



2022-2023 SIIP/ESSER At-a-Glance

**Clermont Elementary School
Region 3
Roxanne Salata, Principal
Trevia Younger, Assistant Principal**

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| English Language Arts |
| Outcome: Ensure students are making sufficient progress to be on grade level in English Language Arts. |
| Goal: 80% of students in grades 1-6 will perform on grade level on the phonemic awareness and phonics domains on the EOY iReady. |
| Strategy 1: Teachers will provide daily explicit, systematic phonological awareness, phonics, and word study lessons. |
| Strategy 2: Teachers will use the updated FCPS Reading PPG to provide direct instruction for whole group and for small, differentiated groups for phonological awareness, phonics, word study, and comprehension skills. |
| Strategy 3: Reading teacher, the special education teachers, and the ESOL teacher will use Orton Gillingham Phonics First as a Tier 2 and Tier 3 intervention for students who need additional instruction in phonological awareness and phonics. |

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| Mathematics |
| Outcome: Ensure students are making sufficient progress to be on grade level in Mathematics. |
| Goal: By the end of the year 2022-2023 school year, students across grades 1-6 will improve on their i-READY to 80%. Last year's end-of-year data shows that at the end of the year, 76% of our students were on grade level and 24% were below grade-level. We want to increase the amount of students who are on grade-level by 4%. This will include Number Sense, and Numbers and Operations, Algebra and Algebraic Thinking, and Measurement. |
| Strategy 1: Provide scaffolds and remediation for grade level math instruction before and after school using a variety of resources available at our school. |
| Strategy 2: Provide in-school or after school support using "Do The Math" which focuses on development of the number sense students need to reason, the skills they need to compute with accuracy, and the ability to apply their reasoning and skills to solve problems. |
| Strategy 3: Teacher/staff member will host an in-person or virtual "math night" quarterly to introduce parents to math strategies and resources to help their students at home. Teacher/staff members will also create videos using strategies for parents to access. |

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| Wellness |
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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.

Goal: By the end of the 2022-2023 school year, our largest area for improvement on the SEL screener, which is Belonging, will increase by 10% or more.

Strategy 1: Strengthen Tier 1 Evidence Based Strategies.

Strategy 2: Provide targeted student support for Tier 2 and Tier 3 students.

Strategy 3: Provide opportunities for family engagement to build on the sense of community and belonging to continue reconnecting and affirming relationships.

Portrait of a Graduate (POG)

Outcome: All students will complete a POG Presentation of Learning (POL) by 2025-26.

Goal: 85% of students in grades 3-6th will demonstrate an increased understanding of the POG, as reported on a student survey given at the beginning and end of the year. 85% of k-2 students will demonstrate an increased understanding of the POG, as reported through teacher observations, informal data collection, and student interviews. 100% of staff will demonstrate an understanding of POG.

Strategy 1: Staff will develop and/or strengthen their understanding of the what and why of POG. They will understand the outcomes expected by SY25-26.

Strategy 2: Staff will introduce the attributes of POG to build an understanding of the "big picture" so students are able to understand the value of the attributes and how they apply to school and home success.

Strategy 3: Increase the community's understanding of POG.