

Zervas Elementary School
 School Improvement Action Plan
 2009-2011 – amended yearly

Category A: To ensure academic excellence and innovation for ALL students

Goals:

A1: Institute structures for teachers to work collaboratively to improve student learning through curriculum planning, assessing student work, and providing interventions to struggling students.

A2: Improve critical thinking and communication skills of all students orally, in writing, and through the use of technology.

A3: Continue to implement Differentiated Instruction in Mathematics in order to support and challenge students at all levels.

A4: Improve academic performance of students from low-income families.

Improvement Strategies/Activities	Person(s) Responsible for Implementation/Resources	Outcomes and Measurement	
A1.1 Establish weekly planning time for all grade levels	Principal	Weekly schedule is created in which grade level teams have at least 45 minutes of common planning time.	
A1.2 Teachers will review current math unit, identifying key outcomes, create formative assessments and discuss intervention strategies for struggling students	Classroom teachers and math specialist.	Formative assessment data will be analyzed, targeted students will receive interventions, and all students will master key standards at end of unit.	
A1.3 Institute series of “principal rounds” in which teachers complete walk-through’s of other classrooms with the principal	Principal, classroom teacher	All teachers will take part in “principal rounds” twice a year, resulting in increased awareness of instruction taking place in other classrooms and increased collaboration of staff.	

<p>A2.1 Develop students ability to critically respond to their reading, orally and in writing, using evidence from the text.</p>	<p>Classroom teachers, Literacy Specialist, principal</p>	<p>Students will develop their critical thinking about texts as demonstrated in their oral discussions and reader’s notebooks.</p>
<p>A2.2 Use science notebooks in grades 1 through 5 to deepen scientific understandings and to improve ability to communicate scientific ideas in writing.</p>	<p>Classroom teachers, K-8 science coordinator</p>	<p>Students will use science notebooks to express and develop their scientific understanding for at least 1 unit in grades 1 and 2 and for at least 2 units in grades 3 through 5.</p>
<p>A2.3 Increase use of technology to develop understanding of complex ideas in all content areas and to allow students to convey and share their understandings though multi-media products.</p>	<p>Classroom teachers, librarian, and informational technology specialist</p>	<p>Students in each classroom will produce at least one unit-culminating multi-media presentation demonstrating their understanding and learning in that unit.</p>
<p>A2.4 Introduce white boards in fifth grade math classes, which will serve as a site for other teachers to observe and learn strategies for the use of interactive technologies.</p>	<p>Fifth grade math teacher, other staff</p>	<p>Student learning will be improved in math for fifth graders, and teachers throughout the school will be introduced to interactive technologies use.</p>
<p>A3.1 Teachers in grade level teams will create lesson plans and gather materials for each math unit which will provide content and materials for students at different achievement levels.</p>	<p>Classroom teachers, math specialist, K-8 math curriculum coordinator</p>	<p>A notebook for each unit will be created containing lesson plans and resources for students at various levels.</p>
<p>A3.2 Assessments will be given to students before a unit and during the unit to determine current achievement levels in that area which will be used to differentiate instruction for each student and provide interventions to those struggling with the concepts.</p>	<p>Classroom teachers, math specialist</p>	<p>All student will receive pre-unit assessments and during unit formative assessments that teachers will use to group students.</p>

A3.3 Kindergarten and grade 1 teachers will use the results of Kathy Richardson assessments to group students for instruction based on student needs.	Math specialist, kindergarten and first grade teachers	90% of Kindergarten and first grade students will meet end of year math benchmarks.
A3.4 Students will be given direct instruction in test taking strategies, solving multi-step word problems, and strategies for solving complex problems.	Classroom teachers, math specialist	Students will successfully complete complex and multi-step problems appropriate for their grade level,
A4.1 Establish a one-on-one vocabulary enrichment program, assigning staff mentors to each student from low-income families in grades k to 3.	Principal and staff	All students in grade K to 3 from low income families will meet once a week with an assigned staff mentor. Students participating in program will acquire background vocabulary necessary for success with the curriculum.
A4.2 Analyze benchmark assessments and MCAS results for students in grade 3 to 5, and provide before school interventions to struggling students.	Principal, staff, and literacy specialist	80% of students from low income students will meet reading benchmarks for their grade level.

Category B: To ensure a respectful, safe, and vibrant school environment in which students are responsible citizens.

Goals

B1: Develop culturally responsive classrooms, foster all-inclusive learning environments and strive for community cohesiveness

B2: Implement an effective anti-bullying program so that all students feel safe, connected, and included at Zervas School

B 3: Develop a comprehensive program of social action involving all students.

B 4: Review facilities in relation to projected enrollments and long and short term program needs.

Improvement Strategies/Activities	Person(s) Responsible for Implementation/ Resources	Outcomes and Measurement
<p>B1.1 Staff will conduct audits of their classrooms analyzing the representation of students of color in the curriculum and in the environment. A list of classroom materials that should be in every classroom which support culturally relevant teaching will be developed and procured for every classroom at Zervas.</p>	<p>Principal, staff</p>	<p>Zervas classroom environments and curriculum will reflect the racial and ethnic diversity of the school and city population.</p>
<p>B1.2 Sponsor parent/student evenings to watch videos (such as <i>Not in Our Town</i>) or discuss readings (such as <i>Education of a Wasp, The Jacket</i>) that promote community education, awareness and respectful relationships.</p>	<p>Respect for Human Differences Committee, staff, principal</p>	<p>At least two evening events for families will take place each year.</p>
<p>B1.3- Kaleidoscope Bags, containing multi-cultural grade level specific materials with books, materials, and activities, will continue to be updated. These bags will be available to families who choose to take them home and peruse the materials together as a family.</p>	<p>Respect for Human Differences Committee, PTO</p>	<p>Kaleidoscope Bags will be brought home by at least 60% of the school's families.</p>

B2.1 Grade 3 to 5 will implement Steps To Respect anti-bullying program in their classrooms.	Grade 3 to 5 teachers	Students at grades 3 to 5 will become effective allies and bullying and negative behaviors will decrease.
B2.2 Teachers in grades K through 2 will include at least 3 specific anti-bullying lessons in their Open Circle meetings.	Grade K to 3 teachers	Students in grade K through 2 will seek adult help when observing bullying.
B2.3 Anti-bullying strategies will be presented to all students in whole school assemblies and in classroom based presentations.	Anti-bullying Team and Zervas staff	Anti-bullying lessons will be presented in each class at least 3 times per year and in whole school assemblies at least 3 times per year.
B2.4 Lessons building awareness of cyber-bullying will be presented to all third, fourth, and fifth graders as part of the library curriculum.	Librarian	Students will be safe in their use of the internet.
B2.5 Staff will present information about the anti-bullying curriculum and cyber-bullying to parents and educate parents in strategies they can use to support their children around bullying issues.	Librarian, social worker, principal	Parents will be able to support their children around bullying issues.
B3.1 A social action committee, comprised of parents and staff will be created to plan whole school and grade level based social action projects.	The Social Action committee, parents, staff, and students	A coordinated social action calendar will be created for Zervas, with social action projects taking place throughout the year, with significant engagement by students in planning and executing the projects.
B3.2 Each grade will develop and implement at least one social action project during the school year.	Staff, parents, and students	Every Zervas student will directly participate in at least one social action project, increasing empathy of Zervas students.
B4.1 Convene a committee of parents and staff to assess space needs of school.	Principal, site council, space committee composed of staff and	An accurate assessment of current use of space and options for using current space will be created.

	parents.		
B4.2 Analyze current and projected enrollment trends for Zervas.	Principal, site council, space committee		Up to date space needs will be documented and will be communicated to central office.