

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

**Submitted on behalf of the Smith School Advisory Council by:**

**Violetta Powers**

**August 2021**

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## **2021-2022 School Council Members**

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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)

Community Representative - TBD

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**School Improvement Plan 2021-2022**

**Goal #1**

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

**GOAL #1: By June 2022, Smith School will implement a collaborative plan for building a sense of belonging and partnership with the school community.**

<b>Implementation Strategies</b>	<b>Time</b>	<b>Who</b>	<b>Resources</b>	<b>Current Status</b>
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
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 daily schedule
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		No school-wide montra is currently in place
School will email monthly <i>Bulldog Bulletin</i> Newsletter	September 2021-June 2022	Principal	Monthly Events Grade Level Happenings District Updates	<i>Items of Interest</i> are emailed to families on a weekly basis

**School Improvement Plan 2021-2022**

**Goal #2**

*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)*

**GOAL #2: By June 2022, 80% of all students will read at or above grade level as measured by the end of the year running records.**

<b>Implementation Strategies</b>	<b>Time</b>	<b>Who</b>	<b>Resources</b>	<b>Current Status</b>
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	<p>Middle of the Year (January 2020, right before the pandemic): 70.61% of grades 1-5 were reading at or above grade level.</p> <p>Beginning of Year (September 2020): 53.56% of grades 1-5 were reading at or above grade level.</p> <p>Middle of Year (January 2021): 59.05% of grades 1-5 were reading at or above grade level.</p> <p>End of Year (June 2021): 59.77% of grades K-4 were reading at or above grade level.</p>
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	On March 2nd and 3rd of 2020, school based data teams were engaged in professional development focusing on these topics.
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	In 2019-2020, teacher teams were implementing the FAR Cycle on a weekly basis.
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	In 2019-2020, teacher teams were planning for and engaging students in intervention/extension blocks.

## School Improvement Plan 2021-2022

### Goal #3

*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)*

**GOAL #3: 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' socio-political awareness.* (Acceleration Roadmap, May 2021)**

Implementation Strategies	Time	Who	Resources	Current Status
Teachers will engage in learning about identity, equity and inclusion utilizing Be the Change: Lessons and Strategies to Teach Social Comprehension by Sara Ahmed and Each and Every Child: Using an equity lens when teaching in Preschool from NAEYC.	September 2nd and September 7th, 2021	All Elementary Staff	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	Be the Change: Lessons and Strategies to Teach Social Comprehension by Sara Ahmed was utilized with approximately 40 elementary staff in our Becoming an Anti-Racist Educator Study Group in Spring 2021.
PreK- 2 teachers will implement at least 6 “own voices” picture books with their students.	September 2021-June 2022	PreK-2 Teachers Social Worker Elementary Librarian and Library Aides Principal Curriculum Director	District determined texts with teacher support (lessons, discussion questions, historical context, etc.)	School libraries across the district focused on cultivating our collections of culturally responsive texts (160 additional texts) and supporting teachers in using them with their students.
Grades 3-5 teachers will implement four Civics Units from Primary Source and read Stamped for Kids adapted by Sonja Cherry-Paul.	September 2021-June 2022	PreK-2 Teachers Social Worker Elementary Librarian and Library Aides Principal Curriculum Director	District determined texts with teacher support (lessons, discussion questions, historical context, etc.)  “Cornerstones for Civics Engagement”. Units provide:	Materials/Texts have been ordered.  Curriculum Center Staff is developing supporting materials.

			Culturally responsive and grade appropriate sources and student materials, content that integrates with social studies and literacy instruction.	
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