



Three-Year Academic Plan 2017-2020

Radford High School

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Submitted by Mr. James Sunday	Date
<i>Signature on File at School</i>	05-02-2017

Approved by Mr. John Erickson	Date
<i>Signature on File at School</i>	05-05-2017

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability ● International Baccalaureate (IB) Authorization ● Other 	<ol style="list-style-type: none"> 1. Need: Establish a student-centered process to incorporate GLOs schoolwide to ensure students have the skills to be college and career ready. 2. Need: Develop and implement a formalized system of improvement to ensure the effectiveness of curriculum, instruction, and assessment. <ol style="list-style-type: none"> a. Student achievement on the ACT, SBA, and EOC Biology is decreasing or showing significant percentages of students below proficiency. 3. Need: Develop and implement a formalized system of improvement to ensure the effectiveness of programs and services that support student success. 4. Need: Captivate and Care are the lowest rated categories on the Overall School Tripod Survey Results.
	<p>Addressing Equity: Sub Group Identification</p>
	<p>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p> <p>9th Graders - increase 9th grade on-track rate</p> <p>High Needs Students (SpEd, ELL, & Disadvantaged) - increase proficiency rate to close achievement gap in ELA, Math, & Science</p>

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. J.Sunday (Principal)	1. Student Transition
2. T.Brown (Vice-Principal), R.Shimabukuro (Vice-Principal), D.Huddy (Vice-Principal)	2. Achievement Gap
3. T.Wakumoto (Vice-Principal), J.Sunday (Principal)	3. College & Career Ready Skill Development
4. D.Huddy (Vice-Principal)	4. Teacher Professional Development
5. T.Brown (Vice-Principal)	5. Professional Development for Support Staff
6. J.Sunday (Principal)	6. Academic Review Team
7. J.Sunday (Principal)	7. Communication Systems

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Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

- Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,	Rationale:
<p>All students will be provided the appropriate supports & services in order to be successful through high school and as they transition into their post-high school goals.</p>	<p>As a school, the Radford vision and mission guide operations to ensure students receive the supports necessary to achieve success throughout high school and as they transition into their post-high school experiences.</p> <p>Vision:</p> <p>We envision success for our community through limitless opportunities for achievement and excellence</p> <p>Mission:</p> <p>Through our tradition of discipline, respect, and responsibility, Radford High School will prepare all students for success in a continually evolving global and digital society. We commit to excellence in teaching a rigorous and relevant curriculum while promoting a growth mindset within a nurturing culture.</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><i>A. Student Transition - 9th Grade Transition & Promotion</i></p> <p>By SY19-20, a 9th grade support system will be established to monitor attendance, academic & behavioral progress, and transition into high school to increase the 9th grade on-track rate to 97%. (AMR Focus Area #4)</p>	<p>Year 1 -</p> <p>1.a. Identify and evaluate current practices and supports of programs and departments to assist in the transition of 9th grade students.</p> <p>1.b Determine gaps and needs in support services to 9th grade students.</p> <p>1.c. Identify area of need for transitioning 9th graders based on input and feedback from all stakeholders.</p> <p>1.d. Identify baseline data to be collected to measure progress and effectiveness of 9th grade transition plan.</p> <p>1.e. Develop a transition plan to support all 9th grade students</p> <p>1.f. Continue Articulation with feeder school, Aliamanu Middle School, to support 9th grade transition</p>	<p>Year 1 (17-18)</p>	<p>J.Sunday L.Johnstone</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Year 1</p> <p>1.a.1. Timeline and listing of current practices and supports in place to assist with 9th grade transition.</p> <p>1.a.2. Teacher/program survey results of current practices and supports</p> <p>1.b. & 1.c. Minutes/survey results/feedback from stakeholders on gaps and areas of need for transitioning 9th graders.</p> <p>1.d. Baseline Data Measures: as determined by survey results and other stakeholder input. Baseline data could include: Baseline Data Measures: Quarterly 9th Grade F's, Quarterly 9th Grade Attendance Referrals, Quarterly 9th Grade Behavior Referrals</p> <p>1.e. 9th grade transition plan</p> <p>1.f. AMS Articulation Notes</p>

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	<p>Year 2 - 2.a. Implement 9th Grade transition supports 2b. Implement section(s) of Transition to High School/Study Skills class for identified students. 2.c. Review process using measures of data and collect feedback from students and teachers 2.d. Refine 9th Grade Transition Plan as needed</p> <p>Year 3 - 3.a. Implement Refined 9th Grade Transition Plan to include Transition to High School class. 3.b. Assess effectiveness of process using data and collect feedback from students and teachers 3.c. Refine 9th Grade Transition Plan as needed</p>	<p>Year 2 (18-19)</p> <p>Year 3 (19-20)</p>			<p>Year 2 2.b,c.1. Data Measures 1. Quarterly 9th Grade F's 2. Quarterly 9th Grade Attendance per EWS 3. Quarterly 9th Grade Behavior Referrals 2.c.2. Teacher Feedback 2.c.3. Student Feedback 2.d. Refined 9th Grade Transition Plan</p> <p>Year 3 3.b.1. Data Measures 1. Quarterly 9th Grade F's 2. Quarterly 9th Grade Attendance per EWS 3. Quarterly 9th Grade Behavior Referrals 3.b.2. Teacher Feedback 3.b.3. Student Feedback 3.c. Refined 9th Grade Transition Plan</p>
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<p><i>B. Student Transitions - Improve support of student transition into college & career for all students (Advisory/PTP)</i></p> <p>By SY19-20, 100% of graduating seniors will have a post-high school plan and steps to achieve that plan. (AMR Focus Area #5)</p>	<p>Year 1 - 1.a. Review current supports provided and eliminate gaps in support to refine Advisory/Personal Transition Plan 1.b. Identify and collect measures of baseline data of program effectiveness</p> <p>Year 2 - 2.a. Implement refined Advisory/Personal Transition Plan 2.b. Review process using measures of data and collect feedback from students and teachers at end of year 2.c. Refine Advisory/Personal Transition Plan as needed</p> <p>Year 3 - 3.a. Implement Refined Advisory/Personal Transition Plan 3.b. Assess effectiveness of process using data and collect feedback from students and teachers 3.c. Refine Advisory/Personal Transition Plan as needed</p>	<p>Year 1 (17-18)</p> <p>Year 2 (18-19)</p> <p>Year 3 (19-20)</p>	<p>J.Sunday L.Johnstone</p>	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Year 1 1.a. Refined Advisory/Personal Transition Plan 1.b. Baseline Data Measures</p> <p>Year 2 2.b.1. Data Measures 2.b.2. Teacher Feedback 2.b.3. Student Feedback 2.c. Refined Advisory/Personal Transition Plan</p> <p>Year 3 3.b.1. Data Measures 3.b.2. Teacher Feedback 3.b.3. Student Feedback 3.c. Refined Advisory/Personal Transition Plan</p>
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	<p>Year 3 -</p> <p>3a. Continue implementation of RTI reading and math</p> <p>3b. Update RTI Program Action Plan to:</p> <ul style="list-style-type: none"> ● Refine the system of identifying students in need of RTI support once the school year has begun and place identified students into RTI. ● Incorporate Ci3T framework (academic/behavior/social skills). ● Refine process for monitoring progress of students <p>3c. Review and refine RTI process incorporating the Ci3T framework components and merge RTI A and B into one system.</p>	<p>Year 3 (19-20)</p>			
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	<p>Year 3 -</p> <p>3a. Begin year 2 of Behavioral RTI implementation plan (determine which components of the to Ci3T Model to incorporate into the BRTI System to start bringing Academic RTI and BRTI together into one unified system)</p>	<p>Year 3 (19-20)</p>			<p>Year 3</p> <p>3.a.1 Behavioral RTI Implementation Plan 3.a.2. Data Measures</p>
<p><i>E. Achievement Gap - Appropriate supports provided for SpEd, ELL, & Disadvantaged students in order to close the achievement gap</i></p> <p>By SY19-20, we will be able to reduce the achievement gap by providing the appropriate classroom curriculum support for our ELL, SpEd, & Disadvantaged students.</p> <p>A 2% decrease in gap will be attained each year. By SY</p>	<p>Year 1 -</p> <p>1a. Identify current practices and curriculum in ELL & SpEd courses</p> <p>1b. Determine degree of consistency within the curriculum practices in comparison to general education classes</p> <p>1c. Determine and collect initial baseline measures of success to be used for monitoring progress for ELL, SPED, and Disadvantaged subgroups</p> <p>1d. Develop a plan to systematically monitor interim student progress to include focused articulation between general education teachers and SPED and ELL teachers</p>	<p>Year 1 (17-18)</p>	<p>T.Brown (SPED)</p> <p>R.Shimabukuro (ELL)</p> <p>M.Okano</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>1a. 1b. Quarterly review, reflection, and update of course scope and sequences to reflect what was actually taught, resources used, and modifications in SPED and ELL courses</p> <p>1c. Baseline data for ELL, SPED, and disadvantaged subgroups collected and organized at the beginning of each semester to include STAR Reading, STAR Math, and annual ELA and Math SBA achievement data and EOC Science</p> <p>1d. Plan for monitoring interim student progress to include measures and frequency of monitoring and evidence of collaborative analysis and planning</p>

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<p>19-20, the following targets will be achieved: ELA: 27% Gap Math: 16% Gap Science: 25% Gap (Radford Complex Focus Area #6)</p>	<p>Year 2 - 2a. Develop an appropriate standards-based scope and sequence for resource classes in SPED and ELL to include prioritized grade level standards and relevant readiness content and skills needed 2b. Provide focused articulation between general education teachers and SPED teachers to monitor interim student progress and provide professional development to support inclusion teams 2c. Collect, provide access to, and analyze relevant data from benchmark measures to identify SPED, ELL, and disadvantaged students who may need additional targeted support 2d. Develop a plan to assess needs and update existing systems and practices and/or implement additional supports and services for ELL students.</p>	<p>Year 2 (18-19)</p>			<p>Year 2 2a. Course scope and sequences to include alignment to prioritized grade level or content-specific standards in SPED and ELL resource classes by end of year 2b.1. Inclusion Team meeting notes focused on curriculum / student progress and assessment data conducted at beginning of year & Quarterly 2b.2. Agendas from PD for inclusion teams 2c.1. Agendas from PD or meeting notes on accessing data via school-level and state-level (e.g., LDS) sources 2c.2. Baseline data for ELL, SPED, and disadvantaged subgroups collected and organized in at the beginning of each semester to include STAR Reading, STAR Math, and annual ELA and Math SBA achievement data and EOC Science 2d. Updated ELL Program Action Plan</p>
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	<p>Year 3 -</p> <p>3a. Implement and revise as needed the scope and sequences for resource classes in SPED and ELL.</p> <p>3b. Continue focused articulation between general education teachers and SPED teachers to monitor interim student progress and provide professional development to support inclusion teams</p> <p>3c. Collect and analyze data from benchmark measures to identify SPED, ELL, and disadvantaged students who may need additional targeted support</p> <p>3d. Implement a plan to update existing systems and practices and/or implement additional supports and services for ELL students.</p>	<p>Year 3 (19-20)</p>			<p>Year 3</p> <p>3a. Course scope and sequences to include alignment to prioritized grade level or content-specific standards</p> <p>3b.1. Inclusion Team meeting notes focused on curriculum / student progress and assessment data</p> <p>3b.2. Agendas from PD for inclusion teams</p> <p>3c. Baseline data for ELL, SPED, and disadvantaged subgroups collected and organized in at the beginning of each semester to include STAR Reading, STAR Math, and annual ELA and Math SBA achievement data and EOC Science</p> <p>3d. ELL Program Action Plan and Progress Report</p>
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	<p>Quarter 1 TEAM Seminar.</p> <p>3.a.2. Provide refresher training to all Radford Teachers in RAM WAY Process for Note-taking.</p> <p>3.b.1. Implement Year 1 Plan of AVID schoolwide WICOR Strategy 2 (Critical Reading & Annotating Text). Train all Radford teachers in Schoolwide AVID WICOR Strategy 2 (Critical Reading & Annotating Text) process.</p> <p>3.b.2. Collect Teacher & Student Feedback on Proposed Schoolwide RAM Text Annotation Guide (TAG).</p> <p>3.c. Continue monitoring implementation of RAM Notes by teachers with their students.</p> <p>3.d. Monitor implementation of AVID WICOR Strategy 2 (Critical Reading & Annotating Text) by teachers with their students.</p>				<p>Training</p> <p>3.b.1.a. Faculty Training Resources for AVID Schoolwide Strategy 2 (Critical Reading & Annotating Text)</p> <p>3.b.1.b.. Proposed Schoolwide RAM Text Annotation Guide (TAG)</p> <p>3.b.2.a. Teacher Feedback on Proposed Schoolwide RAM Text Annotation Guide (TAG)</p> <p>3.b.2.b. Student Feedback on Proposed Schoolwide RAM Text Annotation Guide (TAG)</p> <p>3.c. Student RAM Notes or work samples</p> <p>3.d. Student Work Samples using RAM Text Annotation Guide (TAG)</p>
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	<p>2b. Examine current practices and expand on the intentional incorporation of schoolwide GLOs into classrooms and appropriate programs and systems</p> <p>2c. Continue to implement and monitor the integration of technology in classes to ensure that it is purposeful and aimed at enhancing student learning and digital literacy</p> <p>Year 3 -</p> <p>3a. Continue to evaluate and make necessary adjustments to the incorporation of schoolwide GLOs at Radford</p> <p>3b. Continue to implement and monitor the integration of technology in classes to ensure that it is purposeful and aimed at enhancing student learning and digital literacy</p>	<p>Year 3 (19-20)</p>			<p>2a.2 Observational data</p> <p>2b.1 Teacher, department, or program reflection and/or notes documenting the examination of GLOs in current practices</p> <p>2b.2 Student reflections or feedback</p> <p>2b.3 Student work samples</p> <p>2c.1. Professional development agendas, notes, and presentations to include technology integration</p> <p>2c.2 Observation or walkthrough data monitoring the integration of technology</p> <p>2c.3 Student work samples</p> <p>Year 3</p> <p>3a.1 Documentation of GLO implementation efforts based on planned timeline and action steps</p> <p>3a.2 Student and teacher feedback</p> <p>3b.1. Professional development agendas, notes, and presentations to include technology integration</p> <p>3b.2 Observation or walkthrough data monitoring the integration of technology</p> <p>3b.3 Student work samples</p>
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<p><i>H. College & Career Ready Skill Development - AP Program</i></p> <p>By SY 2019-20, an increase in student achievement in Advanced Placement coursework and AP Exams will be achieved. By school year 19-20 per DODEA grant, show a minimum of 4% increase in students with qualifying scores over the baseline data.</p> <p>(Radford Complex Focus Area #5)</p>	<p>Year 1 - 1.a. Use AP trend data, mock exam data, and feedback from teacher and student EOY survey to refine curriculum and instruction</p> <p>1b. Provide professional growth opportunities (National Conference, Summer Institute, Mid Year Institute, PDE3 course etc) for AP teachers and AP potential teachers</p> <p>Year 2 - 2.a. Use AP trend data, mock exam data, and feedback from teacher and student EOY survey to refine curriculum and instruction to include agreed upon prioritized skills by the 17-18 AP PD team</p> <p>2.b. Provide professional growth opportunities (National Conference, Summer Institute, Mid Year Institute, PDE3 course etc) for AP teachers and AP potential teachers</p> <p>Year 3 - 3.a. Use AP trend data, mock exam data, and feedback from teacher and student EOY survey</p>	<p>Year 1 (17-18)</p> <p>Year 2 (18-19)</p> <p>Year 3 (19-20)</p>	<p>T.Wakumoto S.Tiitii</p>	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Year 1 1.a. Summer: AP Exam Results Qtr 1: AP Trend Data Analysis/Plan Sheet Qtr: 2 or 3: AP Mock Exam Analysis/Plan Sheet Qtr 4: Teacher and student EOY survey data</p> <p>1.b. Registration and attendance</p> <p>Year 2 2.a. Summer: AP Exam Results Qtr 1: AP Trend Data Analysis/Plan Sheet Qtr: 2 or 3: AP Mock Exam Analysis/Plan Sheet Qtr 4: Teacher and student EOY survey data</p> <p>2.b. Registration and attendance</p> <p>Year 3 3.a. Summer: AP Exam Results Qtr 1: AP Trend Data Analysis/Plan Sheet</p>
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	<p>to refine curriculum and instruction</p> <p>3.b. Provide professional growth opportunities (National Conference, Summer Institute, Mid Year Institute, PDE3 course etc) for AP teachers and AP potential teachers</p>				<p>Qtr: 2 or 3: AP Mock Exam Analysis/Plan Sheet</p> <p>Qtr 4: Teacher and student EOY survey data</p> <p>3.b. Registration and attendance</p>
<p><i>I. College & Career Skill Development - Early College</i></p> <p>By SY 2019-2020, increase Early College opportunities for all students.</p>	<p>Year 2 -</p> <p>2a. Identify current popular pathways within C.T.E. program</p> <p>2b. Select possible Early College Course that would be most appropriate to match the course sequence of that C.T.E. Pathway</p> <p>2c. Develop timeline for course implementation.</p> <p>2d. Initiate recruitment process for selected course.</p> <p>Year 3 -</p> <p>3a. Conduct selected Early College Course.</p> <p>3b. Evaluate course satisfaction by students and teachers</p>	<p>Year 2 (18-19)</p> <p>Year 3 (19-20)</p>	<p>J.Sunday S.Tiitii</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Year 2</p> <p>2a. C.T.E. Course enrollment from Fall Semester in SY18-19</p> <p>2b. Identified Early College Course(s) to be offered</p> <p>2c. Written Early College Program Timeline</p> <p>2d.1. Accuplacer Assessment Administered for all interested students</p> <p>Year 3</p> <p>3a. Master schedule</p> <p>3b.1. Student satisfaction survey at end of Semester(s).</p> <p>3b.2. Teacher/Professor survey at the end of Semester(s).</p>

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Goal 2: Staff Success. [Radford High School] has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	Rationale:
Support further development of teacher pedagogical practice.	A dedicated focus on teacher support with pedagogy will in turn support an increase in student learning.

Planning			Funding	Interim Measures of Progress	
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><i>A. Teacher professional development opportunities (pedagogical practices & tech integration)</i></p> <p><i>Improve quality student-centered instruction within curriculum, instruction, & assessment.</i></p> <p>By SY 2019-2020,</p>	<p>Year 1 -</p> <p>1.a. Provide teacher professional development on creating quality standards-based assessments to include common scoring criteria</p> <ul style="list-style-type: none"> ● Each quarter, each teacher will participate in creating standards-aligned assessment items to assess the standards in their scope and sequence for one course (preferably a common course taught with colleagues) and scoring criteria 	<p>Year 1 (17-18)</p>	<p>S. Tiitii M. Okano M. Toloumu</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Year 1</p> <p>1.a.1. Quarterly summative assessment items aligned to scope & sequence with scoring criteria</p> <p>1.a.2. Common Course EOC summative assessments that include quarterly summative assessment items.</p> <p>1.b. Teacher Pedagogy: Formative Assessment & Descriptive Feedback Plan</p> <p>1.c.1. Formative Assessment Baseline Data</p> <p>1.c.2. Descriptive Feedback Baseline Data</p>

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<p><i>B. Professional development opportunities for EAs & Support Staff (WASC Area For Growth #1)</i></p> <p>By SY 2019-20, differentiated training will be provided for all classified staff.</p> <p>(WASC Visiting Committee Suggested Growth Area #1)</p>	<p>Year 1 - 1.a. Assess Needs 1.b. Develop training plan to include the effectiveness of attending professional development and impact on student achievement. 1.c. Develop curriculum to provide training</p> <p>Year 2 - 2.a. Implement training plan. Based on the needs, provide appropriate trainings for EAs and Support Staff. 2.b. Needs Assessment for SY19-20 planning 2.c. Develop SY19-20 Training Plan & Curriculum</p> <p>Year 3 - 3.a. Implement training plan based on needs. 3.b. Needs Assessment for SY20-21 planning 3.c. Develop SY20-21 Training Plan</p>	<p>Year 1 (SY17-18)</p> <p>Year 2 (SY18-19)</p> <p>Year 3 (SY19-20)</p>	<p>T. Brown L.Johnstone</p>	<p><input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Year 1 1.a. Needs Assessment Survey Data for SY18-19 1.b. Support staff training plan for SY18-19 1.c. Support staff training curriculum for SY18-19</p> <p>Year 2 2.a.1. Training Session sign-in sheets 2.a.2. Classified Staff Professional Growth Plan & Reflection on impact on student learning 2.b. Needs Assessment for SY19-20 2.c. Support Staff Training Plan & Curriculum for SY19-20</p> <p>Year 3 3.a.1. Training Session sign-in sheets 3.a.2. Classified Staff Professional Growth Plan & Reflection on impact on student learning 3.b. Needs Assessment for SY20-21 3.c. Support Staff Training Plan & Curriculum for SY20-21</p>
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Goal 3: Successful Systems of Support. The system and culture of [Radford High School] works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
The Academic Review Team will systematically monitor progress of school improvement initiatives through the implementation of department and program action plans aligned to the Academic Plan.	In order to ensure the effectiveness of the initiatives and programs at Radford, it is essential that they are monitored using data and refined systematically. The Academic Review Team role is to monitor school improvement initiatives and refine these as necessary.

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	<p>the Academic Plan.</p> <p>2.c. Departments & Programs collect data to assess progress and complete Action Plan Progress Reports each semester.</p> <p>2.d. Collaborative Review & refinement 3-Year Academic Plan</p> <p>Year 3 -</p> <p>3.a. ART MEETINGS: Continue routine ART Meeting weekly in order to address the following:</p> <ol style="list-style-type: none"> 1. Monitor progress of School Design Implementation Efforts; 2. Monitor progress of Academic Plan Enabling Activities; 3. Review & monitor Department and Program Action Plans/Progress Report 4. Review & monitor data associated with School Programs, Initiatives, and Systems (Strive HI Results, Tripod Survey Results, SQS, Teacher/Student Survey Data, etc.) 	<p>Year 3 (SY19-20)</p>			<p>2.d. Refined 3-Year Academic Plan SY17-18 thru SY19-20</p> <p>Year 3</p> <p>3a.1. School Design 3a.1-4. ART Meeting Minutes 3a.4. Relevant Data/Results</p>
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	<p>3.b. DEPT ACTION PLANS: Departments develop Action Plans aligned to the Academic Plan.</p> <ol style="list-style-type: none"> 1. Assess effectiveness of curriculum using data 2. Assess effectiveness of instruction using data 3. Support Student test taking skill development & provide practice opportunities for timed testing 4. Look at formative and summative assessment data to adjust and/or differentiate instruction for students/classes <p>3c. PROGRAM ACTION PLANS: Programs develop Action Plans aligned to the Academic Plan.</p> <p>3.d. PROGRESS REPORTS: Departments & Programs collect data to assess progress and complete Action Plan Progress Reports each semester.</p> <p>3e.1. TEACHERS CARE: Conduct baseline data analysis of Effective Teacher Strategies for Relationship Building and Teacher Training in Development of Positive Student Rapport</p>				<p>Year 3 Continued:</p> <p>3b.1 Department Action Plans</p> <p>3b.2. Testing Data:</p> <ul style="list-style-type: none"> ● ACT, SBA, EOC Biology ● Common Course Assessment Data <p>3c. Program Action Plans</p> <p>3d.1. Semester 1 & EOY Department Progress Reports</p> <p>3d.2. Semester 1 & EOY Program Progress Reports</p> <p>3e.1-3. ART Meeting Agenda/Minutes; Baseline Data & Analysis of Results</p>
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Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>3e.2 ART Discussion: Do we have an effective system to address targeted groups of students needing support?</p> <p>3e.3. ART Discussion: Do we have an effective system to provide staff awareness of the student cultures we serve?</p> <p>3f.1. TEACHERS CAPTIVATE: Conduct baseline data analysis of Effective Teacher Strategies for Captivating/Engaging Students in the classroom</p> <p>3f.2. Develop Continuum of Student Engagement (“Captive”) in the classroom</p> <p>3.g. ACADEMIC PLAN: Collaborative Review, Refinement, & Development of New 3-Year Academic Plan for SY20-21 through SY22-23</p>				<p>Year 3 Continued:</p> <p>3f.1. Continuum of Student Engagement in the Classroom</p> <p>3f.2. Student Engagement Baseline Data</p> <p>3g. New 3-Year Academic Plan SY20-21 through SY22-23</p>
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Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<p>Year 3</p> <p>3.a. Train all new teachers on the use of Infinite Campus for grading and Grade Reporting policy.</p> <p>3.b. Train all new teachers on the use of Infinite Campus for communication between teacher, parents and students.</p> <p>3.c. Revise, as necessary, school-wide policy for uploading/updating grades in Infinite Campus.</p> <p>3.d. Monitor and revise, as necessary, communication plan to ensure effective communication between all stakeholders</p>	<p>Year 3 (19-20)</p>			<p>Year 3</p> <p>3.a. Training Sign In Sheet</p> <p>3.b. Training Sign In Sheet</p> <p>3.c. Grade Reporting Policy</p> <p>3.d. Communication Plan & Survey</p>
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