

Liberty High School



Continuous School Improvement Plan 2022-2023

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PART I: VISION, MISSION, ACCOUNTABILITY & ACCREDITATION INFORMATION, GOAL STATEMENTS

LIBERTY HIGH SCHOOL Mr. Justin Tucker	
Vision	The vision of Liberty High School is to promote significant relationships and provide a rigorous and relevant curriculum that meets the needs of our students and our community.
Mission	To focus on relationships, academics, community, and wellness every day.
Federal Accountability (ESSA)	Fully Accredited
State Accountability (VDOE)	Fully Accredited - VDOE School Quality Profile
<u>SMART Goal Statement 1:</u>	<p>The science department will achieve an overall pass rate of at least 70% on standards of learning (SOL) assessments while the math and English departments will maintain or exceed an overall pass rate of at least 80% on standards of learning (SOL) assessments.</p> <p>In English and math, the following groups will earn a pass rate of at least 70% on standards of learning (SOL) assessments, or reduce their failure rate by at least 10%: black, economically disadvantaged, and students with disabilities.</p>
<u>SMART Goal Statement 2:</u>	The dropout rate will decrease from 5.0% to 4.25% or less with the 2023 cohort and 4.00% or less with the 2024 cohort. Simultaneously, the on-time graduation rate will increase from 88.3% to 90% for the 2023 cohort and 95% or higher for the 2024 cohort.
<u>SMART Goal Statement 3:</u>	In partnership with all stakeholders, the chronic absenteeism rate will decrease from 28% to 15% or less by the end of the 2022-2023 school year and 10% or less by the end of the 2023-2024 school year.
<u>SMART Goal Statement 4:</u>	Students will demonstrate college, career, and civic readiness as evidenced by a college, career, and civic readiness index (CCCRI) of 70% or higher by the end of the 2022-2023 school year and 85% or higher by the end of the 2023-2024 school year.
<u>SMART Goal Statement 5:</u>	By the end of the 2022-2023 school year, at least 95% of students will participate in SOL tests as required by each course.

PART II: GOALS, STRATEGIES, AND ACTION STEPS

Goal I: SOL Achievement

GOAL #1: SOL ACHIEVEMENT

The science department will achieve an overall pass rate of at least 70% on standards of learning (SOL) assessments while the math and English departments will maintain or exceed an overall pass rate of at least 80% on standards of learning (SOL) assessments.

In English and math, the following groups will earn a pass rate of at least 70% on standards of learning (SOL) assessments, or reduce their failure rate by at least 10%: black, economically disadvantaged, and students with disabilities.

ACTION PLAN

Strategy: Develop and implement a master schedule that aligns with student needs and staff strengths. Ensure the effective and efficient scheduling of Special Education staff and students with disabilities.

Focus Area	Action Steps	Responsible for Implementation & Monitoring	Timeframe	Evidence of Progress and Completion
All students	Evaluate the effectiveness of Special Education staff by seeking input from both General and Special education staff.	Principal School Counseling Chair Special & General Education Staff	May 2022-August 2022	Classroom Observations Staff Evaluations Staff Input Department Chair Input
Students with disabilities	Schedule Special Education Teachers and Paraprofessionals in content areas where they are strongest, and work to provide consistency across grade levels and content areas.	Principal School Counseling Chair Special & General Education Staff	May 2022-August 2022	Master Schedule
Students with disabilities Students in English, math, and Biology	Design collaborative classes to have fewer numbers of students, and aim to keep the number of students requiring services at an appropriate number in each course, especially in math, English, and Biology courses.	Principal Assistant Principal School Counseling Chair	January-June 2022	Master Schedule Course Rosters
Students with disabilities	Routinely verify that all students with disabilities are appropriately scheduled to ensure the appropriate	Principal	July 2022 September 2022	Special Education Student Rosters

	provision of services.	Assistant Principal Special Education Teachers	October 2022	Course Rosters Service Verification Lists
Students in English, math, and Biology	Utilize staffing and extra sections to reduce class sizes in English (especially English 11), math (especially Algebra 1), and Biology, as well as collaborative sections across all three courses.	Principal School Counseling Chair	January-June 2022	Master Schedule (largest English 11 class is 22; largest collaborative class is 20).
Students with disabilities Students in English and math	Restructure Self-Contained Special Education courses to increase the availability of Special Education Teachers to serve in collaborative English and math classrooms instead of Special Education Paraprofessionals. Then, strategically assign Special Education Teachers to English and math courses based on proven strengths.	Principal Assistant Principal School Counseling Chair	January-June 2022	Master Schedule
Students in Biology	Utilize retired teachers and experienced substitutes to provide additional support in the Science department as needed. Strategically assign mentors, and schedule uninterrupted mentor time for increased support in the Science department.	Principal Science Administrator Science Department Chair	August-May 2022	Master Schedule Duty Schedule Mentor Assignments
Strategy: All teachers will engage in high-quality instructional planning and delivery to ensure that instruction is aligned with the content and cognitive level according to the Standards of Learning (SOLs) and Curriculum Framework.				
Focus Area	Action Steps	Responsible for Implementation & Monitoring	Timeframe	Evidence of Progress and Completion
All teachers All students	During each faculty meeting, significant time and focus will be dedicated to instructional planning and instructional delivery.	Principal Assistant Principals Leadership Team	Monthly	Faculty Meeting Presentations (initial plans were delayed due to heavy PD during teacher workweek).
All teachers All students	The leadership team will heavily focus on improving instructional planning and instructional delivery throughout the campus.	Principal Assistant Principals Leadership Team	Monthly	Leadership Team Meeting Agendas and Minutes Instructional Planning and Delivery materials and presentations.
All teachers	Department Chairs will assume increased responsibility	Principal	2022-2023 2nd Quarter	Leadership Team Meeting

All students	for instructional leadership in their departments by engaging in lesson plan reviews and departmental observations.	Assistant Principals Leadership Team		Agendas and Minutes
All teachers All students	Standardized expectations for all instructional plans will be developed and implemented for teachers.	Principal Assistant Principals	Ongoing	Faculty Meeting Presentations LHS Faculty & Staff Handbook Lesson Plans
All teachers All students	All teachers will develop weekly lesson plans that are posted and available no later than 8:30 AM each Monday morning. School administrators and department chairs will work to review lesson plans and provide instructional planning feedback.	Principal Assistant Principals Department Chairs Teachers	Weekly	Lesson Plans Canvas Pages and/or Google Folders
Students in English 11	English 11 teachers will engage in weekly common planning and utilize common assessments.	English 11 Teachers English Chair	Weekly	Common Lesson Plans Common Instructional Materials & Assessments
All teachers All students	Over time, work to develop common, uniform practices across all core content departments: <ul style="list-style-type: none"> Common assessments and quarterly benchmarks. Alignment of assessments as evidenced by a Table of Specifications (TOS). Data trackers and routine data analysis Utilization of data for instructional and remedial planning. 	Principal Assistant Principals Department Chairs Core Teachers	2022-2023 3rd Quarter - significant progress towards common assessments 2023-2024 - Tables of Specifications and revised assessments; data trackers	Common Assessments Benchmark Assessments Tables of Specifications Data Trackers Lesson Plans
All teachers All students	Over time, work to increase the level of collaboration between departments, resulting in at least one cross-curricular activity or project per semester.	Principal Assistant Principals Department Chairs Core Teachers	2024-2024	Cross-Curricular Planning Meetings Cross-Curricular activities and/or projects
All teachers All students	Core content teachers will increase their use of MasteryConnect to administer common assessments until all core content teachers are using MasteryConnect	Core Conte Teachers	September 2022 - Training	MasteryConnect Reports Common Assessments

	<p>for common assessments.</p> <p>New teachers will receive training and support in the effective utilization of MasteryConnect.</p>	MasteryConnect Trainers	<p>2022-2023 3rd Quarter - significant progress towards common assessments</p> <p>2023-2024 - full implementation of common assessments in core departments.</p> <p>Ongoing</p>	
<p>All teachers</p> <p>All students</p>	School administrators will conduct at least two joint observations each quarter to increase the interrater-reliability of teacher observations. As appropriate, school administrators will conduct joint observations with Instructional Supervisors and/or Department Chairs as well.	<p>Administrators</p> <p>Department Chairs</p> <p>Instructional Supervisors</p>	Quarterly	<p>Classroom Observations</p> <p>Post-Observation Conferences</p>
<p>All teachers</p> <p>All students</p>	The leadership team will collaborate with the BCPS Instructional Team to develop and implement professional development for teachers focused on high-quality instructional planning and delivery.	<p>Leadership Team</p> <p>Instructional Supervisors</p>	Ongoing	Presentations and materials shared with teachers
<p>English Teachers and Science Teachers</p>	English and Science Teachers will participate in training to understand how to effectively implement the new textbooks by Savaas.	<p>English Teachers</p> <p>Science Teachers</p>	Fall 2022	<p>Training attendance</p> <p>Savaas use during classroom observations.</p>
Biology Teachers	Biology teachers will receive increased support from the BCPS Instructional Team to build instructional planning and delivery skills.	<p>Biology Teachers</p> <p>Supervisors of Science, New Teacher Support, Professional Learning</p> <p>Lead Teacher for Special Education</p>	Ongoing	<p>Staff Calendars</p> <p>Facilitated meetings with Biology Teachers</p> <p>Biology classroom observations</p>
Strategy: Teachers will identify students in need of remediation, monitor progress throughout the school year, and differentiate instruction to meet student learning needs.				
Focus Area	Action Steps	Responsible for Implementation &	Timeframe	Evidence of Progress and Completion

		Monitoring		
All students in Math, Science, and English	<p>Teachers in Math, Science, and English will develop and use data trackers to monitor achievement data. Teachers will utilize this data to plan classroom-based remediation, and identify students in need of additional pull-out or push-in remediation.</p> <p>Data trackers will be discussed during post-observation conferences.</p>	<p>Administrators</p> <p>Teachers</p>	2022-2023 quarterly	<p>Data Trackers</p> <p>Post-Observation Conferences</p>
All students	<p>Each teacher at LHS will complete an Achievement Analysis and Instructional Planning Form. This form will assist teachers in analyzing data and crafting targeted instruction based on academic achievement. All teachers will use this form to guide annual goal-setting for student progress. Given historically low achievement among students with disabilities and African-American students at LHS, all teachers will specifically identify these students within their forms to ensure that all students are targeted for appropriate instruction based on data.</p> <p>Each will maintain the following goal or one similar to it (depending on the uniqueness of each subject area):</p> <ul style="list-style-type: none"> • 100% of meet/exceed students must continue to pass at the end of the year. • 75% of developing students must show enough growth to move to meet/exceed at the end of the year • 50% of emerging students must show enough growth to move to develop at the end of the year. 	<p>Administrators</p> <p>Teachers</p>	<p>September 16, 2022</p> <p>February 10, 2023</p> <p>May 19, 2023</p>	<p>Initial Achievement Analysis and Instructional Planning Forms</p> <p>Midyear Initial Achievement Analysis and Instructional Planning Forms with mid-year reflection and planning</p> <p>Final Achievement Analysis and Instructional Planning Forms with end of year reflection</p> <p>These forms will be reviewed and approved as part of the annual goal process, and during post-observation conferences.</p>
All students	<p>The Math department will create a remediation plan that includes a combination of a math remediation specialist and math teachers. Algebra readiness funds will be provided along with local remediation funds.</p> <p>Overall, a Remediation Plan will be developed according to the following model: Remediation at LHS will provide small groups during class, mostly push-in, and occasionally pull-out remediation during the school day.</p> <p>Departments will work with the remediation specialist to</p>	<p>Math Department Chair</p> <p>Testing & Remediation Coordinator</p> <p>Algebra Readiness Tutor</p>	Ongoing starting October 19, 2022.	<p>The Algebra Readiness Initiative Report will track ongoing data</p> <p>Department Data Trackers</p> <p>Remediation Funding Trackers</p>

	share data trackers, assessment data, and lesson plans. Departments will also adjust the specialist schedule on a quarterly basis to provide remediation in classrooms of greatest need.			
Students in need of a verified credit in English 11 EOC Reading	The English department will train additional staff members to provide remediation in English 11 and WorkKeys. These staff members will work as a team to schedule and work with students in need of additional remediation or test preparation for the EOC Reading assessment.	English 11 Teachers	November 2022 January 2023 April-May 2023	Remediation Schedules Remediation Student Rosters Remediation Attendance Utilization of Remediation Funds
Students in Biology	The Science department will hire a retired Science Teacher to provide Biology remediation and test preparation for the Biology SOL test.	Science Administrator Science Department Chair	November 2022 January 2023 April-May 2023	Remediation Schedules Remediation Student Rosters Remediation Attendance Utilization of Remediation Funds
All students in need of remediation and recovery.	Collaborate with departments and the Testing & Remediation Coordinator to develop increased remediation and tutoring opportunities for students such as Before/After School programs, working lunch with peer tutoring, Saturday recovery, and holiday break recovery.	Principal Leadership Team Testing & Remediation Coordinator	2022-2023 beginning Q2	Remediation Schedules Remediation Student Rosters Remediation Attendance Utilization of Remediation Funds
All students in need of remediation and recovery	Develop an Academic Support Lab (ASL) for students in need of significant credit recovery and/or remediation. Ensure that the ASL is staffed by fully licensed teachers throughout the day to provide content support in all core areas. Utilize the ASL for students in need of additional preparation and support for the ISAEP program as well.	Principal School Counseling Chair Edgenuity Coordinator Testing & Remediation Coordinator.	Ongoing starting August 15, 2022	Master Schedule Duty Roster Edgenuity Rosters

Goal II: Dropout Rate and On-Time Graduation

GOAL #2: DROPOUT RATE & ON TIME GRADUATION

The dropout rate will decrease from 5.0% to 4.25% or less with the 2023 cohort and 4.00% or less with the 2024 cohort. Simultaneously, the on-time graduation rate will increase from 88.3% to 90% for the 2023 cohort and 95% or higher for the 2024 cohort.

ACTION PLAN

Strategy: Establish a team responsible for identifying, monitoring, and supporting seniors who are not on track to graduate on time. Over time, replicate this model across each grade level so all cohorts are followed by a knowledgeable team throughout their high school careers.

Focus Area	Action Steps	Responsible for Implementation & Monitoring	Timeframe	Evidence of Progress and Completion
Seniors	Maintain the Graduation Support Team designed to support students in meeting graduation requirements. The team will meet regularly to discuss needed support and interventions.	Principal Grade Level Administrator Graduation Coordinator School Counselors Testing & Remediation Coordinator Intervention Design Specialist	Ongoing, with increasing meetings throughout the 2nd semester.	At Risk Senior List Graduation Support Team Meeting Minutes
Seniors	Maintain the Graduation Coordinator position. The Graduation Coordinator will plan and train staff/students on graduation procedures and monitor student graduation progress by leading meetings.	Principal Grade Level Administrator Graduation Coordinator	Ongoing, with increasing meetings throughout the 2nd semester.	At Risk Senior List Graduation Support Team Meeting Minutes
Rising 10th, 11th, and 12th-grade students	The school counselors will identify rising 10th, 11th, and 12th-grade students at risk of not meeting graduation requirements on time and communicate this to the Graduation Support Team. As students are identified, progressive interventions will be implemented to support students in graduating on time.	School Counselors Graduation Coordinator Graduation Support Team	September 2022	At Risk Lists for each grade level

	The list will include seniors who are in danger of failing classes and lacking a CTE credential and/or verified credits.			
Seniors	<p>After each grading period, school counselors will submit a list of seniors who are at risk of not graduating.</p> <p>Administration and the Graduation Support Team will work with the student, parent, and teachers to implement interventions. During the fourth quarter, more frequent at-risk list updates will be submitted upon the direction from the Director of Instruction</p>	<p>Principal</p> <p>Grade Level Administrator</p> <p>Graduation Coordinator</p> <p>School Counselors</p>	Following each grading period	At-Risk Lists
All students in need of remediation	Adapt and expand the Remediation Coordinator position with one coordinator primarily focused on the coordination of Algebra Readiness and Math tutoring with the other coordinator focused on remediation in English, science, social studies, and CTE. These coordinators will collaborate with school counselors and teachers to appropriately identify and schedule remediation for all students with specific emphasis placed on at-risk seniors and rising seniors in need of verified credits.	<p>Testing & Remediation Coordinator</p> <p>Math Remediation Coordinator</p> <p>Department Chairs</p>	Ongoing, especially prior to SOL testing windows.	<p>Remediation lists</p> <p>SOL tester lists</p> <p>Department data trackers</p>
Seniors	School Counselors will conduct individual meetings with every senior to discuss graduation requirements and post-secondary planning. During these meetings, a graduation requirement form will be completed. All students and parents will receive a copy of this form and an unofficial copy of the student transcript.	School Counselors	September 2022	<p>School Counselor Calendars</p> <p>12th Grade Student Meeting Schedules</p>
Seniors	Create grade-level websites for all grade levels. The Senior website will be published to all senior students and parents to disseminate critical graduation information, graduation progress/requirement information, scholarship information, and information related to remediation and tutoring opportunities.	School Counselors	July 2022	<p>Grade level websites</p> <p>Grade level email groups</p> <p>Communications to Seniors and their parents.</p>
11th, 10th, and 9th-grade students	Over time, work to replicate this process by creating at-risk teams for each grade level.	<p>Principal</p> <p>Assistant Principals</p>	July 2023	At-Risk Team Meeting Minutes

Goal III: Chronic Absenteeism

GOAL #3: CHRONIC ABSENTEEISM

In partnership with all stakeholders, the chronic absenteeism rate will decrease from 28% to 15% or less by the end of the 2022-2023 school year and 10% or less by the end of the 2023-2024 school year.

ACTION PLAN

Strategy: Implement school-wide attendance and truancy practices to closely monitor and respond to student attendance.

Focus Area	Action Steps	Responsible for Implementation & Monitoring	Timeframe	Evidence of Progress and Completion
All students	The supervision of student attendance and truancy will be unified under a single Assistant Principal to provide increased consistency and efficiency.	Principal	Summer 2022	Administrative Division of Duties & Responsibilities
All students	The Assistant Principal and Attendance Secretary will participate in training related to student attendance and truancy.	Attendance Secretary Assistant Principal	August 2022	Training roster Training materials and notes
All students	Truancy procedures will be implemented and monitored.	Attendance Secretary Assistant Principal School Social Worker	Ongoing	Truancy Letters & Meeting Letters Truancy Plans CHNS Documents
Students with prolonged absences	For students experiencing prolonged absences, the school nurse, counselors, and administrators will prioritize timely consideration of homebound services to prevent excessive absences and the loss of instructional time.	School Nurse School Counselors School Administrators	Ongoing	Homebound Request Forms MHST Meeting Minutes

Strategy: Support the creation and operation of a multi-disciplinary student attendance team focused on both preventing and responding to instances of chronic absenteeism.

Focus Area	Action Steps	Responsible for Implementation & Monitoring	Timeframe	Evidence of Progress and Completion
All students	Establish a multi-disciplinary student attendance team focused on preventing and responding to excessive absences.	Principal Assistant Principal School Counselors	22-23 1st Semester	Attendance Team Meeting Minutes

		School Nurse School Social Worker School Resource Officer Intervention Design Specialist Attendance Secretary		
All students	Develop and implement preventative incentives and initiatives to encourage good attendance.	Attendance Team	22-23 2nd Semester	Attendance Team Meeting Minutes
All students	Develop a process for the early identification of students struggling to maintain good attendance.	Attendance Team	22-23 2nd Semester into the 23-24 school year	Attendance monitoring workflow Roster of students in monitoring due to attendance
Students with frequent absences	Develop and implement early interventions for students struggling to maintain good attendance.	Attendance Team	22-23 2nd Semester into the 23-24 school year	List of attendance interventions Roster of students receiving interventions due to attendance
Students with frequent absences	Actively participate in School Attendance Awareness Month	Attendance Team	September 2023	Emails, phone calls, social media posts, and other displays

Goal IV: College, Career, & Civic Readiness Index (CCCRI)

GOAL #4: COLLEGE, CAREER, & CIVIC READINESS INDEX

Students will demonstrate college, career, and civic readiness as evidenced by a college, career, and civic readiness index of 70% or higher by the end of the 2022-2023 school year and 85% or higher by the end of the 2023-2024 school year.

ACTION PLAN

Strategy: Expand the availability and awareness of advanced programs and CTE opportunities.

Focus Area	Action Steps	Responsible for Implementation & Monitoring	Timeframe	Evidence of Progress and Completion
Advanced Placement	Increase the number of AP course offerings by adding AP Chemistry, AP Biology, and AP European History. Consider adding AP World History over time.	Principal School Counseling Chair AP Teachers	January-June 2022 January-June 2023	Course Registration Sheets Master Schedule
Dual Enrollment	Increase the number of Dual Enrollment course offerings by offering College Biology and College VAUS History. Over time, consider adding College Chemistry and College Government.	Principal School Counseling Chair Dual-Enrollment Teachers Recruitment & Retention Team	January-June 2023 January-June 2024	Grant to cover the tuition costs of teachers seeking dual-enrollment credentials.
All students	Ensure that all students and their parents have access to information regarding advanced programs (AP, Dual-Enrollment, Governor's School, Early College, etc.) by developing presentations and materials to communicate this information.	School Counselors	2022-2023 2nd Semester	Presentation and informational materials created for distribution.
Workplace Readiness	Increase the number of students enrolled in the Career Internship course, and support the Career Internship Coordinator's work in establishing more local internship placements	Career Internship Coordinator CTE Administrator CTE Supervisor School Counselors	Ongoing	List of internship placements Career Internship Roster

Industry Certifications	Collaborate with the Supervisor of CTE & Workplace Readiness to identify appropriate credentialing assessments associated with each CTE Completer course. Then, collaborate with the CTE Department and Testing Coordinator to increase the number of students taking credentialing assessments.	CTE Supervisor CTE Administrator CTE Teachers Testing & Remediation Coordinator	2022-2023 2nd Semester	Master Schedule CTE Course Rosters List of CTE Credentialing Assessments Testing Rosters Completed Credentialing Assessments
Workplace Readiness	Develop a partnership with the Bedford County Office of Economic Development to increase internship opportunities and awareness of local job opportunities.	Bedford County Office of Economic Development CTE Chair	October 19, 2022 - 1st Meeting; presentation to CTE and counselors	Meeting Minutes
College, Career, & Workplace Readiness	Increase the number of field trips to colleges, trade programs, and employment opportunities.	School Counselors Bedford County Office of Economic Development	Ongoing field trips throughout the year.	Liberty High School's Susie Gibson Student Tour on 10/4/22 Bedford ONE Industry Tour of Custom Truck on 10/27/22 University of Lynchburg Tour on 11/10/22 Tour of Randolph College on 11/17/22
Strategy: Expand the availability of Career & Technical Education (CTE) courses, and design a master schedule that allows for increased completer sequences.				
Focus Area	Action Steps	Responsible for Implementation & Monitoring	Timeframe	Evidence of Progress and Completion
All students	Increase Career & Technical Education (CTE) course offerings.	Principal School Counseling Chair	January-June 2022	Fisheries and Wildlife Management Course added Agricultural Structural Systems course added
All students	Design a master schedule that allows students to participate in Career & Technical Education (CTE)	Principal	January-June 2022	Two new courses were created, both of which are completer

	courses and completer sequences every year.	School Counseling Chair		courses. Three extra sections were added to CTE to allow for increased enrollment
All students	Individually evaluate course requests and long-term course needs for students.	School Counselors	Ongoing	Counselor Meetings Counselor Calendars Academic & Career Plans (ACPs) Major Clarity

Goal V: Participation Rate

GOAL #5: PARTICIPATION RATE

By the end of the 2022-2023 school year, at least 95% of students will participate in SOL tests as required by each course.

ACTION PLAN

Strategy: Adapt and improve school practices to increase the participation rate.

Focus Area	Action Steps	Responsible for Implementation & Monitoring	Timeframe	Evidence of Progress and Completion
All students needing a verified credit in English 11	Students in English 11 will attempt the EOC Reading SOL test at least two times before attempting to take the WorkKeys assessment.	English Teachers Testing & Remediation Coordinator	Following EOC Reading SOL test administration	SOL Scores Testing Rosters and Reports
All students needing a verified credit in English 11	Students who earn between 385 and 399 on their second attempt at the EOC Reading SOL test may attempt the EOC Reading SOL test a third time.	English Teachers Testing & Remediation Coordinator	Following EOC Reading SOL test administration	SOL Scores Testing Rosters and Reports
All students needing a verified credit in English 11	Every student in English 11 who has not previously passed the EOC Reading assessment will take the EOC Reading SOL assessment.	English Teachers Testing & Remediation Coordinator	SOL Testing Windows	Testing Rosters Test Session Attendance Testing Calendars
All students in an English or math SOL-tested course.	The Testing & Remediation Coordinator will collaborate with department chairs and classroom teachers to ensure that all eligible students are scheduled to take the appropriate SOL test and/or retake.	English Teachers Math Teachers Testing & Remediation Coordinator	Prior to all testing windows	Testing Rosters Class Rosters
All students in an English or math SOL-tested course.	Classroom teachers will collaborate with the Testing & Remediation coordinator to ensure that all students who are scheduled to take the appropriate SOL test arrive and take the test.	English Teachers Math Teachers Testing & Remediation Coordinator	Ongoing during all testing windows	Testing Rosters Class Rosters
All students in an SOL-tested course.	Emails, phone messages, and social media posts will be sent to students and families with reminders about upcoming SOL testing dates.	Principal Testing & Remediation	Ongoing prior to and during all testing windows	Testing Rosters Testing Calendars

		Coordinator		SchoolMessenger Reports
All students in an SOL-tested course.	For students who miss a scheduled SOL test, automated phone calls and emails will be sent routinely until the student completes the assessment.	Principal Testing & Remediation Coordinator	Ongoing during all testing windows	Testing Rosters Test Session Attendance Testing Calendars SchoolMessenger Reports
Students with disabilities	The Special Education Department will collaborate with the Registrar and School Counselors to appropriately plan course enrollments for students. To the greatest extent possible, students will be enrolled in General Education courses where they can take SOL tests.	Assistant Principal Registrar School Counselors Special Education Teachers Testing & Remediation Coordinator	Ongoing	Annual IEPs
Students with disabilities	To enhance their understanding of diploma types and the impact on course requests and SOL-testing, all Special Education Case Managers will participate in training on "Transition and Skills Classes" conducted by division-level Special Education staff.	Special Education Staff	October 18, 2022	Training Roster
Students with disabilities	When considering other diploma statuses, Special Education Case Managers will give substantial consideration to the appropriateness and necessity of other placements where students will not take SOL tests.	Assistant Principal Special Education Case Managers Testing & Remediation Coordinator	Ongoing	Annual IEPs