

Zervas Elementary School
 School Improvement Action Plan
 2007-2010 – amended yearly

Goal # 1 To continue to raise the academic achievement for all students and in so doing, to narrow the achievement gap for students of color and students in lower socio-economic groups

Objective 1: Continue best practices in Balanced Literacy to ensure that each student is supported and challenged and, ultimately, achieves high academic standards with 100% of students achieving proficiency on the Reading and English Language Arts MCAS assessment at grades 3, 4, and 5.

Objective 2: Continue to implement Differentiated Instruction in Mathematics to support and challenge all learning styles and ability levels with 100% of students achieving proficiency on the Math MCAS assessment at grades 3, 4, and 5.

Objective 3: Develop a K to 5 science instructional program with broad-based content and a focus on understanding and using the scientific method, resulting in proficiency on the fifth grade science MCAS for 100% of Zervas students.

Improvement Strategies/Activities	Person(s) Responsible for Implementation/ Resources	Timeline	Outcomes and Measurement	Status	Funding
1-A Administer reading assessments to all students & use this data to identify students in need of extra support or challenges	Classroom teachers who are given one release day per assessment cycle	On-going	Data for planning individualized instruction	ongoing	NPS & School Budget
1-B Assist teachers in implementing new grade level curriculum map for English language arts instruction as they are developed by coordinator of English Language Arts.	Classroom teachers and Literacy Specialist	On-going	Teachers will develop consistent and coherent curriculum across grade.	Beginning	N/A

1-C Create grade-by-grade focused comprehension strategies and articulate the strategies using a school wide common language	Classroom teachers and Literacy Specialist	2007-2010	Teachers will know which comprehension strategies to focus on by grade level	On-going	N/A
1-D Adopt and effectively implement the Foundations Phonics program in grade 1 through grade 3.	Classroom teachers, Literacy Specialist,	2007-2010	Teachers will present word study lessons two to three times week.	On-going	N/A
1-E Purchase and gather materials for guided reading and train staff on how to plan, manage, and lead guided reading groups in grades 4 and 5.	NPS, Literacy specialist, classroom teachers	Open	Differentiated instruction for all reading levels	Middle	School Budget/ PTO Funds
1-F Institute student portfolios in all grades that will follow the student from K to 5 (contents of the portfolio will contain writing, and reading information)	Classroom teachers. Literacy Specialist & Students (i.e., student selected pieces)	2007-2010	Student portfolios that provide valuable information for the next year's teacher for all students	Beginning	School Budget
1-G Instruct students in strategies to respond in writing to questions about their reading.	Classroom teachers, Literacy specialist	2007-2010	Students will produce clearly written pieces about their reading, citing evidence from the reading passage in their responses.	Middle	N/A
1-H Provide extra in-class support to students who are not reading at grade level.	Classroom teachers, Literacy specialist, literacy aides	2007-2010	Students who are below grade level in reading will receive at least 3 extra sessions of individual or small group instruction each week.	On-going	N/A

1-I Provide extra before school support to students who are not reading at grade level.	Literacy specialist, literacy aides, building aide	2007-2010	Selected students who are below grade level will attend a before school literacy lab once a week.	On-going	N/A
2-A Introduce 3 rd Edition of Everyday Mathematics as primary math curriculum for Grades K through 5	Training by Math curriculum specialists, new Everyday Math materials	2007-2008	All teachers will be familiar with and implement revised Everyday Math curriculum.	Beginning	School and NPS budget
2-B Implement Everyday Mathematics as the primary math curriculum for kindergarten.	Kindergarten classroom teachers, Mathematics curriculum specialists	2007-2008	All kindergarten teachers will implement Everyday math as primary math curriculum.	Beginning	School and NPS budget.
2-C 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.	Classroom teachers, learning center teachers, with support of NPS	2007-2010	Notebooks containing grade level differentiated lesson plans at all grade levels for all math units.	Beginning	School budget/ PTO funds
2-D Assessments will be given to students before a unit to determine current achievement levels in that area which will be used to differentiate instruction for each student.	Classroom teachers, special education staff	On-going	Pre-assessments will be used in all grades for all math units.	On-going	N/A
2-E Whenever possible, an additional staff person will be placed in classrooms during math time in order to facilitate differential instruction.	Principal, special education staff	2007-2010	An extra staff person (usually a special education aide) will be assigned to all math instruction periods in each classroom.	On-going	School budget
2-F Post unit assessments will be analyzed to determine the	Classroom teacher, special education	On-going	All teachers will administer and interpret	In middle stages	N/A

identity of students in need of support or to ascertain the need to revisit a particular concept with a large number of students.	staff		pre-assessments for all math units.		
2-G Students in grade K, 1 and 2 will be given the Newton Math Assessment three times a year to monitor acquisition of key concepts and identify students in need of support. Teachers will examine student performance at grade level team meetings.	Classroom teachers	Ongoing	Newton math Assessment will be administered to all students in grades K, 1, and 2 in the fall, winter, and spring.	On-going	N/A
2-H All students in K and grade 1 will be given the TEMA 3 (Test of Early Math Achievement) in order to identify students in need of support and provide a specific repertoire of strategies and activities to assist that child's development of grade level math achievement.	Classroom teachers, special education staff.	Ongoing	All students will be assessed and students below grade level will all have a specific instructional plan.	Beginning	N/A
2-I Train teachers in Grades K-2 in Kathy Richardson's "Assessing Math Concepts" program in order to develop more capacity to provide remediation to students below grade level in math.	Classroom teachers, special education staff.	2007-2008	All students below grade level in math will receive remediation based on their specific strengths and needs.	Beginning	PTO funds, school budget
2-J Teachers will meet in grade level teams and cross grade teams during staff meetings and professional development times to share lessons and student work.	Principal, classroom teachers, special education staff	On-going	At least 3 staff meetings or professional development times are allotted for lesson and student work sharing during the year.	Beginning	N/A
2-K Teachers will analyze MCAS results to identify students in need of extra support, identify specific	Principal, classroom teachers, special education	On-going	Teachers will identify 5 specific areas for targeted improvement.	On-going	N/A

curricular weaknesses, and analyze performance of students in different subgroups.	staff				
2-L Before and after school math support tutoring will be provided to students identified as needing extra support.	Special ed and school based staff	On-going	Selected students will attend a before school math lab to develop math competencies.	Beginning	NPS funds
2-M Students will be given direct instruction in test taking strategies, solving multi-step word problems, and strategies for solving complex problems.	Classroom teachers and special education staff	2007-2010	Students will demonstrate improved ability to successfully solve complex math problems as demonstrated by performance on specific items on MCAS assessment.	beginning	N/A
3-A Expected Newton Public School science units will be taught in all classrooms at all grade levels.	Principal, science curriculum coordinator, classroom teachers.	On-going	All students will acquire all expected science benchmarks at grade level.	On-going	NPS funds
3-B Students will learn to ask testable questions and design experiments, based on grade level curriculum, to help them learn about the world in which they live.	Classroom teachers	2007-2010	Students in grade 5 will ask a question and design an experiment which will answer the question.	Beginning	N/A
3-C Teachers will analyze previous years' MCAS results to identify areas of need, specific curricular weaknesses, and performance of student sin different subgroups.	Principal, classroom teachers, special education staff	On-going	Student performance on science/technology MCAS assessment will show improvement each year.	On-going	N/A
3-D Continue to enlist the parent community to participate in an all school science week.	Principal, classroom teachers, PTO	On-going	Percent of parent participation in science week will increase each year.	On-going	PTO funds

Goal # 2 Continue to create an anti-bias/anti-racist school environment that actively practices respect for human differences and ensures student achievement

1. Develop culturally responsive classrooms, foster all-inclusive learning environments and strive for community cohesiveness and collaboration

Improvement Strategies/Activities	Person(s) Responsible for Implementation	Timeline	Outcomes and Measurement	Status	Funding
1-A. Continue active work of Zervas Respect for Human Differences Committee with staff and parental participation.	Principal, PTO board, staff	On-going	Zervas RHD will meet at least 4 times a year and sponsor 2 community activities each year.	On-going	School budget/ PTO funds
1-B. Encourage staff to attend workshops relevant to developing culturally responsive classrooms, such as Empowering Multicultural Initiatives, Multicultural Instructional Practices & Curriculum Development and Understanding Teaching	Principal and Staff	On-going	Improved teaching practices as teachers become informed and increasingly more knowledgeable about different learning styles, making connections with students & resulting improved student performance	Beginning	NPS, School Budget, & PTO funds
1-C. Provide resource materials, such as articles and books, anti-racist lesson plans from EMI website, on topics of relevance to stimulate the thinking of, discussions among and experimentation with new teaching techniques	Principal and Respect for Human Differences Committee and Staff	On-going	Same as above	On-going	School Budget

<p>1-D. Through Respect for Human Differences Committee, 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, Respect for Human Differences committee.</p>	<p>2007-2008</p>	<p>All classrooms will have visible books, materials, posters, etc., which represent students and families with a variety of ethnic, racial, linguistic backgrounds, etc.</p>	<p>New</p>	<p>School Budget</p>
<p>1-E. Provide parent/student evenings to watch videos (such as <i>Not in Our Town</i>) or discuss readings on topics (such as <i>Education of a Wasp</i>, <i>The Jacket</i>) that promote community education and awareness and, potentially, respectful relationships</p>	<p>Principal and Respect for Human Differences Committee and Staff</p>	<p>At least twice yearly</p>	<p>The parent community becomes informed and knowledgeable about a variety of controversial issues, and, as a results ideally develops a bond and becomes more cohesive and collaborative</p>	<p>On-going</p>	<p>PTO and School funds</p>
<p>1-F. 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</p>	<p>On-going</p>	<p>Increasing percentages of families choose to take home the bags for at least one weekend per year.</p>	<p>On-going</p>	<p>PTO funds</p>
<p>1-G. Continue Affinity Group sessions for students of color.</p>	<p>Principal and staff</p>	<p>On-going</p>	<p>Students will make closer connections with staff at Zervas and come together once a month with each other to discuss</p>	<p>On-going</p>	<p>School budget</p>

			their experiences at Zervas and support each other.		
1-H. Staff at each grade level will include lessons in their Open Circle curriculum which directly address issues of understanding and respect for students and families from different racial, ethnic, religious, and linguistic backgrounds and family structures	Staff and Respect for Human Differences Committee.	2007-2010	Specific lessons will be targeted at each grade level and all teachers will implement those lessons in their classrooms.	On-going	N/A

Goal # 3 Continue technology planning with an emphasis on integrating technology as a tool for improved teaching and learning

Objective 1: Increase teacher and student expertise in the use of technology and curriculum integration

Objective 2: Develop an effective and functioning wireless system for Zervas School

Objective 3: Have all of the hardware and software needed for effective technology integration.

Improvement Strategies/Activities	Person(s) Responsible for Implementation	Timeline	Outcomes and Measurement	Status	Funding
1-A Provide staff training by the Technology Specialist on topics of interest to staff and new software that is available.	Principal and Technology Specialist	Yearly	Make use of the new knowledge in the classroom first by teachers, and where applicable, later by students	On-going	N/A
1-B Invite teachers to train other teachers during a release day or staff meeting or provide release time or coverage for teachers.	Principal, Technology Specialist and Teachers	Year-round, as requested	Make use of the new knowledge (PowerPoint, Internet, Specific Games and Programs, Web Design & etc.) for the classroom	New	N/A

1-C Provide training on the use of the Internet to assist teachers and students in curriculum integration.	Principal, Technology Specialist, Teachers,	At least twice yearly	Improved classroom instruction, use of non-fiction (in the content areas social studies and science) to teach literacy and improved student knowledge, ability to do research (upper grades) and write reports	On-going	N/A
1-D Encourage use of the portable, wireless laptop mobile	Staff and Students	On a regularly scheduled sign-out basis	Improved classroom instruction and increased knowledge and improved performance by students	On-going	N/A
1-E Encourage teachers to apply for technology grants and attend technology workshops	Teachers	On-going	Same as above	On-going	School budget/ PTO funds
1-F Teach internet safety to staff and students	Librarian, Tech Specialist, Classroom teachers	Yearly	Students will be able to state rules of internet safety and apply them when accessing internet.	On-going	N/A
1-G Encourage staff to develop and maintain the school website.	Librarian, Technology Specialist, Classroom Teachers	2007-2008	All classroom teachers will develop a classroom website with current information.	Beginning	N/A
2-A Ensure that there is consistent and effective access to the network in every classroom through a wired and wireless connection.	Principal, technology committee, NPS network staff	2007-2010	All classrooms will have direct access to network through a wireless connection.	Beginning	NPS, school budget, PTO funds
3.A Conduct twice yearly surveys of the staff to assess working status of classroom hardware	Principal, technology committee	Yearly	All classrooms will have 2 functioning computers and a working printer.	Beginning	NPS, school, PTO budget.

3-B Conduct yearly survey of software needs.	Technology committee	Yearly	List of existing and desired software will be created.	Beginning	N/A
3-C Purchase, install, and provide training for new software on a regular schedule.	Technology committee, tech specialist, librarian	2007-2010	New software will be purchased each year based on school's priorities.	Beginning	

Goal # 4 Maintain a safe and vibrant school environment for learning

Objective 1: Work with Crisis Team, PTO leadership, and Newton Public Schools staff to put into place appropriate safety measures for a variety of potential emergencies.

Objective 2: Develop an effective anti-bullying program so that all students feel safe at Zervas School.

Objective 3: Ensure adequate heating and functioning of the physical plant.

Objective 4: Develop lunch time and recess policies that create healthy and safe practices.

Improvement Strategies/Activities	Person(s) Responsible for Implementation/ Resources	Timeline	Outcomes and Measurement	Status	Funding
1-A Crisis Team will meet regularly to oversee evacuation plan, communication systems, etc.	Principal, Crisis Team	Yearly	Crisis Team will meet at least twice a year, more as needed.	On-going	N/A
1-B Regular school-wide safety practices (fire drills, lock down practice, evacuation drill) will occur throughout the school year.	Principal, Crisis Team, School Staff	Yearly	Monthly fire drill will take place, yearly lock down and evacuation practice.	Beginning	N/A
1-C Parent notification systems will be developed and tested throughout the year, including use of ConnectEd System.	Principal, NPS staff, Crisis Team, PTO / Connect Ed System	2007-2008	At least one practice run per year of phone communication system we would use in case of evacuation.	On-going	N/A
2-A All students will complete a survey indicating where and when	Principal, Anti-bullying team, Zervas Staff	2007-2008	All students will complete survey and list of common	Beginning	N/A

they have been exposed to bullying and teasing behavior.			bullying behaviors and bullying hot spots will be compiled.		
2-B Anti-bullying Team will analyze survey results and make suggestions to staff on ways to diminish bullying behavior.	Principal, Anti-bullying Team, Zervas Staff	2007-2008	Supervision will be increased as "Bullying Hot Spots.	Beginning	N/A
2-C Each class will have regular discussion about strategies for dealing with bullying behavior as part of their Open Circle meetings.	Anti-bullying Team and Zervas staff	On-going	Anti-bullying lessons will be presented in each class at least 3 times per year.	On-going	N/A
2-D Students who might be especially vulnerable to being bullied or bullying others will be targeted and receive "silent mentoring".	Anti-bullying team and Zervas Staff	On-going	Vulnerable students will have increased positive interactions with adults.	Beginning	N/A
2-E Staff will create shared vocabulary that will be used throughout the school.	Anti-bullying, Zervas Staff	2007-2008	At staff meeting, staff will agree to use specific consistent vocabulary with students around bully free initiative. Vocabulary will be shared with parents and heard in all areas of Zervas School.		
2-F Whole school assemblies will take place at least twice a year to discuss with students how to make Zervas a bully free school.	Principal, Zervas Staff	2007-2010	Two whole school assemblies during the year.	Beginning	N/A
3-A Ensure adequate heat in every classroom.	Principal, Custodian, Operations Personnel	On-going	Rooms will be adequately heated for teaching and learning.	On-going	N/A
3-B Ensure adequate air quality in every classroom.	Principal, Custodian, Operations personnel	On-going	Air in classrooms will be healthy, with good air flow.	On-going	N/A

4-A Create schedule in which all students have adequate time to eat lunch in a calm environment.	Principal	On-going	All students will have a 40 minutes lunch/recess period.	On-going	N/A
4-B All lunch aides will complete a workshop on recognizing and preventing bullying behavior.	Principal, Anti-bullying Team	2007-2008	Bullying behaviors will decrease during lunch/recess periods.	Beginning	N/A
4-C Ensure that all students have 2 outside recesses each day, weather permitting.	Principal, Zervas Staff	On-going	Students will have a total of 30 minutes of recess time every day.	On-going	N/A
4-D Develop a parent volunteer system to assist during lunch time.	Principal, PTO	2007-2008	Each class will have an extra adult in the room for every lunch period.	Developing	N/A
4-E Develop a policy about the use of losing recess as a behavioral consequence.	School Site Council, Zervas Staff	2007-2008	A variety of consequences for missing homework and inappropriate behavior will be developed.	Beginning	N/A