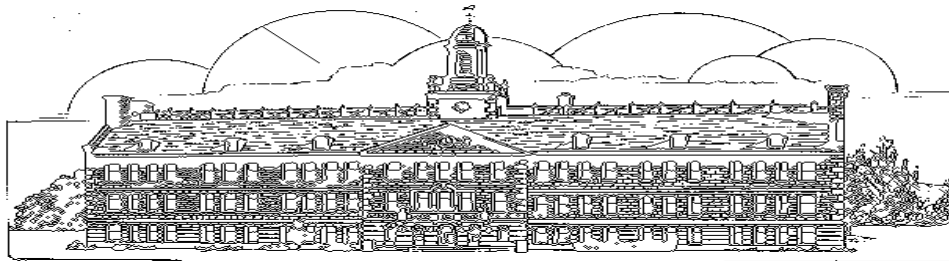


Montgomery C. Smith Elementary School



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2023-2024 Schoolwide Improvement Plan

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

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 continually improve the academic experience of students. The school, in collaboration with a science consultant, will explore and integrate the 21st Century Science Standards. CKLA is continuing to be implemented as the core reading program (Year 3) with coaching provided throughout the year. The building is also utilizing Literacy consultants who conduct regular curricular meetings to ensure rigor in ELA. A portion of our teachers have been trained in LETRS and K-1 teachers use Heggerty classwide in order to provide effective reading instruction. M. C. Smith has also implemented Lexia Core 5 schoolwide to provide literacy support. Additionally, our English as a New Language and special education teachers co-teach with classroom teachers to provide scaffolding and differentiated instruction.

In the area of Math, we have adopted the Eureka Math Squared curriculum starting this year. This decision is rooted in a thorough analysis of various math programs available, and we firmly believe that Eureka Squared will significantly enhance our students' mathematical learning experience. Eureka Squared is centered around problem-solving and critical thinking. It encourages students to engage with real-world problems and challenges, promoting a deeper understanding of mathematical concepts. By grappling with complex problems, students develop problem-solving skills that are valuable not only in mathematics but also in various other academic and real-life contexts. This curriculum emphasizes conceptual understanding over rote memorization. It encourages students to explore the "why" behind mathematical concepts, fostering a deeper comprehension that goes beyond surface-level knowledge. This approach leads to longer-lasting learning outcomes and better retention

of mathematical concepts. One full-time math coach and one part-time math coach will be utilized to support the new program and complete coaching cycles with each teacher in the building.

There is a school-wide push for teachers to incorporate AVID WICOR strategies into their daily instruction. The AVID Teacher Learning 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 Teacher Learning 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. The AVID Site Team reflects on effectiveness of implementation in the 4 CCI domains and engages in decision making discussions that apply to the building-wide and individual grade levels. In June of each school year, fourth grade students are nominated by teachers, apply, and interview to be selected to serve as AVID Ambassadors during their fifth grade year. These Ambassadors are school leaders, modeling and supporting AVID practices in addition to supporting the student body in additional ways.

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 offered to provide remediation for students.

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 MHACG after-school program to provide enrichment in programs like science lab, farm to table club, etc. We also offer Exploration Clubs during lunch times, varying from languages to gaming. There is also a STEAM lab with 3D printers, drones, Mac lab and many other tech activities. There will also be Extended Learning Time enrichment groups that provide students with the opportunity to flourish academically and expand their skills. Teachers across grade levels provide field trips to local places of interest and education.

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 exploring 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 by our counseling staff. Montgomery C. Smith also partners with outside organizations to support students' academic and social emotional needs such as Promise Neighborhood, Youth Prevention Network (YPN), and Mental Health Association of Columbia and Greene. Starting this year, teachers, counselors, and administration are implementing the RULER SEL program

to teach students and staff to recognize, understand, label, express, and regulate their emotions.

- 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).**

Montgomery C. Smith is in its sixth 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 each school year in order to continue to meet our students' diverse 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 or folders 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 and District
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 making safe, responsible, respectful choices and identifies students who are at-risk and in need of extra support for early intervention. Additionally, we have a PBIS/SEL 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 distribute Bluehawk Bucks tickets to students. The students can redeem these for a prize such as lunch with a principal, dance parties, and making slime. These activities continue to build positive relationships and reinforce safe choice-making.

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 practices in our building to support our learning community beginning with affective statements and circles. 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 annually to support instruction and to use data effectively. M.C. Smith has frequent data meetings with teachers to analyze student progress and learning gaps. Our Literacy and Math coaches regularly offer 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 Kindergarten Academy which provides a “boost” to all incoming Kindergarten students that sign up. Over half of our incoming Kindergarten students attended this program where they have the opportunity to practice school routines, navigate the building, and begin to forge relationships with peers and school staff.