

# Nantucket Intermediate School



**School Improvement Plan, 2025 - 2026**

**DRAFT**

## Directory

Elizabeth Hallett, Ed.D. - Superintendent

Becky Janda - Principal

Donna Johnson - Assistant Principal

### Nantucket Intermediate School Council

Brianne Holdgate-School Member

Kaitlyn Kelleher-School Member

Lynne Aloisi-School Member

Jennifer Dubois-School Member

Ayesha Khan- Parent Member

Kim Latlippe- Parent Member

Otilla Saunders-Parent Member

Kyan Samuels-Parent Member

James Russell-Parent Member

Victoria Croswell-Community Member



[Return to District Improvement Plan \(DIP\)](#)

## Message from the Principal and Assistant Principal

At NIS, we are a community of educators and learners who believe in the power of working together to help every child thrive. We know that when we share a common vision and believe in our collective ability to make a difference, we can achieve great things for our students.

Our shared vision is: *"We at NIS believe we can create an inclusive and challenging learning environment that supports the social and emotional growth of all children as they progress toward meeting grade-level standards in a community of respect, joy, and high expectations in an effort to positively contribute to our world."*

To guide our work, we have reviewed both formal and informal data to identify the most important areas for growth this year. These focus areas align with the Nantucket Public Schools' strategic plan and represent our commitment to ensuring every student has equitable access to high-quality learning.

This year, our school improvement goals focus on:

- **Collaborating in Professional Learning Communities (PLC)** to ensure all students achieve essential math learning outcomes by identifying and focusing on the most important skills and concepts.
- **Increasing student engagement and growth** through strategies that promote active learning, including more student-to-student conversation, Sheltered English Immersion (SEI) supports, and the thoughtful use of AI as a learning tool.
- **Strengthening students' social-emotional skills and sense of belonging** by training staff in proven SEL practices and partnering with families through a school climate survey to help make NIS even more welcoming and inclusive.
- **Fully implementing our new EL (Imagine Learning) curriculum** in every grade to help all students grow and succeed in reading, writing, and foundational skills.

At NIS, we believe that *together*, we have the knowledge, skills, and dedication to help every child succeed. We are grateful for the continued support of our families, students, staff, and the wider community as we work toward our shared vision.

It is our privilege to serve as the administrators of Nantucket Intermediate School, and we look forward to building on our collective strengths to make this a year of growth, joy, and success for all.

Sincerely,  
Becky Janda, Principal  
Donna Johnson, Assistant Principal

## NIS 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.
All Block	(Component of the EL Curriculum)	A part of the <i>Imagine Learning EL</i> program focused on differentiated literacy activities.
CASEL	Collaborative for Academic, Social, and Emotional Learning	The national organization defined five key SEL competencies used in the plan.
CFA	Common Formative Assessment	Assessments collaboratively created and used by teacher teams to measure student progress toward specific learning outcomes.
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 / <i>Imagine Learning EL Curriculum</i>	Refers both to English Learner instruction and the new <i>Imagine Learning</i> 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.

<b>Abbreviation</b>	<b>Full Term</b>	<b>Meaning / Use in the Plan</b>
<b>MAP</b>	Measures of Academic Progress	A standardized assessment used to measure student growth and proficiency in math and reading.
<b>NIS</b>	Nantucket Intermediate School	The school implementing this improvement plan.
<b>PD</b>	Professional Development	Training opportunities provided to teachers and staff to strengthen instructional practices.
<b>PLC / PLCs</b>	Professional Learning Community / Communities	Collaborative teacher teams that focus on improving instruction and ensuring all students meet learning goals.
<b>SEI</b>	Sheltered English Immersion	Teaching strategies that help English Learners access academic content while building English proficiency.
<b>SEL</b>	Social-Emotional Learning	The process of developing students' skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
<b>ELO Alignment</b>	Essential Learning Outcomes Alignment	The process of ensuring that classroom outcomes match state standards and reflect equity and rigor.
<b>SEL Standards</b>	Massachusetts Social-Emotional Learning Standards	Statewide expectations for social-emotional learning that guide classroom 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.

## NIS Vision and School Improvement Plan Goals, 2025-2026

### VISION

We at NIS believe we can create an equitable, inclusive, and challenging learning environment where all children can and will learn in an environment of respect, joy, and high expectations with the support of all staff, families, and the community. Students will demonstrate academic, social-emotional growth, and learning towards mastery of grade-level standards in a variety of modalities and measures in an effort to positively contribute to our community.

Goal 1	Action Steps	Outputs	Outcomes
During the 2025–2026 school year, Professional Learning Communities (PLCs) will deepen their work with Essential Learning Outcomes (ELOs) by identifying, aligning, and assessing 2–3 essential learning outcomes per trimester in each content area. PLC teams will strengthen collective efficacy by using common formative assessments and proficiency scales to monitor student progress, analyze data	<p>Refine Professional Learning Community (PLC) Norms and Practices</p> <ul style="list-style-type: none"> <li>Review and update team norms by September 30.</li> <li>Use provided PLC meeting agendas to track focus areas that include student learning outcomes at least twice per month.</li> </ul> <p>Strengthen Team Leader Capacity</p> <ul style="list-style-type: none"> <li>Hold monthly team leader meetings with a set agenda for: <ul style="list-style-type: none"> <li>Data analysis practice</li> <li>Facilitation skills</li> <li>Sharing strategies from their team PLCs that build collective</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>Essential learning outcomes and skills identified for each trimester are shared with the full team and administration by the end of September.</li> <li>Data Sheets shared for focus essential learning outcomes and skills every mid and end of trimester.</li> <li>Notes from PLC agendas to identify shared best practices and evidence of five questions/answers shared with the full team and administration on a rolling basis.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers will share student outcomes and analysis with the administration using the following form: <a href="#">PLC Meeting Agenda Template</a></li> <li>All students will demonstrate growth and achievement on identified essential learning targets in math.</li> </ol>

<p>and plan targeted interventions. (1.2)</p>	<p>efficacy</p> <ul style="list-style-type: none"> <li>• Collect feedback from leaders in the spring of 2026 to measure skill growth from the 2025 survey.</li> </ul> <p>Align Essential Learning Outcomes (ELOs) to Standards</p> <ul style="list-style-type: none"> <li>• Identify and agree on 2–3 essential math learning outcomes in classrooms, SEL learning outcomes in specials and language learning outcomes in English Learner classes per trimester by the end of September, December, and March.</li> <li>• Document alignment to state standards and ensure outcomes reflect rigor and equity with clear entry points for students with identified math disabilities.</li> </ul> <p>Strengthen Common Formative Assessments (CFAs)</p> <ul style="list-style-type: none"> <li>• Revise CFAs each trimester to ensure they match essential learning outcomes.</li> <li>• Review CFA results within one week of administration to determine instructional next steps.</li> </ul> <p>Use Proficiency Scales Consistently</p> <ul style="list-style-type: none"> <li>• Apply agreed-upon proficiency scales for each essential learning outcome.</li> <li>• Update student progress charts at least twice a month using formative and</li> </ul>	<p>4. Administrators will provide at least one written feedback related to the Teaching and Learning Assessment and Analysis indicator based on the observed PLC work.</p>	
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	<p>summative data to track movement toward mastery.</p> <p>Plan Targeted Instruction and Intervention</p> <ul style="list-style-type: none"> <li>• Use CFA and proficiency data to identify student misconceptions within one week of assessment.</li> <li>• Document intervention and enrichment plans in PLC notes, with follow-up checks after two weeks.</li> </ul> <p>Engage in Data Review Cycles</p> <ul style="list-style-type: none"> <li>• Hold mid-trimester and end-of-trimester data meetings with full team to share with administrators that encompass the five PLC guiding questions:             <ol style="list-style-type: none"> <li>1. Which essential learning outcomes have been mastered?</li> <li>2. What evidence supports this?</li> <li>3. Which students need more time/support?</li> <li>4. What additional time/support will we provide?</li> <li>5. How will we extend learning for students already at mastery?</li> </ol> </li> </ul> <p>Collaborate Across Roles</p> <ul style="list-style-type: none"> <li>• Meet monthly with full teams that include special education, English as a Second Language (ESL), and intervention staff to align supports and ensure equitable access to grade-level essential</li> </ul>		
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	learning outcomes.		
Goal 2	Action Steps	Outputs	Outcomes
<p>By June 2026, NIS will increase student engagement and academic growth by strengthening classroom instruction through collaborative and communicative strategies, including student discourse, purposeful SEI (Sheltered English Immersion) strategies, and exploration of AI as a thought partner, with success measured by teacher implementation of at least one new strategy per trimester, documented increases in student participation and discourse in walkthroughs and peer observations, and evidence of SEI strategies supporting multilingual learners in authentic communication tasks.</p> <p>(1.1 &amp; 1.2)</p>	<p><b>Professional Development on Student Discourse</b></p> <ul style="list-style-type: none"> <li>• Provide fall professional development on student discourse strategies to support increased collaboration and communication.</li> <li>• Teachers will select and implement at least one new discourse strategy in the fall, winter and spring and share their experiences and impact with their PLCs to build a shared repertoire of strategies.</li> </ul> <p><b>AI Integration for Student Engagement</b></p> <ul style="list-style-type: none"> <li>• Provide all staff with professional development on the approved AI platform and strategies for leveraging AI to enhance student engagement, support SEI strategies, and facilitate increased student discourse.</li> <li>• Include a standing agenda item in team leader meetings for staff to</li> </ul>	<ul style="list-style-type: none"> <li>• PD agendas, slide decks, and sign-in sheets for student discourse, AI, and SEI sessions.</li> <li>• PLC meeting minutes documenting shared strategies and teacher reflections.</li> <li>• Walkthrough observation data and trend summaries (fall and spring).</li> <li>• Peer observation schedule and faculty meeting reflections.</li> <li>• Aggregated data reports showing frequency and type of strategies observed.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased teacher use of collaboration and communication strategies as documented in walkthroughs and peer observations.</li> <li>• Improved student engagement as evidenced by higher participation rates, observed discourse, and on-task collaboration.</li> <li>• Increased implementation of SEI strategies to support multilingual learners in authentic</li> </ul>

	<p>share examples of AI use in lessons, highlighting connections to student discourse, SEI strategies, and collaborative learning.</p> <ul style="list-style-type: none"> <li>• Encourage grade-level and content-area teams to share lessons that integrate AI as a tool for supporting student engagement, promoting academic conversations, and providing scaffolded support for English learners.</li> <li>• Collect staff reflections regarding the effectiveness of AI integration and identify opportunities for deeper implementation in future years.</li> </ul> <p><b>SEI Strategy Focus</b></p> <ul style="list-style-type: none"> <li>• Deliver professional development on Purposeful and Authentic Interaction, using the SEI Look-For Tool to strengthen communication strategies for multilingual learners.</li> </ul> <p><b>Instructional Observation and Feedback Cycles</b></p> <ul style="list-style-type: none"> <li>• Conduct fall and spring walkthrough observations using the SEI Look-For Tool and collaboration/communication indicators to collect aggregate data</li> </ul>		<p>communication tasks.</p> <ul style="list-style-type: none"> <li>• Development of a schoolwide repertoire of collaboration and communication strategies shared and refined in PLCs.</li> </ul>
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	<p>on the use of strategies.</p> <ul style="list-style-type: none"> <li>• Provide staff feedback and trend data to guide instructional adjustments.</li> </ul> <p><b>Peer Observation and Reflection</b></p> <ul style="list-style-type: none"> <li>• Facilitate peer visits in the fall and spring to allow teachers to observe colleagues implementing student discourse, SEL strategies, and AI-supported engagement strategies.</li> <li>• Include at least one observation focused on student engagement in communication and collaboration for every teacher during the school year.</li> </ul>		
Goal 3	Action Steps	Outputs	Outcomes
By June 2026, NIS will strengthen students' social-emotional learning (SEL) and sense of belonging. The school will do this by providing professional development on the Massachusetts SEL Standards and the CASEL 5 Social Competencies, and by embedding SEL practices	<p><b>Professional Development on SEL and Belongingness</b></p> <ul style="list-style-type: none"> <li>• Provide staff training on the Massachusetts SEL Standards and the CASEL 5 Social Competencies, highlighting strategies that promote belongingness and inclusivity in the classroom.</li> <li>• Embed SEL practices in daily instruction and classroom routines to</li> </ul>	<ul style="list-style-type: none"> <li>• PD agendas, slide decks, and attendance logs for SEL/belongingness sessions.</li> <li>• PLC notes documenting monthly SEL/belonging strategies and reflections.</li> <li>• Family survey instrument and response data reports.</li> <li>• Leadership team and</li> </ul>	<ul style="list-style-type: none"> <li>• Increased teacher understanding and application of SEL and belongingness practices aligned to the CASEL 5.</li> <li>• Students demonstrate stronger</li> </ul>

<p>into daily instruction. Families will also be engaged through a winter 2026 school climate survey. Success will be measured by increased teacher implementation of SEL and belonging strategies observed in classrooms and discussed in PLC reflections, demonstrated growth in students' social-emotional competencies and positive classroom interactions, and improved family perceptions of school climate compared to the 2023–2024 baseline.</p> <p>(3.1)</p>	<p>nurture positive relationships and student voice.</p> <p><b>Family Engagement &amp; Climate Feedback</b></p> <ul style="list-style-type: none"> <li>• School Council will administer a family survey in winter 2026 to measure belongingness, school climate, and SEL support, using 2023–2024 survey results as the baseline.</li> <li>• Analyze survey results to identify trends, celebrate growth, and determine next steps for enhancing family connection and school culture.</li> </ul> <p><b>Monitoring and Reflection</b></p> <ul style="list-style-type: none"> <li>• Leadership team and PLCs will review implementation of SEL and belongingness strategies through classroom observations, student input, and survey feedback.</li> <li>• Adjust practices and target future PD based on identified needs.</li> </ul>	<p>School Council minutes reflecting survey analysis and next steps.</p> <ul style="list-style-type: none"> <li>• Classroom observation data and teacher reflections on SEL and belonging practices.</li> </ul>	<p>social-emotional competencies and a greater sense of belongingness, as evidenced by classroom interactions and student voice.</p> <ul style="list-style-type: none"> <li>• Improved family perceptions of school climate and connectedness, indicated by positive movement in survey data.</li> <li>• A clear roadmap for strengthening belongingness and SEL into the 2026–2027 school year.</li> </ul>
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Goal 4	Action Steps	Outputs	Outcomes
<p>By June 2026, all grade levels at NIS will fully implement the EL (Imagine Learning) resource and All Block routines with integrity to support student growth and proficiency in reading, writing, and foundational skills, with success measured by consistent teacher use of EL instructional routines observed in walkthroughs, documented application in lesson plans and PLC reflections, student work demonstrating growth and proficiency, and improved MAP and module assessment results across all grade levels and student subgroups.</p> <p>(1.1)</p>	<p><b>Ongoing Professional Development to support EL implementation</b></p> <ul style="list-style-type: none"> <li>• Publisher-Led PD - Teacher training on EL resource structure, instructional routines, and planning three times during the school year.</li> <li>• Offer initial training on All Block routines and purpose, emphasizing differentiated supports for student access.</li> </ul> <p><b>Data Analysis and PLC Reflection</b></p> <ul style="list-style-type: none"> <li>• Analyze MAP assessment data and common EL assessments to identify trends, areas of strength, and student needs for intervention as well as needed support with coaching and PD.</li> <li>• Use PLC time monthly to: <ul style="list-style-type: none"> <li>○ Reflect on implementation “glows and grows.”</li> <li>○ Share successful instructional practices.</li> <li>○ Collaboratively problem-solve implementation challenges.</li> </ul> </li> </ul>	<p><b>Professional Development Evidence</b></p> <ul style="list-style-type: none"> <li>• Agendas, slide decks, and attendance records from EL publisher-led PD and All Block sessions.</li> <li>• Teacher planning documents (ex: PLC meeting notes, lesson plans aligned to EL routines).</li> <li>• Evidence of teacher participation in ongoing PD (sign-ins, feedback surveys).</li> </ul> <p><b>Assessment &amp; Data Evidence</b></p> <ul style="list-style-type: none"> <li>• MAP assessment reports showing growth and proficiency trends by grade level and student subgroups.</li> <li>• Common assessment data analysis notes</li> </ul> <p><b>PLC Evidence</b></p> <ul style="list-style-type: none"> <li>• Monthly PLC meeting agendas, notes, and “glows</li> </ul>	<p><b>Student Learning Data</b></p> <ul style="list-style-type: none"> <li>• Student work samples demonstrating proficiency in reading, writing, and foundational skills.</li> <li>• Increased student engagement observed during EL lessons and All Block activities.</li> <li>• Growth in student MAP scores and module assessment results.</li> </ul> <p><b>Educator Growth in the use of EL Resources</b></p> <ul style="list-style-type: none"> <li>• Teachers demonstrate increased confidence and</li> </ul>

	<p><b>Administrative and PLC Feedback</b></p> <ul style="list-style-type: none"> <li>• Conduct classroom walkthroughs focused on EL resource implementation.</li> <li>• Provide actionable feedback to reinforce strong instructional practices and guide continued growth.</li> <li>• Provide PLCs the opportunity to do classroom visits to share practices and collaboratively problem solve</li> </ul>	<p>and grows” documentation.</p> <ul style="list-style-type: none"> <li>• Collaborative planning artifacts</li> <li>• Shared resources (ex, scaffolding strategies, anchor charts, student exemplars).</li> </ul>	<p>proficiency in using EL instructional routines and materials as evidenced by surveys given three times during the school year.</p> <ul style="list-style-type: none"> <li>• All grade levels consistently implement EL modules and All Block components with fidelity as evidenced by observation and walk-through data.</li> <li>• Teachers use common assessments and MAP data to identify student needs and adjust instruction evidenced by PLC notes and shared data.</li> </ul>
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