

Radford City Public Schools

1612 Wadsworth Street

Radford, VA 24141

540-731-3647

www.rcps.org



Comprehensive Plan 2015-2021

Up-dated October 2011

Up-dated November 2013

Up-dated April 2016

School Board Members

Lynn Burris, Chair
Kenny Alderman, Vice-Chair
Jessie Critterton
Adam DeVries
Carl Mitchell

Superintendent - Robert Graham

Executive Director of Curriculum and Instruction - Ellen Denny

Executive Director of Pupil Services - David Sable

Chief Finance Officer - Kerri Long

Director of Transportation/Safety/Conservation - Patricia Harrison

Director of School Food Services - Lenora Williams

Director of Information Technology and Communications - Dana Ratcliffe

Director of Technology - Stacey Howard

Steering Committees Members

Liam Weston – student
Maria Woods – parent
Martin Woodard – parent
Ann Elliott – parent
Rhonda Alley – parent
Pam Olverson – parent
Knotresha Stewart-Osemobor – parent
Ken Gaspard – parent
Rob Graham – RCPS Superintendent
David Sable – RCPS Executive Director
Ellen Denny – RCPS Executive Director

Mike Brown – McHarg Elementary Principal
Sandy Lenhart – McHarg Elementary teacher
Lynn Graves – Belle Heth Elementary principal
Bethany Worrell – Belle Heth Elementary teacher
Kevin Conner – Dalton Intermediate teacher
Jeff Smith – Radford High School principal
Megan Thompson – Radford High School teacher
Sharon Kimbleton – Radford High School teacher

Mission

Radford City Public Schools (RCPS) aspires to provide a challenging atmosphere in which students prepare for success in life, develop a competitive spirit, and become responsible citizens.

Division Goals and Objectives

RCPS is committed to excellence in education, equality of educational opportunity and the recognition of each student's individuality. Students differ in their rate of physical, mental, emotional and social growth and vary in their needs and abilities. Learning opportunities that are consistent with personal development and maximize a student's potential will be provided. Programs will emphasize diagnostic and prescriptive instruction allowing an individual approach to each student's learning style and educational needs.

One goal of public schools in Virginia is for all schools to meet and maintain accreditation through the Virginia Standards of Accreditation; and, to meet the requirements of the Elementary and Secondary Education Act waiver. Priorities must be set in order for the RCPS Board to provide high quality educational programs and services that help meet the state and federal requirements. With input from all stakeholders, the following focus areas have been set as priorities:

Student Achievement	Provide the highest quality education and appropriate support for each student while meeting and/or exceeding state and national standards. Emphasis will be placed on the academic success of students challenged by poverty in the areas of Mathematics and English.
Capital Improvements	The Comprehensive Needs Assessment Study conducted by Thompson & Litton and VMDO Architects was completed in February, 2016 and will be used during the next ten years to enhance the safety of each facility while also providing an optimal environment for teaching and learning.
Fiscal Responsibility	Expend available financial resources in a manner that ensures all students and teachers have access to the materials, supplies and equipment needed to be successful. In addition, funding will support relevant and meaningful professional development for teachers in order to provide a rigorous, engaging and content rich learning environment for RCPS students.
Human Resources	Continue to attract, hire, retain and train high quality personnel in all positions within the school division.
Parent & Community Involvement	Engage parents and the community as partners in educating our students.

Specific goals and objectives have been developed within each of these concepts after careful examination of the school system's data.

Radford City Public Schools Profile

Radford, an independent city of 16,000 (approximately 9,000 Radford University students), is located on the New River in Southwestern, Virginia. Employment in the area is centered on several light industries, one hospital, Radford University (in the city), New River Community College (9 miles away), and Virginia Tech (15 miles away). Radford is approximately 40 miles southwest of Roanoke on Interstate 81. The school system serves approximately 1600 students in grades PK-12. The school system is comprised of four schools including McHarg Elementary (PK-2), Belle Heth Elementary (3-6), John Dalton Intermediate (7-8), and Radford High School (9-12).

Student Population by Ethnicity:

	2010-2011	2011 - 2012	2012-2013	2013-2014	2014-2015	2015-2016
American Indian	1	1	0	0	0	
Asian	23	20	21	21	21	
Black	178	154	152	152	157	
Hawaiian	2	1	1	1	1	
Hispanic	0	30	33	49	62	
White	1253	1275	1278	1272	1294	
Indian & Black	2	0	2	1	1	
Indian & White	4	0	13	14	10	
Asian & Black	1	1	1	1	1	
Asian & White	10	10	10	11	15	
Black & White	63	77	81	86	90	
Hawaiian & White	1	1	1	0	0	
Black, White, & Hawaiian	6	6	0	0	0	
Asian, Black & White	0	0	4	4	4	
White, Black, Indian	0	0	0	1	2	

Population by Specialty Groups:

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students with Disabilities	227	221	207	217	238	
504	58	73	79	91	93	
Gifted	179	184	180	191	188	
Lim. Eng. Prof.	12	15	16	26	13	
Disadvantaged	637	657	711	708	755	
Homeless	30	36	39	63	32	
Homebound Instruction	14	10	17	12	24	
Homebased	4	5	5	11	12	
Homeschool	23	37	48	48	31	
Foster Care	7	9	3	2	8	

Forecast of Enrollment

The following record and projection of enrollment changes are based on past and current year enrollment figures and data from the Weldon Cooper Center at UVA.

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-2016
Pre K			35	40	57	75
K	108	116	116	117	122	110
1	102	119	128	121	112	133
2	117	103	120	136	115	115
3	123	120	106	124	132	120
4	124	123	120	119	133	126
5	136	127	125	113	121	130
6	122	134	124	122	119	125
7	122	121	133	133	126	122
8	120	125	124	133	137	133
9	138	129	134	121	138	142
10	113	124	116	119	116	129
11	105	107	118	116	113	111
12	107	100	102	98	123	113
Total						
Total without Preschool	1537	1547	1566	1572	1607	1609

Attendance

Division Attendance by NCLB Subgroups

	Attendance 2010-2011	Attendance 2011- 2012	Attendance 2012- 2013	Attendance 2013- 2014	Attendance 2014- 2015	Attendance 2015-206
Benchmark	94%	94%	94%	94%	94%	
All Students	95	95	95	96	96	
Black	95	95	95	96	96	
Hispanic	97	97	96	96	95	
White	95	95	95	96	96	
Limited English Proficiency	<	<	97	98	96	
Disadvantaged Students	94	94	94	95	95	

Students w/Disabilities	94	94	93	94	94	
McHarg		96.02	95.8	96.8	96.1	
Belle Heth		96.51	96.3	96.8	96.7	
Dalton		94.55	94.4	95.3	95.9	
Radford High		93.20	93.8	93.7	93.6	

Promotion Rates (%)

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Kindergarten	100	100	100	100	99	
1 st Grade	98	100	98	100	100	
2 nd Grade	100	99	100	99	99	
3 rd Grade	99	100	100	100	100	
4 th Grade	100	100	100	100	100	
5 th Grade	100	100	100	100	100	
6 th Grade	100	100	99	100	100	
7 th Grade	100	100	99	99	100	
8 th Grade	100	100	95	100	100	
9 th Grade	91	97	99	93	97	
10 th Grade	98	99	99	99	98	
11 th Grade	95	99	100	100	99	
12 th Grade	92	91	98	98	99	

Free and Reduced Lunch Percentages

March/April Count

Schools	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-16
McHarg	39	43	45	45.97	51.34	55.58
Belle Heth	43	45	44	42.18	44.00	42.00
DIS	43	41	42	43.28	39.09	34.28
RHS	30	30	33	35.19	47.96	40.16
Division				41.38	45.01	42.80

Title I Services

Count of Students Served

Grades K - 6	Math	Reading	Reading & Math
2010-11	25	124	40
2011-12	20	147	32
2012-13	3	108	16
2013-14	16	151	54
2014-15	10	162	51

Program Completion Information

Credential Type	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Advanced Diploma	43	47	50	52	50
Certificate of Completion	1	3	0	1	1
GED	2	3	2	1	0
Modified Standard Diploma	2	0	0	2	5
Special Diploma	4	4	5	4	10
Standard Diploma	56	46	45	36	56
Total Graduates	108	103	102	96	122

Graduation Rate

NCLB Calculations

Student Subgroup	2010-11 %	2011-12 %	2012-13 %	2013-14 %	2014-15 %
All Students	94	92	88	85	91
Black	82	81	82	100	77
White	96	95	89	85	94
Limited English Prof.	<	<	72	<	100
Hispanic	<	<	<	67	<
Students with Disabilities	100	100	53	27	60
Economically Disadvantaged	85	85	72	71	81

VDOE Calculations

Advanced Program Information - Count of Students Enrolled

	Advanced Placement	Dual Enrollment	SWVGS Governor's School	Early College Scholars	Totals
2010-2011	98	103	5	27	233
2011-2012	59	96	5	36	196
2012-2013	57	110	4	41	212
2013-2014	49	137	4	39	229
2014-2015	48	127	5	35	215
2015-2016					

Career and Technical Education

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
CTE Completers	30	41	34	32	15	
NOCTI Assessments	8	12	0			
State Licensures	0	0	0			
Industry Certification	3	2	0			

Scholastic Aptitude Test (SAT)

	Verbal*	Math	Writing	Number of Juniors Tested	Number of Seniors Tested
2010-11	542	526	517	14	50
2011-12	524	518	513	25	40
2012-13	563	552	533	24	56
2013-14	551	530	512	17	50
2014-15	514	513	500	29	45
2015-2016					

American College Test (ACT)

	Verbal*	Math	Composite	Number of Seniors Tested
2010-11	21.9	21.6	21.9	17
2011-12	22.3	22.8	21.9	22
2012-13	23.2	23.2	23.6	20
2013-14	24.0	23.9	24.3	32
2014-15	21.5	21.1	21.4	30
2015-2016				

Teacher Education Attainment

Percentage of teachers with bachelor's, master's, or doctorate degree by highest degree earned

Degree Type	2010-11	2011-12	2012-13	2013-2014	2014-2015	2015-2016
Bachelor's Degree	38	38	36	55	51	60
Master's Degree	60	59	59	78	86	79
Doctoral Degree	1	1	1	2	2	1
Number of National Board Certified Teachers	4	4	4	4	4	6

Comprehensive Plan - Focus Areas

Focus Area I: Student Achievement -

Mission: Provide the highest quality education and appropriate support for each student while meeting and/or exceeding state and national standards. Emphasis will be placed on the academic success of students challenged by poverty in the areas of Mathematics and English.

Goals	Action	Resources	Evidence/Timeframe
<p>Division and schools will achieve state and federal accreditation status.</p>	<p>Schools/District:</p> <ul style="list-style-type: none"> a. Review of annual state and federal detailed accreditation results to identify areas of success and areas of improvement. b. Review of annual student performance by question by school and by individual student results to identify areas celebrate accomplishments and identify areas of improvement. c. Administration of quarterly benchmark testing to monitor and evaluate learning and collect instructional data. d. Analysis of quarterly benchmark data to identify at-risk students including gap group students. e. Implementation of intervention services to increase the academic achievement of at-risk gap group students. f. Collaborate with Region VII Key Instructional Leaders and the Curriculum Instructional Program (CIP) to improve student success. g. Review longitudinal data to identify students most at-risk, and targeted critical intervention actions. h. Provide alternative education environment to respond to the needs of students which typically cannot be met in a regular school setting. i. Provide funding to all schools for intervention programs targeted at students, including gap group students, who are academically and behaviorally at-risk. j. Improve graduation rates. 	<p>Schools:</p> <ul style="list-style-type: none"> ● Reading/math intervention program: PALS (Phonological Literacy Awareness Screening), Running Records, iStation, IXL Language Arts, etc. ● Analysis of content/grade level assessments/report card data ● Analysis of benchmark assessments ● Analysis of pre/posttest results from the Algebra Readiness Diagnostic Test – ARDT (Algebra Readiness Diagnostic Test) ● Student surveys ● Reading/Math Professional Development <p>District:</p> <ul style="list-style-type: none"> ● Analysis of SOL Student by Question profile ● CTE partnerships/initiatives ● Region VII consortium participation ● Professional Development in the following areas: <ul style="list-style-type: none"> ○ Cultural Competence ○ Reading/Math instruction ○ Longitudinal Data System ○ Relationship Building ● Alternative Education Program ● Graduation Coach 	<p>Schools:</p> <ul style="list-style-type: none"> ● Reading/math program data - weekly to monthly to quarterly ● Report Card data - quarterly ● Benchmark data - quarterly ● ARDT data - biannually ● Student survey data - yearly ● Longitudinal Data System student profiles quarterly to yearly <p>District:</p> <ul style="list-style-type: none"> ● SOL test results, both regular and expedited - yearly ● PALS test results (PreK- 5) yearly ● VDOE School Report Card data- yearly ● CTE certification and completion - yearly ● Analysis of Alternative Education Program through digital curriculum assessments including Apex Learning and Learning Connections online data systems – quarterly to yearly ● FGIR (Federal Graduation Indicator Report) and GCI (Graduation and Completion Index)

<p>Technology enhanced resources and opportunities will support a rigorous curriculum accessed by all students, including subpopulations or gap group students.</p>	<p>Schools/District:</p> <ol style="list-style-type: none"> a. Increase the rigor in all content areas to increase student engagement/interest, depth and complexity, context and application. b. Expand dual enrollment (DE) and Advanced Placement (AP) Course offerings. c. Participate in the Southwest Virginia Governor’s Schools (SWVGS) and Summer Residential Governor’s School. d. Participate in the Region VII Gifted Consortium. e. Expand gifted program in the elementary schools through early identification. f. Increase gifted coordinator’s support in elementary core areas. g. Expand instructional resources for all gifted students to include creative thinking opportunities and exploratory field trips. h. Provide staff development to classroom teachers through the Region VII Gifted Consortium. i. Provide additional Science Technology Engineering, Arts and Math (STEAM) experiences to elementary, middle and high school students. j. Strengthen RU/VT/NRCC Partnerships. k. Promote a one to one initiative in grades 3-12. l. Encourage schoolwide STEAM professional development. m. Increase gifted funding for all schools. n. Increase enrollment of Gap Group students in AP/DE course. o. Encourage AP training for teachers instructing in the advanced areas of Biology, Chemistry, Calculus, English, Government and US History. p. Recruit and retain teachers who have a Master’s of Science degree in the areas of science and math to increase DE course opportunities. q. Provide teacher training in the area of curriculum and instruction with an emphasis on rigor. r. Maintain membership in the Region VII Gifted Consortium. s. Provide a graduation coach to RHS to increase graduation rates for Gap Group students as well as students with diverse backgrounds. t. See 2016-2021 Technology Plan for more information concerning Technology in RCPS. 	<p>Schools/District:</p> <ul style="list-style-type: none"> ● Region VII Gifted Academy ● AP course opportunities ● DE course opportunities ● SWVGS opportunities ● Elementary gifted program ● PSAT/SAT/ACT testing opportunities ● Gifted referral process ● Advanced SOL pass rates ● DE entrance exam counseling and assessment results ● Professional development in the area of cultural competence ● 2016-2021 Technology Plan 	<p>Schools/District:</p> <ul style="list-style-type: none"> ● RCPS Participation in the Region VII Gifted Academy - yearly ● Opportunities afforded to gifted students through gifted instructional opportunities and outside of school enrichment opportunities -quarterly to yearly ● Gap Group student membership in the gifted program ● Gap Group population data in gifted program, DE courses, AP courses, SWVGS ● Total enrollment numbers in AP/DE courses, including gap group students ● Enrollment in SWVGS, ● Number of gap group students taking PSAT/SAT/ACT ● PSAT/SAT/ACT results ● AP Exam results ● FGIR and OCI rates ● Annual review of 2016-2021 Technology Plan
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<p>Increase student enrollment and expand services in national/state Career and Technical Education (CTE) licensure programs and/or industry credentialed programs.</p>	<p>Middle and Secondary Schools/District:</p> <ul style="list-style-type: none"> a. Retain and strengthen partnerships with NRCC/RU/VT. b. Continue student tours/presentations supporting and highlighting NRCC/RHS CTE career paths. c. Advertise through the course registration process CTE completers' course path opportunities that will enhance student goals and available as well as NRCC/RHS CTE certification programs. d. Counsel students about career pathways and CTE opportunities. e. Obtain 100% completer sequence for all CTE programs. f. Continue to integrate emerging technologies into instructional programs, including CTE programs. 	<p>Middle and Secondary Schools/District:</p> <ul style="list-style-type: none"> ● Enrollment numbers in NRCC/RHS CTE certification programs ● Enrollment numbers in RHS CTE completer sequence ● NRCC Career Coaches ● RHS Career Coach ● Career Counseling ● Academic and Career Plans ● Graduation Coach ● Job Fairs 	<p>Middle and Secondary Schools/District:</p> <ul style="list-style-type: none"> ● Workplace readiness skills assessment results - Annually ● Percentage of (annually): <ul style="list-style-type: none"> ○ CTE Completers ○ NOCTI (National Occupational Competency Testing Institute) assessment results ○ State Licensures ○ Industry Certifications
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Focus Area II: Capital Improvements

Mission: Develop and maintain a list of capital projects that will enhance the safety of each facility while providing an optimal environment for teaching and learning.

Goal	Actions	Resources	Evidence/Timeframe
<p>Safe and appropriate school facilities and equipment will be available to provide a safe and positive learning environments for students.</p>	<p>Schools/District:</p> <ul style="list-style-type: none"> a. Schools will maintain security systems b. Complete a Comprehensive Needs Assessment (CNA) in 2015-2016 and list immediate, two year, five year and ten year priorities. c. Schedule roof replacements for all buildings at Radford High School with the exception of the King Center. d. Establish timeline for additional immediate priorities as documented in the CNA. e. Establish a time line for 5-year plan priorities listed in CNA. 	<p>Schools/District:</p> <ul style="list-style-type: none"> ● School funding ● Local, state and federal monies <ul style="list-style-type: none"> ○ \$60,000 in funding for CNA ○ \$2,200,000 in funding for roof replacements ○ \$2,000,000 in funding for immediate priorities ○ \$7,8000,000 in funding for 5-year priorities 	<p>Schools/District:</p> <ul style="list-style-type: none"> ● CNA Completed in January, 2016 ● Roof replacement completed - May 2017 ● Immediate priorities completed - Summer 2017 ● 5-year Priorities completed - Summer 2021

Focus Area III: Fiscal Responsibility

Mission: Expend available financial resources in a manner that ensures all students and teachers have access to the materials, supplies and equipment needed to be successful.

Goal	Action	Resources	Evidence/Timeframe
<p>Maintain a budget that meets or exceeds the needs for achieving mandates of SOLs, Standards of Accreditation (SOA), Standards of Quality (SOQ) and Every Student Succeeds Act (ESSA).</p>	<p>District: Provide and maintain:</p> <ol style="list-style-type: none"> a. A teacher/pupil ratio that is lower than what the state requires. b. Educational supplies and equipment, including textbooks, materials, updated technology, and Chromebooks (grades PK-12) to support instruction. c. Regional, local and private sector partnerships that maximize shared resources. d. Hire a grant writer to secure \$1.5 million dollars of additional grant funding for special projects. e. Increase Capital Outlay funds to schools. 	<p>District:</p> <ul style="list-style-type: none"> ● Local, State, Federal funds ● Foundations Funding Partnerships ● Grants 	<p>District:</p> <ul style="list-style-type: none"> ● Budget allocations - Annually
<p>Continue to build a positive and meaningful relationship/partnership with The Radford High School and Partners for Excellence Foundations</p>	<p>District:</p> <ol style="list-style-type: none"> a. Partner with the Radford High School Foundation to help increase teacher grants and student scholarship opportunities. b. Partner with the Partners for Excellence Foundation to increase financial support for facility improvements and renovations. 	<p>District:</p> <ul style="list-style-type: none"> ● Donations ● Local, state, federal grants ● Fundraising 	<p>District:</p> <ul style="list-style-type: none"> ● Amount of funding from both the RHS and Partners for Excellence Foundations - Annually

Focus Area IV: Human Resources

Goal: Continue to attract, hire, retain and train high quality personnel in all positions within the school division.

Goals	Actions	Resources	Evidence/Timeframe
<p>The division will maintain a highly qualified staff by providing continuous training and fostering a professional learning community environment.</p>	<p>District:</p> <ol style="list-style-type: none"> a. Establish employees’ salaries that are competitive at regional and state levels to attract high-quality candidates. b. Create strong clinical faculty partnerships with local colleges and universities for on the job training and interviews. c. Provide comprehensive staff development programs based on needs as identified in school data and surveys. d. Provide funding and support to teachers and administrators to continue coursework and/or pursue advanced degrees. e. Provide new teachers and veteran teachers with the opportunity to be a participant in the Radford City Teacher Mentoring Program. 	<p>District:</p> <ul style="list-style-type: none"> ● Salary scale ● Professional Development Schedule ● Mentor/Mentee Informal and Formal Meetings ● Opportunities for program studies at RU/VT/NRCC ● Job Fairs 	<p>District:</p> <ul style="list-style-type: none"> ● Teacher Education Attainment counts - Annually ● Mentor/Mentee Survey - Annually
<p>The division will evaluate equitable employment practices in all service areas.</p>	<p>District:</p> <ol style="list-style-type: none"> a. Establish employees’ salaries that are competitive at regional and state levels to attract high-quality candidates. b. Provide comprehensive service staff development programs based on needs as identified for various service jobs including food service, transportation and custodial. c. Provide funding support to service area workers to improve and enhance job skills. d. Provide new service workers and veteran service workers with the opportunity to be a participant in the Radford City Service Mentoring Program. 	<p>District:</p> <ul style="list-style-type: none"> ● Salary scale ● Service Staff Development Schedule ● Mentor/Mentee Informal and Formal Meetings ● Funding 	<p>District:</p> <ul style="list-style-type: none"> ● Service Workers Attainment counts - Annually ● Budget allocations

Focus Area V: Parent & Community Involvement

Goal: Engage parents and the community as partners in educating our students.

Goal	Actions	Resources	Timeframe
<p>The division and schools will seek to enhance the two-way flow of communication with all stakeholders, and will seek to build partnerships with businesses, public and private non-profit organizations, and universities and colleges.</p>	<p>District:</p> <ul style="list-style-type: none"> a. Utilize the division websites and Facebook pages to provide information to the community and to solicit input. b. Utilize the Power Announcement System to share important information in a timely manner. c. Creation of division-wide mobile app for easier access to school and division information and announcements. d. Publish a quarterly newsletter. e. Invite parent participation on division-level and advisory committees. <p>Schools:</p> <ul style="list-style-type: none"> a. Utilize the school websites and Facebook pages to provide information to the community and to solicit input. b. Instructional faculty members will create an avenue for communication purposes on their school website staff page. Types of communication devices can be Schoolnotes, web pages, blogs, etc. 	<p>District:</p> <ul style="list-style-type: none"> ● Up-dated schools and district websites and Facebook pages ● Update mobile app ● District newsletter ● Schools/District instant alert system ● Public comment opportunity at School Board meetings ● Business partner support ● 2016/new Instant Alert System 	<p>Schools/District:</p> <ul style="list-style-type: none"> ● Daily to weekly ● Monthly ● Quarterly ● annually
<p>To increase family involvement.</p>	<ul style="list-style-type: none"> a. Maintain and enhance the “Be There” program to attract and engage students, parents, families and community members challenged by poverty. b. Continue professional development focusing on multi-cultural teaching/learning. c. Continue the emphasis on positive student/teacher relationships, particularly with children who come from economically challenged backgrounds. d. Promote division-wide, school-wide, small group and individual opportunities for positive teacher/family engagement throughout the school year. 	<p>Schools/District:</p> <ul style="list-style-type: none"> ● Be There activities ● District/Grant funding ● Professional Development: Cultural Competence ● Professional Development: Relationship Building ● Parent/Students Surveys 	<p>Schools/District:</p> <ul style="list-style-type: none"> ● Participation counts at “Be There” and other family involvement events - quarterly, biannually, annually ● Participation counts at all professional development opportunities ● Parent/Student surveys