



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

Marshall High School
Region 2
Jeffrey D. Litz, 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.

ESSER III English Language Arts Strategies
Outcome: Ensure students are making sufficient progress to be on grade level in English Language Arts.
Strategy 1 <i>Increase the use and impact of reading and writing conferences in all English classrooms</i>
Strategy 2 <i>Use leveled texts for individual and small group reading in addition to whole class texts</i>
Strategy 3 <i>Implement iLit 20 and iLit for ELLs with students who are below proficiency on baseline assessments and have RI scores 2 or more years below grade level</i>
Strategy 4 <i>Offer a multitude of summer programming to support continued language development for level 1 & 2 ESOL students as well as students who receive special services</i>
Strategy 5 <i>Provide extended ESOL support in addition to Tier 1 core instruction in the domains of listening, speaking, reading, and writing during intervention or flexible instructional time.</i>
Strategy 6 <i>Implement evidenced-based programs to increase reading and writing proficiency in our students with disabilities</i>

ESSER III Mathematics Strategies
Outcome: Ensure students are making sufficient progress to be on grade level in Mathematics.
Strategy 1 <i>Utilize professional development days for planning and teaching higher order thinking skills development</i>

For additional information regarding this School Plan, please contact the school principal.



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Strategy 2

Hold targeted intervention sessions after school, Saturdays, and over the summer for identified students

Strategy 3

Purchase Aleks, paper IB Math Applications Textbooks, and a Padlet to create additional engaging practice activities for students at each individual skill level based upon progress in CT-designed intervention sessions.

Strategy 4

Employ the use of professional tutors to support individual students in Algebra 1, Geometry, and Algebra 2 classes

Strategy 5

Provide extended ESOL support in basic math principles while incorporating the domains of listening, speaking, reading, and writing using math content during intervention or flexible instructional time.

ESSER III Wellness Strategies

Outcome:

Based on our pre-assessment data, and research validating the importance of student connectedness and student-faculty relationships to the academic and social wellness of students, Marshall's focus will be on:

- *Eliminating students reporting 0 trusted adults and increasing adult support from an average of 1.42 to an average of 2.5.*
- *Increasing student self-report of belonging in the Marshall community from an average of 3.22 per student 4.22.*
- *Lowering monthly all-day UNX levels from 184 in Sept 2021 to 130 in May 2022, reflecting student's increased sense of belonging and connection to school.*

Strategy 1

Strengthen Tier 1 Evidence Based Practices through the intention use of CASEL 3 Signature Practices using Advisory as the primary delivery tool to all students.

Strategy 2

Provide Targeted Student Wellness Support utilizing school counseling groups for targeted students as well as providing mental health support and specific, targeted support for students struggling to come to school.

Strategy 3

Provide Opportunities for Family Engagement through parent coffees, parent nights, parent training classes offered to targeted families utilizing our family liaison and other FCPS resources.

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:

At least 94% of our junior class regardless of race, poverty, language, or disability, will enroll in an IB/Honors course for their senior year.

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Justification:

To ensure equity of access and achievement, students will take at least one IB/honors course before they graduate. Through IB-practice activities open-ended questions, problem-solving, and strong tier 1 instruction, all students will have access to an intellectually rigorous curriculum, filled with unique experiences, and the benefit of a community to ensure success in the upper-level courses. Students will have the tools to graduate with the knowledge and skills necessary for college and/or employment. End of the year SMARTR outcome will come from the 2022-2023 course registration data.

Strategy 1

Incorporate strong tier 1 instruction to reduce achievement gaps.

Strategy 2

Provide timely and quality targeted interventions for students not meeting the standards in designated courses.