



# Nantucket Public Schools

## District Strategy, 2023-2028

### Vision

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

Access the cascading visions for all departments and schools [here](#).

### 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.

## 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.

## Strategic Objectives

1: Increase Student Outcomes and Achievement by providing equitable, inclusive and challenging learning experiences through a comprehensive system of support.

2: 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. No

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

## Strategic Initiatives

- 1.1 Successfully implement and continually assess the effectiveness of the established curriculum, instructional, and assessment practices.
- 1.2 Define, implement, and support high-impact, tiered pedagogical practices that are culturally and linguistically appropriate, universally designed, and foster academic, behavioral, and social-emotional learning for all learners.
- 1.3 Optimize and strengthen school safety processes and protocols across the district through proactive evaluation, adjustment, and alignment.

- 2.1 Ensure sustainable sources of revenue for facilities, infrastructure, and operational expenses.
- 2.2 Actively promote a diverse, high-quality workforce and expand housing inventory for staff to support their recruitment, development, and retention.
- 2.3 Maintain and upgrade district facilities and grounds.
- 2.4 Secure and maximize resources within the district (i.e., schedules/staffing/technology) to meet growing needs, enhance educational outcomes, and support efficient operations.

- 3.1: Foster a sense of belonging and community to strengthen partnerships with students, staff, families, and the wider community.
- 3.2 Cultivate a stronger sense of community and positive culture among district staff.

# District Improvement Plan, 2023-2024

## Access School Improvement Plans (SIP)

- [NES](#)
- [NIS](#)
- [CPS](#)
- [NHS](#)
- [NCS](#)

	Goal	Who is responsible	Action Steps	Outputs	Outcomes
1	By June 2024, NPS will implement the Employee Handbook, which includes onboarding processes for new staff and update the Mentoring Handbook to align with district focus areas [1.3, 2.4]	Central Office	<ol style="list-style-type: none"> <li>1. Publish and introduce Employee Handbook to all staff during the first week of school; request staff to review in KnowBe4</li> <li>2. Update and introduce Mentoring Handbook to new educators and their mentors</li> </ol>	<ul style="list-style-type: none"> <li>• Employee Handbook approved by School Committee</li> <li>• Documented processes for onboarding staff</li> <li>• Updated mentoring handbook</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in positive connectedness as measured by the MTSS Annual Survey (aka Institutional Self Review)</li> <li>• Compliance with TFM</li> </ul>
	By June 2024, NPS will research and adopt a new HR onboarding program that will streamline and digitize the onboarding process in alignment with Town of Nantucket	Central Office	<ol style="list-style-type: none"> <li>1. With Town HR, review options for onboarding software (i.e. NEOGOV) to determine best options for alignment</li> <li>2. Implement training of HR Specialist and Town HR</li> </ol>	<ul style="list-style-type: none"> <li>• Documents and reports from new onboarding system</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced time in generating TON Employee numbers by 50%</li> <li>• Reduced time in providing technology, employee IDs, keycards,</li> </ul>

	onboarding as measured by a reduction in time for staff to complete documentation [2.2, 2.4]		3. Begin onboarding with new employees starting in March 2024		and other required systems that are necessary to start a new employee
2	By June 2024, the Finance Department will implement paperless purchase order processing and approval by training all administrators on MUNIS-based purchase order creation and approval process as measured by reduced paper use by at least 50% throughout the district. [2.1, 2.4]	Central Office	<ol style="list-style-type: none"> <li>1. Work with Town IT to implement and train on MUNIS PO entry and auto-approval process.</li> <li>2. Identify and train those in the approval process for their new responsibilities</li> <li>3. Finance staff to document and approve instructions for processes.</li> <li>4. Implement with School MUNIS Users</li> </ol>	<ul style="list-style-type: none"> <li>• Online approval process</li> </ul>	<ul style="list-style-type: none"> <li>• 50% reduction in paper use</li> <li>• 50% less time spent on moving POs between depts</li> </ul>
3	By June 2024, NPS will enhance, diversify and support culturally responsive two-way communication among all stakeholders. [2.4, 3.1, 3.2]	Central Office, Tech Office, and DLT	<ol style="list-style-type: none"> <li>1. Contract with a website designer for a full upgrade of NPS website to make it accessible to all stakeholders</li> <li>2. Increase translation/ interpretation resources and services for students and parents/families</li> <li>3. Develop regular one-way communication cycles with the option for feedback</li> </ol>	<ul style="list-style-type: none"> <li>• Updated website</li> <li>• Communication Plan that outlines how schools/ district communicates with families</li> <li>• Archive of district-wide communications</li> </ul>	<ul style="list-style-type: none"> <li>• Increased sense of belonging from all stakeholder groups as measured by the MTSS Annual Survey.</li> <li>• Increased website usage.</li> </ul>

4	By June 2024, K-12 teachers will provide inclusive and challenging learning experiences by implementing a curriculum aligned with district scope and sequences as measured by increased growth and achievement on benchmark and/or summative assessments. [1.1, 1.2]	Office of Teaching and Learning	<ol style="list-style-type: none"> <li>1. Create a district-wide protocol to guide curriculum review to ensure the curriculum is aligned with grade-level standards and universally designed.</li> <li>2. Create consistent procedures and practices for assessment practice and data use throughout the district.</li> </ol>	<ul style="list-style-type: none"> <li>• Scope and sequence documents</li> <li>• Inventory of high-quality instructional materials</li> <li>• NPS curriculum review process</li> </ul>	<ul style="list-style-type: none"> <li>• Increased growth and achievement on benchmark and/or summative assessments as measured by MAP RIT scores, MCAS SGP, SAT scores</li> </ul>
5	By June 2024, NPS will provide inclusive and challenging learning experiences by creating a comprehensive professional development plan by collaboratively working with all stakeholders. [1.1, 1.2, 3.1]	Office of Teaching and Learning	<ol style="list-style-type: none"> <li>1. Form a professional development committee</li> <li>2. Draft professional development goals that align with the district and school improvement plans</li> <li>3. Articulate the PD schedule for year</li> <li>4. Discuss opportunities for professional learning communities (PLCs).</li> <li>5. Support administrators with feedback practices to support the implementation of best practices</li> </ol>	<ul style="list-style-type: none"> <li>• Professional development plan</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will report higher levels of preparedness to meet the needs of all students and provide students with options and choices to access grade-level learning as measured by increase in Proficient and Exemplary ratings in Standards I and II in Educator Evaluation assessments</li> </ul>

6	By June 2024, K-12 ESL and SEI teachers will provide culturally responsive and rigorous learning experiences that are differentiated to meet diverse EL needs, as measured by increased growth and achievement on benchmark and/or summative assessments (ACCESS). [1.1, 1.2]	English Learner Education	1. Review and revise existing ESL scope and sequence documents	<ul style="list-style-type: none"> <li>• Scope and sequence documents</li> <li>• Inventory of high-quality instructional materials</li> </ul>	<ul style="list-style-type: none"> <li>• Increased growth and achievement on benchmark and/or summative assessments (i.e., ACCESS).</li> </ul>
7	By June 2024, NPS ESL teachers will provide culturally responsive and rigorous learning experiences through participation in a professional development plan that will further student growth in literacy. [1.1, 1.2, 3.1]	English Learner Education	<ol style="list-style-type: none"> <li>1. Draft professional development goals that align with the district and school improvement plans</li> <li>2. Discuss possibility of conducting PLCs</li> <li>3. Create feedback protocol to support best practices</li> </ol>	<ul style="list-style-type: none"> <li>• Professional development plan</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will report higher levels of preparedness to meet the needs of diverse English learners and provide ELs with options and choices to access grade-level curricula.</li> </ul>
8	By June 2024, NPS Special Services will align Health/Wellness with the SEL curriculum through participation in professional development that will promote implementation of	Special Services	<ol style="list-style-type: none"> <li>1. August 2023: Full Special Services Meeting including PE/Wellness to introduce proposed PE/Wellness Curriculum Frameworks</li> <li>2. Sept. - Dec. 2023- EWD Meetings &amp; possible PD days to review &amp; restructure SEL</li> </ol>	<ul style="list-style-type: none"> <li>• Aligned SEL/Wellness Curriculum Guide</li> <li>• Increased evidence of data analysis</li> <li>• Create pre &amp; post surveys to</li> </ul>	<ul style="list-style-type: none"> <li>• Measures: <ul style="list-style-type: none"> <li>○ Increase in overall attendance</li> <li>○ Decrease in discipline incidents</li> <li>○ Reduction in failing grades (quarters, trimester, final),</li> </ul> </li> </ul>

	the most current PE/Wellness curriculum. [1.3, 3.1]		components of PE/Wellness Frameworks. 3. Sept. - June 2024 begin implementation of restructured curriculum with a focus on natural overlaps until the proposed PE/Wellness curriculum has been finalized by the state.	measure parent involvement - administered through principal's newsletters.	<ul style="list-style-type: none"> <li>○ Decrease of visits to the nurse's office</li> <li>○ Effective MTSS referrals</li> <li>○ Decrease in IEP referrals</li> <li>○ Increase in DESSA scores</li> <li>○ Increase parent engagement from families of all backgrounds</li> </ul>
9	By June 2024, all stakeholders (school counselors, social workers, school nurses, and health/wellness staff) will increase the usage of student-focused SEL strategies by school counselors, social workers, school nurses, and health/wellness staff. [3.1, 3.2]	Special Services	<ol style="list-style-type: none"> <li>1. August 2023: Full Special Services Meeting including PE/Wellness to introduce proposed PE/Wellness Curriculum Frameworks</li> <li>2. Sept. - Dec. 2023- EWD Meetings &amp; possible PD days to review &amp; restructure SEL components of PE/Wellness Frameworks.</li> <li>3. Sept. - June 2024 implementation of restructured curriculum</li> </ol>	<ul style="list-style-type: none"> <li>● Aligned SEL/Wellness Curriculum Guide</li> <li>● Data will be analyzed to determine the effectiveness of the partnership of PE/Wellness and SEL. (DESSA, self-regulation skills)</li> </ul>	<ul style="list-style-type: none"> <li>● Increased time on learning</li> <li>● Decrease in student hospitalizations and reports of self harm</li> <li>● Increase in students' ability to use tools for self-regulation.</li> </ul>
10	By June 2024, all stakeholders (liaisons, counselors, social workers, nurses, building administrators, ESPs) will be trained in and will	Special Services	<ol style="list-style-type: none"> <li>1. (22-23 Initial training for liaisons)</li> <li>2. August 2023 - Review of EdPlan for Special Services staff</li> <li>3. September 2023-June</li> </ol>	<ul style="list-style-type: none"> <li>● Effective transition from Aspen to Ed Plan</li> <li>● Transfer of all IEPs/504 Plans to Ed Plan</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrated competence of Special Services Staff in the use of Ed Plan</li> <li>● Decreased use of paper IEPs by 50% across the</li> </ul>



	implement the new IEP management system, Ed Plan, to create student-centered, goal-oriented and compliant IEPs and 504 plans. [2.4]		<p>2024 - Focused EWD meetings for liaisons and related services providers on goals &amp; benchmark development, service delivery, transition services &amp; planning, development of progress reports, accommodations, qualification for ESY, parent rights, student involvement.</p> <p>4. September 2023-June 2024 - Focused EWD meetings for school counselors focused on 504 plan - qualifying factors, appropriate accommodations, parent rights</p> <p>5. September 2023 - Direct support and training for building ESPs in accessing information from EdPlan.</p>	<ul style="list-style-type: none"> <li>Administration of parent IEP process survey following IEP meeting</li> </ul>	district by creating digital student folders for all evaluation and assessment documents.
12	By June 2024, DLT members will collaboratively develop and share the district safety protocols and reunification plan with all stakeholders. [1.3]	District Leadership Team	<ol style="list-style-type: none"> <li>Finalize the district safety protocols and reunification plan</li> <li>September-November 2023 All district staff will participate in training</li> <li>Train students, staff, parents/guardians and community stakeholders</li> </ol>	<ul style="list-style-type: none"> <li>Online training and assessment program (similar to mandated reporting training) completed between July 2023-October 1, 2023.</li> </ul>	<ul style="list-style-type: none"> <li>100% successful completion of the training/ assessment program</li> </ul>

13	By June 2024, Tech will use best practices of upgrades and configuration of Tech equipment and services, including enhancement of Network Reliability as measured by minimal downtime. [1.3]	Technology	<ol style="list-style-type: none"> <li>1. Identify and reach out to vendors and support services.</li> <li>2. Develop a schedule of upgrades and verifications.</li> <li>3. Notify users of downtime</li> <li>4. Procure new network switch</li> </ol>	<ul style="list-style-type: none"> <li>• Scheduled completions</li> </ul>	<ul style="list-style-type: none"> <li>• Minimize security risks</li> <li>• Reduction of downtime complaints in the ticketing system</li> </ul>
14	By June 2024, the facilities department will continue to monitor the mechanical systems, renovations, and other facilities updates of all district buildings by working with outside contractors as well as staff. [1.3, 2.1, 3.1]	Facilities	<ol style="list-style-type: none"> <li>1. Schedule and report all services including preventive maintenance and repairs.</li> <li>2. Bidding projects.</li> <li>3. Complete the renovation of 24 Surfside into office spaces</li> </ol>	<ul style="list-style-type: none"> <li>• Systems will be serviced</li> <li>• All systems will be inspected by State as well as building supervisors.</li> <li>• Checks on PM servicing</li> <li>• 24 Surfside construction start and complete</li> </ul>	<ul style="list-style-type: none"> <li>• All systems running normally.</li> </ul>
15	By June of 2024 emerging multilingual staff will have had the opportunity to complete a language class sponsored by the district and the NCS. [2.3, 3.2]	Facilities	<ol style="list-style-type: none"> <li>1. Collaborate with the NCS.</li> <li>2. Develop a schedule where custodians have access to instruction.</li> </ol>	<ul style="list-style-type: none"> <li>• Custodians have a class during their dinner once a week.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved communication between staff and teachers and administration.</li> </ul>
16	By June 24, 2024, the athletic department will have all '23-'24 coaches complete both AHA First	Athletics	<ol style="list-style-type: none"> <li>1. Contact AHA &amp; NFHS to schedule courses</li> <li>2. Inform coaches of course</li> </ol>	<ul style="list-style-type: none"> <li>• Track percentage of completion</li> <li>• Promote courses and send constant</li> </ul>	<ul style="list-style-type: none"> <li>• Improved coaching tool belts</li> </ul>

	Aid/CPR Certification and the NFHS Fundamentals of Coaching Course as measured by individual coach completion status. [1.1, 1.2, 1.3]		offerings and schedule	reminders	<ul style="list-style-type: none"> <li>Ability to handle medical emergencies/ situations in a professional manner</li> </ul>
17	Throughout the course of the '23-'24 school year, the athletic department will build on and grow our student-athlete leadership counsel and coaches supporting coaches round table by hosting bi-monthly events, as measured by attendance and feedback from participating members. [1.1, 2.2, 3.1, 3.2]	Athletics	<ol style="list-style-type: none"> <li>Create a leadership council event schedule</li> <li>Create coaches supporting coaches event schedule</li> <li>Open the floor at each event to ideas on what each "audience" is hoping to get out of each event</li> </ol>	<ul style="list-style-type: none"> <li>Send a survey at the end of each season to student-athletes and coaches with feedback</li> </ul>	<ul style="list-style-type: none"> <li>Improved morale for both student-athletes and coaches</li> <li>Student-athletes feel their 'voices' are being heard</li> </ul>
18	By June 2024, the athletic department will implement more appreciation and recognition opportunities as measured by attendance and feedback from participating members. [3.1, 3.2]	Athletics	<ol style="list-style-type: none"> <li>Invite a staff member and recognize them</li> <li>Communicate event(s) with players &amp; coaches</li> <li>Staff appreciation events</li> </ol>	<ul style="list-style-type: none"> <li>Send a survey to student-athletes and teachers after each season with feedback</li> </ul>	<ul style="list-style-type: none"> <li>Improved relationships between the athletic department/ student-athletes and staff as measured by less disciplinary action by coaches, AD, Asst, AD</li> </ul>