

Elementary School Improvement Plan

Zervas School Improvement Plan

2022-23

Each year, NPS schools craft and/or update school based improvement plans aligned with the NPS system-wide goals. Schools analyze and consider factors specific to their school environments and use this information to identify priorities and key action steps to support ongoing growth and improvement.

This year, the NPS schools at each level have aligned common targeted action in several areas. Elementary School goals appear below, as well as site-specific focus priority areas for 2022-23.

It is important to note that every year, NPS schools design a wide variety of initiatives and continuous improvement efforts in support of our students. This overview is not intended to capture the full breadth of work underway in each school, but rather, articulate the focus priority areas guiding this year's work.

Zervas Elementary School		
District Wide Elementary Focus Areas		
Goals Category	Targeted action(s)	Outputs and Assessment Measures
Academic Excellence - <i>Cultivate a culture of excellence for all through powerful, responsive and sustaining learning experiences that lead students to be productive, thriving citizens in the world.</i>	<p>Strengthen instructional systems and practices to meet the diverse needs of all learners.</p> <p>Strengthen educators' ability to leverage data to inform instructional decisions to meet student needs.</p> <p>Deepen educators' content knowledge and repertoire of instructional strategies to support high levels of achievement and address student needs.</p> <p>Increase alignment of practice and build Multi-Tiered Systems of Support (MTSS) capacity through coaching for principals, MTSS teams, and professional learning communities (PLCs) across the district.</p>	<p>Observations of educator practice will demonstrate implementation of culturally responsive, standards-based instruction and assessment of learning across classrooms.</p> <p>Student achievement data from universal assessments will demonstrate growth (screeners, formative, summative) with a focus on subgroups.</p> <p>Educators will analyze the implementation and effectiveness of academic interventions including supplemental learning opportunities</p>

<p>Educational Equity - <i>Narrow opportunity and achievement gaps by increasing equitable and universal opportunities for all students, irrespective of race, ethnicity, gender, socioeconomic status or disability to access education and to achieve in alignment with the NPS Statement of Values and Commitment to Racial Equity.</i></p>	<p>Foster equitable learning environments that support the social emotional well being and academic achievement of all students.</p> <p>Continue to provide professional learning experiences to educators that promote deeper understanding and applied knowledge in key areas.</p> <p>Equip and empower leadership to continue to develop and to support ongoing district initiatives focused on creating more equitable learning environments.</p> <p>Continue to strive that our staff is representative of the diversity of our student body and community through the following actions.</p>	<p>All elementary educators will participate in school-based sessions focused on culturally responsive instruction</p> <p>Conversations with and observations of teacher practice will demonstrate increased thoughtfulness and attention to meeting the needs of marginalized populations and the impact of instruction</p> <p>Teacher PLCs and data teams will disaggregate student achievement and social-emotional wellbeing data from universal assessments to improve student outcomes</p>
<p>Social Emotional Wellbeing - <i>Enhance student learning, engagement and wellbeing by addressing the whole child with culturally responsive mental health services and supports for all learners.</i></p>	<p>Promote safe, caring, and welcoming environments to ensure students' social and emotional needs are met in preparation for learning</p> <p>Continue to develop and strengthen universally designed, tiered social and emotional supports for all learners</p> <p>Promote safe, caring, and welcoming environments to ensure students' social and emotional needs are met in preparation for learning</p> <p>Continue to address a diversity of mental health needs by reinforcing and strengthening systems, structures and existing resources</p> <p>Continue to develop and strengthen universally designed, tiered social and emotional supports for all learners</p>	<p>Elementary schools will identify common SEL related data to gather and analyze at intervals to assess progress and inform district wide follow up to meet student needs.</p> <p>Inventory of social and emotional supports and interventions and increased alignment of practices/structures across schools</p> <p>NPS connectedness survey and school-based measures will indicate growth in student reports of connectedness, including across subgroups</p>

School-Specific Focus Areas		
Goals Category	Targeted action(s)	Outputs and Assessment Measures
<input checked="" type="checkbox"/> Academic Excellence <input type="checkbox"/> Educational Equity <input type="checkbox"/> Social Emotional Wellbeing	<p>Over the course of this academic year, we will implement an effective Multi-Tiered System of Support (MTSS) Team in our school.</p> <p>This team will have representation from all grades and departments and clear structures and procedures.</p> <p>Over the course of the year, this team will examine and build upon the tiered levels of instruction and support we implement in academic and social domains.</p>	<p>Identify resources to learn about effective Multi-Tiered System of Support teams.</p> <p>Work within our current Instructional Leadership Team structure to transition to the Multi-Tiered System of Support teams structures and procedures.</p> <p>Tiered system of supports will be calibrated and examined for effectiveness.</p>
<input type="checkbox"/> Academic Excellence <input checked="" type="checkbox"/> Educational Equity <input type="checkbox"/> Social Emotional Wellbeing	<p>Teachers will deepen their understanding of Culturally Responsive Instruction through school wide professional development workshops.</p> <p>Parents will receive information about Anti Bias Anti Racist (ABAR) curriculum and practices being implemented.</p>	<p>Teachers will be able to define CRI and identify ways of implementing CRI in their practices.</p> <p>Teachers will implement newly developed critical literacy lessons K-5.</p> <p>Teachers will communicate with parents around new CRI practices and ABAR curriculum and activities.</p>
<input type="checkbox"/> Academic Excellence <input type="checkbox"/> Educational Equity <input checked="" type="checkbox"/> Social Emotional Wellbeing	<p>As we move out of the COVID pandemic, we are recommitting to our social emotional curriculum, our responsive classroom practices and our school-wide community building events.</p> <p>Teachers will build meaningful connections with their students and families.</p>	<p>School-wide expectations will be taught, reinforced and followed with greater fidelity.</p> <p>Students will have a better understanding of “how to do school” and will experience greater connection with their school community.</p> <p>SEL measures will be administered to students and results will be examined for areas of further support.</p>