



Wisconsin Department of Public Instruction
**TITLE I, 1003(g), SCHOOL IMPROVEMENT
 COHORT III CONTINUATION GRANT APPLICATION—
 YEAR 5**
 PI-9580-SSIF-PS-Cont (R) (Rev 06-17)

INSTRUCTIONS: Submit one (1) copy of this completed Word document along with one (1) original completed, signed, and scanned copy in PDF format via e-mail to Craig Vruwink, Office Operations Associate, Title I and School Support team at:

craig.vruwink@dpi.wi.gov

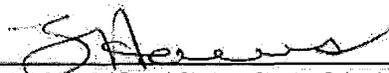
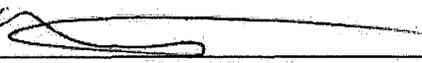
Collection of this information is a requirement of ESEA.

For questions regarding this grant, contact:

Kyle Peaden, Education Consultant
 Title I and School Support
 (608) 266-5404 kyle.peaden@dpi.wi.gov

Keith Stewart, Education Consultant
 Title I and School Support
 (608) 264-9320 keith.stewart@dpi.wi.gov

I. GENERAL INFORMATION		
Local Educational Agency (LEA) Racine Unified School District	Mailing Address <i>Street, City, State, ZIP</i> 3109 Mt. Pleasant Street Racine, WI 53404	
Contact Person Dr. Eric Gallien	Title Deputy Superintendent	
E-Mail Address eric.gallien@rusd.org	Phone Area/No. (262) 631-7067	
Grant Coordinator <i>if other than contact person</i> , Heather Kraeuter	Title Director of Budgets and Grants	
E-Mail Address heather.kraeuter@rusd.org	Phone Area/No.	
Grant Coordinator's Mailing Address <i>Street, City, State, ZIP</i> 3109 Mt. Pleasant Street Racine, WI 53404		
Beginning Date <i>Mo./Day/Yr.</i> 7/1/2017	Grant Period Ending Date <i>Mo./Day/Yr.</i> 6/30/2018	Total Funds Requested for Grant Period \$1,000,000

II. CERTIFICATION/SIGNATURES	
<p>WE, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated Local Education Agency (LEA) designated in this application is authorized to administer this grant.</p> <p>WE FURTHER CERTIFY that the assurances listed above have been satisfied and that all facts, figures, and representation in this application are correct to the best of our knowledge.</p> <p>Two signatures are required.</p>	
Signature of District Administrator ➤ 	Date Signed <i>Mo./Day/Yr.</i> 8/15/17
Signature of School Board Clerk or Charter School Authorizer ➤ 	Date Signed <i>Mo./Day/Yr.</i> 8/15/17

III. ASSURANCES

The Applicant understands and agrees that the following Certifications and Assurances are pre-award requirements generally imposed by federal and state law or regulation, and do not include all federal and state regulations that may apply to the Applicant or its project. Most requirements are posted to: Uniform Administrative Requirements. <https://www.gpo.gov/fdsys/pkg/FR-2013-12-26/pdf/2013-30465.pdf> or Educational Department of General Administrative Regulations (EDGAR): <http://www.ecfr.gov/cgi-bin/text-idx?node=34:1.1.1.1.23&rgn=div5> or the Wisconsin Uniform Financial Accounting Requirements (WUFAR): <http://dpi.wi.gov/sites/default/files/imce/sfs/pdf/Revision%20%2327%20revised%20.pdf>

Each Applicant is ultimately responsible for compliance with the certifications and assurances selected on its behalf that apply to its project or award.

Instructions

- Step 1—Read each assurance that follows.
- Step 2—Sign and date the certification statement.
- Step 3—Include signed certifications and assurances with your application materials.
- Step 4—Keep a copy for your records.

Assurance is hereby provided that:

1. **Applicant agrees** to comply with all terms and conditions set forth in the grant program's Application Guidelines document provided with this application. Services provided under this grant will be used to address the needs set forth in the guidelines document. Applicant agrees to implement the activities within the prescribed timeline as outlined in their work plan section of their proposal. Applicant will provide fiscal information within the fiscal year timeline established for new and reapplying programs.
2. **Statutes and Regulations:** The Applicant shall comply with all applicable statutory and regulatory requirements. These requirements include, but are not limited to, applicable provisions of—
 - a. Title VI of the Civil Rights Act of 1964 [45 U.S.C. 2000d through 2000d-4]
 - b. Title IX of the Education Amendments of 1972 [20 U.S.C. 1681-1683]
 - c. Section 504 of the Rehabilitation Act of 1973 [29 U.S.C.794]
 - d. The Age Discrimination Act [42 U.S.C. 6101 et seq.]
3. **Allowable Costs:** Costs incurred shall be allowable under the principles established in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; Final Rule [2 CFR Subpart E-Cost Principles].
4. **Budget Modifications:** The Applicant will obtain an approved budget amendment when it is anticipated that claimed expenditures will vary significantly from the amount in the current approved budget. A significant variance is an increase of 10 percent (summary of all line items) of the current total approved budget [2 CFR § 200.308(e)]. This applies to all grants unless there are more restrictive or specific requirements of the grant award which may be the case with discretionary grants.
5. **Confidentiality:** The Applicant shall comply with provisions regarding confidentiality of student information [WI Statute § 118.125, pupil records].
6. **Conflict of Interest:** No board or staff member of an LEA or CESA may use his or her position to obtain financial gain or anything of substantial value for the private benefit of himself or herself or his or her immediate family, or for an organization with which he or she is associated, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit [Wis. Stat. 19.59 (1) (a)] [2 CFR § 200.112].
7. **Contracts and Procurement:** The Applicant will use its own procurement procedures that reflect applicable state and local laws and regulations, provided the procurements conform to applicable federal law and the standards in [2 CFR §§ 200.318-200.326] Procurement Standards.
8. **Debarred and Suspended Parties:** A contract (see 2 CFR §180.220) must not be made to parties listed on the government wide Excluded Parties List System in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1986 Comp., p 189) and 12689 (3 CFR Part 1989 Comp., p. 235), "Debarment and Suspension." The Excluded Parties List in SAM contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.
9. **Cooperation with Evaluation:** The Applicant shall cooperate with the performance of any evaluation of the program by the WDPI or USDE or by their contractors [2 CFR §200.328(1)].
10. **Copyright, Acknowledgement, and Publications:** The Applicant/Recipient will comply with all copyright and materials acknowledgement requirements as addressed in the projects' grant guidelines. The U.S. Department of Education and the WDPI reserve royalty-free, nonexclusive, and irrevocable licenses to reproduce, publish or otherwise use, and to authorize others to use, for their purposes. The copyright in any work developed under this subgrant or contract under this subgrant; and any rights of copyright to which the Applicant or a contractor purchases ownership with grant support.

The content of any grant-funded publication or product may be reprinted in whole or in part, with credit to the USDE and WDPI acknowledged. However, reproduction of this product in whole or in part for resale must be authorized by the WDPI. When issuing statements, press releases, and other documents describing projects or programs funded in whole or in part with federal grant funds, the grant award recipient shall clearly acknowledge the receipt of federal funds in a statement.
11. **Fiscal Control:** The Applicant will use fiscal control and fund accounting procedures and will ensure proper disbursement of, and accounting for, federal funds received and distributed under this program [2 CFR §328(1)].
12. **Indirect Costs:** If the fiscal agent intends to claim indirect costs, the total amount budgeted for indirect costs is limited to and cannot exceed the negotiated indirect rate established with the WDPI. Indirect costs cannot be charged against contracts or capital objects.
13. **Legal and Regulatory Compliance:** Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations and the approved application [34 CFR §76.700].
14. **Lobbying:** By accepting this award, the Applicant assures it will comply with the requirements of 31 U.S.C.1352, as well as the common rule, "New Restrictions on Lobbying" published at 55 FR 6736 (February 26, 1990), including definitions, and the Office of Management and Budget "Governmentwide Guidance for New Restrictions on Lobbying" and notices published at 54 FR 52306 (December 20, 1989), 55 FR 24540 (June 15, 1990), 57 FR 1772 (January 15, 1992), and 61 FR 1412 (January 19, 1996).
15. **OMB Standard Form 424B:** The Applicant will comply with all applicable assurances in OMB standard Form 424B (Assurances for Non-Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all applicable federal laws, executive orders and regulations.

<http://www.grants.gov/web/grants/forms/sf-424-family.html#sortBy=1>

III. ASSURANCES (cont'd)

- 16. **Programmatic Changes:** The Applicant will obtain the prior approval of the WDPI whenever any of the following actions is anticipated:
 - a. Any revision of the scope or objectives of the project;
 - b. Changes in key persons where specified in the application or grant award;
 - c. A disengagement from the project for more than three months, or a 25 percent reduction in time devoted to the project, by the approved project director;
 - d. Contracting out or otherwise obtaining services of a third party to perform activities central to the purpose of the award;
 - e. Changes in the amount of approved cost-sharing or matching provided by the subrecipient [2 CFR §200.308(a)(1,2,3,6,7)].
- 17. **Record Retention:** In accordance with 2 CFR §200.333(b), this is written notification to the subrecipient that WDPI requires an extension to the record retention period for grants addressed in the *Wisconsin Records Retention Schedule for School Districts*.
<http://publicrecordsboard.wi.gov/docview.asp?docid=15892&locid=165>
<http://publicrecordsboard.wi.gov/docview.asp?docid=15892&locid=165>. For all other grants, the Applicant will ensure records are maintained for a period of at least three years after the end of the project year (2 CFR §200.333). If any litigation, claim, negotiation, audit, or other action involving the records starts before the end of the period, the records will be retained until completion of the action and resolution of all issues.
- 18. **Reporting:** The Applicant will ensure all required financial and program data is reported to the WDPI timely on a schedule established by the WDPI. The Applicant will report to WDPI using the accounts in the Wisconsin Uniform Financial Accounting Requirements (WUFAR) [2 CFR §200.302(b)(2)].
- 19. **Grant Evaluation:** The Applicant shall ensure that all grant evaluation reporting will be timely on a schedule established by the WDPI. Grant evaluation information provided to the WDPI staff shall accurately assess the completeness of grant goals, activities, benchmarks and target dates [2 CFR §300.328(b)(1)].
- 20. **Single Audit:** Any entity that expends in total (all sources) \$750,000 or more in federal funds during a fiscal year (July 1–June 30) is required to conduct a single audit. If a single audit is required, a copy of the audit is to be submitted to DPI School Financial Services auditor [2 CFR §200.501].
- 21. **Text Messaging and E-Mailing While Driving:** The Applicant/Recipient and their grant personnel are prohibited from text messaging while driving a government-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or e-mail when driving [Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving October 1, 2009].
<http://edocket.access.gpo.gov/2009/pdf/E9-24203.pdf>
- 22. **Time and Effort Supporting Documentation:** For costs to be allowable, compensation for personal services must adhere to the Standards for Documentation of Personnel Expenses as identified in 2 CFR §200.430(i)(1). The subrecipient must retain records that accurately reflect the work performed and be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated.
- 23. **Trafficking in Persons:** The grant condition specified in 2 CFR §175.10 includes the following language: "i. Trafficking in persons. 1. You as the recipient, your employees, subrecipients under this award, and subrecipients' employees may not i. Engage in severe forms of trafficking in persons during the period of time that the award is in effect; ii. Procure a commercial sex act during the period of time that the award is in effect; or iii. Use forced labor in the performance of the award or subawards under the award." A subrecipient is required to inform the federal agency immediately of any information received from any source alleging a violation of this condition. The federal agency may unilaterally terminate this award, without penalty, if a subrecipient is determined to have violated this condition.

IV. CERTIFICATION COVERING DEBARMENT

Must be submitted for discretionary projects only. However, agencies receiving funds under any of the other grant programs must collect this certificate whenever they enter into a covered transaction with a grantee. (Refer to instructions for more information.)

Certification Regarding
Debarment, Suspension, Ineligibility, and Voluntary Exclusion
Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 2 C.F.R. §180, Participants' responsibilities. Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

- 1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

LEA/Agency/Company Name
Racine Unified School District

Name and Title of Authorized Representative
Dr. Lolli Haws, Superintendent

Signature
[Handwritten Signature]

Date Signed Mo./Day/Yr.
8/15/17

INSTRUCTIONS FOR CERTIFICATION

- 1. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment. 2 C.F.R. §180.360.
2. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances. 2 C.F.R. §180.265
3. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated. 2 C.F.R. §180.305
4. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions. 2 C.F.R. §180.300.
5. A participant in a covered transaction is responsible for determining whether a prospective participant in a lower tier covered transaction is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List (202-786-0688). 2 C.F.R. §180.320.

The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and coverage sections of rules implementing Executive Order 12549. These definitions can be found in Subparts B and I of §180. 2 C.F.R. §180.110,

V. SCHOOLS TO BE SERVED

Identify each school the LEA commits to serve and the reform model the LEA will use. Provide a proposed budget for each school for the 2017-18 school year that does not exceed the number of schools it commits to serve multiplied by \$500,000.

School Name	NCES School / District ID No.	Model	2017-18 Funds Requested
Knapp Elementary		Transformation	\$117
Goodland Elementary		Transformation	\$500,000

VI. SCHOOL PLAN

For each Priority School served, enter reading and mathematics goals, and, if applicable, other goals the LEA will implement with grant funds. This section is duplicated for LEAs with multiple schools applying for funding.

Copy the goals from the previous application for school year 2013-14, 2014-15, 2015-16, and 2016-17 and enter progress data. Create new goals for 2017-18.

School Name	Reform Model
Knapp Elementary	Transformation

School Year	WSAS Reading Goal	End-of-Year Progress
2013-14	Knapp will attain a 10% increase in the school percentage of students performing at advanced or proficient on the WSAS reading assessment from 4.1% to 14.1%.	6.5% of Knapp students were proficient or advanced in reading in testing conducted in the fall of 2013. This was an increase of 2.5% but did not meet school goals.
2014-15	10% or greater increase in % of students performing at adv/prof level on WSAS. (6.5% to 16.5%+). % of students making expected growth in fall to spring MAP assessment will rise from 47% to 60%+.	11% of students in grades 3-5 were adv/prof on the ELA of the Badger Exam. 47.2% of students in grades K-5 met or exceeded their projected growth in Reading on the MAP assessment. This is an increase of 0.2% but shy of our school goal.
2015-16	10%+ increase in % of students performing at adv/prof levels on WSAS. (11% to 21%+) % of students making expected growth in fall to spring MAP assessment will rise from 47.2% to 57%+.	6.1% of students in grades 3-5 were adv/prof on the ELA of the Forward Exam. 37.3% of students in grades K-5 met or exceeded their projected growth in Reading on the MAP assessment. This is an increase of 0.1% and did not meet our school goal.
2016-17	10% or greater increase in % of students performing at adv/prof level on WSAS. (6.1% to 16.1%+) % of students making expected growth in fall to spring MAP assessment will rise from 37.3% to 50.3%+.	4.7% of students in grades 3-5 were prof on the ELA Forward exam. This is a 1.4% decrease from 2015-16, and therefore we did not reach our 16.1% goal. 35.4% of students in grades K-5 met or exceeded their projected growth in Reading on the MAP assessment. This is a decrease of 1.9% and did not meet our school goal.
2017-18	The percentage of student proficient/advanced on the WSAS will rise from 4.7% to 8.7% % of students making expected growth in fall to spring MAP assessment will rise from 35.4% to 45.4%+.	TBD

School Year	WSAS Mathematics Goal	End-of-Year Progress
2013-14	Knapp will attain a 10%+ increase in the school % of students performing at adv/prof level on WSAS math assessment. (From 8.9% to 18.9%+)	9.3% of Knapp students were proficient or advanced in WSAS math assessment on the WKCE. This was an increase of 0.4% but did not meet school goal.
2014-15	10% or greater increase in % of students performing at adv/prof level on WSAS. (From 6.5% to 16.5%+) % of students making expected progress in fall to spring MAP test will rise 13%+. (47% to 60%+)	8.0% of students were prof/adv in math on the Badger Exam. This did not meet our school goal. 65% of students in grades 1-5 met or exceeded their projected growth on the Math MAP assessment. Our school exceeded our goal by 5%.
2015-16	10%+ increase in % of students performing at adv/prof on WSAS. (From 8% to 18%) % of students making expected progress in fall to spring	9.1% of students were prof/adv in math on the Forward Exam. This did not meet our school goal. 47.3% of students in grades K-5 met or exceeded their projected growth on the Math MAP

VI. SCHOOL PLAN (cont'd)

School Year	WSAS Mathematics Goal	End-of-Year Progress
	MAP test will rise from 5%+. (65% to 70%+)	assessment. This did not meet our school goal.
2016-17	10%+ increase in % of students performing at adv/prof on Forward Exam. (9.1% to 19.1%+) % of students making expected progress in fall to spring Math MAP test will rise from 70% to 75%+.	6.8% of students in grades 3-5 were proficient on the Math Forward Exam. This a 2.3% decrease from 2015-16. As a result, we did not meet the 19.1% prof/advanced goal. 28.9% of students in grades K-5 met or exceeded their projected growth on the Math MAP assessment. This did not meet our goal.
2017-18	The percentage of students proficient/advanced on WSAS will rise from 6.8 to 10.8%. % of students meeting their projected growth on the Math MAP assessment will rise from 28.9% to 40.0%.	TBD

School Year	Other School Goals	End-of-Year Progress
2013-14	Increase the % of students proficient in language arts from 35.3% to 45.3%+. Increase attendance from 90.7% to 92%+.	32.8% of Knapp students were prof/adv in language arts testing conducted in the fall of 2013. This was a decrease of 2.5%. Attendance through April of 2014 stood at 92%.
2014-15	Increase % of students proficient in language arts from 32.8% to 42.8%+. Maintain attendance at or above 92% for the school year.	Language Arts was not assessed in 2014-15. Attendance was maintained above 92% for the 2014-15 academic year.
2015-16	Decrease number of total suspensions by 50%, from 103 total suspensions to 52 or less. Maintain attendance at or above 92% for the school year.	A total of 156 suspensions were given out for the academic year. This was an increase from the prior year and did not meet our school goal. Our average daily attendance was 90%. This was 2% shy of our goal.
2016-17	Decrease number of total suspensions by 50%. Maintain attendance at or above 92% for the school year.	A total of 262 suspensions were given out for the academic year. This was a significant increase from the prior year and did not meet our school goal. Our average daily attendance was 92.09%; therefore, we reached our goal of 92%.
2017-18	Decrease the number of total suspensions by 25%. (From 262 to 196). Reduce the absenteeism rate of students absent 23 days or more from 15.8% % to 13% or less.	TBD

1. Respond to the following questions related to the Area of School Improvement (ASI).

School Name	Area of School Improvement for 2017-18	New (N) or Continuing (C)
Knapp Elementary	Our ASI for 2017-18 is "to improve student achievement through rigorous instruction and the intentional development of school climate and culture." The rationale for adjusting our ASI to include rigorous instruction is so that while we will always be maintaining focus on our school climate and culture, we did not want to lose sight of the impact of high quality, rigorous instructional practices. The decision to continue our ASI comes after analysis of MAP assessment and Forward Exam data as well as our PBIS Behavioral Data. Therefore, in order to keep instruction and achievement at the forefront of discussions about students, the ASI will continue in order to ensure a stronger focus on academics overall. Professional learning will consist of continued work related to the development of standards-based curriculum and assessment, including the use and alignment of the new district resources for Math and ELA. Professional learning will also include classroom management, Responsive Classrooms, proactive strategies for Reactive Students, etc.	<input type="checkbox"/> N <input checked="" type="checkbox"/> C

 VI. SCHOOL PLAN (cont'd)

- a. If the school is selecting a new ASI, summarize the decision-making process for the change, including stakeholder input and data.

N/A

- b. Provide an outline of the professional development in 2017-18 that will support the ASI.

Tuesday, Sept. 5 (90 minutes - 2:20-3:50)

School Community PD - Universal

- First 20 Days of School: (Routines/Procedures/Structures) for Workshop+ CRP
- Discuss Protocols for PLC work (Grade Level Meetings)
- PBIS Tier I
- Mental Health Clinic Update
- United Way & Community Partners Update
- 'Teach Like a Champion' - Focus Strategy
- Running Records + F/P

Facilitators: Admin team/PBIS Team/Mental Health/Jamie Racine/Title I Staff

Tuesday, Sept. 12

Data and Documentation for ELA and Math

- RtI-Analysis of Spring 2017 data for Tiered groupings
- Understanding data at the student level and monitoring (Name to data)
- Assessment Calendar

Facilitators: Admin team

Tuesday, Sept. 19

Origo Instruction

- SOLO
- Origo Technology
- Number Talks and Student Collaboration

Facilitators: Admin team

Tuesday, Sept. 26

Reader's Workshop Instruction

- SOLO
- Mini Lessons and Conferencing
- Centers/Workshop - Word Study
- Grading

Facilitators: Admin team

Tuesday, Oct. 3

School Community PD - Universal

- Discuss Protocols for PLC work (Grade Level Meetings)
- PBIS Tier I
- Mental Health Clinic Update
- United Way & Community Partners Update
- 'Teach Like a Champion' - Focus Strategy
- Running Records + F/P

Facilitators: Admin team/PBIS Team/Mental Health/Jamie Racine/Title I Staff

Tuesday, Oct. 10

VI. SCHOOL PLAN (cont'd)

Data and Documentation for ELA and Math

- RtI-Analysis of Fall 2017 MAP data for Tiered groupings: (Adjustments)
- Understanding data at the student level and monitoring (Name to Data)
- Team Collaboration/Lesson Planning Protocol Facilitators: Admin team, Gabby Anaya

Tuesday, Oct 17

Origo Instruction

- SOLO
- Origo Technology
- Number Talks and Student Collaboration
- Standards Based Grading

Facilitators: TBD

Tuesday, Oct. 24

Reader's Workshop Instruction

- SOLO
- Mini Lessons and Conferring
- Centers/Workshop - Word Study
- Standards Based Grading

Facilitators: Admin. team

Tuesday, Oct. 31

Compass Learning & District Math/ELA Sites

- Tracking Student Progress
- Running Reports

Facilitators: Admin team

Tuesday, Nov. 7

School Community PD - Universal

- Discuss Protocols for PLC work (Grade Level Meetings)
- PBIS Tier I
- Mental Health Clinic Update
- United Way & Community Partners Update
- 'Think Like a Champion' - Focus Strategy
- Running Records + F/P

Facilitators: Admin team/PBIS Team/Mental Health/Jamie Racine/Title I Staff

Tuesday, Nov. 14

Data and Documentation for ELA and Math

- RtI-Analysis of Tiered Groupings/Progress Monitoring (Adjustments)
- Student work analysis protocol/Collaboration

Facilitators: Admin. team

Tuesday, Nov. 21

Origo Instruction

- SOLO
- Small Group Instruction
- Standards Based Grading

Facilitators: Admin team

VI. SCHOOL PLAN (cont'd)

Tuesday, Nov. 28

Reader's Workshop Instruction

- SOLO
- Writing from Sources
- Grading/Rubrics

Facilitators: Admin team

Tuesday, Dec. 5

School Community PD - Universal

- Discuss Protocols for PLC work (Grade Level Meetings)
- PBIS Tier I
- Mental Health Clinic Update
- United Way & Community Partners Update
- 'Teach Like a Champion' - Focus Strategy
- Running Records + F/P

Facilitators: Admin team/PBIS Team/Mental Health/Jamie Racine/Title I Staff

Tuesday, Dec. 12

Data and Documentation for ELA and Math

- Forward Exam Review and Planning
- ELA & Math Strategies to embed in instruction

Facilitators: Admin team

Tuesday, Dec. 19

Origo & Reader's Workshop Instruction

- Talk Back - "What's working...what's not...what's needed when we return?"

Facilitators: Admin Team

Tuesday, Jan. 9

School Community PD - Universal

- Discuss Protocols for PLC work (Grade Level Meetings)
- PBIS Tier I
- Mental Health Clinic Update
- United Way & Community Partners Update
- 'Teach Like a Champion' - Focus Strategy
- Running Records + F/P

Facilitators: Admin team/PBIS Team/Mental Health/Jamie Racine/Title I Staff

Tuesday, Jan. 16

Data and Documentation for ELA and Math

- Vertical Planning ELA & Math
- Data Analysis/Formative Assessment
- Student Work Analysis

Facilitators: Admin. Team

Tuesday, Jan. 23

Origo Instruction

- Resource Review

Facilitators: Admin. Team

VI. SCHOOL PLAN (cont'd)

Tuesday, Jan. 30

Reader's Workshop Instruction

- Resource Review Facilitators: Admin. Team

Tuesday, Feb. 6

School Community PD - Universal

- Discuss Protocols for PLC work (Grade Level Meetings)
- PBIS Tier I
- Mental Health Clinic Update
- United Way & Community Partners Update
- 'Teach Like a Champion' - Focus Strategy
- Running Records + F/P

Facilitators: Admin team/PBIS Team/Mental Health/Jamie Racine/Title I Staff

Tuesday, Feb. 13

Data and Documentation for ELA and Math

- Winter MAP Data Analysis (ELA & Math)
- Small Group Instruction Adjustments based on data
- Data Analysis Protocol

Facilitators: Admin. Team

Tuesday, Feb. 20

Origo Instruction

- Data Dive based on Winter MAP data

Facilitators: Admin. Team

Tuesday, Feb. 27

Reader's Workshop Instruction:

- Data Dive based on Winter MAP data

Facilitators: Admin. Team

Tuesday, Mar. 6

School Community PD - Universal

- Discuss Protocols for PLC work (Grade Level Meetings)
- PBIS Tier I
- Mental Health Clinic Update
- United Way & Community Partners Update
- 'Teach Like a Champion' - Focus Strategy
- Running Records + F/P

Facilitators: Admin team/PBIS Team/Mental Health/Jamie Racine/Title I Staff

Tuesday, Mar. 13

Data and Documentation for ELA and Math

- Forward Exam Review: Strategies for primary grades--from intermediate grades
- Assessing teaching and learning.--What's working? Not Working? What should we change? Center based instruction, and conferring

Facilitators: Teacher teams

VI. SCHOOL PLAN (cont'd)

Tuesday, Mar. 20

Origo Instruction

- Forward Exam Review: Strategies for Primary Grades - from Intermediate Grades
- Exam Prep
- Assessing teaching and learning Facilitators: Teacher teams with admin support

Tuesday, Mar. 27

Reader's Workshop Instruction

- Forward Exam Review: Strategies for Primary Grades - from Intermediate Grades
- Exam Prep
- Assessing teaching and learning

Facilitators: Admin Team

Tuesday, Apr. 10

School Community PD - Universal

- Discuss Protocols for PLC work (Grade Level Meetings)
- PBIS Tier I (Routines and Procedures after Spring Break)
- Mental Health Clinic Update
- United Way & Community Partners Update
- 'Teach Like a Champion' - Focus Strategy
- Running Records + F/P

Facilitators: Admin team/PBIS Team/Mental Health/Jamie Racine/Title I Staff

Tuesday, Apr. 17

Data and Documentation for ELA and Math

- RtI Review - Math and Grade Level Planning to support changes and updates

Facilitators: Teacher Teams

Tuesday, Apr. 24

Origo & Reader's Workshop Instruction

- RtI Review - ELA and Grade Level Planning to support changes and updates

Facilitators: Admin Team

Tuesday, May 1

School Community PD - Universal

- Discuss Protocols for PLC work (Grade Level Meetings)
- PBIS Tier I
- Mental Health Clinic Update
- United Way & Community Partners Update
- 'Teach Like a Champion' - Focus Strategy
- Running Records + F/P

Facilitators: Admin team/PBIS Team/Mental Health/Jamie Racine/Title I Staff

Tuesday, May 8

Data and Documentation for ELA and Math

- Data Analysis - Vertical Planning (MAP, F&P, Pre/Post Assessments)

Facilitators: Admin Team

VI. SCHOOL PLAN (cont'd)

Tuesday, May 15

Origo Instruction

- Student Work Analysis and Standards-Based Grading

Facilitators: Admin Team

Tuesday, May 22

Reader's Workshop Instruction

- Student Work Analysis and Standards-Based Grading

Facilitators: Admin Team

Tuesday, May 29

Summer Planning/Fall Turnaround

- Rosters for 2018-2019

Facilitators: Admin Team

District Assigned PD Days

*A majority of the PD will involve the implementation of Reader's Workshop, Standards-Based Grading, and continued implementation of the math curriculum.

-August 28th--All schools--Full Day PD - (2 hours School Based....4.5 hours District Based)

-September 15- 2hr early release--all schools - District Based

-September 22-Elementary 3hr early release - School Based and Collaboration

-September 29-Elementary PD day-full day - Dr. Hollie

-October 13- 2hr early release--all schools - School Based

-October 26 - All schools- Full Day PD - Dr. Hollie (½ day w/him...Lorie Karls will advise as to the timing) + School Based (2 hours)

-October 27 - All Schools Full Day PD - District Based (4.5 hours) + School Based (2 hours)

-November 10- Elementary 3hr early release - School Based and Collaboration

-January 19-2hr early release--all schools - District Based

-February 2-Elementary 3hr early release - School Based and Collaboration

-February 16-2hr Early Release all schools - School Based and Collaboration

-March 2-Elementary PD-Full Day - District Based (4.5 hours) + School Based (2 hours)

-March 9- Elementary 3hr early release - School Based and Collaboration

-April 20- Elementary 3hr early release - School Based and Collaboration

-May 18- 2hr early release--all schools - District Based

- c. Describe the expected impact the ASI will have on student achievement.

Rigorous instruction and the intentional development of school climate and culture provides students the opportunity to grow and learn in a setting that both challenges and provides a safety net for mistakes. In order for students to take risks in their learning endeavors, they must feel safe enough to do so. Teaching to the National Standards will not only support student growth and high expectations, but it will also provide the opportunity teachers to "level the playing field" of the students they serve. The expected impact also includes the solidification a solid tier one program that will be designed to meet the needs of the various learners at Knapp. Each student should make one year's growth in reading as evidenced by the Fountas and Pinnell reading assessment coupled with the Measurement of Academic Progress Benchmark Assessment.

2. For each Priority school, describe the actions the LEA has taken, or will take to:

- a. Align other resources with the school improvement model requirements.

(1) The RUSD will evaluate the effectiveness of its leadership in strengthening the coordination between the District-led professional development department and the priority-school, site-specific professional development by engaging in monthly reviews of professional development outcomes (staff feedback and observed instructional performance during monthly

VI. SCHOOL PLAN (cont'd)

walk-throughs) at both Goodland and Knapp Elementary Schools

(2) The RUSD will evaluate the effectiveness of the collaboration with the district's finance team by engaging in monthly progress monitoring of priority school financial resource management

- b. Modify its practices or policies (such as schedules, structures, teacher contracts, etc.), if necessary, to enable its schools to implement the school improvement model requirements fully and effectively.

In consultation with relevant stakeholders, the Racine Unified School District has developed and will continue to implement the following modifications to strengthen leadership and instructional best practice at both Goodland and Knapp Elementary Schools:

- (1) modified internal structures to support both the extended time to support professional development/collaboration expectations required to transform the performance of the professional educators;
- (2) implementing priority-school, site-specific professional services (high quality, ongoing, job-embedded, and differentiated professional development, coaching and site-specific action planning);
- (3) modified staffing prioritization to ensure prompt closing of priority school instructional staff vacancies

- c. Sustain the reforms and improvement efforts after the funding period ends.

The School Improvement (SIG), Grant will support the district's efforts to both sustain the transformative competency-based improvement practices established at Goodland and Knapp Elementary Schools and to extend the tenets of our successful educational delivery model to other schools within the district. The RUSD will continue to provide effective oversight and support for implementation and ensure the selected interventions will meet the specific needs of both schools by strategic monitoring in the following areas: data-informed instructional planning and professional development, instructional practice, and principal leadership performance.

Data-Informed Instructional Planning and Professional Development

- (1) The RUSD will continue to evaluate the effectiveness of its leadership in improving student learning outcomes through the monthly reviews and progress monitoring of student performance data
- (2) The RUSD will continue to provide professional development based on formative assessments of staff instructional skill and student data. The district will ensure that professional development activities are based on student data and teacher formative assessments, are strategies based on rigorous research, aligned with state and district standards, assessments, and goals, will be job-embedded and differentiated, provide active learning with support, be of high quality, and will set goals for its success and monitoring. The school will create a professional learning community that fosters a school culture of continuous learning for students and staff, engage in a culture of professional collaboration where it is valued and emphasized, ensure that school leaders act as instructional leaders, providing regular, detailed feedback to teachers to promote continual growth and improved practice.

Instructional Practice Monitoring

The RUSD will continue to evaluate the effectiveness of our leadership in improving professional practice through monthly assessments and progress monitoring of teacher and other instructional staff performance observation/feedback data. In addition, the district will continue to conduct comprehensive reviews of the curricular guides, texts and related instructional content on an established cycle ensuring regular overview and revision when necessary.

Principal Leadership Performance Monitoring

The RUSD will evaluate the success of its efforts to strength the priority school principal leadership performance practice by continuing monthly reviews and progress monitoring of principal performance observation and feedback data.

RUSD School Improvement Supervisor Monitoring

The new position, School Improvement Supervisor is designed to monitor the effectiveness of specified goals during monthly collaborative meetings.

VI. SCHOOL PLAN (cont'd)

School Name		Reform Model
Goodland Elementary		Transformation
School Year	WSAS Reading Goal	End-of-Year Progress
2013-14	Goodland will attain a 10% or more increase in the school percentage of students performing at advanced or proficient level on WSAS reading, from 11.5% to 21.5% or more.	9.2% of Goodland's students were proficient or advanced in reading in testing conducted in the fall of 2013. This was a decrease of 2.3% from 2012 testing, reflecting results from many students added in redistricting. 14.8% of FAY students were adv/prof in reading in 2013.
2014-15	Goodland will attain a 10% or more increase in the school percentage of students performing at advanced or proficient level on WSAS reading, from 9.2% to 19.2% or more.	15% of Goodland's students were proficient or advanced in reading, as measured by the Badger Exam. This was 5.8% increase from the 2013-2014 WSAS (2013-2014 was WKCE. 2014-2015 was Badger Exam).
2015-16	Goodland students performing in the low/average range will increase Reading MAP RIT scores by 10%, as evidenced by the spring assessment. Students will increase WSAS score from 15% to 25% prof/adv.	10.6% of Goodland's students were proficient or advanced in reading as measured by the Forward Exam.
2016-17	10% or greater increase in percentage of students performing at adv/prof. level on WSAS.	Advanced/proficient students decreased from 10.6% to 8.4%, a 2.2% decrease.
2017-18	Increase students who are advanced/proficient from 8.4% to 11.4% on WSAS.	TBD
School Year	WSAS Mathematics Goal	End-of-Year Progress
2013-14	Goodland will attain a 10% or more increase in the school percentage of students performing at advanced or proficient level on WSAS math, from 23% to 33% or more.	16.8% of Goodland's students were proficient or advanced in math testing conducted in the fall of 2013. This was a decrease of 6.2%.
2014-15	Goodland will attain a 10% or more increase in the school percentage of students performing at advanced or proficient level on WSAS math, from 16.8% to 26.8% or more.	17.6% of Goodland's students were proficient or advanced in reading, as measured by the Badger Exam. This was .8% increase from the 2013-2014 WSAS (2013-2014 was WKCE. 2014-2015 was Badger Exam).
2015-16	Goodland students performing in the low/average range will increase Math MAP RIT scores by 10%, as evidenced by the spring assessment. Students will increase WSAS score from 15% to 25% prof/advan.	15.6% of Goodland's students were proficient or advanced in mathematics as measured by the Forward Exam.
2016-17	10% or greater increase in percentage of students performing at adv/prof. level on WSAS.	Advanced/proficient students increased from 15.6% to 18.1%, a 2.5% increase.
2017-18	Increase students who are advanced/proficient from 18.1% to 21.1% on WSAS.	TBD
School Year	Other School Goals	End-of-Year Progress
2013-14	N/A	N/A
2014-15	10% increase or > in % of students performing at adv/prof. level on WSAS Lang, from 42.9% to 52.9%. Attain attendance at or above 93% for the school year.	This WSAS goal cannot be measured due to changes in test (WKCE to Badger Exam). School attendance was 91.11%.
2015-16	By June 2016, 50% of student Office Discipline Referrals will decrease due to PBIS Fidelity of Schoolwide Implementation and proactive classroom management practices. Total of 342 ODRs during	By the end of the 2015-2016 school year, there were 642 ODRs. We think this is due to having a new student information system (Infinite Campus)

VI. SCHOOL PLAN (cont'd)

School Year	Other School Goals	End-of-Year Progress
	FY15.	
2016-17	By June 2017, we will decrease Referrals from 642 to 250 and decrease Suspensions from 247 to 92. SPED students will decrease referrals from 201 to 75 and decrease suspensions from 79 to 29.	ODRs decreased from 642 to 498 and suspensions decreased from 246 to 171. SPED students referrals decreased from 201 to 170 and suspensions from 79 to 67.
2017-18	By June 2018, we will decrease Referrals from 498 to 250 and decrease Suspensions from 171 to 90. SPED students will decrease Referrals from from 170 to 90 and Suspensions from 67 to 35.	TBD

1. Respond to the following questions related to the Area of School Improvement (ASI).

School Name	Area of School Improvement for 2017-18	New (N) or Continuing (C)
Goodland Elementary	Goodland will continue the ASI "provide standard based instruction in reading and math to increase the number of students performing at or above the national norm" for the 2017-18 school. Emphasis will be placed on sustainability.	<input type="checkbox"/> N <input checked="" type="checkbox"/> C

a. If the school is selecting a new ASI, summarize the decision-making process for the change, including stakeholder input and data.

Goodland is sustaining our previous ASI of Standards-Based Instruction.

b. Provide an outline of the professional development in 2017-18 that will support the ASI.

Tuesday, Sept. 5

First 20 Days of School: (Routines/Procedures/Structures) for Workshop+ CRP

First 20 Days for Reading Workshop

Revisit Protocols for PLC work

- Student Work Analysis
- Data Analysis
- DuFour Research
- Facilitators: Admin team

Tuesday, Sept. 12

Data and Documentation: Data Warehouse Development for ELA and Math

- Collaboration on Warehouse Development-
- Assessment Calendar
- Importance of Pre/Post Data
- Facilitators: Admin team and K. Rick

Tuesday, Sept. 19

Data and Documentation cont.: Data Warehouse Development for ELA and Math

- Collaboration on Warehouse Development-Lead Teacher: K. Rick
- RtI-Analysis of Spring 2017 data for Tiered groupings:
- Understanding data at the student level and monitoring (Name to Data)
- Facilitators: Admin team, K. Rick and Title Interventionists

Tuesday, Sept. 26

Data and Documentation cont.: Data Warehouse Development for ELA and Math

- Collaboration on Warehouse Development-Lead Teacher: K. Rick

VI. SCHOOL PLAN (cont'd)

- RtI-Analysis of Spring 2017 data for Tiered groupings
- Understanding data at the student level and monitoring (Name to Data)
- Facilitators: Admin team, K. Rick and Title Interventionists

Tuesday, Oct. 3

Lesson Planning from Pre-Post Data Analysis

- Team Collaboration/Lesson Planning Protocol
- Formative Assessment
- Facilitators: Admin team

Tuesday, Oct. 10

Fall Data Analysis: MAP, Pre/Post assessments

- RtI-Analysis of Fall 2017 data for Tiered groupings: (Adjustments)
- Understanding data at the student level and monitoring (Name to Data)
- Standards Based Grading in ELA and Math
- Facilitators: Admin team, Elvia Cervantes

Tuesday, Oct 17

Fall Data Analysis: PBIS Minors Form

- PBIS/Culture and Climate/CLP
- Develop interventions and progress monitoring
- AND/OR APTT Planning*
- Facilitators: Benishek, Lequila, Stolpa

Tuesday, Oct. 24

Core Math instruction:Planning and Collaboration

- SOLO
- Origo and Origo Technology
- Number talks and student collaboration
- Standards Based Grading
- Facilitators: Admin. team/April Rathbun

Tuesday, Oct. 31

Core ELA instruction:Planning and Collaboration

- SOLO
- Reading Workshop-Strong Mini Lessons and Conferring
- Centers/Workshop--Word Study
- Grading
- Facilitators: Admin team/Diane Salazar

Tuesday, Nov. 7

Core ELA instruction:Planning and Collaboration

- SOLO
- Reading Workshop-Writing from Sources
- Grading/Rubrics

Tuesday, Nov. 14

Core Math instruction:Planning and Collaboration

- SOLO
-

VI. SCHOOL PLAN (cont'd)

- Origo: Small Group instruction
- Standards Based Grading
- Facilitators: Admin. team/April Rathbun

Tuesday, Nov. 21

Data Analysis: MAP, Pre/Post assessments

- RtI-Analysis of Tiered groupings/ Progress Monitoring: (Adjustments)
- Student work analysis protocol/Collaboration
- Facilitators: Admin team, Elvia Cervantes

Tuesday, Nov. 28

Data Analysis: MAP, Pre/Post assessments

- RtI-Analysis of Tiered groupings/ Progress Monitoring: (Adjustments)
- Student work analysis protocol/Collaboration
- Facilitators: Admin team, Elvia Cervantes

Tuesday, Dec. 5

PLC: Badger Exam Review and Planning

- ELA Strategies to embed in instruction
- Facilitators: Admin team/Diane Salazar

Tuesday, Dec. 12

PLC: Badger Exam Review and Planning

- Math Strategies to embed in instruction
- Facilitators: Admin team/April Rathbun

Tuesday, Dec. 19

PLC: Climate and Culture Data Review and Planning

- CLR strategies and PBIS
- Facilitators: Admin Team, Lequila

Tuesday, Jan. 9

PLC: Routines and Procedures for Students in Second Semester

- What's working? What's not working? What needs to be changed?
- Minor Form Data, CICO data, Suspensions/ODR data--who are the students? AND/OR APTT Planning
- Facilitators: Admin. Team

Tuesday, Jan. 16

PLC: Vertical Planning ELA

- Data Analysis/Formative Assessment
- Student Work Analysis
- Facilitators: Admin. Team

Tuesday, Jan. 23

PLC: Vertical Planning Math

- Data Analysis/Formative Assessment
 - Student Work Analysis
 - Facilitators: Admin. Team
-

VI. SCHOOL PLAN (cont'd)

Tuesday, Jan. 30

PLC: CLR Strategies

- Lesson Planning-embedding CLR strategies into lesson plans
- Facilitators: Admin. Team

Tuesday, Feb. 6

Winter Data Analysis MAP, F and P, etc.

- Lesson Planning, small group instruction adjustments based on assessments.
- Data Analysis protocol
- Focus: ELA
- Facilitators: Admin. Team

Tuesday, Feb. 13

Winter Data Analysis MAP, pre/post, etc.

Lesson Planning, small group instruction adjustments based on assessments.

- Data Analysis protocol
- Focus: Math
- Facilitators: Admin. Team

Tuesday, Feb. 20

Student work analysis:

- Rubrics and Writing Standards
- Facilitators: Admin. Team, Gajewski, Diane Salazar

Tuesday, Feb. 27

Student work analysis:

- Rubrics and Writing Standards
- Facilitators: Admin. Team,, Diane Salazar

Tuesday, Mar. 6

Data Analysis: Culture, Climate PBIS

- Review data: ODRs, PBIS, etc. Develop action plan and adjustments for struggling students in area of climate and behavior.

Tuesday, Mar. 13

Grade Level PLCs (Math)

- Badger Exam Review: Strategies for primary grades--from intermediate grades
- Assessing teaching and learning.--What's working? Not Working? What should we change? Center based instruction, and conferring
- Facilitators: Teacher teams

Tuesday, Mar. 20

Grade Level PLCs (ELA)

- Badger Exam Review: Strategies for primary grades--from intermediate grades
- Assessing teaching and learning.--What's working? Not Working? What should we change? Center based instruction, and conferring
- Facilitators: Teacher teams with admin support

Tuesday, Mar. 27

VI. SCHOOL PLAN (cont'd)

Grade Level PLCs (Writing)

- Badger Exam Review: Strategies for primary grades--from intermediate grades
- Assessing teaching and learning.--What's working? Not Working? What should we change? Center based instruction, and conferring
- Facilitators: Teacher teams with admin support

Tuesday, Apr. 10

- Reviewing Routines and Procedures after Spring Break. What is needed to keep the a focus on Positive behaviors after Spring Break...Collaboration/Vertical teaming
- Facilitators: Teacher Teams/ With Admin Support

Tuesday, Apr. 17

- PLC: RtI review--Math and Grade Level Planning to support changes and updates
- Facilitators: Teacher Teams with Admin Support, Elvia Cervantes, Suzanne Gentry

Tuesday, Apr. 24

- PLC: RtI review--ELA and Grade Level planning to support changes and updates.
- Facilitators: Teacher Teams with Admin Support, Elvia Cervantes and Suzanne Gentry

Tuesday, May 1

- PLC: Student work analysis and Standards-Based Grading (ELA)
- Facilitators: Teacher Teams/With Admin Support

Tuesday, May 8

- PLC: Student work analysis and Standards-Based Grading (Math)
- Facilitators: Teacher Teams/with Admin Support

Tuesday, May 15

Data Analysis: Vertical planning-

- Climate and Culture data/PBIS
 - o Minor Form Data/CICO data, Suspensions, ODRs, etc
 - o Facilitators: Teacher Teams with Admin Support

Tuesday, May 22

- Data Analysis: Vertical Planning
- ELA (MAP, F &P, etc)
- Facilitators: Teacher Teams with Admin Support

District Assigned PD Days

*A majority of the PD will involve the implementation of Reader's Workshop, Standards-Based Grading, and continued implementation of the math curriculum.

District PD Plan

August 28th--All schools--Full Day PD

September 15- 2hr early release--all schools

September 22-Elementary 3hr early release

September 29-Elementary PD day-full day

October 13- 2hr early release--all schools

October 26 and 27- All schools- Full Day PD

November 10- Elementary 3hr early release

January 19-2hr early release--all schools

VI. SCHOOL PLAN (cont'd)

February 2-Elementary 3hr early release
 February 16-2hr Early Release all schools
 March 2-Elementary PD-Full Day
 March 9- Elementary 3hr early release
 April 20- Elementary 3hr early release
 May 18- 2hr early release--all schools

- c. Describe the expected impact the ASI will have on student achievement.

Teaching to the standards will provide each student the opportunity to be literate and numeric proficient. It will support the implementation of a sound tier one program aligned to standards, that will be designed to meet the needs of the various learners at Goodland. Each student should make one year's growth in reading as evidenced by the Fountas and Pinnell reading assessment coupled with the Measurement of Academic Progress Benchmark Assessment. It will support the growth of the educator's ability to plan and prepare lessons that are designed with the end in mind--resulting in high achievement for all students.

2. For each Priority school, describe the actions the LEA has taken, or will take to:

- a. Align other resources with the school improvement model requirements.

(1) The RUSD will evaluate the effectiveness of its leadership in strengthening the coordination between the District-led professional development department and the priority-school, site-specific professional development by engaging in monthly reviews of professional development outcomes (staff feedback and observed instructional performance during monthly walk-throughs) at both Goodland and Knapp Elementary Schools

(2) The RUSD will evaluate the effectiveness of the collaboration with the district's finance team by engaging in monthly progress monitoring of priority school financial resource management

- b. Modify its practices or policies (such as schedules, structures, teacher contracts, etc.), if necessary, to enable its schools to implement the school improvement model requirements fully and effectively.

In consultation with relevant stakeholders, the Racine Unified School District has developed and will continue to implement the following modifications to strengthen leadership and instructional best practice at both Goodland and Knapp Elementary Schools:

(1) modified internal structures to support both the extended time to support professional development/collaboration expectations required to transform the performance of the professional educators);

(2) implementing priority-school, site-specific professional services (high quality, ongoing, job-embedded, and differentiated professional development, coaching and site-specific action planning);

(3) modified staffing prioritization to ensure prompt closing of priority school instructional staff vacancies

- c. Sustain the reforms and improvement efforts after the funding period ends.

The School Improvement (SIG), Grant will support the district's efforts to both sustain the transformative competency-based improvement practices established at Goodland and Knapp Elementary Schools and to extend the tenets of our successful educational delivery model to other schools within the district. The RUSD will continue to provide effective oversight and support for implementation and ensure the selected interventions will meet the specific needs of both schools by strategic monitoring in the following areas: data-informed instructional planning and professional development, instructional practice, and principal leadership performance.

Data-Informed Instructional Planning and Professional Development

(1) The RUSD will continue to evaluate the effectiveness of its leadership in improving student learning outcomes through the monthly reviews and progress monitoring of student performance data

(2) The RUSD will continue to provide professional development based on formative assessments of staff instructional skill and student data. The district will ensure that professional development activities are based on student data and teacher formative assessments, are strategies based on rigorous research, aligned with state and district standards, assessments, and goals, will be job-embedded and differentiated, provide active learning with support, be of high quality, and will set goals for its success and monitoring. The school will create a professional learning community that fosters a school culture of continuous learning for students and staff, engage in a culture of professional collaboration where it is valued and emphasized, ensure that school leaders act as instructional leaders, providing regular, detailed feedback to teachers to promote continual growth and improved practice.

VI. SCHOOL PLAN (cont'd)

Instructional Practice Monitoring

The RUSD will continue to evaluate the effectiveness of our leadership in improving professional practice through monthly assessments and progress monitoring of teacher and other instructional staff performance observation/feedback data. In addition, the district will continue to conduct comprehensive reviews of the curricular guides, texts and related instructional content on an established cycle ensuring regular overview and revision when necessary.

Principal Leadership Performance Monitoring

The RUSD will evaluate the success of its efforts to strength the priority school principal leadership performance practice by continuing monthly reviews and progress monitoring of principal performance observation and feedback data.

RUSD School Improvement Supervisor Monitoring

The new position, School Improvement Supervisor is designed to monitor the effectiveness of specified goals during monthly collaborative meetings.

VII. SCHOOL PLAN (cont'd)
This chart has been intentionally disabled.
Enter your plan into Indistar.

Current Year Activities	Timeline for Activities	Person(s) Responsible	Grant Funds Requested	Progress <i>Complete for Interim and End-of-Year Reports</i>

Enter Plan in Tracker!

IX. BUDGET DETAIL

Grant Period 7/1/2017 – 6/30/2018	LEA Racine Unified School District	Project No. <i>For revisions only</i>
---------------------------------------------	---------------------------------------	---------------------------------------

1. Personnel Summary (100s-200s)

List all employees to be paid from this project. Do not include contracted personnel employed by other agencies in this section. If a vacancy exists which will be filled, indicate "vacant."

a. Name	b. Position/Title	c. Project FTE <i>Indicate Percent</i>	d. Date(s) Service to be Provided	e. Total Costs	
				Salary	Fringe
Danielle Dekker-Shircel #2935	Admin. Support	1.0	—	\$82,095	\$20,000
Christie Gajewski #8487	School Improvement Supervisor	.35	—	\$29,679	\$12,294
Irene Gram #10450	Interventionist	1.0	—	\$65,000	\$33,608
Quamycian McDowell #11723	EA-Core Instruction (Grades 3-5)	1.0	—	\$26,555	\$21,300
Vacant (2) See Attached List	Building Substitutes	2.0	—	\$76,313	\$11,239
Irene Gram #10450	Indistar Coordinator	stip	—	\$3,300	\$700
Administrative Support (3) See Attached List	Extended Day PD for Educators	*	—	\$8,037	\$3,335
K-5 Teachers (17) See Attached List	Extended Day PD for Educators	*	—	\$32,946	\$14,575
Special Educ. Teachers (7) See Attached List	Extended Day PD for Educators	*	—	\$14,364	\$5,691
Title & Priority Intervention Teachers (3) See Attached List	Extended Day PD for Educators	*	—	\$6,327	\$2,833
Kendra Jaskowiak #9342 ESL Teacher	Extended Day PD for Educators	*	—	\$2,850	\$723
Quamycian McDowell #11723	Core Instruction Educational Assist	*	—	\$878	\$749
Diane Salazar #3824	Literacy Coach	.10	—	\$7,200	\$3,617
April Rathbun #11615	Math Coach	.10	—	\$5,890	\$3,370
			—		

*Extended Day PD @ 90 minutes per week

IX. BUDGET DETAIL (cont'd)

	Totals	\$361,434	\$134,034
Total Salary & Fringe All project totals must equal salary and fringe totals on budget summary page.		\$495,468	

**KNAPP FY18 - Priority School Extended Day Professional Development
Staff listing by position / certification**

<u>Employee Name</u>	<u>Emp. #</u>	<u>FTE</u>	<u>Position Description</u>
<i>Administrative Support</i>			
Wytonick, Richard	1393	90 mins/wk	Administrative Support
Dekker-Shircel, Danielle	2935	90 mins/wk	Administrative Support
Gajewski, Christie	8487	as needed	Administrative Support
<i>K-5 Teachers</i>			
Rasmussen-Wilson, Cristy L	9377	90 mins/wk	Grade K
Funk, Tyler	10085	90 mins/wk	Grade 3
Stevenson, Jessica E	10230	90 mins/wk	Grade K
Bockrath, Angela B	11148	90 mins/wk	Grade 1
Casebolt, Kara L	11205	90 mins/wk	Grade 4
Dedecker, Jamie A	11305	90 mins/wk	Grade 5
Beinlich, Sabrina A	11324	90 mins/wk	Grade 2
Hawes, Carly J	11398	90 mins/wk	Grade 3
Moran, Nathaniel P	11421	90 mins/wk	Grade 4
Stricker, Jessica L	11560	90 mins/wk	Grade 5
Cole, Jessica K	11572	90 mins/wk	Grade K
Vacant	V	90 mins/wk	Grade 1
Vacant	V	90 mins/wk	Grade 2
Vacant	V	90 mins/wk	Grade 1
Vacant	V	90 mins/wk	Grade 2
Vacant	V	90 mins/wk	Grade 3
Vacant	V	90 mins/wk	Grade 4
<i>Special Education Teachers</i>			
Abbott, Tiffany J	6895	90 mins/wk	Special Ed - Cross Categorical
Paulmeyer, Katherine A	10223	90 mins/wk	Special Ed - Cross Categorical
Szwedo, Kelly L	10232	90 mins/wk	Special Ed - Cross Categorical
Daniels, Brandy N	10931	90 mins/wk	Special Ed - Cross Categorical
Tilsner, Dustin F	11093	90 mins/wk	Special Ed - Cross Categorical
Vacant		90 mins/wk	Special Ed - Cross Categorical
Vacant		90 mins/wk	Special Ed - Cross Categorical
<i>Intervention Teachers</i>			
Cohen, Kristen	5306	90 mins/wk	Title & Priority Intervention Teachers
Gram, Irene	10450	90 mins/wk	Title & Priority Intervention Teachers
Vacant		90 mins/wk	Title & Priority Intervention Teachers

IX. BUDGET DETAIL (cont'd)

Grant Period 7/1/2017 – 6/30/2018	LEA Racine Unified School District	Project No. <i>For revisions only</i>
---------------------------------------------	----------------------------------------------	---------------------------------------

4. Capital Objects Summary (500s)

a. Quantity	b. Item Name <i>Include all items budgeted.</i>	c. Total Costs
Total		\$0
Must agree with Capital Objects total on Budget Summary.		

5. Other Objects Summary (900s)

a. Quantity	b. Item Name <i>Include all items budgeted.</i>	c. Total Costs
Total		\$0
Must agree with Other Objects total on Budget Summary.		

Knapp Elementary School Level Budget Summary

X. BUDGET SUMMARY

LEA Racine Unified School District	Grant Period Begin Date 7/1/2017	Initial Request	Date Submitted First Revision Second Revision	
Project Number For DPI Use Only	End Date 6/30/2018			

Budget Revisions: Submit a copy of this page, with appropriate revisions included. (Attach this to a brief letter of justification.) **Note:** Submit request at least **30 days** prior to expenditure of grant monies.

WUFAR Function	WUFAR Object	Amount Requested	First Revision	Second Revision
Instructions (100 000 Series) Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)	\$148,920		
	b. Fringe Benefits (200s)	\$79,479		
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	TOTAL Instruction		\$228,399	\$0
Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series) Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development, supervision, and coordination of grant activities.	a. Salaries (100s)	\$122,382		
	b. Fringe Benefits (200s)	\$31,220		
	c. Purchased Services (300s)	\$4,532		
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	TOTAL Support Services—Pupil/Instructional Staff Services		\$158,134	\$0
Support Services—Administration (Associated with functions in 230 000 series and above.) Includes general; building; business; central service administration, and Insurances.	a. Salaries (100s)	\$90,132		
	b. Fringe Benefits (200s)	\$23,335		
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Insurance (700s)			
	g. Other Objects (e.g., fees) (900s)			
	TOTAL Support Services—Admin.		\$113,467	\$0
Indirect Cost	Approved Rate %	\$0.00	\$0.00	\$0.00
TOTAL BUDGET		\$500,000.00	\$0.00	\$0.00

DPI Approval	Signature of DPI Reviewer 	Date Signed Mo./Day/Yr. 9/5/2017
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IX. BUDGET DETAIL

Grant Period 7/1/2017 – 6/30/2018	LEA Racine Unified School District	Project No. <i>For revisions only</i>
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1. Personnel Summary (100s-200s)

List all employees to be paid from this project. Do not include contracted personnel employed by other agencies in this section. If a vacancy exists which will be filled, indicate "vacant."

a. Name	b. Position/Title	c. Project FTE <i>Indicate Percent</i>	d. Date(s) Service to be Provided	e. Total Costs		
				Salary	Fringe	
Jeremy Benishek #10586	Admin. Support	1.0	—	\$85,048	\$27,000	
Christie Gajewski #8487	School Improvement Supervisor	.35	—	\$29,679	\$12,294	
Sarah Jahr #9047	Interventionist	1.0	—	\$75,295	\$29,082	
Vacant	Interventionist	.3	—	\$16,785	\$9,918	
Vacant (2) See Attached List	Building Substitute	2	—	\$76,314	\$11,239	
Champika S. Abeysinghe-Knotek #6760	Indistar Coordinator	stip	—	\$3,300	\$700	
Administrative Support (3) See Attached List	Extended Day PD for Educators	*	—	\$8,037	\$3,335	
K-5 Teachers (16) See Attached List	Extended Day PD for Educators	*	—	\$33,744	\$15,575	
Special Educ. Teachers (5) See Attached List	Extended Day PD for Educators	*	—	\$12,255	\$5,577	
Title & Priority Intervention Teachers (3) See Attached List	Extended Day PD for Educators	*	—	\$7,182	\$2,917	
Susan Slater #2275 ESL Teacher	Extended Day PD for Educators	*	—	\$2,850	\$723	
Diane Salazar #3824	Literacy Coach	.10	—	\$7,200	\$3,617	
April Rathbun #11615	Math Coach	.10	—	\$5,890	\$3,370	
*Extended Day PD @ 90 minutes per week				Totals	\$363,579	\$125,347
				Total Salary & Fringe	\$488,926	
All project totals must equal salary and fringe totals on budget summary page.						

**GOODLAND FY18 - Priority School Extended Day Professional Development
Staff listing by position / certification**

<u>Employee Name</u>	<u>Emp. #</u>	<u>FTE</u>	<u>Position Description</u>
<i>Administrative Support</i>			
Colvin, Janet	9550	90 mins/wk	Administrative Support
Benishek, Jeremy	10586	90 mins/wk	Administrative Support
Gajewski, Christie	8487	as needed	Administrative Support
<i>K-5 Teachers</i>			
Wasik, Jean L	1107	90 mins/wk	Grade 4
Wilson, Brooke J	2062	90 mins/wk	Grade 3
Walquist, Rebecca M	5068	90 mins/wk	Grade 3
Steiniger, Allison M	6157	90 mins/wk	Grade K
Chatman, Channing C	6762	90 mins/wk	Grade 2
Berkley, Erin E	8756	90 mins/wk	Grade 2
Thomas, Courtney L	10086	90 mins/wk	Grade K
Rick, Kevin S	10283	90 mins/wk	Grade 5
Ewald Johnson, Kristina M	10464	90 mins/wk	Grade 1
Miller, Kelly N	11380	90 mins/wk	Grade 4
Mooney, Jenalee A	11553	90 mins/wk	Grade 1
Vacant	V	90 mins/wk	Grade K
Vacant	V	90 mins/wk	Grade 1
Vacant	V	90 mins/wk	Grade 2
Vacant	V	90 mins/wk	Grade 3
Vacant	V	90 mins/wk	Grade 4
<i>Special Education Teachers</i>			
Arehart, Kimberly A	2240	90 mins/wk	Special Ed - Cross Categorical
Porwoll, Tamara J	2304	90 mins/wk	Special Ed - Cross Categorical
Wirsching, Susan E	10623	90 mins/wk	Special Ed - Cross Categorical
Vacant	V032	90 mins/wk	Special Ed - Cross Categorical
Vacant	V032	90 mins/wk	Special Ed - Cross Categorical
<i>Intervention Teachers</i>			
Kohlenberg, Linda	10704	90 mins/wk	Title & Priority Intervention Teachers
Sarah Jahr	9047	90 mins/wk	Title & Priority Intervention Teachers
Vacant		90 mins/wk	Title & Priority Intervention Teachers

IX. BUDGET DETAIL (cont'd)

Grant Period 7/1/2017 – 6/30/2018	LEA Racine Unified School District	Project No. <i>For revisions only</i>
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4. Capital Objects Summary (500s)

a. Quantity	b. Item Name <i>Include all items budgeted.</i>	c. Total Costs
Total		\$0

Must agree with Capital Objects total on Budget Summary.

5. Other Objects Summary (900s)

a. Quantity	b. Item Name <i>Include all items budgeted.</i>	c. Total Costs
Total		\$0

Must agree with Other Objects total on Budget Summary.

Goodland Elementary School Level Budget Summary

X. BUDGET SUMMARY

LEA Racine Unified School District	Grant Period Begin Date 7/1/2017	Initial Request	Date Submitted First Revision Second Revision	
Project Number <i>For DPI Use Only</i>	End Date 6/30/2018			

Budget Revisions: Submit a copy of this page, with appropriate revisions included. (Attach this to a brief letter of justification.) **Note:** Submit request at least 30 days prior to expenditure of grant monies.

WUFAR Function	WUFAR Object	Amount Requested	First Revision	Second Revision
Instructions (100 000 Series) Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)	\$148,111		
	b. Fringe Benefits (200s)	\$63,792		
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	TOTAL Instruction		\$211,903	\$0
Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series) Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development, supervision, and coordination of grant activities.	a. Salaries (100s)	\$122,383		
	b. Fringe Benefits (200s)	\$31,220		
	c. Purchased Services (300s)	\$7,074		
	d. Non-Capital Objects (400s)	\$4,000		
	e. Capital Objects (500s)			
	f. Other Objects (e.g., fees) (900s)			
	TOTAL Support Services—Pupil/Instructional Staff Services		\$164,677	\$0
Support Services—Administration (Associated with functions in 230 000 series and above.) Includes general; building; business; central service administration, and insurances.	a. Salaries (100s)	\$93,085		
	b. Fringe Benefits (200s)	\$30,335		
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s)			
	e. Capital Objects (500s)			
	f. Insurance (700s)			
	g. Other Objects (e.g., fees) (900s)			
	TOTAL Support Services—Admin.		\$123,420	\$0
Indirect Cost	Approved Rate %	\$0.00	\$0.00	\$0.00
TOTAL BUDGET		\$500,000.00	\$0.00	\$0.00

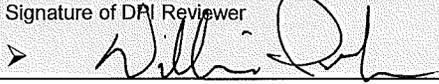
DPI Approval	Signature of DPI Reviewer	Date Signed Mo./Day/Yr.
		9/5/2017

X. BUDGET SUMMARY

LEA Racine Unified School District	Grant Period Begin Date 7/1/2017	Initial Request 8/15/2017	Date Submitted First Revision Second Revision	
Project Number <i>For DPI Use Only</i>	End Date 6/30/2018			

Budget Revisions: Submit a copy of this page, with appropriate revisions included. (Attach this to a brief letter of justification.) **Note:** Submit request at least 30 days prior to expenditure of grant monies.

WUFAR Function	WUFAR Object	Amount Requested	First Revision	Second Revision
Instructions (100 000 Series) Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)	\$297,031		
	b. Fringe Benefits (200s)	\$143,271		
	c. Purchased Services (300s)	\$0		
	d. Non-Capital Objects (400s)	\$0		
	e. Capital Objects (500s)	\$0		
	f. Other Objects (e.g., fees) (900s)	\$0		
	TOTAL Instruction		\$440,302	\$0
Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series) Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development, supervision, and coordination of grant activities.	a. Salaries (100s)	\$244,765		
	b. Fringe Benefits (200s)	\$62,440		
	c. Purchased Services (300s)	\$11,606		
	d. Non-Capital Objects (400s)	\$4,000		
	e. Capital Objects (500s)	\$0		
	f. Other Objects (e.g., fees) (900s)	\$0		
	TOTAL Support Services—Pupil/Instructional Staff Services		\$322,811	\$0
Support Services—Administration (Associated with functions in 230 000 series and above.) Includes general; building; business; central service administration, and insurances.	a. Salaries (100s)	\$183,217		
	b. Fringe Benefits (200s)	\$53,670		
	c. Purchased Services (300s)	\$0		
	d. Non-Capital Objects (400s)	\$0		
	e. Capital Objects (500s)	\$0		
	f. Insurance (700s)	\$0		
	g. Other Objects (e.g., fees) (900s)	\$0		
	TOTAL Support Services—Admin.		\$236,887	\$0
Indirect Cost	Approved Rate %	\$0.00	\$0.00	\$0.00
TOTAL BUDGET		\$1,000,000.00	\$0.00	\$0.00

DPI Approval	Signature of DPI Reviewer 	Date Signed Mo./Day/Yr. 9/8/2017
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