

Radford High School 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.

<p>The principal keeps a focus on instructional improvement and student learning outcomes.</p>	<ul style="list-style-type: none"> • Radford High School Administration will review lesson plans weekly. • Lesson plans will be maintained by each teacher as well as archived electronically by each administrator in a Google Doc.
<p>All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</p>	<ul style="list-style-type: none"> • Benchmark testing will be held three times during the school year in preparation for the SOL Test. • Teachers and administration will review the data collected from the benchmark tests in order to identify individual weaknesses and gaps in instruction. Watch lists will be created by each teacher in order to identify students for differentiated instruction and/or targeted remediation. Emphasis will be given to Gap Group 1 and 2 students in math.
<p>Rigorous content and instruction are aligned to local, state, and national standards.(2501)</p>	<ul style="list-style-type: none"> • Administration will ensure that all pacing guides are updated. Copies of updated pacing guides will be maintained electronically and posted on the RHS website. Paper copies of the updated pacing guides will also be maintained by teachers and administration.
<p>Instructional staff members regularly analyze assessment data for instructional planning.</p>	<ul style="list-style-type: none"> • Benchmark testing will occur 1 to 3 times a year, depending on the core area. For those academic areas with only one benchmark test, Student Growth Assessments will be given the first and third quarters. • Benchmark testing results and Student Growth Assessment results will be analyzed and the data used to influence instructional planning.
<p>RESPONSE TO INTERVENTION: The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). The Building Leadership Team will meet four times per year in order to discuss the efficacy of</p>	<ul style="list-style-type: none"> • The principal will meet with the Guidance Department monthly to review progress of seniors who are at risk of not graduating. • The administration will create before, during, and after school remediation opportunities for at risk students. The students who participate will be determined by analysis of SOL scores, benchmark test scores, Student Growth Assessments and teacher referrals. • Teachers will use research based and best practices instruction in order to provide interventions for identified students in Tiers 2 and 3. • Teachers will use research based and best practices instruction in order to provide interventions for identified students in Tiers 2 and 3.

<p>intervention strategies and to review achievement data.</p>	<ul style="list-style-type: none"> • At risk students will receive targeted remediation at least twice per week in their areas of need for the entirety of the 2016-2017 school year. • The Building Leadership Team will meet four times per year in order to discuss the efficacy of intervention strategies and to review achievement data. • A Graduation Coach will be utilized to assist seniors at risk of not graduating.
<p><i>Student Achievement and Impact of Poverty</i> 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.</p>	
<p>Professional development of individual teachers includes an emphasis on indicators of effective teaching.</p>	<ul style="list-style-type: none"> • Teachers will participate in small group discussions to support the book study of <i>Mindset</i> by Carol Dweck. • RHS faculty will participate in Cultural Competence professional development with diversity coach.
<p>Programs that engage and support family members are provided.</p>	<ul style="list-style-type: none"> • All faculty and staff will participate in the three "Be There" events held during the 2016-2017 school year. • Each teacher will make a personal contact with each student's parent/guardian at least twice during the 2016-2017 school year.