School: Loudoun Valley HS

Empowering all students to make meaningful contributions to the world.

STRAND I: TEACHING FOR LEARNING

Domain 5 - Other Academic Areas

Outcome Goal:	The four core SOL based classes will take and pass the SOL tests with an 80% or higher pass rate, and subgroups will take and pass the SOL tests at a 70% (75% for English) rate or higher.	Process Goal:	SOL-based summative and formative assessments are aligned with standards; and the data from formative assessments drive where interventions are needed by standard.
Outcome Goal Progress: Year 1	The four core SOL based classes will take and pass the SOL tests with an 80% or higher overall pass rate. And the math and English SOL-based courses will acheive at a 70% or higher rate in each of the subgroups.	Process Goal Progress: Year 1	Four core teachers use formative assessments to develop spreadsheets to monitor standards progress, scaffold those standards for intervention, and track progress and provide feedback to students.
Outcome Goal Progress: Year 2		Process Goal Progress: Year 2	
Outcome Goal Progress: Year 3		Process Goal Progress: Year 3	

Process Goal is supported by the following LCPS Culturally Responsive Framework Components:

☑ Component 1: Welcoming, Inclusive and Affirming Environment	☑ Component 2: Inclusive Curriculum and Assessment	☑ Component 3: Engagement and Challenge Through Deeper Learning

Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments Due 11/11/2022	Winter Monitoring Comments 02/03/2023	Spring Monitoring Comments 05/05/2023
CLTs will work to align learning experiences to include formative, minor and major summative assessments with the SOL standards.	CLTs, AP, Dept Chair, and Leadership Team	Google folder with CLT notes and feedback from LT. Aligned assessments in schology. Classroom observations and feedback to teachers.	to do - develop a google tool for obs feedback		
SOL-focused formatives as warmups or exit tickets in math CLTs - implemented on a daily basis. Formative data will be utilized to develop tier 2 interventions for in class planning the next day.	CLTs, Dept Chair, Dept AP	Spreadsheet and/ or gradebook reports of monitored student progress to include formatives and the related tier 2 interventions.			
Skill-based feedback and formatives will be utilized by CLT teachers to develop plans and interventions for students the next day.	CLTs, Dept Chair, Dept AP	Spreadsheet and/ or gradebook reports of monitored student progress to include formatives and the related tier 2 interventions. Observations and feedback to teachers.			

Domain 5 - Other Academic Areas

Outcome Goal:	Four core: all subgroups meet the minimum pass rate of 70%.	Process Goal:	CLT meetings discuss specific students and plan specific tier 1 and tier 2 interventions in response to the formative/summative data.
Outcome Goal Progress: Year 1	Four core: all subgroups meet the minimum pass rate of 70%.	Process Goal Progress: Year 1	
Outcome Goal Progress: Year 2		Process Goal Progress: Year 2	
Outcome Goal Progress: Year 3		Process Goal Progress: Year 3	

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Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments Due 11/11/2022	Winter Monitoring Comments Due 02/03/2023	Spring Monitoring Comments Due 05/05/2023
Utilize the MAP test as marker of progress and identify areas of weakness for intervention in class.	CLTs, AP, Dept Chair, and Leadership Team	MAP results. CLT notes, google sheet with standards and students needing intervenion in class.			
Utilize released SOL assessments in Science and SSGS to identify student progress by standard.	CLTs, AP, Dept Chair	Student Perfomance by standard will be identified and used to design interventions.			
Utilize the iReady test as marker of progress and identify areas of weakness for intervention in class.	CLTs, AP, Dept Chair	iReady results. CLT notes, google sheet with standards and students needing intervenion in class.			
Designing interventions to address needs as identified by assessments and monitoring progress to see if the interventions are working.	CLTs, AP, Dept Chair	CLT notes and gradebook reports.			
MTSS and student spotlight teams will monitor all subgroup students biweekly for academics, attendance and behavior.	MTSS Team and Spotlight Team	MTSS notes and Spotlight Team notes.			

Domain 5 - Other Academic Areas

Outcome Goal:	Improve communication and increase opportunities for CTE credentialing.	Process Goal:	Work with the CTE staff to identify and fill any gaps in CTE credentialing opportunities and communications.
Outcome Goal Progress: Year 1	Increase communication and increase opportunities for CTE credentialing.	Process Goal Progress: Year 1	Work with the CTE staff to identify and fill any gaps in CTE credentialing opportunities and communications.
Outcome Goal Progress: Year 2		Process Goal Progress: Year 2	
Outcome Goal Progress: Year 3		Process Goal Progress: Year 3	

Process Goal is supported by the following LCPS Culturally Responsive Framework Components:					
☑ Component 1: Welcoming, Inclusive and Affirming Environment		☑ Component 2: Inclusive Curriculum and Assessment		☑ Component 3: Engagement and Challenge Through Deeper Learning	

Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments Due 11/11/2022	Winter Monitoring Comments Due 02/03/2023	Spring Monitoring Comments Due 05/05/2023
Work with Renee Dawson and Lhe Smith on aligned credential tests for students.	Admin Team and CTE chairs.	A clear list used for communication at LVH of options for students.			
Communicate to students in the scheduling process and in specialized groups the opportunities for credentialing.	Counseling Team, career center and academic advising, scheduling team and CTE chairs.	Enrollment increase in eligible classes in CTE and certain percent attempt to pass the credentialing exam.			