



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

Thomas A. Edison High School

Region 3

Pamela Brumfield, 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: Utilize intervention and extended-day programs to support targeted intervention for students below grade-level in literacy
Strategy 2: Use evidence-based resources to amplify literacy content focus via enhanced research-based classroom strategies/programs delivered by ELA teachers
Strategy 3: Integrate literacy as a whole-school initiative (disciplinary literacy)
Strategy 4: Implement quarterly academic planning for all CTs during the school day

ESSER III Mathematics Strategies
Outcome: Ensure students are making sufficient progress to be on grade level in Mathematics
Strategy 1: Utilize intervention and extended-day programs to support targeted intervention for students with unfinished learning
Strategy 2: Use evidence-based resources to amplify numeracy content focus via enhanced research-based classroom strategies/programs delivered by math teachers
Strategy 3: Integrate math fluency as a whole-school initiative (math across all contents)
Strategy 4: Implement quarterly academic planning for all CTs during the school day

ESSER III Wellness Strategies

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



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Outcome Ensure students feel safe, included, and supported in the school environment.
Strategy 1: Improve advisory student-teacher relationships
Strategy 2: Utilize existing student-focused groups to provide affirmation to students and professional development for teachers
Strategy 3: Affirm and connect students through academic, extracurricular opportunities, and physical wellness
Strategy 4: Educate community on child affirmation

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: 100% of students pursuing a standard or advanced diploma will complete an IB/AP course before graduating.
Strategy 1: Students will select honors and IB courses that relate to their interests and fit their learning needs
Strategy 2: Students will receive academic and social-emotional support to encourage them to access advanced academic courses
Strategy 3: IB Coordinators and counselors will build awareness of IB/AP course offerings.

Student Success End of Year SMARTR Outcome
Goal: Edison High School will successfully reduce the percentage of 9th grade students identified as Tier 2 or 3 based on a first quarter grade of F in a core academic course.
Strategy 1: Through MTSS, CTs identify tiered interventions to support individual students
Strategy 2: Staff creates a welcoming and culturally responsive environments
Strategy 3: Whole school support of students in need of extension and intervention

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Caring Culture End of Year SMARTR Outcome
Continue sustained multi-tiered interventions to decrease rates of chronic absenteeism from 2019-2020 numbers for both in-person and distance learning, respectively, reducing chronic absenteeism by 10% per annum.
Strategy 1: Weekly sustained individual outreach to students and families for all students marked absent for that week, focusing on developing connections, providing individual support, and building community.
Strategy 2: Dean of Students and MTSS team utilize MTSS tiered interventions to support student attendance and engagement