

Nantucket Elementary School



School Improvement Plan, 2021-2022

Directory

Dr. Elizabeth Hallett - NPS Superintendent

Nantucket Elementary School Council

Kimberly F. Albertson - Assistant Principal

Whitnie Clarke - Barrett - Parent

Tarji Cummings - Parent

Kameron Dew - Teacher

Eric Finger - Parent

Kimberly F. Kubisch - Principal, Chair

Corinne Muffly - Teacher

Beth O'Keefe - Teacher

Dylan Perry - Teacher

Blythe Purdin - Teacher

Hillary Reynolds - Community Member

Maria Rubina - Parent

Nantucket Public Schools Mission

Nantucket Public Schools, in partnership with a caring community, will create a dynamic and equitable learning environment which engages each of us to be inspired learners and responsible citizens, prepared to meet local and global challenges.

Nantucket Public Schools Vision

We commit to provide equitable, inclusive, and challenging learning experiences where every student and adult feels seen, heard, valued, and respected.

Nantucket Public Schools Core Values

Nantucket Public Schools values collaboration, communication, and reflection that supports:

- **Equitable access to multiple pathways for individual and collective success.**
- **High expectations and a student-centered educational approach that integrates academic progress, extra-curricular participation, personal responsibility, and community involvement.**
- **Inclusive and sustained family relationships that respect all cultures and the experiences each child brings to our schools.**
- **Challenging ourselves to embrace and advocate for the needs of every student, adult, and family within our school community.**

Nantucket Public Schools Strategic Objectives

1: Improve Student Learning and Achievement by providing high quality core instruction with multiple interventions and a system designed to nurture and enrich intellectual curiosity while also meeting the needs of students.

2: Increase Support, Equity, and Access for All Students by providing culturally relevant, equitable, safe and supportive learning environments which will broaden all students' social/emotional resiliency.

3: Secure and Maximize Resources that meet the growing needs of the district by providing a sound budget process, intentional staff recruitment and retention, comprehensive maintenance of facilities, and access to advancements in technology.

4: Champion a Culture of Inclusion, Collaboration and Communication by recognizing and celebrating the uniqueness of all individuals (students and educators alike) and by cultivating socially responsible members of diverse local and global communities.

Message from the Principal and Assistant Principal

Welcome to Nantucket Elementary School! NES is a warm and welcoming place where we work together as a community to help build the foundation for our students to become the best they can be! We welcome you to join us in this venture. All of our hopes and dreams have been made trickier this year as we continue to live during the global pandemic that COVID-19 has presented. We are seeing so many new and different challenges that we believe we can directly connect to the social and emotional challenges caused by COVID and all that has gone with this for students, staff and families.

In this our School Improvement Plan and in our Parent Handbook, the NES School Council members wish to share information that pertains to you as a parent of a student at NES. This document focuses on the academic, social/emotional, and technology teaching for parents and families to be made aware of which we will be working on throughout this school year. Please be aware that all schools follow the Nantucket Public School's policies. These policies govern our schools, students, and staff. They can be found in their entirety on our district website – www.npsk.org. Please go to the district home page and click on the School Committee column, click on 'District Policies', and each category comes up in a menu that you can click on to review pertinent information.

We are committed to the Strategic Objectives listed above. In previous years, these were called District Goals. In developing this year's plan, we have incorporated several initiatives to focus on that continue the work we have been doing for years. We are in year four using our literacy teaching resources. We have continued the calibration work to be sure all grade level teachers have similar high expectations for student achievement. We are very pleased with the success our students have achieved from year to year. Growth is our goal for each child. With the challenge of closing schools in March of 2020, remote and hybrid teaching and learning last year, we are working diligently to help fill any learning loss while still holding high expectations for grade level learning. We are completely embracing our Responsive Classroom practices to support building community and structures and schedules for students to work within.

It is my distinct privilege and honor to be the principal of NES, and I am thrilled to continue to work with Kimberly Albertson in the role of Assistant Principal. Thank you for entrusting us with your children. We promise to do our very best work and look forward to your support. As always, please feel free to communicate with us should you have any concerns, questions, or wish to share information – call the office, email us, speak with your child's teacher or guidance counselor, talk with a school council member, catch us outside, etc. We welcome your feedback and know that our partnership will best support our children.

Kimberly F. Kubisch
Principal
Kimberly F. Albertson
Assistant Principal

School Improvement Plan Goals, 2021-2022

DIP Strategic Initiative 1.1: Utilize standardized district-wide data protocols to analyze student learning and achievement data and inform instructional practice.

NES Related Goal: During the 2021-22 school year, NES staff will use district supported data collection and analysis processes three times this year to adjust curriculum and instructional practice to support improved student growth and achievement in literacy and math in K - 2. This data analysis will support student skill groups for in class Massachusetts Tiered Systems of Support (MTSS), strengthen Tier 1 instruction, and help support differentiated instruction.

Monitoring Progress - Process Benchmark <i>What will be done, when, why, and by whom</i>	Measuring Impact - Early Evidence of Change Benchmark <i>Changes in practice, attitude, or behavior you should begin to see</i>	Person(s) Responsible	Timeline
Regular formative and summative data analysis in Extended Work Days (EWDs), Professional Learning Communities (PLCs), MTSS and vertical times	<ul style="list-style-type: none"> ● Incorporation of Sheltered English Immersion (SEI) strategies ● Incorporation of Social and Emotional Learning (SEL) strategies ● Strengthen Tier 1 instruction ● Differentiated instruction ● Attendance improvement 	Admin, Teachers, TA's, Guidance, Student Support Staff	September - June
Data Days - share data protocol with Measures of Academic Progress (MAP) data, group students by abilities and/or performance levels	<ul style="list-style-type: none"> ● Create and execute MTSS ELA/Literacy and Math lessons for in class MTSS work ● Review progress; plan continued in class MTSS work. 	Admin, Teachers, TA's	September - June
MAP Dyslexia Screener	<ul style="list-style-type: none"> ● Progress monitoring of possible at risk students ● Informed instruction for differentiation in classrooms 	Teachers TA's	September, January, June

DIP Strategic Initiative 1.3: Strengthen and vertically align Multi Tiered System of Support (MTSS) intervention practices and strategies.
DIP Strategic Initiative 2.4: Provide meaningful support towards model student behavior in the classroom and beyond.

NES Related Goal: During the 2021-22 school year, NES MTSS team will meet weekly to review and plan interventions/supports for students of concern. In addition and in conjunction, we will utilize data from the DESSA screening assessment completed three times throughout the year to form small groups in need of tier 2 SEL work to happen with school counselors and the social worker.

Monitoring Progress - Process Benchmark <i>What will be done, when, why, and by whom</i>	Measuring Impact - Early Evidence of Change Benchmark <i>Changes in practice, attitude, or behavior you should begin to see</i>	Person(s) Responsible	Timeline
<p>Small consistent group of team members will meet weekly to review students of concern. They will meet with the classroom teacher, review data, and plan interventions/referrals to implement for each student. A follow up date will be scheduled to review efficacy of interventions and make plans for continuing to move forward.</p>	<ul style="list-style-type: none"> ● Academic and behavior improvement ● For academic and behavior concerns, use of these vertically aligned supports for students in Tiers: <ul style="list-style-type: none"> ○ Tier 1 - whole group ○ Tier 2 - small group with teacher or guidance ○ Tier 3 - individual support with teacher, interventionists, small group with special educators or social worker and individual with special educators, therapists, or social worker ● MTSS Team reviews student data and recommends a plan that could include interventions and/or testing referrals. 	<p>Admin, Guidance, Social Worker, Teachers Psychologist (Student Support Team)</p>	<p>September - June</p>
<p>Teachers will implement MTSS suggested interventions to support students and keep data.</p>	<ul style="list-style-type: none"> ● Progress monitoring through sustained implementation of appropriate interventions for students referred to MTSS Team 	<p>MTSS Team members (includes different teachers and the</p>	<p>September - June</p>

		Student Support Team)	
Counselors teach weekly SEL lessons that align with Massachusetts School Counselors Association (MASCA) guidelines and state standards using the “Second Step” resource.	Students will develop greater coping skills, greater self advocacy skills, and improve classroom behavior	Counselors	September - June
Attendance records will be reviewed in alignment with handbook practices	Families will be called, letters will be sent and meetings will be held.	Educational Support Personnel Principal	September - June
Student Support Team meets weekly to review SEL students of concern. Attendance concerns will also be shared.	Data is reviewed and plans are made to address student evidenced needs through Tiered support including attendance.	Admin, Student Support Team	September - June
Implement Universal Screener to identify students who may be experiencing trauma and/or require supports from the school and community partners. Create a tiered system of supports in school.	Student Support Team will review data from the DESSA screener to determine further instructional planning using Second Step. Then, they will create smaller, more targeted groups or individual services will be provided to those exhibiting greater need for intervention. These will occur in school and then possibly include referral for outside support.	Admin, Teachers, Student Support Team	November - June

DIP Strategic Initiative 1.5: Provide frequent, high-quality professional development aligned to current standards and practices and designed to meet the diverse needs of educators.

DIP Strategic Initiative 1.6: Ensure timely actionable evaluation feedback using common language and expectations for all educators to improve teacher practice.

NES Related Goal: During the 2021-22 school year, NES staff will participate in PLC's, Grade Level Teams, Content and Department Level planning meetings to share best practices, support each others' learning, learn new technology, and receive targeted professional development that focuses on educator needs. All of this will be reflected in teacher evaluations, educator plans, goals and self assessments.

Monitoring Progress - Process Benchmark <i>What will be done, when, why, and by whom</i>	Measuring Impact - Early Evidence of Change Benchmark <i>Changes in practice, attitude, or behavior you should begin to see</i>	Person(s) Responsible	Timeline
Staff will share their experiences and learning through their own professional development and District/School provided professional development at EWD and PLC's, in order to support our students of concern, planning for instruction, and MTSS sessions.	<ul style="list-style-type: none"> ● Grade level team work to share best practices from their own pursuit of Professional Development (PD) and from District/School provided PD ● Agendas ● Teachers read professional texts individually or in small groups and try out new skills ● Teachers exploring new technology - SeeSaw, Zearn, Teachers College Units of Study, MAP, Imagine Learning, Schoology, etc. 	Admin Teachers TA's PLC's	September- June
Smithsonian Science Curriculum Professional Development and implementation for Teachers in Grades K - 2	PD Days to learn and implement the curriculum	Admin Teachers	August - June
Responsive Classroom Professional Development	Differentiated PD to support teacher choice in language, academic morning meetings, discipline, special area teaching, and teacher assistant supports	Admin, Teachers, TAs	August - November

Diversity, Equity and Inclusion Professional Development	<ul style="list-style-type: none"> ● Participate in PD ● Informed Instruction ● Create Scheduling Committee to plan for equity in supports across the day (particularly for students who need IEP, ELL, SEL supports) 	Admin, Teachers, Student Support Staff, Directors	Ongoing
Optic Evaluation Training	Support District Administrators in calibrating their evaluation feedback	Supt., All District Admin	Monthly DLT meetings

DIP Strategic Initiative 4.1 Strengthen partnerships with parents and families by focusing on increased family engagement and collaboration.

NES Related Goal: During the 2021-22 school year, NES staff will receive quality feedback, frequent conversations with teams and administration, recognition, mentor relations, and support to hone their craft and feel comfortable as they grow and support our students.

Monitoring Progress - Process Benchmark <i>What will be done, when, why, and by whom</i>	Measuring Impact - Early Evidence of Change Benchmark <i>Changes in practice, attitude, or behavior you should begin to see</i>	Person(s) Responsible	Timeline
Utilize Google Meet and other technology tools to allow for maximum family participation	<ul style="list-style-type: none"> ● Virtual meetings for IEP's ● Conferences ● Remind messages ● Website updates ● Blackboard Connect messages 	Administration Teachers Staff	September - June
Parent meetings to support families in supporting their children with academics	<ul style="list-style-type: none"> ● Coffees - How to help your child ● Literacy, ELL and Math Night. ● How to read reports - report cards, MAP results, DESSA screener information ● Parent conferences 	Administration Teachers	October - June