“RAISING RACINE”
Accelerate and Leverage Our Work
Superintendent Dr. Lolli Haws
December 2013
Our 3 Priorities

- Raise student achievement, particularly in reading & math
- Close achievement gaps for students of color and special education
- Create positive learning environments for all schools
Raising Racine

Organizational Capacity & Alignment

Focused Work Aligned to Three District Goals

We commit to achieving these three goals over the next three years and will hold ourselves accountable to the Racine community.
Chief Academic Officer

All students experience rigorous curriculum and engaging instruction leading to unqualified career and college readiness and increasing graduation rates.

High quality, rigorous K4-12 curriculum, richly resourced, supported with training, and aligned to Wisconsin’s Common Core State Standards

Year 1
• Define Power Standards for reading and math curriculum K-10
• Establish quarterly and end-of-year assessments common to all schools for grades 3-8 in reading and math

Year 2
• Define Power Standards for all other subject curricula K-10
• Establish quarterly and end-of-year assessments for reading, math and all other subjects K-12

Year 3
• Standards-based grading and report cards, 4K-12

Instructional programs and curriculum review on 3-year cycle of continuous study and improvement

Year 1
• Reading/Language Arts, gifted & talented and others

Year 2
• Math, special education and others

Year 3
• Science, social studies, English Language Learners (ELL) and others
Reform our comprehensive high schools to include school-specific, career, technical, and advance placement/college-bound academies

**Year 1**
- Deliver high-quality Summer Bridge Program for all freshmen, August 2014

**Year 2**
- Freshmen Academies sustain on-track course credits, career exploration and goal setting

**Year 3**
- High school career, college and technical education academies defined and implemented in all comprehensive high schools

Professional development and adult learning provides continuous support for all teachers, assistants, and employees; focus on improving and supporting instruction in reading, writing, math and Common Core State Standards, all grades, all subjects

**Year 1**
- Design full calendar of offerings for reading and math professional learning and support

**Year 2**
- Establish and support Professional Learning Community (PLC) model in every school through school-based instructional coaches
- Implement Educator Effectiveness model with full coaching support based on Educator Effectiveness indicators

**Year 3**
- Identify and establish ‘RUSD model instruction classrooms’ for reading, math and other subjects as demonstration sites to assist new and struggling teachers in their development
Improve reading achievement

Year 1
• Fully support and expect K-5 teachers to teach using the RUSD ‘Reading Absolutes’ for Language Arts instruction
• Support and expect every kindergarten teacher (except bilingual) to use Fundations for phonics and reading readiness instruction
• Purchase and train teachers K-5 on purpose and use of Leveled Reader Bookrooms for guided reading instruction based on individual student reading needs
• Explore potential and demand for expanding Fundations to grade 1, based on data results
• Develop uniform reading support programs for students who struggle

Year 2
• Train and expect all elementary classrooms to use ‘Daily Five’ learning model for language arts instruction
• Middle and high schools incorporate close reading of complex text and routine reading of non-fiction text in all subjects and classes
• Study and consider recommendation for adopting Hochman Writing Program for middle and high school grades

Year 3:  
• Explore potential benefits of expanding Fundations to grades 2 and 3, based on data results
• Expand staffing support for literacy instruction and intervention staffing for all elementary and middle schools
• Study and consider recommendation for expanding Hochman Writing Program for elementary grades

Improve math achievement

Year 1
• Fully utilize First in Math (grades 3-8) and Singapore Math (grades 6-7) with all students in all classrooms

Year 2
• Develop 5th grade math assessment designed to individualize “Pathways to Algebra” for every middle school student – completing algebra in grades 8 or 9 and geometry in grades 9 or 10

Year 3
• Establish middle and high school support and intervention strategies to enable all students to earn algebra and geometry credit by at least grade 10
Special education program – higher expectations and quality

**Year 2**

- Inclusion program – right-size staffing supports for inclusion at all schools as well as improve training and clarity of expectations and results for inclusion students in special education
- Create special education support team clusters to provide instructional expertise and support to special education teachers for all disabilities
- Create diagnostic and program team clusters to provide assessment, evaluation and technical support for quality identification, re-evaluation and special education law compliance for each school
- Expand training and support for teachers of students with behavior and emotional/mental health challenges

**English Language Learners (ELL)**

**Year 2**

- Refine and set expectations and accountability for the dual language model 4K through 8th grade using high-quality academic assessments to measure achievement and ensure linguistic competence in two languages
- Explore Guided Language Acquisition Design (GLAD) for K-12 ELL classrooms

**Year 3**

- Create a defined, staffed and robust parent partnership and engagement program approach for parents of English Language Learners

**Spanish Immersion Program**

**Year 3**

- Study, design and recommend an RUSD Spanish Immersion program model as a school choice option

**Gifted & Talented (G/T) Education**

**Year 2**

- Research and design a best practice identification and instructional design program for gifted and talented students

**Year 3**

- Ensure research-based identification process for G/T students at elementary grades
- Offer excellent G/T support and enrichment services to all identified gifted students at every school

**Expansion of Full-day 4-year-old Kindergarten**

**Year 3**

- Offer full-day 4-year-old kindergarten in all non-magnet elementary schools
Chief of Schools

Empower school principals to ensure the success of every student, every day, every hour, every minute.

**School Improvement**

*Year 1*
- Implement six uniform goals and accountability for all School Improvement Plans (SIP)
- Ensure principal-led professional development is aligned to data and Common Core State Standards
- Redesign alternative education programs

*Year 2*
- Enhance SIPs with evaluation for outcomes (School Learning Objectives)
- Implement Educator Effectiveness including Student Learning Objectives (SLO)

*Year 3*
- Continue and refine Educator Effectiveness

**Leadership Development**

*Year 1*
- Implement coaching training for all principals
- Provide ongoing leadership development for all principals
- Ensure each principal is Teachscape certified for Educator Effectiveness
- Implement training of Common Core for Administrators

*Year 2*
- Continue coaching for principals
- Implement coaching training for sub-school principals, assistant principals and administrative service center administrators
- Develop Emerging Leaders program for teachers
Year 3
- Implement Summer Leadership Academy
- Develop Master Principals Program
- Develop Executive Masters in Leadership Program

School Climate and Culture

Year 1
- K-12 – Positive Behavior Interventions and Supports (PBIS)
- Early Childhood (EC) – Pyramid Program
- Plan for implementation of character development programs
- Revise Discipline Code Book
- Implement Comprehensive Counseling Model
- Use of DEWS data

Year 2
- Implementation of character development programs
  o Responsive Classrooms – 4K – 5
  o Developmental Design – Middle School
  o Restorative Justice – High School
  o Implement new discipline code book
Chief Operations Officer

Ensuring facilities, funds and operational support create a positive learning environment.

**Facilities Improvement**

*Move from reactive to proactive maintenance*

**Year 1**
- Implement Planning Direct for preventative maintenance tracking

**Year 2**
- Fully implement industry cleaning standards system

**Year 3**
- Systematic analysis of work order system to identify efficiency opportunities

**Implement a five-year major maintenance schedule**

**Year 1**
- Implement Planning Direct for data management of needs
- Develop rubric for prioritizing facility major maintenance projects

**Year 2**
- Identify funding for major maintenance projects

**Year 3**
- Complete projects as budgeted
**Align Budget**

Align school & District budgets to District goals

**Year 1**
- Conduct budget round table as part of budget process
- Adjust Lawson reporting to match organizational responsibilities

**Year 2**
- Provide and train school leaders in budget accountability

**Align staffing budget to goals**

**Year 2**
- Provide staffing formulas to schools
- Automate staffing approval process

**Year 3**
- Lower class size at elementary schools over 3 years

**Resolve structural deficit**

**Year 1**
- Provide enrollment/revenue forecast and Full Time Equivalent (FTE) budget
- Recommend strategies to Cabinet
- Use Board of Adjustments to implement benefit efficiencies
**Efficient Use of Resources**

**Enhance business processes**

**Year 1**
- Issue Request for Proposal (RFP) for banking services

**Year 2**
- Move payroll to total direct deposit
- Create efficiencies in accounting/finance operation

**Realize savings by increased use of competitive process**

**Year 3**
- Require Invitation for Bids on blanket supply orders (3 each in next 3 years)
- Expand use of purchasing cards
- Expand direct order capabilities

**Increase flexibility while maintaining efficient transportation services**

**Year 1**
- Combine Transportation and Enrollment services
- Review pick-up/drop-off policy
- Implement a transportation/rider tracking system
**Technology Support**

**Build technology infrastructure compatibilities**

**Year 1**
- Complete upgrade of high schools

**Year 2**
- Complete all schools

**Year 3**
- Apply and receive E-rate funding

**Provide support/devices for technology integration in curriculum**

**Year 1**
- Complete Technology Strategic Plan
- Complete Staff Technology refresh

**Year 3**
- Provide enhanced student technology

**Upgrade operating systems (Accounting, Student Databases, Instructional Information Management)**

**Year 2**
- Issue Student Information System RFP
- Issue Enterprise Resource Planning System Request For Proposal

**Year 3**
- Enhance data availability, integrity and assessment abilities to SchoolNet system
Chief of Communication & Community Engagement

*Position RUSD as a District of choice amidst a highly competitive educational environment in the state of Wisconsin.*

**Strategic Marketing**

**Internal branding campaign**

**Year 1**
- Research/focus groups
- Develop strategic plan
- Launch internal campaign

**Year 3**
- Continue internal branding campaign

**External marketing campaign plan**

**Year 1**
- Develop three-year external marketing campaign plan
  - Develop marketing toolkit for principals/schools
  - Develop District key messages
  - Develop school key messages

**Year 2**
- Review and ensure key messages/brand weaved throughout District and school communications
  - Present *Marketing Your School* training for principals
  - Implement external marketing plan

**Year 3**
- Continue implementation and growth of external marketing campaign
High-Quality Customer Service

**Year 1**
- Frontline staff (administration building, clerical staff, buildings and grounds, principals) receives customer service professional development

**Year 2**
- Frontline staff receives follow-up to professional development
- Customer service professional development for educators

**Year 3**
- Implement accountability measures
  - Secret shoppers
  - Customers’ satisfaction surveys
  - Results of parent/community survey
  - Recognition program

Effective Communication/Media Presence

**Year 1**
- Design and implement new District website
- Design and implement new school websites

**Year 2**
- Reinvigorate effective use of social media

**Year 3**
- Ensure effective use of all District and school communication tools (social media, print, email, etc.).
Raising the Level of Family and Community Engagement

Year 1
- Implement Superintendent’s Advisory Council
  - Career and technology education
  - Family partners
  - Facilities plan
  - Early childhood (full-day 4K)
- Reevaluate and reorganize Parent Key Communicator committee
  - Representation from all schools
  - Diverse – reflective of student body
  - Ambassadors
    - Learn about RUSD initiatives/efforts and communicate within spheres of influence
    - Share what they are hearing with the superintendent
    - Provide feedback on initiatives/efforts

Year 2
- Develop new position to drive family and community partnerships
- Work with schools to enhance PTA/PTO
- Work with schools to develop family engagement programs/initiatives
  - Provide educational opportunities for parents

Year 3
- Work with teaching staff to build relationships with families (home visits)
- Work with community partners to build stronger partnerships that support student achievement and RUSD families
Chief of Human Capital

Be the employer of choice in a diverse and changing world.

Efficiencies

Staffing Process

Year 1

• Refine staffing process to avoid displacement of students and staff and maximize caseloads and course offerings

Year 2

• Analyze staffing trends to determine building needs
• Provide principals greater autonomy to staff their buildings

Substitute Services

Year 1

• Contract for sub services

Year 3

• Expand recruitment and training of subs

Assignment of Permanent Subs

Year 3

• Assign every school permanent subs
Electronic Staffing Process for Vacancies to be Filled Internally

**Year 3**
- Full-scale implementation of process

Electronic Process and Work Flow for all employee records to be completed in three years

**Year 1**
- Active employee files become electronic

**Year 2**
- Inactive employee files become electronic

**Year 3**
- Employee Relations and all employee records are electronic

**Enriching Staff**

**Year 3**
- Continuously support the active recruitment of the highest quality employees; especially high-quality diverse educators
- Partner with local colleges and universities to advance licensures and qualifications of all employees
  - Assistant ladder to teacher
  - Teacher ladder to administration
  - Teacher ladder to reading, special education, bilingual, CTE and other critical need licenses
  - Principal ladder to executive masters’ leadership, credit for advanced degree
- Seek quality employee benefits and support programs
Alignment

Year 2
- Create and implement real-time personnel management via dashboard

Year 3
- Implement salary schedules in “ranges”
- Ensure current job description for every position; establish consistent, revised descriptions
- Ensure all salaries are regionally competitive
- Refine for quality and consistency the advertising, screening, interview and hiring process for all positions giving building principals greater autonomy
- Align employment practices to student achievement
- Educator Effectiveness and Teachscape
  - Implementation of Pilot (Year 1)
  - Full implementation (Year 2)
Our accountability measures for the next 3 years

1. Increased benchmark performance scores on MAP and PALS (K-8)
2. Growth measures show closing achievement gaps
3. Decreased number of at-risk students entering grade 9 (DEWS)
4. Increased number of students on track to graduation by the end of grade 9