

Academic Plan
School: Radford High School
Year: 2018-2019
Accreditation Status This Year: Accredited



Accreditation Status 2018-2019 (Based on data from the 2017-2018 school year)

Performance on each school-quality indicator is rated at one of three levels:

- **LEVEL ONE:** Meets or exceeds standard or sufficient improvement
- **LEVEL TWO:** Near standard or making sufficient improvement
- **LEVEL THREE:** Below standard

ACCREDITATION BENCHMARKS (Adjusted Pass Rates) *English 75%* *Mathematics 70%* *Science 70%* *History 70%*

English Level One: At or Above Standard (Green)

Achievement Gap - English Level Three: Below Standard (Red)

Academic Achievement - Math Level One: At or Above Standard (Green)

Achievement Gap - Math Level Three: Below Standard (Red)

Academic Achievement - Science Level One: At or Above Standard (Green)

Chronic Absenteeism Level One: At or Above Standard (Green)

Graduation and Completion Index Level One: At or Above Standard (Green)

Dropout Rate Level One: At or Above Standard (Green)

English: Areas in need of improvement in red:

Academic Achievement-English	All Students	Level One	Rate: 86.09
Achievement Gap-English	Black Students	Level Three	Rate: 59.38
Achievement Gap – English	Economically Disadvantaged Students	Level One	Rate: 74.55
Achievement Gap – English	English Learners	Level One	Too Small to qualify
Achievement Gap – English	Hispanic Students	Level One	Cumulative 3 Yr. Rate: 82.76
Achievement Gap-English	Students with Disabilities	Level Three	Rate: 30.00
Achievement Gap – English	White Students	Level One	Rate: 89.81

Math: Areas in need of improvements in red:

Academic Achievement-Math	All Students	Level One	Rate: 71.26
Achievement Gap - Math	Asians	Level One	Too small to qualify
Achievement Gap-Math	Black Students	Level Three	Cumulative 3 Yr. Rate: 60.67
Achievement Gap – Math	Economically Disadvantaged Students	Level Three	Rate: 57.66
Achievement Gap – Math	English Learners	Level One	Too Small to qualify
Achievement Gap – Math	Hispanic Students	Level One	Cumulative 3 Yr. Rate: 71.79
Achievement Gap-Math	Students with Disabilities	Level Three	Rate: 27.27
Achievement Gap – Math	White Students	Level One	Rate: 77.50

Science: Areas in need of improvement in red:

Academic Achievement-Science	All Students	Level One	Rate: 82.80
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Chronic Absenteeism Performance: Areas in need of improvements in red:

Chronic Absenteeism	All Students	Level One	Rate: 16.87 (R10) <i>Decreased failure rate by 10% during 2017-2018 school year.</i> <i>Goal: Rate is 15% or lower.</i>
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Graduation and School Progress: Areas of improvement in red:

Graduation and Completion Index	All Students	Level One	Rate: 96.95
Dropout Rate	All Students	Level One	Rate: 3.08 <i>Goal: Rate is 6% or lower.</i>

IMPROVEMENT PLAN: ENGLISH

English Essential Actions

English Essential Actions				
Area of Improvement	Rate/Level	Goal(s)	Action Steps to meet goal:	Evidence of Progress:

Black Students	59.38/Level Three	(1)Formulate watchlists of students who failed or had borderline scores on the English Reading SOL test or are struggling in reading.	-Review Eighth Grade Reading SOL test results -Have English faculty identify students who are struggling in reading.	-Completed watchlists.
		(2)Provide tutoring to students identified on watchlists.	-Review student schedules to determine which students arrive at school early and do not have a zero period. -Ask Title I/Reading Specialists to attend the November 2 Data Day to provide strategies that may help improve students' reading capacity.	-Finalized list of students who arrive at school early and do not have a zero period with the assignment of intervention (reading/math), assignment of tutor, assignment of duration (time each morning) and frequency (no. of days). -Title I/Reading Specialists/English teachers the November 2 Data Day.
		(3)Use Benchmark Tests, Student Growth Assessments, and SOL Practice Tests to measure student progress and needs.	-Administer Benchmark Tests, Student Growth Assessments, and practice SOL tests each quarter. -Ask Special Education faculty to create the audio portion of the CIP English Benchmarks so that	-Data meetings held and documented. Data from Benchmark Assessments is analyzed and used to determine instructional needs. -Watchlist updated - data reviewed, areas of weaknesses

		(4)Assign each watchlist student a faculty mentor.	<p>students with disabilities are offered the same accommodations they will be provided on the SOL test.</p> <p>-Recruit faculty members who would like to mentor watchlist students.</p>	<p>identified, interventions/tutoring assigned.</p> <p>-Audio copies of CIP English Benchmarks are completed. Meeting logs of teachers' interactions with students.</p> <p>-List of Watchlist Students matched with Teacher Mentors published for administration at the school level and district level.</p>
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English Essential Actions

Area of Improvement	Rate/Level	Goal(s)	Action Steps	Evidence of Progress
Students with Disabilities	30.00/Level Three	(1)Formulate watchlists of students who failed or had borderline scores on the English Reading SOL test or are struggling in reading.	<p>-Review Eighth Grade Reading SOL test results</p> <p>-Have English faculty identify students who are struggling in reading.</p>	-Completed watchlists.

		<p>(2) Provide tutoring to students identified on watchlists.</p>	<ul style="list-style-type: none"> -Review student schedules to determine which students arrive at school early and do not have a zero period. -Ask Title I/Reading Specialists to attend the November 2 Data Day to provide strategies that may help improve students' reading capacity. 	<ul style="list-style-type: none"> -Finalized list of students who arrive at school early and do not have a zero period with the assignment of intervention (reading/math), assignment of tutor, assignment of duration (time each morning) and frequency (no. of days). -Title I/Reading Specialists/English teachers the November 2 Data Day.
		<p>(3) Use Benchmark Tests, and Student Growth Assessments, and SOL Practice Tests to measure student progress and needs.</p> <p>(4) Assign each watchlist student a faculty mentor.</p>	<ul style="list-style-type: none"> -Administer Benchmark Tests, Student Growth Assessments, and practice SOL tests each quarter. -Ask Special Education faculty to create the audio portion of the CIP English Benchmarks so that students with disabilities are offered the same accommodations they will be provided on the SOL test. -Recruit faculty members who would like to mentor watchlist students. 	<ul style="list-style-type: none"> -Data meetings held and documented. Data from Benchmark Assessments is analyzed and used to determine instructional needs. -Watchlist updated - data reviewed, areas of weaknesses identified, interventions/tutoring assigned. -Audio copies of CIP English Benchmarks are completed. Meeting logs of teachers' interactions with students. -List of Watchlist Students matched with Teacher Mentors published for administration at the school level and district level.

Results of Action Plan:

Area: English 11	2017-18 Accreditation Rate	Benchmark 1	Benchmark 2	Benchmark 3	2018-19 Accreditation Rate	Difference in 2017-28 and 2018-19 Rate
Black Students	Rate: 59.38		46.81%			
Students with Disabilities	Rate: 30.00		56.36%			

IMPROVEMENT PLAN: MATH

Math Essential Actions				
Area of Improvement	Rate/Level	Goal(s)	Action Steps	Evidence of Progress
Black Students	59.38/Level Three	(1)Formulate watchlists of students who failed or had borderline scores on Math SOL test.	-Review past Math SOL test results -Have Math faculty identify students who are struggling in math.	-Completed watchlists. Assignment of intervention (reading/math), assignment of tutor, assignment of duration (time each morning) and frequency (no. of days).

		<p>(2) Provide tutoring and remediation for students identified on the watchlists.</p>	<ul style="list-style-type: none"> -Review student schedules to determine which students arrive at school early and do not have a zero period. -Utilize IXL Math to provide remediation. -Implement a SOL Remediation Incentive Program to encourage students to attend after-school remediation. 	<ul style="list-style-type: none"> -Finalized list of students who arrive at school early and do not have a zero period with the assignment of intervention (reading/math), assignment of tutor, assignment of duration (time each morning) and frequency (no. of days). -Records of student work on IXL Math analyzed and maintained. -Attendance log of students who attend after-school remediation activities.
		<p>(3) Use Benchmark Tests, Student Growth Assessments, and SOL practice tests to measure student progress and needs.</p>	<ul style="list-style-type: none"> -Administer Benchmark Tests, Student Growth Assessments, and SOL practice tests each quarter. 	<ul style="list-style-type: none"> -Data meetings held and documented. Data from Benchmark Assessments is analyzed and used to determine instructional needs. -Watchlist updated - data reviewed, areas of weaknesses identified, interventions/tutoring assigned.
		<p>(4) Assign each watchlist student a faculty mentor.</p>	<ul style="list-style-type: none"> -Recruit faculty members who would like to mentor watchlist students. 	<ul style="list-style-type: none"> -List of Watchlist Students matched with Teacher Mentors published for administration at the school level and district level.

Math Essential Actions

Area of Improvement	Rate/Level	Goal(s)	Action Steps	Evidence of Progress
Economically Disadvantaged	59.38/Level Three	(1)Formulate watchlists of students who failed or had borderline scores on Math SOL's.	<ul style="list-style-type: none"> -Review past Math SOL test results -Have Math faculty identify students who are struggling in math. 	<ul style="list-style-type: none"> -Completed watchlists. Assignment of intervention (reading/math), assignment of tutor, assignment of duration (time each morning) and frequency (no. of days).
		(2)Provide tutoring and remediation for students identified on the watchlists.	<ul style="list-style-type: none"> -Review student schedules to determine which students arrive at school early and do not have a zero period. -Utilize IXL Math to provide remediation. -Implement a SOL Remediation Incentive Program to encourage students to attend after-school remediation. 	<ul style="list-style-type: none"> -Finalized list of students who arrive at school early and do not have a zero period with the assignment of intervention (reading/math), assignment of tutor, assignment of duration (time each morning) and frequency (no. of days). -Records of student work on IXL Math analyzed and maintained. -Attendance log of students who attend after-school remediation activities.

		<p>(3)Use Benchmark Tests, Student Growth Assessments, and SOL practice tests to measure student progress and needs.</p> <p>(4)Assign each watchlist student a faculty mentor.</p>	<p>-Administer Benchmark Tests, Student Growth Assessments, and SOL practice tests each quarter.</p> <p>-Recruit faculty members who would like to mentor watchlist students.</p>	<p>-Data meetings held and documented. Data from Benchmark Assessments is analyzed and used to determine instructional needs.</p> <p>-Watchlist updated - data reviewed, areas of weaknesses identified, interventions/tutoring assigned.</p> <p>-List of Watchlist Students matched with Teacher Mentors published for administration at the school level and district level.</p>
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Math Essential Actions

Area of Improvement	Rate/Level	Goal(s)	Action Steps	Evidence of Progress
Students with Disabilities	59.38/Level Three	(1)Formulate watchlists of students who failed or had borderline scores on Math SOL's.	<p>-Review past Math SOL test results</p> <p>-Have Math faculty identify students who are struggling in math.</p>	<p>-Completed watchlists.</p> <p>Assignment of intervention (reading/math), assignment of tutor, assignment of duration (time each morning) and frequency (no. of days).</p>

		<p>(2) Provide tutoring and remediation for students identified on the watchlists.</p>	<ul style="list-style-type: none">-Review student schedules to determine which students arrive at school early and do not have a zero period.-Utilize IXL Math to provide remediation.-Implement a SOL Remediation Incentive Program to encourage students to attend after-school remediation.	<ul style="list-style-type: none">-Finalized list of students who arrive at school early and do not have a zero period with the assignment of intervention (reading/math), assignment of tutor, assignment of duration (time each morning) and frequency (no. of days).-Records of student work on IXL Math analyzed and maintained.-Attendance log of students who attend after-school remediation activities.

		<p>(3)Use Benchmark Tests, Student Growth Assessments, and SOL practice tests to measure student progress and needs.</p> <p>(4)Assign each watchlist student a faculty mentor.</p>	<p>-Administer Benchmark Tests, Student Growth Assessments, and SOL practice tests each quarter.</p> <p>-Recruit faculty members who would like to mentor watchlist students.</p>	<p>-Data meetings held and documented. Data from Benchmark Assessments is analyzed and used to determine instructional needs.</p> <p>-Watchlist updated - data reviewed, areas of weaknesses identified, interventions/tutoring assigned.</p> <p>-List of Watchlist Students matched with Teacher Mentors published for administration at the school level and district level.</p>
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Results of Action Plan:

Area:RHS Math-Algebra I	2017-18 Accreditation Rate	Benchmark 1	Benchmark 2	Benchmark 3	2018-19 Accreditation Rate	Difference in 2017-28 and 2018-19 Rate
Black Students	14.9	9.09%	10.0%			
Economically Disadvantaged Students	37.93	8.57%	6.25%			
Students with Disabilities	23.08	6.90%	8.33%			

Results of Action Plan:

Area: RHS-Math Geometry	2017-18 Accreditation Rate	Benchmark 1	Benchmark 2	Benchmark 3	2018-19 Accreditation Rate	Difference in 2017-28 and 2018-19 Rate
Black Students	41.67	0%	38.46%			
Economically Disadvantage d Students	64.15	37.14%	45.45%			
Students with Disabilities	13.33	35.90%	42.86%			