2020 Academic Plan, School Year 2020-21

School: Radford High

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.
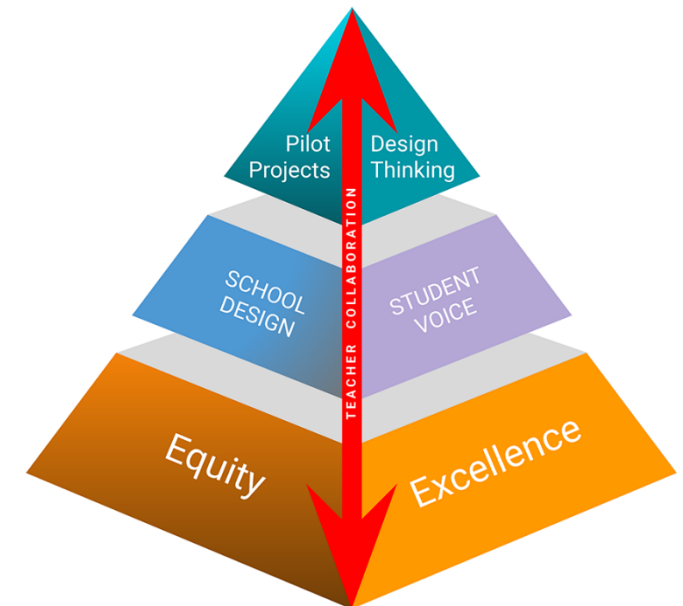
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).

Principal (print):	
Principal's signature: Signature on file at school	Date: 5/28/2020

Complex Area Superintendent (print):	
Complex Area Superintendent's signature:	Date: 5/28/2020

[School Name], [Version 1], [Date]

2020 Academic Plan, School Year 2020-21

[**School: RADFORD HIGH SCHOOL**]

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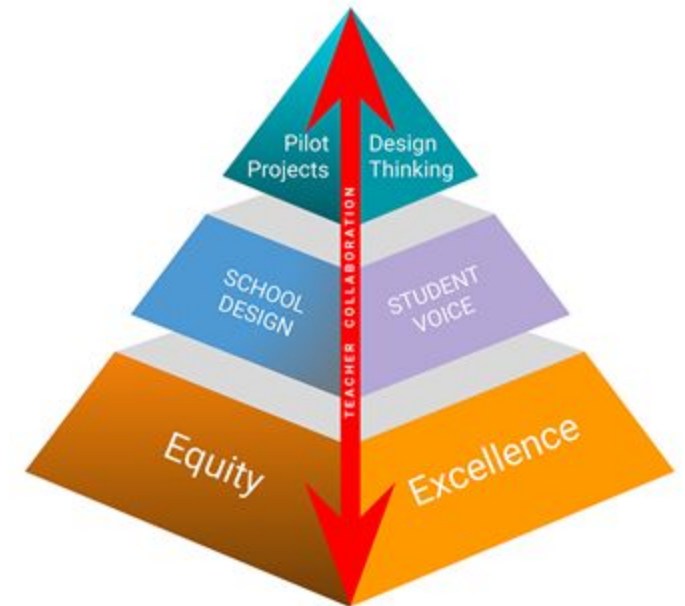- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying enabling activities in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity
Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.	*What is your Theory of Action (if-then) to improve the achievement gap?*	*What are your Enabling Activities to improve the achievement gap?*
1. Freshmen received the highest number of Quarter 1 F's on their report cards compared to all other grade levels.	If we provide tailored supports and services for our freshmen and proactively monitor their progress, then they will develop the skills to be more successful in high school and the achievement gap for our 9th Graders will decrease.	1.A.1. Create a cohort of freshmen students with a core team of English, Math, Science, Social Studies and Transition to High School teachers. 1.A.2. Freshmen Teachers will plan for and provide direct instruction on the academic success skills freshman are lacking. 1.A.3. Core Freshmen Team Teachers will proactively monitor progress of identified 9th grade core team students. 1.B. Counselors will continue to monitor freshman F's and provide appropriate supports. 1.C. Provide teachers with professional development on adolescent brain development and engagement strategies.

2. ELL students' achievement on high stakes tests (EOC Biology, SBA ELA, & SBA Math) has been consistently low.	If we provide tailored supports and services for our EL students and proactively monitor their progress, then they will develop the skills to be more successful in high school and the achievement gap for our EL students will decrease.	1. Provide EL students and their families with access to significant documents and information related to high school requirements and available services (i.e., translated documents, strategies to target communication to EL students) 2. Provide teachers with professional development to better understand the specific needs and best practices to support EL students in the classroom. 3. Create/Refine EL classes and organize personnel to best support EL students needs. 4. Develop or utilize an existing system to proactively monitor academics, attendance, and social-emotional needs of EL students.

Innovation in Support of the Core: School Design and Student Voice

Describe here your complex/school contexts for School Design and Student Voice.

● **Radford High School participates in Complex-wide initiatives in order to support K-12 student skill development towards college and career readiness, therefore these initiatives are included as a part of our overall School Design. As a school, Radford High School serves a unique, multicultural, and highly transient community. Our students bring with them a wide range of experiences and interests. In order to service our varied population and prepare them for college and career readiness, we believe our School Design must provide our students with as many opportunities for them to grow academically and personally within a positive and nurturing culture.**

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

● **Radford High School utilizes a continuous school improvement process to monitor the ongoing operations of our departments, programs, and initiatives. Student survey and interview data is included as a part of this process. Schoolwide and program specific data is reviewed regularly through an inclusive process to monitor the services provided and evaluate the effectiveness of our School Design. We are looking to increase the inclusiveness of Student Voice in this process as we continue to refine the focus of our School Design.**

Describe here your Conditions for Success for School Design and Student Voice

● **School Design and Student Voice need to be a focus and time needs to be prioritized for discussion and planning to take place.**

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
*What are your Measurable Outcomes around **School Design and Student Voice**? What are you designing?* YEAR 1: Include all stakeholders, in the refinement or revision of the vision and mission, and our School Design.	*What are your Measurable Outcomes around **School Design and Student Voice**? What are you designing?* YEAR 2: Include all stakeholders, to evaluate our departments, programs, initiatives, systems, and practices to ensure alignment with our School Design, Vision, and Mission.	*What are your Measurable Outcomes around **School Design and Student Voice**? What are you designing?* YEAR 3: Implement changes based on Year 2 evaluation.

Why are you implementing them? Our Vision and Mission has not revisited since 2015, and staff has changed. Due to time constraints, the initial School Design Profile was created primarily by our ART Team and shared with other school stakeholders. We would like to be more inclusive as we work to make sure that our Vision, Mission, and School Design truly reflects the values and goals of the community we serve.	*Why are you implementing them?* It is important that we ensure alignment between our Vision, Mission, School Design, and the programs and initiatives we offer.	*Why are you implementing them?* It is important that we ensure alignment between our Vision, Mission, School Design, and the programs and initiatives we offer.
How will you know that they are causing an improvement? All members of the faculty and staff are able to speak to the School Vision, Mission, and School Design.	*How will you know that they are causing an improvement?* Use a data-driven process, decide on changes (refinements within programs/initiatives, additions and/or deletions of programs/initiatives) that need to be made to more appropriately meet the goals of our School Design, Vision, and Mission.	*How will you know that they are causing an improvement?* Vision, Mission, and School Design will be embedded in what drives decision making in our school's operations.
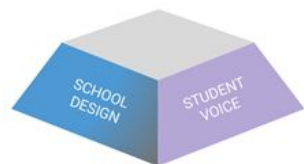
Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals

Add beginning of the year measurements here.
 	
9th Grade Quarter 1 F's in SY19-20
● Total Number of 9th Grade F's = 165 earned by 80 9th Graders)
9th Grade Quarter 2 F's in SY19-20
● Total Number of 9th Grade F's = 168 earned by 74 9th Graders
● Total Number of 9th Grade F's Semester 144 earned by 68 9th Graders)
9th Grade Quarter 3 F's in SY19-20
● Total Number of 9th Grade F's = 184 earned by 83 9th Graders
9th Grade Quarter 4 F's in SY19-20 - UNAVAILABLE
	Add throughout the year measurements here.
	
	9th Grade Quarterly F's in SY20-21
	
	ELL Student Quarterly grades
	ELL Student Quarterly attendance
	
	Math Formative Measures - TBD
	
	AP Formative Measures - TBD
	
	Panorama Survey - TBD
		Add end of year goals here.
		
		9th Grade Quarter 1 F's in SY20-21
		    Decrease by 2%
		9th Grade Quarter 2 F's in SY20-21
		    Decrease by 2%
		9th Grade Quarter 3 F's in SY 20-21
		    Decrease by 2%
		9th Grade Quarter 4 F's in SY20-21 - for future longitudinal data comparison
		
		70% of EL students make growth on the WIDA ACCESS test
		SBA Math - 8% of ELL students will be proficient
		SBA ELA - 8% of ELL students will be proficient

9th Grade End of Course F's in SY19-20 - TBD
 	
ELL Student WIDA ACCESS test scores from SY19-20 taken in January 2020 - 2.7% proficient = 1 of 37 ELL students (SY19-20)
ELL SBA Math - 0% proficient (SY18-19)
ELL SBA ELA -0% proficient (SY18-19)
ELL EOC Biology - 0% proficient (SY18-19)
 	
ACT Math proficiency in SY18-19 at 16% (Scores available in May)
ACT Math proficiency in SY19-20 - TBD
SBA Math proficiency in SY19-20 - UNAVAILABLE
 	
AP proficiency scores in SY18-19 at 46% (Scores available in July)
AP proficiency scores in SY19-20 - TBD
 	
Panorama Survey
  ● School Belonging Component of Panorama Survey in SY19-20 at 42% (Data available in February)
  ● Classroom Engagement Component of Panorama Survey in SY19-20 at 46% (Data available in February)
	EOC Biology - 8% of ELL students will be proficient
	
	ACT Math proficiency in SY20-21 at 18% (Scores available in May)
	SBA Math proficiency in SY20-21 - for future longitudinal data comparison
	
	AP proficiency scores in SY20-21 at 48%
	
	Panorama Survey
	  ● School Belonging Component of Panorama Survey in SY20-21 at 44% (Data available in February)
	  ● School Belonging Component of Panorama Survey in SY20-21 at 48% (Data available in February)

Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1. Freshmen Course Failure Rate (5P-EQUITY) (AMR-ACHIEVEMENT GAP) (AMR-9TH GRADE) (AMR-STUDENT TRANSITION) (CNA 1) MEASURABLE OUTCOME: Decrease the number of F's in core courses that	1.A.1. Create a cohort of freshmen students with a core team of English, Math, Science, Social Studies and Transition to High School teachers. 1.A.2. Freshmen Teachers will plan for and provide direct instruction on the academic success skills freshman are lacking. 1.A.3. Core Freshmen Team Teachers will proactively monitor progress of identified 9th grade core team students.	Yearlong	WSF	Freshman Team lead with support of Freshman Team will initiate and coordinate bi-monthly team meetings, quarterly monitoring, bi-quarterly monitoring of Grades, attendance and behavior	Quarterly	School to provide a progress report at the end of first and second semesters describing status of implementation of each enabling activity. Progress reports to be reviewed by CAS and Complex Area Team.

freshmen receive quarter to quarter in comparison to prior school year.	1.B. Counselors will continue to monitor freshman F's and provide appropriate supports. 1.C. Provide teachers with professional development on adolescent brain development and engagement strategies.					
2. ELL Achievement on High Stakes Tests (5P-EQUITY) (AMR-ACHIEVEMENT GAP) (CNA 2) MEASURABLE OUTCOME: 70% of EL students will show growth in WIDA ACCESS testing scores from SY19-20 to SY20-21	2.A. Provide EL students and their families with access to significant documents and information related to high school requirements and available services (i.e., translated documents, strategies to target communication to EL students) 2.B. Provide teachers with professional development to better understand the specific needs and best practices to support EL students in the classroom. 2.C. Create/Refine EL classes and organize personnel to best support EL students needs. 2.D. Develop or utilize an existing system to proactively monitor academics, attendance, and social-emotional needs of EL students	Yearlong	WSF 42101 (Supplies) 42102 (Position) 42106 (Subs for testing)	2.A., 2.B., 2.C., 2.D. ELL Coordinator, with support from ELL school-level team, will initiate and coordinate activity and monitor progress. In addition, ELL Coordinator will incorporate Academic Plan ELL enabling activities into annual Comprehensive English Learner (EL) Plan.	Quarterly	
3. Students' college readiness in Math and Proficiency on high stakes tests (ACT, SBA) is consistently low. (5P-EQUITY) (AMR-ACHIEVEMENT GAP)	3.A. Disciplinary Math Literacy 1. PSAT Math Item Analysis & Reflection in Department Groups 2. Each Department/Content Area will Define the Disciplinary Math Literacy Skills students need to apply within their discipline.	Yearlong	WSF	3.A.1. Department Analysis & Reflection of PSAT Math Item Analysis 3.A.2. Department List and/or Description of Disciplinary Math Literacy	Quarterly	

(CNA 3)
 	
MEASURABLE OUTCOME:
Improve proficiency scores on the ACT from 16% in SY18-19 to 18% in SY20-21.
	3. Data Analysis & Determination of Next Steps
	
	3.B. Initiate the Pre-AP Algebra 1 in SY20-21
	  1. Every math teacher will be teaching an Algebra 1 class to improve Instructional Planning and reduce content & skill gaps between courses
	  2. Assessments will be similar to those on SAT & AP.
	  3. Monitoring of Progress Data will be collected and analyzed:
	    a. Algebra 1 student grade data from Q1-Q3 will be used as a benchmark measure to compare between SY19-20 to progress made in SY20-21.
	    b. Algebra 1 students will take the i-Ready diagnostic assessment during Quarter 1 and Quarter 4. Algebra 1 student i-Ready data will be used to measure progress of students at the beginning of the year, and at the end of the year during SY20-21.
	    c. Pre-AP Algebra 1 EOC exam data will be used to compare progress made in SY20-21 to future years.
	    d. Math ACT Data will be used to assess longitudinal improvement in SY20-21 to future years.
	
	3.C. 1. 9th and 10th grade students will take the Pre-ACT, and 11th grade students will take the ACT.
	3.C.2. Math school-wide team will
				Skills within their Content Area
				
				3.A.3. Math Schoolwide Plan of Action
				
				3.B.1. Pre-AP Algebra 1 Scope & Sequence, and Instructional Plan
				
				3.B.2. Pre-AP Algebra 1 Common Quarterly Summative Assessments
				
				3.B.3.a. Algebra 1 Q1-Q3 student grade data (SY19-20 and SY20-21)
				3.B.3.b. Algebra 1 BOY & EOY i-Ready Data
				3.B.3.c. Pre-AP Algebra 1 EOC exam data
				3.B.3.d. Math ACT exam data
				
				3.C. Pre-ACT and ACT Test Prep Lessons		

	develop Test Prep Lessons to prepare students for the Pre-ACT or the ACT.					
4. RTI System to support student success in Reading (5P-EQUITY) (AMR-ACHIEVEMENT GAP) (RADFORD-RTI) MEASURABLE OUTCOME: All identified students requiring math & reading support will be identified and serviced through RTI instruction.	4.A. Continue refinement and implementation of the CI3T Framework to include Tier 2 RTI Reading and math classes. 4.B. English and math teachers will administer the IReady diagnostic assessment to assist in identifying students in need of RTI Reading/Math courses.	Yearlong	WSF	4.A. Ci3T Lead with ELA and math teachers and counselors will review IReady Screening data (Fall and Spring), Ci3T Framework Implementation Plan, Course rosters	Quarterly	

5. Expanding Schoolwide AVID WICOR Strategies
 	
(RADFORD-AVID)
 	
MEASURABLE OUTCOME:
Continue implementation plan to expand school-wide AVID WICOR Strategies through the implementation of the Gradual Release Model for RAM WAY Note-taking.
	5.A. AVID Site Team Review of AVID schoolwide data & refine as needed the AVID Schoolwide Implementation Plan
	  1. Continue AVID Schoolwide data collection for AVID Certification
	     a. Student performance and feedback data
	     b. Teacher feedback data
		Yearlong	WSF	5.A. AVID Schoolwide Lead will coordinate and monitor the progress of the AVID Schoolwide Implementation Plan each Semester with the support of the AVID Site Team.	Semesterly	

6. Increase student achievement on Advanced Placement Exams (RADFORD-AP) MEASURABLE OUTCOME:	6.A. AP Teachers will use AP trend data, mock exam data, and feedback from teacher and student EOY survey to refine curriculum and instruction. 6.B. All AP teachers will administer the AP mock exam	Yearlong	WSF	6. AP Lead Team will review data and monitor progress of curriculum and instruction refinement.	Quarterly	

Increasing the percentage of students receiving qualifying scores on AP Exams from 46% to 48%.	6.C. Provide professional Development as determined by data analysis to support teacher and student success					
7. Early College MEASURABLE OUTCOME: Provide Early College opportunities for all eligible students.	7.A. Identify current needs & interest of students. 7.B. Select possible Early College Courses that align to needs and/or interest of students. 7.C. Initiate recruitment process for selected course. 7.D. Evaluate course satisfaction by students and teachers	Semester	WSF	7. College & Career Counselor	Semesterly	

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
8. CARE: Students' perception of CARE by Teachers and Staff is low based on student surveys. (5P-HAWAII) (5P-EMPOWERMENT) (CNA 4) MEASURABLE OUTCOME: Increase how much students feel they are valued members of the	8.A. Schoolwide training of teachers to ensure they all have appropriate strategies and understand the expectations required to develop student connections 8.B. Continue development and implementation of Ci3T Framework and its' components 8.C. Teachers will reflect on Panorama Survey & develop goals (now for SY20-21) i. Participate in collaborative data	Yearlong	WSF	8.A. CARE Initiative Lead will coordinate and monitor the progress of teachers as it relates to the schoolwide training aligned to the Schoolwide CARE Initiative. 8.B. Ci3T Lead will continue to monitor the progress and implementation efforts of the Ci3T Framework as it aligns with the Schoolwide CARE Initiative.	Semesterly	

school community from 42% to 44% based on the School Belonging Component of the Panorama Survey through building stronger social connections between teachers/staff and students within and beyond the classroom.	analyses and determination of next steps at Faculty Meetings.
	ii. Improve School Belonging by
	   1. Administering Periodic Student Surveys aligned to Panorama
	   2. Teachers reflecting on data and create goals.
	iii. Implement Panorama Playbook ideas/strategies
	
	8.D. Build student understandings about the Panorama Survey Questions
				8.C. Administrator Lead will coordinate the efforts of the Admin Team to monitor the progress and implementation of efforts aligned to the Panorama survey with all teachers and staff as it aligns with the Schoolwide CARE Initiative.
				
				8.D. CARE Initiative Lead will coordinate and monitor the progress of teachers as it relates to building students' understanding about the Panorama Survey Questions aligned to the Schoolwide CARE Initiative.		

9. CAPTIVATE: Student perception of CAPTIVATING Instruction by Teachers is low based on student surveys.
 	
(5P-EQUITY)
(5P-SCHOOL DESIGN)
(5P-EMPOWERMENT)
(CNA 5)
 	
MEASURABLE OUTCOME: Increase how attentive and invested students are in class based on the Classroom Engagement Component of the Panorama Survey from 46% to 48% through strengthening teacher
	9.A. Provide teachers with professional development opportunities to improve their classroom engagement practices as they reflect, collaborate with colleagues, and consider the voices of their students.	Yearlong	WSF	9.A. CCs will coordinate and facilitate:
				1. reflection on progress of classroom engagement practices using data from
				  a. Panorama Survey
				  b. Periodic Student Survey
				  c. Formative Student Survey
				2. Collaboration by colleagues.
					Semesterly	

classroom engagement practices.						
10. SCHOOL DESIGN: (5P-HAWAII) (5P/AMR-SCHOOL DESIGN) (5P-EMPOWERMENT) MEASURABLE OUTCOME: Include all stakeholders in the refinement or revision of the vision and mission, and our School Design.	10.A. Revisit the why (vision & mission) of Radford High School. 1. Create opportunities for inclusive conversations about our vision and mission with all stakeholders. 2. Determine whether the vision & mission need to be revised or refined. 10.B. In alignment with the refined School Vision & Mission, clearly define our Radford School Design. 1. Create opportunities for inclusive conversations about our Radford School Design with all stakeholders. 10.C. Develop a system to evaluate school system, initiative and program alignment to our clearly defined Radford School Design.	Yearlong	WSF	10.A. School Design Lead will develop a timeline and coordinate opportunities for inclusive conversations about revision/refinement of our Radford Vision and Mission with all stakeholders. 10.B. School Design Lead will develop a timeline and coordinate opportunities for inclusive conversations about our Radford School Design with all stakeholders. 10.C. School Design Lead will facilitate a conversation with the ART Team and other select stakeholders to develop a system to evaluate school systems, school initiatives, and school programs to determine alignment to our Radford School Design.	Semesterly	
11. Enhancing Core Instruction and Implementation of Standards in ELA to include the integration of technology to increase student digital literacy (5P-INNOVATION) (AMR-DIGITAL LITERACY) (RADFORD-CSS)	11.A. ELA department will develop a plan to incorporate student developed projects that demonstrate proficiency in ELA Common Core Standards. These projects will include student use of digital literacy tools in order to explore ELA content, meet ELA standards, and address a range of critical thinking skills.	Yearlong		11.A. ELA Department Head with support from Curriculum Coordinator for ELA will coordinate and monitor progress of grade level development of projects and scoring guides for student developed projects.	Quarterly	

(RADFORD-TECH INTEGRATION) MEASURABLE OUTCOME: All teachers will implement a common grade-level student developed project aligned to ELA CCSS which includes student use of digital literacy tools.					

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success

Please describe your school's ideas around innovation and pilot projects.
 	
Writing Lab:
● Student-facilitated, Teacher-lead
● Purpose:
  ○ Provide students with support with research paper and essay writing and editing.
  ○ Opportunities for teachers to incorporate Writing concepts into their curriculum in collaboration with the Writing Lab Advisor.
 	
(5P-INNOVATION)
	Please describe your conditions for Success:
	
	Writing Lab:
	● Teacher to Lead the Writing Lab during Instructional & Non-Instructional Time
	● Room Location not assigned to house classes so that students can receive support during both Instructional and Non-Instructional Time.
	● Funding for supplies/materials to run the Writing Lab annually.

STEM Lab:
● Student-facilitated, Teacher-lead
● Purpose:
  ○ Provide students with the opportunity for stretch learning in STEM, where they are able to apply STEM concepts through modeling and hands-on experiences
  ○ Provide opportunities for discovery learning
  ○ Opportunities for teachers to incorporate STEM concepts and Project Based Learning (PBL) into their curriculum in collaboration with the STEM Lab Advisor.
 	
(5P-INNOVATION)
	STEM Lab:
	● Funding for supplies/materials to run the STEM Lab annually.
	● Solidify the learning experiences within STEM Courses, so that students are able to facilitate learning for other students in the STEM Lab.
	● Teacher Advisor to lead STEM Lab and guide the STEM Lab student facilitators