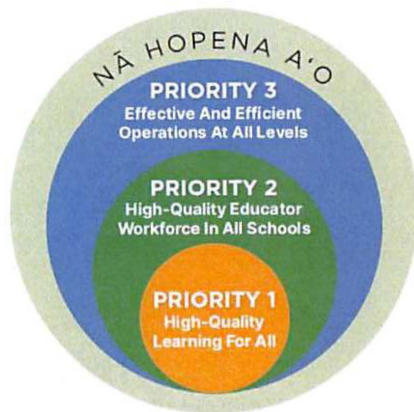




Radford High School Academic Plan SY 2026-2027

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

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal: James Sunday	
 James Sunday (Apr 8, 2026 12:32:26 HST)	Apr 8, 2026

Approved by Complex Area Superintendent: John Erickson	
 John Erickson (Apr 9, 2026 13:09:26 HST)	Apr 8, 2026

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

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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 •		
	Select One •	Select One •		
	Select One •	Select One •		

Please list all **supplementary instructional materials** used to 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

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 ▾
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾

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:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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 CNA
- ☒ Other current assessment/self-study report: WASC Mid-Cycle Report
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025-2026

Year of Next Action: 2028-2029

Year of Next Self-Study:

Type of Last Visit: Mid-Cycle Report & Visit -

Type of Next Action: Full Self-Study -

2028-2029

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.

S1	<u>Student Need:</u> Academic growth for all students across all subject areas. <u>Root/Contributing Cause:</u> 1A. Improve Tier 1 instruction to meet the needs of all learners 1B. Use data to monitor that student learning needs are being met
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To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

TS1	<u>Targeted Subgroup:</u> High Needs Students (EL, SpEd, Disadvantaged Students) <u>Identified Student Need(s):</u> High needs (EL, SpEd, & Disadvantaged) students need to improve proficiency achievement on college-readiness assessments (including PreACT, ACT, SBA, EOC) <u>Root/Contributing Cause(s):</u> TS1A: Core Academic Deficits: • Reading comprehension, foundational math skills, and vocabulary are recurring themes. TS1B: Study Skills & Resource Utilization Deficits: • 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). TS1C: (ELL Students) Language Barriers: • Unfamiliarity with the language of the assessment. • Lack of academic language proficiency. • Difficulty understanding test instructions and questions.
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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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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. Measurable Outcome: Increase the percent of students on/above grade level on the STAR Reading Universal Screener by 10% from Fall to Spring of SY 26-27	S1A WASC SI B1 S1B WASC VC #5 WASC SI D1 WASC VC #2-4 WASC SI C2	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 (Initial & Final) EA 1.1.2. (2) ELA Department will develop and implement horizontally and vertically aligned standards-based curricula. EA 1.1.2. (3) ELA Department will develop clear learning targets for priority standards. EA 1.1.2. (4) ELA Department will administer common unit assessments and analyze data to inform instruction. ACCOUNTABLE LEAD: S.TIITI	EA 1.1.2. (1) STAR Universal screener data 1. Initial: Sept. 2. Midterm: Jan. 3. Final: May EA 1.1.2. (2) Department Minutes Scope & Sequence EA 1.1.2. (3) Walk-through data EA 1.1.2. (4) Department Minutes Data Analysis template	Funding Sour...		

Mathematics Proficiency 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. Measurable Outcome: (1) Improve Overall ACT Math scores from 29.97% of 11th grade students meeting the math college readiness benchmark in SY24-25 to 35% in SY25-26. (SY25-26 ACT Data still not available as of 3/14/2026) (2) Improve PreACT/ACT Scores by 5% when tracking by student graduation groups. Increase from 26% of 9th grade meeting math college readiness benchmark in SY25-26 to 31% of 10th grade in SY26-27. Increase from 34% of 10th grade students meeting the math college readiness benchmark in SY25-26 to 39% of 11th grade in SY26-27 meeting the ACT Math college readiness benchmark.	S1A WASC SI B1 S1B WASC VC #5 WASC SI D1 WASC VC #2-4 WASC SI C2	EA 1.1.3. (1) STAR Math Diagnostic A. STAR Math Diagnostic will be administered to all 9th grade math students three times per year. - Initial (August-Sept 2026) - Midterm Midterm (Late Nov. January 2027) - Final (March-May 2027) B. STAR Math Diagnostic will be administered to all 10th-12th grade math students two times per year. - Initial (August-Sept 2026) - Final (March-May 2027) C. STAR Training Session for Math Department to support teachers with using STAR data to improve student learning outcomes. D. Math Teachers will utilize STAR data - Each Quarter, math teachers will provide differentiated support for students based on STAR data and/or formative assessment data. EA 1.1.3. (2) PreACT & ACT - PreACT Math Data will be used to measure future progress for 9th-10th grade math students - ACT Math Data will be compared to previous and future years as a measure of progress. - PreACT Item Analysis Data will be reviewed collaboratively by math teachers to analyze trends - All 9th-11th grade Math Teachers will incorporate PreACT/ACT type items into their Quarterly instruction & assessment. 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. - Quarterly Collaborative review & refinement of math curriculum plan & course scope & sequences for Alg1, Geometry, and Alg2. ACCOUNTABLE LEAD: M TOLOUMU	EA 1.1.3. (1) A. STAR Assessment Data (9th Grade): - Initial (August-Sept 2026) - Midterm Midterm (Late Nov. January 2027) - Final (March-May 2027) B. STAR Assessment Data (10th-12th Grade): - Initial (August-Sept 2026) - Final (March-May 2027) C. Math Dept Action Plan/Progress Report & Meeting Minutes EA 1.1.3. (2) 9th & 10th Grade PreACT Math Data 11th Grade ACT Math Data C-D. Math Dept Action Plan/Progress Report & Meeting Minutes EA 1.1.3. (3) - Math Dept Action Plan/Progress Report & Meeting Minutes	Funding Sour...			
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(3) Improve SBA scores by 5% from 33% of 11th grade students meeting or exceeding the standard in SY24-25 to 38% in SY26-27. (4) Improve STAR Math Percent of students "On or Above Grade Level" by 5% from Fall 2026 to Spring 2027. <i>Required for AMR schools.</i>						
Academic Proficiency for ALL 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. Measurable Outcome: Increase student attainment of Critical Literacy Skills within an academic discipline, from Pre-Assessment to Post-Assessment. <i>Required for all schools.</i>	S1A WASC SI B1 S1B WASC VC #5 WASC SI D1 WASC VC #2-4 WASC SI C2	EA 1.1.4. (1) A. Departments will develop Dept Action Plans that include defined Critical Literacy Skills within their discipline to drive their work in Dept PLCs and Dept Meeting time. B. Based on Department Action Plans: 1. Depts will identify 1-2 Critical Literacy Skills to focus on for SY26-27. 2. Depts will work collaboratively to design assessments (pre-, mid-, & post-assessments) to determine student attainment of Critical Literacy Skills. 3. Depts will meet quarterly to analyze assessment data and discuss students' strengths and growth areas, and modifications of instructional practices to improve student outcomes. 4. Teachers will provide meaningful feedback, and accurate information about learning, to students through assessment data to improve student learning C. Depts will meet during Quarter 4 to reflect on progress with their Dept Critical Literacy Action Plan, and discuss refinements and next steps for SY27-28. D. Dept PLCs will include professional development opportunities for teachers regarding Tier 1 Instructional Strategies. ACCOUNTABLE LEAD: S.TIITII, M.TOLOUMU	EA 1.1.4. (1) Dept Action Plan/Progress Report & Meeting Minutes EA.1.1.4. (1B. 2 & 3) Pre, mid, & post assessment data	Funding Sour...		

Student Transition 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. Measurable Outcome: By the end of the first semester, 90% of freshmen will demonstrate a successful transition to high school with: a) being on-track for graduation (no more than 2 F's) b) report feeling confident in their ability to navigate the high school environment c) be able to identify supports available on campus d) will have attended at least one extracurricular activity or club meeting. e) have less than 7 unexcused absences. <i>Required for all schools.</i>	TS1.A TS1.B TS1.C	EA 1.1.5 (1) 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. EA 1.1.5 (2) All freshmen will receive information on the supports and services available at Radford High School through a grade-level assembly, opening of school, Advisory lessons, small group meetings, and/or individual counselor meetings. EA 1.1.5 (3) Academic Progress Monitoring (to begin after the first six Weeks and continue quarterly): Implement a system for tracking attendance and grades. Counselors and teachers will: a. Identify students who are struggling. b. Provide targeted interventions, such as parent conferences, tutoring or academic counseling and TASK Workshop opportunities focused on, Monitoring grades, self advocacy, Time and Stress management and coping skills, College and career exploration c. Communicate with parents/guardians. EA 1.1.5 (4A) Create and distribute a survey to all 9th-grade students, asking questions related to their confidence in navigating the high school environment to include institutional literacy, their sense of belonging, ability to see support and their participation in extracurricular activities. EA 1.1.5 (4B) The Advisory Committee will update and revise the scope and sequence, and lessons, utilizing the results and trends from the 9th-grade student survey. EA 1.1.5 (5) Teachers who teach 9th-grade students will meet to identify the root cause(s) of the challenges, discuss differences in expectations, and skills from 8th grade to 9th grade. ACCOUNTABLE LEAD: L.JOHNSTONE	1.1.5 All Attendance Reports Red Flag list Report Cards Panorama Data SEL Survey results Teacher Reports Freshman Survey results	WSF, \$ -			
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.							
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity		Measurable Outcomes MET/NOT MET?
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027	
Student Attendance & Sense of Belonging 1.2.1. All students desire to and attend school regularly. Measurable Outcome: - Decrease the rate of chronic absenteeism by 10% school-wide. - Increase the favorable response rate on the Panorama Student Survey for "School Belonging" by 10% <i>Required for all schools.</i>	TS1.A TS1.B TS1.C WASC SI E2 WASC SI E3 AMR 3	EA 1.2.1 (1): Systemic Infrastructure & Data Accuracy - Develop/Update Attendance Procedures and Expectations - Establish clear, school-wide definitions - Formalize procedures - Train staff - Communicate with students/families - Establish a regular monitoring system for "Incomplete Attendance" reports in Infinite Campus and provide targeted professional development or reminders for staff with high volumes of unsubmitted attendance to ensure attendance data lists are accurate. - Train staff - school-wide procedures and expectations for staff - classroom strategies to address attendance concerns at the classroom level - submitting attendance referrals when classroom strategies don't impact attendance. EA.1.2.1 (2): Strengthen Tier 1 attendance support - Identify Tier 1 school-wide and classroom support strategies. - Advisory (crossover)-All students are assigned to the same Advisory year-to-year where SEL lessons are embedded and help to foster a sense of belonging.	-Achieve and maintain a 95% (or 98%) daily attendance submission completion rate by the end of 1st quarter. -100% of VP-Counseling pairs will document cause/intervention s for students on the "Red Flag" list. -Decrease the number of students appearing on the quarterly attendance "Red Flag" list (identified as having 5 or more full-day) by 15% from Quarter 1 to	Funding Sour...			

		C. Average Daily Attendance (ADA) 1. Analyze ADA trends alongside the school context to determine the impact of specific events. 2. Collaborate with the Student Council to proactively design and implement targeted Tier 1 engagement activities during periods where historical data indicates a probable drop in attendance D. Quarterly Attendance Challenge: Develop and implement a school-wide quarterly incentive program to celebrate ADA by Advisory classes. EA 1.2.1 (2): Tier 2/3: Intervention & Support A. At the beginning of the school year, identify students who were Chronically Absent to beginning positive interventions such as check ins. B. Identify Tier 2 interventions that may be used by counselors and administrators C. Conduct bi-quarterly "Alpha-Pair" meetings (VP and Counselor) to review the digital Red Flag list (5+ daily/period absences). Document cause/interventions and track quarter to quarter outcomes ACCOUNTABLE LEAD: D.HUDDY	Quarter 4 of School Year 2026-2027. -Increase the percentage of favorable student responses in the "Sense of Belonging" category on the bi-annual Panorama Student Success Survey by 5%.				
Positive Student Behaviors 1.2.2. All students demonstrate positive behaviors at school. Measurable Outcome: 100% of teachers will use the PBIS system to acknowledge positive student behavior at least twice a year. <i>Required for all schools.</i>		EA.1.2.2 (1)-Schoolwide Behavior Expectations a. Student Awareness (planners and opening of the year lessons, periodically throughout the year, after breaks) b. Revisit School DRR Matrix for current relevance EA.1.2.2 (2)-Positive Behavior Intervention System (PBIS) a. A PBIS will be in place and all staff will have access to acknowledge positive student behaviors (RC Tickets) b. All classroom teachers will utilize the RC Tickets system to acknowledge positive student behaviors. c. Positive student behavior will be acknowledged and reinforced daily through RC tickets and monthly through a positive rewards system and during quarterly sports assembly. ACCOUNTABLE LEAD: M.SALANOA	EA.1.2.2 (2) Quarterly PBIS Report RC Ticket Data Sheet	Funding Sour...			

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>		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: R SHIMABUKURO	EA 1.2.3. (1) Faculty meeting slides from share outs EA 1.2.3. (2) Slides from identified staff group in-service	Funding Sour...			
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★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.							
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity		Measurable Outcomes MET/NOT MET?
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027	
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: Continued increase in the number of opportunities students have for career, community and civic engagement as measured by Career, Community, and Civic Opportunity Survey (data from SY25-26 is still needed) <i>Required for all schools.</i>		EA 1.3.1 (1) Refine and continue to 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. EA 1.3.1. (2) Implement career exploration and development activities for all students ACCOUNTABLE LEAD: M.OKANO	1.3.1 (1) - Updated list of career, community, and civic opportunities students are engaged in - Teacher Feedback - Student Feedback 1.3.1 (2) - YouScience (Gr. 10-12) and RIASEC (Gr. 9) completion - Career Day participation - Advisory lessons - Advisory lesson completion - Other activity listing and participation	Funding S...			

Graduates with Personal Plan for Future 1.3.3. All students graduate high school with a personal plan for their future. Measurable Outcome: 100% of graduating students will complete the necessary components to earn their Personal Transition Plan credit as documented in the Radford Educational Plan.	WASC SI B2	EA RHS.1 (1) Staff contributes to a schoolwide culture of career and college success 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 EA RHS.1 (3) All students will develop and update a personal plan for their future utilizing Radford's Educational Plan ACCOUNTABLE LEAD: M. OKANO	1.3.1 (1) • Student and Teacher Survey 1.3.1 (1)(2) • Quarterly Grade Level Advisory meetings • Advisory lesson completion quarterly • Project ARIES activity participation • Student Feedback • Grade Level Counseling data RHS.1 (3) Radford Educational Plan progress	Funding S...			
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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>	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 <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity		Measurable Outcomes MET/NOT MET?
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027	
Professional Development RHS.2.2 Teachers actively participate in professional development, and collaboratively share best practices. Measurable Outcome: Classroom instructional engagement and positive classroom culture as reported by students & teachers will trend positively for all teachers/courses.	WASC VC #3	EA RHS.2.2 (1) Danielson Framework: A. Teachers on-cycle will receive professional development that emphasizes the following Danielson Framework components: 1. Danielson Criterion (2B) Establishing a Culture for Learning 2. Danielson Criterion (3C) Engaging Students in Learning B. Facilitated walkthroughs & reflective conversations about 2B & 3C evidence will be coordinated once during the year. C. TEAM Teachers will receive professional development in all the components of the Danielson Framework. ACCOUNTABLE LEAD: A BALAURO	EA RHS.2.2. (1) A. PD Agenda & Sign-In B. Admin Facilitated Walkthrough Schedule C. TEAM PD Agenda & Sign-In	Funding Sour...			



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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity		Measurable Outcomes MET/NOT MET?
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027	
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. Required for all schools.		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, inclusive of the larger community meetings (MYAC) 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 • Meeting Agendas • Meeting Minutes • Meeting Sign-In • Meeting Slide Presentations	Funding So... -			

★ 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>	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 <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity		Measurable Outcomes MET/NOT MET?
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027	
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 activities for community members to engage in that aim to enhance or improve academic learning for students.. (2) Increase opportunities for families to actively participate in activities focused on improving student academic achievement and school performance. <i>Required for AMR schools.</i>	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. 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. B. Update and provide all new parents at Radford with a parent brochure with information on Radford High School, its programs, supports, and contacts C. Parents will be invited to attend and participate in workshops during Back to School Night at the start of the 26-27 school year. ACCOUNTABLE LEAD: Community Component - M.OKANO Parent Component - L.JOHNSTONE	3.3.4 (1) • List of Community Contacts • List of learning experiences that reflect school-community partnerships • List of Community Activities 3.3.4 (2) • List of parent activities • IC log ins • Parent night flyers • Ram Report data • Parent brochure • Student/Parent handbook • FAQs • How to get involved for parents	Funding Sour...			

★ Other Systems of Support							
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity		Measurable Outcomes MET/NOT MET?
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027	
HMTSS 3.3.5 Develop a common understanding of an effective HMTSS system of support to meet the diverse needs of all learners and support their success academically, behaviorally, social-emotionally, and physically. Measurable Outcome: Staff Survey Data: A pre- and post-implementation survey showing an increase in staff who can correctly define HMTSS and its purpose. A functional digital form is live and used by staff for student concerns. A 100% of referrals are coming through this system.	WASC SI E3 WASC SI D2	3.3.5 (1): Develop a school-wide understanding of HMTSS. 3.3.5 (2) Develop a school-wide understanding of Tier 1 Supports across the four domains of HMTSS (academic, behavior with attendance, social-emotional, and physical) 3.3.5 (3): Determine the school's foundational belief for student learning and meeting the diverse needs of all learners. 3.3.5 (4): Criteria and Referrals - 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 ACCOUNTABLE LEAD: J.MARTIN	3.3.5 (1-5) Faculty Meeting Slides Surveys Meeting Notes Draft and Completed Referral Tool	Funding Sour... -			

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Radford High School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Jan 7, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Apr 7, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Apr 7, 2026**

Attested:

Radford High School Principal	Signature	Date
James Sunday	 James Sunday (Apr 8, 2026 12:32:26 HST)	Apr 8, 2026
SCC Chairperson	Signature	Date
Meri Okano	 Meri Okano (Apr 8, 2026 12:34:07 HST)	Apr 8, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
1.1.5 Consider how to share student activities available at Radford to middle school students prior to them coming to Radford. Consider how to gather information from the feeder school regarding students' interest in activities prior to the start of school. Consider adding a survey question to find out whether students already know someone at Radford (e.g., an adult, older sibling or friend).	Students shared how knowing someone prior to coming to Radford helped them transition. Parent shared that her children were 'recruited' for band and that helped them find a place to belong before they even started.	We will consider how to connect with the middle school in order to share more about our student activities and gather student interest prior to students beginning the school year. A survey question can be added to the Freshman Survey.

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
N/A

Attested:

SCC Chairperson	Signature	Date
Meri Okano	 Meri Okano (Apr 8, 2026 12:34:07 HST)	☐ Date

APPENDIX B: 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.**

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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1116 hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Radford High School Bell Schedule: Radford HS Bell Schedule	