



## 2021-2022 ESSER III/SIIP At-a-Glance

### Clearview Elementary Region 1 Stephanie Almquist, Principal

**Background:** The Elementary and Secondary School Emergency Relief (ESSER III) is a federal grant which requires that spending be used in specific areas. Part of the Fairfax County Public Schools spending plan identifies funding to be used for Unfinished Learning and Student Academic and Social, Emotional, Mental Health (Wellness) Needs. Schools have been given funding allocations to support the academic and wellness needs of students. Schools are required to create plans in English Language Arts, Mathematics, and Wellness highlighting the strategies they will use to support these areas using their ESSER III funding. These strategies are shown below.

<b>ESSER III English Language Arts Strategies</b>
<b>Outcome:</b> Ensure students are making sufficient progress to be on grade level in English Language Arts.
<p>Strategy 1: Leverage Tier 1 independent practices within the workshop model to meet the needs of all students.</p> <p>Action 1: Teachers will monitor students' independent practices through partnerships, conferring, small groups, and writing about reading.</p> <p>Action 2: Teachers will regularly analyze data during collaborative learning team meetings to plan and implement responsive independent practices of students.</p> <p>Action 3: School administration will provide additional time during the school year for teachers to analyze and identify high leverage, small group practices.</p>
<p>Strategy 2: Leverage Tier 1 and Tier 2 small group instruction to meet the needs of all students within the workshop model.</p> <p>Action 1: Teachers in grades PK-2 will create and implement daily word study lessons and monitor student progress regularly.</p> <p>Action 2: Teachers will regularly analyze data during collaborative learning team meetings to plan and implement responsive small group instruction.</p>
<p>Strategy 3: Clearview will refine the MTSS process to ensure all students are making sufficient progress in literacy and will respond using Tier 2 and Tier 3 interventions as needed.</p> <p>Action 1: The MTSS process will be refined using data tracking and will be communicated with staff.</p> <p>Action 2: Teachers will identify English Learners that have a SLIFE label <b>OR</b> are not making sufficient progress in literacy using data and provide Tier 2 and Tier 3 interventions. The interventions will be progress monitored and will occur before and after school.</p> <p>Action 3: Teachers will identify students receiving special education services that are not making sufficient progress in literacy and will provide Tier 2 and Tier 3 interventions. The interventions will be progress monitored and will take place before and after school.</p>
<p>Strategy 4: Clearview will increase parent knowledge and support in targeted intervention skill practice.</p> <p>Action 1: Parents of students receiving interventions will be given information to support their child's growth.</p> <p>Action 2: Clearview will offer Family Literacy courses that teach parents English and how to navigate school.</p>

<b>ESSER III Mathematics Strategies</b>
<b>Outcome:</b> Ensure students are making sufficient progress to be on grade level in Mathematics.

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Strategy 1: Students will develop procedural fluency from conceptual understanding in all workshop structures.

Action 1: The Elementary Math Resource Teacher will collaborate with classroom teachers to incorporate at least one math task per quarter.

Action 2: Classroom teachers will analyze student work and identify fluid strategy groups for small group instruction.

Action 3: The Elementary Math Resource Teacher will design professional development opportunities for classroom teachers to deepen understanding of math learning progressions across grade levels.

Action 4: School administration will provide additional time during the school year for teachers to analyze and identify high leverage, small group practices.

Strategy 2: Students will develop mathematical understanding through discourse in all workshop structures.

Action 1: The Elementary Math Resource Teacher will design professional development opportunities for classroom teachers to deepen their understanding of math workshop structures.

Action 2: During CLTs, teachers will analyze student work samples such as math tasks, unit assessment data, and exit tickets, to identify common themes and inform discourse practices.

Action 3: Teachers will embed into workshop structures needed content from previous units and grade levels as identified through data analysis from iReady, VGA, and Common Assessments.

Strategy 3: Clearview teachers and administrators will actively participate to refine the Multi-Tiered Systems of Support process to ensure all students are making progress in math and will respond using Tier 2 and Tier 3 interventions to support students as needed.

Action 1: The MTSS process will be refined using data tracking and will be communicated with staff.

Action 2: Teachers will identify English Learners that have a SLIFE label **OR** are not making sufficient progress in math using data and provide Tier 2 and Tier 3 interventions. The interventions will be progress monitored and will occur before and after school.

Action 3: Teachers will identify students receiving special education services that are not making sufficient progress in math and will provide Tier 2 and Tier 3 interventions. The interventions will be progress monitored and will take place before and after school.

Strategy 4: Clearview will increase parent knowledge and support in targeted intervention skill practice.

Action 1: Parents of students receiving interventions will be given information to support their child's area of growth.

Action 2: Clearview will offer Family Literacy courses that teach parents English and how to navigate school.

### ESSER III Wellness Strategies

**Outcome:** Ensure students feel safe, included, and supported in the school environment.

Strategy 1: Clearview will refine the MTSS process so that all grade levels will consistently utilize MTSS to identify students requiring tier 2 and 3 wellness interventions.

Action 1: An MTSS guide will be created and made accessible to teachers.

Action 2: Students requiring tier 2 and 3 social/emotional supports will be provided individualized interventions identified through the MTS process.

Action 3: MTSS steam will monitor data from SEL screener and identify any additional interventions and wellness resources needed.

Action 4: Grade level teams will have a regularly scheduled meeting time to review data, interventions, and progress for students needing social, emotional, and behavioral support.

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Strategy 2: The MTSS team, clinical staff, and PBA committee will identify Tier 1 practices currently in place and determine additional practices using the SEL screener data.

- Action 1: Teachers will dedicate at least 30 minutes weekly to teaching a social emotional learning curriculum.
- Action 2: The PBA committee will refine current behavioral referral procedures and provide training to staff.
- Action 3: Teachers will be provided optional training and/or coaching on trauma informed practices and Responsive Classroom.
- Action 4: EAch K-6 classroom will have a dedicated space for students to utilize calming strategies.

Strategy 3: An MTSS Attendance team will be established to meet at least monthly to review attendance, identify interventions, and establish clear protocols.

- Action 1: Attendance processes and interventions will be clearly defined and shared with staff. Attendance policies and expectations will be communicated to families and reinforced in attendance meetings.
- Action 2: Referrals to the Attendance Intervention Specialist will be made for students with 15 or more unexcused absences and 20 or more medical absences without a doctor’s note or parent’s participation in attendance meetings.
- Action 3: Attendance conferences will be held for students that have 10 or more unexcused absences and for students with 15 medical absences without doctor's notes to help address barriers.
- Action 4: Clinical staff will work to establish relationships with community agencies that can assist families with identifying community resources including access to medical care.

**Background:** All Fairfax County schools are also required to complete an access and opportunity goal as part of their School Innovation and Improvement Plan (SIIP) and can also capture additional goals. These are shown below.

### Access & Opportunity End of Year SMARTR Outcome

**Goal:** By June 2022, 100% of students in grades K-6 will have had the opportunity to engage in a minimum of 4 Access to Rigor learning experiences during Tier 1 instruction, using the Advanced Academics Program (AAP) Framework and Curriculum.

By June 2022, 100% of Clearview instructional staff will implement a minimum of 1 strategy and 2 actions from the Young Scholars implementation guide.

Strategy 1: Staff will create meaningful learning experiences for students by focusing on the driver of “Access to Rigor” by providing advanced academic curriculum to all students.

- Action 1: Grade level teams will choose to provide AAP experiences, once per quarter, in one content area or across multiple content areas.
- Action 2: The AART and Level IV Advanced Academics teachers will collaborate with grade level teams to provide professional development and understanding of AAP resources.
- Action 3: Grade level teachers will be provided opportunities to co-plan and co-teach Access to Rigor lessons with the AART or math/literacy coaches.
- Action 4: Teams will reflect on the experiences and take notes within the team agendas during collaborative learning team meetings.

Strategy 2: Clearview will form a YS team made up of different stakeholders to create shared responsibility across the school.

- Action 1: The YS team will analyze the results of the pre-assessment data to consider how to plan for school-wide YS implementation.
- Action 2: The YS team will meet monthly to consider how to build collective capacity for YS model implementation at school.
- Action 3: The YS team will collaborate to create and execute a plan to utilize Young Scholar per pupil allocation.
- Action 4: The YS team will network with other schools to share strategies to support YS identification, implement strategic interventions and instructional successes.

Strategy 3: Grade level teams will collaborate to support the implementation of the Young Scholars model.



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Action 1: Grade level teams will participate collectively in a pre-assessment of school-wide Young Scholars Model implementation using the Implementation rubric at the beginning of the year and a post-assessment at the end of the year to track school-wide growth.

Action 2: Each grade level team will collaborate to identify new YS students for services at least twice a year.