

Nantucket Elementary School



School Improvement Plan, 2020-2021

Directory

Dr. Elizabeth Hallett - NPS Superintendent

Nantucket Elementary School Council

Kimberly F. Albertson - Assistant Principal

Elizabeth Baraldi - Teacher

Whitnie Barrett - Parent

Kameron Dew - Teacher

Jackie Fey - Teacher

Eric Finger - Parent, Co - Chair

Kimberly F. Kubisch - Principal, Co - Chair

Dylan Perry - Teacher

Blythe Purdin - Teacher

Vanessa Rendeiro - Parent

Hillary Reynolds - Parent, Secretary

Maria Rubina - Parent

Nantucket Public Schools Mission

We Learn, Grow, and Care through Rigor, Relevance, and Relationships.

Nantucket Public Schools Vision

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

Nantucket Public Schools Core Values

- We value a dynamic and collaborative relationship among schools, family and community.
- We value a safe and respectful learning environment for all.
- We believe a learning community is built on trust; honesty and integrity guide our work.
- We value and accept responsibility for ourselves, others and our environment.
- We value innovative and effective teaching which results in high student achievement.
- We honor each journey to personal achievement and acknowledge different pathways to individual success.
- We believe diversity of ideas, backgrounds and learning styles enriches education.
- We believe the ideals of democracy must be learned and lived.
- We believe learning is a process; perseverance and reflection teach life-long lessons leading to profound personal growth and success.

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, diverse, 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 Principal and Assistant Principal

Welcome to Nantucket Elementary School! NES is a happy 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 presents.

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 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 have also had to change our school climate and our teaching to keep all of our students, staff and families safe. Covid-19 protocols have informed our new normal. We are in year three 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, we are working diligently to help fill any learning loss while still holding high expectations for grade level learning. We have also researched, selected, learned and implemented new technology tools to support teaching and learning as we navigate this school year with hybrid classes.

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, 2020-2021

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 2020-21 school year, NES staff will use district supported data collection and analysis processes two 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 RTI support, 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 EWDS, PLCS, SST and vertical times	<ul style="list-style-type: none"> ● Incorporation of SEI strategies ● Incorporation of SEL strategies ● Strengthen Tier 1 instruction ● Creation of RTI Groups ● Differentiated instruction ● Attendance improvement 	Admin, Teachers, TA's, Guidance, Student Support Staff	October - June
Data Day 1 - share data protocol with MAP data, group students by abilities and/or performance levels	<ul style="list-style-type: none"> ● Create and execute RTI ELA/Literacy and Math lessons for in class RTI work ● Review progress; plan continued in class RTI work. 	Admin, Teachers, TA's	November - January
Data Day 2- share data protocol with MAP data, group students by abilities and/or performance levels.	<ul style="list-style-type: none"> ● Create and execute RTI ELA/Literacy and Math lessons for in class RTI work. ● Review progress; plan continued in class RTI work. 	Admin, Teachers, TA's	January - April

DIP Strategic Initiative 1.3: Strengthen and vertically align Multi Tiered System of Support (MTSS) intervention practices and strategies.
DIP Strategic Initiative 2.2: Examine and strengthen instructional programs for Social Emotional Learning (SEL) that are developmentally appropriate, diverse, and differentiated based on need.

NES Related Goal: During the 2020-21 school year, NES staff will review and update our MTSS plan, procedures, documents, and tools to refine our practices and streamline our work to review students of concern. In addition and in conjunction, we will work on clarifying our SEL instruction by adding use of a screening tool to identify students who are in need. With the pandemic and hybrid learning, we want to pay very close attention to student attendance and participation in school and their social and emotional needs.

Monitoring Progress - Process Benchmark <i>What will be done, when, why, and by whom</i>	Measuring Impact - Early Evidence of Change Benchmark <i>Changes in practice, attitude, or behavior you should begin to see</i>	Person(s) Responsible	Timeline
<p>Small group of team members will review NES's current MTSS plan, refine documents to be sure the process is articulated, and share the updated RTI plan in staff meetings</p>	<ul style="list-style-type: none"> ● Academic and behavior improvement ● For academic and behavior concerns, use of these vertically aligned supports for students in Tiers: <ul style="list-style-type: none"> ○ Tier 1 - whole group ○ Tier 2 - small group with teacher or guidance ○ Tier 3 - individual support with teacher, interventionists, small group with special educators or social worker and individual with special educators, therapists, or social worker 	<p>Administration Guidance Social Worker Teachers Psychologist (Student Support Team)</p>	<p>October - June</p>
<p>Teachers will implement new RTI plan through class work to support students and keep data, raising students of concern in PLC meetings to seek grade level teacher and administrative suggestions for supporting a child. After three subsequent discussions, the referring teacher completes appropriate paperwork and brings child to MTSS Team, a representative group of</p>	<ul style="list-style-type: none"> ● MTSS Team reviews student data and recommends a plan that could include interventions and/or testing referrals. ● Progress monitoring through sustained implementation of appropriate interventions for students referred to MTSS Team 	<p>MTSS Team members (includes different teachers and the Student Support Team)</p>	<p>October - June</p>

educators/administrators which reviews student data and recommends a plan that could include interventions and/or testing referrals.			
Counselors teach weekly SEL lessons that align with 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 and letters will be sent. Virtual meetings will be held.	ESP 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.	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.	Teachers Student Support Team Special Services Director	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 2020-21 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 for teaching in a global pandemic through hybrid learning. 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
PD on Schoology with Curriculum Directors and ILT Teachers to improve sharing of playlists, instructional resources, communication with families, and return of school work from students. This is the tool that will be used Prek - 12.	<ul style="list-style-type: none"> ● Playlists ● Bitmoji Classrooms ● Schoology uploads will be shared and accessible for staff, students, and families ● Instructional time planning ● Remote planning ● Blended learning PD ● Shared work from students 	Curriculum Directors NES Staff	October - ongoing
Staff will share their experiences and learning through their own professional development at EWD and PLC's, in order to support our students of concern, planning for instruction, and RTI sessions.	<ul style="list-style-type: none"> ● Grade level team work in RTI ● Teachers share best practices from their own pursuit of PD ● Agendas ● Teachers read professional texts individually or in small groups and try out new skills 	Admin Teachers TA's PLC's	October- June

	<ul style="list-style-type: none"> Teachers exploring new technology - SeeSaw, Zearn, TC UOS, Loom, google meets, MAP, imagine learning, etc. 		
Regular use of Teachers College Virtual Reading and Writing Units of Study to discuss in PLC's, EWD's, and team meetings	<ul style="list-style-type: none"> Possible virtual meetings and phone calls with Jeanne Tribuzzi to plan pacing to account for missed instruction last year and support usage of virtual units. 	Jeanne Tribuzzi Admin Teachers	October - June

DIP Strategic Initiative 3.5 Review and update the district technology plan to reflect current practices.
 DIP Strategic Initiative 4.1 Strengthen partnerships with parents and families by focusing on increased family engagement and collaboration.

NES Related Goal: During the 2020-21 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 as a District to support online virtual engagement with students, parents and families. Through the remote instruction in the spring and fall, teachers have been supporting families with accessing online activities.	<ul style="list-style-type: none"> ● Virtual meetings for IEP's ● School Council ● Conferences ● Open House ● Playlists ● Remind messages 	Administration Teachers Staff	March 2020 - ongoing
Staff supported virtual online parent academies to teach how to utilize the technology tools and how to support their children in hybrid school.	<ul style="list-style-type: none"> ● How to help your child ● Using programs - Seesaw, Zearn, imagine learning, etc. ● How to read reports - report cards, MAP results, DESSA screener information ● "Coffees" ● How to read playlists 	Administration Teachers	November - June