

Radford City Public Schools Academic Plan 2016-2017

Reaching and Maintaining Full Accreditation

75% of all RCPS students will pass Math SOL assessments.
80% of all RCPS students will pass English SOL assessments.

Virginia ACCREDITATION BENCHMARKS (Adjusted Pass Rates)

Subject	Grades 3-5	Grades 6-8	Grades 9-12
English	75	75	75
Mathematics	70	70	70
Science	70	70	70
History	70	70	70

Note: Ratings for the 2016-2017 are based on 2015-2016 results or on average achievement during the three most recent school years.

Increasing Student Achievement and Responding to the Impact of Poverty

Student in Gap Groups 1, 2, and 3 will meet federal benchmarks in English & Math.
All faculty and staff will be fully trained in multi-cultural learning.

Transition to ESSA - The new [Every Student Succeeds Act](#) of 2015 (ESSA) eliminates many No Child Left Behind Act-era requirements and provides greater flexibility for states. ESSA designates 2016-2017 as a transition year, during which the U.S. Department of Education develops final regulations and states create implementation plans. The new law and the provisions of each state's plan to implement ESSA go into effect during the 2017-2018 school year. Under ESSA, the flexibility waivers granted under No Child Left Behind expire on August 1, 2016. While the Annual Measurable Objectives (AMOs) established by the state Board of Education under Virginia's waiver won't apply to most schools in 2016-2017, the AMOs will factor into the identification of Priority and Focus schools.

The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels, including, but not limited, data from:

- *2016 SOL test results,
- *CIP SOL aligned quarterly benchmark assessments,
- *PALS (Phonemic Awareness Screening),
- *Running Records,
- *iStation Reading/Math
- *IXL Reading/Math
- *ARDT (Algebra Readiness Diagnostic Test)
- *PSAT
- *SAT

- Annual student performance goals will align with the federal AMOs and state accreditation benchmarks.
- RCPS will create and utilize a teacher/principal/administrator's goal sheet that requires an academic goal in reference to population targeted and content area targeted. Student data, instructional strategies and assessment results will be documented on the goal sheet in an effort to track and support academic achievement.
- The division will require quarterly benchmark testing in reading and math utilizing the Comprehensive Instructional Program's (CIP) benchmarks through Interactive Achievement. Schools will review disaggregated data in an effort to tier students and respond to children in need of interventions based on benchmark assessment results.
- Schools are encouraged to correlate individual student benchmark results with end of the quarter

	<p>grades to ensure mastery of expectations and help guide the division's school improvement efforts.</p>
<p>The district works with the school to provide early and intensive intervention in the areas of English and Math for students not making progress, especially those students falling into tier 2 and tier 3 status in reference to academic progress.</p>	<ul style="list-style-type: none"> • The district will require schools to tier students based upon criteria thresholds assigned to assessment data (SOL, Istation, CIP benchmark tests and other informal assessments). • The division will continue to provide financial and professional support for daily intervention and remediation services to all schools: McHarg, Belle Heth, Dalton, Radford High School • Schools will provide intense intervention before and after school in the areas of reading and math. Certified teachers will target Gap Group I and II students (tier 2/3) for participation in Implementation remediation.
<p>The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.</p>	<ul style="list-style-type: none"> • Principals will be expected to use the teacher observation tool, eObservations, in an effort to track student engagement and make decisions about teacher improvement. • According to federal and state expectations, pacing guides, assessment alignment, and benchmark assessment data will be reviewed, K-12. Pacing guides and benchmark tests, K-12, will be updated through Region VII consortium curriculum workshops to ensure alignment with the state Standards of Learning. Quarterly benchmark results will be reviewed and analyzed at the school and district level. • The division leadership team will conduct monthly to quarterly data meetings with each focus school.
<p>The district regularly reallocates resources to support school, staff, and instructional improvement.</p>	<ul style="list-style-type: none"> • Additional reading specialist will be hired to support reading proficiency in elementary students. • The Extended School Year (ESY) Grant will be secured to provide before/after school tutoring to Gap Group 1 and 2 students falling into tier 2 and tier 3 academic status in reading and math. • Support for students at-risk of graduating high school will be a priority and funded through the ESY grant. • Grades K-6 will be outfitted with Leveled Literacy materials to support reading proficiency in elementary students. • Chrome books will be provided to students in grades 3,4,5,7,8,9,10,11 to provide student access to information and educational technology.
<p>Professional development is built into the school schedule by the district, but schools are allowed</p>	<ul style="list-style-type: none"> • RCPS will utilize a consultant in multi-cultural education for the 2016-2017 school year. The consultant will present professional development in

discretion in selecting training and consultation that fit the requirements of their improvement/restructuring plan and their evolving needs.

The district provides schools with technology training, Cultural Competency training, LGBTQ Safe Zone training, Adverse Childhood Experiences (ACEs) training, and support/additional training for integrated data collection, reporting, and analysis systems.

three phases for all RCPS schools, focusing on cultural competence.

- RCPS will provide Safe Zone Training.
- RCPS will provide training on ACEs (Adverse Childhood Experiences).
- Book Studies will be conducted in all schools, supporting cultural competence and mindset. (***Mindset*** by Carol Dweck).
- Training on the Interactive Achievement Longitudinal Data System will be delivered in fall, 2016, to document student progress and determine the validity of interventions implemented.
- The district will implement the Longitudinal Data System to create student academic profiles, to identify students in need of interventions, and to document student growth. In addition, LDS will be used to monitor and examine the validity of assigned interventions.