




Radford High School Academic Plan SY 2025-2026


4361 Salt Lake Blvd. Honolulu, HI 96818

808-421-4200

<https://www.radfordhs.org/>

- ☒ Non-Title 1 School ☐ Title 1 School ☐ Kaiapuni School (Self Contained) ☐ Kaiapuni School (Shared School Site)

Submitted by Principal - James Sunday	
 James Sunday (Apr 9, 2025 11:53 HST)	4/9/2025

Approved by Complex Area Superintendent - John Erickson	
 John Erickson (Apr 9, 2025 11:53 HST)	4/9/2025



Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades 9-12	Other: - ERWC	HIDOE Alg 1, Geom, Alg 2 -		

Please list all **supplementary instructional materials** used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies



HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.

☒ Panorama ☒ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grades 9-12	STAR Enterprise ▾	STAR Enterprise ▾

IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report: Insert text
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2022-2023

Year of Next Action: 2025-2026

Year of Next Self-Study: 2028-2029

Type of Last Visit: Full Self-Study ▾Type of Next Action: Mid-Cycle Report & Visit -

Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<p><u>Student Need:</u> Academic growth for all students across all subject areas.</p> <p><u>Root/Contributing Cause:</u></p> <p><i>1A. The process of utilizing assessment data to make decisions and modify instructional practices needs to be more consistent among teachers and departments. (SI D1)</i></p> <ul style="list-style-type: none"> ○ EA: The faculty develops a common understanding of standards-based assessment and grading practices and applies them consistently so all students have accurate information about their learning and how to improve. (WASC VC 5) <p><i>1B. Curriculum planning, review, and evaluation are inconsistently implemented, making it difficult to determine how effective it is in ensuring all students learn through a rigorous, relevant, and coherent curriculum across content areas. (SI B1)</i></p> <ul style="list-style-type: none"> ○ EA: The faculty uses a specific framework and/or methodology to impact instructional practice and student achievement. (WASC VC 3) <p><i>1C. RHS lacks a functioning HMTSS system and found that not all faculty and staff are fully aware of available supports and how to access them. (SI E3)</i></p>
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In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u> . Enabling activities should address identified subgroup(s) and their needs.	
TS1	<p><u>Targeted Subgroup:</u> High Needs Students (EL, SpEd, Disadvantaged Students)</p> <p><u>Identified Student Need(s):</u> <i>High needs</i> (EL, SpEd, & Disadvantaged) students need to improve proficiency achievement on college-readiness assessments (including PreACT, ACT, SBA, EOC)</p> <p><u>Root/Contributing Cause(s):</u></p> <p>TS1A: Core Academic Deficits:</p> <ul style="list-style-type: none"> Reading comprehension, foundational math skills, and vocabulary are recurring themes. <p>TS1B: Study Skills & Resource Utilization Deficits:</p> <ul style="list-style-type: none"> Organization, time management, note-taking, and memorization, and application skills are crucial for test preparation. Effective use of available resources (study guides, notes, assistive technology). <p>TS1C: (ELL Students) Language Barriers:</p> <ul style="list-style-type: none"> Unfamiliarity with the language of the assessment. Lack of academic language proficiency. Difficulty understanding test instructions and questions.



Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026



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<p>Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p> <p>Measurable Outcome: Increase SBA proficiency by 5 % from 70% in SY 23-24.</p> <p>Increase the percent of students on/above grade level on the STAR Reading Universal Screener by 10% from Fall to Spring of SY 25-26</p>	<p>1A 1B TS1A</p>	<p>EA 1.1.2. (1) ELA Department will administer STAR Universal Screen and analyze the results. A. Grade 9: administer STAR 3 times per year B. Grades 10-12 administer STAR 2 times per year</p> <p>EA 1.1.2. (2) ELA Department will develop and implement horizontally and vertically aligned standards-based curricula.</p> <p>EA 1.1.2. (3) ELA Department will develop clear learning targets for priority standards.</p> <p>EA 1.1.2. (4) ELA Department will administer common unit assessments and analyze data to inform instruction.</p> <p>ACCOUNTABLE LEAD: S.TIITII</p>	<p>EA 1.1.2. (1) STAR Universal screener data 1. Initial: Sept. 2. Midterm: Jan. 3. Final: May</p> <p>EA 1.1.2. (2) Department Minutes Scope & Sequence</p> <p>EA 1.1.2. (3) Walk-through data</p> <p>EA 1.1.2. (4) Department Minutes</p> <p>Data Analysis template</p>	<ul style="list-style-type: none"> • WSF, \$ • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:__, \$ • Other:__, \$ 		
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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p> <p>Measurable Outcome:</p> <p>(1) Improve ACT scores from 29.97% of 11th grade students meeting the math college readiness benchmark in SY23-24 to 35% in SY25-26.</p> <p>(2) Improve PreACT Scores from 28% of 9th & 10th grade students meeting the math college readiness benchmark in SY23-24 to 33% in SY25-26.</p> <p>(3) Improve SBA scores from 41% of 11th grade students meeting or exceeding the standard in SY23-24 to 46% in SY25-26.</p>	<p>1A 1B TS1A</p>	<p>EA 1.1.3. (1) STAR Math Diagnostic</p> <p>A. STAR Math Diagnostic will be administered to all 9th grade math students three times per year.</p> <ol style="list-style-type: none"> Initial (August-Sept 2025) Midterm Midterm (Late Nov. January 2026) Final (March-May 2026) <p>B. STAR Math Diagnostic will be administered to all 10th-12th grade math students two times per year.</p> <ol style="list-style-type: none"> Initial (August-Sept 2025) Final (March-May 2026) <p>C. Math Teachers will utilize STAR data</p> <ol style="list-style-type: none"> Each Quarter, math teachers will provide differentiated support for students based on STAR data and/or formative assessment data. Following the Initial and Midterm STAR Assessments, math teachers will utilize STAR data and classroom formative assessment data to recommend 9th grade students for RTI Math (MOW1) class as appropriate. <p>EA 1.1.3. (2) PreACT & ACT</p> <p>A. PreACT Math Data will be used to measure future progress for 9th-10th grade math students</p> <p>B. ACT Math Data will be compared to previous and future years as a measure of progress.</p> <p>C. PreACT Item Analysis Data will be reviewed collaboratively by math teachers to analyze trends</p>	<p>EA 1.1.3. (1)</p> <p>A. STAR Assessment Data (9th Grade):</p> <ol style="list-style-type: none"> Initial (August-Sept 2025) Midterm Midterm (Late Nov. January 2026) Final (March-May 2026) <p>B. STAR Assessment Data (10th-12th Grade):</p> <ol style="list-style-type: none"> Initial (August-Sept 2025) Final (March-May 2026) <p>C. Math Dept Action Plan/Progress Report & Meeting Minutes</p> <p>EA 1.1.3. (2)</p> <p>A. 9th & 10th Grade PreACT Math Data</p> <p>B. 11th Grade ACT Math Data</p> <p>C-D. Math Dept Action Plan/Progress Report & Meeting Minutes</p>	<ul style="list-style-type: none"> • WSF, \$ • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:___ \$ • Other:___ \$ 		
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<p>(4) Improve STAR Math Percent of students "On or Above Grade Level" by 5% from Fall 2025 to Spring 2026.</p> <p><i>Required for AMR schools.</i></p>		<p>D. All 9th-11th grade Math Teachers will incorporate PreACT/ACT type items into their Quarterly instruction & assessment.</p> <p>EA 1.1.3. (3) Collaborative adjustment and refinement of common math curriculum to ensure real-world rigor in Algebra 1, Geometry, and Algebra 2 courses.</p> <p>A. Quarterly Collaborative review & refinement of math curriculum plan & course scope & sequences for Alg1, Geometry, and Alg2.</p> <p>ACCOUNTABLE LEAD: M.TOLOUMU</p>	<p>EA 1.1.3. (3)</p> <p>A. Math Dept Action Plan/Progress Report & Meeting Minutes</p>			
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<p>Academic Proficiency for ALL</p> <p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p>Measurable Outcome: (1) Reduce the number of students receiving a failing course grade (Semester/Year) from 4.01% in <u>SY23-24</u> to 3% in SY25-26.</p> <p><i>Required for all schools.</i></p>	<p>1A WASC VC #3 WASC VC #4 WASC VC #5 1B WASC VC #2 TS1A TS1B</p>	<p>EA 1.1.4. (1)</p> <p>A. Through the Danielson Framework, teachers will:</p> <ol style="list-style-type: none"> (in PLCs) Review & refine course scope & sequences and prioritized standards. Clearly articulate & post learning targets. (in PLCs) Use assessment data to modify instructional practices Provide meaningful feedback, and accurate information about learning, to students through assessment data to improve student learning <p>B. Dept Heads will collect quarterly summative course grade data & teacher reflections by teacher/course in order to assess progress toward goal.</p> <p>C. Counselor response to quarterly summative course grade data</p> <p>ACCOUNTABLE LEAD: S.TIITII, M.TOLOUMU</p>	<p>EA 1.1.4. (1)</p> <p>A. Dept Action Plan/Progress Report & Meeting Minutes</p> <p>B. Student Course Grade Data collected by DHs each quarter.</p> <p>C. Counselor/VP Team Meeting quarterly</p> <p>MO (1) Semester & Year Final Grade Report</p>	<ul style="list-style-type: none"> • WSF, \$ • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:__, \$ • Other:__, \$ 		
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<p>Student Transition 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p>Measurable Outcome: By the end of the first semester of 9th grade, 85% of incoming students will report feeling confident in their ability to navigate the high school environment, as measured by a post-semester survey, and will have attended at least one extracurricular activity or club meeting.</p> <p><i>Required for all schools.</i></p>	<p>N/A</p>	<p>EA.1.1.5 (1) Provide incoming freshmen the opportunity to participate in FreshRam Summer Start, a summer orientation program (pending funding).</p> <p>EA 1.1.5 (2) All incoming freshmen will participate in Freshman Orientation on the first school day. Students who enter after the first day will participate in the Transition Center's Orientation.</p> <p>EA 1.1.5 (3) Early Academic Progress Monitoring (First Six Weeks): Implement a system for tracking attendance, grades, and behavior during the first six weeks. Counselors and teachers will:</p> <ol style="list-style-type: none"> Identify students who are struggling. Provide targeted interventions, such as tutoring or academic counseling. Communicate with parents/guardians. <p>EA 1.1.5 (4) Freshman Focus TASK Workshops - Identified students will be invited to participate in a TASK Workshop series to cover topics such as: Monitoring grades, self advocacy, Time and Stress management and coping skills, College and career exploration.</p>	<p>1.1.5 All Attendance Reports Red Flag list Report Cards Panorama Data SEL Survey results Teacher Reports</p>	<ul style="list-style-type: none"> • WSF, \$ • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:___ \$ • Other:___ \$ 		
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		<p>EA 1.1.5 (5) Create and distribute a survey to all 9th grade students, asking questions related to their confidence in navigating the high school environment, their sense of belonging, and their participation in extracurricular activities.</p> <p>EA 1.1.5 (6) Counselors will meet with all 9th graders either individually or in small groups during the second semester to review course selection for 10th grade and make necessary adjustments.</p> <p>ACCOUNTABLE LEAD: L.JOHNSTONE</p>				
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.						
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
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Student Attendance & Sense of Belonging 1.2.1. All students desire to and attend school regularly. Measurable Outcome: Increase school-wide average daily attendance from XX% to XX% by the end of the academic year, as measured by Infinite Campus attendance reports. <i>Required for all schools.</i>	WASC SI E2	EA.1.2.1 (1): Accurate Attendance Records a. Teachers will submit daily attendance through Infinite Campus for each period of the day. EA.1.2.1 (2): Attendance Concerns a. Attendance Referrals (HMTSS Referral Tool) ○ The HMTSS referral tool will include an attendance option ○ Teachers will be trained on using the referral tool ○ A referral will be submitted for students who are on the quarterly red flag list by at least one of the student's teachers. b. Counselors will meet with students who are referred for attendance and work towards root causes, follow-up, and support. EA.1.2.1 (3): Attendance Screener and Progress Monitoring (HMTSS) a. Attendance Screener: An attendance tool will be used as to identify attendance concerns (such as 5	EA.1.2.1 (1) Quarterly monitoring of daily attendance records. EA.1.2.1 (2) Quarterly monitoring of red flag list EA.1.2.1 (2b) Referral Data EA.1.2.1 (2a-2b) Quarterly monitoring of red flag list EA.1.2.1 (2a-2b) Quarterly monitoring of red flag list.	<ul style="list-style-type: none"> • WSF, \$ • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:___, \$ • Other:___, \$ 		



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		<p>or more day absences, 5 or more period absences, 5 or more period tardies)</p> <p>b. Attendance Tier 2 and Tier 3</p> <p>1) Absences by periods: Administrator and Counselor pair for each alpha group will meet at least twice a quarter to discuss students on the red flag list to identify students, determine causes, identify follow-ups and Tier 2/3 supports.</p> <p>2) Tardies by periods: Administrators will meet with students on the tardies to periods red flag list to determine causes, identify follow-ups and Tier 2/3 supports.</p> <p>3) A progress monitoring system will be developed to track Tier 2 and Tier 3 student progress</p> <p>ACCOUNTABLE LEAD: D.HUDDY</p>				
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<p>Positive Student Behaviors</p> <p>1.2.2. All students demonstrate positive behaviors at school.</p> <p>Measurable Outcome:</p> <p>-100% of teachers will use the PBIS system to acknowledge positive student behavior at least 5 times per month.</p> <p>-The number of Chapter 19 Offenses by Class of Offense will decrease from the previous year.</p> <ul style="list-style-type: none"> • Class A from XX in SY24-25 to no more than XX in Sy 25-26. • Class B from XX in SY24-25 to no more than XX in Sy 25-26. <p><i>Required for all schools.</i></p>	<p>WASC SI E3</p>	<p>EA.1.2.2 (1)-Schoolwide Behavior Expectations</p> <ol style="list-style-type: none"> Revise School DRR Matrix Student Awareness (planners and opening of the year lessons) Update posters on campus <p>EA.1.2.2 (2)-Positive Behavior Intervention System (PBIS)</p> <ol style="list-style-type: none"> A PBIS will be in place and all staff will have access to acknowledge positive student behaviors (RC Tickets) All classroom teachers will utilize the RC Tickets system to acknowledge positive student behaviors. A student group will be formed to impact student awareness and interest. Positive student behavior will be acknowledged and reinforced daily through RC tickets and monthly through a positive rewards system. <p>EA.1.2.2 (3)-Behavior Concerns</p> <ol style="list-style-type: none"> Behavior Referrals (HMTSS Referral Tool) <ol style="list-style-type: none"> The HMTSS referral tool will include a behavior option Teachers will be trained on using the referral tool A referral will be submitted for students whose behaviors are severe or persistent/repetitive despite classroom interventions. Addressing Referrals <ol style="list-style-type: none"> Administrators will address and close behavior referrals. towards root causes, follow-up, and supports Administrators will determine criteria for Tier 2 and Tier 3 based on severity and repeated offenses. 	<p>EA.1.2.2 (2) Quarterly PBIS Report RC Ticket Data Sheet</p> <p>EA.1.2.2 (3) Quarterly Referral Data</p>	<ul style="list-style-type: none"> • WSF, \$ • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:___ \$ • Other:___ \$ 		
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		EA.1.2.2 (4) Progress Monitoring a. A progress monitoring system will be developed to track Tier 2 and Tier 3 student progress ACCOUNTABLE LEAD: D.HUDDY, J.SUNDAY				
Nā Hopena A'o 1.2.3. All students experience a Nā Hopena A'o environment for learning. Measurable Outcome: All departments will share their efforts of Nā Hopena A'o with the staff. <i>Required for all schools.</i>	N/A	EA 1.2.3. (1)- Departments will identify examples from the six outcomes that are exemplified within their classes. Each department will have an opportunity to share with the staff throughout the year. EA 1.2.3. (2)- Identified staff groups will gain awareness of the Nā Hopena A'o framework through an in-service ACCOUNTABLE LEAD: A.BALAURO	EA 1.2.3. (1) Faculty meeting slides from share outs EA 1.2.3. (2) Slides from identified staff group in-service	<ul style="list-style-type: none"> • WSF, \$ • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:___ \$ • Other:___ \$ 		



★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.						
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
High School Opportunities: Career, Civic, & Community 1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. Measurable Outcome: Baseline needed <i>Required for all schools.</i>	N/A	EA 1.3.1 (1) Refine and implement a process to identify and share existing career, community, and civic opportunities students are engaged in within and outside of the school and determine and expand areas needing growth. (need baseline) EA 1.3.1. (2) Implement career exploration and development activities for all students ACCOUNTABLE LEAD: M.OKANO	1.3.1 (1) <ul style="list-style-type: none"> Updated list of career, community, and civic opportunities students are engaged in Teacher Feedback Student Feedback 1.3.1 (2) <ul style="list-style-type: none"> YouScience completion Career Day participation Advisory lessons Advisory lesson completion 	<ul style="list-style-type: none"> WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:___ \$ Other:___ \$ 		



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			<ul style="list-style-type: none"> Other activity listing and participation 			
<p>Graduates with Personal Plan for Future</p> <p>RHS.1 All students graduate high school with a personal plan for their future.</p> <p>Measurable Outcome:</p> <p>100% of graduating students will earn their Personal Transition Plan credit through completion of Radford's Educational Plan.</p>	WASC SI B2	<p>EA RHS.1 (1) Staff contributes to a schoolwide culture of career and college success</p> <p>EA RHS.1 (2) Provide all students with opportunities and support to promote the development of a personal plan for their future to include instruction through Advisory</p> <p>EA RHS.1 (3) All students will develop and update a personal plan for their future utilizing Radford's Educational Plan</p> <p>ACCOUNTABLE LEAD: M.OKANO</p>	<p>RHS.1 (1)(2)</p> <ul style="list-style-type: none"> Quarterly Grade Level Advisory meetings Advisory lesson completion quarterly Project ARIES activity participation Student Feedback Grade Level Counseling data <p>RHS.1 (3) Radford Educational Plan progress</p>	<ul style="list-style-type: none"> WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$ 		



Priority 2

High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
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School Procedures RHS.2.1 Consistent expectations and implementation of school-wide processes and procedures for students and teachers are implemented and monitored. Measurable Outcome: (1) All staff will follow	WASC VC #1 WASC SI E4	EA RHS.2.1 (1)-At the start of the school year, current school-wide procedures, roles, and expectations and avenues of communication will be reviewed with the staff (ie: advisory curriculum, communication with students/parents/RamReport/update grades) EA RHS.2.1 (2)- Faculty and staff will implement school-wide procedures and expectations consistently. <ol style="list-style-type: none"> Admin. will meet with Departments at least once per quarter to gather input, answer questions, and/or discuss concerns regarding school-wide data and procedures. (WASC VC #1) 	RHS.2.1 (1) Faculty Meeting Sign-In Sheets RHS.2.1 (2) Admin. will share any updates at Faculty Meeting once per quarter (if needed).	<ul style="list-style-type: none"> • WSF, \$ • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:____, \$ • Other:____, \$ 		



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school procedures and demonstrate core professionalism as a member of an effective high-quality workforce.		<p>EA RHS.2.1 (3)- ART will utilize common tools to be used to monitor current implementation of procedures and expectations.</p> <p>EA RHS.2.1 (4)- ART will revisit, prioritize and refine school-wide expectations and procedures using a collaborative process, as needed (i.e. FOL groups.)</p> <p>ACCOUNTABLE LEAD: A.BALAURO</p>	<p>RHS.2.1 (3) (4) Administration will monitor consistent implementation of procedures and expectations and follow-up with faculty and staff (as necessary).</p>			
<p>Professional Development RHS.2.2 Teachers actively participate in professional development, and collaboratively share best practices.</p> <p>Measurable Outcome: Classroom instructional engagement and positive classroom culture as reported by students will trend positively for all teachers/courses.</p>	<p>1A WASC VC #3 WASC SI C2</p>	<p>EA RHS.2.2 (1) Danielson Framework:</p> <p>A. Teachers will receive professional development that emphasizes the following Danielson Framework components:</p> <ol style="list-style-type: none"> Danielson Criterion (2B) Establishing a Culture for Learning Danielson Criterion (3C) Engaging Students in Learning <p>B. Facilitated walkthroughs & reflective conversations about 2B & 3C evidence will be coordinated once during the year.</p> <p>C. TEAM Teachers will receive professional development in all the components of the Danielson Framework.</p> <p>EA RHS.2.2. (2) Real World Learning Experiences:</p> <p>A. Teachers will receive professional development to incorporate real-world rigor into classroom experiences for their students.</p> <p>B. Through Dept PLCs and/or Dept meetings, DH's will facilitate collaborative adjustment and refinement of teacher lessons to ensure students are exposed to real-world rigor</p> <p>C. Teachers will collect and analyze student learning data and reflections based on Real-World Rigor Lessons and reflect on the student learning experience.</p>	<p>EA RHS.2.2. (1)</p> <p>A. PD Agenda & Sign-In</p> <p>B. Admin Facilitated Walkthrough Schedule</p> <p>C. TEAM PD Agenda & Sign-In</p> <p>EA RHS.2.2. (2)</p> <p>A. PD Agenda & Sign-In</p> <p>B. Teacher Evidence of Real World Rigor Lesson</p> <p>C. Student Learning Data & Teacher Reflection</p> <p>EA.RHS.2.2. (3)</p>	<ul style="list-style-type: none"> WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:____, \$ Other:____, \$ 		



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		<p>EA RHS.2.2. (3) AVID WICOR Strategies:</p> <ul style="list-style-type: none">A. Teachers will continue to implement Focused Note-taking the RAM WAY with their students, as the agreed upon schoolwide AVID strategy.B. Teachers will receive professional development to incorporate WICOR strategies, including Focused Note-taking the RAM WAY, into lessons to support students with building skills to prepare them for post-high school. <p>ACCOUNTABLE LEAD: S.TIITII, M.TOLOUMU</p>	<ul style="list-style-type: none">A. AVID CCI: Student evidence of note-takingB. PD Agenda & Sign-In			
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**Priority 3****Effective and Efficient Operations At All Levels****★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
School Community Council 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. Measurable Outcome: Full SCC will meet 4 times per year with principal. <i>Required for all schools.</i>	WASC VC#1	EA 3.3.1 (1) SCC activities, timeline, and expectations will be determined and shared with SCC members at the beginning of the school year. EA 3.3.1 (2) SCC meetings will be held 6 times per year. EA 3.3.1 (3) The Principal will attend all SCC meetings. ACCOUNTABLE LEAD: M.OKANO	3.3.1 <ul style="list-style-type: none"> • Meeting Agendas • Meeting Minutes • Meeting Sign-In • Meeting Slide Presentations 	<ul style="list-style-type: none"> • WSF, \$ • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:___ \$ • Other:___ \$ 		



★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
Community & Parent Involvement 3.3.4. Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance. Measurable Outcome: (1) Increase the number of community activities and opportunities to engage with students focused on improving student academic achievement and school performance.	WASC SI E1	3.3.4.(1) COMMUNITY INVOLVEMENT A. Further develop partnerships with community members to support teachers in enhancing learning experiences for students. (baseline needed) B. Provide opportunities for community members to participate in activities focused on improving student academic achievement and school performance. 3.3.4 (2) PARENT INVOLVEMENT A. Implement a multi-channel communication strategy (e.g., text messages, email, social media, school website, physical flyers) to promote academic-focused events B. Host various parent nights on campus C. Develop/update a student/parent handbook and FAQ to be distributed to all families at the start of the year or when a new student enrolls.	3.3.4 (1) <ul style="list-style-type: none"> List of Community Contacts List of learning experiences that reflect school-community partnerships List of Community Activities 3.3.4 (2) <ul style="list-style-type: none"> List of parent activities IC log ins Parent night flyers Ram Report data Parent brochure 	<ul style="list-style-type: none"> WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$ 		



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<p>(2) Establish a common goal for parent engagement and participation.</p> <p><i>Depends on baseline for 3.3.4 (1)</i></p> <p><i>Required for AMR schools.</i></p>		<p>D. Provide all new parents at Radford with a parent brochure with information on Radford High School, its programs, supports, and contacts</p> <p>ACCOUNTABLE LEAD: Community Component - M.OKANO Parent Component - L.JOHNSTONE</p>	<ul style="list-style-type: none">• Student/Parent handbook• FAQs• How to get involved for parents			
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★ Other Systems of Support						
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
HMTSS 3.3.5 Develop and Implement an effective HMTSS to accelerate learning and close the achievement gap. Measurable Outcome: (1) Establish baseline data and goals to measure the desired outcome. (2) Develop a unified HMTSS System. <i>Required for AMR schools.</i>	WASC SI E3 WASC SI D2	3.3.5 (1): Develop the tiers of support across the four domains of HMTSS (academic, behavior with attendance, social-emotional, and physical) a. Define three tiers of support across the four domains b. Identify the supports and resources available at each tier in each domain. c. Expand on available resources to build a solid support framework. d. Gather stakeholders' input e. 3.3.5 (2): Establish a Data-Driven, Team-Based Decision-Making Process that allows for a systematic and informed approach that ensures all students receive the most appropriate and effective support a. Identify the universal screeners for each domain -Select screeners -Identify entry and exit criteria -Establish procedures and roles b. Identify additional data points that support the process. c. Develop a single point of referral system	3.3.5 (1-5) Establish the evidence and data needed to monitor progress.	<ul style="list-style-type: none"> • WSF, \$ • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:___, \$ • Other:___, \$ 		



		<p>d. Train staff</p> <p>3.3.5 (3): Criteria and Referrals</p> <ol style="list-style-type: none"> Develop a single point referral system. Identify the exit and entry criteria/data for each tier within each domain. Develop a progress monitoring system to track student advancement in specifically identified or targeted criteria within each of the four key domains <p>3.3.5 (4): Implement HMTSS plan and ensure faculty and staff are aware of and can access student supports and services at Radford High School.</p> <ol style="list-style-type: none"> Train staff on the HMTSS system for Radford High School Provide access to HMTSS plan and resources <ul style="list-style-type: none"> -Add the HMTSS plan and tools to the portal -Include the HMTSS plan and procedures in the staff guide <p>3.3.5 (5): The HMTSS Team will monitor the HMTSS plan</p> <ol style="list-style-type: none"> Meet regularly to analyze universal screening data and progress monitoring data to identify student needs and evaluate the effectiveness of implemented programs and supports. The team will use data to inform adjustments to the HMTSS plan and practices. <p>ACCOUNTABLE LEAD: J.MARTIN, D.HUDDY</p>				
Academic Review Team RHS.3 The Academic Review Team will meet regularly to review data to evaluate and provide feedback on the quality,	N/A	EA RHS.3 (1) A. Academic Review Team and extended ART Team (including DH/PL Leadership Group) will meet regularly each quarter to review Academic Plan	EA RHS.3 (1) - ART Timeline of Data Review - ART Meeting Minutes	<ul style="list-style-type: none"> • WSF, \$ • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ 		



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<p>viability, and productivity of academic programs, aiming for continuous improvement and accountability.</p> <p>Measurable Outcome: Data Analysis will be conducted, and progress on each Academic Plan Desired Outcome will be reported on Quarterly, and achieved by the end of the school year.</p>		<p>Desired Outcomes/Measurable Outcomes, and evidence of progress.</p> <p>B. Review and Analysis of Data for each Academic Plan Desired Outcome will be conducted through ART as led by the Accountable Lead, who will establish next action steps if necessary based on analysis of data.</p> <p>C. Accountable Leads will complete Progress Report for their Assigned Desired Outcome/Measurable Outcome on a Quarterly basis, and include data/evidence of progress as appropriate.</p> <ol style="list-style-type: none"> Quarter 1 Progress - Oct 17, 2025 Quarter 2 Progress - January 9, 2026 Quarter 3 Progress - March 27, 2026 Quarter 4 Progress - May 29, 2026 <p>EA RHS.3 (2)</p> <p>A. Academic Review Team will compile data for staff review and analysis in order to determine strength & growth areas for SY25-26.</p> <p>B. Staff will conduct root cause analysis for both strength areas and prioritized growth areas.</p> <p>EA RHS.3 (3)</p> <p>A. Academic Review Team will draft Academic Plan for SY26-27</p> <p>B. Before finalizing, Radford Staff will review and provide input on Academic Plan SY26-27.</p> <p>C. Before finalizing, SSC will review and provide input on Academic Plan SY26-27.</p> <p>ACCOUNTABLE LEAD: M.TOLOUMU</p>	<ul style="list-style-type: none"> - DH/PL Meeting Minutes - Academic Plan Quarterly Progress Report <p>EA RHS.3 (2)</p> <ul style="list-style-type: none"> - Annual CNA Data for Review - CNA Report SY25-26 <p>EA RHS.3 (3)</p> <ul style="list-style-type: none"> - Academic Plan SY26-27 	<ul style="list-style-type: none"> • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:____, \$ • Other:____, \$ 		
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APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Radford High School current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool .	
Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1116 hours
Did your school submit a SCC Waiver Request Form? Please explain.	No, our bell schedule meets the minimum requirements.
Bell Schedule: Radford HS Bell Schedule	