Nantucket High School

School Improvement Plan 2025 - 2026

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Directory

Dr. Elizabeth Hallett - NPS Superintendent

Nantucket High School Council

Mandy Hilemn - Principal / Co-Chair

Jennifer Psaradelis - Assistant Principal

Tracy Mailloux - Assistant Principal

Kristen Dussault - Parent / Co-Chair

Meghan Washington - Parent

Brent Tartamella - Parent

Pauline Cronin - Community Member

Message from the Administrative Team at Nantucket High School

Welcome to Nantucket High School! NHS is an academically rigorous environment 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 where they will highlight their progress toward academic goals, the Vision of a Graduate indicators, 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 Nantucket High School. Our School Improvement Plan focuses on the curricular, social/emotional needs of students and staff, inclusive instructional practices, and community partnerships we will focus 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 and can be found in their entirety on our district website – www.npsk.org. Please go to the district home page, 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 has room to grow. Our improvement plan outlines the areas of priority. We welcome parent and community input and invite you to join our evening forums to share your thoughts. Please contact us if you would like to discuss our goals.

> With thoughtful consideration,
>
> Mandy Hilemn, Principal hilemnm@npsk.org
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NHS School Improvement Plan – Acronyms & Abbreviations Guide
This glossary is provided to help readers understand key terms used throughout the School Improvement Plan

Abbreviation	Full Term	Meaning / Use in the Plan
AI	Artificial Intelligence	A digital tool used to support learning, engagement, and collaboration among students.
ALLI	Applied Learning Leadership Institute	Training opportunities for school administrators.
DESE	Department of Elementary and Secondary Education	The state governing office of education for Massachusetts.
ELO	Essential Learning Outcome	The most critical skills and concepts that students are expected to master in each subject or trimester.
ELOs	Essential Learning Outcomes	Multiple essential skills or learning targets aligned with state standards.
EL	English Language / *Imagine Learning EL Curriculum*	Refers both to English Learner instruction and the new *Imagine Learning* curriculum being implemented in reading and writing.
ELL / EL	English Language Learner / English Learner	Students whose first language is not English. "EL" is the current preferred term.
ESL	English as a Second Language	Instructional support for students learning English.
EWD	Extended Work Day	Extended work time by 65 minutes for teachers each Wednesday.
ML	Multilingual Learning	An educational framework for designing curriculum, assessment, and instruction.
NHS	Nantucket High School	The school who implemented the improvement plan.
PD	Professional Development	Training opportunities provided for teachers and staff to strengthen instructional practices.

Abbreviation	Full Term	Meaning / Use in the Plan
PLC / PLCs	Professional Learning Community / Communities	Collaborative teacher teams that focus on improving instruction and ensuring all students meet learning goals.
SEI	Sheltered English Immersion	Teaching strategies that help English Learners access academic content while building English proficiency.
SEL	Social-Emotional Learning	The process of developing students' skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
ELO Alignment — ??	Essential Learning Outcomes Alignment	The process of ensuring that classroom outcomes match state standards and reflect equity and rigor.
SEL Standards	Massachusetts Social-Emotional Learning Standards	Statewide expectations for social-emotional learning that guide classroom instruction.
UBD	Understanding by Design	An educational framework for designing curriculum, assessment, and instruction.

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 Communication** 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.

NHS Vision and School Improvement Plan Goals, 2025-26

VISION

By fostering an educational community where all learners feel a sense of belonging, experience growth and joy, and are empowered to positively impact the community, Nantucket High School creates an equitable, inclusive, and challenging learning environment that prepares students to excel after high school and embody the characteristics of our Vision of a Graduate.
#WeAreAllWhalers

Goal	Action Steps	Outputs	Outcomes
GOAL 1: By June 2026, NHS will increase student collaboration and communication in classrooms by increasing use of Sheltered English Immersion strategies and practices for Multilingual Learners. (1.1, 1.2, 3.1)	1. Identify dates for SEI training sessions. 2. Coordinate data with EL director by participating in learning walks and observations using the DESE ML "Look For" Tool. 3. Teachers will participate in training sessions to learn SEI strategies to be used in classes. 4. Teachers will participate in content driven SEI consultation.	● Observe teachers implementing SEI strategies during learning walks and observations with a focus on *Purposeful and Authentic Interaction.* ● Increased use of increased opportunities for flexible grouping, use of target language forms and features, and appropriate scaffolds.	● Increased student achievement in all academic classes ● Increase student participation in high-quality conversations ● Increased language development for all ELs ● Increased student engagement and active participation in class
GOAL 2: By June 2026, Professional Learning Communities of like educators will learn and grow their practice to ensure that all students master the identified essential learning outcomes of their current content area. (1.2) [25-26 PLC Action Plan](#)	1. Reviewing the purpose of PLCs 2. Using the MA Curriculum Frameworks in each content area, review, and revise as needed based on curriculum changes, the essential learning outcomes. 3. Design or identify a common formative assessment before instruction begins that is aligned to the focused essential learning outcomes. 4. Determine the proficiency scales template that will be used to keep and share the data towards mastery of the essential learning outcomes.	● Data Sheets shared for essential learning outcomes and skills a minimum of once a quarter. ● Notes from PLC agendas to identify shared best practices. ● Notes from the end of the quarterly cycle admin/PLC meeting answering each of the five PLC questions. ● Administrators will provide at least one written feedback related to the Teaching and Learning Assessment and Analysis	● All students will master the essential learning outcomes of each content area. ● Identifiable data points of student achievement. ● Measured decrease in content failures. ● Collection of instructional resources/strategies which have contributed to student achievement.

	5. As a PLC, review student work samples using analysis protocols to determine which students achieved mastery and which have not and why. 6. Determine which instructional practices produce the best results and build flexible groups on these criteria. 7. Share instructional practices and adjustments made on a regular basis with representatives from special education, ESL, and interventionists. 8. Meet with administrators mid and end of cycle to present data and review the five questions for effective PLCs.	indicator based on the PLC work.	
GOAL 3: By June 2026, NHS staff will review and update curriculum units supported by professional development as measured by 75% completion of revised units and lesson plans which include elements of the NHS **Vision of a Graduate.** (1.1, 1.2, 1.3)	1. Staff will be provided with time during PLC and EWD to meet. 2. Meeting facilitators will keep agendas of meetings, which will include identified common themes. 3. Curriculum units will be reviewed by leadership and feedback provided by June 2026. 4. Review and revise the NHS **Vision of a Graduate.** 5. Participation in the ALLI year one cohort of Applied Learning.	● All educators will complete a scope and sequence and course syllabus that aligns with framework standards for each course they teach that will include a course timeline, key questions, student options, and indicators from the **Vision of a Graduate.** ● Uniform UbD curriculum units across departments. ● Improved Tier I instruction	● Uniform standards based instruction which includes a variety of strategies. ● Increased student engagement and time on learning. ● Improved growth and achievement on student benchmark assessments.

		● The ALLI team will identify a focus area for instructional growth.	
GOAL 4: By June 2026, Nantucket High School will increase the amount of time on learning by decreasing the number of office referrals through the use of **restorative practices** and **revised discipline protocols**. (1.2, 1.3, 3.1, 3.2)	1. Advisory groups will use restorative circles for relationship building . 2. Continue monitoring of the discipline referral, intervention and follow-up process. 3. Implementation of the revised mobile tech policy. 4. Prioritize the Student Support Center as a resource and access for all students. 5. Re-establishing the Educational Success Program.	● Staff will create classroom policies and procedures, with student input, which include and align with restorative practices and school policies. ● Teachers will identify and communicate necessary code of conduct updates. ● Staff will access a streamlined referral process which includes feedback from administration, and is aligned with restorative practices ● Revised Ed. Success Program mission, entry and exit criteria, goals, and services provided to students. ● Utilize data-driven decision-making to make continuous improvements to services and ensure alignment with student needs.	● Reduction in student office referrals. ● Increased time on learning for students. ● Improved relationships between students and staff/admin. ● Increased student voice and accountability in their participation and impact in the classroom and school community. ● Increased student engagement and utilization of the Student Support Center. ● Improved academic performance and emotional well-being among students ● Enhanced collaboration among school staff to support student success.