

Ivan G. Smith Elementary School
School Improvement Plan
2021-2022

Submitted on behalf of the Smith School Advisory Council by:

Violetta Powers

August 2021

2021-2022 School Council Members

Violetta Powers - Principal

Sophia Smith - Kindergarten Teacher

Jessica Swindell - Grade 1 Teacher

Caitlyn Marshall - Grade 4 Teacher

Tony Vatousios - Music Teacher

Alice Campbell - Parent (Grade 1 and Grade 5)

Anne Gamer - Community Representative

School Improvement Plan 2021-2022
Goal: Safe and Supportive Learning Environment

All students will be supported in an inclusive, emotionally supportive and culturally responsive environment. (Strategic Plan 2018-2023)

By June 2022, Smith School will implement a collaborative plan for building a sense of belonging and partnership with the school community.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
Teachers will keep track of student attendance	September 2021-June 2022	Teachers Administrative Assistant Principal Social Worker Student Support Aide	Powerschool	-Powerschool is utilized on a daily basis -Monthly reports are generated to review attendance -Individual phone calls to families -Teachers, aides provided schoolwork and remote check-ins for students absent for an extended amount of time
Teachers will implement Social Emotional Learning as part of daily routine	September 2021-June 2022	All Staff	CASEL Open Circle Olweus Mindfulness	SEL Block is embedded in the daily schedule for grades K-5. Included rollout of Bulldog B.R.A.V.E. and Culturally Responsive Read Alouds and discussions.
Teachers will implement Bulldog B.R.A.V.E. for all students to have a sense of belonging, pride, and community	September 2021-June 2022	All Staff School Advisory Council		-Bulldog B.R.A.V.E. was implemented in January 2022 B - Believe You Can R - Respect A - Accept V - Value E - Engage -B.R.A.V.E. posters throughout the building -BRAVE stickers given out to students on a monthly basis

				<p>-Students receiving B.R.A.V.E. stickers announced at each Bulldog Gathering</p> <p>-B.R.A.V.E. t-shirts distributed for all students and staff</p>
School will email monthly <i>Bulldog Bulletin</i> Newsletter	September 2021-June 2022	Principal	Monthly Events Grade Level Happenings District Updates	<p><i>Bulldog Bulletin</i> received via ConnectEd messages to all families on the last Thursday of each month</p> <p>Additionally, <i>Friday Updates</i> sent each Friday afternoon via ConnectEd</p>
School will participate in the Mural Project	December 2021-June 2022	Students Families Staff	Joshua Winer Mass Cultural Council	<p>December 2021 Smith School introduced the new artist, Yeti Frenkel.</p> <p>-Students created mural sketches during art classes.</p> <p>-School community was invited to partake in a Community Paint.</p> <p>-Presentation of the project by students for the School Committee.</p> <p>-Unveiling of the <i>Together We Are</i> Mural May 25, 2022.</p>

School Improvement Plan 2021-2022

Goal: Coherent Curriculum, Instruction, and Assessment

Use an assessment system (formative and summative) to gain an understanding of and take action for each students' path to achievement (FAR Cycle). (Strategic Plan 2018-2023)

By June 2022, 80% of all students will read at or above grade level as measured by the end of the year running records.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
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Teachers will utilize summer development time to analyze and reflect on reading and mathematics data from the spring of 2021, in order to develop initial plans for student learning.	September 2nd and September 7th, 2021	All Elementary Staff	End of Year Data from Spring 2021	Middle of the Year (January 2022): 68% of grades 2-5 were reading at or above grade level. End of Year (June 2022): 71% of grades 2-4 were reading at or above grade level.
Teachers will engage in professional development work around the areas of MTSS, High Impact Teacher Teams and FAR Cycle.	September 2nd and September 7th, 2021	All Elementary Staff	RBT Materials End of Year Data from Spring 2021 MTSS Guidance from Department of Elementary and Secondary Education	The District Wide MTSS Leaders met in October, January and March of this school year. At these meetings, teacher leaders engaged in professional learning around the FAR Cycle, Small Group Instruction and Feedback. Teacher leaders also shared their work across schools and set goals to focus their work with their teams during their MTSS meetings.
Teacher Teams will meet on a consistent basis to engage in the steps of the FAR Cycle.	September 2021-June 2022	All Elementary Staff	Formative Assessments Running Records Conference Notes Reading Teachers Literacy Coach	During the 2021-2022 school year, teacher teams implemented the FAR Cycle on a weekly basis. Each team recorded their weekly steps on a reflection sheet.
Teacher Teams will meet on a consistent basis to plan for the weekly intervention/extension blocks using formative assessments.	September 2021-June 2022	All Elementary Staff	Formative Assessments Running Records Conference Notes Reading Teachers Literacy Coach	During the 2021-2022 school year, teacher teams planned for and engaged students in intervention/extension blocks.

School Improvement Plan 2021-2022
Goal: Diversity, Equity, and Inclusion

By June 2023, Provide professional learning for all educators to use instructional techniques that support student learning for all learners in an inclusive, emotionally supportive and culturally responsive way. (Strategic Plan 2018-2023)

All students (PreK-5) will engage in multiple culturally responsive learning opportunities throughout the school year. DESE defines “culturally responsive” as *great teaching that is focused on promoting academic achievement, demonstrating cultural competence and fostering students’ sociopolitical awareness.* (Acceleration Roadmap, May 2021)

Implementation Strategies	Time	Who	Resources	Final Accomplishments
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<p>Teachers will engage in learning about identity, equity and inclusion utilizing <u>Be the Change: Lessons and Strategies to Teach Social Comprehension</u> by Sara Ahmed, <u>Each and Every Child: Using an equity lens when teaching in Preschool</u> from NAEYC and <u>Start Here Start Now: A Guide to Antibias and Antiracist Work in Your School Community</u> by Liz Kleinrock</p>	<p>September 2nd and September 7th, 2021</p>	<p>All Elementary Staff</p>	<p>Be the Change: Lessons and Strategies to Teach Social Comprehension by Sara Ahmed Each and Every Child: Using an equity lens when teaching in Preschool from NAEYC</p>	<p>During August/September mandatory professional development, all staff engaged in reading and discussing portions of the specific professional texts in the first column.</p> <p>Teachers began their year by building classroom communities, developing classroom agreements and engaging in identity work with their students.</p>
<p>PreK- 2 teachers will implement at least 6 “own voices” picture books with their students.</p>	<p>September 2021-June 2022</p>	<p>PreK-2 Teachers Social Worker Elementary Librarian and Library Aides Principal Curriculum Director</p>	<p>District determined texts with teacher support (lessons, discussion questions, historical context, etc.)</p>	<p>All teachers, PreK-5, read more than 6 culturally responsive texts over the school year.</p> <p></p>
<p>Grades 3-5 teachers will implement four Civics Units from Primary Source and read <i>Stamped for Kids</i> adapted by Sonja Cherry-Paul.</p>	<p>September 2021-June 2022</p>	<p>PreK-2 Teachers Social Worker Elementary Librarian and Library Aides Principal Curriculum Director</p>	<p>District determined texts with teacher support (lessons, discussion questions, historical context, etc.)</p> <p>“Cornerstones for Civics Engagement”. Units provide: Culturally responsive and grade appropriate sources and student materials, content that integrates with social studies and literacy instruction.</p>	<p>Teachers in Grades 3-5 implemented four Civics Units from Primary Source.</p> <p>Teachers in Grades 4 and 5 read aloud selected chapters, from <i>Stamped for Kids</i> adapted by Sonja Cherry-Paul. The selected chapters were incorporated into specific civics units, where the content aligned. The selected chapters were read aloud as one of multiple texts presented over the course of a unit.</p>

