

Academic Plan for School Year 2021-22



[School: RADFORD HIGH SCHOOL]

Developing a collaborative Academic Plan framed by the HDOE 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 the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

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

HDOE 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.

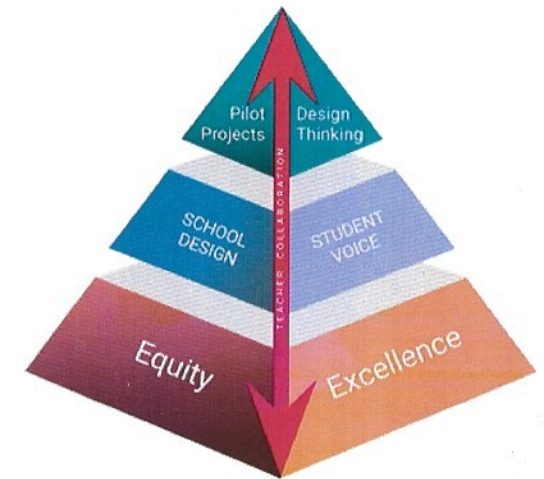
- The Pipeline of Emerging Ideas is linked to the HDOE 2020-30 Strategic Plan (page 5).

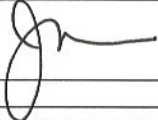

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

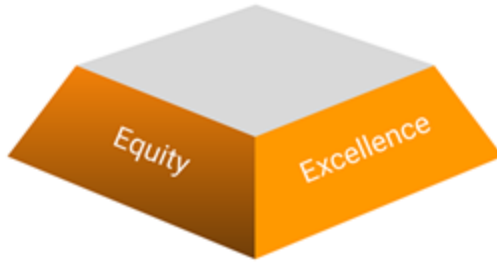
- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

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

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



Principal (print): James Sunday	
Principal's signature: 	Date: 4/28/2021
Complex Area Superintendent (print): John Erickson	
Complex Area Superintendent's signature: 	Date: 04/29/2021

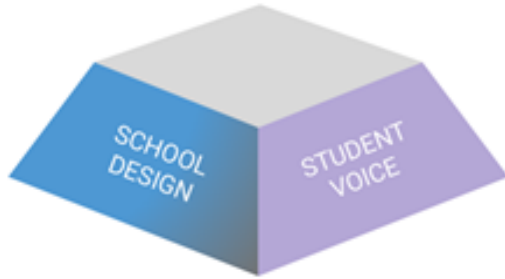


Teaching & Learning Core: Equity and Excellence

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
	<p><i>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.</i></p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p>
21-22	<p><i>Freshman reported the lowest score in the area of Sense of Belonging on the SY20-21 Panorama Student School and the Panorama SEL Surveys.</i></p>	<p>If we provide tailored supports and services for our freshmen and proactively monitor their progress, then they will develop a greater sense of belonging and the skills to be more successful in high school.</p>	<p>1.A.Continue with a cohort of freshmen students and a Freshman Team of Teachers to include: English, Math, Science, Social Studies and Transition to High School teachers.</p> <ul style="list-style-type: none"> • The Freshman Team of Teachers will plan for and provide direct instruction on Social Emotional Learning and on the academic success skills freshman are lacking. • The Freshmen Team will proactively monitor progress and provide supplemental support as needed to the identified 9th grade core team students. <p>1.B. Counselors will continue to monitor all freshman F's and attendance and provide appropriate supports to identified students with 3 or more F's.</p> <p>1.C. Provide teachers with professional development on student engagement strategies and Social Emotional Learning.</p>

			1D. Create Freshman centered School activities to promote connectedness to school and aid in their transition to high school.
21-22	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.	<p>2.A. Ensure EL students and their families are provided access to information related to school operations, requirements, and available services through personalized communication</p> <p>2.B. Create/Refine EL classes to best support student needs for language acquisition and achievement in English, Science, and Mathematics</p> <p>2.C. Develop a system to ensure proper placement of EL students into classes based on student needs for language acquisition and achievement in English, Science, and Mathematics</p> <p>2.D. Develop a system to individually progress monitor EL students and provide appropriate interventions and strategies as needed</p> <p>2.E. Provide cultural and real world experiences for EL students that support language acquisition</p>



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 2021-22 School Design and Student Voice.

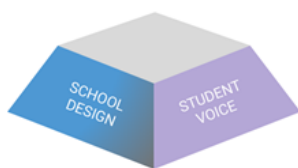
- Radford High School utilizes a continuous school improvement process to monitor the ongoing operations of our departments, programs, and initiatives. Student survey and interview data is included as a part of this process. Schoolwide and program specific data is reviewed regularly through an inclusive 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 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>YEAR 1: Include all stakeholders in the refinement or revision of our School Design based on an updated Vision and Mission and updated definition of college and career readiness.</p> <p>Include all stakeholders, to evaluate our departments, programs, initiatives, systems, and practices to ensure alignment with our School Design, Vision, and Mission.</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>YEAR 2: Implement changes based on Year 1 evaluation.</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>YEAR 3: Implement changes based on Year 2 evaluation.</p>

<p><i>Why are you implementing them?</i></p> <p>Our Vision and Mission was revisited and updated in SY20-21. 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 School Design reflects the updated Vision and Mission beginning in SY21-22.</p> <p>It is important that we ensure alignment between our Vision, Mission, definition of college and career readiness, School Design, and the programs and initiatives we offer.</p>	<p><i>Why are you implementing them?</i></p> <p>It is important that we ensure alignment between our Vision, Mission, School Design, and the programs and initiatives we offer.</p>	<p><i>Why are you implementing them?</i></p> <p>It is important that we ensure alignment between our Vision, Mission, School Design, and the programs and initiatives we offer.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>All members of the faculty and staff are able to speak to and begin practices that align to the School Vision, Mission, and School Design</p> <p>Using a data-driven process, changes will be determined as needed to more appropriately meet the goals of our School Design, Vision, and Mission and definition of college and career readiness (i.e., refinements within programs/initiatives, additions and/or deletions of programs/initiatives)</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Vision, Mission, and School Design will be embedded in what drives decision making in our school's operations.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Vision, Mission, and School Design will be embedded in what drives decision making in our school's operations.</p>



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

FOCUS ON SY 2021-22: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

	Baseline Measurements	Formative Measures	Summative Goals
#1 College & Career Readiness	<p><u>% of Honors Completers (SY19-20):</u> Academic: 28% STEM: 2.2% CTE: 13.9%</p>	5-year college and career readiness and credit tracker	<p><u>% of Honors Completers (SY21-22):</u> Academic: 33% STEM: 7% CTE: 19%</p>

	% of Honors Completers (SY20-21): Data not available at this time Academic: STEM: CTE:		
#2 Freshman	Panorama Survey <ul style="list-style-type: none"> School Belonging Component of Winter Panorama Student School Survey SY 20-21 at 27% for freshman. School Belonging Component of Fall Panorama SEL Survey in Fall SY 20-21 at 33% for freshman. 	Panorama SEL Survey and in-House Survey to Assess School Belonging	45% positivity score on Winter Panorama Student School Survey and end of year in-House Survey to Assess School Belonging.
#3 ELL	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)	ELL Student Quarterly grades ELL Student Quarterly attendance iReady Reading Diagnostic Assessments	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 EOC Biology - 8% of ELL students will be proficient
#4 Math	ACT Math proficiency in SY19-20 = 23% ACT Math proficiency in SY20-21 = TBD (Scores available in May 2021) SBA Math proficiency in SY19-20 = UNAVAILABLE SBA Math proficiency in SY20-21 = TBD (Scores available in ??)	iReady Math Diagnostic Assessment (Initial, MidYear, & End of Year) Pre-AP Alg1 Quarterly Grade Data	ACT Math proficiency in SY21-22 = 25% SBA Math proficiency in SY21-22 (Scores available in ??)
#7 Sense of Belonging	Panorama Student School Survey Data 20-21 = 34% favorable	Panorama SEL Survey (September) School Level Student Survey (Oct & April)	50% positivity score on Panorama School Survey Data 21-22
#8 Classroom Engagement	Panorama Student Classroom Survey Data 20-21 = 44% favorable	School Level Student Survey (Oct & April)	50% positivity score Panorama Student Classroom Survey Data 21-22

Student Outcomes (SY 2021-22)

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)
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<p>1. College & Career Readiness</p> <p>MEASURABLE OUTCOME: Develop a system to put students on a college and career pathway.</p>	<p>6.A. Establish a college and career readiness team</p> <p>6.B. Develop a 5-year college and career readiness and credit tracker for students to utilize in course selection planning and monitoring</p> <p>6.C. Refine advisory lessons to implement 5-year college and career readiness tracker.</p> <p>6.D. Develop a system to identify and advise potential honors certificate completers</p>	<p>Yearlong</p>	<p>WSF</p>	<p>The College and Career Readiness team will oversee the progress of the action steps.</p>	<p>Quarterly</p>	
<p>2. Freshmen Transition</p> <p>(5P-EQUITY) (AMR-ACHIEVEMENT GAP) (AMR-9TH GRADE) (AMR-STUDENT TRANSITION) (CNA 1)</p> <p>MEASURABLE OUTCOME: <i>Increase the Sense of Belonging for 9th grade students on the Panorama School Survey from 27% to 45%.</i></p> <p>NOTES: <i>Previous year was 44% so should % be higher?</i></p>	<p>2.A.Continue with a cohort of freshmen students and a Freshman Team of Teachers to include: English, Math, Science, Social Studies and Transition to High School teachers.</p> <ul style="list-style-type: none"> The Freshman Team of Teachers will plan for and provide direct instruction on Social Emotional Learning and on the academic success skills freshman are lacking. The Freshmen Team will proactively monitor progress and provide supplemental support as needed to the identified 9th grade core team students. <p>2.B. Counselors will continue to monitor all freshman F's and</p>	<p>Yearlong</p>	<p>WSF</p>	<p>2.A-CThe Freshman Team made up of core teachers, Transition to High School teachers, Registrar, Curriculum Coordinators, counselor, BHS and SSC review student data. The Freshman Team Lead will initiate and coordinate bi-monthly team meetings, quarterly monitoring, bi-quarterly monitoring of Grades, attendance and behavior.</p> <p>2D. Freshman Leadership Teacher/SAC/Freshman Team Members will monitor and plan events.</p>	<p>bi-monthly, Quarterly</p>	

	<p>attendance and provide appropriate supports to identified students with 3 or more F's.</p> <p>2.C. Provide teachers with professional development on student engagement strategies and Social Emotional Learning.</p> <p>2D. Create Freshman centered School activities to promote connectedness to school and aid in their transition to high school.</p>					
<p>3. ELL Achievement on High Stakes Tests</p> <p>(5P-EQUITY) (AMR-ACHIEVEMENT GAP) (CNA 2)</p> <p>MEASURABLE OUTCOMES: 70% of EL students make growth on the WIDA ACCESS test</p> <p>SBA Math - 8% of ELL students will be proficient</p> <p>SBA ELA - 8% of ELL students will be proficient</p> <p>EOC Biology - 8% of ELL students will be proficient</p>	<p>3.A. Ensure EL students and their families are provided access to information related to school operations, requirements, and available services through personalized communication</p> <p>3.B. Create/Refine EL classes to best support student needs for language acquisition and achievement in English, Science, and Mathematics</p> <p>3.C. Develop a system to ensure proper placement of EL students into classes based on student needs for language acquisition and achievement in English, Science, and Mathematics</p>	Yearlong	<p>WSF</p> <p>42101 (Supplies)</p> <p>42102 (Position)</p> <p>42106 (Subs for testing)</p>	<p>3.A. EL students and their families will receive personal communication from ELL coordinator, ELL teacher and/or classroom teachers / administrators / counselors about school operations, requirements, and available services via multiple means (e.g., email, face-to-face conversations, phone calls, and home visits as needed)</p> <p>3.B. ELL coordinator, with support from school-level personnel, will utilize student data to appropriately create/refine EL classes and recommend personnel responsibilities to best support student needs for language acquisition and achievement in English, Science, and Mathematics.</p> <p>3.C. ELL Coordinator and appropriate school and feeder middle school personnel will create and begin implementation of a system to ensure that EL students are identified and placed into appropriate classes upon enrolling and registering for the following year based on their needs for language acquisition and achievement in</p>	<p>Ongoing</p> <p>Annual</p> <p>Semester</p>	

	<p>3.D. Develop a system to individually progress monitor EL students and provide appropriate interventions and strategies as needed</p> <p>3.E. Provide cultural and real world experiences for EL students that support language acquisition</p>			<p>English, Science, and Mathematics</p> <p>3.D.1 ELL school-level team will develop and begin implementation of a system to monitor individual progress of EL students using iReady diagnostic results, grades, attendance, classroom teacher feedback, anecdotal notes, and available behavioral data</p> <p>3.D.2 Classroom teachers and ELL Coordinator will collaboratively discuss and determine appropriate instructional strategies to assist EL students in the classroom</p> <p>3.E.1 ELL school-level team will plan and coordinate organized cultural and real world activities that support language acquisition</p>	<p>Monthly</p> <p>Ongoing</p> <p>Semester</p>	
<p>4. Students' college readiness in Math and Proficiency on high stakes tests (ACT, SBA) is consistently low.</p> <p>(5P-EQUITY) (AMR-ACHIEVEMENT GAP) (CNA 3)</p> <p>MEASURABLE OUTCOME: Improve proficiency scores on the ACT from 23% in SY19-20 to 25% in SY21-22.</p>	<p>4.A. Identify math college readiness indicators and measurable targets beyond high stakes tests</p> <p>4.B. i-Ready Math Diagnostic will be administered with all math students three times per year.</p> <ol style="list-style-type: none"> Initial (August 2021) Midterm (November-December 2021) Final (March 22-May 28 2022) <p>4.C. 9th & 10th grade students will take the PreACT, and 11th grade students will take the ACT.</p> <ol style="list-style-type: none"> PreACT Data will be used as a baseline 	Yearlong	WSF	<p>4.A. Target setting conversation by Math Dept during Quarter 1</p> <p>4.B. Using the Initial i-Ready diagnostic data (and Midterm data for new transfers through November), Identify students requiring immediate intervention and provide appropriate support as needed.</p> <p>4.C. Administer PreACT Exam for all 9th & 10th graders and ACT Exam for all 11th graders.</p> <ol style="list-style-type: none"> Collect PreACT baseline data for 9th & 10th graders Assess measurable outcome based on ACT data Compile list of students meeting proficiency on PreACT & ACT, and compare to iReady diagnostic data to determine if there is potential 	Quarterly	

	<p>measure to assess future progress for 9th & 10th graders</p> <ul style="list-style-type: none"> b. ACT Data will be compared to previous and future years as a measure of progress c. PreACT & ACT proficiency data will be used to determine potential alignment to iReady Diagnostic Levels. d. PreACT Item Analysis Data will be reviewed to analyze trends <p>4.D. Continue implementation of the Pre-AP Algebra 1 in SY21-22</p> <ul style="list-style-type: none"> 1. Every math teacher will teach a Pre-AP Algebra 1 class and participate in horizontal curriculum alignment and collaborative instructional planning within PreAP Algebra 1 2. As part of the PreAP Algebra 1 collaboration, All math teachers will also participate in vertical curriculum alignment to reduce content & skill gaps between courses beginning with the foundational PreAP Algebra 1 course 3. All PreAP Alg1 classes will be monitored quarterly for student progress using the 			<p>alignment between them.</p> <ul style="list-style-type: none"> d. Collaborative review of PreACT Item Analysis Data to determine trends (student performance strengths & growth needs) <p>4.D.1. Monthly Pre-AP Alg1 Collaborative Meetings to horizontally align Curriculum, Instruction, and Assessments. Discussions to include collaborative review of Pre-AP Common Formative Assessments, Performance Tasks, and Common Summative Assessments to determine trends (student performance strengths & growth needs) to impact future instruction.</p> <p>4.D.2. Collaborative Discussion by Math Department to vertically align curriculum starting with Pre-AP Alg1 and prioritizing the foundational skills and content required for upper math courses.</p> <p>4.D.3. Quarterly Reflective Conversations by Individual Teachers to determine student strengths and growth needs, required supports, and monitoring of progress.</p> <p>4.D.4. All PreAP Alg1 students will take the PreAP Alg1 EOC Common Summative Assessment, and the data will be used as a baseline measure of student performance in a typical school year.</p>		
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	<p>following measurements:</p> <ul style="list-style-type: none"> a. Quarterly Grades b. iReady Diagnostic levels c. Attendance d. Qualitative Behavior Measures <p>4. PreAP Alg1 EOC Common Summative Assessment will be administered</p>					
<p>5. HMTSS/RTI System to support student success in Reading</p> <p>(5P-EQUITY) (AMR-ACHIEVEMENT GAP) (RADFORD-RTI)</p> <p>MEASURABLE OUTCOME: All students requiring math & reading support will be identified and serviced through teacher directed classroom interventions.</p>	<p>5A. All students enrolled in an English and Math class will take the I-Ready diagnostic assessment three times per year.</p> <p>5B.1. Teachers will receive training on how to access and interpret I-Ready Diagnostic results.</p> <p>5B2. I-Ready Diagnostic results and other appropriate data will be analyzed to identify students and their targeted needs.</p> <p>5C. Teacher directed classroom interventions will be provided to support identified targeted students.</p> <p>5D. Progress will be monitored for identified students for students in Algebra 1/Geometry/English 9/English 10.</p>	Yearlong	WSF	<p>5A.School will monitor completed I-Ready Diagnostic Assessments</p> <p>5B.1. The RTI team will ensure that all teachers will receive training on how to access and interpret i-Ready Diagnostic results.</p> <p>5B.2.. The RTI team will review and consolidate appropriate data to create list of students with targeted needs</p> <p>5C-D. Collaborative conferences will be held by RTI team members with teachers to facilitate reflective conversations about classroom interventions for identified students as a means of progress monitoring</p>	Quarterly	
<p>6. Expanding Schoolwide AVID WICOR Strategies</p> <p>(RADFORD-AVID)</p>	<p>6.A. AVID Site Team Review of AVID schoolwide data & refine as needed the AVID Schoolwide Implementation Plan</p>	Yearlong	WSF	<p>6.A. AVID Schoolwide Lead will coordinate and monitor the progress of the AVID Schoolwide Implementation Plan each</p>	Semesterly	

<p>MEASURABLE OUTCOME: Continue implementation plan to expand schoolwide AVID WICOR Strategies through the implementation of the Gradual Release Model for RAM WAY Note-taking.</p>	<p>1. Continue AVID Schoolwide data collection for AVID Certification a. Student performance and feedback data b. Teacher feedback data</p>			<p>Semester with the support of the AVID Site Team.</p>		
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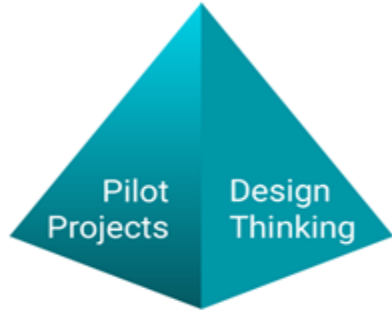
Staff Outcomes (SY 2021-22)

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)
<p>7. SENSE OF BELONGING: Students' perception of Sense of Belonging by Teachers and Staff is low based on student surveys.</p> <p>(5P-HAWAII) (5P-EMPOWERMENT) (CNA 4)</p> <p>MEASURABLE OUTCOME: Increase how much students feel they are valued members of the school community from 34% to 50% 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.</p>	<p>7A. Continue the development, refinement and implementation of Tier 1 supports for Social Emotional well-being and Positive Behavioral Supports (MTSS-Behavioral).</p> <ol style="list-style-type: none"> 1. Develop an understanding of and inservice all faculty and staff on their roles in the support of a positive Sense of Belonging for our students. 2. Continue the implementation of Electronic Pink Ticket system to include student and staff recognition. 3. Increase student activities and opportunities as a way to build community and increase sense of belonging. 4. Refine our system of 	<p>Yearlong</p>	<p>WSF</p>	<p>7.A.1-2. Ci3T Team will continue to inservice faculty and staff and monitor the progress and implementation efforts of the Ci3T Framework as it aligns with the Schoolwide Sense of Belonging Initiative.</p> <p>7A.3 Student Activities Coordinator will coordinate and monitor school activities quarterly.</p> <p>7A.4. School communications team will refine and monitor the system of communication to ensure all parties; students, faculty/staff and parents receive information in a timely manner.</p> <p>7.B and 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</p>		

	<p>communication to ensure use so that all students, faculty and staff are aware and have access to student activities and opportunities</p> <p>7B. Reflections for Sense of Belonging Survey Results and implementation of strategies.</p> <ol style="list-style-type: none"> 1. Students will be administered Sense of Belonging Surveys 3 times a year <ol style="list-style-type: none"> a. School-based survey (October, April) b. Panorama Survey <p>7C. Develop the understanding of Sense of Belonging with the staff</p> <ol style="list-style-type: none"> I. train all staff groups (EAs, Custodians, Clerks) on Sense of Belonging and develop strategies specific to their roles to support a positive Sense of Belonging for Radford students. II. Develop a Sense of Belonging among all staff 			aligns with the Schoolwide Sense of Belonging Initiative.		
<p>8. CLASSROOM ENGAGEMENT: Student perception of CLASSROOM ENGAGEMENT by Teachers is low based on student surveys.</p> <p>(5P-EQUITY) (5P-SCHOOL DESIGN) (5P-EMPOWERMENT)</p>	<p>8.A. Schoolwide working definition of Classroom Engagement will be determined with teacher and student input.</p> <p>8.B. Provide teachers with professional development opportunities to improve their</p>	Yearlong	WSF	<p>8.A. 1. Schoolwide Faculty Training to introduce schoolwide working definition of Classroom Engagement, alignment to Panorama Student Survey, and timeline of professional development opportunities will be provided during Quarter 1</p> <p>8.A. 2. Student Input collected during Quarter 1 to develop Classroom Engagement working definition</p>	Quarterly, Semesterly, & Annually	

<p>(CNA 5)</p> <p>MEASURABLE OUTCOME: Increase how attentive and invested students are in class based on the Classroom Engagement Component of the Panorama Survey from 44% to 50% through strengthening teacher classroom engagement practices.</p>	<p>classroom engagement practices as they reflect, collaborate with colleagues, and consider the voices of their students.</p>			<p>8.B. Teachers will participate in individual and collaborative professional development opportunities quarterly.</p> <ol style="list-style-type: none"> 1. Teacher reflection on progress of classroom engagement practices using data from Panorama Survey & School-Level Surveys will be completed 2. Teacher Collaboration with colleagues will be coordinated once per semester 3. Collaborative Classroom Observations will be conducted 		
<p>9. SCHOOL DESIGN: (5P-HAWAII) (5P/AMR-SCHOOL DESIGN) (5P-EMPOWERMENT)</p> <p>MEASURABLE OUTCOME: Include all stakeholders in the refinement or revision of the vision and mission, and our School Design.</p>	<p>9.A. Through inclusive conversations with all stakeholders, refine our Radford School Design to align to an updated school Vision and Mission and define college and career readiness</p> <p>9.B. Evaluate current school systems, initiatives and program alignment to a Vision, Mission, definition of college and career readiness and clearly defined Radford School Design,</p>	<p>Yearlong</p>	<p>WSF</p>	<p>9.A Inclusive conversations with staff, students, and community members will be used to refine Radford's School Design to align to an updated Vision and Mission and develop a definition of college and career readiness.</p> <p>A refined School Design will reflect the core values, learning design, infrastructure and student voice that supports Radford's updated Vision and Mission and definition of college and career readiness.</p> <p>9.B.1 Department heads, program, system leads and ART Team will facilitate collaborative conversations with respective teacher and staff members to use data to evaluate the alignment of current practices to the updated Vision, Mission, definition of college and career readiness and School Design. Data may include demographic, performance, or perception data.</p> <p>9.B.2 Department heads, program, system leads, and ART team will facilitate collaborative conversations with respective teacher and staff members to</p>	<p>Completed by Quarter 1</p> <p>Quarter 2</p>	

				determine changes to current practices based on their analysis from 10.B. 1.		
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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
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <p>Writing Lab:</p> <ul style="list-style-type: none"> ● Student-facilitated, Teacher-lead ● Purpose: <ul style="list-style-type: none"> ○ 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. <p>(5P-INNOVATION)</p>	<p><i>Please describe your conditions for Success:</i></p> <p>Writing Lab:</p> <ul style="list-style-type: none"> ● 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.
<p>STEM Lab:</p> <ul style="list-style-type: none"> ● Student-facilitated, Teacher-lead ● Purpose: <ul style="list-style-type: none"> ○ 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. <p>(5P-INNOVATION)</p>	<p>STEM Lab:</p> <ul style="list-style-type: none"> ● 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