Nantucket Elementary School

School Improvement Plan, 2025-2026

DRAFT

Directory

Dr. Elizabeth Hallett - NPS Superintendent

Nantucket Elementary School Council

Lainie Costantino - Teacher - Secretary

Kelsea Gray - Parent

Taylor Jones - Parent - Co-Chair

Kimberly Kubisch - Principal, Co-Chair

Meri Lepore - Parent

Jami Witherell - Teacher

Return to District Improvement Plan (DIP)

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. We are excited to continue to enhance our academic environments to best support the differentiated needs of our students.

In this 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 some academic tools we are utilizing to assist us in best preparing our students for their school lives. In addition, we are continuing to do work to increase the sense of belonging and value of our community (students, staff, and families). Our hope is this will support everyone's meaningful participation in NES.

Please be aware that all schools follow the Nantucket Public Schools' 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.

In developing this year's plan, we narrowed our focus to three very important District Focus Areas - **Successful Learning** for All Students through Ownership and Commitment, **Belongingness and Inclusion** through Collaborative Engagement, and **Physical, Social and Emotional Safety** for everyone. Growth is our goal for each child. We are completely embracing our Responsive Classroom practices to support building community and structures and schedules for students to work within. We use benchmark data three times per year to assist us with creating our improvement plan, providing intervention services, planning budget requests, and most importantly, teachers use this information to assist in planning instruction.

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

NES School Improvement Plan – Acronyms & Abbreviations Guide

These acronyms and abbreviations definitions are provided to help readers understand key terms used throughout the School Improvement Plan

Abbreviation	Full Term	Meaning / Use in the Plan
BBMC	Building Based Math Committee	School-level committee that coordinates math instruction and data sharing.
CARES	Cooperation, Assertion, Responsibility, Empathy, and Self-Control	Core social-emotional competencies taught through Responsive Classroom.
DESE	Department of Elementary and Secondary Education	State Government of Massachusetts - Department for all education components, sets standards, oversight, etc.
ELA	English Language Arts	Academic subject area covering reading, writing, speaking, and listening.
ELO(s)	Essential Learning Outcome(s)	Multiple essential skills or learning targets aligned with state standards.
ESL	English as a Second Language	Instructional support for students learning English.
EWD	Extended Work Day	Wednesday afternoons from 2:50 - 3:55 pm - teachers work collaboratively and may participate in professional development.
F & P	Fountas & Pinnell	Reading benchmark assessment system used to measure student reading performance in decoding, fluency, comprehension, writing, reading level, etc. Qualitative reading inventory

K - 2	Kindergarten through Grade 2	Refers to the early elementary grade levels.
MA	Massachusetts	Indicates abbreviation for Massachusetts
Abbreviation	**Full Term**	**Meaning / Use in the Plan**
MAP	Measures of Academic Progress	Adaptive standardized assessment used to monitor student growth in reading and math.
NES	Nantucket Elementary School	The school for which the plan is written.
NPS	Nantucket Public Schools	The district encompasses Nantucket's public schools.
PD	Professional Development	Training sessions, workshops, and opportunities provided to teachers and staff for learning and to strengthen instructional practices.
PLC (s)	Professional Learning Community / Communities	Collaborative teams of educators who analyze student data and focus on improving instruction and ensuring all students meet learning goals.
RC	Responsive Classroom	An evidence-based approach to teaching that fosters academic and social-emotional growth.
RTI	Response to Intervention	A multi-tiered framework providing targeted academic and behavioral supports for students.
SEL	Social-Emotional Learning	The process of developing students' skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
STEM	Science, Technology, Engineering, and Mathematics	Academic disciplines and initiatives focusing on these integrated areas.

Tier 1, 2, 3	Levels of Instructional Support	Tier 1 = Core classroom instruction; Tier 2 = Targeted small-group interventions; Tier 3 = Intensive individualized support.
UDL	Universal Design for Learning	Educational framework that optimizes teaching and learning for all students by removing barriers.
www.npsk.org	Nantucket Public Schools Website	The official district website containing policies and resources.

NPS Strategic Objectives		
1: Increase Student Outcomes and Achievement by providing equitable, inclusive and challenging learning experiences through a comprehensive system of support.	**2: Secure and Maximize Resources** that meet the growing needs of the district by providing a sound budget process, intentional staff recruitment and retention, comprehensive maintenance of facilities, and access to advancements in technology.	**3: Nurture a Culture of Inclusion, Collaboration, and Communicatio**n by recognizing and celebrating the uniqueness of all individuals (students, educators, families, and the community alike) and cultivating socially responsible members of diverse local and global communities.
NPS Strategic Initiatives		
• 1.1 Successfully implement and continually assess the effectiveness of the established curriculum, instructional, and assessment practices. • 1.2 Define, implement, and support high-impact, tiered pedagogical practices that are culturally and linguistically appropriate, universally designed, and foster academic, behavioral, and social-emotional learning for all learners. • 1.3 Optimize and strengthen school safety processes and protocols across the district through proactive evaluation, adjustment, and alignment.	• 2.1 Ensure sustainable sources of revenue for facilities, infrastructure, and operational expenses. • 2.2 Actively promote a diverse, high-quality workforce and expand housing inventory for staff to support their recruitment, development, and retention. • 2.3 Maintain and upgrade district facilities and grounds. • 2.4 Secure and maximize resources within the district (i.e., schedules/staffing/ technology) to meet growing needs, enhance educational outcomes, and support efficient operations.	• 3.1: Foster a sense of belonging and community to strengthen partnerships with students, staff, families, and the wider community. • 3.2 Cultivate a stronger sense of community and positive culture among district staff.

NES Vision and School Improvement Plan Goals, 2025-26

VISION

NES creates a more equitable, inclusive, and challenging learning environment by promoting a developmentally appropriate learning environment that is safe, welcoming and promotes belonging for students and stakeholders of all backgrounds.

"We learn the best at NES"

Goal	Action Steps	Outputs	Outcomes
By May 2026, Professional Learning Communities of like educators will continue to learn and grow their practice to ensure that all students master the identified grade-level essential learning outcomes and skills. (1.1) - **Successful Learning, Belongingness and Inclusion, and Physical, Social and Emotional Safety**	• Review the purpose and plan for PLC's • Using the State standards in both ELA and Math clearly identify the focus grade-level essential learning outcomes and skills for every trimester (3-5 per subject) • Reflect and modify, as needed, last year's essential learning outcomes • Each group will design or identify a common formative assessment before instruction begins that is aligned to the identified grade-level essential learning outcomes • Determine the proficiency scales template chart/graph that will be used to keep and share the data towards mastery of the focus	• Online PLC folder for each grade level department • Agendas from weekly PLCs • PLC meeting notes • Scope and sequence for the year • Data Sheets shared for focus on essential learning outcomes and skills • Lessons, activities, interventions, and extensions for essential outcomes • Agreed upon assessments for essential outcomes • Rubrics/Mastery criteria for each assessment to support calibration of scoring among all teachers • Review and create any new indicators, based on essential	• Higher expectations for all students • Increased student achievement • Updated and modified report cards to be shared with parents electronically and in paper form

	essential learning outcomes and skills for each grade level student ● Teach the essential learning outcomes and skills during the cycle ● As a PLC use the 5 identified questions to determine which students achieved mastery and which had misconceptions. Sort by common misconceptions ○ Which identified essential learning outcomes have been learned? ○ What evidence do we have that we've ensured mastery for students? ○ What are the specific names of students who haven't mastered ELOs? ○ What additional time and support will the team provide to ensure students master ELOs? ○ What actions will our team take to extend learning for students who've already mastered ELOs? ● Use the collective expertise of your collaborative team to share which instructional practices produce the best results and build action plans using these criteria to figure out what each student needs to achieve the outcome	learning outcomes (that are MA Standards aligned), for report cards	

	• Analyze the data, share professional practice for Math and ELA on a regular basis and twice a month meet with representatives from special education, ESL, Interventionist to work together to determine the best strategies for each student to achieve mastery of the focus essential learning outcomes and skills • Meet with administrators mid and end cycle (trimester) to present data and review five questions for effective PLCs • Celebrate success and repeat cycle for next trimester with newly identified focus essential learning outcomes and skills		
By May 2026, NES will continue to refine and improve math instruction through the use of math workshop, guided math groups, and fluency practice using the Reveal curriculum and fluency tools to support improved math achievement. (1.1) - **Successful Learning and Physical, Social and Emotional Safety**	• 90 minutes of Math in all K-2 classroom schedules • Engage in PD facilitated by Alison Mello and supported by Mandy Bardsley (STEM director) to include coaching, PLC meetings and whole group training and PD • Established Building Based Math Committee to share information with teams • Plan for MAP assessment administration and data analysis • Support PLC work that includes responding to data. Promote and support classroom peer	• Agendas from planned PD that teachers and grade level PLCs will engage in • September, January and June MAP administration times that are aligned with structured data analysis that support an aligned and appropriate response to data • Administer Reveal assessments and results compiled on grade level online templates • BBMC updates to teams • PLC meeting notes - including	• Increased teacher capacity to use math resources to plan for equitable and responsive math workshop teaching and learning evidenced by student data and teacher observation feedback • Student growth will be compared to growth rates from 2024-25 to determine impact of the instruction and resource on student learning at the mid year and end of year MAP administrations • Increased teacher capacity

	observations • Maximize the use of math interventionists to support teachers with Tier 2 and Tier 3 push in and pull out instruction using Reveal resources, the workshop model, and Delta math resources at the teacher, team and school levels	assessments, mastery criteria, and data shares • Teacher reflections and self-assessments, PD sign in sheets • RTI lessons and activities	for meeting the tier 1 and 2 needs of students as evidenced by teacher observation feedback.
During the 2025-26 school year, NES will continue to revise ELA curriculum and pacing to align instructional practices to current brain research, as it pertains to phonics and phonemic awareness instruction through full implementation of Fundations and Heggerty with fidelity and use of decodable texts. (1.1) - **Successful Learning and Physical, Social and Emotional Safety**	• 120 minutes of ELA in all K-2 classroom schedules • Engage in PD on Fundations and current literacy practices • Continue to participate in the District Literacy Review Committee • Established Building Based ELA Committee to share information with teams • Plan for MAP assessment administration and data analysis • Support PLC work that includes responding to data • Promote and support classroom peer observations	• September, January and June MAP administration times that are aligned with structured data analysis that support an aligned and appropriate response to data • Fundations and Heggerty assessments after units • F & P benchmarks - November, March, June • PLC meeting notes - including assessments, mastery criteria, and data shares • Teacher reflections and self-assessments, PD sign in sheets • RTI lessons and activities • Grade Scope and Sequence documents • Results compiled on grade level online templates • EWD Notes • Completed Teacher Evaluation	• Increased teacher capacity to use Fundations and Heggerty resources to plan for equitable and responsive phonics and phonemic awareness teaching and learning evidenced by student data and teacher observation feedback • Student growth will be compared to growth rates from 2024-25 to determine impact of the instruction and resources on student learning at the mid year and end of year MAP administrations • Increased teacher capacity for meeting the tier 1 and 2 needs of students as evidenced by teacher observation feedback • Improved instruction for mastery of foundational skills in MA ELA Standards as

			shared in educator evaluation write-ups
By May 2026, NES stakeholders will show improved feelings of belonging and value of staff, students, and families through volunteer programs, surveys, and informational meetings. (3.1, 3.2) **Belongingness and Inclusion and Physical, Social and Emotional Safety**	• Solicit volunteers in multiple ways - online, paper slip, and teacher ask. • Volunteer Trainings (multiple and in 3 languages) • Summer curriculum project to create bins of activities for math and ELA in multiple languages • Volunteer Bins with activities for ELA and Math for grades K-2 • MAP testing Information night • Survey families after events • Whole school meetings run by all grades and student council	• Create volunteer sign up sheets in multiple languages • Volunteer Slideshow • Volunteer spreadsheet - who and where • Teacher created activities for math and ELA to remediate, practice and extend • Parent and community participation • Staff trained in RC • Modeling of C.A.R.E.S and improved reinforcing & reminding language • CARES posters around the building • Improved relationships with all stakeholders • More UDL supports • Survey results	• Increased knowledge of curricula and standards by families • Increased adult attention for students • Increased engagement by all stakeholders • Increase student time on task with decreased student behavior