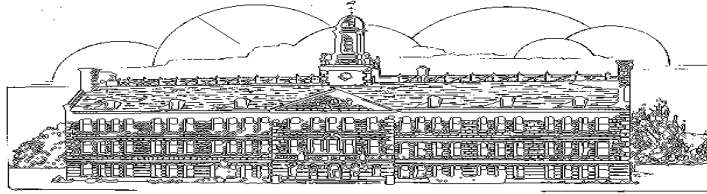


Montgomery C. Smith Elementary School



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2021-22 Schoolwide Improvement Plan

1. Provide opportunities for all children (including subgroups of students), to meet the challenging State academic standards

M. C. Smith will schedule academic blocks that allow all students the opportunity to learn with academic support embedded into each class. The teacher will utilize core standards to ensure students are receiving rigorous academic instruction. This also includes appropriate differentiation and grade level scaffolds that support grade level academic language and content. M.C. Smith also encourages teachers to collaborate with each other regularly through teacher-led PLC meetings to continually brainstorm on how to improve student achievement and learn current teaching strategies.

2. Use methods and instructional strategies that strengthen the academic program in the school

The school has invested in online material and professional development to improve the academic experience of students in these times of social distancing. The school, in collaboration with a science consultant, has created videos and a binder to align FOSS Science to the new standards. CKLA is being implemented as the new core reading program with intensive training throughout the year. The building is also utilizing Literacy consultants who will conduct regular curricular meetings to ensure rigor in ELA. A portion of our teachers have also been trained in LETRS and Heggerty in order to provide effective reading instruction. Additionally, our English as a New Language and special education teachers co-teach with classroom teachers to provide scaffolding and differentiated instruction.

There is a school-wide push for teachers to incorporate WICOR strategies into their daily instruction. The AVID coach creates and shares Strategy of the Month one-pagers to provide support for integration. Teachers are encouraged to share any WICOR strategies used to a padlet from which others can get ideas for their own instruction. The AVID coach will also present at each faculty meeting on the strategy of the month as well as any other relevant information about WICOR implementation. Teachers have been provided with a poster-size graphic listing examples of strategies for each component of WICOR. The AVID Site Team meets regularly to discuss the status of WICOR strategy use during instruction and how to increase the frequency at which it occurs.

3. Increase the amount and quality of learning time

The schedule has been created to increase the length of blocks to allow more impactful instruction. There will also be extensive after school tutoring to provide remediation for students. MCSES has added a 3-year plan to create summer learning opportunities with summer school for 4 weeks each summer with 2 years remaining.

4. Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

M. C. Smith will partner with the after-school program to provide enrichment in programs like science lab, farm to table club, etc. There is also a STEAM lab with 3d printers, drones, mac lab and many other tech activities. M. C. Smith will continue to partner with Bard College to implement the Citizen Science program to bring STEM to our students. There will also be Extended Learning Time enrichment groups that provide students with the opportunity to flourish academically and expand their skills.

5. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which **may include:**

- a. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.**

Tiered interventions will be provided to students who need mental health support. Teachers will be providing social emotional learning activities that address all students' needs. Activities include morning check in, morning meetings and relationship building activities throughout the day. Additionally, all students will be assessed using the SAEBRS tool in order to better support students' needs. If needed, students will be provided counseling services. Montgomery Smith partners with outside organizations to support students' academic and social emotional needs such as Promises and Mental Health Association of Columbia.

- b. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).**

M. C. Smith is in its fifth year of implementation of AVID. **AVID's** mission is to close the opportunity gap by preparing all students for college readiness and success in a global society. Our site team has continued to set specific goals for this school year in order to continue to meet our diverse students' needs. Our specific goals focus on four domains: instruction, systems, leadership, and culture. We plan on working with all of our teachers to begin to implement our goals which include the following:

Instruction

1. Implement focused note-taking K-5
2. Consistently implement AVID organizational tools
3. Classes implementing AVID will use Quickwrites to help students process learning and/or demonstrate understanding (AVID Site Team goal)
4. Classes implementing AVID will utilize binders to the degree appropriate for each grade level. Grades in Year 2 and 3 will incorporate a home-school connection with the binders. (AVID Site Team goal)

Systems

1. Implement AVID Elementary SMART Goals
2. Site Team will meet regularly to discuss the implementation process at each grade level and start the process of streamlining transitions between grade levels (AVID Site Team goal)

Leadership

1. School Mission and Vision are Aligned with AVID
2. Communicate School Mission and Vision to Stakeholders
3. Provide opportunities for reflection and input with the implementation of building mission statement and AVID philosophy (AVID Site Team goal)

Culture

1. Increase college awareness K-5
2. Create a positive school culture that focuses on college and career readiness by hanging college pennants and banners
3. Integrate meaningful college and career talk K-5
4. All PK-5 classrooms will showcase a College Corner and engage in college talk at least once a month (AVID Site Team goal)
5. Create at least one additional AVID space in the back lobby and continue to develop the main hallway ramp with AVID displays (AVID Site Team goal)
6. Include information in the weekly newsletter for colleges and careers (AVID Site Team goal)

c. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

M. C. Smith has an established, evidence-based approach to support behavior. We consistently implement Positive Behavior Intervention Systems (PBIS) to support our entire student population. PBIS focuses on the students who are “doing the right thing” and identifies students who are at-risk and in need of extra support for early intervention. Additionally, we have a PBIS committee that consistently evaluates our strategies and works with the school community.

Tier 1:

- Universal positive reinforcement and language and affective statements to support students' behavior.
- All staff give Hawks tickets that students can redeem for a prize such as lunch with a principal, dance parties, and making slime. These activities continue to build positive relationships.

Tier 2:

- Check-in connect with a mentor to encourage positive behavior
- Check in/check out

Tier 3

- Written behavioral plan
- Parent meetings
- Referral to outside organization to support student and family

Additionally, school administrators have been trained in restorative practices to support positive behavior and community building. We have been thoughtfully integrating and implementing pieces in our building to support our learning community beginning with affective statements and circles. This will be adapted to be used in the virtual classroom and in the physical classroom to maintain social distance. By creating a positive, safe and inclusive environment for all students, behavioral problems decrease.

d. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Ongoing professional development opportunities are offered to our teachers, paraprofessionals and other personnel to support instruction and to use data effectively. Additionally, during the pandemic, teachers have been encouraged to attend webinars throughout the year to support their needs. All teachers have been provided the opportunity to become Google Level 1/Level 2 certified to support their students in the classroom and virtually. M.C. Smith has regular data meetings with teachers to analyze student progress and learning gaps. Our data coordinator regularly offers support to teachers to enable them to be more effective in using data to inform instruction.

e. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

The district collaborates with a county network that provides support, guidance and grants to allow for a smooth transition. The Kindergarten department chair serves on the committee and coordinates the effort. There also is a 2-week summer boost up program accessible for all incoming kindergarten students.