

Nantucket Public Schools

“We Learn, Grow and Care through Rigor, Relevance and Relationships”

School Committee Meeting Agenda

Tuesday, November 16, 2021 (changed from November 23, 2021)

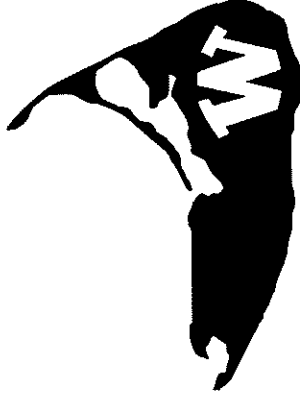
NHS LGI

6:00 PM Regular Meeting (In Person)

- I. Call to Order
- II. Welcome and approval of agenda
- III. Comments from Public
- IV. Superintendent's Report
 - a) MASS/NSDC Awards
 - b) MASC Conference Report
- V. Presentations and discussions of issues of interest to the Committee
 - a) School Improvement Plans NHS, CPS, NIS & NES – Principals Vasil, Horton, McNeil & Kubisch
 - b) Preliminary Budget Forecast – Martin Anguelov, Director of Finance
 - c) Budget Calendar – Martin Anguelov, Director of Finance
- VI. Committee discussion and votes to be taken
 - a) Vote to Approve *Amended JJF Policy – Student Activity Accounts*
 - b) November 9, 2021 Meeting Minutes
 - c) Transfers & Invoices
- VI. Sub-Committee/Work Group (Safety & Security, Policy, Negotiations, Scholarships, NET, Liaison Reports, & Acknowledgements)
- VII. Student Council Representative
- VIII. Agenda for the next meeting, December 7, 2021– Enrolment, Federal and ESSER Grants Update, Food Services Update, Budget Development: Technology, Facilities & Community School
- IX. Adjournment

WORKING DRAFT WORKING DRAFT

Nantucket High School



School Improvement Plan 2021-2022

Directory

NPS Superintendent – Elizabeth Hallett, Ed.D.

Nantucket High School School Council

Mandy H. Vasil - Principal

Jennifer Psaradelis - Assistant Principal

Patrick Gregorich - Faculty Representative

Kristen Dussault - Parent

Meghan Washington - Parent

Marley Viselli - Student

Janet Schulte - Community Representative

Kim R. McCarthy - Community Representative

District Mission, Vision, Core Values

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.

Message from the Principal and Assistant Principal

Welcome to Nantucket High School! NHS is an academically rigorous place where we work together as a learning community to help all students to achieve our Vision of a Graduate. Students will lead parent conferences once again this year when they will report on their progress towards academic goals and progress toward graduation.

In our School Improvement Plan and in our Student Parent Handbook, the NHS School Council members wish to share information that pertains to you as a parent of a student at NHS. Our School Improvement Plan focuses on the curricular, social/emotional, inclusive practices, and community partnerships 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 recognize that Nantucket High School is rich with data sources, which serve to inform our School Improvement Plan. We use MCAS, where in a difficult year that was 2020-2021, 58% of our students meet or exceed standards in ELA, 41% meet or exceed standards in mathematics and 67% of students are proficient and advanced in biology. While these scores are somewhat lower than in past years, overall there were 91% of students who received a passing score in the MCAS ELA, 86% in math, and 89% in biology. Additionally, we use Advanced Placement scores where 70% of our test takers across disciplines receive a qualifying score of three or better of the 115 students who sat for the AP exams. Our most recent SAT performance had students achieving an average score of 523 in reading/writing and a 511 in mathematics. Our ACT average for the class of 2021 in writing and language was 24. We use all of this data to inform our decisions regarding curriculum and instruction. Our teachers use formative assessment data including pre-test assessments to make adjustments to their instruction in order to reach all learners. Our student support services team works collaboratively with all teachers to provide learning support to students who are struggling academically, socially, or emotionally.

Administrators and staff continue to review and evaluate curriculum together to develop an improvement plan that will meet the needs of all students as well as assure accreditation from the New England Association of Schools and Colleges (NEASC). In collaboration with our school council, we will use the Department of Elementary and Secondary Education's Conditions of School Effectiveness and School Improvement Planning to frame our work in aligning Nantucket High School's Plan with the District Improvement Plan. We welcome and appreciate the support of all stakeholders.

Mandy Vasil & Jennifer Psaradelis

Nantucket High School Vision of a Graduate

Collaboration

Students can actively work as part of a team in order to achieve a common goal: recognizing the contributions of all collaborators, addressing problems cooperatively as they occur, placing group goals above individual ones, and reaching respectful consensus.

Critical Thinking

Students can analyze an idea or problem in order to begin an inquiry, gather and evaluate information, use evidence to support their thinking, and reflect in order to advance their own thinking and conclusions.

Communication

Students can communicate clearly and effectively in classroom discourse. Students develop clear ideas supported by relevant evidence. This includes an awareness of purpose, audience, and format.

Innovation

Students can demonstrate originality and innovation by examining a wide variety of ideas and refining, combining, and elaborating on ideas in order to solve problems or create.

Social Responsibility

Students can identify opportunities to impact the local and wider community, assess their options and plan actions in order to become a more socially responsible member of the local and global community.

Reflection and Adaptation

Students are able to reflect on their own learning through metacognition, thinking about both their process and product. Students are able to seek challenges and adapt based on their identified strengths and areas for growth.

- 1: Improve Student Learning and Achievement by providing high quality core instruction to meet the needs of all students through multiple interventions, systems, and practices designed to nurture and enrich their intellectual curiosity.
- 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 and independence and influence positive behavior and self-image.
- 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.

School Improvement Plan Goals, 2021-2022

DIP Strategic Initiative 1.2: Establish standards-based curriculum and corresponding balanced assessment systems that are horizontally and vertically aligned for all content areas.
NHS Related Goal: Throughout the academic year, NHS will use feedback provided by the NEASC Collaborative Conference to continue and further develop our curriculum work using UbD across departments and vertically with CPS. Teachers will be creating units to include the focus indicators of the Vision of a Graduate.

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 see</i>	Person(s) Responsible	Timeline
Implement a common template that incorporates the Vision of a Graduate for curriculum mapping and to continue unit development throughout the school. Time will be provided to teachers during EWD and PD.	We will produce a common template for teachers to use as they develop UbD units for each class offered. Using the common template will represent a uniform approach to curriculum design.	NEASC Co-chairs, Principal, Assistant Principal, Teachers, Dept. Leaders	September 2021 to January 2023
Each Department will complete a curriculum inventory to provide a baseline in developing a scope and sequence and curriculum units for each class offered.	Departments will use the inventory to inform their curriculum work for the year as well as to review implicit bias in the instructional materials.	Dept. Leaders Teachers	October to May
UbD Professional Development will be offered as needed to support teachers, especially new staff, in understanding the process for developing units in the UbD format.	Teachers will have a better understanding of the UbD process and how to create units for their classes and departments.	Consultants Principal Dept. Leaders Teachers	As needed
To open the lines of communication and improve alignment between schools, to support the transitions between and between grades, a schedule for vertical meetings grades 6-12 will be implemented.	Teachers will keep agendas of meetings, which will include identified common themes. Departments will develop transition documents.	Teachers Department Leaders	January to June August to October

DIP Strategic Initiative 1.3: Strengthen and vertically align Multi-Tiered System of Support (MTSS) intervention practices and strategies to support all learners.	
NHS Related Goal: By spring 2022, NHS will establish a coherent, coordinated school-wide plan for academic and social/emotional support for all students through a shared commitment to implement a Multi-Tiered System of Support with fidelity.	

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 see</i>	Person(s) Responsible	Timeline
Convene a team of educators (teachers, counselors, administrators) to identify and prioritize academic interventions and social/emotional supports that could be used for any/all NHS students.	The MTSS process will clearly outline steps for staff to follow in making referrals and how identified students will be progress monitored. We will establish a list of tiered interventions for staff to use.	Assistant Principal Student Support Team	Rollout the full plan in November 2021
The Student Support Team will meet bi-weekly to identify and monitor the progress of students in need of academic/social/behavioral interventions. Referral forms will be provided to all staff.	SST agendas will include information about student identification and progress. The Assistant Principal will be collecting data regarding student discipline. Suspension data will show a decrease in the number of students suspended and overall number of days A system of tracking student interventions will be used to support the academic success of all students and ensure that student performance is monitored and communicated with parents bi-monthly.	Assistant Principal Nurse School Counselors SRO SPED Director Social Worker School Psychologist SPED/EL/Reg Ed Teachers Principal	September to June

Strategic Initiative 2.4: Provide meaningful support towards model student behavior in the classroom and beyond.

NHS Related Goal: Throughout the school year, NHS will develop a comprehensive 9-12 school counselor curriculum, which incorporates current school counselor workshops and our advisory program. Additionally, we will use data from SST meetings and school counselors individual meetings with students to identify areas for increased programming in SEL.

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 see</i>	Person(s) Responsible	Timeline
School counselors will use the current Counselors workshops they offer and incorporate them in a scope and sequence of support curriculum to follow at each grade level.	The curriculum will be developed in UbD units and one unit will be done at each grade level.	Admin School Counselors Student Support Team	September to June
Advisors will use the advisory program to address the Vision of a Graduate work that has been implemented to support students' understanding and achievement of each articulated vision.	Advisors will share the Vision of a Graduate Students will use the advisory blocks to plan what they share with their parents/guardians at their student-led conferences.	Advisors Students	October to June
SSTs bi-weekly meetings, using our new MTSS process, will gather data on trends through DESSA screening for grades 9 and 11 to inform programming for SEL.	SST will compile a list of social/emotional issues raised. Student reflections will be used to monitor the Teen Truth program to be used with grades 9 and 11. The DESSA Screener will be used to follow up the Teen Truth program.	Asst Principal SST Advisory Teachers	September to June January 2021
School counselors will track their meetings with students and use data from these meetings to identify social/emotional learning objectives we need to address.	School counselors will track individual student meetings using an online program through an iPad app. School counselors will meet bi-weekly with the AP to review themes and trends.	Principal Assistant Principal School Counselors	November to June

Strategic Objective 2.4: Review and expand equitable curricular and extracurricular offerings across all grade bands, from early childhood learning to college/career pathways.
NHS Related Goal: During the 2021-2022 academic year, we will work to expand and improve programming for students and families that better attend to unique learning profiles and needs.

<i>Monitoring Progress - Process Benchmark</i> <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 see</i>	Person(s) Responsible	Timeline
Further develop our current IDSC (age 15-18) and Vocational Exploration Programs (age 18-22).	We will involve community partners in exploring programming ideas for career/vocational education opportunities.	SPED Director, Principal, Assistant Principal, ISDC Teacher, TAs	November December January
Continue to develop our Foundations courses and explore program opportunities for ELs who are SLIFE.	Foundations courses will have an articulated scope and sequence. EL teachers will make site visits to schools with SLIFE programs.	EL Director, Principal, AP, EL Teachers, TA	January to June
Continue to support the work of EL-PAC and SNAC to include opportunities for faculty presentations and evening programs.	Scheduled faculty meetings and planned evening programs with programs and attendance sheets for each.	Principal EL PAC SNAC	January to June
Improve the understanding of our parents as to what is expected of them in partnership with their child's school through workshops and presentations.	Add Bilingual Support staff to improve outreach to our diverse community. Host parent education nights.	Principal Assistant Principal Teachers	September to June
Continue to develop the Innovation Pathways Program to incorporate specific college and career exploration pathways for all learners.	Pathway development through course offerings based on DESE requirements as well as partnerships with higher education institutions.	Principal, Asst. Princ. Counselors STEM Coordinator	October to June

Strategic Objective 4.2: Strengthen partnerships with local community members to promote the development of a welcoming school environment.
NHS Related Goal: Throughout the school year, educators, students, and families are provided opportunities to be involved in meaningful and defined roles in decision-making that promote responsibility and ownership of achievement of collaborative goals.

<i>Monitoring Progress - Process Benchmark</i> <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 see</i>	Person(s) Responsible	Timeline
Develop a list of all current partnerships to include: school, grade level, purpose and curricular connection.	Project-based learning opportunities with classroom and community	Admin/Leadership Community Partners	Ongoing
Invite local organizations and community members to be guest teachers/speakers who will present academic and career information to students	Increase in collaborative projects	Admin/Leadership Community Partners	September to June
Hold monthly Parent Forum meetings and Principal's Coffee	Agendas and attendance sheets from forum meetings	Principal	September to June
Establish monthly meetings with a student forum	Agendas and attendance lists	Principal Assistant Principal	September to June
Coordinate a Student Handbook committee to review and revise practices and protocols to include identifying implicit bias.	A review committee will be coordinated Regular meetings will be scheduled with the committee to review all areas of the handbook A revised handbook will be presented for review to the school council, superintendent, and school committee.	Assistant Principal	January to June

Cyrus Peirce Middle School



School Improvement Plan, 2021-2022

Directory

Elizabeth Hallett, Ed.D. – NPS Superintendent

Cyrus Peirce School Council

Michael Horton - Principal

Adriene Lombardi - Assistant Principal

Tracy Mailloux - Assistant Principal

Erin Carson - Parent

Pauline Cronin - Parent

Jess Douglas - Parent

Kristen Dussault - Parent

Vanessa Larrabee - Parent

Brent Tartamella - Parent

Charity Grace Mofsen - Community Member

Dan Farrell - Teacher

Michelle Olson - Teacher

Rachael Sullivan - Teacher

Na'sia Smith - Teacher

Emmy Browers - Grade 6 Student

Hunter Bistany - Grade 7 Student

Madison Bartleman - Grade 8 Student

<i>Nantucket Public Schools Vision</i>	We commit to provide equitable, inclusive, and challenging learning experiences where every student and adult feels seen, heard, valued, and respected.
<i>Nantucket Public Schools Mission</i>	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.
<i>Nantucket Public Schools Core Values</i>	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 to meet the needs of all students through multiple interventions, systems, and practices designed to nurture and enrich their intellectual curiosity.
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- 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.
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Message from the CPS Administration

Cyrus Peirce Middle School is a welcoming, safe environment where all students have access to high-quality standards-based instruction, take ownership of their learning, and graduate from CPS meeting grade-level expectations. Our goal is for all students to be motivated to learn, thrive emotionally and socially, and participate in school and community activities. The CPS staff is dedicated to building strong relationships with families and island organizations to support student growth and learning at home, in school, and within the community. Building these relationships requires consistent communication in order to inform families of student progress and growth. The CPS School Council has been formed to develop, monitor, and sustain communication between school and home. The first step in maintaining that communication is the CPS Weekly Parent Update. It contains important information ranging from announcements, schedules, and events, to articles, parent support groups, and celebrations.

The Covid-19 pandemic has challenged us all to be more flexible and resilient than ever before to meet students' needs within a continuously changing environment. Despite these added challenges, we remain focused on School Improvement and through the CPS School Council we have developed the 2021-22 School Improvement Plan. The CPS plan is aligned with the district improvement plan as developed by the superintendent. We are implementing our first year of a 'team' schedule model in each grade at CPS. A key component is the ability to offer student choice for their encore classes and more input for learning activities within core classes.

Thank you,

Michael Horton	Adriene Lombardi	Tracy Mailloux
CPS Principal	CPS Assistant Principal	CPS Assistant Principal

School Improvement Plan Goals, 2021-22

DIP Strategic Initiative 1.1: Utilize district-wide data protocols to analyze student learning achievement data to inform instructional practice.
CPS Goal 1: 80% of CPS students will meet or exceed their ELA, math, and science RIT goals for the year based on their fall 2021 Measures of Academic Progress (MAP) benchmark.

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 2021-2022
MAP testing 3x per year: fall-winter-spring administered by teachers to measure student growth and progress in ELA, math, and science.	- Review of results through district data protocol to refine teacher and admin goals - Analysis of results to make curriculum and instructional adjustments	Administrators, Teachers, Teacher Assistants (TAs)	Oct 2021 - June 2022
Engage students in challenging tasks that provide opportunity for growth with the majority of the work at the appropriate level of rigor	- Standards-based instruction with lessons that include active student reading, writing, and discussion about emerging thinking, ie. Socratic Circles, Turn and Talks, Think-Pair-Write-Share - Classroom observations and debrief meetings between evaluators and educators	Administrators, Teachers, Teacher Assistants (TAs)	Oct 2021 - June 2022
Raise expectations and adjust lesson plans to increase opportunities for English Language (EL) students and students with disabilities (SWD) to access grade-level curriculum.	- Classroom observations and debrief meetings between evaluators and educators - Standards-based instruction with scaffolds and entry points for accessibility for EL students and students with disabilities	Admin, Teachers, Special Ed. Admin	Oct 2021 - June 2022
Increase high impact pedagogical practices: accountable talk, intentional feedback, constructed response, academic discourse	- Classroom observations and debrief meetings between evaluators and educators - EWD and Team Meetings - teachers sharing, teacher-driven and teacher-led high impact practices workshops	Administrators, Teachers	Oct 2021 - June 2022

DIP Strategic Initiative: 2.1 Ensure that all students have equitable access to the curriculum.	
CPS Goal 3: During the 2021-22 school year, CPS will implement Universal Design for Learning (UDL) practices that aim to disrupt patterns of inequities for CPS 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 2020-2021
Creation of a district team to guide conversations, discussions, and trainings at each school	- Meeting agendas, calendar, and minutes - Scheduled discussions and trainings	District Leadership Team	Aug 2021 - June 2022
Katie Novak Professional Development	- Teacher conversations about UDL - Adjustments in lesson plans and learning activities	Admin Teachers	Sept 2021 - June 2022
Wednesday, Extended Work Days, half-days, and team meetings: Staff discuss 'multiple means of engagement'	Classroom walkthroughs and observations look for teachers providing options for recruiting interest - student choice and autonomy	Admin Teachers	Sept 2021 - June 2022
Wednesday, Extended Work Days, half-days, and team meetings: Staff discuss 'multiple means of representation'	Class walkthrough and observations look for teachers providing options for how information is presented to students	Admin Teachers	Sept 2021 - June 2022
Wednesday, Extended Work Days, half-days, and team meetings: Staff discuss 'multiple means of action and expression'	Class walkthroughs and observations look for teachers providing options for instruction (ie: stations around the room, different ways to check work, a variety of ways to share work)	Admin Teachers	Sept 2021 - June 2022

DIP Strategic Initiative 2.4 Provide meaningful support towards model student behavior in the classroom and beyond.	
CPS Goal 4: During the 2021-22 school year, CPS staff will utilize the Trails Social Emotional Learning (SEL) curriculum on Friday mornings as part of extended homeroom to strengthen our students' social emotional skills.	

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 2020-2021
Professional development and training for staff	After viewing videos and participating in follow-up Q&A with University of Michigan trainers, staff discuss best practices of leading Friday sessions	CPS Staff	Aug 2021
Time set aside on half-days and extended work days for teachers to prep Friday morning activities	Friday morning sessions are planned and prepped in advance	CPS Staff	Oct 2021
Trails 'Team' meets each trimester to review progress of implementing Trails lessons	Adjustments are made in topics and lessons covered - adding supplemental lessons and activities when needed	CPS Admin Counselors Social Worker	Oct 2021 - June 2022

DIP Strategic Initiative: 1.3: Strengthen and vertically align Multi-Tiered System of Support (MTSS) intervention practices and strategies to support all learners.
CPS Goal 2: During the 2021-22 school year, the CPS staff will improve the Multi-Tiered System of Support (MTSS) process by implementing interventions and support inside and outside the classroom and when necessary, refer students for further evaluation and counseling.

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 2020-2021
Weekly MTSS meetings on Thursdays at 10am to review students of concern brought forward by teachers and determine next steps of action.	- Improved student achievement - Decrease in behavior referrals	CPS Admin, CPS Counselors, CPS teachers, School nurse, school psychologist, special education team chair	Sept 2021 - June 2022
Implement the DESSA screener 3x per year for all students.	- Completion of screener before 11/30 on all CPS students - Review of results - Further screenings (2 more times)	CPS Teachers	Nov 2021 - June 2022
Review student attendance, tardiness, work completion and grades after students are brought forward to the MTSS team	- Improved work completion and student performance in classes - Possible referral for additional services, counseling, and evaluation	CPS Admin, CPS Counselors, CPS teachers	Oct 2021 - June 2022

Reform the School Culture and Climate Team (SCCT) to improve school climate and culture	- Monthly meetings to analyze office referral data, draw conclusions to support teachers with interventions and strategies to reduce/prevent behaviors that interfere with learning - Work with teams/Student Council to implement positive events to acknowledge student growth in academic and social/emotional learning as well as attendance and behavior - Update CPS Student Handbook for SC approval - Begin to create a matrix of school-wide expectations for students to ensure positive behaviors that accelerate growth and learning	Teachers, Administrative Assistant, Administrators	Dec 2021 - June 2022
Increase student acknowledgement and recognition opportunities	- Implement Student of the Month acknowledgement - Begin discussions with staff about pros/cons of school-wide Trimester acknowledgement - Encourage grade level teams to have trimester recognition assemblies to acknowledge Attendance, Behaviors, Course Grades and School Spirit (ABCs of Middle School)	CPS Admin Team Leaders	Dec 2021 - June 2022

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

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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.
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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	• 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	• 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	• 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
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.	- Academic and behavior improvement - For academic and behavior concerns, use of these vertically aligned supports for students in Tiers: - 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.	Admin, Guidance, Social Worker, Teachers Psychologist (Student Support Team)	September - June
Teachers will implement MTSS suggested interventions to support students and keep data.	Progress monitoring through sustained implementation of appropriate interventions for students referred to MTSS Team	MTSS Team members (includes different teachers and the	September - June

		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.	- 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	• 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	• 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	• 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

Nantucket Intermediate School



School Improvement Plan, 2021 - 2022

Directory

Elizabeth Hallett, Ed.D. - Superintendent

Nantucket Intermediate School Council

Evemarie McNeil - Principal

Donna Johnson - Assistant Principal

Didi Coyle - Community Member

Meg Browers - Parent Member

Erin Carson - Parent Member

Anniekay Rose - Parent Member

Kara Carlson - School Member

Sarah Dalzell - School Member

Jean Murtagh - School Member

Edward Wilkin - School Member

Nantucket Public Schools Strategic Objectives

- 1: Improve Student Learning and Achievement by providing high quality core instruction to meet the needs of all students through multiple interventions, systems, and practices designed to nurture and enrich their intellectual curiosity.
- 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 and independence and influence positive behavior and self-image.
- 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: Nurture 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 NIS Principal and Assistant Principal

NIS experienced an incredibly challenging year in education during the 2020 - 2021 school year. Most of our students experienced all remote, hybrid and in-person learning throughout the school year. Despite these challenges, we were able to progress on our school improvement goals largely focused on implementing new teaching and learning strategies to meet the needs of our learners across settings (home/school) while also tending to the heightened social/emotional needs of students, colleagues and families. Even when in school, our students were physically distanced from one another within classrooms making collaborative learning in-person nearly obsolete. While reverting back to desks in rows was against all recent evidenced based teaching practice, we were very grateful to have our last term with most students back in school.

The spring 2021 MCAS administration was an attempt by the state to quantify the impact of the Covid 19 pandemic on student learning. Schools across the state are 'held harmless' for their MCAS scores from 2021. Detailed information can be found here: [MCAS School and District Profiles - NIS](#). Our data was as follows for the 2021 spring administration of MCAS:

Gr. 3 ELA	Meeting or Exceeding: 36%	Gr. 3 Math	Meeting or Exceeding: 16%
Gr. 4 ELA	Meeting or Exceeding: 43%	Gr. 4 Math	Meeting or Exceeding: 20%
Gr. 5 ELA	Meeting or Exceeding: 38%	Gr. 5 Math	Meeting or Exceeding: 23%
Gr. 5 STE	Meeting or Exceeding: 38%		

The spring 2022 MCAS will be a new 'baseline' to compare future student growth now that we have been able to return to a more stable school year. Our 2019 MCAS accountability data showed that 80% were meeting or exceeding growth targets prior to the pandemic.

This fall NIS implemented MAP testing for reading and math to all NIS students. Preliminary results indicate that the range of student skills and knowledge is wider than in pre-COVID years, likely due to the interruption in learning and varied engagement of students over the last two school years. Thus, the level of differentiated instruction needed is high. Our NIS educators are second to none as they work tirelessly to meet the varied needs of their students enabling them all to equitably access the grade level standards.

NIS remains committed to developing students' social, emotional, and academic competencies. This work is embedded within our initiatives focused on providing equitable access to grade level content as evidenced by our school improvement goals. We are grateful NPS is committed to supporting this work as we intentionally strive to grow the whole child through culturally responsive and equitable learning experiences.

Evemarie McNeil, Principal

Donna Johnson, Assistant Principal

<i>Nantucket Public Schools Vision</i>	
	We commit to provide equitable, inclusive, and challenging learning experiences where every student and adult feels seen, heard, valued, and respected.
<i>Nantucket Public Schools Mission</i>	
	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.
<i>Nantucket Public Schools Core Values</i>	
	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.

<i>Nantucket Intermediate Whole School Rules</i>	
	● Have fun while being safe in a calm and controlled way ● Be mindful of others and their things ● Treat others as you would like to be treated *The Golden Rule* ● Never give up - Keep trying ● Be a person of integrity

School Improvement Plan Goals, 2021-2022

DIP Strategic Initiatives: 1.1: Utilize standardized district-wide data protocols to analyze student learning and achievement data and inform instructional practice. 1.2: Establish standards-based curriculum and corresponding assessment systems that are horizontally and vertically aligned for all content areas. 2.4: (Utilize DESSA Screener and analysis of data to) Provide meaningful support towards model student behavior in the classroom and beyond.	
NIS Related Goal: Through the use of standardized data protocols to analyze student learning and achievement, teams will make informed data driven decisions about instructional practice in alignment with grade level standards and our NPS core values. As a result of implementation of this informed practice and student engagement with essential grade level content that accelerates learning regardless of starting point, during the 2021-2022 school year, all grade three through five students will:	1) demonstrate typical to ambitious growth on reading and math MAP RIT scores on the winter growth assessment that is commensurate with National MAP norms for the 2021-2022 school year. 2) demonstrate either developmentally appropriate social/emotional competencies or a 25% increase in social/emotional competencies if initially demonstrating lagging skills. Measurement of skill level will occur through the DESSA screener administered in the fall and spring.

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
Assessment calendars will be refined by grade level teams and include unit pre-assessments to determine student entry points. Calendars will include dates for common assessment administration as well as dates to utilize data protocol to collaboratively analyze results.	- Assessment calendars are created and followed (refined as determined by teams). - Pre-assessments are common across grade levels, implemented for each unit, and analyzed to determine student entry points to access grade level curriculum.	Team Leaders Team Members Administration	Oct. 2021
MAP and other benchmark assessment data reviewed and analyzed to note individual student baselines for reading and math performance against grade level standard expectations.	- Team analysis of student MAP & Benchmark Assessment results. - Student baselines and individual student goals for reading, writing and math established. - Grade level action plans for differentiating instruction for high priority standards established for each curricular unit.	Team Leaders Team Members (includes special ed & EL)	Nov. 2021
DESSA Screener data and other appropriate data reviewed and analyzed to note individual student baselines for social/emotional competency skill levels and inform tiered instruction/interventions.	- Initial DESSA Screening followed by full DESSA screening where appropriate - Analysis of student screener data and other relevant data - Student baselines and individual student goals for social emotional competency established. - Identification of students for Tier II and Tier III intervention support with skill development - Grade level action plans for high priority skill development.	Homeroom and program teachers (input from other teachers) SEL team Administrators	Oct. 2021 Analysis Nov. 2021
At least monthly grade level PLC/EWD devoted to analyzing student performance in reading, writing and/or math to effectively plan for instruction.	Teams using data protocol and agreed upon measures to assess student performance.	Team Leaders Team Members (includes special ed & EL)	Ongoing monthly

	• Next steps to inform instruction are discussed, UDL strategies shared among colleagues, and collaborative planning of lessons/units through UDL lens. • PLC/EWD minutes reflect common unit/lesson planning based on analysis of student performance on common assessments.		
Participation in district data days	• PD provided on using pre-assessment data to determine student scaffolds for access to grade level content. • Team and individual assessment of all student's growth and progress to date utilizing data analysis protocol. • Spring data day will result in conclusions drawn about student growth and progress relative to instructional practices implemented and refinements in core content and pacing priorities for the 2021-2022 school year.	Team Members (includes sped & EL) Intervention Teachers Administrators	Sept. 2021 Feb. 2022, June 2022

DIP Strategic Initiatives: 2.1 Ensure that all have equitable access to the curriculum 2.3 Review and expand equitable curricular and extracurricular offerings across all grade bands, from early childhood learning to college/career pathways.	
NIS Related Goal: As a school team we will ensure that educators have common planning opportunities to make relevant adaptations to the core curriculum needed to support a wide range of skill development, knowledge levels and cultural perspectives aligned to essential grade level content and standards based learning targets. This will be accomplished through intentional collaboration via Team Leader meetings, PLCs, ILTs, and PD focused on instructional planning and delivery through a UDL lens. Students' entry points to the most essential grade level skills and knowledge will be determined to support their equitable access to grade level curriculum standards.	

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
Educators will review assessment data alongside the MA Curriculum Framework priority standards and curricular resources to determine essential grade level unit content and infused prerequisite skill lessons.	Evidence of team leader and grade level team collaboration to use data analysis action steps, priority standards documents, and curricular resources to identify priority standards for each grade level (meeting minutes; report card standards)	Team Leaders Team Members (includes sped & EL) Intervention teachers Administration	Ongoing
Educators will use assessment data, the MA Curriculum Frameworks, curricular materials from Eureka Math, Teachers College and Words Their Way, to redesign lessons to include Tier I prerequisite skill instruction and Tier II instruction across reading, writing and math within classroom settings.	- Evidence of collaborative lesson planning aligned to priority standards and curricular resources that supports learning for students with varied entry points and reflects UDL practices. - PLC meeting minutes which capture collaborative lesson/unit planning and pacing alignment based on student data (formative and summative).	Team Members (includes sped & EL) Intervention Teachers Administration	Ongoing

	- Standards aligned assessments created and sourced to measure student growth toward mastery of grade level priority standards in reading, writing and math. - Academic choice and other SEL/UDL practices will be incorporated into lessons and assessment to support student accessibility and engagement.		
Educators will refine assessment and pacing calendars to ensure that priority standards are being taught and assessed.	- Reading and Writing assessment & pacing calendars will be refined utilizing MAP & benchmark reading data analysis to identify priority and prerequisite standards to be taught throughout the school year. - Math assessment & pacing calendars will be refined utilizing MAP and unit pre-assessment data analysis to ensure key standards are taught prior to MCAS administration. - Benchmark Words Their Way data will be analyzed to assess individual student growth and flexible grouping within the scope and sequence of the program.	Team Members (includes sped & EL) Intervention Teachers Administration	Ongoing
Ongoing collaboration with service providers to plan tier I, small group and individual adaptations/modifications of curriculum/lesson activities to ensure equitable access for all students.	- Log of math interventionist coaching/co-teaching sessions with teachers to support planning of tier I and tier II math instruction in the classroom. - Meeting log/notes kept between classroom teachers and service providers with key decisions relevant to student access to instruction - Lessons/student work samples capture adaptations/modifications made - Student performance, measured by assessment data and analyzed by subgroup, demonstrates equitable access to curriculum	Team Members inclusive of service providers for reading, math, special education, and English learners	Ongoing
Expand student access to student programs and clubs across grades 3 - 5	Expand band program to include both grade 4 and grade 5. Provide rehearsal times that ensure all access	District and building admin	Sept. 2021 on

	to program. Provide scholarships or similar to those with financial need. • Seek transportation for students who want to stay after school for academic support or clubs, but don't because of lack of transportation home. • Provide access to chorus, chess club, yearbook etc. at times all students have access and eliminate barriers to participation.	Band, Chorus & club leaders Teachers offering after school academic support	
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DIP Strategic Initiatives: 2.2 Establish the use of culturally and linguistically relevant pedagogy and culturally responsive curriculum practices	
NIS Related Goal: Teams will be supported to enhance their professional knowledge and their collaboration to ensure instruction that is responsive to students' cultural, linguistic and academic needs. As a result, students will demonstrate achievement of the prerequisite and most essential grade level skills and knowledge in order for all students to continue to have equitable access to grade level curriculum standards. Further, students will demonstrate an academic mindset highlighting the following four self-perceptions: 1) I belong in this academic community; 2) my effort improves my performance; 3) I can succeed at this work; and 4) I see the value in this work.	

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
Educators will engage in PD on what culturally and linguistically relevant pedagogy and culturally responsive curriculum practices means and how to implement it.	• PD plans, attendance sheets, and products	EL Director Building Admin Educators	October 2021 December 2021 February 2022 March 2022

Educators will include WIDA, Universal Design for Learning (UDL) and Culturally and Linguistically Responsive (CLR) pedagogy in the design of units and lessons following relevant professional development.	During common planning times educators will include WIDA, UDL, CLR instructional practices as curricular plans are developed	Directors (support) Building admin (support) Educators (implement)	Following professional development during 21-22 school year
Ongoing collaboration with service providers to support implementation of Culturally and Linguistically Responsive (CLR) pedagogy.	- Student performance, measured by assessment data and analyzed by subgroup, demonstrates equitable access to curriculum - Observation data citing implementation of CLR pedagogy - Student demonstration of the four self-perceptions (DESSA data, self-reporting, engagement in learning, student self-advocacy)	Team Members inclusive of service providers for reading, math, special education, and English learners	Ongoing
Conduct audit of lexiles/authors/subjects of books in each school library and in curriculum	- Results of audit - Action plan to address any inequities in cultural/racial/sexual representation	Curriculum directors Library Teacher DEI/ILT members	Ongoing

DIP Strategic Initiative 4.1: Strengthen partnerships with parents, families, and community by enhancing communication (and active participation) among stakeholders.	
NIS Related Goal: We will increase the frequency and cultural proficiency of classroom and school communications that describe and illustrate the teaching and learning happening each day across settings, and how families can partner to support student learning. We will also promote two way communication and seek family feedback continuously. As a result of enhanced communications that robustly promote parent support while also recognizing and celebrating students' diverse backgrounds and identities, there will be an increase in active family partnerships.	

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
Classroom teachers, school counselors, specialists, and administrators will regularly send culturally proficient communications home to all families through the use of multiple communication tools	- Classroom teachers will communicate at least monthly with families about the teaching and learning in school with provided suggestions for how to support student learning at home - Administrative office will communicate weekly via school newsletters, website updates, and social media postings highlighting teaching and learning at NIS - Specialists/school counselors will communicate with all families at least once per trimester via a newsletter - School communications will include helpful website links and resources shared with families - All communications will have translation option or be translated	NIS educators Counselors Administrators	Ongoing throughout the school year
NPS/NIS will provide parent training to enable parents to fully support their children's learning.	- Training opportunities for parents will be offered in English and Spanish - Training opportunities will be driven by either new initiatives and/or elicited parent feedback	NPS/NIS staff	Dec. 2021 - June 2022

NIS will plan and implement opportunities for parent/family/community involvement at the school. Opportunities will welcome and support active participation.	● Family engagement opportunities provided at the classroom, grade level and whole school level. These will highlight and promote student learning, celebration of diverse identities, and parent involvement/support. ● A system will be developed and implemented to improve parent involvement/participation in the special education evaluation and eligibility determination process ● Invite community members to be virtual or in-person teachers or guest speakers	NIS educators and staff, Administrators, District Directors Sped Team Leaders	Ongoing throughout the school year
NIS will collect data regarding family and community engagement and involvement and use this data to inform the next action steps to enhance partnerships.	● Attendance at whole school events ● Community/Parent volunteers ● Community partnership opportunities ● Survey data collected from families at the classroom and school level ● Communication data analyzed to determine family access to information	NIS educators and staff NIS Administrators	Ongoing throughout the school year

School Committee FY2023 Preliminary Budgetary Projection

IMPORTANT REMINDER: This is our initial *PRELIMINARY* figure, not our final budget status.

PURPOSE: To approximate the cost of moving all current staff, programs and services into the forward fiscal year (FY2023).

Funding	Nantucket Public Schools	Allocations
32,876,987 = FY2022 School Committee Appropriation (Total current school year public budget amount)		
CURRENT:	2022 Annual Town Meeting (ATM) FY2022 Payroll =	27,276,082 83%
	ATM FY2022 Expenses =	5,600,905 17%
	FY2022 SC Operating Budget =	<u>32,876,987 100%</u>
ESTIMATED:	2023 Possible FY2023 Payroll =	910,897 28,186,979 83%
	Possible FY2023 Expenses =	61,767 5,662,672 17%
	PROJECTED FY2023 SC Operating Budget =	<u>33,849,651 100%</u>
	(based on moving current staff into forward year costs)	
33,849,651 = FY2023 SC 'Status-Quo' Budget Increase 972,664 3.0%		
	expense change=	1.1%
	payroll change =	3.3%

Nantucket Public Schools
FY 2023 Budget Development Calendar (updated 10.29.21)

Timeline. By-	Responsible Party	Action Taken
September 7, 2021	School Committee	Approval of the revised budget calendar. Adopt FY 2023 Budget Directives
Months of October & November	Administration, Faculty & School Councils	<i>Determine each individual school and/or system-wide department budgetary needs goals and priorities. Public dialogue, including School Council input.</i>
November 2, 2021	School Committee	Budget Review with TON
Month of November	School Committee	School Committee Workshop Continued budget development
	Finance Director and Superintendent	Forecast budgetary needs based on current programming and contractual obligations.
Month of December	Administrators, School Program Directors	Create individual program/building budgets and submit to Superintendent based on School Committee Budget Directives.
	Finance Director and Superintendent	Communicate to Town Manager & Town Finance Director: • Report on income and expenses for FY most recently completed • System-wide budgetary forecast based on current programming and contractual obligations • Individual schools and/or system-wide department budgetary needs, goals and priorities
December 7, 2021	Facilities/Technology/Community School	Budget presentations to SC, based upon scheduled meetings with staff, school councils, and the community
January 4, 2022	TON Administration	Town Administration review of FY 2023 General Fund budget recommendations with School Committee
Month of January	School Committee	Adoption of FY 2023 Proposed Budget Forecast

Nantucket Public Schools
FY 2023 Budget Development Calendar (updated 10.29.21)

January 4, 2022	School Committee Superintendent Administrators	Continued budget development
January 5, 2022	School Committee Superintendent Administrators	Public Hearing – FY 2023 Proposed Budget Forecast
January 18, 2022	School Committee Finance Subcommittee Superintendent Town Finance Committee	School Committee Recommended FY 2023 Proposed Budget Forecast to Town Finance Committee in advance of scheduled Fin Com Presentation
May 2, 2022	Public	Annual Town Meeting

Meetings of Note	
Capital Program Committee Review	August 19, 2021
TON gets health insurance projections	End of October
Ad Hoc Budget Workgroup	Month of November
TON review status of FY 22 projections	End of September
SB Reviews GF Budget	December 8, 2021
TON admin reviews status w/ SC	Tuesday, January 4, 2022 at 6:00 pm Tuesday, January 18, 2022 at 6:00 pm
SB Budget Public Hearing	January 5, 2022 at 5:30 pm
Capital Program Committee Adopts	January 26, 2022
Town Meeting	May 2, 2022
NES School Council	October 7, November 4, December 16
NIS School Council	October 7, December 2, December 16
CPS School Council	October 21, November 18, December 16
NHS School Council	October 28, November 18, December 16

STUDENT ACTIVITY ACCOUNTS

Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the District and are subject to policies established by the School Committee and the Office of the Superintendent. The funds shall be managed in accordance with sound business practices, which include accepted budgetary and accounting, and internal control practices. The Superintendent shall ensure that, annually, all Principals and student organizations receive a copy of this policy as well as a copy of established procedures for control of receipts and expenditures that meet or exceed DESE guidelines.

In compliance with Massachusetts General Law Chapter 71, Section 47, the School Committee:

1. Authorizes the Principals to accept money for recognized student activity organizations, which currently exist, or as from time to time may be revised. All funds received for student activities must be deposited into the Student Activity Agency Account and no funds shall be directly deposited in a Student Activity Account except form the Student Activity Agency Account.
2. Authorizes the Town Treasurer to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the Town's annual audit. The interest that is earned on such accounts shall be maintained in the Agency Account and distributed annually among the Student Activity Checking Accounts as directed by the regulations established by School Committee policy.
3. Authorizes Student Activity Checking Accounts for use by the Principals with specific maximum balances established for each school by School Committee policy. Payments for expenditures shall be made, whenever possible, by check, debit, or EFT directly from the Student Activity Checking Account. Reimbursements to personal credit card holders shall require the prior authorization of the Superintendent. Signatory authorization for student Activity Checking Accounts shall be restricted to the Principal and (Superintendent or Treasurer). Student Activity Checking Accounts shall be audited annually in accordance with DESE guidelines.
4. Directs Principals to provide the Treasurer with a bond in an amount agreeable to the Treasurer.
5. Shall vote to establish or change the maximum balance that may be on deposit in each Student Activity Checking Account.
6. Shall annually approve student activity accounts. Any new and created student activity during the school year will be presented to the School Committee for approval at the time of creation.
7. Requires an annual audit of all student activity accounts be conducted by an outside accounting firm.

The School District's Chief Financial Office will develop guidelines for implementation of this policy.

SOURCE: MASC July 2018

LEGAL REF.: M.G.L. [71:47](#)

CROSS REFS: JJA – Student Organizations



Nantucket Public Schools

Nantucket, Massachusetts



To: Nantucket School Committee

From: NPS Finance

Date: November 16, 2021

RE: Vote to Approve Accounts Payable Warrant

Accounts Payable Warrant dated November 17, 2021, in the amount of **\$422,433.24**
