

# Nantucket Intermediate School



**School Improvement Plan, 2020 - 2021**

## **Directory**

Elizabeth Hallett, Ed.D. - Superintendent

### **Nantucket Intermediate School Council**

Evemarie McNeil - Principal

Donna Johnson - Assistant Principal

Didi Coyle - Community Member

Tracy Canty - Parent Member

Erin Carson - Parent Member

Jean Murtagh - School Member

Cara Seal - 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 continued to make solid academic gains during the first two trimesters of the 2019 - 2020 school year with an evidenced based focus on increased student discourse and writing in response to reading and writing to explain mathematical thinking. Our school year was interrupted in March 2020 with school closures due to COVID-19. Per state guidance, we spent several weeks on review of concepts previously taught while students and staff worked diligently to engage in remote learning. Then, the DESE mandated that new learning take place on state determined priority focus standards. Our NIS staff rose to the challenges presented and worked relentlessly to keep their students actively participating in learning from a distance. They spent many hours each day teaching third, fourth and fifth graders, met with colleagues virtually to learn from one another how best to engage students, and offered weekly opportunities for parents to connect with them to figure out how to best support their children now learning at home.

The spring 2020 MCAS administration was cancelled thus there is no new accountability data to share. As a reminder, in 2019, NIS Met or Exceeded MCAS accountability targets overall for the second consecutive year indicating we were on the right track with our efforts to improve academic teaching and learning. Our standard score for ELA was 498.5 which was the target score. Our standard score for Math was 495.0 which exceeded the target score of 493.0, thus overall ELA performance was slightly stronger than math performance, but math growth was stronger.

This fall, as part of a district initiative, 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 previous years, likely due to the interruption in learning and varied engagement of students during all-remote learning in the spring of 2020. Thus, the level of differentiation needed to both close achievement gaps while also growing students ready for grade level curricular challenges is high. Our NIS educators are second to none as they work tirelessly to meet the needs of all of their students in a hybrid educational environment - some students in school while others are learning from home.

We are grateful that our prioritization of social and emotional learning occurred robustly in previous years at NIS as tending to our staff and students social and emotional well-being now, during this pandemic, simply cannot be understated. This school year we've engaged in a year long professional development focus on becoming a trauma sensitive school inclusive of understanding what it means to be anti-racist. We've placed social and emotional well-being at the top of our priority list as no one can be expected to learn unless they feel both physically and emotionally safe.

NIS educators and staff will continue to maintain our intentional focus on teaching the whole child as we work to achieve these school goals.

***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 Intermediate School Core Values***

At NIS, all students and staff will demonstrate growth and achieve their personal best at high levels when...

- Safety, respect, and dignity of all are cultivated and sustained
- A culture of continuous learning and growth mindset exists among all students and staff
- Instructional practices are intentional, inclusive, responsive, and effective
- Engagement is meaningful and goal-oriented

***Nantucket Intermediate Whole School Rules***

- 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, 2020-2021

### DIP Strategic Initiatives:

**1.1:** Introduce and utilize standardized district-wide data protocols to analyze student learning and achievement data and inform instructional practice.

**2.2A:** Implement universal screener to identify students who may be experiencing trauma and/or require support from the school and community partners.

**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 our NIS 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 2020-2021 school year, all grade three through five students will:

- 1) demonstrate typical to ambitious growth on reading and math MAP RIT scores on both the March growth assessment and the June screening assessment that is commensurate with state norms for the 2020-2021 school year, understanding that this year includes fewer days of school and both hybrid and remote settings.
- 1) 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.

<b>Monitoring Progress - Process Benchmark</b> <i>What will be done, when, why, and by whom</i>	<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see</i>	<b>Person(s) Responsible</b>	<b>Timeline</b>
Assessment calendars will be refined by grade level teams. These will include dates for common assessment administration as well as dates to utilize data protocol to collaboratively analyze results.	<ul style="list-style-type: none"> <li>● Assessment calendars are created and followed (refined as determined by teams).</li> </ul>	Team Leaders Team Members Administration	Oct. 2020

MAP data reviewed and analyzed to note individual student baselines for reading and math performance against grade level standard expectations.	<ul style="list-style-type: none"> <li>● Team analysis of student MAP Assessment data.</li> <li>● Student baselines and individual student goals for reading and math established.</li> <li>● Grade level action plans for high priority standards established.</li> </ul>	Team Leaders Team Members (includes special ed & EL)	Nov. 2, 2020
DESSA Screener Rater Training to implement and interpret the screener followed by analysis of data against expected social/emotional competencies for each grade level.	<ul style="list-style-type: none"> <li>● Initial rater implementation training in November</li> <li>● Raters implement screener</li> <li>● Training to interpret screener results in December</li> <li>● Analysis of student screener data</li> <li>● Student baselines and individual student goals for social emotional competency established.</li> <li>● Grade level action plans for high priority skill development.</li> </ul>	Homeroom and program teachers (input from other teachers)  SEL team  Administrators	Nov. 2020  Analysis Dec. 2020
At least monthly grade level PLC/EWD devoted to analyzing student performance in reading, writing and/or math.	<ul style="list-style-type: none"> <li>● Teams using data protocol and agreed upon measures to assess student performance.</li> <li>● Next steps to inform instruction are discussed/strategies shared among colleagues.</li> <li>● PLC/EWD minutes reflect use of protocols.</li> </ul>	Team Leaders Team Members (includes special ed & EL)	Ongoing monthly
Collaboration with SEL Team to determine lessons, strategies, and interventions to support lagging skill development.	<ul style="list-style-type: none"> <li>● Teams collaborate monthly on lesson topics to support Tier I skill development</li> <li>● Educators collaborate monthly with SEL team to develop next steps for Tier II instruction for identified students</li> <li>● Progress monitoring data collected and reviewed</li> </ul>	Team Leaders Team Members (includes special ed & EL) SEL Team	Ongoing monthly
Participation in district data days	<ul style="list-style-type: none"> <li>● Team and individual assessment of all student's growth and progress to date utilizing data analysis protocol.</li> <li>● Spring data day will result in conclusions drawn about student growth and progress relative to instructional</li> </ul>	Team Members (includes sped & EL)	Nov. 2020 March, June 2021

	practices implemented and refinements in pacing priorities for the 2021-2022 school year.	Intervention Teachers  Administrators	
--	-------------------------------------------------------------------------------------------	------------------------------------------------	--



**DIP Strategic Initiatives:**

- 1.2B Support development of blended learning curriculum and instruction, using best practices.
- 1.5B Support collaboration and teaming structures to facilitate instructional planning and delivery in hybrid and remote settings.
- 2.1 Ensure that all have equitable access to the curriculum

**NIS Related Goal:** As a school team we will ensure that educators have access to and a voice in relevant adaptations to the core curriculum needed to function in our blended learning and remote settings aligned to **essential** content and learning targets. This will be accomplished through intentional collaboration via Team Leader meetings, PLCs, ILTs, and PD focused on instructional planning and delivery. Teams will be maximally supported to divide and conquer the curricular work thus enhancing professional collaboration to a higher, more supportive degree. As a result, students will demonstrate achievement of the most essential grade level skills and knowledge in order for all students to continue to have equitable access to grade level curriculum standards.

<b>Monitoring Progress - Process Benchmark</b> <i>What will be done, when, why, and by whom</i>	<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see</i>	<b>Person(s) Responsible</b>	<b>Timeline</b>
Educators will review the MA Curriculum Frameworks, priority standards documents, and curricular materials to determine essential content for the 170 days of learning in the 2020-2021 school year.	<ul style="list-style-type: none"> <li>● Evidence of team leader and grade level team collaboration to use data day analysis action plans, priority standards documents, and curricular resources to identify priority standards for each grade level (meeting minutes; report card standards)</li> </ul>	Team Leaders Team Members (includes sped & EL) Intervention teachers Administration	November 2020
Educators will use the MA Curriculum Frameworks, curricular materials from Eureka Math, Teachers College and Words Their Way, and new technological tools and SEL teaching practices to redesign aligned lessons and assessments suitable to hybrid and remote learning settings.	<ul style="list-style-type: none"> <li>● Evidence of lesson planning aligned to the priority standards and curricular resources that supports learning in hybrid and remote settings (playlists, identified/created lesson videos and activity resources).</li> <li>● PLC meeting minutes which capture collaboration and pacing alignment of curricular resources.</li> </ul>	Team Members (includes sped & EL) Intervention Teachers Administration	Sept. 2020 - June 2021

	<ul style="list-style-type: none"> <li>● Standards aligned assessments created and sourced to measure student growth toward mastery of grade level priority standards.</li> <li>● Student choice and other SEL practices will be incorporated into lessons and assessment to support student accessibility and engagement.</li> </ul>		
Educators will refine pacing calendars to ensure that priority standards are being taught and assessed.	<ul style="list-style-type: none"> <li>● Reading and Writing pacing calendars will be refined utilizing MAP reading data analysis to identify priority standards to be taught throughout the school year.</li> <li>● Math pacing calendars will be refined utilizing MAP data analysis to ensure key standards are taught prior to MCAS administration.</li> <li>● Benchmark Words Their Way data will be analyzed to assess individual student growth within the scope and sequence of the program.</li> </ul>	Team Members (includes sped & EL) Intervention Teachers Administration	Nov. 2020
Continued PD will be offered to support teachers with blended learning strategies and tools for lesson implementation as well as building trauma sensitive schools strategies.	<ul style="list-style-type: none"> <li>● Professional development to include: Schoology, blended learning, distance learning, BTTS, Jessica Minahan - Behavior Code, Tech edCamps, diversity and decolonizing the curriculum, and other offerings as determined necessary by staff.</li> </ul>	Team Members (incl SPED & EL) Curriculum Directors ILT members Administration	Sept. 2020 - May 2021
Ongoing collaboration with service providers to support small group and individual adaptations/modifications of curriculum/lesson activities to ensure equitable access for all students.	<ul style="list-style-type: none"> <li>● Meeting log kept between classroom teachers and service providers with key decisions</li> <li>● Lessons/student work samples capture adaptations/modifications made</li> <li>● Student performance by subgroup demonstrates equitable access to curriculum</li> </ul>	Team Members inclusive of service providers for sped/EL	Sept. 2020 - June 2021

### DIP Strategic Initiatives

1.2A Refine school-based Student Support Teams that will monitor student attendance, engagement and performance and develop plans for students who become disengaged.

2.1 Ensure all students have equitable access to the curriculum

2.2 Examine and strengthen instructional programs for SEL that are developmentally appropriate and differentiated based on need (see all sub elements).

2.3B Support culturally responsive, anti-racist teaching and leading practices that aim directly to disrupt patterns of inequities and systems of oppression.

**NIS Related Goal:** As a school we will establish/refine the operational systems, procedures, routines and practices for in-person and online learning environments to maximally support staff and student engagement, health, wellbeing and safety. This will occur through the implementation of systems that support a positive school environment across in-person and remote settings including: MTSS, anti-racist and culturally responsive curriculum and practices, continued Responsive Classroom training for new educators, monitoring of student attendance and engagement, BTSS professional development, increased SEL practices across all settings, frequent two-way communication with families, and ongoing wellness checks with and support for staff.

<b>Monitoring Progress - Process Benchmark</b> <i>What will be done, when, why, and by whom</i>	<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see</i>	<b>Person(s) Responsible</b>	<b>Timeline</b>
Continue to refine robust MTSS practice as a school.	<ul style="list-style-type: none"> <li>Next steps for MTSS student goal development and monitoring defined.</li> <li>MTSS meeting notes will capture regular monitoring of student goals and interventions.</li> </ul>	MTSS Team Invited team members	Oct. 2020 - June 2021
Initiate review of NIS operational systems, hiring, discipline procedures, and curriculum to ensure anti-racist and culturally responsive practices.	<ul style="list-style-type: none"> <li>Review attendance, grading, parent meeting, school communication, hiring and student discipline data for equitable practices supporting access and success of all student subgroups and publish findings.</li> <li>Refinement of curriculum to include more culturally responsive resources and materials that represent and support a diverse student body.</li> </ul>	NIS School Community NIS School Council Curriculum Directors EL Director Sped Director	Sept. 2020 - June 2021

	<ul style="list-style-type: none"> <li>● Addition of learning activities that promote and respect multiple perspectives and points of view.</li> </ul>		
Creation and maintenance of emotionally safe learning environments for all students where all students demonstrate their willingness to engage and take academic risks.	<ul style="list-style-type: none"> <li>● New NIS hires participate in Responsive Classroom Training</li> <li>● All staff participate in Building Trauma Sensitive Schools PD</li> <li>● All staff participate in Jessica Minahan PD</li> <li>● NIS representation on Anti-Racism ILT &amp; leadership for staff PD</li> <li>● DESSA screener training and analysis of data PD and resulting action steps</li> <li>● Increased collaboration between SEL team and teaching staff regarding social emotional learning and Tier I and Tier II instruction/supports across school settings.</li> <li>● Documented SEL practices incorporated into lesson plans/playlists</li> <li>● Student data on engagement and active participation in learning activities.</li> </ul>	NIS Staff - all	Ongoing
Creation and maintenance of an emotionally safe work environment for all staff where well-being is prioritized.	<ul style="list-style-type: none"> <li>● All staff participate in Building Trauma Sensitive Schools PD which includes a learning module on self-care</li> <li>● Self-care opportunities infused throughout the work year</li> <li>● Community partnerships formed to support staff well-being</li> <li>● Evidence of educator voice being heard in rollout of new and necessary initiatives (surveys, meeting minutes, adjusted timelines)</li> <li>● Evidence of frequent and explicit district and school communication with staff</li> <li>● Promotion of EAP benefits/support</li> <li>● Wellness check-ins via surveys, team leaders, and individual conversations</li> </ul>	NIS Administrators, SEL Curriculum work group - summer 2020, Community Partners, Team Leaders, Spirit Committee, EAP	Ongoing

**DIP Strategic Initiatives:**

2.5 Evaluate, adjust and align school safety processes and protocols across the district

2.6A Establish and reinforce appropriate student behavioral expectations based on COVID-19 district and school protocols.

**NIS Related Goal:** As a school we will ensure the physical learning environment is accessible, welcoming, and safe through 1) establishment of operational systems, procedures and routines to support in-person safety, 2) support of custodial staff to effectively clean and maintain facility, 3) ongoing support for all staff through training and collected feedback/appropriate responses to check on their physical well-being and assess additional needs, and 4) ongoing support for all students through teaching protocols and collected feedback/appropriate responses to check on their physical well-being and assess additional need.

<b>Monitoring Progress - Process Benchmark</b> <i>What will be done, when, why, and by whom</i>	<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see</i>	<b>Person(s) Responsible</b>	<b>Timeline</b>
Development and consistent implementation of NPS/NIS specific COVID-19 related safety protocols across all school settings by all school staff.	<ul style="list-style-type: none"> <li>● All staff read and implement NIS Building Safety Protocols with consistency</li> <li>● Staff meetings to review and discuss safety protocols with district and school nurses; safety team members</li> <li>● Staff train students on safety protocols and hold students accountable for following these</li> <li>● Continuous trainings on updated safety protocols due to latest scientific evidence</li> </ul>	District/school safety protocol team members including COVID officer and school nurse, All NIS staff	Sept. 2020 - June 2021
NIS staff will support NIS custodial staff by following determined procedures for maintaining physically safe learning environments.	<ul style="list-style-type: none"> <li>● Evidence includes but is not limited to: following new lunch trash procedures, reducing surface areas for cleaning in classrooms, supporting students to responsibly maintain and store individual items, and leaving the building by 4:00 PM.</li> </ul>	All NIS staff and students	Sept. 2020 - June 2021

<p>Parent/family meetings regarding a physically safe learning environment.</p>	<ul style="list-style-type: none"> <li>● NIS school communications, videos, and parent meetings to present safety protocols</li> <li>● Individual family meetings with concerned parents/students about safety protocols and physical safety of learning spaces - typically with school nurse and/or administrators</li> </ul>	<p>NIS administrators, NIS school nurse, *support from teacher communications</p>	
---------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	--

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

- 4.1A: Improve the understanding of our parents as to what is expected of them in partnership with their child’s school through virtual workshops and presentations

**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 hybrid and remote settings, and how families must support student learning particularly at home. 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.

<b>Monitoring Progress - Process Benchmark</b> <i>What will be done, when, why, and by whom</i>	<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior you should begin to see</i>	<b>Person(s) Responsible</b>	<b>Timeline</b>
Classroom teachers, school counselors, specialists, and administrators will regularly send culturally proficient communications home to all families.	<ul style="list-style-type: none"> <li>● 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</li> <li>● Administrative office will communicate weekly via school newsletters, website updates, and social media postings highlighting teaching and learning at NIS</li> <li>● Specialists/school counselors will communicate with all families at least once per trimester via a newsletter</li> <li>● School communications will include helpful website links and resources shared with families</li> <li>● All communications will have translation option or be translated</li> </ul>	NIS educators Counselors Administrators	Ongoing throughout the school year

<p>NPS/NIS will provide parent training to enable parents to fully support their children’s learning.</p>	<ul style="list-style-type: none"> <li>● Virtual training opportunities for parents will be offered in English and Spanish</li> <li>● Training opportunities will be driven by either new initiatives and/or elicited parent feedback</li> </ul>	<p>NPS/NIS staff</p>	<p>Dec. 2020 - June 2021</p>
<p>NIS will plan and implement virtual opportunities for parent/family involvement at the school. Opportunities will welcome and support all families’ active participation.</p>	<ul style="list-style-type: none"> <li>● Virtual 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.</li> <li>● A system will be developed and implemented to improve parent involvement/participation in the special education evaluation and eligibility determination process</li> </ul>	<p>NIS educators and staff, Administrators, District Directors</p> <p>Sped Team Leaders</p>	<p>Ongoing throughout the school year</p>
<p>NIS will collect data regarding family and community engagement and involvement and use this data to inform the next action steps to enhance partnerships.</p>	<ul style="list-style-type: none"> <li>● Virtual attendance at whole school events</li> <li>● Virtual community volunteers</li> <li>● Community partnership opportunities</li> <li>● Survey data</li> <li>● Survey data collected from families at the classroom and school level</li> </ul>	<p>NIS educators and staff NIS Administrators</p>	<p>Ongoing throughout the school year</p>