

School Improvement Plan 2022-2023



SCHOOL NAME: Julian Curtiss School

Name	Role in School	
Trish McGuire	Principal	Academic and Safe School Climate
Matthew Hartigan	Assistant Principal	Academic and Safe School Climate
Tania Comerford	Kindergarten	Academic
Heather Semmes	Kindergarten	Safe School Climate
Courtney Harrison	First grade	Academic
Michelle Salomon	First grade	Safe School Climate
Samantha Shuster	Second Grade	Academic
Keturah Engle	Third Grade (SSCC)	Safe School Climate

Name	Role in School	
Sandra Grandinetti	Third Grade	Academic
Suzanne Harvey	Math Interventionist	Academic
Meredith Odinak	Social Worker	Safe School Climate
Abigail Side	Psychologist	Safe School Climate
Kim Tartaglia	Special Education	Academic
Anthony Oddo	Special Education	Safe School Climate

<p>Introduction to your SIP/ School Profile (approximately 100 words)</p>	<p>As a district we are focused on high level achievement for all students. The district goals for all fourth graders to be on grade level in reading and all 8th graders to be on target to complete algebra have helped us focus on the steps necessary to provide our students the foundation they need in the early years, and throughout elementary school, in order for them to successfully meet these targets.</p> <p>Julian Curtiss is historically a school with a very diverse population, and like most schools we felt the impact of learning loss from the pandemic. Many of our most successful instructional strategies were not able to be implemented due to mitigation strategies. We are very optimistic that as we are now able to operate in ways we know are successful, and as we redouble our</p>
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efforts to get back to research-based, successful instructional practices, we will again see strong results. Our new MTSS process will also provide a roadmap for ensuring all students are on target to meet their goals.

The Big Ideas math program has already helped us to make gains and provides the scope and sequence for excellence in math and we will continue to focus on this area.

We also believe by focusing on our students' and staff's social and emotional well being, including feeling a sense of belonging and being part of a community, along with developing mindfulness and making personal connections to others, they will develop the skills necessary to respond to failures and successes with reflection and resilience.

“The pandemic has further illuminated the need for SEL to care for ourselves, our students, and their families. COVID-19 has also exposed existing inequities in education and may fundamentally change how we conceive of school. Now more than ever, we must call upon our empathy, resilience, relationship building, and collective resolve as we innovate and rebuild our education systems.”

Schlund and Weissberg (CASEL), May 2020

We also strongly believe in a collaborative home school connection where parents are truly our partners in learning. **Families As Partners In Learning** is a program to build and strengthen family engagement that Julian Curtiss has implemented for the last two years and now all eleven GPS elementary schools will be implementing this year. At the core of family engagement is the ability of teachers and families to share important information that will support the student's learning and achievement. The first strategy in this program is the Welcome Calls that general classroom teachers, Special Education teachers, English Language Learner teachers and Advanced Learning Program teachers, are making to their students' families during the first month of school. Teachers learning about their students

	<p>through the lens of parents is important at any time during the school year, but can provide a headstart on being able to serve a student well at the beginning of the year. We look forward to adding more tools for teachers and families during the year, to strengthen family engagement and build the kind of partnerships that support student success.</p>
<p>Equity Vision Statement (approximately 50 words)</p>	<p>As a school community, we believe that building a positive learning environment, where all members are valued and respected for their unique strengths and differences, is fundamental to student success. By fostering a sense of curiosity and a love of learning in our students, we help them become responsible, self-motivated learners. Our focus is on building social emotional capacities while also increasing the level of cognitive engagement for our students. By providing rigorous tasks, opportunities to work together collaboratively, and developing student agency, we are helping all of our students to be successful.</p>

Strategic Plan Goals - Vision of the Graduate Capacities: (Right-click on the box and select the ✓ to identify the capacities that apply)

The Vision of the Graduate provides an aspirational goal linked to community values and expectations for academic, interpersonal, and social skills.

Academic Capacities

- Master a Core body of knowledge
- Pose and pursue substantive questions
- Critically interpret, evaluate, and synthesize information
- Explore, define, and solve complex problems
- Generate innovative, creative ideas and products

Personal Capacities

- Be responsible for their own mental and physical health
- Conduct themselves in an ethical and responsible manner
- Recognize and respect other cultural contexts and points of view
- Pursue their unique interests, passions, and curiosities
- Respond to failures and successes with reflection and resilience

Interpersonal Capacities

- Communicate effectively for a given purpose
- Advocate for ideas, causes, and actions
- Collaborate with others to produce a unified work and/or heightened understanding
- Contribute to the community through dialogue, service, and/or leadership

Goals: (Written in SMART language)		Goal Rationale: (Explain why your building chose each of these goals in approximately 100 words per goal.)
Academic	<p>75% of students below benchmark in grades 4-5 will meet or exceed their desired growth target by Spring 2023 on the Math SBA.</p> <p>75% of students below benchmark in grades 2-3 will meet or exceed their desired growth target by Spring 2023 on Form C of link-it.</p>	<p>Based on our year over year SBA data, as well as our students' performance in the classroom, it is evident we should continue to focus on our instructional practices in the area of math. We are making progress in this area and want to continue this trajectory.</p> <p>VOG alignment: Master a Core body of knowledge. Critically interpret, evaluate, and synthesize information</p>
Student SEL Goal	<p>The percent of students responding favorably to the section- School Belonging on the GPS Survey will increase to 70%</p> <p>Baseline for JC - 62%</p>	<p>School climate and fostering a sense of belonging for our students continues to be an area of needed improvement based on our GPS Survey Results. We also recognize that a positive school climate, where students feel a sense of belonging, has a direct impact on student performance. We believe by focusing on our students' emotional well being and helping them to feel part of a school community will help them to respond to failures and successes with reflection and resilience.</p> <p>This was an area of need identified through our GPS student survey.</p> <p>VOG: Alignment Conduct themselves in an ethical and responsible manner. Respond to failures and successes with reflection and</p>

		resilience. Collaborate with others to produce a unified work and/or heightened understanding.
FaCE Goal	The percent of parents responding favorably to the section Home School Connection on the GPS Survey will remain at 92% Baseline for JC 92%	Parent Engagement is a critical component of school and student success. This is an area of focus for the District Strategic Plan.
Teacher/Staff School Climate	The percent of staff responding favorably to the section School Climate on the GPS Survey will increase to 80% . Baseline for JC - 71 %	School climate is a critical element of a school's level of success. This is an area of focus for the District Strategic Plan.

ACTION PLAN:

Strategy: (For each strategy, list the steps that will be implemented to accomplish the strategy.)	Timeline	Person(s) Responsible:	Impact on Learning	Any Revisions	Date Complete
<p><u>Academic Goal- Math</u></p> <p><u>STRATEGY</u>– Implementation of the MTSS process with Fidelity focused on targeted Core Instruction and TIER ONE Intervention.</p> <p><u>Actions-</u></p> <p>1. Teachers will use Benchmark Assessments in LinkIt!, as well as curriculum based unit assessments, to create small groups based on specific skills for targeted instruction for both reteaching and enrichment.</p> <p>2. Teachers will use the IXL Diagnostics to create specific pathways for students for practice with skills using the IXL platform</p>	<p>October, and January for Linkit and after each unit assessment</p> <p>Beginning in September and then ongoing through the year</p>	<p>Administrators All staff who teach math, SDT</p> <p>Administrators All staff who teach math</p>	<p>Student understanding and performance in math will be improved. Reteaching and Enrichment will be provided to meet the needs of all students.</p> <p>Student performance in math will improve as they focus on targeted instruction</p>		

<p>and to support targeted, small group instruction</p> <p>3. Teachers will use all available assessment data to determine areas of need and create targeted TIER ONE Interventions using the <i>BIM Math Cohesive Progressions</i> for specific students</p> <p>4. Students who are continuing to struggle even after a six-eight week TIER One intervention will be discussed by the MTSS team and a Tier two or three intervention created</p> <p>5. Teachers will utilize and analyze Unit assessment data and IXL data for the creation of stations and playlist content as well as small group instruction</p>	<p>Beginning end of September and Ongoing</p> <p>Beginning end of October and ongoing</p> <p>Beginning in September and then ongoing through the year</p>	<p>Administrators, All staff who teach math</p> <p>Administrators, All staff who teach math and the Interventionist</p> <p>Administrators, All staff who teach math</p>	<p>Students in need of support will be identified and interventions put in place.</p> <p>Student performance in math will be improved as students in need of support are identified and more intense interventions are put in place.</p> <p>Student understanding and performance in math will be improved. Reteaching and Enrichment will be provided to meet the needs of all students.</p>		
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<p><u>Staff and Student SEL and School Climate- STRATEGY-</u> The Safe School Climate Committee and PBIS team will focus on increasing positive school climate and school belonging.</p> <p><u>Actions-</u></p> <p>1. Monthly celebrations as a school on Fridays. Students and the SSCC will run different special activities and recognitions to support and promote positive behavior</p> <p>2. With the assistance of our school social worker, we will refine and expand the leadership opportunities for fourth and fifth grade students</p> <p>3. Continue to work on the implementation of PBIS, Second Step and Mindfulness practices.</p>	<p>Monthly starting in October</p> <p>Begin implementation by November</p> <p>All year</p>	<p>Safe School Climate Coordinator, and SSCCommittee/ And PBIS team</p> <p>Administration and the Social Worker</p> <p>SSCC Coordinator, all staff</p>	<p>More time will be focused on learning as less time should be spent on behavior incidents and reminders.</p> <p>The level of behavior incidents in fourth and fifth grade will decrease and more time will be spent on learning.</p> <p>More time will be focused on learning and less time spent on behavior incidents and reminders.</p>		
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<p>4. Use Eagle Feathers and Eagle Postcards to notice and celebrate positive behavior</p>	<p>All year</p>	<p>SSCC, all staff</p>	<p>Focusing on recognition for positive behavior and celebrating will enhance our overall climate and encourage students to follow the norms.</p>		
<p>5. The social worker will connect with students having difficulties with social situations, school anxiety or other worries</p>	<p>All year</p>	<p>Administration and the Social Worker</p>	<p>Students will demonstrate less signs of anxious behavior and will attend school regularly.</p>		
<p>6. The SSCC and admin team will focus on gathering information and creating activities designed to increase the students' sense of belonging at school.</p>	<p>All year</p>	<p>SSCC and Administration</p>	<p>Students will feel a greater sense of belonging and school connection</p>		
<p>7, With the assistance of our mental health team and staff we will continue leadership opportunities for students such as Ambassadors, Service Club and Student Council</p>	<p>All year</p>	<p>Staff and Administration</p>	<p>The level of behavior incidents will decrease and more time will be spent on learning. Climate surveys will increase in positive responses.</p>		
<p>7. Create a calendar of Events to boost morale and school climate</p>		<p>Social Worker , SSCC</p>	<p>Boosting morale and school climate will lead to better outcomes for all!</p>		

<p>8. Create a calendar of March Madness fun activities to boost morale and school climate</p>	<p>Posted by November</p> <p>Post by February 26</p>	<p>Administration</p>	<p>Boosting morale and school climate will lead to better outcomes for all!</p>		
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<p><u>FACE- STRATEGY-</u> Provide Parents with Frequent and Timely Communication as well as targeted training to build capacity and make them partners in learning.</p> <p><u>Actions-</u></p> <p>1. The district Parent Engagement consultant will provide additional professional development to teachers in the form of workshops and specialized newsletters.</p> <p>2. Teachers will make welcome calls to all parents of students in their classrooms the first few weeks of school. Calls will follow the guidelines in the Welcome Call Guide.</p> <p>3. Principal to speak and present academic and general updates at PTA meetings.</p>	<p>August, November and ongoing</p> <p>By mid-October</p> <p>All PTA meetings</p>	<p>All Certified Staff Building Admin</p> <p>Classroom Teachers, ALP Teachers, ELL teachers, Special Education Teachers and Interventionists</p> <p>Principal</p>	<p>Teachers will be better prepared to hold positive and productive conversations with their students' parents</p> <p>All families will have received a phone call by Mid- October</p> <p>Parents will be knowledgeable about what is happening in</p>		
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Weekly parent <i>Principal</i> Smore newsletter	Every Friday	Principal	school and feel connected and updated.		
Monthly grade level academic newsletters	Monthly	Grade Level teams	Parents will be knowledgeable about what is happening in school and feel connected and updated.		
Specialists will send home at least one newsletter per marking period.	Trimester	Art, Music, PE, Library Media	Parents will be knowledgeable about the grade level curriculum and prepared to support their child.		
The Mental Health Team will send home one newsletter per marking period discussing strategies for parents to use at home.	Trimester	Social Worker and Psychologist	Parents will be knowledgeable about the Specials curriculum and prepared to support their child.		
Provide opportunities for parent involvement through PTA Volunteer opportunities	Ongoing	PTA, Principal	Parents will receive information, as well as tips and strategies for working with their children at home .		

			Parents will feel included and connected to the JC Community at large.		
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