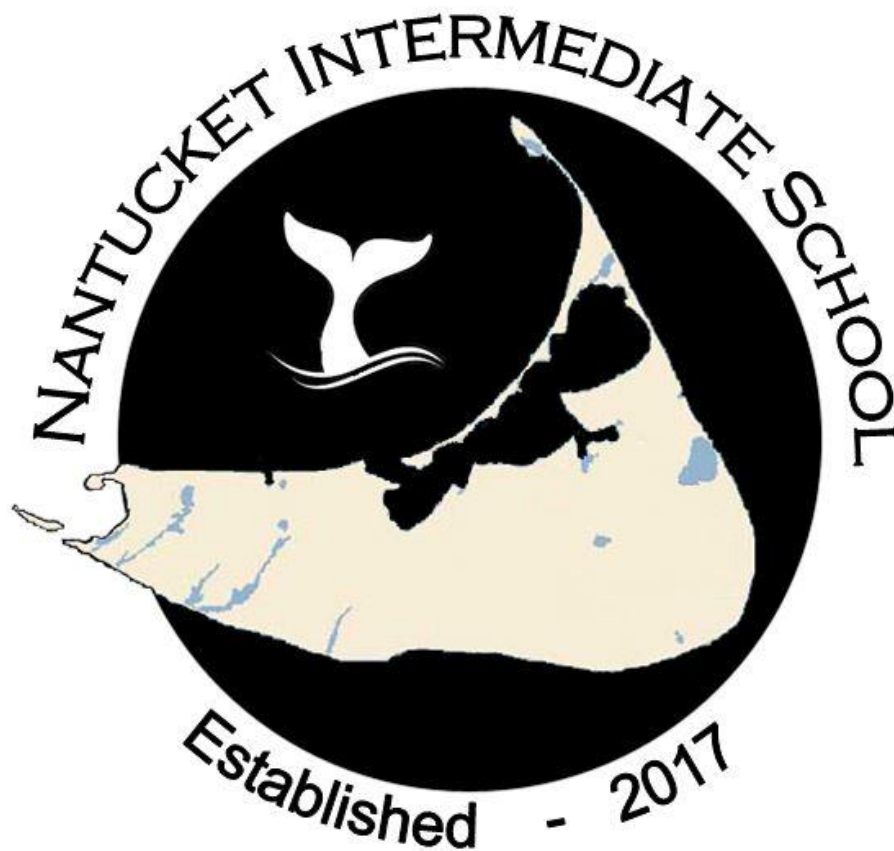


Nantucket Intermediate School
2017 – 2018
School Improvement Plan



Directory

NPS Superintendent

W. Michael Cozort

NIS School Council

Pauline Cronin – Parent

Amy Knapp – Teacher

Gina Heneke – Parent, Secretary

Evemarie McNeil- NIS Principal, Chairperson

Rosemary Topham – Teacher

**NANTUCKET INTERMEDIATE SCHOOL
2017-18 GOALS**

Goal One: NIS will focus its efforts on increasing student achievement and learner engagement. In addition to ensuring that the curriculum is aligned with state and national standards, instructional practices shall be research-based and reflective of best practices internationally.

STRATEGIES	INDICATORS OF SUCCESS
<p>1. Implement an academic curriculum that is challenging and engaging for all students and ensure instructional practices that raise the bar for student achievement.</p> <p>A.) Implement common planning time for grades 3, 4, and 5 including ESL and special education teachers, as well as building administrators and district curriculum directors. Targeted focus on instructional planning for Math/Science and ELA/Social Studies teaching and learning.</p> <p>B.) Fully implement Eureka Math curriculum in grades 3 - 5 supported by ongoing professional development for educators. Additionally implement 90 minutes per week of ST Math instruction during the school day.</p> <p>C.) Complete an ELA needs assessment to determine next steps for enhanced and improved reading and writing instruction in grades 3 - 5.</p> <ol style="list-style-type: none"> 1. Analyze student assessment data and student writing samples to determine overall trends, strengths and weaknesses relative to attainment of the MA ELA Framework standards. 2. Identify current resources utilized across classrooms/grade levels and determine where alignment exists horizontally, vertically, and with current MA ELA Curriculum Frameworks. 3. Research best instruction and assessment practices, resources, and methodologies for growing engaged and successful readers and writers. 4. Draw conclusions about action steps for immediate implementation (2017-2018) and action steps for long-term ELA program enhancement. 	<p>1.A)</p> <ul style="list-style-type: none"> ● Meeting agendas and minutes documenting collaborative work to improve academic teaching and learning (analysis of student work; development of well-structured lessons in alignment with MA Framework Standards; etc.) ● Demonstrated student growth and achievement on benchmark assessments and State Assessment for ELA, Math, and Science <p>1.B)</p> <ul style="list-style-type: none"> ● Eureka math components, math language, and methodologies for teaching are observed in every classroom ● ST Math topics are aligned with corresponding Eureka Math topics and class reports indicate regular student practice and progress ● Demonstrated student growth and achievement on Eureka Math mid-module and end-of-module assessments, AIMS Web Math assessments, and MCAS math assessment <p>1.C)</p> <ul style="list-style-type: none"> ● Determined horizontally and vertically aligned instructional methodologies and resources in grades 3 - 5 ● Observed well-structured reading/writing lessons differentiated to support all students in their attainment of the grade 3, 4, and 5 MA ELA Curriculum Framework standards ● Demonstrated student growth and achievement on NIS benchmark reading assessments, on-demand writing assessments, writing process pieces (narrative, informative, and persuasive), AIMS Web Math assessments, and the MCAS ELA assessment

<p>D.) Improve instruction in support of our students requiring specialized instruction through increased collaboration of the special education team members, ongoing consultation with outside consultants, and regular consultation between NIS staff and the director of special education.</p> <ol style="list-style-type: none"> 1. Implement weekly NIS special education team meetings to increase vertical alignment with instructional strategies and goal/objective writing, share successful methodologies, and support one another to increase achievement for specific students 2. NIS staff will collaborate monthly with the director of special education to support current knowledge of the special education laws, uniform practices with procedures, and strategies for increasing students' inclusion time. 3. Consultants will support building initiatives to enhance special education programming and the development of a robust Response to Intervention/Instruction team and protocols <p>E.) Improve instruction in support of our EL students through increased collaboration of the ESL team members, collaboration between ESL teachers and NIS staff, and regular consultation between NIS staff and the director of ESL.</p> <ol style="list-style-type: none"> 1. ESL teachers regularly join grade level common planning meetings to support the development of well-structured lessons including strategies to support ELs achievement 2. NIS staff will collaborate monthly with the director of ESL to support current knowledge of student levels and best practices to support access to the curriculum. <p>F.) Improve instruction in support of our advanced students at the intermediate level</p> <ol style="list-style-type: none"> 1. Provide opportunities, through differentiated instruction, for higher level learners to be challenged in classroom settings across curricular areas 2. Review and assess ISLE curriculum and implementation model to discern impact to student participants <p>2. Expand the use of student performance data to inform instructional practices.</p> <ol style="list-style-type: none"> A) Analyze student work together during weekly common planning times in collaboration with curriculum directors B) Develop assessment calendar for each grade level, identifying those assessments that warrant continued use 	<p>1.D)</p> <ul style="list-style-type: none"> ● Vertical alignment of instructional methodologies for students requiring specialized instruction in grades 3 - 5 ● NIS special education team meeting agendas and minutes documenting collaborative work to plan for improved academic teaching and learning for students requiring specialized instruction ● Documented special education program enhancements as a result of ongoing collaboration with outside consultants and the special education director ● Student data collection and assessment data demonstrate 1) student growth toward and achievement of the MA Curriculum Framework standards and 2) increased independence with using taught strategies to access the grade level curriculum <p>1.E)</p> <ul style="list-style-type: none"> ● Vertical alignment of instructional methodologies for students requiring ELD instruction in grades 3 - 5 ● Documented ELD program and SEI classroom instruction enhancements as a result of ongoing collaboration with and/or professional development from the English Language director ● Student data collection and assessment data demonstrate 1) ambitious progress noted on the State Assessment for students identified as English Learners, 2) student growth toward achievement of the MA Framework standards, and 2) students' increased independence with access to the grade level curriculum <p>1.F)</p> <ul style="list-style-type: none"> ● An increase in learning opportunities that challenge advanced intermediate school students within and outside of the classroom setting ● An increase in the percentage of students scoring in the "Advanced" or "Exceeds" range on the State Assessment <p>2A)</p> <ul style="list-style-type: none"> ● Recommendations for improving curriculum and instruction based on conclusions drawn; implemented targeted and specific differentiated instruction <p>2B)</p> <ul style="list-style-type: none"> ● Revised assessment calendar developed; consensus regarding common assessments
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<p>C) Develop or purchase standardized formative assessments that will give us accurate predictions of student performance on MCAS and provide teachers with data that informs their instruction.</p> <p>3. Ensure effective supervision and evaluation of all staff following state regulations.</p> <p>A) Regular walk-throughs and observations throughout the school year</p> <p>B) Evaluator provides actionable feedback with a focus on strengths and areas for continuous growth</p>	<p>2C)</p> <ul style="list-style-type: none"> • Plan for implementing developed or purchased standardized formative assessments created <p>3A & B)</p> <ul style="list-style-type: none"> • Continue to implement the current supervision and evaluation system for teachers, with a focus on higher student achievement • Documented comprehensive, annual evaluations of administrators, teaching assistants, educational support personnel (ESP) and facilities workers
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Goal Two: Nantucket Intermediate School will seek to establish and promote a positive and safe working and learning culture based on shared beliefs and core values.

STRATEGIES	INDICATORS FOR SUCCESS
<p>1. Administration will engage stakeholders in a process to determine common shared beliefs about what students need to grow, learn, and thrive at NIS</p> <p>2. Developed NIS core values will be exemplified by staff and students to create a positive school culture of respect for and collaboration with each other</p> <p>3. Implement a social emotional learning curriculum to support students' readiness to learn</p> <p style="padding-left: 20px;">A) Support guidance counselors in developing curriculum to provide Tier 1 instruction to all NIS learners</p> <p style="padding-left: 20px;">B) Develop a master schedule that supports Tier 1 instruction pertaining to social skill development and emotional regulation</p> <p style="padding-left: 20px;">C) Implement in house Responsive Classroom professional development for specials teachers and teaching assistants</p> <p style="padding-left: 20px;">D) Continue to promote Responsive Classroom practices across all school settings via staff meetings, through staff weekly updates, and during grade level/individual conversations</p> <p>4. NIS administration and staff will reinforce clear expectations for student behavior, including the progressive discipline steps that faculty and administration will use in response to any misconduct</p> <p>5. The NIS Safety and Security Team will regularly identify any areas of concern that might be harmful to our students or staff</p>	<p>1)</p> <ul style="list-style-type: none"> ● The development of NIS mission statement and core values in alignment with the district vision and mission <p>2)</p> <ul style="list-style-type: none"> ● School based opportunities to celebrate core values and modeling of these (i.e. whole school assemblies, grade level community meetings, positive reinforcement highlighting core values, norms developed and adhered to in all meetings etc.) ● Staff members and students are happy to come to school (i.e. attendance data, parent/student reporting, survey feedback). ● Positive working relationships between NIS staff and families, administrators and faculty, and faculty and students are evident. (i.e. development of meeting norms, collaborative consensus decision making, observed/documentated respectful interactions across all settings, survey feedback, etc.) <p>3.A – 3.D)</p> <ul style="list-style-type: none"> ● An increase in students' overall well-being as evidenced by fewer student nurse visits, fewer calls to the student support center, an increased skill set among teachers to support dysregulated students, and increases in students exhibited ready to learn behaviors <p>4)</p> <ul style="list-style-type: none"> ● All staff provide a safe, nurturing environment for our children, balanced with firm, but fair behavioral expectations in alignment with Responsive Classroom methodologies and philosophies ● Student conduct in our schools and in extra-curricular activities will be appropriate and in alignment with NIS core values, and will represent the student, family and school in a positive manner ● In addition to implementing Responsive Classroom schoolwide, each class will participate in social/emotional learning opportunities to promote self-awareness, self-regulation strategies, and social skill development <p>5)</p> <ul style="list-style-type: none"> ● Building administrators, in collaboration with building supervisors and SROs, will provide a monthly safety and security report to the Director of Facilities ● District protocols regarding visitors to the school will be regularly communicated and followed with fidelity by all staff

Goal Three: NIS will promote and nurture school partnerships with families and the community.

STRATEGIES	INDICATORS FOR SUCCESS
<p>1. NIS administration and staff will engage in regular communication with families that is two-way, and promotes collaboration that supports student learning and development both at home and at school</p> <ul style="list-style-type: none"> A) Communication through a variety of means, including social media, will be promoted and maintained B) Events and activities will be held regularly which bring our constituents into NIS to learn about our teaching practices and expectations of them to help us advance learning for their children C) We will seek parent/guardian feedback pertaining to our school protocols, culture, and students' learning experiences <p>2. NIS will engage in robust learning experiences provided in collaboration with community organizations, and will also support the larger community</p> <ul style="list-style-type: none"> A) We will continue to collaborate with Nantucket Community Organizations to support learning in alignment with grade level curriculum standards B) We will promote student recognition of our place in the larger community and explore ways to support that community 	<p>1.A) School administrators and school staff will publish newsletters at least monthly that contain family engagement opportunities and ways families can support learning at home. Further, all social media sites and websites/blogs will be regularly updated.</p> <p>1.B & 1.C) Administrators and educators will encourage families to actively engage in collaborative opportunities designed to promote students' growth and achievement:</p> <ul style="list-style-type: none"> ● Informational coffees and other events will be held regularly and include curriculum and/or teacher leaders who can elaborate on the teaching and learning happening at NIS. Parent/guardian input will be sought during and following these events. ● Parents will be encouraged to attend parent/teacher conferences and their input will be sought regarding their child's school experience ● All staff will return phone calls and emails in a timely manner <p>2.A) Evaluate current partnerships with community organizations and encourage new partnerships which fully support students' experiential learning opportunities in alignment with curricular standards</p> <p>2.B) Recognize ways our school community can support the larger community through student-driven initiatives that also support students' global and academic learning</p>