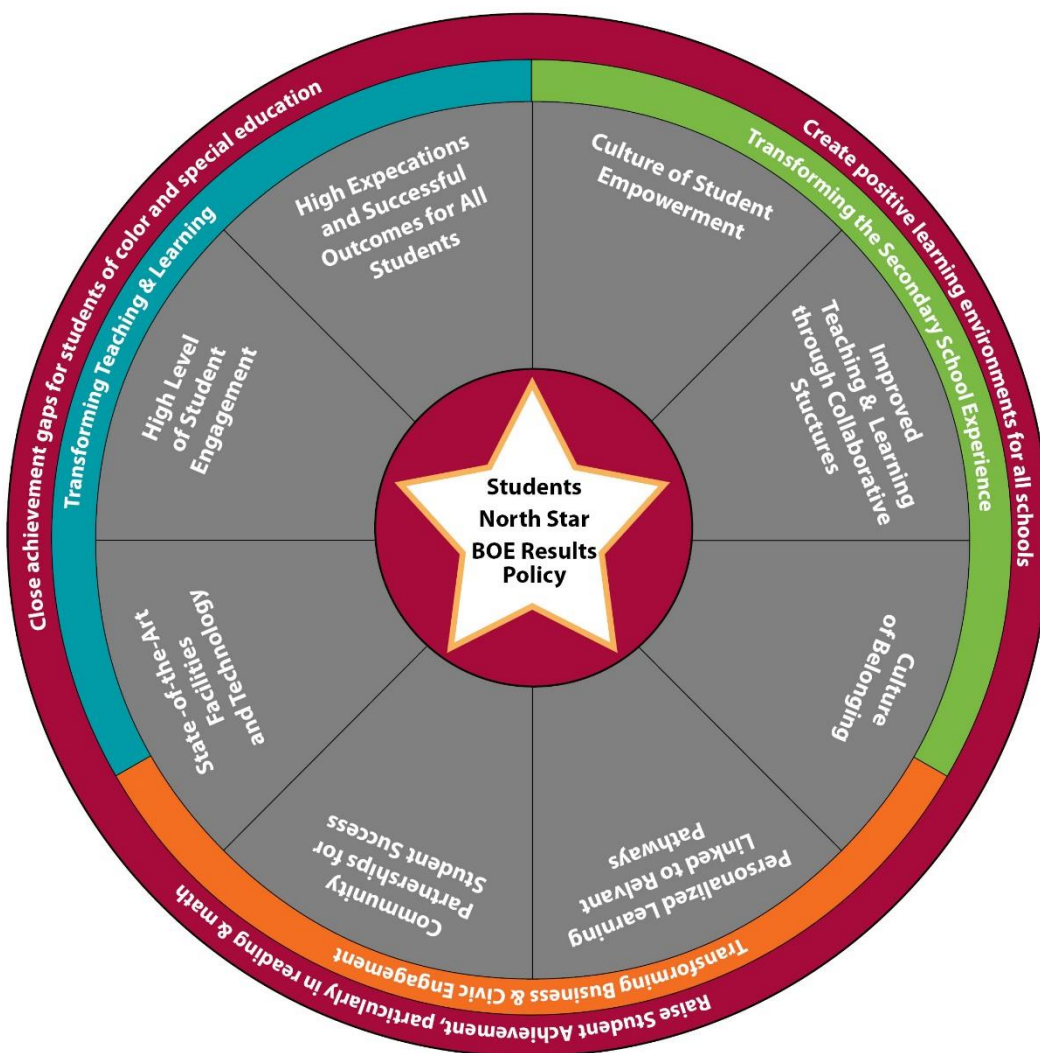
As we worked further in the development of our Master Plan, we determined that we had eight important strategies that we needed to address. These were key to our upholding the North Star vision and the Ford NGL transformation work that we needed for our district, and specifically, our high schools, to become the district our community needs it to be. These are as follows:

- High Level of student engagement
- State of the art facilities and technology
- Culture of student empowerment
- Improved teaching and learning through collaborative structures
- Personalized Learning link to relevant pathways
- Community Partnerships for student success
- Culture of belonging
- High Expectations and successful outcomes for all students.

This is what guided us as we developed our high school transformation master plan and supporting tactical plans for success of implementation for sustainability.

Aligning with the RUSD North Star vision and mission allows the transformational work to support and enhance the district's initiatives with an innovative, sustainable approach.





**Our overarching goals, as detailed in the plan, are:**

- Wall-to-wall academies in the three comprehensive high schools, J.I. Case High School, William Horlick High School, and Washington Park High School
- All students will achieve certification(s), dual college credit(s) or Transcribed credit(s) by the time they leave high school
- All students earns 6 credit including 1 in algebra or higher and 1 in science by the end of their Freshman Year
- Experiential Learning, where all students explore careers in a defined academic plan, a career exploration, a post-secondary institution experience, dual credit/certification options and a capstone experience.
- All students will document learning and careers goals in an electronic academic career plan
- Maintains school/class attendance of 97%
- Accomplishes one or more indicators of college and career readiness



## **Current Demographics and District Data Profile**

Racine is a diverse, urban community located on the beautiful shores of Lake Michigan in Southeastern Wisconsin. We are the fifth largest district in the state. Our culturally diverse schools prepare our students to thrive in a global community. Our North Star Vision guides us as we strive to provide rigorous and engaging learning experiences that prepare our students to graduate career and/or college ready.

Currently in Racine Unified School District:

Students enrolled at all levels: 20,000 students

Teachers and Professional Staff: 1,678

Educational assistants: 413

Administrators 154

Teachers with advanced degrees: 58%

Currently, 62% of our students district wide qualify for free and reduced lunch. In the three comprehensive high schools that will make up the Academies of Racine, 51 percent, 60 percent, and 65 percent of the students at Case, Horlick and Park, respectively, qualify for free and reduced lunch. .

## **High School Experiences in RUSD:**

### **Comprehensive High Schools:**

J. I. Case

William Horlick

Washington Park

### **Alternative High School**

Walden III

### **Charter School**

REAL

### **Virtual Learning**

Racine Virtual Learning

### **Alternative Education Center**

Racine Alternative Education (RS)

**Current Data:****Attendance Rate:**

High School Overall: 90.8 %

Grade 9: 92.6%

Grade 10: 90.6%

Grade 11: 90.4%

Grade 12: 89.4%

**Aspire Data (Predicts college readiness on ACT):**

MATH				
Grade	Overall	Black	White	Hispanic
9	21%	5%	35%	12%
10	17%	5%	25%	10%
READING				
Grade	Overall	Black	White	Hispanic
9	24%	9%	36%	17%
10	22%	10%	31%	15%

**Advanced Placement****2013-14****2014-15**

Students Enrollment (courses enrolled in)

6088

6017

Students taking AP exam

312

299

Percent students obtaining 3 or better

47.3%

45.4%

**Freshman on Track to Graduate**

Goal: 9<sup>th</sup> grade students with 6 or more credits at the end of their freshman year

	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>
% of Freshmen students meeting goal	60.4%	64.3%	75.0%

**Improving Graduation Rate - 4 year cohorts**

<u>School</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>
J.I. Case:	72%	81.8%	
William Horlick	71.5%	76.9%	
Washington Park	69.2%	70.9%	
Real	96.4%	92.3%	
Walden III	98.2%	100.0%	
District Overall:	72.4%	78%	

## **Racine Unified School District and Ford Next General Learning Community Leadership Team**

### **Ford NGL Visioning Team Community Meeting**

#### **July, 2015**

Alex DeBaker

- Technology Education and PLTW Teacher, J.I. Case High School

Alyssa Hoff

- Business Education Teacher, Washington Park High School

Amber Torres

- White School Principal, William Horlick High School

Andrea Rittgers

- Director of Student Services, RUSD

Angela Apmann

- Directing, Principal William Horlick High School

Angelene Mattes

- Secretary, William Horlick High School
- President of PTSA

Barbara J. Riley

- Executive Vice President, Riley Construction

Charles Goodremote

- RUSD Board of Education

Christopher Neff

- Career And Technology Education Supervisor, RUSD

Dan Thielen

- Chief of Human Capital/Chief of Secondary Transformation, RUSD

David Hall Jr.

- Vice President, Nelson Brothers and Strom

DeAnn L Possehl

- Associate Vice Chancellor of Enrollment Management, U.W.-Parkside

Dennis Christensen

- Directing Principal, Washington Park High School

Dominic Cariello

- Director of Manufacturing – Flow Instrumentation, Badger Meter

Eric Gallien

- Deputy Superintendent, RUSD

Felicia Howell

- Community & Family Engagement Specialist, RUSD

Jacob Browarski

- RUSD, Business Education

Jane Finkenbine

- Director, College Connection, Gateway Technical College

Janell Decker

- RUSD, Assistant Director of Curriculum and Instruction

Jeff Neubauer

- Executive Director, Higher Expectations

Jennifer Binneboese

- Orange School Counselor, Washington Park High School

Jennifer Sus

- Business Education Teacher and Department Chair, William Holick High School

Jim Ladwig

- President & CEO, RAMAC

Jody Bloyer

- Directing Principal, J.I. Case High School

John Siegert

- Community Member

John Strack

- RUSD, District Master Scheduler

Katherine Dunkerson

- RUSD, Extended Learning Programs Director

Katie Hoss

- Executive Director of Special Education, RUSD

Kirstin Yeado

- Community Impact Manager, Higher Expectations

Kristen Monty

- Gold School Counselor, J.I. Case High School

Linda Broesch

- Assistant Principal, Washington Park High School

Lolli Haws

- Superintendent, RUSD

Lorie Karls

- Assistant Director of Professional Development & Educator Effectiveness, RUSD

Magdalena Stroud

- Family & Consumer Science Teacher and Department Chair, Washington Park High School

Maria Nabors

- Racine County Workforce Development Youth Career Counselor

Mark Mundl

- Racine County Workforce Development, Workforce Services Manager

Matt Snyder

- Data Manager, Higher Expectations

Matthew Landry

- English Department Chair, Washington park High School

Melvin Hargrove

- RUSD, School Board President



Michael Frontier

- RUSD, Board of Education

Michele LaBucki

- Community Member

Nikki Billings

- Racine Workforce Development/Higher Expectations, Business Engagement Specialist

Pat Hoppe

- Instructor, Electrical Technology, Gateway Technical College

Patricia Hammes

- International Baccalaureate Coordinator, J.I. Case High School

Robin Rivas

- Director of ELL, RUSD

Rodney Prunty

- President and Chief Professional Officer, Racine United Way

Rosalie Daca

- Chief Academic Officer, RUSD

Ryan Knudson

- REA Representative, ELL Teacher, RUSD, William Horlick High School

Shannon M McGuire

- Director of Advance Professional Development, UW-Parkside

Stacy Tapp

- Chief of Communications & Community Engagement

Starr C Herrman

- Ford Next Generation Learning

Sydney Rogers

- Ford NGL Advocate

Terri Jackley

- RUSD, IB, PLTW Science Teacher, Department Chair J.I. Case H.S

Thomas Stapleman

- Technology Education Teacher, Washington Park High School

Tim Peltz

- Chief of Information, RUSD

Tom Buhler

- Director of Business Development, Butter Buds

Tony Ingram

- Technology Education Teacher, William Horlick High School

Wendy Rowley

- Executive Director of Accountability, RUSD

Jessica MacPhail

- Library Director, Racine Public Library

Kimberly Payne

- Racine United Way

Rhonda Ewald, PhD

- Executive Director, Project Cape

Terri Buckett

- RN – Clinical Development Coordinator, Wheaton Franciscan Health Care

**Transforming Teaching and Learning through Visioning Summit**

**RUSD/UW-Parkside/Gateway Technical College with Ford NGL**

**August 11-13, 2015**

**UW-Parkside personnel**

DeAnn Possehl

Gary Wood

Shannon Maguire

Ryan Karr-Engineering

Darrell Sauer-Chemistry

Donald Gillespie-Business and Finance

Ron Barber-Health Science

Bryan Lewis-Health Sciences

Steve Hawk-MIS/Computer Science

Ubaldo Quedo-Computer Science

Donald Gillespie-Business and Finance

Ron Barber-Health Science

Bryan Lewis-Health Sciences

Dean Otu-Science

**Gateway Technical College Personnel**

Jason Gerber-English

Pat Hoppe-Engineering

Achille Infusino -Business and Finance

Christopher Venckus-MIS/Computer Science

Juliet Springstrat

Al Gomez-Engineering

Larry Hobbs-Auto

Lisa Kuskos

Traci Goetz-Health Sciences, etc.

Laura Laznicka-Business and Finance

Dan Zakutansky -Health Science

Jane Finkenbine

Jamie Spaciel

Linda McGee-Business and Finance

## **RUSD Personnel**

Kristin Althoff  
Adam King  
Nick DeBaker  
Daniel Wendt  
Daniel Thielen  
Terri Tessmann  
Christopher Neff  
Tiffany Bachmann-Buegner  
Clinton Beam  
Jeffery Bergman  
Erica Bates  
Lewis Malczewski  
Jennifer Binneboese  
Gwen Clark  
Janell Decker  
Terry Hyduke  
Jennifer Humphreys  
Amy Georgi  
Terri Jackley  
Amy Lalama  
Katie Lichter  
Janell Decker  
Justin Marcinkus  
Katherine McCauley  
Kristin Montey  
Valerie Morey  
Judy Nespoli  
Darrell Perry  
Janis Saidler  
Colleen Schneider  
Kathryn Schnetzky  
Maguita Stroud  
Jennifer Sus  
Terri Tessmann  
Chrisopher Neff  
Jody Bloyer  
Daniel Thielen  
Angela Appman  
Dennis Christensen  
Victor Nwagbaraocha  
Erica Bates  
Joe Wendy

Steven Zahn  
Jennifer Barncard

## **Ford Next Generation Learning Personnel**

Donna Gilley-Academies of Nashville (Ford NGL)

Sydney Rodgers -Alignment Nashville

Judy Gustafson-Rockford Public Schools Academy Coach Jefferson High School

## **September, October, November, 2015**

### **Master Planning Team**

Ahmad Qawi

- Chief of Operations Officer/Lakefront Center Director, Racine YMCA

Angela Apmann

- RUSD-Directing Principal, William Horlick High Scholl

Angelene Mattes

- RUSD parent and support Staff

Annie H Grugel

- UW-Parkside

Christopher Neff

- RUSD Supervisor of Career and Technology, Office of Secondary Transformation

Daniel Thielen

- RUSD-Chief of Secondary Transformation

Gabriel Rodriguez

- RUSD-Office of Secondary Transformation, Project Manager

Terri Tessmann

- RUSD-Supervisor of Personalized Learning and STEAM, Office of Secondary Transformation

DeAnn L Possehl

- UW-Parkside
- Higher Expectations Secondary Education

Dennis Christensen

- RUSD-Directing Principal Washington Park High School

Dominic Cariello

- Badger Meter-Director of Manufacturing

Eric Gallien"

- RUSD, Deputy Superintendent

Gary M Wood

- UW-Parkside

Jaime Spaciel

- Gateway Technical College

Jane Finkenbine

- Gateway Technical College

Jeff Neubauer

- Higher Expectations



Jennifer Sus

- RUSD, Teacher of Business, Marketing, and IT, Department Chair

Jim Ladwig

- President & CEO-RAMAC

Jody Bloyer

- RUSD-Directing Principal-J.I. Case High School

Kirstin Yeado

- Higher Expectations

Kristen Montey

- RUSD-Counselor, Head district counselor

Maguita Stroud

- RUSD-Family and Consumer Science Teacher, Department Chair

Melvin Hargrove

- RUSD-President School Board
- Zoe Outreach Ministries

Nikki Billings

- Higher Expectations

Jonathan Delagrave

- County Executive-Racine County

Patrick Booth

- CCB Technologies

Rodney Prunty

- President-Racine United Way

Rosalie Daca

- RUSD-Chief Academic Office

Ryan Knudson

- RUSD ELL Teacher, REA Representation

Stacy Tapp

- RUSD-Chief of Communication and Community Engagement

Starr C Herrman

- Ford Next Generation Learning

Stephanie Chaussee

- RUSD-Special Education

Terri Jackley

- RUSD Science Teacher (AP and IB)

Thomas Stapleman

- RUSD-Technology Education Instructor

Osmar Aguilar

- Executive Director, Youth for Christ, Southeastern WI

Rhonda Ewald

- Project Cape

Sydney Rodgers

- Alignedmnt Nashville

Starr Hermann

- Ford Next Generation Learning

David Carson

- Rockford Public Schools (Ford NGL)

Kelly Henderson

- Academies of Nashville (Ford NGL)

Amy Wyatt

- Academies of Nashville (Ford NGL)

## **Sustainability and Community Support Structures**

### **Alignment with National Initiatives**

The Academies of Racine will be part of key national networks, including: Ford Next Generation Learning (NGL), StriveTogether, National Career Academy and Coalition (NCAC), and the Lumina Community Partnerships for Attainment.

Higher Expectations for Racine County Youth – the convening organizations – is a collective impact partnership that is part of the StriveTogether National Network. This Network includes more than 65 communities across 32 states that are committed to improving outcomes across the cradle to career continuum. Higher Expectations launched its partnership in April 2014 and, since that time, has become a “Sustaining Community” within the StriveTogether Theory of Action. As a “Sustaining Community,” Higher Expectations has met several key benchmarks, including the ability to access and share data across partners in an effort to design and implement results-driven strategies that improve student outcomes.

In June 2015, Higher Expectations was one of six partnerships throughout the country selected to participate in the StriveTogether Accelerator Fund. This prestigious designation provides Higher Expectations with funding to build the capacity and infrastructure needed to accelerate progress throughout the cradle to career continuum by 2019. The Accelerator Fund has already infused several resources into the work of Higher Expectations and RUSD. For example, Higher Expectations staff and the Director of Accountability at RUSD are participating in a results-based leadership program facilitated by the Annie E. Casey Foundation. In addition, the Accelerator Fund is supporting RUSD’s efforts to build a culture of continuous improvement, which includes funding participation in the School District of Menomonee Falls’ Continuous Improvement Site Visit. In close partnership with RUSD, Higher Expectations is committed to ensuring that support from the Accelerator Fund – both financial and otherwise – are directed to RUSD’s efforts.

In addition, Higher Expectations is part of the Lumina Community Partnerships for Attainment Network through the Lumina Foundation. As a CPA community, Higher Expectations is committed to achieving the Lumina Foundation’s goal of increasing the percentage of Americans with high-quality degrees, certificates, and other credentials to 60 percent by the year 2025. According to the Lumina Foundation, progress toward the goal will be measured by credentials earned after high school, including certificates, associate degrees, and bachelor’s degrees held by local residents. Higher Expectations’ close partnerships with Gateway Technical College and the University of Wisconsin-Parkside will help to build alignment with RUSD. Working together, these partnerships will enhance our efforts to ensure that RUSD students are graduating college and/or career ready.

Finally, Higher Expectations is partnering with the Wisconsin Department of Workforce Development (DWD) to gather robust data about our local labor market. Specifically, DWD will enlist its staff of data and analytical experts to gather public demographic, economic, and workforce data with primary data from employer surveys and other partner data in order to better understand our current and projected labor market. For example, surveys will ask employers to identify existing high-demand occupations, projected retirement needs within these occupations, and the skills and education needed for an individual to secure and be successful in the identified occupations. This information will be extremely valuable to shaping and enhancing the Academies of Racine to ensure the pathways and curriculum are aligned with Racine’s labor market. Higher Expectations anticipates launching the first employer survey in early 2016.

## **Ford Next Generation Learning**

Ford Next Generation Learning, a philanthropic arm of Ford Motor Company Fund, mobilizes educators, employers, and community leaders to create a new generation of young people who will graduate from high school both college- and career-ready—an emerging workforce prepared to compete successfully in the 21st century economy. This is a community driven process for transforming high schools. Ford NGL helps communities explore, vision, plan and implement high school transformation. More than 26 communities have now become part of the Ford NGL network.

## **Community Support Structures**

The Academies of Racine will be supported by tremendous commitment from and engagement with the greater Racine community. The following organizations and initiatives will support the implementation and sustainability of the Academies of Racine:

Higher Expectations for Racine County Youth: Higher Expectations is a collective impact partnership launched in April 2014. As part of the StriveTogether National Network, Higher Expectations is committed to improving outcomes for youth in Racine County. Higher Expectations' vision is a “fully capable and employed Racine County Workforce.” With this vision, Higher Expectations uses a “career to cradle” framework that begins with the end in mind: employment. To ensure that our youth are prepared to be successful in a 21<sup>st</sup> century workforce, Higher Expectations backwards maps efforts throughout the “career to cradle” pipeline to ensure that students have the support and resources necessary to reach key developmental milestones. Higher Expectations has engaged more than 150 partners in Networks committed to improving the following outcomes:

- Kindergarten Readiness
- Third Grade Reading
- High School Graduation
- Post-Secondary Attainment

Higher Expectations' partners include educational, private, public, non-profit, and faith-based organizations. With a focus on evidence-based decision-making and continuous improvement, Higher Expectations is committed to using data to develop and improve strategies across the pipeline, including RUSD's high school transformation efforts. In fact, Higher Expectations has a data sharing agreement between RUSD and the University of Wisconsin-Parkside, which facilitates the sharing and rich analysis of local data. Thus, Higher Expectations will support RUSD in the use of data to analyze challenges, develop strategies, and make improvements in real time as the academies are launched. Similarly, Higher Expectations, in partnership with the Wisconsin Department of Workforce Development, will regularly analyze and share labor market intelligence, which will support the selection and evolution of academies and pathways over time.

Higher Expectations team members include:

Jeff Neubauer, Executive Director  
[Jeff.neubauer@career2cradle.org](mailto:Jeff.neubauer@career2cradle.org)

Nikki Billings, Racine County Workforce Development/High School Transformation Coordinator  
[Nikki.billings@career2cradle.org](mailto:Nikki.billings@career2cradle.org)

Matt Snyder, Data Manager  
[Matt.snyder@career2cradle.org](mailto:Matt.snyder@career2cradle.org)

Kirstin Yeado, Community Impact Manager  
[Kirstin.yeado@career2cradle.org](mailto:Kirstin.yeado@career2cradle.org)

Additional partners that will support Higher Expectations and the Academies of Racine include:

**Gateway Technical College (GTC):** GTC is a technical college that provides 65 education programs for health, business, manufacturing, engineering, and service careers with both associate degrees and technical diplomas. GTC is a key partner with both Higher Expectations and RUSD.

**Higher Expectations Leadership Table:** The Higher Expectations Leadership Table includes representatives across the public, private and non-profit sectors of Racine. Leadership Table members are committed to Higher Expectations' vision of a "fully capable and employed Racine County workforce" and are invested in supporting RUSD. In fact, Leadership Table members supported the "Educator Roundtable" event on October 30, 2015, which was the first of several professional development opportunities aligned with the Academies of Racine. The Educator Roundtable involved 21 local employers opening their doors to RUSD educators for tours and discussion about each employer's work, current occupations, and the skills and experience needed to succeed in these occupations. Feedback from these employers, as well as our Leadership Table members, was extremely positive and captured the interest of employers to participate in future activities that will support the launch and sustainability of the Academies of Racine.

The Higher Expectations Leadership Table includes:

- Dr. Bryan Albrecht - President, Gateway Technical College
- John Batten – Chairman & CEO, Twin Disc., Inc.
- Susan Boland - President, Wheaton Franciscan Healthcare – All Saints
- Thomas Burke - President & CEO, Modine Manufacturing
- Ann Daane - Vice President, Human Resources – North America, CNHi
- Jonathan Delagrave - Racine County Executive
- John Dickert - Mayor, City of Racine County
- Dr. Deborah Ford - Chancellor, University of Wisconsin – Parkside
- Dr. Lolli Haws - Superintendent, Racine Unified School District
- Art Howell - Chief of Police, City of Racine County
- Jim Ladwig - President, Racine Area Manufacturers and Commerce (RAMAC)
- Rodney Prunty - President & Chief Professional Officer, United Way of Racine County
- Kelly Semrau - Senior Vice President- Global Affairs, Communication & Sustainability, SC Johnson
- Jim Walker - Vice President, CNHi
- Gregory Woodward - President, Carthage College



**University of Wisconsin Parkside (UW-Parkside):** Part of the University of Wisconsin system, UW-Parkside is located on the border of Racine and Kenosha Counties. UW-Parkside is an active partners in Higher Expectations' work, including the Post-Secondary Education and Training Network. Chancellor Deborah Ford has loaned DeAnn Possehl, UW-Parkside, to Higher Expectations to support the acceleration of strategies that will increase retention and graduation of Parkside students.

**Racine Area Manufacturers and Commerce (RAMAC):** Former County Executive Jim Ladwig is the President of RAMAC and is a member of the Higher Expectations Leadership Table. RAMAC is committed to engaging the business community in support of the Academies of Racine. This support has already been demonstrated through RAMAC's successful efforts to engage 22 local businesses willing to host RUSD educators for a professional development day in October 2015.

**Racine County Executive Jonathan Delagrave:** County Executive Delagrave has made Higher Expectations and workforce development key priorities during his time in office. County Executive Delagrave is part of the Higher Expectations Leadership Table and is committed to ensuring local resources are aligned with workforce development and educational initiatives. Director of Human Services, will soon join the Leadership Table. Both Jim Ladwig and

**Racine County Workforce Development Center:** Human Services Director Hope Otto is an active member of the Higher Expectations partnership. In her role, Hope has aligned Workforce Development Resources with RUSD transformation efforts. For example, Workforce Development provides office space for the Higher Expectations team. In addition, Workforce Development has loaned the time of Nikki Billings to serve as a community coordinator in transformation efforts. With a long history of providing services to the community and building relationships with local businesses, the Racine County Workforce Development Center will support RUSD's efforts to foster relationships with businesses.

**The United Way of Racine County:** The United Way is an anchor organization for Higher Expectations and serves as the initiative's fiscal agent. The United Way recently launched a new strategic plan, which focuses on building an "educated workforce" in Racine County. Thus, United Way's work will be directly aligned with the Academies of Racine

## **Career Academy Model and Description**

The Academies of Racine will be launched in the fall of 2016. The initial launch includes the implementation of a Freshman Academy, the long-term academy structural model in place, and the developmental academy structure of academy prep centers to support the design of the actual career academy structures that will be implemented with fidelity during the 2016-17 school year.

The Academies of Racine structure will be as follows:

- Implementation at the three RUSD Comprehensive High Schools
  - Jerome I. Case
  - William Horlick
  - Washington Park
- The Academies of Racine are based in small learning communities
- These Academies will be implemented wall-to-wall
- These Academies will include all students of these high schools, with student inclusion a priority
- All freshman students will participate in a freshman academy
  - Freshman Academy structure will be based on a cohort model
  - Freshman Academy teachers will be provide shared planning time
  - Student purity of 100 percent is the goal, with a minimum purity of 90% at this level the established minimum point of purity.
  - Freshman students will be provided with experiential learning opportunities, which will include but not be limited to the SEE Your Future Career Expo, college visits, bench mark events, and community outreach and engagement.
  - Freshman Academy students will have an Academic Career Plan exploration, that has been initiated in the primary and middle schools years (North Star benchmarks)
  - Freshman Academy students will participate in a Freshman Seminar
- Teachers will be provided with professional development in the following key areas:
  - Highly Effective Teaming/Team Leader Training
  - Teaching on the Block
  - Transforming Classroom Instruction through Project Based Learning
  - Freshman Academy
  - Administrator training at district/school level
- There will be four academy implemented at each of the three schools. Tentative academy groupings are as follows, though the naming and content is fluid, based on enrollments and maintain a true small learning community number of students per academy.
  - The initial pathways under these academies are fluid, and will be evaluated year-to-year, dependent on community needs, student interest, etc.
  - Academy and pathways can potentially evolve to be at specialized at one or more of the high schools, depending on community workforce needs, equipment and infrastructure costs and support structures.

- I. **Academy of Business, Marketing, and IT**
  - Business
  - Marketing
  - IT
- II. **Arts, Science and Health/Public Services**
  - Culinary Arts
  - Health Services
  - Humanities
  - Fine Arts
- III. **Engineering, Manufacturing, and Transportation**
  - Automotive
  - Construction
  - Engineering
  - Manufacturing
- IV. **Freshmen Academy**

Keys to the success for The Academies of Racine

January, 2015-June 2016

- Pre-work to implement the Freshman Academy and Prep Center structures for the 2015-16 school year.
- This work is to be guided by the tactical plans supporting the three strands:
  - Professional Development
  - Business and Civic Engagement
  - Freshman Academy
  - Career Prep Centers
  - Post-Secondary
  - Data Assessment and Tracking
  - IT and Infrastructure
  - Community Support Structures
  - Middle School Transformation
  - Communication and Marketing

July 2016-July 2017

- Career Academies to be developed via Career Prep centers in the 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades. Prep Centers will use Academy structured scheduling, support shared planning and prep time for the teachers, and allow for development of the future career Academies.
- Freshman academies, with enhancements, ongoing; middle school transformation process initiated
- Experiential learning models for teachers and students functioning with rigor and scaffolding

## Ongoing

- Timelines and target dates in the tactic plans are to be met
- Annual Assessments of tactical plans will be done to check progress, re-define needs, evaluate workforce development data, student data assessments, student interest, etc.
- Annual retreats with all stakeholders will be implemented
- As the tactical plans become implemented with strength and rigor, they will be phased out as the academies, their staff and students, advisory councils, advisory boards establish a firm foundation

## **Master Plan Overview, Outline, and Timeline**

### **2014**

- Explored transforming models for high school student career and college readiness-
- Ford NGL Model exemplar chose
- Worked with Racine County Workforces Development to determine community workforce needs
- Extensive data analysis with RAMAC, Higher Expectations, other community organizations
- Met with post-secondary institutions for pathway alignment

### **Fourth Quarter, 2014**

- Workforce Development Board Presentation
- RUSD Board Presentation
- Engagement of educators, community through Technology Advisory Council
- Engage CTE teachers at all three comprehensive high schools
- Initial Contact with The Academies of Nashville
- 

### **First Quarter 2015**

- Presentation to Leadership staff, deans, and decision makers at UW Parkside regarding RUSD High School Transformation
- Presentation to Leadership staff, deans, and decision makers at Gateway Technical College regarding RUSD High School Transformation
- Academies of Nashville study event (40 community thought leaders, including CEO's, civic organizations, RAMAC, Higher Expectations, RUSD leadership, and RUSD CTE department chairs)
- Continue community presentation and outreach to community, businesses
- Continue to work with Higher Expectations to refine data and finalize initial pathways
- Initial Contact with Ford NGL

### **Second Quarter, 2015**

- Ford NGL Explore Visit with the Racine Community.
- RUSD accepted into Ford NGL Community of Schools
- Continued community outreach
- Continued teacher outreach through presentations, curriculum review teams, etc.
- Initiated membership and presence in various community civic groups (Kiwanis, Rotary, etc)

### **Third Quarter, 2015**

- Academies of Nashville Study Visit (30 participants from RUSD, Community Stakeholders and Leadership, Businesses, Post-secondary)
- Community visioning event
- Post-secondary and RUSD teacher leaders visioning summit
- Master Plan work initiated
- Professional Development – Educator Business Roundtable event (Teacher Experiential learning)
- Community outreach with schools presentations, PTSA presentations, and others
- Second Academies of Nashville Study Visit (30 participants from RUSD, Community, Businesses, Post-secondary)

### **Fourth Quarter, 2015**

- Continue review and finalization of master plan
- Presentation to the RUSD Board of Education
- Structure of the day and transformation work initiated and ongoing
- Professional Development scheduled for Teaching on the block, etc.
- Continue community outreach and school presentations
- Parent information meeting at the three comprehensive high schools

### **First Quarter, 2016**

- Ford NGL Approval of Master Plan sought
- Implement Master Plan
- Freshman Academy Structures and Staff identified and implementation, planning, professional development and other tactic work begins
- Professional Development specific to Academy structure initiated

### **Second Quarter, 2016**

- Tactic Plan work
- Community and educator outreach continues
- Professional Development Continues

### **Third Quarter, 2016**

- Tactic Plan work
- Community and educator outreach continues
- Launch Freshman Academy at the three comprehensive high schools
- Prep Center in the three comprehensive high schools PLC work initiated
- Professional Development continues
- Focused communication to community and parents

#### **Fourth Quarter 2016**

- Tactic Plan work
- Community and educator outreach continues
- Professional Development continues
- Focused communication to community and parents

### **Description and Objectives of the Implementation Team**

As Racine Unified School District embarked on the process of transforming education in the Racine Unified Schools, it became apparent that there were many community stakeholders that are passionate about Racine and the importance of education to sustain a viable and vibrant community.

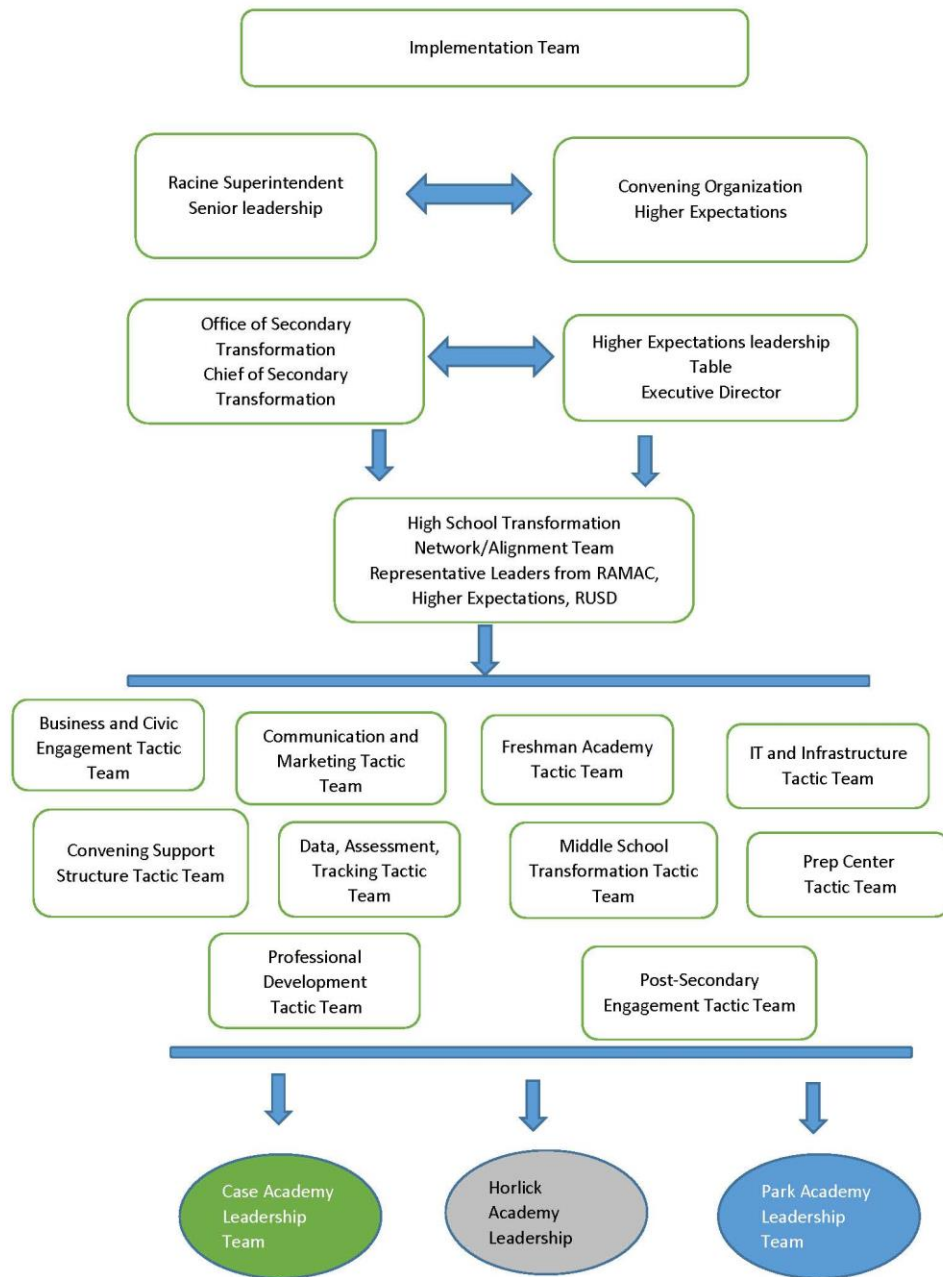
As the exploration of Racine and RUSD to become a Ford NGL community member, multiple stakeholders throughout the city of Racine became involved and committed to seeing this transformation successfully design, developed, and implemented.

Many of these people have continued throughout the subsequent visioning and master plan development phases, and are committed to supporting the implementation of this work. They are amongst the members of the implementation team that are embedded in the work of the master plan. Further, as is defined in the Tactical Plans that make up a part of this master plan, the sub teams and project teams are staffed with many of these stakeholders and their network of colleagues, families, and support groups.

The integral nature of the Raising Racine, North Star Vision, the District outcomes, tactics and action steps define the objectives of the implementation team.

Key guiding leadership is provided through the implementation team as defined below:





Objective: The implementation team will be responsible for the fidelity of the work detailed in this master plan through leadership, direction, drive and oversight in its implementation to transform the secondary experience for students of the Racine Unified School District.

## Academies of Racine

### Tactical Plan: Community Support Structures

Target Date for Implementation: August, 2016

Start Date: January, 2016-June, 2017

#### RUSD Key Long Term Outcomes Addressed:

- Creating Conditions for a Positive Learning Environment
- Close Achievement Gap
- Community Prosperity –Reducing Unemployment Rate
- Increase Graduation Rate

#### Ford NGL Strand(s)/Strategy(ies) Addressed:

1. Transforming Teaching and Learning
2. Transforming the Secondary School Experience
3. Transforming Business and Civic Engagement

#### RUSD Key Strategies Addressed:

- Culture of Students Empowerment
- Improved Teaching and Learning through Collaborative Structures
- Culture of Belonging
- Personalized Learning Linked to Relevant Pathways
- Community Partnership for Student Success
- High Level of Student Engagement
- State of the Art Facilities and Technology
- High Expectations and Successful Outcomes for All Students

#### Year 1

Action Steps	Measurable Outcomes	Lead Person/Team	Resources Required	Start Date/End Date
Determine and define the Academies of Racine Community Structure: <ul style="list-style-type: none"> <li>• Convening/Backbone Organization</li> <li>• District Advisory Councils</li> <li>• Academy Advisory Teams</li> </ul>	<ul style="list-style-type: none"> <li>• A support structure in place that provides viable and collaborative support for success of the Academies of Racine</li> <li>• Surveys, agendas, bylaws , etc. show continuous support and successful implementation of the Academies of Racine</li> </ul>	<ul style="list-style-type: none"> <li>• Office of Secondary Transformation</li> <li>• Higher Expectations</li> <li>• RAMAC</li> <li>• Staff with strong facilitation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Time and Talent</li> <li>• Staff with strong facilitation skills</li> </ul>	December, 2015/June, 2017

<p>Establish contact personnel</p> <ul style="list-style-type: none"> <li>• Higher Expectations: <ul style="list-style-type: none"> <li>○ Community Coordinator</li> <li>○ Business Outreach Opportunity to Engage</li> <li>○ Socio-emotional support/whole child support</li> </ul> </li> <li>• RUSD High School <ul style="list-style-type: none"> <li>○ Academy Coaches</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Job descriptions developed</li> <li>• Decision on role of personnel established and published</li> <li>• Personnel in place</li> <li>• Community coordinator in place and fulfilling role</li> <li>• Whole child support organization in place and fulfilling role</li> <li>• Academy coach assigned for each high school.</li> </ul>	<ul style="list-style-type: none"> <li>• Office of Secondary Transformation</li> <li>• Higher Expectations</li> <li>• RAMAC</li> <li>• Racine United Way</li> <li>• RUSD Human Capital</li> <li>• Others to be determined</li> </ul>	<ul style="list-style-type: none"> <li>• Time and Talent</li> </ul>	<p>December, 2015/June, 2017</p>
<p>Functional Team Required:</p> <ul style="list-style-type: none"> <li>• Convening Organization/Backbone Organization</li> </ul>	<ul style="list-style-type: none"> <li>• To fill role of providing a single point of contact to rally the community around the school/community transformation</li> <li>• Supporting the “whole” child/community initiatives by aligning initiatives with the AR master plan and North Star</li> <li>• Oversight of implementation of Academies of Racine</li> </ul>	<ul style="list-style-type: none"> <li>• Higher Expectations</li> <li>• RAMAC</li> <li>• Racine United Way</li> <li>• Academy Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate staffing and structure</li> <li>• Staff with strong facilitation skills</li> </ul>	<p>January, 2016/February, 2016</p>
<p>Organize an annual retreat</p>	<ul style="list-style-type: none"> <li>• Master plan progress reviewed by a cross section of stakeholders annually</li> </ul>	<ul style="list-style-type: none"> <li>• Lead: Higher Expectations</li> <li>• Support: Office of Secondary Transformation</li> </ul>	<ul style="list-style-type: none"> <li>• Location identified</li> <li>• Agenda developed</li> <li>• Facilitation</li> <li>• Time and talent</li> </ul>	<p>March, 2016/June, 2016</p> <p>Annually thereafter</p>

	<ul style="list-style-type: none"> <li>• Performance outcomes assessed annually</li> <li>• Assess goal attainment for following school year</li> </ul>			
Determine tracking system For assessing outcomes and community investment	<ul style="list-style-type: none"> <li>• Data dashboards developed</li> <li>• ROI and economic impact determined and reported</li> </ul>	<ul style="list-style-type: none"> <li>• Higher Expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Time and talent</li> <li>• Data management system</li> </ul>	January 2016/June 2016

## Academies of Racine

### Tactical Plan: Freshman Academy

Target Date for Implementation: August, 2016

Start Date: January, 2016-June, 2017

#### RUSD Key Long Term Outcomes Addressed:

- Creating Conditions for a Positive Learning Environment
- Close Achievement Gap
- Community Prosperity –Reducing Unemployment Rate
- Increase Graduation Rate

#### Ford NGL Strand(s) Addressed:

1. Transforming Teaching and Learning
2. Transforming the Secondary School Experience
3. Transforming Business and Civic Engagement

#### RUSD Key Strategies Addressed:

- Culture of Students Empowerment
- Improved Teaching and Learning through Collaborative Structures
- Culture of Belonging
- Personalized Learning Linked to Relevant Pathways
- Community Partnership for Student Success
- High Level of Student Engagement
- State of the Art Facilities and Technology
- High Expectations and Successful Outcomes for All Students

#### Year 1

Action Steps	Measurable Outcomes	Lead Person/Team	Resources Required	Start Date/End Date
Academy Structure will be determined	<ol style="list-style-type: none"> <li>1. A defined goal for daily master schedule for all schools</li> <li>2. Schedule of the day will support both PLC and CLC staff time.</li> <li>3. Determine purity rate with the academies to the maximum level possible. Target: Minimum 80-85% in Freshman Academy</li> <li>4. Freshman Seminar Scheduled</li> </ol>	OST/Scheduling principals, Directing Principals	<ul style="list-style-type: none"> <li>• Resources at MNPS for research/reference/training</li> <li>• Various school models</li> </ul>	<ol style="list-style-type: none"> <li>1. December, 2015/January, 2016</li> <li>2. January, 2016/April, 2016</li> <li>3. January, 2016/April, 2016</li> <li>4. January, 2016/April, 2016</li> </ol>

Determine Base Structure of Freshman Academy	<ol style="list-style-type: none"> <li>1. “New” pathways identified</li> <li>2. Alignment of pathways into academy groupings</li> <li>3. Structural model for support to include 1 principal, 1 counselor, and 1 support staff at minimum.</li> <li>4. Freshman Academy Team to also include advocate</li> <li>5. Academy target size should be 150-400, Optimum:</li> <li>6. Freshman Seminar course developed</li> </ol>	OST/Directing Principals	<ul style="list-style-type: none"> <li>• Previously identified pathways</li> <li>• Previous data from Higher expectations</li> </ul>	<ol style="list-style-type: none"> <li>1. November, 2015/September, 2016</li> <li>2. January, 2016/September, 2016</li> <li>3. December, 2015/February 1, 2016</li> <li>4. December, 2015/February 1, 2016</li> <li>5. January, 2016/April, 2016</li> <li>6. January, 2016/August, 2016</li> </ol>
Block scheduling in the academy setting	<ol style="list-style-type: none"> <li>1. Completed training</li> <li>2. Scheduling Structure in place</li> </ol>		<ul style="list-style-type: none"> <li>• Training on scheduling for academies, based on structure of the day model chosen</li> <li>• MNPS consultant</li> </ul>	January, 2016/February, 2016
District Implementation Team for High School Transformation established and operational	<ol style="list-style-type: none"> <li>1. District Team established and active/productive</li> <li>2. Structure of academy at a district level determined</li> <li>3. Outcomes and requirements for a successful academy determined and in place</li> </ol>	<ul style="list-style-type: none"> <li>• Lead: Tessmann</li> <li>• Office of Secondary Transformation Team</li> <li>• Cabinet-RUSD</li> <li>• Chief Academic Office (Multiple)</li> <li>• Higher Expectations</li> <li>• Office of Human Capital</li> <li>• Directing Principals</li> </ul>	<ul style="list-style-type: none"> <li>• Time and commitment</li> </ul>	January, 2016/September, 2016
Identify Teachers in the Freshman Academy/Cohort	<ul style="list-style-type: none"> <li>• Determine a plan for choosing teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Directing principals</li> <li>• Office of Secondary Transformation?</li> </ul>	<ul style="list-style-type: none"> <li>• Time and Talent</li> </ul>	January, 2016/March, 2016

	<ul style="list-style-type: none"> <li>Schedule teachers into the FA</li> </ul>			
Individual High School Implementation Teams for Transformation established and operational	High School Transformation Teams established and assuming role of academy leadership roles.	<ul style="list-style-type: none"> <li>District Implementation Team</li> <li>Directing Principals</li> <li>Freshman Academy Administration Team               <ul style="list-style-type: none"> <li>Assistant Principals</li> <li>Academy Coach</li> <li>Counselor</li> <li>Freshman Advocates</li> </ul> </li> <li>Freshman Academy Staff, is on boarded.</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Staff identified and available</li> </ul>	February, 2016/September 2016
Being transition of implementation teams to establish Freshman Academy teams at each of the high school - do you think this can happen that quickly?	Self-managing Freshman Academy Team	<ul style="list-style-type: none"> <li>Freshman Academy Team</li> <li>District Implementation Team</li> <li>High School Implementation Teams</li> </ul>		September, 2016/June, 2017
Implement Advisory Council for Freshman Academy-District	<ul style="list-style-type: none"> <li>Established Freshman Academy Advisory Council</li> </ul>	<ul style="list-style-type: none"> <li>Office of Secondary Transformation</li> <li>Principals</li> </ul>	<ul style="list-style-type: none"> <li>Higher Expectations</li> <li>Post-Secondary Partners</li> <li>RAMAC</li> </ul>	January/February, 2016
Implement Advisory Board For Freshman Academy-one at each school	<ul style="list-style-type: none"> <li>Established Advisory Board-Freshman Academies at Case, Horlick, and Park</li> </ul>	<ul style="list-style-type: none"> <li>Office of Secondary Transformation</li> <li>Principals</li> </ul>	<ul style="list-style-type: none"> <li>Higher Expectations</li> <li>Post-Secondary Partners</li> <li>RAMAC</li> </ul>	January/March, 2016
Initiate Required PD for Freshman Academy Staff <ul style="list-style-type: none"> <li>Highly Effective Teaming</li> </ul>	<ul style="list-style-type: none"> <li>PD for all teachers and administrators completed</li> </ul>	<ul style="list-style-type: none"> <li>CAO</li> <li>OST</li> <li>HS Counselors</li> <li>FA Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Funding for Training</li> <li>FNGL Training Support</li> <li>In-district</li> </ul>	Initiate January, 2016/August, 2016

<ul style="list-style-type: none"> <li>• Freshman Academy</li> <li>• Freshman Seminar</li> <li>• Teaching on the Block</li> <li>• CTE teacher training</li> <li>• Team Leader</li> <li>• PLTW college credit requirements and rigor</li> <li>• Scheduling</li> <li>• Highly Effective</li> <li>• Teaming</li> <li>• Leadership/Change management</li> </ul>	<ul style="list-style-type: none"> <li>• In-house plan for all teachers completed</li> <li>• Mindful support for ESL and SPED staff training</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> </ul>		
Develop a sequenced program of study for each pathway within an academy	<ul style="list-style-type: none"> <li>• Programs of Study developed for each pathway</li> <li>• Programs of Study developed for each academy</li> </ul>	<ul style="list-style-type: none"> <li>• CTE Director</li> <li>• Guidance Office</li> <li>• Curriculum and Instruction Department</li> <li>• Office of Secondary Transformation</li> </ul>	<ul style="list-style-type: none"> <li>• Time and Talent</li> <li>• MNPS and other FNGL community resources</li> <li>• Time and talent</li> </ul>	January, 2017/July, 2017
Provide opportunities for all staff professional development for staff	See PD action plan	Directing Principals: High Schools		<ul style="list-style-type: none"> <li>• January 15, 2016</li> </ul>
Mindfully Identify ESL implementation needs	<ul style="list-style-type: none"> <li>• Identify and Schedule ESL required electives</li> <li>• Identify and Schedule ESL True electives</li> <li>• Develop strategies and logistics for co-teaching, key course needs and logistics</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Academic Office</li> <li>• English Learner Program's and Bilingual Director</li> </ul>	<ul style="list-style-type: none"> <li>• Time and Talent</li> <li>• Training</li> <li>• Funding.</li> </ul>	January, 2016/June, 2017
Mindfully Identify SPED implementation needs	<ul style="list-style-type: none"> <li>• Identify and Schedule SPED required electives</li> <li>• Identify and Schedule SPED True electives</li> <li>• Develop strategies and</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Academic Office</li> <li>• Assistant Director of SPED</li> </ul>	<ul style="list-style-type: none"> <li>• Time and Talent</li> <li>• Training</li> <li>• Funding</li> </ul>	January, 2016/June, 2017



	logistics for co-teaching, key course needs and logistics			
<p>Experiential Learning Structured</p> <ol style="list-style-type: none"> <li>1. Freshman Level: SEE Your Future Expo</li> <li>2. Career Planning</li> <li>3. Academy visits</li> <li>4. College visits</li> </ol>	<ol style="list-style-type: none"> <li>1. 90 % of freshman students participate in SEE Your Future Expo</li> <li>2. Academic Career Plans for all students at grade levels as defined by North Star completed with integrity and meaning</li> <li>3. 90 % of freshman students participate in academy visits</li> <li>4. Minimum 50% of freshman students participate in college visits</li> </ol>	<ul style="list-style-type: none"> <li>• Office of Secondary Transformation</li> <li>• Higher Expectations</li> <li>• RAMAC</li> <li>• UWP/GTC</li> </ul>	<ul style="list-style-type: none"> <li>• Funding?</li> <li>• Community /post-secondary participation and support</li> </ul>	<ul style="list-style-type: none"> <li>• Spring, 2016/June, 2017</li> <li>• Ongoing</li> </ul>
Develop Ambassador Program	<ul style="list-style-type: none"> <li>• Ambassador description, application, training developed</li> <li>• Freshman Ambassadors chosen</li> <li>• Freshman Ambassadors trained</li> <li>• Freshman Ambassador programs successfully launched as measured by performance and use of ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>• Office of Secondary Transformation</li> </ul>	<ul style="list-style-type: none"> <li>• Training</li> <li>• Brand identification needs</li> <li>• Funding</li> <li>• Community/Higher Expectations</li> <li>• Post-Secondary Partners</li> </ul>	<ul style="list-style-type: none"> <li>• Fall, 2016</li> <li>• Winter, 2016-2017</li> <li>• Spring, 2017</li> </ul>

Benchmark events developed	<ul style="list-style-type: none"> <li>• Promise to Graduate Ceremony developed and implemented</li> <li>• Passing the Torch Ceremony developed and implemented</li> <li>• Professional Skills Seminar developed and implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Committee of Freshman Academy staff from 3 schools</li> <li>• Office of Secondary Transformation</li> <li>• Freshman Advisory</li> </ul>	<ul style="list-style-type: none"> <li>• MNPS materials</li> <li>• Community/Partner Participation</li> </ul>	<ul style="list-style-type: none"> <li>• March 2016/June2017</li> </ul>
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## Academies of Racine

### Tactical Plan: Prep Centers

Target Date for Implementation: August, 2016

Start Date: January, 2016-June, 2017

#### RUSD Key Long Term Outcomes Addressed:

- Creating Conditions for a Positive Learning Environment
- Close Achievement Gap
- Community Prosperity - Reducing Unemployment Rate
- Increase Graduation Rate

#### Ford NGL Strand(s)/Strategy(ies) Addressed:

1. Transforming Teaching and Learning
2. Transforming the Secondary School Experience
3. Transforming Business and Civic Engagement

#### RUSD Key Strategies Addressed:

- Culture of Students Empowerment
- Improved Teaching and Learning through Collaborative Structures
- Culture of Belonging
- Personalized Learning Linked to Relevant Pathways
- Community Partnership for Student Success
- High Level of Student Engagement
- State of the Art Facilities and Technology
- High Expectations and Successful Outcomes for All Students

#### Year 1

Action Steps	Measurable Outcomes	Lead Person/Team	Resources Required	Start Date/End Date
<b>Academy Structure will be determined</b>	<ul style="list-style-type: none"> <li>• A defined daily master schedule for all schools</li> <li>• Schedule of the day will support both PLC and CLC staff time.</li> <li>• Incorporate purity with the academies to the maximum level possible. (Target 100% in Freshman Academy, no less than 80%)</li> </ul>	<ul style="list-style-type: none"> <li>• Office of Secondary Transformation (OST)</li> <li>• Scheduling principals, Directing Principals</li> <li>• Senior Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Resources at MNPS for research/reference</li> <li>• Various school models</li> </ul>	November, 2015/January, 2016

<b>Determine Base Structure of Freshman Academy</b>	<ul style="list-style-type: none"> <li>• “New” pathways identified</li> <li>• Alignment of pathways into academy groupings</li> <li>• Structural model for support to include 1 principal, 1 counselor, and 1 support staff at minimum.</li> <li>• Freshman Academy Team to also include advocate</li> <li>• Academy target size should be</li> </ul>	OST/Directing Principals	<ul style="list-style-type: none"> <li>• Previously identified pathways</li> <li>• Previous data from Higher expectations</li> </ul>	November, 2015/March, 2016
<b>Determine Initial Staffing needs required for</b> <ul style="list-style-type: none"> <li>• 2016-17 year</li> <li>• 2017-18 year</li> </ul>	<ul style="list-style-type: none"> <li>• Academy Coach hired</li> <li>• Three career academy support staff assigned</li> <li>• Staffing for common planning time in place</li> </ul>	<ul style="list-style-type: none"> <li>• Chief of Human Capital</li> <li>• Directing Principals</li> <li>• Office of Secondary Transformation</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Collaboration between departments and school based personnel</li> </ul>	January, 2016/June, 2016
<b>Develop a sequenced program of study for each pathway within an academy</b>	<ul style="list-style-type: none"> <li>• Sequenced program of studies developed for all pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Office of Secondary Transformation</li> <li>• Executive Director of Curriculum and Instruction</li> <li>• DPI</li> <li>• Advisory Boards</li> </ul>		January, 2016/January, 2017
<b>Develop Course language for programs, pathways, and courses.</b> <ul style="list-style-type: none"> <li>• Determine courses needed, as defined from pathway initiatives above</li> </ul>	<ul style="list-style-type: none"> <li>• A defined written course handbook with course and pathway description</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Academic Office</li> <li>• Office of secondary Transformation</li> </ul>	Time and talent	September, 2016/December, 2016

<ul style="list-style-type: none"> <li>• Write course Descriptions, gain approval</li> <li>• Submit to CAO for course handbook</li> </ul>				
<b>Provide opportunities for staff professional development for staff</b>	PD-Effective Teaming completed PD-Teaching on the block completed	<ul style="list-style-type: none"> <li>• Professional Development Department/Rosalie Daca</li> </ul>	Funding	March 2016/August, 2016  March 2016/August, 2016
<b>Develop Academy Teams to Provide Leadership within Academy</b> <ul style="list-style-type: none"> <li>• Identify Leadership</li> <li>• Provide Leadership training and other PD re: Academy Model</li> </ul>	PD-Team Leader training completed	<ul style="list-style-type: none"> <li>• Building Principals</li> <li>• Academy Principals</li> <li>• Chief Academic Office (CAO)</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Expertise from practioneers</li> </ul>	January, 2016/August, 2016
<b>Develop surveys for in-house feedback on implementing academic academies in 2017-18</b> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys developed</li> <li>• Surveys administered</li> <li>• Data analyzed</li> <li>• recommendation implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Academy Teams</li> <li>• Office of Secondary Transformation</li> </ul>	Time and talent-RUSD	Fall, 2016/January,2017
<b>Provide opportunities for students to communicate and collaborate with students at Ford NGL academies</b>	Identify potential communication with other Ford NGL students/communities	<ul style="list-style-type: none"> <li>• Office of Secondary Transformation</li> <li>• Office of Communication and Community Outreach</li> <li>• Potential Student Ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Technology</li> </ul>	Spring, 2016/Spring, 2017
<b>Mindfully Identify ESL implementation needs</b>	<ul style="list-style-type: none"> <li>• Identify and Schedule ESL required electives</li> <li>• Identify and Schedule ESL True electives</li> <li>• Develop strategies and logistics for co-teaching,</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Academic Office</li> <li>• English Learner Program's and Bilingual Director</li> </ul>	Funding	June, 2016/January, 2017

	key course needs and logistics			
<b>Mindfully Identify SPED implementation needs</b>	<ul style="list-style-type: none"> <li>• Identify and Schedule SPED required electives</li> <li>• Identify and Schedule SPED True electives</li> <li>• Develop strategies and logistics for co-teaching, key course needs and logistics</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Academic Office</li> <li>• Assistant Director of SPED</li> </ul>	Funding	June, 2016/January, 2017

## Academies of Racine

### Tactical Plan: Communication and Marketing

Target Date for Implementation: Immediately

Start Date: January, 2016-June, 2017

<b>RUSD Key Long Term Outcomes Addressed:</b> <ul style="list-style-type: none"> <li>• Creating Conditions for a Positive Learning Environment</li> <li>• Close Achievement Gap</li> <li>• Community Prosperity - Reducing Unemployment Rate</li> </ul>				
<b>Ford NGL Strands Addressed:</b> <ol style="list-style-type: none"> <li>1. Transforming Teaching and Learning</li> <li>2. Transforming the Secondary School Experience</li> <li>3. Transforming Business and Civic Engagement</li> </ol>				
<b>RUSD Key Strategies Addressed:</b> <ul style="list-style-type: none"> <li>• Community Partnership for Student Success</li> <li>• High Level of Student Engagement</li> <li>• High Expectations and Successful Outcomes for All Students</li> <li>• Culture of Student Empowerment</li> <li>• Improved Teaching and Learning through collaborative structures</li> <li>• Culture of Belonging</li> </ul>				
<b>Year 1</b>				
<b>Action Steps</b>	<b>Measurable Outcomes</b>	<b>Lead Person/Team</b>	<b>Resources Required</b>	<b>Start Date/End Date</b>
Branding	<ol style="list-style-type: none"> <li>1. Academy Logos</li> <li>2. Tag line (Ex: "My future my way")</li> <li>3. Brand Promise (Ex: "I belong")</li> </ol>	<ul style="list-style-type: none"> <li>• Stacy Tapp, Chief Communications Officer</li> <li>• RUSD-Cabinet</li> <li>• Office of Secondary Transformation</li> </ul>	<ul style="list-style-type: none"> <li>• Branding firm</li> <li>• Financing</li> </ul>	<ol style="list-style-type: none"> <li>1. Completed</li> <li>2. March, 2016/June, 2016</li> <li>3. March, 2016/June, 2016</li> </ol>
Develop engagement plan for Spring Academy Expo so <ul style="list-style-type: none"> <li>• Students and parents understand the purpose of the day.</li> <li>• Engage business partners engaged</li> </ul>	<ul style="list-style-type: none"> <li>• Students prepared and have an active role in the event</li> <li>• 75% participation of students</li> <li>• Business partners engaged, as measured by minimum goal of 40 businesses representing</li> </ul>	<ul style="list-style-type: none"> <li>• High School Transformation</li> <li>• Communications Department</li> <li>• Higher Expectations</li> <li>• RAMAC</li> </ul>	<ul style="list-style-type: none"> <li>• Time and talent</li> </ul>	March 1, 2016

	a minimum of 7 pathways/disciplines			
Develop marketing materials to engage parents, staff and business partners: <ul style="list-style-type: none"> <li>• Webpage</li> <li>• One-pagers for each school (and/or brochures for each school)</li> <li>• Description of each pathway</li> <li>• Press release</li> <li>• FAQ for teachers</li> <li>• FAQ for parents</li> <li>• FAQ for business partners</li> <li>• Branded materials to promote pride</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing materials developed</li> <li>• Marketing materials disseminated and feedback obtained via social media network, outreach presentations, etc.</li> <li>• Families, business partners, educators aware of transformation.</li> </ul>	<ul style="list-style-type: none"> <li>• Communications Department</li> <li>• High School Transformation</li> </ul>	<ul style="list-style-type: none"> <li>• Financing for materials</li> <li>• designer</li> </ul>	December, 2015/June, 2016
Initial Outreach Parent Teacher Student Association	Presentation at all three comprehensive High Schools PTSA meetings	<ul style="list-style-type: none"> <li>• Community Engagement via convening/backbone organization</li> <li>• High School Transformation Team</li> </ul>		Winter, 2016
Promote Academies through advertising campaign	<ul style="list-style-type: none"> <li>• Advertising campaign reaching target audiences as measured by viewing of billboards, touch pieces delivered, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Communications</li> <li>• Higher Expectations</li> <li>• RAMAC</li> <li>• Chief of High School Transformation</li> <li>•</li> </ul>	Funding Marketing Firm Time and Talent	December, 2015/Spring, 2016
Engage parents, students, and community in understanding Academies of Racine through informational videos describing Academies and pathways	Parents/students, and community, have deeper understanding of Academy of Racine	<ul style="list-style-type: none"> <li>• Communications</li> <li>• Office of Secondary Transformation Support</li> </ul>	Funding	Spring, 2016/December, 2016



	<ul style="list-style-type: none"> <li>• Web presence with video (tracked through “hits” feedback data)</li> </ul>	<ul style="list-style-type: none"> <li>• Community Engagement</li> </ul>		
<p>Engage community in transformation of RUSD high through strategic media outreach:</p> <ul style="list-style-type: none"> <li>• Journal Times</li> <li>• JT Editorial Board</li> <li>• WRJN</li> <li>• WGTD and Education Matters specifically</li> <li>• Racine County Eye</li> </ul> <p>Expanded media outreach as when ready</p> <ul style="list-style-type: none"> <li>• Racine &amp; Me</li> <li>• Outreach to Milwaukee media</li> <li>• Journal Sentinel</li> <li>• Articles for education publications</li> </ul>	<ul style="list-style-type: none"> <li>• Broad community-wide awareness—Promotion in 60% in minimum of two of these outlets per month.</li> <li>• Awareness of AR beyond Racine, Racine becomes model</li> <li>• Quarterly release of a minimum of two in the expanded media venues</li> </ul>	Communications with HS Transformation Support		December 2015/June, 2017
Engage parents/students of 8th graders in high school/Academy open houses	Families with their students attend open houses/enroll in our schools	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Office of Secondary Transformation</li> <li>• Building Principals</li> <li>• Building Activity Directors</li> <li>• Freshman Academy Staff</li> </ul>		July 2016/October 2016 Annually thereafter
<p>Social media presence through multiple media</p> <ul style="list-style-type: none"> <li>• Twitter</li> <li>• Facebook</li> <li>• Youtube</li> <li>• Internet</li> <li>• LinkedIn</li> <li>• Online Videos</li> </ul>	100 % presence in these medias	<ul style="list-style-type: none"> <li>• RUSD staff and community participation</li> <li>• Communication and Family Outreach for creation and oversight</li> </ul>	Funding Time and Talent	Fall, 2015/Winter, 2016

<ul style="list-style-type: none"> <li>• Blogs</li> <li>• Try to Go Viral</li> </ul>				
Initiate Freshman Academy Outreach campaign with students and counterparts in other FNGL Communities	<ul style="list-style-type: none"> <li>• Developed student leadership groups at all three comprehensive high schools</li> <li>• Research a Minimum of 3 “sister” schools identified at FNGL community schools</li> <li>• Outreach initiated by the students with an advisor at one school</li> <li>• questions, concerns, excitement addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Office of High School, transformation</li> <li>• Family Engagement and Communications department</li> <li>• Ford NGL</li> </ul>	<ul style="list-style-type: none"> <li>• Time and talent</li> <li>• Collaboration with FNGL communities</li> </ul>	January, 2016/June, 2016
<p>Develop and Initiate Communication plan for incoming freshman at each of the RUSD middle schools</p> <ul style="list-style-type: none"> <li>• Develop plan for intervention</li> <li>• Implement at each middle school</li> </ul> <p>Develop and Initiate Communication plan for incoming freshman at private and other non-RUSD middle Schools</p> <ul style="list-style-type: none"> <li>• Identify targeted schools, etc.</li> <li>• Develop specific and targetable plans</li> <li>• Implement at identified venues</li> </ul>	<ul style="list-style-type: none"> <li>• 100% outreach at all of the RUSD middle schools</li> <li>• Outreach at Community Centers</li> </ul>	<ul style="list-style-type: none"> <li>• Communications Department</li> <li>• Family Engagement Department</li> <li>• Office of Secondary Transformation</li> <li>• Middle School Building principals and Staff</li> <li>• H.S. Counselors</li> <li>• Higher Expectations</li> </ul>	Time and staff Community outreach staff identified contacts	January, 2016/September, 2016

## Academies of Racine

### Tactical Plan: Professional Development

Target Date for Implementation: December, 2015

Start Date: January, 2016-June, 2017

<b>RUSD Key Long Term Outcomes Addressed:</b> <ul style="list-style-type: none"> <li>• Creating Conditions for a Positive Learning Environment</li> <li>• Close Achievement Gap</li> <li>• Community Prosperity - Reducing Unemployment Rate</li> <li>• Increase Graduation Rate</li> </ul>				
<b>Ford NGL Strand(s) Addressed:</b> <ol style="list-style-type: none"> <li>1. Transforming Teaching and Learning</li> <li>2. Transforming the Secondary School Experience</li> <li>3. Transforming Business and Civic Engagement</li> </ol>				
<b>RUSD Key Strategies Addressed:</b> <ul style="list-style-type: none"> <li>• Improved Teaching and Learning through Collaborative Structures</li> <li>• Community Partnership for Student Success</li> <li>• High Expectations and Successful Outcomes for All Students</li> <li>• Culture of Students Empowerment</li> <li>• High Level of Student Engagement</li> <li>• Culture of Belonging</li> </ul>				
<b>Year 1</b>				
<b>Action Steps</b>	<b>Measurable Outcomes</b>	<b>Lead Person/Team</b>	<b>Resources Required</b>	<b>Start Date/End Date</b>
<b>Identify Professional Development Needs moving forward with implementing the Academies of Racine for 2016-17 school year</b>	Completed PD training and implementing respective programs	Rosalie Daca and CAO Office	Feedback from FNGL and Transformation Team	Initial-complete <ul style="list-style-type: none"> <li>• Others: Ongoing, to have needs completed by Fall, 2016</li> </ul>
<b>Scheduling on the Block in an Academy Model</b>	An effective and successful master schedule for implementation of the Freshman Academy and Prep Center for Fall, 2016	<ul style="list-style-type: none"> <li>• Chief of Secondary Transformation and Building Principals</li> <li>• Scheduling Teams per building</li> <li>• Supervisor of Student and</li> </ul>	The Nashville NGL Hub professional development	January, 2016/April, 2016

		Instructional Systems Data for RUSD <ul style="list-style-type: none"> <li>• Master Scheduler</li> </ul>		
<b>Freshman Academy Professional Development</b> <ol style="list-style-type: none"> <li>1. Highly Effective Teaming/Team Leader Training</li> <li>2. Teaching on the Block</li> <li>3. Freshman Academy</li> <li>4. Transforming Classroom Instruction through Project Based Learning</li> <li>5. Academy Coaches</li> </ol>	<ul style="list-style-type: none"> <li>• Freshman Academy teachers will effectively participate in teams by content areas and career academies.</li> <li>• Common planning time will encourage strategic, intentional planning based on student data to improve student achievement.</li> <li>• Freshman Academy Teachers will understand the difference between a traditional teaching schedule and a block teaching schedule. Teachers will demonstrate strategies and the ability to “pace” teaching and learning when teaching in the block.</li> <li>• High school teachers working in the freshman academy will fully understand the needs and implications of preparing freshmen to enter a career academy their sophomore year.</li> <li>• Teachers will transform classroom instruction through the use of</li> </ul>	<ul style="list-style-type: none"> <li>• OST Team</li> <li>• CAO staff as designated</li> <li>• Freshman Academy Teachers</li> <li>• HS Principals</li> <li>• Others to be determined.</li> </ul>	<ul style="list-style-type: none"> <li>• Nashville NGL Hub Professional Development</li> <li>• Funding</li> </ul>	<ol style="list-style-type: none"> <li>1. March, 2016/August, 2016</li> <li>2. July, 2016/August, 2016</li> <li>3. Spring, 2016/June, 2016</li> <li>4. 2016, Poss. Summer</li> <li>5. Academy Coaches: Spring/Summer, 2016</li> </ol>

	<p>relevant and meaningful teaching strategies.</p> <ul style="list-style-type: none"> <li>Academy coaches trained and effectively supporting implementation of the Academies of Racine</li> </ul>			
<p><b>All Teaching Staff Professional Development</b></p> <ol style="list-style-type: none"> <li>Highly Effective Teaming</li> <li>Teaching on the Block</li> <li>Transforming Classroom Instruction through Project Based Learning</li> </ol>	<ol style="list-style-type: none"> <li>Teachers will effectively participate in teams by content areas and career academies.</li> <li>Teachers will understand the difference between a traditional teaching schedule and a block teaching schedule.</li> <li>Teachers will transform classroom instruction through the use of relevant and meaningful teaching strategies.</li> </ol>	<ul style="list-style-type: none"> <li>OST Team</li> <li>CAO staff as designated</li> <li>Academy Staff</li> </ul>	<ul style="list-style-type: none"> <li>Nashville NGL Hub Professional Development Training</li> <li>Funding</li> </ul>	<ol style="list-style-type: none"> <li>If room in FA training, January, 2016</li> <li>July, 2016/January, 2017</li> <li>To be determined, January, 2017 tentative start</li> </ol>
<p><b>All Leadership Staff will undergo professional Development to support the implementation and success of the Academies of Racine</b></p> <ul style="list-style-type: none"> <li>Team Leader Training</li> <li>Change Management</li> <li>Leadership Training</li> </ul>	<ul style="list-style-type: none"> <li>High school department chairs and team leaders will effectively lead their departments and teams in the work around career academies.</li> <li>Leadership Training strategies in place and measured by fidelity of implementation of academies</li> </ul>	<ul style="list-style-type: none"> <li>Chief Academic Officer</li> <li>Dr. Gallien</li> </ul>	<ul style="list-style-type: none"> <li>FNGL</li> <li>NISCL</li> </ul>	<p>Summer, 2016/Spring, 2017</p>

<ul style="list-style-type: none"> <li>• Identify Training Programs that will be needed annually and support needs for training personnel internally</li> <li>• Source and implement said training programs whenever possible <ul style="list-style-type: none"> <li>○ Train the Trainer-PBL</li> <li>○ Academy Coach training</li> <li>○ Highly Effective Teaming</li> <li>○ Teaching on the Block</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Successful in-house trainers for needed programs</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Academic Office</li> <li>• OST</li> </ul>	Nashville NGL Hub Train the Trainer Professional Development	Potentially with FA teaching on the block cohort
<p><b>Teachers participate in experiential learning</b></p> <ul style="list-style-type: none"> <li>• Business Roundtable</li> <li>• Career Exploration</li> <li>• Externship</li> <li>• Explore other scaffolding opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Identified experiential learning needs per academy/educator <ul style="list-style-type: none"> <li>○ 10 % Scaffold experiential learning</li> </ul> </li> <li>• Minimum of 30% of educators participating in externships</li> <li>• 90% participating in business roundtables</li> </ul>	<ul style="list-style-type: none"> <li>• Office of Secondary Transformation</li> <li>• Chief Academic Office</li> <li>• Business and Community Engagement Team</li> <li>• Post-secondary Institutions</li> </ul>	Funding, as needed	<ul style="list-style-type: none"> <li>• Roundtables: Fall, 2015</li> <li>• Scaffold: Summer, 2016</li> <li>• Initiate externships: Spring 2016/Summer 2017</li> </ul>

### Year 2

<b>Evaluate staff needs for ongoing successful implementation</b> <ul style="list-style-type: none"> <li>Identify onboard needs for new teachers</li> <li>Identify additional Professional Development needs based on effectiveness of staff in the Academy Model</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of teacher effectiveness reflect successful implementation and strong teaching strategy</li> </ul> <p>50-75% of teachers exhibiting strong teaching strategies/implementation centered around key topics identified in professional development identified (as measured by teacher evaluations and student surveys)</p>	Chief Academic Office	Funding, as needed	Spring 2017/Summer, 2017
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### Year 3

<b>Evaluate staff needs for ongoing successful implementation</b> <ul style="list-style-type: none"> <li>Identify onboard needs for new teachers</li> </ul> <p>Identify additional Professional Development needs based on effectiveness of staff in the Academy Model</p>	<ul style="list-style-type: none"> <li>Evaluation of teacher effectiveness reflect successful implementation and strong teaching strategy</li> <li>50-75% of teachers exhibiting strong teaching strategies/implementation centered around key topics identified in professional development identified</li> </ul>	Chief Academic Office	Funding as needed	Spring 2018/ongoing
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## Academies of Racine

### Tactical Plan: IT and Infrastructure Support

Target Date for Implementation: August, 2016

Start Date: January, 2016-June, 2017

#### RUSD Key Long Term Outcomes Addressed:

- Creating Conditions for a Positive Learning Environment
- Close Achievement Gap
- Community Prosperity - Reducing Unemployment Rate
- Increase Graduation Rate

#### Ford NGL Strand(s)/Strategy(ies) Addressed:

1. Transforming Teaching and Learning
2. Transforming the Secondary School Experience
3. Transforming Business and Civic Engagement

#### RUSD Key Strategies Addressed:

- Culture of Students Empowerment
- Improved Teaching and Learning through Collaborative Structures
- Culture of Belonging
- Personalized Learning Linked to Relevant Pathways
- Community Partnership for Student Success
- High Level of Student Engagement
- State of the Art Facilities and Technology
- High Expectations and Successful Outcomes for All Students

#### Year 1

Action Steps	Measurable Outcomes	Lead Person/Team	Resources Required	Start Date/End Date
<b>Establish base needs for infrastructure support: Freshman Academy</b>	<ul style="list-style-type: none"> <li>• Identified Structure requirements</li> <li>• Implementation Plan developed and administered</li> <li>• FA and Prep Center courses tagged by academy</li> </ul>	<ul style="list-style-type: none"> <li>• Office of Secondary Transformation</li> <li>• Building Principals</li> <li>• Chief Operations Office</li> <li>• Chief Academic Office</li> <li>• Chief Information Officer</li> <li>• Tactic Teams</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of existing structure</li> <li>• Requirements defined of proposed structure</li> <li>• Funding</li> </ul>	January, 2016/July, 2016



<b>Establish Student Support/Management System</b> <ul style="list-style-type: none"> <li>• Determine data to track/needs for PLC, student support, etc.</li> <li>• Determine if infinite campus meets those needs</li> </ul>	<ul style="list-style-type: none"> <li>• Database established and functional</li> <li>• Database allows for accessing and reporting data needed for the Academies of Racine</li> <li>• Data reporting available by academy</li> </ul>	<ul style="list-style-type: none"> <li>• School Data</li> <li>• Data Team (see data and assessment Tactic Plan)</li> <li>• Freshman Academy Teams from HS</li> </ul>	<ul style="list-style-type: none"> <li>• Potential Hardware and software</li> </ul>	<ul style="list-style-type: none"> <li>• January, 2016-June 2017 for Freshman Academy and Prep Centers</li> </ul>
<b>Establish base needs for infrastructure support for pathways/academies</b> <ul style="list-style-type: none"> <li>• Space</li> <li>• Equipment</li> <li>• Safety</li> <li>• Communication needs (hardware, servers, smart boards, etc.)</li> <li>• Course efficacy support</li> </ul>	<ul style="list-style-type: none"> <li>• Process established and implemented for analysis of current infrastructure <ul style="list-style-type: none"> <li>○ Building</li> <li>○ Equipment</li> <li>○ IT needs</li> </ul> </li> <li>• Safe and efficacious environment for all academies</li> </ul>	<ul style="list-style-type: none"> <li>• Technology Advisory Council <ul style="list-style-type: none"> <li>○ Buildings subcommittee (David Hazen)</li> <li>○ HST sub-committee (Terri Tessmann)</li> <li>○ Curriculum and Instruction Sub-committee (Rosalie Daca)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Potential Hardware and software</li> <li>• Referendum Funds</li> <li>• Other funding</li> </ul>	January, 2016/July, 2018
<b>Determine Software and Hardware Needs to support the Academies of Racine</b>	<ul style="list-style-type: none"> <li>• Process established and implemented for analysis of current infrastructure <ul style="list-style-type: none"> <li>○ Building</li> <li>○ Equipment</li> <li>○ IT needs</li> </ul> </li> <li>• Safe and efficacious environment for all academies</li> </ul>	<ul style="list-style-type: none"> <li>• Technology Advisory Council <ul style="list-style-type: none"> <li>○ Buildings subcommittee (David Hazen)</li> <li>○ HST sub-committee (Terri Tessmann)</li> <li>○ Curriculum and Instruction Sub-committee (Rosalie Daca)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Potential Hardware and software</li> <li>• Referendum Funds</li> <li>• Other funding</li> </ul>	January, 2016/July, 2018
<b>Investigate need and determine viability and need for a district wide Learning Management System (LMS)</b>	<ul style="list-style-type: none"> <li>• Decision on any necessity for LMS System</li> </ul>	<ul style="list-style-type: none"> <li>• Technology Advisory Council</li> </ul>	<ul style="list-style-type: none"> <li>• Potential Hardware and software</li> </ul>	January, 2017/July 2017

<ul style="list-style-type: none"> <li>• similar to what students would use in high school coursework with their post-secondary work</li> <li>• An LMS that would assist in data retrieval, information/curriculum dissemination , and assessments</li> <li>• LMS for post-secondary curriculum, assessments and certification work.</li> </ul>		<ul style="list-style-type: none"> <li>○ Buildings subcommittee (David Hazen)</li> <li>○ HST sub-committee (Terri Tessmann)</li> <li>○ Curriculum and Instruction Sub-committee (Rosalie Daca)</li> </ul>	<ul style="list-style-type: none"> <li>• Referendum Funds</li> <li>• Other funding</li> </ul>	
<b>Establish a structure and process for determining pathway needs from year to year</b> <ul style="list-style-type: none"> <li>• Software and hardware needs determined</li> <li>• Software approval process met</li> <li>• Rooms scheduled for courses</li> <li>• Computers that need specific software</li> <li>• Hardware support course specific software needs</li> <li>• Communication between schools and IT departments</li> </ul>	<ul style="list-style-type: none"> <li>• Established system in place for implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Office of Secondary Transformation</li> <li>• Technology Advisory Council <ul style="list-style-type: none"> <li>○ Buildings subcommittee (David Hazen)</li> <li>○ HST sub-committee (Terri Tessmann)</li> <li>○ Curriculum and Instruction subcommittee (Rosalie Daca)</li> <li>○ HS Principals</li> <li>○ Data Team</li> <li>○ School Data Team</li> </ul> </li> </ul>		January, 2016/July, 2019
<b>Software and Hardware Needs:</b> <ul style="list-style-type: none"> <li>• Automotive Pathway</li> <li>• Business and Marketing Pathway</li> <li>• Construction Pathway</li> <li>• Culinary Arts Pathway</li> <li>• Engineering Pathway</li> <li>• Health Sciences Pathway</li> </ul>	<ul style="list-style-type: none"> <li>• Needs determined for successful pathway program of study</li> <li>• Plan created for successful pathway</li> <li>• Implementation of plan</li> </ul>	<ul style="list-style-type: none"> <li>• District Academy Council-Academy of Engineering, Manufacturing and Transportation Academy</li> <li>• Technology Advisory Council</li> </ul>		January, 2016/July, 2017, then ongoing

<ul style="list-style-type: none"> <li>• IT Pathway</li> <li>• Manufacturing Pathway</li> <li>• IB/AP Pathways</li> </ul>		<ul style="list-style-type: none"> <li>○ Buildings subcommittee (David Hazen)</li> <li>○ HST subcommittee (Terri Tessmann)</li> <li>○ Curriculum and Instruction subcommittee (Rosalie Daca)</li> <li>○ HS Principals</li> </ul>		
<b>YEAR 2 (August, 2017-July, 2018)</b>				
<b>Continue work on viability and need for a district wide Learning Management System (LMS)</b> <ul style="list-style-type: none"> <li>• similar to what students would use in high school coursework with their post-secondary work</li> <li>• An LMS that would assist in data retrieval, information/curriculum dissemination , and assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Needs determined for district</li> <li>• Determine outcome, based on identified needs</li> </ul>	<ul style="list-style-type: none"> <li>• Technology Advisory Council <ul style="list-style-type: none"> <li>○ HST subcommittee (Terri Tessmann)</li> <li>○ Curriculum and Instruction Subcommittee (Rosalie Daca)</li> </ul> </li> </ul>		August, 2017/July, 2018

## Academies of Racine

### Tactical Plan: Data, Assessment and Tracking

Target Date for Implementation: August, 2016

Start Date: January, 2016-June, 2017

<b>RUSD Key Long Term Outcomes Addressed:</b> <ul style="list-style-type: none"> <li>• Creating Conditions for a Positive Learning Environment</li> <li>• Close Achievement Gap</li> <li>• Community Prosperity - Reducing Unemployment Rate</li> <li>• Increase Graduation Rate</li> </ul>				
<b>Ford NGL Strand(s)/Strategy(ies) Addressed:</b> <ol style="list-style-type: none"> <li>1. Transforming Teaching and Learning</li> <li>2. Transforming the Secondary School Experience</li> </ol>				
<b>RUSD Key Strategies Addressed:</b> <ul style="list-style-type: none"> <li>• Culture of Students Empowerment</li> <li>• Culture of Belonging</li> <li>• Personalized Learning Linked to Relevant Pathways</li> <li>• Community Partnership for Student Success</li> <li>• High Level of Student Engagement</li> <li>• High Expectations and Successful Outcomes for All Students</li> </ul>				
<b>Year 1</b>				
<b>Action Steps</b>	<b>Measurable Outcomes</b>	<b>Lead Person/Team</b>	<b>Resources Required</b>	<b>Start Date/End Date</b>
<b>Determine the data that will be meaningful for HS and for our academy development-dashboard accessible to stakeholders.</b> <ul style="list-style-type: none"> <li>• Ford NGL required</li> <li>• Partnership business hours, etc., tracking</li> <li>• Industrial certification</li> <li>• Transcribed and college credit</li> <li>• Student day-to-day activity tracking</li> <li>• Cohort scheduling and purity</li> </ul>	<ul style="list-style-type: none"> <li>• Plan team identified and decision made</li> <li>• Data needs established</li> </ul>	<ul style="list-style-type: none"> <li>• Higher Expectations/Convening Organization for business</li> <li>• Jim DePue and Tim Peltz for RUSD data</li> <li>• Wendy Rowley, Chief Academic Office</li> <li>• Office of Secondary Transformation</li> </ul>	<ul style="list-style-type: none"> <li>• Nashville Recommendations for RUSD work</li> <li>• North Star goals</li> <li>• Supportive database capabilities</li> </ul>	December, 2015/April 2016

<b>Determine appropriate data managements system(s) for the five needed required data sources/support systems</b> <ul style="list-style-type: none"> <li>• Ford NGL required</li> <li>• Partnership business hours, etc., tracking</li> <li>• Industrial certification</li> <li>• Transcribed and college credit</li> <li>• Student day-to-day activity tracking</li> <li>• Cohort scheduling and purity</li> </ul>	<ul style="list-style-type: none"> <li>• Data dashboards reporting meaningful data and in place</li> </ul>	<ul style="list-style-type: none"> <li>• Higher Expectations/Convening Organization for business</li> <li>• Jim DePue and Tim Peltz for RUSD data</li> <li>• Wendy Rowley, Chief Academic Office</li> <li>• Office of Secondary Transformation</li> <li>• Cabinet</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendations from team preceding re: data needs</li> <li>• Higher Expectations plan</li> </ul>	January, 2016/June, 2017
<b>Ford NGL required data</b> <ul style="list-style-type: none"> <li>• Number of students participating in transformation initiative</li> <li>• Total number of career academies initiated</li> <li>• Total number of students participating in career academies</li> <li>• Average suspension rate of academy students</li> <li>• GPA of academy students</li> <li>• Absentee rate senior academy students missing 10 or more days of school senior year</li> <li>• Percentage of academy students taking dual enrollment courses</li> </ul>	<ul style="list-style-type: none"> <li>• Develop platform for data points</li> <li>• Establish data dashboards</li> </ul>	<ul style="list-style-type: none"> <li>• Dan Thielen/Transformation Team</li> <li>• Chief Academic Office</li> </ul>		September 2016/July, 2017 Annually there after

<ul style="list-style-type: none"> <li>• Percentage of academy students taking/passing advanced placement courses/tests</li> <li>• Number of industry certifications awarded to academy students</li> <li>• Number of business partners associated with the career academies</li> <li>• District high school graduation rate</li> <li>• District's dropout rate</li> <li>• District's % of students declare career ready</li> </ul>				
<b>North Star Data Requirements</b> <ul style="list-style-type: none"> <li>• Earns 6 credit including 1 in algebra or higher and 1 in science</li> <li>• Documents learning and careers goals in an electronic academic career plan</li> <li>• Maintains school/class attendance of 97%</li> <li>• Accomplishes one or more indicators of college and career readiness</li> </ul> <b>Determine accountability measure remaining requirements and implement data analysis for:</b>	<ul style="list-style-type: none"> <li>• Determine platform for data points</li> </ul>	<ul style="list-style-type: none"> <li>• Dan Thielen/Transformation Team</li> <li>• Chief Academic Office</li> </ul>		September 2016/July, 2017 Annually there after

<ul style="list-style-type: none"> <li>Identifies and demonstrates resiliency in life events</li> <li>Effectively expresses own viewpoints and data interprets diverse perspectives</li> <li>Demonstrates workplace soft skills</li> </ul>				
<b>District Wide Testing</b> <ul style="list-style-type: none"> <li>ACT (Academic Composite Test)</li> <li>Explore and Plan</li> </ul> <b>State Mandated Testing</b> <ul style="list-style-type: none"> <li>WKCE or equivalent (DPI required)</li> <li>WAA-SWD</li> <li>Access for ELL</li> <li>NAEP</li> </ul>		<ul style="list-style-type: none"> <li>DanThielen Transformation Team</li> <li>Chief Academic Office</li> </ul>		September 2016/July, 2017 Annually there after

Year 3				
<b>Analyze need and/or viability of other data tracking items</b> <ul style="list-style-type: none"> <li>• % of students requiring remediation at GTC</li> <li>• % of students requiring remediation at UW-Parkside</li> <li>• A set of indicators that measure college and career readiness;</li> <li>• A set of meaningful, ambitious but achievable performance goals on the college- and career-ready indicators;</li> <li>• A set of incentives and consequences that encourages districts, schools and students to demonstrate improvement on those indicators; and</li> <li>• A longitudinal data collection and reporting system to track and disseminate progress toward and beyond the state's readiness expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Further Needs identified</li> <li>• Tracking needs identified and Implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Dan Thielen/Transformation Team</li> <li>• Chief Academic Office</li> </ul>	Data Retreat	September 2016/July, 2017 Annually there after



## Academies of Racine

### Tactical Plan: Building Business and Civic Engagement

Target Date for Implementation: August, 2016

Start Date: January, 2016-June, 2017

<b>RUSD Key Long Term Outcomes Addressed:</b> <ul style="list-style-type: none"> <li>• Creating Conditions for a Positive Learning Environment</li> <li>• Close Achievement Gap</li> <li>• Community Prosperity - Reducing Unemployment Rate</li> <li>• Increase Graduation Rate</li> </ul>				
<b>Ford NGL Strand(s)/Strategy(ies) Addressed:</b> <ol style="list-style-type: none"> <li>1. Transforming Teaching and Learning</li> <li>2. Transforming the Secondary School Experience</li> <li>3. Transforming Business and Civic Engagement</li> </ol>				
<b>Key RUSD Strategies Addressed:</b> <ul style="list-style-type: none"> <li>• Culture of Student Empowerment</li> <li>• Improved Teaching and Learning through Collaborative Structures</li> <li>• Culture of Belonging</li> <li>• Personalized Learning Linked to Relevant Pathways</li> <li>• Community Partnership for Student Success</li> <li>• High Level of Student Engagement</li> <li>• State of the Art Facilities and Technology</li> <li>• High Expectations and Successful Outcomes for All Students</li> </ul>				
Year 1				
Action Steps	Measurable Outcomes	Lead Person/Team	Resources Required	Start Date/End Date
Communication, Outreach and Opportunities to Engage <ul style="list-style-type: none"> <li>• Create a partnership agreement</li> <li>• Research best way to track community/business time investment</li> <li>• Create Opportunities to Engage</li> <li>• <del>list of events</del></li> </ul>	<ul style="list-style-type: none"> <li>• Documents and System in place</li> <li>• Calendar of engagement events</li> <li>• Document showing All ways partners can engage</li> </ul>	<ul style="list-style-type: none"> <li>• Higher Expectations</li> <li>• RUSD Office of Secondary Transformation</li> <li>• Data Team (see Tactic on Data and Assessment)</li> </ul>	<ul style="list-style-type: none"> <li>• Examples from other FNGL communities</li> <li>• Supportive documentation from RUSD</li> </ul>	December, 2015
Community Outreach and Presentations	<ul style="list-style-type: none"> <li>• Increased Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Higher Expectations</li> </ul>		February, 2016/April, 2016

<ul style="list-style-type: none"> <li>Establish a defined campaign plan</li> <li>Determine potential opportunities to include but not limited to Presentations, luncheons, business blenders, civic and faith based groups</li> </ul>		<ul style="list-style-type: none"> <li>RAMAC</li> </ul>		
<p>Establish Data Base structures, needs, and requirements to track business engagement</p> <ul style="list-style-type: none"> <li>Data Base</li> <li>Contacts</li> <li>Opportunity to Engage</li> <li>Responses</li> <li>Hours (Time and Talent)</li> <li>Others as determined.</li> </ul>	<ul style="list-style-type: none"> <li>Established system</li> <li>Quarterly Report of engagement</li> </ul>	<ul style="list-style-type: none"> <li>Higher Expectations</li> <li>RAMAC</li> <li>RUSD Office of Secondary Transformation</li> <li>Data base team (see Tactic Plan for Data and</li> </ul>	<ul style="list-style-type: none"> <li>Research into requirements, etc.</li> <li>Financing/ Banking</li> <li>Database Monitor</li> </ul>	February, 2016/June, 2016
<p>Determine Academies of Racine Model re: Advisory Boards and Councils</p> <ul style="list-style-type: none"> <li>Option 1 Both District Advisory Councils and Academy Advisory Boards</li> <li>Option2: District and School Advisory Boards</li> </ul>	<ul style="list-style-type: none"> <li>Decision on structure</li> </ul>	<ul style="list-style-type: none"> <li>RUSD Office of Secondary Transformation</li> </ul>		Completed December, 2015
Create Advisory Council For Freshman Academy-District	<ul style="list-style-type: none"> <li>Established Freshman Academy Advisory Council</li> </ul>	<ul style="list-style-type: none"> <li>RUSD Office of Secondary Transformation</li> <li>Principals</li> <li>Business Community</li> <li>Post-secondary</li> </ul>		January, 2016/December, 2016

Create Advisory Board For Freshman Academy-one at each school	<ul style="list-style-type: none"> <li>Established Advisory Board-Freshman Academies at Case, Horlick, and Park</li> </ul>	<ul style="list-style-type: none"> <li>RUSD Office of Secondary Transformation</li> <li>Principals</li> <li>Business Community</li> <li>Post-secondary</li> </ul>		January/March, 2015
Advisory Boards/Council <ul style="list-style-type: none"> <li>Research structure</li> </ul> Identify purpose, goals, and expectations <ul style="list-style-type: none"> <li>Identify pathways/academies that board would serve.</li> <li>Identify roles and member qualifications</li> </ul>	<ul style="list-style-type: none"> <li>Defined Structure in place</li> <li>Quarterly meetings scheduled; agendas completed</li> </ul>	<ul style="list-style-type: none"> <li>Higher Expectations</li> <li>RAMAC</li> <li>Business Community</li> <li>RUSD Office of Secondary Transformation</li> <li>Post-secondary</li> </ul>		June, 2016/June, 2017
Advisory Boards/Councils <ul style="list-style-type: none"> <li>Determine and draft bylaws for governance</li> </ul>	<ul style="list-style-type: none"> <li>Completed Draft of Bylaws</li> </ul>	<ul style="list-style-type: none"> <li>Higher Expectations</li> <li>RAMAC</li> <li>Business Community</li> <li>RUSD Office of Secondary Transformation</li> <li>Post-secondary</li> </ul>		June, 2016/June, 2017
Academies Advisory Boards/Councils <ul style="list-style-type: none"> <li>Recruitment of Members</li> <li>Establish district level advisory board</li> <li>Draft bylaws</li> </ul>	<ul style="list-style-type: none"> <li>Established Board to include, but not limited to members representing employers, high school, community, and post-secondary staff.</li> <li>Bylaws drafted</li> <li>Quarterly Meeting Agendas reflect support of the academies</li> </ul>	<ul style="list-style-type: none"> <li>Higher Expectations</li> <li>RAMAC</li> <li>Business Community</li> <li>RUSD Office of Secondary Transformation</li> <li>Post-secondary institutions               <ul style="list-style-type: none"> <li>GTC</li> <li>UW-Parkside</li> <li>Carthage</li> <li>Others as determined</li> </ul> </li> </ul>		January, 2017/ongoing

<p>Define Experiential Learning Support Teams for</p> <ul style="list-style-type: none"> <li>• Students <ul style="list-style-type: none"> <li>○ SEE your future expo</li> <li>○ College Visit</li> <li>○ Dual Enrollment</li> <li>○ Capstone</li> </ul> </li> <li>• Educators <ul style="list-style-type: none"> <li>○ Externships</li> <li>○ Preparation for College Visits</li> <li>○ Business Roundtable</li> </ul> </li> </ul>	<p>Defined and create supportive community and post-secondary teams that provide successful experiential learning for students and educators.</p>	<ul style="list-style-type: none"> <li>• RAMAC</li> <li>• Higher Expectations</li> <li>• RUSD Office of Secondary Transformation</li> <li>• Post-secondary Institutions</li> </ul>		<p>January, 2016-June, 2017</p>
<p>Determine Partnership structures</p>	<ul style="list-style-type: none"> <li>• Define Role of partnerships</li> <li>• Research and develop requirements for partnerships</li> <li>• Create and implement a plan for partnerships for each academy</li> <li>• Determine how</li> </ul>	<ul style="list-style-type: none"> <li>• RUSD Office of Secondary Transformation</li> <li>• Higher Expectations</li> <li>• RAMAC</li> <li>• Academy Coaches</li> <li>• High School Principals</li> </ul>	<p>Adequate staffing and structure</p>	<p>January, 2016/October, 2016</p>

**YEAR 2: July, 2017-July,2018**

Establish Advisories for each Academy versus Advisory Councils	<ul style="list-style-type: none"><li>• District Advisory for each academy</li><li>• Adoption of by-laws</li></ul>	<ul style="list-style-type: none"><li>• RUSD Office of Secondary Transformation</li><li>• Supportive community members</li></ul>		December, 2017/August, 2017
Establish experiential learning for students	<ul style="list-style-type: none"><li>• Focused Industry Field trips with 50% participation rate</li><li>• Job Shadowing with 50% participation rate</li><li>• Capstone Experiences</li></ul>	<ul style="list-style-type: none"><li>• RAMAC</li><li>• Higher Expectations</li><li>• Office of Secondary Transformation</li><li>• Post-secondary Institutions</li></ul>		December, 2017/August, 2017

## Academies of Racine

### Tactical Plan: Alignment with Post-secondary Institutions

Target Date for Implementation: August, 2016

Start Date: January, 2016-June, 2017

#### RUSD Key Long Term Outcomes Addressed:

- Creating Conditions for a Positive Learning Environment
- Close Achievement Gap
- Community Prosperity - Reducing Unemployment Rate
- Increase Graduation Rate

#### Ford NGL Strand(s)/Strategy(ies) Addressed:

1. Transforming Teaching and Learning
2. Transforming the Secondary School Experience
3. Transforming Business and Civic Engagement

#### RUSD Key Strategies Addressed:

- Culture of Students Empowerment
- Improved Teaching and Learning through Collaborative Structures
- Culture of Belonging
- Personalized Learning Linked to Relevant Pathways
- Community Partnership for Student Success
- High Level of Student Engagement
- State of the Art Facilities and Technology
- High Expectations and Successful Outcomes for All Students

#### Year 1

Action Steps	Measurable Outcomes	Lead Person/Team	Resources Required	Start Date/End Date
Prepare Current and Future Teachers/Administrators to work within an academy model that values continuous improvement <ul style="list-style-type: none"> <li>• Create process and structure for teacher summer experiences in post-secondary</li> <li>• Create skills and competencies profile of</li> </ul>	<ul style="list-style-type: none"> <li>• Successful development of teacher experiential learning at the post-secondary institutions</li> <li>• Successful teaching/ leadership defined for academy model-Summit</li> <li>• Skills and competencies profile investigated-Summit</li> </ul>	<ul style="list-style-type: none"> <li>• DeAnn Possehl, UW-Parkside/Higher Expectations</li> <li>• Terri Tessmann/OST</li> <li>• Chris Neff/OST</li> <li>• Julie Landry, Director of Human Capital,</li> <li>• Dan Thielen, Chief of Secondary Transformation</li> </ul>	Teacher Stipends	Summit: August, 2015/ August, 2017

<ul style="list-style-type: none"> <li>• successfully prepared academy teacher</li> <li>• Identify key post-secondary teacher preparation feeder institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Key post-secondary teacher preparation feeder institutions identified-Summit</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Academic Office-Professional Development Department</li> <li>• Teacher Education PD partner</li> </ul>		
<ul style="list-style-type: none"> <li>• Introduce Academy Models to Administration and Deans at UW-Parkside and Gateway Technical College</li> <li>• Follow-up with Summit action items</li> <li>• Compile all available post-secondary programs that align with each academy</li> <li>• Define attributes of beneficial post-secondary partners as well as recruit and align post-secondary partners to academy programs (advisory boards)</li> <li>• Analyze current dual credit, transcripted credit and advanced standing options</li> <li>• Identify industry certifications that align with regional high demand fields</li> <li>• Identify “testing” mechanism for identified priority certifications</li> <li>• Explore opportunities with the Kern Family Foundation</li> </ul>	<ol style="list-style-type: none"> <li>1. At least one post-secondary partner is identified for each academy</li> <li>2. Advisory Board membership confirmed for post-secondary partner</li> <li>3. Dual credit baseline established and gaps identified</li> <li>4. First and Second Semester Summit Benchmarks completed</li> <li>5. Foundation Request completed</li> <li>6. High Demand industry certifications identified <ul style="list-style-type: none"> <li>o Additional licensing post-secondary programs identified</li> </ul> </li> <li>7. Certification testing plan created</li> </ol>	<ul style="list-style-type: none"> <li>• DeAnn Possehl (UW-Parkside)</li> <li>• Jane Finkenbine (Gateway Technical College)</li> <li>• Jaime Spaciell (Gateway Technical College)</li> <li>• Terri Tessmann,</li> <li>• Chris Neff,</li> <li>• Rosalie Daca,</li> <li>• Christopher Thompson,</li> <li>• Gary Wood,</li> <li>• Dan Thielen</li> </ul>		<ol style="list-style-type: none"> <li>1. Jan 2015 to Dec 2015</li> <li>2. January 2016-May 2016</li> <li>3. June 2016-Oct 2016</li> <li>4. October 2016-Dec 2016</li> <li>5. June 2016-Oct. 2016</li> <li>6. January, 2017</li> <li>7. October 2016-Dec 2016</li> </ol>

<ul style="list-style-type: none"> <li>Explore PLTW 2 + 2 + 2 options (Louisville visit)</li> </ul>				
<p>Engage Post-Secondary Partners to support elements of the Experiential Learning Model with Ford NGL and College and Career Readiness plan</p> <ul style="list-style-type: none"> <li>Identify college and career readiness programming needs within academy structure ( e.g. college visit, FAFSA, Pre placement test, college reality check experience)</li> <li>Create freshman/ sophomore year “college visit” experience</li> <li>Identify resources available to support needs within RUSD and post-secondary partners</li> </ul>	<ul style="list-style-type: none"> <li>A 4 year college and career readiness program schedule is created</li> <li>The freshman/sophomore year college visit experience is implemented for 16-17 academic year</li> </ul>	<ul style="list-style-type: none"> <li>Office of Secondary Transformation</li> <li>Chris Neff</li> <li>Terri Tessmann</li> <li>Dan Thielen</li> <li>Andrea Rittgers-RUSD</li> <li>Jane Finkenbine-GTC</li> <li>DeAnn Possehl-UW-Parkside, Higher Expectations</li> <li>Kristin Monty</li> </ul>	<p>Transportation</p>	<p>Jan 2016 – May 2016</p> <p>May 2016 – May 2017</p>
<ul style="list-style-type: none"> <li>Increase general understanding of Common Core standards and Post-Secondary expectations among all partners</li> <li>Identify tools available to support curricular alignment and assessment</li> <li>Complete the curricular review and develop a plan for implementation of any necessary changes</li> </ul>	<ul style="list-style-type: none"> <li>K-12 math and English curricular review completed and plan developed for implementing recommended changes</li> </ul>	<ul style="list-style-type: none"> <li>Janell Decker, RUSD: Math/English faculty</li> <li>UW-Parkside</li> <li>GTC</li> </ul>	<p>Faculty Stipends</p>	<p>Jan 2016-Jan 2017</p>



<ul style="list-style-type: none"> <li>• Prepare current and future teachers and administrators to work within an academy model that values continuous improvement</li> <li>• Collaborate with colleges education programs to align teacher preparation with academy success</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Post-secondary curriculum modified to appropriately prepare future teachers for academy model</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• DeAnn Possehl</li> <li>• Dan Thielen</li> <li>• Post-Secondary education partners</li> <li>•</li> </ul>		June 2017- June 2018
<ul style="list-style-type: none"> <li>• Engage Post-Secondary Partners to Support Student Success (Academic)</li> <li>• Develop articulated credit programs for students that include dual credit and/or dual enrollment within each academy</li> <li>• Identify potential barriers to students for dual credit or certification enrollment</li> <li>• Embed certifications within appropriate academies</li> <li>• Identify cost structures for dual credit options</li> <li>• Identify 2 +2 +2 implementation options</li> </ul>	<ul style="list-style-type: none"> <li>• Each academy offers every student the opportunity for college credit and professional certification</li> <li>• All partnerships are documented and agreed upon for each academy (MOU)</li> <li>• Processes for articulated credit are well defined.</li> <li>• Identified barriers are remediated</li> </ul>	<ul style="list-style-type: none"> <li>• DeAnn Possehl</li> <li>• Terri Tessmann</li> <li>• Jane Finkebine</li> <li>• Chris Neff</li> <li>• Rosalie Daca</li> <li>• Christopher Thompson</li> <li>• Post-secondary Institutions Academic Departments</li> <li>•</li> </ul>	Dual Credit costs	June 2017-June 2018
<p>Engage Post-Secondary Partners to support elements of the Experiential Learning Model with Ford NGL and College and Career Readiness plan</p> <ul style="list-style-type: none"> <li>• Begin rolling implementation of agreed upon plan</li> </ul>	<ul style="list-style-type: none"> <li>• All partnerships are well documented and agreed upon for the plan( MOU)</li> <li>• Processes are clearly defined and longevity</li> </ul>	<ul style="list-style-type: none"> <li>• RUSD:Terri Tessmann</li> <li>• RUSD: Chris Neff</li> <li>• GTC:J ane Finkebine</li> <li>• UW-Parkside:DeAnn Possehl</li> <li>• RUSD: Andrea Rittgers</li> </ul>	Program costs (e.g transportation, facilities)	June 2016-June 2017

<ul style="list-style-type: none"> <li>• Create a structure to ensure consistent and ongoing commitment</li> </ul>		RUSD: Kristin Monty		
<p>Engage Post-Secondary Partners to create greater K-20 curricular alignment particularly in math and English</p> <ul style="list-style-type: none"> <li>• Implement recommended curricular changes</li> <li>• Create an ongoing curricular review process that engages both K-12 and post-secondary partners</li> </ul>	<ul style="list-style-type: none"> <li>• Math and English curriculum aligns</li> <li>• A process is developed for ongoing curricular review that includes postsecondary partners</li> </ul>	<ul style="list-style-type: none"> <li>• RUSD (Janelle Decker and CAO office)</li> <li>• RUSD Math and English Chairs</li> <li>• UW-Parkside</li> <li>• Gateway Technical College</li> </ul>		June 2016-June 2017
<p>Reduce remediation rates for RUSD students as they transition into post-secondary institutions</p> <ul style="list-style-type: none"> <li>• Identify current rates of remediation</li> <li>• Develop and initiated a program to reduce remediation rates <ul style="list-style-type: none"> <li>○ Data at 9<sup>th</sup> and 10<sup>th</sup> grade levels to initiate remediation</li> <li>○ GTC and UWP to advise on what they are doing that is effective</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Data analysis completed</li> <li>○ Implement identified programs from the post-secondary institutions and department chairs (RUSD)</li> <li>○ Reduction in Math and English remediation rates by 5% per year</li> </ul>	<p>RUSD</p> <ul style="list-style-type: none"> <li>• CAO office</li> <li>• Data: Wendy Rowley</li> <li>• Curriculum and Instruction: Chris Thompson</li> <li>• Professional Development (Teacher Training)</li> <li>• RUSD Math and English Department Chairs</li> </ul>	<ul style="list-style-type: none"> <li>○ Data analysis</li> <li>○ Allotted grant funding previously obtained</li> </ul>	August, 2015/June, 2017
<ul style="list-style-type: none"> <li>• Investigate post-secondary opportunities for undocumented students</li> </ul>	<ul style="list-style-type: none"> <li>• Identify potential post-secondary institutions for undocumented students</li> <li>• Process developed for undocumented students ability to apply for post-secondary education</li> </ul>	<p>CAO Data department OST</p> <p>Post-secondary institutions</p>	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Applications fees</li> <li>• Scholarship opportunities</li> <li>• Time and talent</li> </ul>	July, 2017/August, 2019

<ul style="list-style-type: none"> <li>Advisory council to identify, support and increase number of FAFSA applications completed and filed with perspective institutions</li> </ul>	<ul style="list-style-type: none"> <li>10% increase in number of FAFSA application submitted annually</li> </ul>	<ul style="list-style-type: none"> <li>Higher Expectations</li> <li>RUSD Office of Secondary Transformation</li> <li>RUSD counseling staff</li> <li>Advisory councils</li> </ul>	<ul style="list-style-type: none"> <li>Funding</li> <li>Time and Talent</li> </ul>	January 2016/ongoing
Investigate <ul style="list-style-type: none"> <li>Transcripted credit “core” curricular classes</li> <li>Dual Enrollment Options</li> <li>Others, that support the pathways of the Academies of Racine</li> </ul>	Transcripted credit and dual credit courses implemented with fidelity 5% annual increase in Dual credit course enrollment	<ul style="list-style-type: none"> <li>Office of Secondary Transformation-Supervisor of CTE</li> <li>College Outreach personnel at identified institutions</li> </ul>	Collaboration between post-secondary and RUSD personnel	August, 2016/June 2019

## Academies of Racine

### Tactical Plan: Middle School Transformation

Target Date for Implementation of Middle School Transformation: August, 2017

Start Date: January, 2017-June, 2018

<b>RUSD Key Long Term Outcomes Addressed:</b> <ul style="list-style-type: none"> <li>• Creating Conditions for a Positive Learning Environment</li> <li>• Close Achievement Gap</li> <li>• Community Prosperity - Reducing Unemployment Rate</li> <li>• Increase Graduation Rate</li> </ul>				
<b>Ford NGL Strand(s)/Strategy(ies) Addressed:</b> <ol style="list-style-type: none"> <li>1. Transforming Teaching and Learning</li> <li>2. Transforming the Secondary School Experience</li> <li>3. Transforming Business and Civic Engagement</li> </ol>				
<b>RUSD Key Strategies Addressed:</b> <ul style="list-style-type: none"> <li>• Culture of Students Empowerment</li> <li>• Improved Teaching and Learning through Collaborative Structures</li> <li>• Culture of Belonging</li> <li>• Personalized Learning Linked to Relevant Pathways</li> <li>• Community Partnership for Student Success</li> <li>• High Level of Student Engagement</li> <li>• State of the Art Facilities and Technology</li> <li>• High Expectations and Successful Outcomes for All Students</li> </ul>				
Year 1				
Action Steps	Measurable Outcomes	Lead Person/Team	Resources Required	Start Date/End Date
Establish Middle School Transformation Team	Well represented Middle School Transformation Team organized and meeting regularly with agendas, outcomes, timelines determined and reported	<ul style="list-style-type: none"> <li>• Dan Thielen/Office of Secondary Transformation</li> <li>• Chief Academic Office</li> <li>• Middle School Principals</li> <li>• Passionate educators</li> </ul>	<ul style="list-style-type: none"> <li>• Time and Talent</li> </ul>	March, 2016/May, 2016
Determine requirements for Middle School Transformation	<ul style="list-style-type: none"> <li>• Potential middle school structure</li> </ul>	<ul style="list-style-type: none"> <li>• Middle School Transformation Team</li> </ul>	<ul style="list-style-type: none"> <li>• North Star requirements</li> </ul>	Fall, 2015/Winter, 2016

	<ul style="list-style-type: none"> <li>• Current curriculum standards reviewed</li> <li>• Evaluate current curriculum strengths and weaknesses</li> <li>• Assessment and accountability measures</li> <li>• Potential improved elective process</li> <li>• Evaluate potential Academic Career Plan models</li> <li>• Others as identified</li> </ul>	<ul style="list-style-type: none"> <li>• Directing Principals</li> <li>• Chief Academic Office</li> </ul>	<ul style="list-style-type: none"> <li>• Time and talent of team</li> </ul>	
Determine status of current middle school structure	<ul style="list-style-type: none"> <li>• Evaluation of current middle school structure and recommend potential goals</li> <li>• Evaluate current curriculum standards and recommend potential goals</li> <li>• Evaluate current assessment and accountability measures and recommend potential goals</li> <li>• Evaluate current elective process and recommend potential goals</li> <li>• Evaluate Academic Career Plan models and recommend potential goals</li> <li>• Evaluate current curriculum strengths and weaknesses and recommend potential goals</li> <li>• Others as identified</li> </ul>	<ul style="list-style-type: none"> <li>• Middle School Transformation Team</li> <li>• Directing Principals</li> <li>• Chief Academic Office</li> </ul>	Curriculum review and upgrades	Fall, 2015/Winter, 2016

Determine status of current middle school structures per individual schools	100% evaluations completed	<ul style="list-style-type: none"> <li>• Middle School Transformation Team</li> <li>• Middle School Staff/team identified at respective schools</li> <li>• CAO office</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> </ul>	Fall, 2015/Winter, 2016
Identify key components of an ideal middle school system at RUSD <ul style="list-style-type: none"> <li>• Feeder Schools</li> <li>• Themed schools</li> <li>• Neighborhood schools</li> <li>• others</li> </ul>	Key indicators and components identified	<ul style="list-style-type: none"> <li>• Middle School Transformation Team</li> <li>• Middle School Staff/team identified at respective schools</li> <li>• CAO office</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> </ul>	Fall, 2015/Winter, 2016
Schedule and hold visioning sessions to <ul style="list-style-type: none"> <li>• Determine needs for RUSD middle schools</li> <li>• Identify strengths and weaknesses of current middle schools</li> <li>• create outcomes for middle school transformation</li> </ul>	Completed	<ul style="list-style-type: none"> <li>• Middle School Transformation Team</li> <li>• Middle School Staff/team identified at respective schools</li> <li>• CAO office</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Location</li> </ul>	Winter, 2016/Spring, 2017
Schedule Master planning sessions for middle school transformation <ul style="list-style-type: none"> <li>• Determine key players</li> </ul>	Completed	<ul style="list-style-type: none"> <li>• Middle School Transformation Team</li> <li>• Middle School Staff/team identified at respective schools</li> <li>• CAO office</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Location</li> </ul>	Winter, 2016/Spring, 2017