

Three-Year Academic Plan 2017-2020

Radford High School

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

Approved by Mr. John Erickson	Date
Signature on File at School	05-05-2017

Where are we now?

Prioritize school's needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
 - 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

- 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.
 - 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.

Addressing Equity: Sub Group Identification

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.

9th Graders - increase 9th grade on-track rate

High Needs Students (SpEd, ELL, & Disadvantaged) - increase proficiency rate to close achievement gap in ELA, Math, & Science

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				

<u> Goal 1:</u>	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:
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.	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. Vision: We envision success for our community through limitless opportunities for achievement and excellence Mission: 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.

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
A. Student Transition - 9th Grade Transition & Promotion 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)	1.a. Identify and evaluate current practices and supports of programs and departments to assist in the transition of 9th grade students. 1.b Determine gaps and needs in support services to 9th grade students. 1.c. Identify area of need for transitioning 9th graders based on input and feedback from all stakeholders. 1.d. Identify baseline data to be collected to measure progress and effectiveness of 9th grade transition plan. 1.e. Develop a transition plan to support all 9th grade students 1.f. Continue Articulation with feeder school, Aliamanu Middle School, to support 9th grade transition	Year 1 (17-18)	J.Sunday L.Johnstone	□ WSF □ Title II □ Title III □ IDEA □ Homeless □ CTE □ Other □ N/A	Year 1 1.a.1. Timeline and listing of current practices and supports in place to assist with 9th grade transition. 1.a.2. Teacher/program survey results of current practices and supports 1.b. & 1.c. Minutes/survey results/feedback from stakeholders on gaps and areas of need for transitioning 9th graders. 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 1.e. 9th grade transition plan 1.f. AMS Articulation Notes

Year 2 -	Year 2	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	(18-19)	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
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	Year 3 (19-20)	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

B. Student	Year 1 -	Year 1	J.Sunday	⊠ WSF	Year 1
Transitions - Improve support of student transition into college & career for all students (Advisory/PTP) By SY19-20, 100%	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	(17-18)	L.Johnstone	☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	1.a. Refined Advisory/Personal Transition Plan1.b. Baseline Data Measures
of graduating seniors will have a post-high school plan and steps to achieve that plan. (AMR Focus Area #5)	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	Year 2 (18-19)			Year 2 2.b.1. Data Measures 2.b.2. Teacher Feedback 2.b.3. Student Feedback 2.c. Refined Advisory/Personal Transition Plan
	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	Year 3 (19-20)			Year 3 3.b.1. Data Measures 3.b.2. Teacher Feedback 3.b.3. Student Feedback 3.c. Refined Advisory/Personal Transition Plan

C. Achievement Gap	Year 1 -	Year 1	T.Brown	⊠ WSF	
- RTI all tiers (academic) By SY19-20, all students requiring math & reading support will be identified and serviced through RTI instruction. (AMR Focus Area #1; Radford Complex DoDEA Grant #2; Radford Complex Focus Area #2)	 1a. Continue implementation of RTI reading and math 1b. Update RTI Program Action Plan to: Develop a system of identifying students in need of RTI support once the school year has begun and place identified students into RTI. Inservice faculty on RTI program. Develop and refine process for monitoring progress of students Year 2 - 2a. Continue implementation of RTI reading and math 2b. Update RTI Program Action Plan to: Refine the system of identifying students in need of RTI support once the school year has begun and place identified students into RTI. Refine process for monitoring progress of students 	Year 2 (18-19)	L.Johnstone	☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☑ Other (DODEA Grant) ☐ N/A	1a., 2a., 3a. 1. Universal Screening Data (3 times/ year-reading) 2. List of identified students for RTI Reading and Math 3. Progress monitoring data and analysis 4. RTI Program Action Plan Progress Report (2 times a year) 1b., 2b., 3b. 1. Updated RTI Program Action Plan 3c. 1. Updated RTI flowchart

Year 3 -	Year 3
3a. Continue implementation of RTI reading and math	(19-20)
3b. Update RTI Program Action Plan to:	
 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/sociall skills). Refine process for monitoring progress of students 	
3c. Review and refine RTI	
process incorporating the Ci3T framework	
components and merge RTI A and B into one system.	

D. Achievement Gap	Year 1 -	Year 1	D.Huddy	⊠ WSF	Year 1
- RTI all tiers (behavioral) By SY19-20, Students requiring behavioral RTI will receive appropriate support services. (AMR Focus Area #1)	1.a. Provide In-service/training of counselors/BHS, department heads and ART Team on Behavioral RTI 1.b. Establish cadre for Behavioral RTI and develop Behavioral RTI Implementation Plan 1c. Determine school-wide tiers of support and create a visual to represent supports at different levels across behavior, transition, attendance, academics, and Career/college readiness. 1d. RtI training for ART team. 1e. Revise data collection process and procedures for attendance, behavior, and academics. 1f. Develop a common understanding of determining core root causes and matching appropriate supports. Year 2 -	(17-18)	M.Okano	☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	1.a. Training Session Agenda 1.b.1. Behavioral RTI Cadre 1.b. 2. Behavioral RTI Implementation Plan 1.b.3. Baseline data measures 1.c. Tier 1 schoolwide and classroom Academic RTI and Behavioral RTI practices 1.d. Faculty Training Agenda on Behavioral RTI
	2. Collaborative data collection and analysis to a. determine core root causes b. provide appropriate level of support for students. 2c. RtI program members will provide RtI training to the staff.	(18-19)			2.a. Referral data and meeting notes2.b. Data Measures2c. Meeting Agenda and sign-in

	Year 3 - 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)	Year 3 (19-20)			Year 3 3.a.1 Behavioral RTI Implementation Plan 3.a.2. Data Measures
E. Achievement Gap - Appropriate supports provided for SpEd, ELL, & Disadvantaged students in order to close the achievement gap 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. A 2% decrease in gap will be attained each year. By SY	Year 1 - 1a. Identify current practices and curriculum in ELL & SpEd courses 1b. Determine degree of consistency within the curriculum practices in comparison to general education classes 1c. Determine and collect initial baseline measures of success to be used for monitoring progress for ELL, SPED, and Disadvantaged subgroups 1d. Develop a plan to systematically monitor interim student progress to include focused articulation between general education teachers and SPED and ELL teachers	Year 1 (17-18)	T.Brown (SPED) R.Shimabuk uro (ELL) M.Okano	WSF Title II Title III IDEA Homeless CTE Other N/A	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 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 1d. Plan for monitoring interim student progress to include measures and frequency of monitoring and evidence of collaborative analysis and planning

19-20, the following	Year 2 -	Year 2	Year 2
19-20, the following targets will be achieved: ELA: 27% Gap Math: 16% Gap Science: 25% Gap (Radford Complex Focus Area #6)	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	Year 2 (18-19)	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
	2d. Develop a plan to assess needs and update existing systems and practices and/or implement additional		subgroups collected and organized in at the beginning of each semester to include STAR Reading, STAR Math, and
			2d. Updated ELL Program Action Plan

Year 3 -		Year 3
3a. Implement and revise as needed the scope and sequences for resource classes in SPED and ELL.	Year 3 (19-20)	3a. Course scope and sequences to include alignment to prioritized grade level or content-specific standards
3b. Continue focused articulation between general education teachers and SPED teachers to monitor interim student progress and provide professional development to support inclusion teams 3c .Collect and analyze data from benchmark measures to identify SPED, ELL, and disadvantaged students who may need additional targeted support 3d. Implement a plan to update existing systems and practices and/or implement additional supports and services for ELL students.		3b.1. Inclusion Team meeting notes focused on curriculum / student progress and assessment data 3b.2. Agendas from PD for inclusion teams 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 3d. ELL Program Action Plan and
		Progress Report

F. College & Career	Year 1 -	Year 1	T.Wakumoto	⊠ WSF	Year 1
9				☐ Title I	1.a. Refined RAM Notes
Ready Skill	1.a. Based on student & teacher	(SY17-18)	M.Toloumu	☐ Title II	process
Development - AVID	data collected in SY16-17, refine RAM Notes as needed.			☐ Title III	1.b. Student RAM Notes or
(schoolwide				□ IDEA	work samples
expansion)	1.b. Monitor implementation of			☐ Homeless	1.c. AVID Schoolwide
D GV10 20	RAM Notes by teachers with their students.			□ CTE	WICOR Strategy
By SY19-20,				☐ Other	Implementation Plan
establish &	1.c. Based on student & teacher			□ N/A	1.d. AVID Schoolwide
implement a plan to	data collected in SY16-17, determine what the next				WICOR Strategy
expand school-wide	school-wide strategy for				Implementation Plan
AVID WICOR	implementation will be in				
Strategies.	SY18-19.				
(D. 10. 1.C. 1	1.d. Develop plan for				
(Radford Complex	implementation of next AVID				
DoDEA Grant	schoolwide WICOR strategy #2				
Requirement #3;	in SY18-19.				
Radford Complex	Year 2 -	Year 2			
Focus Area #3)	2.a. Train new teachers in RAM	(SY18-19)			Year 2
	Notes process through Quarter 1	(5110-17)			2.a. TEAM 1 Seminar, Quarter
	TEAM Seminar.				1 Curriculum
	2.b. Continue monitoring				2.b. Student RAM Notes or
	implementation of RAM Notes				work samples
	by teachers with their students.				2.c. Baseline Data for AVID
	2.c. Collect baseline data for				WICOR Strategy 2 (Critical Reading & Annotating Text)
	AVID WICOR Strategy 2				Keauing & Annotating Text)
	(Critical Reading & Annotating				Year 3
	Text).				3.a.1. TEAM 1 Seminar,
					Quarter 1 Curriculum
	Year 3 -	Year 3			3.a.2. Faculty Training
	3.a. 1. Train new teachers in				Resources for AVID
	RAM Notes process through	(19-20)			Schoolwide Strategy 1 (RAM
					WAY Note-taking) Refresher

G. College &	Year 1 -	Year 1	J.Sunday	∞ WSF	Year 1
Career Ready Skill Development - GLOs (inclusive of 21st Century Skills & Student Digital Literacy) By SY2019-20, Radford High School will formalize a system to ensure that students demonstrate GLOs effectively. (AMR Focus Area #3; WASC Self-Identified Growth Theme #1; Radford Complex DoDEA Grant Requirement #4; Radford Complex Focus Area #4)	 1a. Determine or redefine schoolwide characteristics of GLOs to reflect 21st century skills and student digital literacy with alignment to school vision, mission, and mantra 1b. Develop and begin implementation of a plan to communicate GLOs with all school stakeholders. (e.g., posters, website, MYAC) 1c. Develop a plan to formally incorporate GLOs into classroom instruction to include a way to assess and measure student demonstration of GLOs 1d. Continue to implement and monitor the integration of technology in classes to ensure that it is purposeful and aimed at enhancing student learning and aligned to school Future Ready Learning Plan 	(17-18)	M.Okano	☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	1a. Updated schoolwide characteristics of GLOs by end of SY17-18 1b. Communication of updated schoolwide GLOs through posters, website, MYAC meetings by the end of quarter 4 in SY17-18. 1c. Planning documentation for the incorporation of schoolwide GLOs into classroom instruction. 1d.1. Professional development agendas, notes, and presentations to include technology integration 1d.2 Meeting dates and notes from professional development sessions focused on purposeful integration of technology 1d.3 Observation or walkthrough data monitoring the integration of technology 1d.4 Student work samples
	Year 2 -	W 2			Year 2
	2a. Begin communication of updated school wide GLOs at Radford within classrooms and appropriate school programs and systems	Year 2 (18-19)			2a.1 Posting of updated schoolwide GLOs in classrooms, website, and appropriate school locations

2b. Examine current practices and expand on the intentional incorporation of schoolwide GLOs into classrooms and appropriate programs and systems 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 Year 3 - 3a. Continue to evaluate and make necessary adjustments to the incorporation of schoolwide GLOs at Radford 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	Year 3 (19-20)	2a.2 Observational data 2b.1 Teacher, department, or program reflection and/or notes documenting the examination of GLOs in current practices 2b.2 Student reflections or feedback 2b.3 Student work samples 2c.1. Professional development agendas, notes, and presentations to include technology integration 2c.2 Observation or walkthrough data monitoring the integration of technology 2c.3 Student work samples Year 3 3a.1 Documentation of GLO implementation efforts based on planned timeline and action steps 3a.2 Student and teacher feedback 3b.1. Professional development agendas, notes, and presentations to include technology integration 3b.2 Observation or walkthrough data monitoring the integration of technology 3b.3 Student work samples
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H. College &	Year 1 -	Year 1	T.Wakumoto	⊠ WSF	Year 1
Career Ready Skill Development - AP Program By SY 2019-20, an increase in student achievement in Advanced Placement coursework and AP Exams will be	1.a. Use AP trend data, mock exam data, and feedback from teacher and student EOY survey to refine curriculum and instruction 1b. Provide professional growth opportunities (National Conference, Summer Institute, Mid Year Institute, PDE3 course etc) for AP teachers and AP potential teachers	(17-18)	S.Tiitii	☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	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 1.b. Registration and attendance
achieved. By school year 19-20 per DODEA grant, show a minimum of 4% increase in students with qualifying scores over the baseline data.	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	Year 2 (18-19)			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
(Radford Complex Focus Area #5)	2.b. Provide professional growth opportunities (National Conference, Summer Institute, Mid Year Institute, PDE3 course etc) for AP teachers and AP potential teachers				2.b. Registration and attendance
	Year 3 - 3.a. Use AP trend data, mock exam data, and feedback from teacher and student EOY survey	Year 3 (19-20)			Year 3 3.a. Summer: AP Exam Results Qtr 1: AP Trend Data Analysis/Plan Sheet

	to refine curriculum and instruction 3.b. Provide professional growth opportunities (National Conference, Summer Institute, Mid Year Institute, PDE3 course etc) for AP teachers and AP potential teachers				Qtr: 2 or 3: AP Mock Exam Analysis/Plan Sheet Qtr 4: Teacher and student EOY survey data 3.b. Registration and attendance
I. College & Career Skill Development - Early College By SY 2019-2020, increase Early College opportunities for all students.	Year 2 - 2a. Identify current popular pathways within C.T.E. program 2b. Select possible Early College Course that would be most appropriate to match the course sequence of that C.T.E. Pathway 2c. Develop timeline for course implementation. 2d. Initiate recruitment process for selected course.	Year 2 (18-19)	J.Sunday S.Tiitii	WSF □ Title II □ Title III □ Title III □ IDEA □ Homeless □ CTE □ Other □ N/A	Year 2 2a. C.T.E. Course enrollment from Fall Semester in SY18-19 2b. Identified Early College Course(s) to be offered 2c. Written Early College Program Timeline 2d.1. Accuplacer Assessment Administered for all interested students
	Year 3 - 3a. Conduct selected Early College Course. 3b. Evaluate course satisfaction by students and teachers	Year 3 (19-20)			Year 3 3a. Master schedule 3b.1. Student satisfaction survey at end of Semester(s). 3b.2. Teacher/Professor survey at the end of Semester(s).

<u>Goal 2:</u> 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 (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
A. Teacher professional development opportunities (pedagogical practices & tech integration) Improve quality student-centered instruction within	Year 1 - 1.a. Provide teacher professional development on creating quality standards-based assessments to include common scoring criteria • Each quarter, each teacher will participate in creating standards-aligned assessment items to assess the standards in their scope and sequence	Year 1 (17-18)	S. Tiitii M. Okano M. Toloumu	■ WSF □ Title II □ Title III □ Title III □ IDEA □ Homeless □ CTE □ Other □ N/A	Year 1 1.a.1. Quarterly summative assessment items aligned to scope & sequence with scoring criteria 1.a.2. Common Course EOC summative assessments that include quarterly summative assessment items. 1.b. Teacher Pedagogy: Formative Assessment & Descriptive Feedback Plan 1.c.1. Formative Assessment
curriculum, instruction, & assessment. By SY 2019-2020,	for one course (preferably a common course taught with colleagues) and scoring criteria				Baseline Data 1.c.2. Descriptive Feedback Baseline Data

student-centered			
learning will be	Year 2 -	Year 2	Year 2
improved within	2a. Provide PD on creating	(18-19)	2a. PD sign in sheets
curriculum,	standards-aligned assessments.		2b. Common Course assessments aligned to
instruction, &	2b. Provide feedback on		standards (according to course
assessment.	common course assessments to		scope & sequence)
(D. 10, 10, 1	improve standards-aligned		2c. Common assessment scores
(Radford Complex	assessments.		will be used to determine
DoDEA Grant	2c. Teachers will collaboratively look at student work to measure		baseline data to measure the
Requirement #1;	students abilities to meet the		effective of curriculum (minimum per semester); refine
Radford Complex	learning target of the curriculum.		scope & sequence as needed.
Focus Area #1; WASC	2d. Admin to establish a system		2d. Plan for measuring student
Self-Identified	for measuring student		engagement during classroom
Growth Theme #2;	engagement		observations.
WASC Visiting		Year 3	Year 3
Committee	Year 3 -	(19-20)	3a. Sign in sheets, presentations
Suggested Growth	3a. Provide professional	(17-20)	(slide deck, powerpoint, etc)
Area #2, #3, #4;	development opportunities based		
CNA 2018 #1)	on school and teacher needs through		
C14112010 111)	-Schoolwide PD		
	-IMPACT		
	-TEAM		
	-1 EAW		
	2h Danartmanta will		3b1. Common Course Scope
	3b. Departments will collaborate to ensure that all		and Sequence
	courses con't to implement,		3b2. Common summative assessment data(minimum once
	review, and refine common		a semester)
	course scope and sequences and		3b3.
	summative assessments to		
	improve student achievement.		

B. Professional	Year 1 -	Year 1	T. Brown	⊠ WSF	Year 1
development opportunities for EAs & Support Staff (WASC Area For Growth #1) By SY 2019-20, differentiated	 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 	(SY17-18)	L.Johnstone	☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	1.a. Needs Assessment Survey Data for SY18-191.b. Support staff training plan for SY18-191.c. Support staff training curriculum for SY18-19
training will be provided for all classified staff. (WASC Visiting Committee Suggested Growth Area #1)	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	Year 2 (SY18-19)			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
	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	Year 3 (SY19-20)			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

<u>Goal 3:</u> 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	In order to ensure the effectiveness of the initiatives and programs at
school improvement initiatives through the implementation of	Radford, it is essential that they are monitored using data and refined
department and program action plans aligned to the Academic Plan.	systematically. The Academic Review Team role is to monitor school
	improvement initiatives and refine these as necessary.

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
A. Academic Review Team By SY 2019-20, the Academic Review Team will effectively implement a system to monitor school-wide initiatives for continuous improvement. (AMR Focus Area #6, WASC Self-Identified Growth Area #3, WASC Committee Suggested Growth Area #2, CNA 2018 #1, #2)	Year 1 - 1.a. Establish routine ART Meeting weekly for Academic Plan Enabling Activity progress share-out. 1.b. Departments & Programs develop Action Plans aligned to the Academic Plan. 1.c. Departments & Programs collect data to assess progress and complete Action Plan Progress Reports each semester. 1.d. Review & refine 3-Year Academic Plan Year 2 - 2.a. Continue routine ART Meeting weekly for Academic Plan Enabling Activity progress share-out, and review & monitoring of Department and Program Action Plans/Progress Reports. 2.b. Departments & Programs	Year 1 (SY17-18) Year 2 (SY18-19)	J.Sunday M.Toloumu	□ WSF □ Title II □ Title III □ IDEA □ Homeless □ CTE □ Other □ N/A	Year 1 1.a.1. ART Meeting Agenda 1.a.2. ART Meeting Minutes 1.b.1. Department Action Plans 1.b.2. Program Action Plans 1.c.1. Semester 1 & EOY Department Progress Reports 1.c.2. Semester 1 & EOY Program Progress Reports 1.d. Refined 3-Year Academic Plan SY17-18 thru SY19-20 Year 2 2.a.1. ART Meeting Minutes 2.b.1. Department Action Plans 2.b.2. Program Action Plans 2.c.1. Semester 1 & EOY Department Progress Reports 2.c.2. Semester 1 & EOY Department Progress Reports 2.c.2. Semester 1 & EOY
	develop Action Plans aligned to				Program Progress Reports

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the Academic Plan.		2.d. Refined 3-Year Academic
2.c. Departments & Progr		Plan SY17-18 thru SY19-20
collect data to assess prog		
and complete Action Plan		
Progress Reports each sen		
2.d. Collaborative Review		
refinement 3-Year Acader	nic	
Plan		
		Year 3
Year 3 -	Year 3	3a.1. School Design
3.a. ART MEETINGS:	(SY19-20)	3a.1-4. ART Meeting Minutes
Continue routine ART Me	eeting	3a.4. Relevant Data/Results
weekly in order to address	s the	
following:		
1. Monitor progress of	of	
School Design		
Implementation Et		
2. Monitor progress of		
Academic Plan En	abling	
Activities; 3. Review & monitor		
Department and Pr		
Action Plans/Prog		
Report		
4. Review & monitor	data	
associated with Sc	hool	
Programs, Initiativ		
and Systems (Striv		
Results, Tripod Su	rvey	
Results, SQS,		
Teacher/Student S	urvey	
Data, etc.)		
J	1 1	l

3.b. DEPT ACTION PLANS:	Year 3 Continued:
Departments develop Action	
Plans aligned to the Academic	3b.1 Department Action Plans
Plan.	
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	3b.2. Testing Data: • ACT, SBA, EOC Biology • Common Course Assessment Data 3c. Program Action Plans
3c. PROGRAM ACTION PLANS: Programs develop Action Plans aligned to the Academic Plan. 3.d. PROGRESS REPORTS: Departments & Programs collect data to assess progress and complete Action Plan Progress Reports each semester. 3e.1. TEACHERS CARE: Conduct baseline data analysis of Effective Teacher Strategies for Relationship Building and Teacher Training in Development of Positive Student Rapport	3d.1. Semester 1 & EOY Department Progress Reports 3d.2. Semester 1 & EOY Program Progress Reports 3e.1-3. ART Meeting Agenda/Minutes; Baseline Data & Analysis of Results

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

B. System of	Year 1 -	Year 1	J.Sunday	⊠ WSF	Year 1
By SY 2019-20, a formal system will be in place system to ensure effective communication between all stakeholders. (WASC Self-Identified Growth Theme #4; WASC Recommended	1.a. Train all teachers on the use of Infinite Campus for grading. 1.b. Train all teachers on the use of Infinite Campus for communication with teachers and students. 1.c. Set-up a school-wide policy for uploading/updating grades in Infinite Campus. 1.d. Develop and implement a communication plan to ensure effective communication between all stakeholders.	(17-18)	S.Tiitii	☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	1.a. Training Sign In Sheet1.b. Training Sign In Sheet1.c Grade Reporting Policy1.d. Communication Plan & Survey
Growth Area #5)	Year 2 2.a. Train all new teachers on the use of Infinite Campus for grading and Grade Reporting policy. 2.b. Train all new teachers on the use of Infinite Campus for communication between teacher, parents and students. 2.c. Revise, as necessary, school-wide policy for uploading/updating grades in Infinite Campus. 2.d. Monitor and revise, as necessary, communication plan to ensure effective communication between all stakeholders	Year 2 (18-19)			Year 2 2.a. Training Sign In Sheet 2.b. Training Sign In Sheet 2.c Grade Reporting Policy 2.d. Communication Plan & Survey

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