



Chelmsford School Department School Committee

Notice of Public Meeting

Email Posting to townclerk@townofchelmsford.us Thank you.

Filed with Town Clerk:

As required by G.L. c. 30 A, §18-25

DATE: Tuesday December 7, 2021 TIME: 6:00 p.m. ROOM: Conf. Room 1

PLACE: CPS Central Administration Office ADDRESS: 230 North Road

The Chelmsford School Committee (CSC) intends to conduct an in-person meeting on the date and time specified. In-person public participation will be **scheduled** to provide social distancing of community members in accordance with the CSC In-Person Public Participation Guidelines. The meeting will be live-streamed by Chelmsford Telemedia for interested community members to access and watch. Interested community members may e-mail Superintendent of Schools, Dr. Jay Lang, at langj@chelmsford.k12.ma.us prior to 4:00 p.m. on Monday December 6, 2021 to be scheduled to provide in-person input under the public participation portion(s) of the agenda.

CALL TO ORDER

PLEDGE OF ALLEGIANCE

CHAIR OPENING STATEMENT

CONSENT AGENDA

1. Approval of the minutes of the regular school committee meeting of November 16, 2021
2. Approval of the minutes of the school committee workshop meeting of November 23, 2021

CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS

GOOD NEWS

PUBLIC COMMENTS: The School Committee will hear from members of the public on items listed under New Business on the posted agenda.

NEW BUSINESS

1. Discussion on the Proposed Redevelopment of 255 Princeton Street (formerly the UMASS West Campus) and its Potential Impact on Schools
2. Tri-Board Budgetary Meeting: Monday December 13, 2021 at 7:00 p.m.

3. Final October 1, 2021 Student Enrollment Report & Updated NESDEC Enrollment Projection
4. 2021 – 2022 School Improvement Plans
5. Discussion on Middle School Honor Roll Designation
6. Department and School Presentation Schedule: Spring 2022
7. Proposed 2022/23 School Calendar
8. Proposed FY2023 Budget Calendar
9. Approval of Out-of-State Field Trips

REPORTS

1. Liaison Reports

ACTION/NEW ITEMS

1. Request for Reports & Updates

PUBLIC COMMENTS:

The School Committee will hear from members of the public on general matters of education interest.

ADJOURNMENT

**CHELMSFORD SCHOOL COMMITTEE
REGULAR MEETING
November 16, 2021
Meeting Minutes**

Members Present: Mr. Dennis King (Chair), Mr. John Moses (Vice Chair), Mr. Jeff Doherty (Secretary), Ms. Donna Newcomb and Ms. Maria Santos.

Also present: Dr. Jay Lang (Superintendent) and Ms. Joanna Johnson-Collins (Director of Business and Finance). Dr. Linda Hirsch (Assistant Superintendent) is absent tonight.

Call to Order

6:00 p.m.

Pledge of Allegiance

Chair Opening Statement

“Tonight’s meeting is being live-streamed by Chelmsford Telemedia and posted to the CPS website for interested community members to access and watch. In-person public participation will be taking place tonight in accordance with social distancing and safety protocols established by the Chelmsford School Committee Public Participation Guidelines. Anyone interested in speaking during the public input portion of the meeting would have notified the superintendent’s office by yesterday afternoon and would have been provided with the guidelines and assigned a time to attend the meeting to speak. If anyone watching this meeting live has questions or comments to share they are encouraged to email one of us during the meeting. We will read their comments or questions during our second public input session at the end of the meeting.”

Consent Agenda

1. Approval of the minutes of the regular school committee meeting of November 2, 2021

Ms. Newcomb moved that the School Committee approve the minutes of the regular School Committee meeting of November 2, 2021. Mr. Doherty seconded. Motion carries 3-0 with Mr. Moses abstaining and Ms. Santos not present for the vote.

CHS Student Representative Announcements

Sarah shared that term two began last week. CHS just purchased a program to support students’ social and emotional health called “Character Strong”. Staff members are being trained and the program will be incorporated into Plus Blocks in the next couple of months. The Rotary Club sends thanks to the football team for attending the Veterans Day celebration last Thursday. Winter sports will start Monday, November 29th, registration is happening now. The Mentor Program is going strong with training and the mentors meeting with the freshman mentees to assure success at CHS. On November 18th the mentors will attend the mentees Plus Block to work on time management.

Katrina added that *Pippin* will be performed this Thursday, Friday and Saturday. The amazingly talented students have worked hard to make this a successful production. On Thanksgiving Day at 10:00 the CHS football team will play against Billerica in Billerica. The CHS marching band will be performing at the game. CHS TV's Fall Newscast premiered today with segments about the acapella teams, the senior class officers, *Pippin*, the fall sports season and a spotlight on Dean McNeil, the new dean at Emerson House. This Thursday there will be a veteran's panel in the career center. The G.I.V.E. Club and CHS Student Council are working together for the Thanksgiving food drive, which will be a competition between CHS Houses this year.

Good News

Dr. Lang congratulated CHS senior, Carter Mills, who is an Eagle Scout and completed his Eagle Scout project this past year. With the help of the 4-H Club he worked on a handicapped accessibility project. Carter was honored at a ceremony this morning.

Public Comments

Members of the Equity and Diversity Committee joined tonight's meeting. They shared their mission statement and brought questions for the School Committee. They invited The Committee to attend their next meeting on December 1st, for a joint meeting to respond to the questions. They shared a slide show with the questions and the information about their next meeting at Town Hall starting at 7 p.m. on Wednesday, December 1st.

New Business

1. Dore & Whittier Architects Update on Districtwide Facilities Master Plan

Dore & Whittier associates came to the meeting and shared an update including a slide show which has been included in tonight's agenda packet. Two public meetings have been conducted with final reports being available in January 2022. Meetings were also held with the middle school staff and some middle school students. The 2016 Master Plan has been updated with regard to the current condition of each school facility and projected enrollment for each school. All elementary schools and Parker Middle School are over capacity. CHS and McCarthy Middle School (which has modular classrooms in use) have some room for increased enrollment. In 2016 the decision was that the priority project should be a new high school and an early childhood center. Statements of interest for this were submitted to the MSBA but were not accepted in 2018, 2019, or 2020. The MSBA may perceive the need for new high schools to be greater in other communities and that there may be a greater need in Chelmsford than a new high school. Another update will be provided in December. Work will continue on determining what the priority project should be going forward. In January drafts and final reports will be presented.

2. Approval of 2021 – 22 School Committee and Superintendent Goals

The final goals are included in tonight's packet for approval by The Committee.

Mr. Moses moved to approve The School Committee goals for 2021/2022. Mr. Doherty seconded. Motion carries 5-0.

Mr. Moses moved to approve The Superintendent's goals for 2021/2022. Mr. Doherty seconded. Motion carries 5-0.

3. FY2023 Capital Plan Update

Dr. Lang shared that the projects prioritized at the last meeting totaled 3.5 million dollars. After consulting with The Town, it was learned that some of the projects would qualify for ARPA grant funding and have been removed from the capital plan list of the district. Additionally, repairs have already been made on the elevators at McCarthy and CHS and those have been deferred from the current list. This brings this year's capital projects to a total of under \$2.8 million. The updates to the lists are included in tonight's agenda packet.

Mr. Moses motioned to approve the updates to the FY2023 capital plan request for the total amount of 2.796 million dollars. Mr. Doherty seconded. Motion carries 5-0.

4. COVID-19 Cases, Pool Testing, Test and Stay, and Vaccination Status Update

Dr. Lang shared the updates in a slide show. Pool testing and "test-and-stay" numbers of participants are increasing. Families are encouraged to sign up for "test-and-stay". There have been only 17 positive pools in testing so far this school year. According to information on vaccines voluntarily shared by individuals 66% of CHS, 26% of McCarthy and 24% of Parker students are vaccinated. This is encouraging, and the numbers should increase now that children ages 5 – 11 may be vaccinated. The Dashboard is updated weekly on the district's website. COVID-19 vaccinations will be given to 5 – 11-year children at McCarthy Middle School on November 19, 2021.

5. Multi-Year Strategic Planning Process

Dr. Lang is presenting a proposal for strategic planning from District Management Group (DMG) to The Committee tonight. If approved this group will begin analysis after the holidays and then in January and February, the strategic planning process will be launched with them. They will work within The District and host visioning sessions. This work would continue until June. This will enable a launch of the plan at the beginning of the 2022/23 school year. The entire proposal is included in tonight's agenda packet. Funding may be provided by ESSER grants.

Mr. Moses motioned to grant the contract to support the multi-year strategic planning process to The District Management Group. Mr. Doherty seconded. A roll call vote was taken. Motion carries 5-0.

6. Update on Personnel Office Staffing

The district continues to search for a new Director of Personnel. Candice Hall who is the retired personnel director from Andover started two weeks ago as the interim director. She is in the office Tuesdays, Wednesdays and Thursdays.

7. 2021 – 22 School Year Inclement Weather Delay and Cancellation Procedure

The district will be returning to "old school" snow days this year. There will not be remote learning on snow days. Delayed openings and school closings will be announced with early morning phone calls (@5:30) and on TV channels 4, 5, 7 and 25 as well as the district's website and social media platforms. With some storms (i.e. blizzards) it is possible to make the school closing call the night before.

8. Personnel Report: October 2021

No action required.

9. Approval of Out-of-State Field Trips

Mr. Moses motioned to approve the field trips as presented. Mr. Doherty seconded. Motion carries 5-0.

Liaison Reports

Mr. Doherty shared that the Alumni Association has set October 15, 2022, for The Hall of Fame inductions. On Veterans Day the Booster Club served meals to 55 veterans.

Ms. Santos said that the Wellness Committee has scheduled their regular meetings. This year the focus will be on the "compliance process".

The Chair announced that Center School's PTO meeting will be held on Wednesday.

Action/New Items

The Committee will hold a virtual workshop on November 23rd at 5:00 p.m.

Mr. King was honored by the National Wrestling Hall of Fame at Gillette Stadium last weekend!

Public Comments

None.

Adjournment (7:42 p.m.)

Mr. Moses motioned to adjourn. Mr. Doherty seconded. Motion carries 5-0.

*Respectfully submitted,
Sharon Giglio, Recording Secretary*

**CHELMSFORD SCHOOL COMMITTEE
WORKSHOP MEETING
November 23, 2021
Meeting Minutes**

Members Present: Mr. Dennis King (Chair), Mr. John Moses (Vice Chair), Mr. Jeff Doherty (Secretary), Ms. Donna Newcomb and Ms. Maria Santos.

Also present: Dr. Jay Lang (Superintendent) and Dr. Linda Hirsch (Assistant Superintendent).

Call to Order: 5:04 p.m.

New Business

The Chelmsford School Committee members participated in a workshop conducted by IDEAS, Initiatives for Developing Equity & Achievement for Students, pertaining to the following topics:

1. Privilege
2. Unconscious Bias
3. Microaggressions
4. Responding to Microaggressions

The meeting was adjourned at 7:58 p.m. on a motion by Ms. Newcomb, seconded by Mr. Doherty. Motion carries 5-0.

Respectfully submitted,

Jay Lang, Ed.D.
Superintendent of Schools

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee

From: Jay Lang, Ed.D., Superintendent of Schools

Date: December 5, 2021

Re: Final October 1, 2021 Student Enrollment & NESDEC Enrollment Projection

We supplied the Massachusetts Department of Elementary and Secondary Education (DESE) with our October 1, 2021 student enrollment data which has been certified by DESE. The in-district enrollment information, coupled with our out-of-district special education enrollment, forms the basis for our FY23 Chapter 70 state aid calculation. Attached please find our final enrollment figures certified by DESE for students enrolled and participating in-district as of October 1, 2021. I have also attached an updated enrollment projection performed by NESDEC. This information has been forwarded to Dore & Whittier Architects for their review and inclusion in the updated master planning work.

Chelmsford Public School District
 Student Enrollment Report
 October 1, 2021 - FINAL SIMS Report
 In-District Students



	Pre-K	KP	KF	1	2	3	4	5	6	7	8	9	10	11	12	SP	TOTAL
Chelmsford Public Schools	127	0	355	414	360	388	401	380	373	399	404	328	349	324	342	0	4944



McCarthy Middle School	0	0	0	0	0	0	0	209	197	208	215	0	0	0	0	0	829
# Homerooms:								8	8	8	8						
Avg. Class Size:								26.1	24.6	26.0	26.9						

Parker Middle School	0	0	0	0	0	0	0	171	176	191	189	0	0	0	0	0	727
# Homerooms:								8	8	8	8						
Avg. Class Size:								21.4	22.0	23.9	23.6						



MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 STUDENT INFORMATION MANAGEMENT SYSTEM
 REPORT 5
 ENROLLMENT STATISTICS
 DISTRICT SUMMARY
 OCT 2021 (FY2022)

00560000 Chelmsford

2021-10-26 08:53:26.0

Grade	PK	KP	KF	KT	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
	127	0	355	0	414	360	388	401	380	373	399	404	328	349	324	342	0	4944

Gender	Male	Female	Nonbinary
	2575	2367	2

English Learner Populations	Total EL	Not in EL Program	Sheltered	Two-way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
	211	0	207	0	0	0	4	49

Other Populations	Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan #	Title I	FLNE
	45	14	55	719	167	382	1204

Supplemental Low-Income Indicator Student Count 0

Race	
01 White	3286
02 Black or African American	177
03 Asian	875
04 American Indian or Alaskan Native	10
05 Native Hawaiian or Other Pacific Islander	9
06 White & Black or African American	59
07 White & Asian	107
08 White & American Indian or Alaska Native	6
09 White & Native Hawaiian or Other Pacific Islander	3
10 Black or African American & American Indian or Asian	3
13 Asian & American Indian or Alaska Native	1
17 White & Black or African American & American Indian or Alaska Native	1
18 White & Black or African American & Native	3

Hawaiian or Other Pacific Islander	
20 White & Asian & Native Hawaiian or Other Pacific Islander	3
33 White (Hispanic/Latino)	360
34 Black or African American (Hispanic/Latino)	13
35 Asian (Hispanic/Latino)	9
36 American Indian or Alaska Native (Hispanic/Latino)	2
37 Native Hawaiian or Other Pacific Islander (Hispanic/Latino)	1
38 White & Black or African American (Hispanic/Latino)	13
39 White & Asian (Hispanic/Latino)	3

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 STUDENT INFORMATION MANAGEMENT SYSTEM
 REPORT 4

ENROLLMENT STATISTICS
 SCHOOL SUMMARY
 OCT 2021 (FY2022)

00560000 Chelmsford

2021-10-26 08:53:26.0

00560001 Community Education Center

Grade	PK	KP	KF	KT	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
	127	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	127

Gender	Male	Female	Nonbinary
	82	45	0

English Learner Populations	Total EL	Not in EL Program	Sheltered	Two-way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
	1	0	1	0	0	0	0	0

Other Populations	Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan #	Title I	FLNE
	0	0	55	0	0	0	53

Supplemental Low-Income Indicator Student Count 0

Race	
01 White	68
02 Black or African American	5
03 Asian	30
06 White & Black or African American	1
07 White & Asian	3
33 White (Hispanic/Latino)	18
34 Black or African American (Hispanic/Latino)	2

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 STUDENT INFORMATION MANAGEMENT SYSTEM
 REPORT 4

ENROLLMENT STATISTICS
 SCHOOL SUMMARY
 OCT 2021 (FY2022)

00560000 Chelmsford
 00560030 Byam School

2021-10-26 08:53:26.0

Grade	PK	KP	KF	KT	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
	0	0	102	0	103	97	90	117	0	0	0	0	0	0	0	0	0	509

Gender	Male	Female	Nonbinary
	260	249	0

English Learner Populations	Total EL	Not in EL Program	Sheltered	Two-way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
	37	0	37	0	0	0	0	8

Other Populations	Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan #	Title I	FLNE
	1	2	0	81	7	95	119

Supplemental Low-Income Indicator Student Count 0

Race	
01 White	344
02 Black or African American	13
03 Asian	75
05 Native Hawaiian or Other Pacific Islander	1
06 White & Black or African American	5
07 White & Asian	16
08 White & American Indian or Alaska Native	1
09 White & Native Hawaiian or Other Pacific Islander	1
18 White & Black or African American & Native Hawaiian or Other Pacific Islander	1
33 White (Hispanic/Latino)	48
34 Black or African American (Hispanic/Latino)	1
38 White & Black or African American (Hispanic/Latino)	3

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
STUDENT INFORMATION MANAGEMENT SYSTEM
REPORT 4
ENROLLMENT STATISTICS
SCHOOL SUMMARY
OCT 2021 (FY2022)

00560000 Chelmsford

2021-10-26 08:53:26.0

00560005 Center Elementary School

Grade	PK	KP	KF	KT	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
	0	0	93	0	98	87	110	102	0	0	0	0	0	0	0	0	0	490

Gender	Male	Female	Nonbinary
	267	223	0

English Learner Populations	Total EL	Not in EL Program	Sheltered	Two-way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
	45	0	44	0	0	0	1	10

Other Populations	Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan #	Title I	FLNE
	4	1	0	69	11	109	142

Supplemental Low-Income Indicator Student Count	
	0

Race	
01 White	328
02 Black or African American	15
03 Asian	100
06 White & Black or African American	2
07 White & Asian	16
09 White & Native Hawaiian or Other Pacific Islander	1
33 White (Hispanic/Latino)	25
38 White & Black or African American (Hispanic/Latino)	3

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 STUDENT INFORMATION MANAGEMENT SYSTEM
 REPORT 4
 ENROLLMENT STATISTICS
 SCHOOL SUMMARY
 OCT 2021 (FY2022)

00560000 Chelmsford

2021-10-26 08:53:26.0

00560025 Charles D Harrington

Grade	PK	KP	KF	KT	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
	0	0	76	0	108	94	100	94	0	0	0	0	0	0	0	0	0	472

Gender	Male	Female	Nonbinary
	236	236	0

English Learner Populations	Total EL	Not in EL Program	Sheltered	Two-way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
	35	0	34	0	0	0	1	5

Other Populations	Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan #	Title I	FLNE
	4	1	0	66	3	70	172

Supplemental Low-Income Indicator Student Count 0

Race	
01 White	272
02 Black or African American	21
03 Asian	105
04 American Indian or Alaskan Native	3
05 Native Hawaiian or Other Pacific Islander	2
06 White & Black or African American	7
07 White & Asian	5
33 White (Hispanic/Latino)	52
34 Black or African American (Hispanic/Latino)	1
35 Asian (Hispanic/Latino)	1
39 White & Asian (Hispanic/Latino)	3

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
STUDENT INFORMATION MANAGEMENT SYSTEM
REPORT 4
ENROLLMENT STATISTICS
SCHOOL SUMMARY
OCT 2021 (FY2022)

00560000 Chelmsford
00560015 South Row

2021-10-26 08:53:26.0

Grade	PK	KP	KF	KT	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
	0	0	84	0	105	82	88	88	0	0	0	0	0	0	0	0	0	447

Gender	Male	Female	Nonbinary
	225	222	0

English Learner Populations	Total EL	Not in EL Program	Sheltered	Two-way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
	41	0	41	0	0	0	0	13

Other Populations	Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan #	Title I	FLNE
	5	2	0	55	18	0	116

Supplemental Low-Income Indicator Student Count	0
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Race	
01 White	306
02 Black or African American	14
03 Asian	79
04 American Indian or Alaskan Native	2
06 White & Black or African American	8
07 White & Asian	10
20 White & Asian & Native Hawaiian or Other Pacific Islander	2
33 White (Hispanic/Latino)	26

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 STUDENT INFORMATION MANAGEMENT SYSTEM
 REPORT 4

ENROLLMENT STATISTICS
 SCHOOL SUMMARY
 OCT 2021 (FY2022)

00560000 Chelmsford

2021-10-26 08:53:26.0

00560310 McCarthy Middle School

Grade	PK	KP	KF	KT	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
	0	0	0	0	0	0	0	0	209	197	208	215	0	0	0	0	0	829

Gender	Male	Female	Nonbinary
	420	408	1

English Learner Populations	Total EL	Not in EL Program	Sheltered	Two-way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
	16	0	14	0	0	0	2	5

Other Populations	Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan #	Title I	FLNE
	11	3	0	141	40	60	187

Supplemental Low-Income Indicator Student Count 0

Race	
01 White	539
02 Black or African American	35
03 Asian	149
04 American Indian or Alaskan Native	1
05 Native Hawaiian or Other Pacific Islander	2
06 White & Black or African American	10
07 White & Asian	22
08 White & American Indian or Alaska Native	1
10 Black or African American & American Indian or Asian	2
20 White & Asian & Native Hawaiian or Other Pacific Islander	1
33 White (Hispanic/Latino)	58
34 Black or African American (Hispanic/Latino)	1
35 Asian (Hispanic/Latino)	3

36 American Indian or Alaska Native (Hispanic/Latino)	2
38 White & Black or African American (Hispanic/Latino)	3

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 STUDENT INFORMATION MANAGEMENT SYSTEM
 REPORT 4

ENROLLMENT STATISTICS
 SCHOOL SUMMARY
 OCT 2021 (FY2022)

00560000 Chelmsford

2021-10-26 08:53:26.0

00560305 Col Moses Parker School

Grade	PK	KP	KF	KT	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
	0	0	0	0	0	0	0	0	171	176	191	189	0	0	0	0	0	727

Gender	Male	Female	Nonbinary
	410	317	0

English Learner Populations	Total EL	Not in EL Program	Sheltered	Two-way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
	19	0	19	0	0	0	0	5

Other Populations	Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan #	Title I	FLNE
	9	3	0	124	24	48	156

Supplemental Low-Income Indicator Student Count 0

Race	
01 White	493
02 Black or African American	28
03 Asian	105
04 American Indian or Alaskan Native	2
06 White & Black or African American	12
07 White & Asian	16
08 White & American Indian or Alaska Native	2
10 Black or African American & American Indian or Asian	1
13 Asian & American Indian or Alaska Native	1
33 White (Hispanic/Latino)	59
34 Black or African American (Hispanic/Latino)	5
35 Asian (Hispanic/Latino)	3

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 STUDENT INFORMATION MANAGEMENT SYSTEM
 REPORT 4

ENROLLMENT STATISTICS
 SCHOOL SUMMARY
 OCT 2021 (FY2022)

00560000 Chelmsford
 00560505 Chelmsford High

2021-10-26 08:53:26.0

Grade	PK	KP	KF	KT	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
	0	0	0	0	0	0	0	0	0	0	0	0	328	349	324	342	0	1343

Gender	Male	Female	Nonbinary
	675	667	1

English Learner Populations	Total EL	Not in EL Program	Sheltered	Two-way	Other Bilingual	Transitional Bilingual	Opted-Out	EL Recently Arrived in U.S.
	17	0	17	0	0	0	0	3

Other Populations	Immigrant	Military Family	SPED Age 3-5	SPED Age 6-21	504 Plan #	Title I	FLNE
	11	2	0	183	64	0	259

Supplemental Low-Income Indicator Student Count 0

Race	
01 White	936
02 Black or African American	46
03 Asian	232
04 American Indian or Alaskan Native	2
05 Native Hawaiian or Other Pacific Islander	4
06 White & Black or African American	14
07 White & Asian	19
08 White & American Indian or Alaska Native	2
09 White & Native Hawaiian or Other Pacific Islander	1
17 White & Black or African American & American Indian or Alaska Native	1
18 White & Black or African American & Native Hawaiian or Other Pacific Islander	2
33 White (Hispanic/Latino)	74

34 Black or African American (Hispanic/Latino)	3
35 Asian (Hispanic/Latino)	2
37 Native Hawaiian or Other Pacific Islander (Hispanic/Latino)	1
38 White & Black or African American (Hispanic/Latino)	4



**Chelmsford Public Schools
Chelmsford, MA**

2021-22 Enrollment Projection Report

Enrollment Summary

The global pandemic continues to influence our nation's public health and economic stability in unpredictable ways. As such, it is still too early to identify many of the factors that could impact school enrollments. Over the past school year, we have seen fluctuations in the real estate market and job trends, which have impacted student attendance patterns. Moreover, during the past school year, we have seen how school enrollment patterns can differ substantially from one district to another, with some districts losing students while others experience an influx of students.

We are pleased to send you the past, present, and projected enrollments for your District. New this year, we have added graphs that highlight Historical and Projected Enrollments in Grade Combinations. We have received the figures given to us by the District and we assume that the method of collecting the enrollment data has been consistent from year to year.

Of note, projections are generally more reliable when they are closest in time to the current year. Projections four to ten years out may serve as a guide to future enrollments.

In light of this, NESDEC has added a "Second Semester refresher" enrollment projection at no cost to affiliates.

The NESDEC enrollment projection fell within 107 students of the K-12 total: 4,710 students projected vs. 4,817 enrolled. One variance of +48 students occurred at Grade 1, where 336 students were projected vs. 414 enrolled. This variance could be attributed to family indecision regarding the pandemic. Ratios have been adjusted.

Births decreased by -4, from a previous ten-year average of 335 to a projected average of 331, which could have an impact on enrollment of future Kindergarteners. Enrollment in Grades 1-8 is usually pretty consistent and a good predictor of enrollment stability. For the past eight years, Grades 1-8 were adding an average of +27 net "move-ins" of students in the following year.

Over the next three years, K-4 enrollments are projected to increase by +56 students, Grades 5-8 enrollments are projected to increase by +59 students, and Grades 9-12 enrollments are projected to increase by +40 students, as students move through the grades.

Historical Enrollment

School District: Chelmsford, MA

11/18/2021

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2006	361	2011-12	106	316	369	387	396	404	373	407	407	450	439	380	370	406	1	5105	5211
2007	328	2012-13	122	294	367	364	394	402	397	381	418	405	419	419	373	383	0	5016	5138
2008	329	2013-14	125	322	342	378	376	395	401	401	387	422	360	421	417	377	0	4999	5124
2009	328	2014-15	133	301	367	347	386	379	375	404	396	391	379	362	423	413	0	4923	5056
2010	320	2015-16	132	300	352	373	350	391	371	386	412	411	337	381	371	420	0	4855	4987
2011	318	2016-17	136	333	345	358	382	361	387	384	389	414	372	347	391	372	1	4836	4972
2012	370	2017-18	132	368	369	349	379	387	359	400	380	392	372	367	351	389	0	4862	4994
2013	342	2018-19	151	376	382	376	349	379	369	359	397	381	356	368	369	351	0	4812	4963
2014	316	2019-20	166	365	393	405	385	367	387	381	360	400	329	348	371	365	18	4874	5040
2015	345	2020-21	76	350	349	381	391	373	363	383	393	359	360	335	342	373	0	4752	4828
2016	314	2021-22	127	355	414	360	388	401	380	373	399	404	328	349	324	342	0	4817	4944

*Birth data provided by Public Health Vital Records Departments in each state.

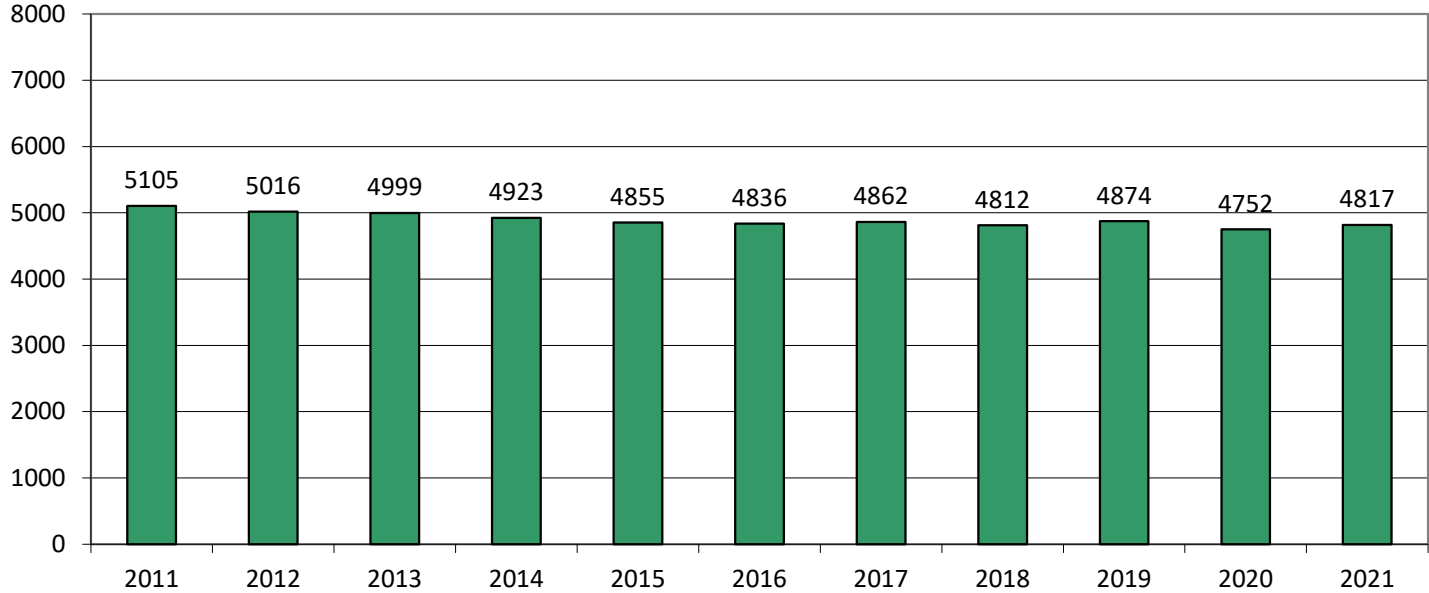
Historical Enrollment in Grade Combinations									
Year	K-4	PK-4	K-5	PK-5	K-8	PK-8	5-8	5-12	9-12
2011-12	1872	1978	2245	2351	3509	3615	1637	3232	1595
2012-13	1821	1943	2218	2340	3422	3544	1601	3195	1594
2013-14	1813	1938	2214	2339	3424	3549	1611	3186	1575
2014-15	1780	1913	2155	2288	3346	3479	1566	3143	1577
2015-16	1766	1898	2137	2269	3346	3478	1580	3089	1509
2016-17	1779	1915	2166	2302	3353	3489	1574	3056	1482
2017-18	1852	1984	2211	2343	3383	3515	1531	3010	1479
2018-19	1862	2013	2231	2382	3368	3519	1506	2950	1444
2019-20	1915	2081	2302	2468	3443	3609	1528	2941	1413
2020-21	1844	1920	2207	2283	3342	3418	1498	2908	1410
2021-22	1918	2045	2298	2425	3474	3601	1556	2899	1343

Historical Percentage Changes			
Year	K-12	Diff.	%
2011-12	5105	0	0.0%
2012-13	5016	-89	-1.7%
2013-14	4999	-17	-0.3%
2014-15	4923	-76	-1.5%
2015-16	4855	-68	-1.4%
2016-17	4836	-19	-0.4%
2017-18	4862	26	0.5%
2018-19	4812	-50	-1.0%
2019-20	4874	62	1.3%
2020-21	4752	-122	-2.5%
2021-22	4817	65	1.4%
Change		-288	-5.6%



Historical Enrollment

K-12, 2011-2021



Projected Enrollment

School District: Chelmsford, MA

11/18/2021

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2016	314		2021-22	127	355	414	360	388	401	380	373	399	404	328	349	324	342	0	4817	4944
2017	318		2022-23	128	350	377	424	364	396	405	390	382	403	361	324	350	324	0	4850	4978
2018	343	(prov.)	2023-24	129	377	371	386	428	371	400	415	400	386	360	357	325	350	0	4926	5055
2019	334	(prov.)	2024-25	130	367	400	380	390	437	375	410	426	404	344	356	358	325	0	4972	5102
2020	344	(prov.)	2025-26	131	378	390	410	384	398	441	384	420	431	361	340	357	358	0	5052	5183
2021	331	(est.)	2026-27	132	364	401	400	414	392	402	452	394	425	385	357	341	357	0	5084	5216
2022	334	(est.)	2027-28	133	367	386	411	404	422	396	412	463	398	379	381	358	341	0	5118	5251
2023	337	(est.)	2028-29	134	371	390	396	415	412	426	406	422	468	355	375	382	358	0	5176	5310
2024	336	(est.)	2029-30	135	370	394	400	400	423	416	437	416	427	418	351	376	382	0	5210	5345
2025	336	(est.)	2030-31	136	370	393	404	404	408	427	426	448	421	381	413	352	376	0	5223	5359
2026	335	(est.)	2031-32	137	368	393	403	408	412	412	438	437	453	376	377	414	352	0	5243	5380

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.

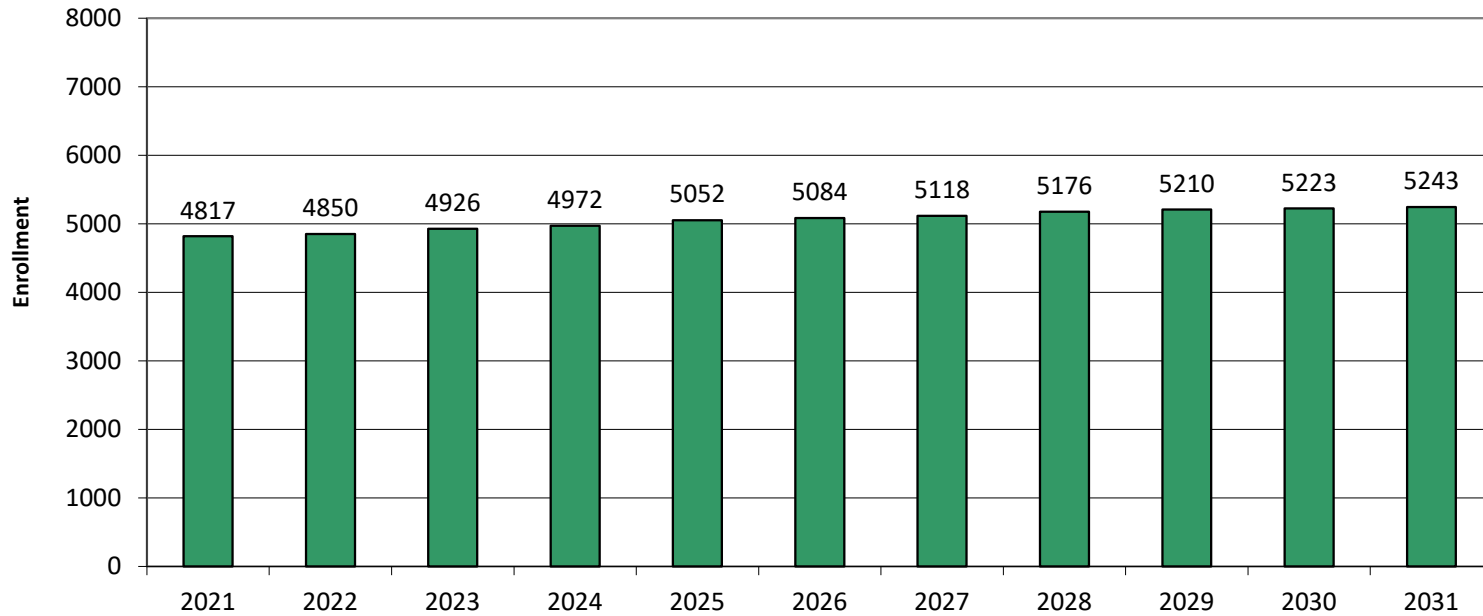
Projected Enrollment in Grade Combinations*									
Year	K-4	PK-4	K-5	PK-5	K-8	PK-8	5-8	5-12	9-12
2021-22	1918	2045	2298	2425	3474	3601	1556	2899	1343
2022-23	1911	2039	2316	2444	3491	3619	1580	2939	1359
2023-24	1933	2062	2333	2462	3534	3663	1601	2993	1392
2024-25	1974	2104	2349	2479	3589	3719	1615	2998	1383
2025-26	1960	2091	2401	2532	3636	3767	1676	3092	1416
2026-27	1971	2103	2373	2505	3644	3776	1673	3113	1440
2027-28	1990	2123	2386	2519	3659	3792	1669	3128	1459
2028-29	1984	2118	2410	2544	3706	3840	1722	3192	1470
2029-30	1987	2122	2403	2538	3683	3818	1696	3223	1527
2030-31	1979	2115	2406	2542	3701	3837	1722	3244	1522
2031-32	1984	2121	2396	2533	3724	3861	1740	3259	1519

Projected Percentage Changes			
Year	K-12	Diff.	%
2021-22	4817	0	0.0%
2022-23	4850	33	0.7%
2023-24	4926	76	1.6%
2024-25	4972	46	0.9%
2025-26	5052	80	1.6%
2026-27	5084	32	0.6%
2027-28	5118	34	0.7%
2028-29	5176	58	1.1%
2029-30	5210	34	0.7%
2030-31	5223	13	0.2%
2031-32	5243	20	0.4%
Change	426	8.8%	

*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

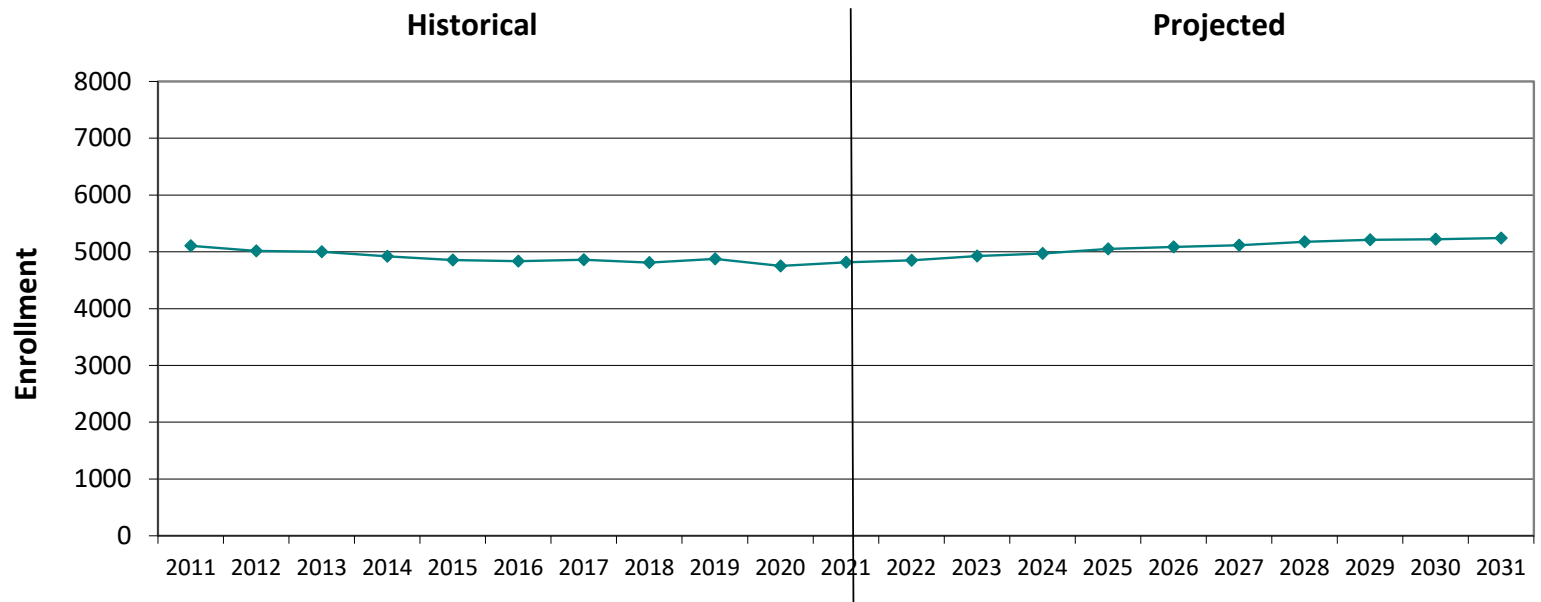
Projected Enrollment

K-12 To 2031 Based On Data Through School Year 2021-22

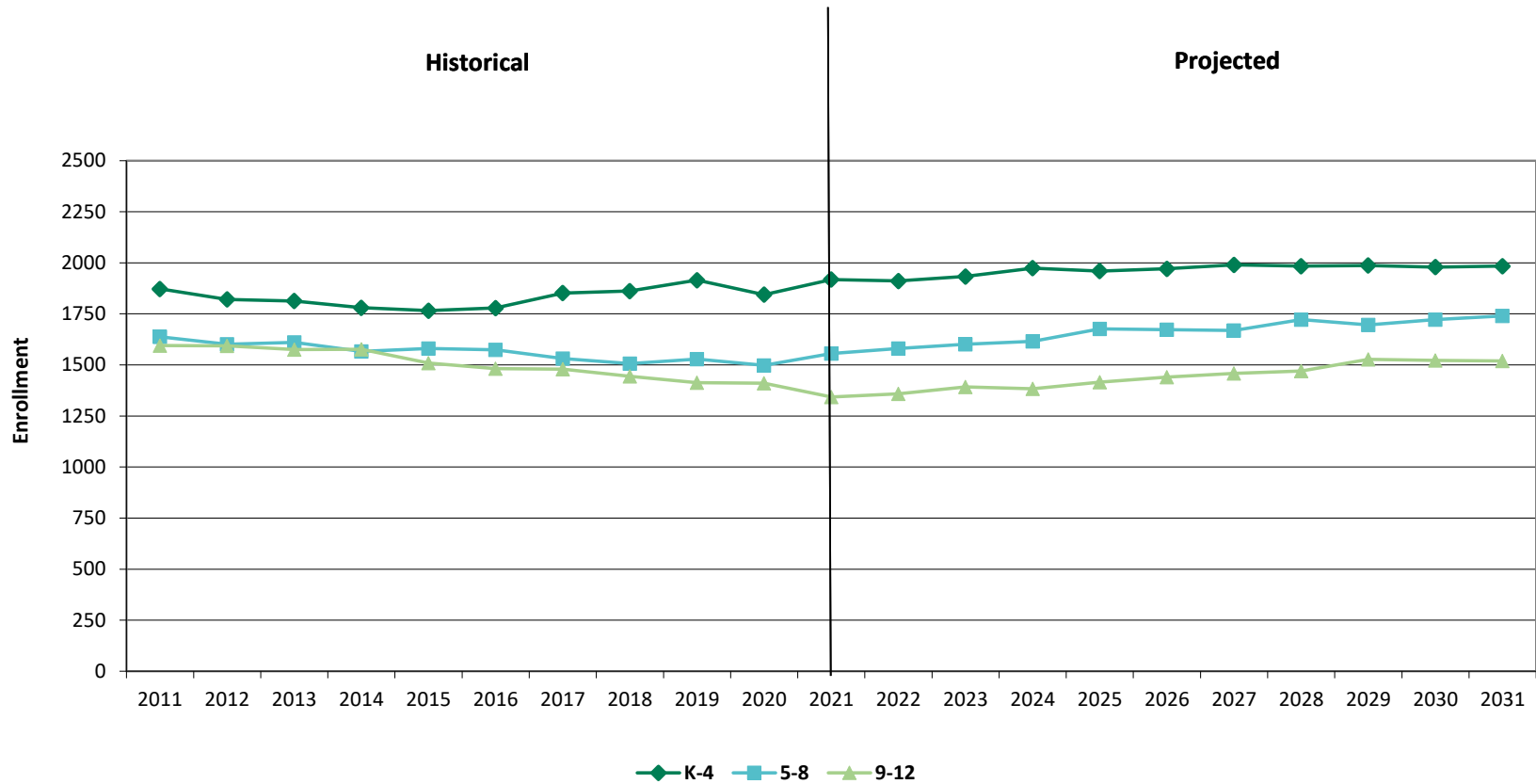


Historical & Projected Enrollment

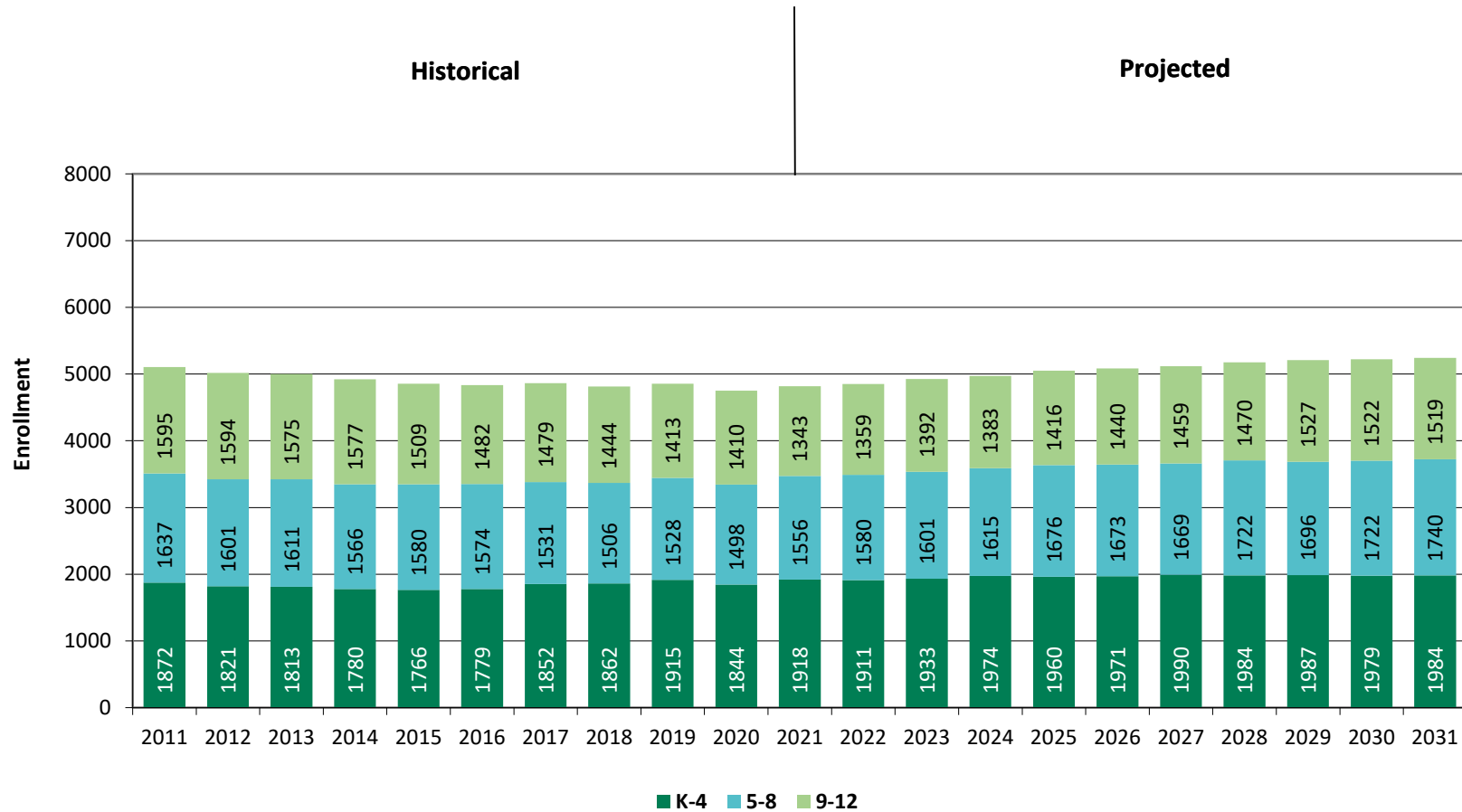
K-12, 2011-2031



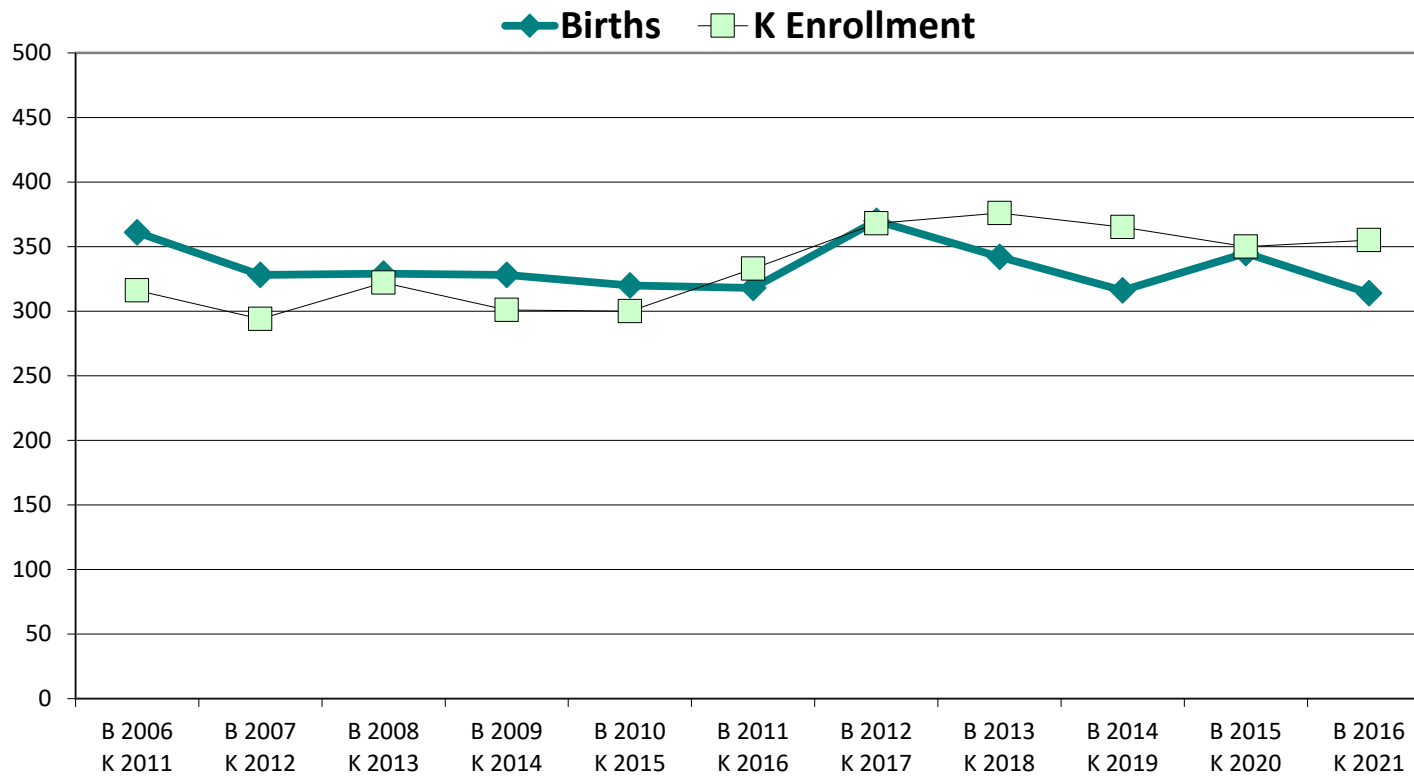
Historical & Projected Enrollments in Grade Combinations



Historical & Projected Enrollments in Grade Combinations



Birth-to-Kindergarten Relationship



Additional Data

Building Permits Issued (Source: HUD)		
Year	Single-Family	Multi-Units
2011	22	3
2017	18	114
2018	17	128
2019	14	181
2020	8	32
2021	7 to date	43 to date

Enrollment History*		
Year	Career-Tech 9-12 Total	Non-Public K-12 Total
2011-12	0	0
2017-18	189	167
2018-19	177	207
2019-20	n/a	n/a
2020-21	197	138
2021-22	212	204

Residents in Non-Public Independent and Parochial Schools (General Education)*														
Enrollments as of Oct. 1	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL
	55	11	10	14	16	12	11	10	12	13	11	20	9	204

K-12 Home-Schooled Students*	
2021	57

K-12 Residents in Charter or Magnet Schools, or Choiced-out*	
2021	150

K-12 Special Education Outplaced Students*	
2021	64

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents*	
2021	42

*The above data were provided by the district, with the exception of building permit data (provided by HUD).
"n/a" signifies that information was not provided by District.

New England's PK-12 Enrollments The "Big Picture"

From 2018 to 2029, the U.S. Department of Education anticipates changes in PK-12 enrollment of +3.3% in the South; +0.9% in the West, -1.8% in the Midwest; and -2.6% in the Northeast.

State	Fall 2018 PK - 12	Fall 2029 Projected	PK-12 Decline	% Change, 2018-2029
CT	526,634	478,000	-48,634	-9.2%
ME	180,461	174,500	-5,961	-3.3%
MA	962,297	945,400	-16,897	-1.8%
NH	178,515	166,100	-12,415	-6.9%
RI	143,436	139,900	-3,536	-2.5%
VT	87,074	82,000	-5,074	-5.8%

SOURCE: U.S. Department of Education, National Center for Education Statistics, Table 203.20, August 2020

Note: Data collected prior to 2020 Coronavirus pandemic.

Although most New England districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from one district to the next. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other districts remaining stable.

Reliability and Use of this Document

PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment forecasts. NESDEC uses this method, but modifies it in order to move away from forecasts that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific information into the generation of enrollment forecasts (such as in/out-migration of students, resident births, HUD-reported building permits, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2018-19 increased to 104 students in Grade 2 in 2019-20, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Projections are generally most reliable when they are closest in time to the current year, and the more stable the variables noted above, the easier and more reliable the projections. Projections six to ten years out may serve as a guide to future enrollments and are useful for facility planning purposes, but they should be viewed as subject to change, given the likelihood of changes in the underlying assumptions/trends.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable; the second level of reliability will be for those children already **born into the community but not yet old enough to be in school**. The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" slide/page.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October.** This service is available at no cost to affiliated school districts.

USING THIS INFORMATION ELECTRONICALLY

If you would like to extract the information contained in this report for your own documents or presentations, you can use screenshots, which can be inserted into PowerPoint slides, Word documents, etc. Because screenshots create graphics, the image is not editable. Please feel free to contact us if you need assistance in this matter, by phone (508-481-9444) or by email (ep@nesdec.org).



CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

MEMORANDUM

To: Dr. Jay Lang, Superintendent
Members of the Chelmsford School Committee

From: Dr. Linda Hirsch, Assistant Superintendent *Linda J. Hirsch*

Date: December 7, 2021

RE: School Improvement Plans

The School Improvement Plan (SIP) is the strategy that structures continuous improvement in the individual Chelmsford Public Schools. The School Improvement Plan is generated from data and collaboration from both school administrators and through the organization of the school site council. Based on both the timeline and relevancy of the objectives and initiatives, action steps are implemented and assessed. It incorporates the requirements set forth under The Education Reform Act of 1993 for school improvement plans.

In this week's School Committee packet, there is a copy of the each individual School Improvement Plans for the 2021-2022 school year. Building principals will update the committee during their individual presentations throughout the school year.

If you have any additional questions, please feel free to contact me.





CHELMSFORD PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLANS

School Year: 2021-2022



Chelmsford Public Schools - A Future Ready District



Chelmsford High School

School Improvement Plan – 2021-2022
200 Richardson Road, North Chelmsford, MA, 01863
Stephen Murray, Principal
Joshua Blagg, Dean Hawthorne House
John MacIsaac, Dean Whittier House
Erin MacNeil, Dean Emerson House



Chelmsford Public Schools – A Future Ready District

School: Chelmsford High School		School Year: 2021-2022			
Goal #1: <i>Our school will continue to provide opportunities to accelerate student learning during the 2021-2022 school and monitor students' progress on common assessments and standardized testing.</i>					
Strategy #1: The school will implement common assessments in each discipline to measure student progress toward intended learning goals to prepare student for demonstrating proficiency on standardized testing.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Implement data analysis protocols to identify need areas for instructional interventions and support	<ul style="list-style-type: none"> • Common Planning Time • Release Time • Departmental Time 	Staff will analyze results and identify systematic ways of meeting the needs of the students	<ul style="list-style-type: none"> • Teachers • Curriculum Coordinators 	Fall	
Administer ELA and math diagnostic assessments in the fall and spring	<ul style="list-style-type: none"> • iReady • Chromebooks • Assessment Windows 	Monitor student growth and identify learning targets throughout the school year	<ul style="list-style-type: none"> • Building Admin. • ELA/Math Coordinators • Teachers 	Fall & Spring	
Strategy #2: The school will prepare students for demonstrating proficiency on the MCAS and AP Exams					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Continue to review curriculum in other disciplines in alignment with new national standards, Common Core, and other local standards	<ul style="list-style-type: none"> • Professional Time • Electronic Resources 	Revised curriculum documents and/or curriculum maps for disciplines	<ul style="list-style-type: none"> • Dept. Coordinators • Asst. Superintendent • Building Admin. • Special Ed. Chair. • Teachers 	On-going	
Review AP classes that are not meeting the same level of success as other classes and devise strategies to help improve student performance and improve instruction.	<ul style="list-style-type: none"> • Professional Time • AP Testing Data • Departmental Time 	Teachers and/or Departments will analyze the curriculum and the AP exam. Identify learning strands that need more time/emphasis and adjust the class experiences as necessary	<ul style="list-style-type: none"> • Dept. Coordinators • Asst. Superintendent • Principals 	Winter - Spring	

Strategy #3: The school will continue to implement tiered instructional approaches through the guidelines of MTSS/PBIS to meet the needs of all students inclusive of UDL practices and co-teaching.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Redesign the entrance criteria and goals for the Resiliency Program	<ul style="list-style-type: none"> • Sub-Committee Time • Data • Professional Time for Analysis and Actions Steps 	Redesigning the Resiliency Process to Include: <ul style="list-style-type: none"> • Review entrance criteria • Develop program goals • Determine indicators of success 	<ul style="list-style-type: none"> • Resiliency Teacher • Coordinators • CHS admin • Special Ed Chairperson 	Winter - Spring	

School: Chelmsford High School			School Year 2021-2022		
Goal #2: CHS will engage in the reaccreditation process as identified by NEASC					
Strategy #1: The school will complete develop a comprehensive report that focus on NEASC Standards					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Continue to meet with the NEASC liaison, Steering Committee and the Self-Reflection Committee to prepare the school for reaccreditation	<ul style="list-style-type: none"> • CHS Staff • NEASC • Curriculum Coordinators • PD Time • Faculty Meeting Time 	Develop an action plan for school improvement.	<ul style="list-style-type: none"> • Building Admin • Staff • Curriculum Coordinators 	On-going	
Review survey data to incorporate recommendations from the student, staff and family into the reaccreditation report/plan	<ul style="list-style-type: none"> • PD Time • Department Time • Faculty Meeting Time 	Implementation of programmatic changes in accordance with the NEASC Standards	<ul style="list-style-type: none"> • NEASC Steering Committee • Building Admin • Staff 	Ongoing	

School: Chelmsford High School		School Year: 2021-2022			
Goal #3: CHS will continue to maintain a healthy, positive school climate that promotes emotional well-being and growth for students in a safe, secure environment where all students feel welcomed, have a sense of belonging, and are engaged in opportunities that provide support beyond high school.					
Strategy #1: Continue to revise the Student Mentor Program for 9 th graders and new students to CHS					
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
Review the new PRIDE Block intervention model	<ul style="list-style-type: none"> • MTSS Team • Faculty Meeting Time • PD Time 	Create a system that has every student scheduled into a support class, extra help or study group during intervention twice per week	<ul style="list-style-type: none"> • Staff • Building Admin 	Winter - Spring	
Explore the new Innovation Pathways initiative identifying programs that engage student interest.	<ul style="list-style-type: none"> • Meeting Time • Department Time 	Using data from scheduling requests, student surveys and with guidance from DESE develop a career and job readiness pathways that enable students to acquire an associate degree by the time they graduate.	<ul style="list-style-type: none"> • Building Admin • Curriculum Coordinators • Staff 	Winter - Spring	
Review Dual Enrollment Offerings and identify possible new DE courses and staff members to teach those courses	<ul style="list-style-type: none"> • Curriculum Coordinators • Meeting Time 	Offer DE offerings in all subject areas and develop pathways for students to acquire an associate degree by the time they graduate.	<ul style="list-style-type: none"> • Building Admin • Curriculum Coordinators • Staff 	Winter - Spring	
Investigate Senior Capstone and Senior Internship opportunities that will include the entire senior class.	<ul style="list-style-type: none"> • Professional Dev. • Committee Groups • Time to view other schools with Capstone/Internship programs 	Create a structure for Seniors to gain skills and experiences that they can use in either post-graduate studies or in the work force. them academically and/or social/emotionally.	<ul style="list-style-type: none"> • CHS Admin Team • CAGS Teachers • Faculty • Department Coordinators 	Winter - Spring	
Implement SEL programming in Plus Block	<ul style="list-style-type: none"> • SEL Programming • Faculty Meeting Time • PD Time • Money for programming 	Implement an SEL program that focuses on areas of student concern while providing scope and sequence lessons for grades 9-12	<ul style="list-style-type: none"> • Staff • Building Admin • Budget Support 	Winter - Spring	
Staff will receive professional development related to race and bias during three district professional development days.	<ul style="list-style-type: none"> • PD Time • Presenters 	Staff will receive learning on topics related to race and bias	<ul style="list-style-type: none"> • Building Admin • SEL Coordinator • Teachers 	September 2021 November 2021 February 2022	

Strategy #2: In partnership with outside groups (e.g., LiveSmart, Council of Schools, Healthy Chelmsford, etc.), CHS will continue to provide awareness programs for students, parents and staff members in our community					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Analyze the most recent YRBS and Selis surveys. Identify and analyze trends of our current students	<ul style="list-style-type: none"> Members of the Police, town, health department and school Grant funding from GLHA to administer 	Implementation of two targeted programs for our students and community	<ul style="list-style-type: none"> MTSS Group 	Ongoing	
Strategy #3: Continue to monitor the maintenance and upkeep of the physical plant on a regular basis.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Regular meetings with co-leads at high school	<ul style="list-style-type: none"> Principal will meet with two leads 	Monitor progress of building cleanliness	<ul style="list-style-type: none"> Principal /head custodian 	Ongoing	
Meetings with Dynamic Cleaning representative	<ul style="list-style-type: none"> Head custodian/principal More training 	Maintain ongoing communication about building status.	<ul style="list-style-type: none"> Principal 	Ongoing	
Meetings with Facilities Director for Town and School	<ul style="list-style-type: none"> Meeting Time Monitor progress on school dude requests and completion 	Strategize, prioritize, and implement capital planning as means of prioritizing physical needs of school; including bathroom project, accordion wall replacement, and renovation of Lecture Hall I into seminar space	<ul style="list-style-type: none"> Principal Facilities Department 	Ongoing	



McCarthy Middle School

School Improvement Plan – 2021-2022
240 North Road, Chelmsford, MA, 01824
Kurt McPhee, Principal
Kerry Calobrisi, Assistant Principal



Chelmsford Public Schools – A Future Ready District

School: McCarthy Middle School			Date: 2021-2022		
Student Learning Goal:					
During the 2021-2022 school year, 90% of students in grades 5-8 will demonstrate typical average annual growth or stretch growth in reading as measured by their fall and spring iReady benchmark assessments.					
Strategy #1: In grades 5-6, Fountas & Pinnell Classroom will be taught with fidelity to provide students comprehensive reading instruction					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
All 5-6 teachers will attend Fountas and Pinnell district training	PD Time Presenters	Staff will receive customized learning on F & P Classroom and the literacy continuum and writing	Asst. Supt. ELA Coord. Principals Teachers	October 2021 November 2021 March 2022	
Students will be assessed using the F&P Benchmark Assessment System (BAS)	F&P BAS Assessment Window	Guided reading level data guides instructional groupings, differentiation and interventions	Teachers Special Education Staff	September 2021	
Implement Interactive read alouds, reading mini lessons, and shared reading with fidelity in pace with the Essential Course of Study (ECOS) in grades 5-6.	FPC Materials CPS ECOS	Expand students' thinking across the year with books that spark discussion and inquiry	Teachers	Sept 2021- June 2022	

Teachers will utilize FPC guided reading materials to meet with students in leveled reading groups	FPC Material Guided Reading Blocks	Students will have small group instruction to move them toward mastery of reading skills	Teachers	Sept 2021- June 2022	
Reassess students who tested below benchmark in the fall using the BAS	F&P BAS Assessment Window	Identify progress and areas of needed intervention for students below benchmark	Teachers Special Education Staff	January 2022	
Conduct final BAS assessment	F&P BAS Assessment Window	Identify growth over the school year and assist with school planning	Teachers Special Education Staff	May 2022	

Strategy #2: In grades 7-8, Houghton-Mifflin Harcourt (HMH) will be implemented with fidelity.

<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Implementation of New HMH Curriculum materials for Grades 7 & 8	HMH Materials	Grade 7-8 students will be exposed to updated curriculum materials.	Asst. Super ELA Coord. Principals Teachers	September 2021-June 2022	
Provide training for grade 7 & 8 teachers	HMH Materials	Enhance teachers effectiveness of implementing the HMH program	Asst. Super ELA Coord. Principals Teachers	October 2021- June 22	

Strategy #3: Utilize the iReady platform with fidelity.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Administer diagnostic assessments in the fall, winter and spring	iReady Chromebooks Assessment Windows	Monitor student growth and identify learning targets throughout the school year	Principals ELA/Math Coordinators Teachers	September 2021 January 2022 May 2022	
Utilize iReady data for instructional groupings and skill areas to develop	iReady Data Meeting Time iReady Reports	Adjust student personal iReady instruction, create instructional groupings and identify areas needing further instruction	Principals ELA/Math Coordinators Teachers	October 2021- June 22	
Utilize iReady personal instruction 45 minutes per week	iReady Chromebooks Scheduled iReady Block	Target student needs and provide further practice in these areas	Teachers	October 2021- June 22	

School: McCarthy Middle School			School Year: 2021-22		
<p>School Culture Goal: We are committed to supporting our students in every possible way. By the end of the 2021-22 school year, we hope to have adopted and put in place a systematic office referral process and procedure in order to collect consistent and accurate data. In addition, we will aim to begin to put in place at least one Tier 2 practice.</p>					
<p>Strategy #1: Staff will work to build and maintain connections with their students during everyday instructional routines.</p>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Professional development will be offered to staff in the area of SEL/PBIS.	PBIS Committee Information/articles on social-emotional health and mindfulness	Teaching Staff will become more familiar and comfortable with PBIS principles.	<ul style="list-style-type: none"> • Building Admin. • PBIS Committee 	October 2021-June 22	
We will deliver weekly Second Step lessons in all four grade levels	Digital access to Second Step Curriculum	Students will be delivered a research based SELIS curriculum	<ul style="list-style-type: none"> • All Staff • Building Admin 	October 2021-June 22	
Maintaining a Counselors Corner Bulletin Board	Bulletin Board Pertinent, relevant materials	Given students and staff a location to seek out relevant information regarding healthy social emotional coping strategies	<ul style="list-style-type: none"> • Counseling Staff 	October 2021-June 22	
Pilot a Tier 2 strategy such as Check In, Check Out (CICO)	Pertinent Behavioral Data CICO Forms	Establish a system for Checking In and out with students who may benefit from establishing a relationship with another adult in the building	<ul style="list-style-type: none"> • Building Admin • Counseling Staff • All Teaching Staff 	Winter-Spring	

Strategy #2: Reinforce students’ positive social behavior and support positive student/staff interactions within the school community in order to achieve a safe and rewarding educational experience.

<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Share Building wide PBIS Rubric of expected behaviors.	PBIS Behavioral Expectations Rubric	Staff will have common language to use regarding expected student behavior.	<ul style="list-style-type: none"> • PBIS Committee • Building Admin 	Fall	
Give mini lessons for teachers to deliver on location specific expected behavior (At beginning of year and mid-year booster)	Mini lessons created by PBIS Facilitators	All students receive Tier 1 instruction on expected behaviors in various locations	<ul style="list-style-type: none"> • PBIS Facilitators • Building Admin • All teaching staff 	Fall-Winter	
Discuss School wide behavioral expectations in grade level assemblies throughout the year.	District PRIDE initiative information PBIS Behavioral Expectations Rubric Fall/Beginning of year assemblies	Our staff and students begin to place more emphasis on what are expected behaviors in various locations in and related to the school setting.	<ul style="list-style-type: none"> • Building Admin. • All staff 	October 2021- June 22	
Maintain a building PBIS Team.	PBIS Consultant PBIS Facilitator Stipends	Members of the PBIS team build staff competency in the area of PBIS.	<ul style="list-style-type: none"> • Building Admin. • PBIS Committee 	October 2021- June 22	
Continue to Grow the Student of the Month and Raffle Recognition Programs.	Google Sheets Awards for Raffle	Students will be recognized for their pro-social behaviors not only on teams but in specialist areas.	<ul style="list-style-type: none"> • Building Admin. • PBIS Committee 	October 2021- June 22	
Daily PRIDE related expectations reminders on announcements	Morning Announcements	Everyone receives a daily reminder of expected behaviors	<ul style="list-style-type: none"> • Building Admin 	October 2021- June 22	

Strategy #3: Analyze student data regarding student safety from various screenings and surveys.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Implement Youth Risk Behavior Survey for grade 6-8.	Youth Risk Behavior Survey Funding through Town Department of Health Services	Have comprehensive data on grades 6-8 including statewide comparative data.	<ul style="list-style-type: none"> • HE/PE Department Coordinator • MS Building Admin. • Live Smart Committee 	Winter	
Implement grade 7 substance abuse screening.	SBIRT Screening tool	Complete mandated screening and offering counseling support to identified students.	<ul style="list-style-type: none"> • HE/PE Department Coordinator • MS Building Admin. • Nurse Leader 	Winter-Spring	
Implement grade 6 RCADS screening.	Online RCADS Screening tool Chromebooks	Identify students who may be struggling with anxiety and /or depression that have not already been identified	<ul style="list-style-type: none"> • Building Admin • Counseling Staff • Grade 6 Teachers • Wellness & SEL Department Coordinators 	TBD	
Analyze data from the SBIRT and SOS screenings.	Screening Results	Making decisions on curriculum and programming to address needs from the YRBS and other current trends.	<ul style="list-style-type: none"> • Guidance/Health/ Nurses • Building Admin 	Spring	
Analyze data from the YRBS survey.	Survey Data and Reports	Making decisions on curriculum and programming to address needs from the YRBS and other current trends.	<ul style="list-style-type: none"> • Live Smart Committee 	Spring	
Report YRBS findings to School Committee.	Results of YRBS Presentation	Make results of the survey public.	<ul style="list-style-type: none"> • HE/PE Department Coordinator • MS Building Admin. 	Spring	
Administer SELIS Survey to grades 5 & 8	Online Screening tool	To gauge how safe students are feeling within the larger school community	<ul style="list-style-type: none"> • Teachers • Building Admin 	Fall & Spring	



Parker Middle School

School Improvement Plan – 2021-2022
75 Graniteville Road, Chelmsford, MA, 01824
Dr. Jeffery Parks, Principal
Mark Souza, Assistant Principal



Chelmsford Public Schools – A Future Ready District

School: Parker Middle School		School Year: 2021-2022			
<i>During the 2021-2022 school year, 90% of students in grades 5-8 will demonstrate typical average annual growth or stretch growth in reading as measured by their fall and spring iReady benchmark assessments.</i>					
Strategy #1: In grades 5-6, Fountas & Pinnell Classroom will be taught with fidelity to provide students comprehensive reading instruction.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
All 5-6 teachers will attend Fountas and Pinnell district training.	PD Time Presenters	Staff will receive customized learning on F & P Classroom and the literacy continuum and writing.	Asst. Supt. ELA Coord. Principals Teachers	October 2021 November 2021 March 2022	
5 th & 6 th grade students will be assessed using the F&P Benchmark Assessment System (BAS).	F&P BAS Assessment Window	Guided reading level data guides instructional groupings, differentiation and interventions.	Teachers Special Education Staff	September/ October 2021	
Implement Interactive read alouds, reading mini lessons, and shared reading with fidelity in pace with the Essential Course of Study (ECOS) in grades 5-6.	FPC Materials CPS ECOS	Expand students' thinking across the year with books that spark discussion and inquiry.	Teachers	Sept 2021- June 2022	

Teachers will utilize FPC guided reading materials to meet with students in leveled reading groups.	FPC Material Guided Reading Blocks	Students will have small group instruction to move them toward mastery of reading skills.	Teachers	Sept 2021- June 2022	
Reassess students who tested below benchmark in the fall using the BAS.	F&P BAS Assessment Window	Identify progress and areas of needed intervention for students below benchmark.	Teachers Special Education Staff	January 2022	
Conduct final BAS assessment.	F&P BAS Assessment Window	Identify growth over the school year and assist with school planning.	Teachers Special Education Staff	May 2022	
Strategy #2: In grades 7-8, Houghtlin-Mifflin Harcourt (HMH) will be implemented with fidelity.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Implementation of New HMH Curriculum materials for Grades 7 & 8.	HMH Materials	Grade 7-8 students will be exposed to updated curriculum materials.	Asst. Super ELA Coor. Principals Teachers	September 2021-June 2022	
Provide training for grade 7 & 8 teachers.	HMH Materials	Enhance teachers effectiveness of implementing the HMH program.	Asst. Super ELA Coor. Principals	October 2021-June 22	

Strategy #3: Utilize the iReady platform with fidelity.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Administer diagnostic assessments in the fall, winter and spring.	iReady Chromebooks Assessment Windows	Monitor student growth and identify learning targets throughout the school year.	Principals ELA/Math Coordinators Teachers	September 2021 January 2022 May 2022	
Utilize iReady data for instructional groupings and skill areas to develop.	iReady Data Meeting Time iReady Reports	Adjust student personal iReady instruction, create instructional groupings and identify areas needing further instruction.	Principals ELA/Math Coordinators Teachers	October 2021-June 22	
Utilize iReady personal instruction 45 minutes per week.	iReady Chromebooks Scheduled iReady Block	Target student needs and provide further practice in these areas.	Teachers	October 2021-June 22	

School: Parker Middle School			School Year: 2021-2022		
Social Emotional SMART Goal:					
<i>School Climate: Throughout the 2021-2022 school year, we will reinforce and expand our school wide Positive Behavioral Intervention Support System (PBIS) that promotes positive social, emotional, and academic behaviors, with a specific focus on mental health support.</i>					
Strategy #1: By the end of the 2021-22 school year, we will implement a systematic office referral process and procedure in order to collect consistent and accurate data.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Review and enhance support systems for all students.	School Counselors	Review definitions of both Major and Minor disciplinary infractions, staff response to behaviors concerns and process/support for at risk students with repetitive behavioral concerns.	District MTSS consultant Administration Parker PBIS Tier 1 Team Staff	Winter-Spring	
Develop Google Referral Form to be used by Parker staff.	Principal Administration, Parker PBIS Tier 1 Team Google Suite	Consistent student data collection to assist in decision making.	Principal Administration, Parker PBIS Tier 1 Team	Fall	
Assess readiness to implement Tier 2 systems and practices school wide.	Principal Administration, Parker PBIS Tier 1 Team	Readiness Criteria identified and baseline commitment rating established.	Principal Assistant Principal Parker PBIS Tier 1 Team	Fall	

Strategy #2: Implement Second Step SEL curriculum.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Develop Second Step implementation team to plan Professional Development and Second Step roll out.	Principal Administration, Parker PBIS Tier 1 Team	Weekly lesson schedule involving all staff. Staff training	Principal Administration, Parker PBIS Tier 1 Team	Fall	
Professional development will be offered to staff in Second Step curricula.	PBIS Committee Information/articles on social-emotional health and mindfulness	Provide professional development for all teachers in the “Second Step” social and emotional learning curriculum to establish a common philosophy and language that build a school wide commitment to Tier 1 strategies and practices.	Building Admin. PBIS Committee	October 2021-June 22	
We will deliver weekly Second Step lessons in all four grade levels	Digital access to Second Step Curriculum	Students will be delivered a research based SEL curriculum	All Staff Building Admin	October 2021-June 22	
Assess Second Step program	Principal Administration, Parker PBIS Tier 1 Team Parker Staff	Determine program effectiveness and adjust as needed.	Principal Administration, Parker PBIS Tier 1 Team Parker Staff	October 2021 – June 2022	

Strategy #3: Analyze student data regarding student safety from various screenings and surveys.

<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Implement Youth Risk Behavior Survey for grade 6-8.	Youth Risk Behavior Survey Funding through Town Department of Health Services	Have comprehensive data on grades 6-8 including statewide comparative data.	Health/Physical Education Department Coordinator Building Admin.	Winter	
Implement grade 7 substance abuse screening.	SBIRT Screening tool	Complete mandated screening and offering counseling support to identified students.	Health/Physical Education Department Coordinator Building Admin. Nurse Leader	Winter-Spring	
Implement grade 6 RCADS screening.	Online RCADS Screening tool Chromebooks	Identify students who may be struggling with anxiety and /or depression that have not already been identified.	Building Admin Counseling Staff Grade 6 Teachers Welness & SEL Department Coordinators	TBD	
Analyze data from the SBIRT and SOS screenings.	Screening Results	Making decisions on curriculum and programming to address needs from the YRBS and other current trends.	Counselors Health Education teachers Nurses Building Admin	Spring	
Analyze data from the YRBS survey.	Survey Data and Reports	Making decisions on curriculum and programming to address needs from the YRBS and other current trends.	Counselors and Health Education teachers	Spring	

Report YRBS findings to School Committee.	Results of YRBS Presentation	Make results of the survey public.	Health/Physical Education Department Coordinator Building Admin.	Spring	
Administer SELIS Survey to grades 5 & 8	Online Screening tool	To implement a tiered approach to developing student's Social and Emotional learning competencies.	Teachers Building Admin.	Fall & Spring	



Byam Elementary School

School Improvement Plan – 2021-2022
25 Maple Road, Chelmsford, MA 01824

Jason Fredette, Principal
Betsy Dolan, Assistant Principal



Chelmsford Public Schools – A Future Ready District

School: Byam Elementary School		School Year: 2021-2022			
During the 2021-2022 school year, 90% of students in grades K-4 will demonstrate typical average annual growth or stretch growth in reading as measured by their fall and spring iReady benchmark assessments.					
Strategy #1: In grades K-4, Fountas & Pinnell Classroom will be taught with fidelity to provide students comprehensive reading instruction					
Action Steps	Resources Needed	Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.	Person(s) Responsible	Timeframe	Status
All K-4 teachers will attend Fountas and Pinnell district training	PD Time Presenters	Staff will receive customized learning on F & P Classroom and the literacy continuum and writing	Asst. Supt. Reading Coord. Principals Teachers	October 2021 November 2021 March 2022	
Students will be assessed using the F&P Benchmark Assessment System (BAS)	F&P BAS Assessment Window	Guided reading level data guides instructional groupings, differentiation and interventions	Teachers Special Education Staff Reading Specialists	September 2021	
Implement Interactive read alouds, reading mini lessons, and shared reading with fidelity in pace with the Essential Course of Study (ECOS) in grades K-4.	FPC Materials CPS ECOS	Expand students' thinking across the year with books that spark discussion and inquiry	Teachers Reading Specialists	Sept 2021- June 2022	

Teachers will utilize FPC guided reading materials to meet with students in leveled reading groups	FPC Material Guided Reading Blocks	Students will have small group instruction to move them toward mastery of reading skills	Teachers Reading Specialists	Sept 2021- June 2022	
Reassess students who tested below benchmark in the fall using the BAS	F&P BAS Assessment Window	Identify progress and areas of needed intervention for students below benchmark	Teachers Reading Specialists Special Education Staff	January 2022	
Conduct final BAS assessment	F&P BAS Assessment Window	Identify growth over the school year and assist with school planning	Teachers Reading Specialists Special Education Staff	May 2022	

Strategy #2: In grades K-3, Foundations will be implemented with fidelity

<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Add grade 3 to elementary implementation	Foundations Materials	Grade 3 students will receive Foundations instruction as a part of our K-3 adoption	Principals Reading Coordinator Grade 3 Teachers	September 2021-June 2022	
Provide Foundations training for grade 3 teachers	Foundations Materials Foundations Trainers	Enhance teachers effectiveness of implementing the Foundations program	Principals Reading Coordinator Grade 3 Teachers	Ongoing	
Foundations program taught for 30 minutes daily with all K-3 students	Foundations Materials Foundations Scheduled Block	Students will receive explicit and systematic phonics instruction	K-3 Teachers	September 2021- June 2022	
Utilize Foundations unit assessments	Foundations Assessment Materials	Monitor student growth in phonics skills and application as well as identify areas in need of intervention	K-3 Teachers	October 2021- May 2022	

Strategy #3: Utilize the iReady platform with fidelity					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Administer diagnostic assessments in the fall, winter and spring	iReady Chromebooks Assessment Windows	Monitor student growth and identify learning targets throughout the school year	Teachers	September 2021 January 2022 May 2022	
Utilize iReady data for instructional groupings and skill areas to develop	iReady Data Meeting Time iReady Reports	Adjust student personal iReady instruction, create instructional groupings and identify areas needing further instruction	Teachers Reading Specialists Principals	Ongoing	
Utilize iReady personal instruction 45 minutes per week Grade 1-4 and 30 minutes for kindergarten	iReady Chromebooks Scheduled iReady Block	Target student needs and provide further practice in these areas	Teachers	October 2021- June 22	
Review iReady grade level data with teams at least 3 times per year	iReady data meeting time	Identify areas of need and provide appropriate interventions	Teachers Principals Other educators as applicable(reading teachers, special educators)	October, 2021 January, 2022 May, 2022	

Social Emotional Learning Goal		School Year: 2021-2022			
<p>During the 2021-22 school year, Center school will work to provide a positive, safe environment where all students, including those who belong to traditionally marginalized groups, are welcomed, valued, supported, and celebrated to foster a sense of belonging, build trust and caring relationships, and promote a readiness to learn.</p>					
<p>Strategy #1: All students will receive necessary social emotional support and direct instruction to improve self-awareness in the following areas: --Students will develop positive social identities based on their membership in multiple groups in society --Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups</p>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Staff will receive professional development related to race and bias during three district professional development days.	PD Time Presenters	Staff will receive learning on topics related to race and bias	Asst. Supt. SEL Coordinator Principals Teachers	September 2021 November 2021 February 2022	
Develop a school equity self-assessment survey or questions to include in a survey for parents and students.	Meeting Time	Data collection which will guide DEI planning	Principals, Asst. Principals, School Council	Sept 2021 - June 2022	
Walkthroughs and self-assessment of buildings to ensure an inclusive environment	Time	Fidelity with continues embedding of DEI principles to promote a positive school environment	Principals, Asst. Principals, SEL coordinator	Sept 2021- June 2022	

Analyze and reflect on school-wide behavior data through a diversity, equity, and inclusion lens for the purpose of making necessary and appropriate school adjustments as a result of the data	Meeting time Google Forms and or behavioral tracking tool	To find trends to make school wide improvements and/or adjustments to programming.	Principals, Asst. Principals	Sept 2021- June 2022	
All students K-4 will have morning meeting sessions with their class.	Morning meeting materials	To ensure a positive, warm and inclusive learning environment.	Teachers	Sept 2021- June 2022	
<p>Strategy #2: All students will receive necessary social emotional support and direct instruction to improve social-awareness in the following areas: --Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). --Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</p>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Encourage team leaders to identify specific texts that provide an opportunity to reflect on identity. Share these resources.	F and P program	Grade level teams will share materials in the F and P curriculum that expose and teach students about race and bias	Team Leader Teachers	Ongoing	
Teachers will incorporate reflection and discussion about diversity, equity, and inclusion through literature	F and P program	Students will regularly have opportunities to discuss and learn about diversity, equity and inclusion through program literature	Teachers	Ongoing	
All students K-4 will receive Second Step instruction.	Second Step Program	Students will receive explicit instruction in topics related to diversity, equity and inclusion	Teachers	September 2021- June 2022	



Center Elementary School

School Improvement Plan – 2021-2022

84 Billerica Road, Chelmsford, MA, 01824

Dianna Fullreader, Principal

Donna Omobono, Assistant Principal



Chelmsford Public Schools – A Future Ready District

School: Center Elementary School		School Year: 2021-2022			
<p>During the 2021-2022 school year, 90% of students in grades K-4 will demonstrate typical average annual growth or stretch growth in reading as measured by their fall and spring iReady benchmark assessments.</p>					
<p>Strategy #1: In grades K-4, Fountas & Pinnell Classroom will be taught with fidelity to provide students comprehensive reading instruction</p>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
All K-4 teachers will attend Fountas and Pinnell district training	PD Time Presenters	Staff will receive customized learning on F & P Classroom and the literacy continuum and writing	Asst. Supt. Reading Coord. Principals Teachers	October 2021 November 2021 March 2022	
Students will be assessed using the F&P Benchmark Assessment System (BAS)	F&P BAS Assessment Window	Guided reading level data guides instructional groupings, differentiation and interventions	Teachers Special Education Staff Reading Specialists	September 2021	
Implement Interactive read alouds, reading mini lessons, and shared reading with fidelity in pace with the Essential Course of Study (ECOS) in grades K-4.	FPC Materials CPS ECOS	Expand students' thinking across the year with books that spark discussion and inquiry	Teachers Reading Specialists	Sept 2021- June 2022	

Teachers will utilize FPC guided reading materials to meet with students in leveled reading groups	FPC Material Guided Reading Blocks	Students will have small group instruction to move them toward mastery of reading skills	Teachers Reading Specialists	Sept 2021- June 2022	
Reassess students who tested below benchmark in the fall using the BAS	F&P BAS Assessment Window	Identify progress and areas of needed intervention for students below benchmark	Teachers Reading Specialists Special Education Staff	January 2022	
Conduct final BAS assessment	F&P BAS Assessment Window	Identify growth over the school year and assist with school planning	Teachers Reading Specialists Special Education Staff	May 2022	

Strategy #2: In grades K-3, Foundations will be implemented with fidelity

<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Add grade 3 to elementary implementation	Foundations Materials	Grade 3 students will receive Foundations instruction as a part of our K-3 adoption	Principals Reading Coordinator Grade 3 Teachers	September 2021-June 2022	
Provide Foundations training for grade 3 teachers	Foundations Materials Foundations Trainers	Enhance teachers effectiveness of implementing the Foundations program	Principals Reading Coordinator Grade 3 Teachers	Ongoing	
Foundations program taught for 30 minutes daily with all K-3 students	Foundations Materials Foundations Scheduled Block	Students will receive explicit and systematic phonics instruction	K-3 Teachers	September 2021- June 2022	
Utilize Foundations unit assessments	Foundations Assessment Materials	Monitor student growth in phonics skills and application as well as identify areas in need of intervention	K-3 Teachers	October 2021- May 2022	

Strategy #3: Utilize the iReady platform with fidelity					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Administer diagnostic assessments in the fall, winter and spring	iReady Chromebooks Assessment Windows	Monitor student growth and identify learning targets throughout the school year	Teachers	September 2021 January 2022 May 2022	
Utilize iReady data for instructional groupings and skill areas to develop	iReady Data Meeting Time iReady Reports	Adjust student personal iReady instruction, create instructional groupings and identify areas needing further instruction	Teachers Reading Specialists Principals	Ongoing	
Utilize iReady personal instruction 45 minutes per week Grade 1-4 and 30 minutes for kindergarten	iReady Chromebooks Scheduled iReady Block	Target student needs and provide further practice in these areas	Teachers	October 2021- June 22	
Review iReady grade level data with teams at least 3 times per year	iReady data meeting time	Identify areas of need and provide appropriate interventions	Teachers Principals Other educators as applicable(reading teachers, special educators)	October, 2021 January, 2022 May, 2022	

Social Emotional Learning Goal		School Year: 2021-2022			
<p>During the 2021-22 school year, Center school will work to provide a positive, safe environment where all students, including those who belong to traditionally marginalized groups, are welcomed, valued, supported, and celebrated to foster a sense of belonging, build trust and caring relationships, and promote a readiness to learn.</p>					
<p>Strategy #1: All students will receive necessary social emotional support and direct instruction to improve self-awareness in the following areas: --Students will develop positive social identities based on their membership in multiple groups in society --Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups</p>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Staff will receive professional development related to race and bias during three district professional development days.	PD Time Presenters	Staff will receive learning on topics related to race and bias	Asst. Supt. SEL Coordinator Principals Teachers	September 2021 November 2021 February 2022	
Develop a school equity self-assessment survey or questions to include in a survey for parents and students.	Meeting Time	Data collection which will guide DEI planning	Principals, Asst. Principals, School Council	Sept 2021 - June 2022	
Walkthroughs and self-assessment of buildings to ensure an inclusive environment	Time	Fidelity with continues embedding of DEI principles to promote a positive school environment	Principals, Asst. Principals, SEL coordinator	Sept 2021- June 2022	

Analyze and reflect on school-wide behavior data through a diversity, equity, and inclusion lens for the purpose of making necessary and appropriate school adjustments as a result of the data	Meeting time Google Forms and or behavioral tracking tool	To find trends to make school wide improvements and/or adjustments to programming.	Principals, Asst. Principals	Sept 2021- June 2022	
All students K-4 will have morning meeting sessions with their class.	Morning meeting materials	To ensure a positive, warm and inclusive learning environment.	Teachers	Sept 2021- June 2022	
<p>Strategy #2: All students will receive necessary social emotional support and direct instruction to improve social-awareness in the following areas: --Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). --Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</p>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Encourage team leaders to identify specific texts that provide an opportunity to reflect on identity. Share these resources.	F and P program	Grade level teams will share materials in the F and P curriculum that expose and teach students about race and bias	Team Leader Teachers	Ongoing	
Teachers will incorporate reflection and discussion about diversity, equity, and inclusion through literature	F and P program	Students will regularly have opportunities to discuss and learn about diversity, equity and inclusion through program literature	Teachers	Ongoing	
All students K-4 will receive Second Step instruction.	Second Step Program	Students will receive explicit instruction in topics related to diversity, equity and inclusion	Teachers	September 2021- June 2022	



Harrington Elementary School

School Improvement Plan – 2021-2022

120 Richardson Road, Chelmsford, MA, 01824

Robert Asselin, Principal

Karen Grabowski, Assistant Principal



Chelmsford Public Schools – A Future Ready District

School: Harrington Elementary School			School Year: 2021-2022		
Student Learning Goal					
SMART Goal: During the 2021-2022 school year, 90% of students in grades K-4 will demonstrate typical average annual growth or stretch growth in reading as measured by their fall and spring iReady benchmark assessments.					
Strategy #1 In grades K-4, Fountas & Pinnell Classroom will be taught with fidelity to provide students comprehensive reading instruction					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
All K-4 teachers will attend Fountas and Pinnell district training	PD Time Presenters	Staff will receive customized learning on F & P Classroom and the literacy continuum and writing	Asst. Supt. Reading Coord. Principals Teachers	October 2021 November 2021 March 2022	All K-4 teachers will attend Fountas and Pinnell district training
Students will be assessed using the F&P Benchmark Assessment System (BAS)	F&P BAS Assessment Window	Guided reading level data guides instructional groupings, differentiation and interventions.	Teachers Special Education Staff Reading Specialists	September 2021	Students will be assessed using the F&P Benchmark Assessment System (BAS)
Implement Interactive read alouds, reading mini lessons, and shared reading with fidelity in pace with the Essential Course of Study (ECOS) in grades K-4.	FPC Materials CPS ECOS	Expand students' thinking across the year with books that spark discussion and inquiry	Teachers Reading Specialists	Sept 2021- June 2022	Implement Interactive read alouds, reading mini lessons, and shared reading with fidelity in pace with the Essential Course of Study (ECOS) in grades K-4.
Teachers will utilize FPC guided reading materials to meet with students in leveled reading groups	FPC Material Guided Reading Blocks	Students will have small group instruction to move them toward mastery of reading skills	Teachers Reading Specialists	Sept 2021- June 2022	Teachers will utilize FPC guided reading materials to meet with students in leveled reading groups

Strategy #2: In grades K-3, Foundations will be implemented with fidelity					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Add grade 3 to elementary implementation	Foundations Materials	Grade 3 students will receive Foundations instruction as a part of our K-3 adoption	Grade 3 Teachers	September 2021- June 2022	
Provide Foundations training for grade 3 teachers	Foundations Materials Foundations Trainers	Enhance teachers effectiveness of implementing the Foundations program	Grade 3 Teachers	Ongoing	
Foundations program taught for 30 minutes daily with all K-3 students	Foundations Materials Foundations Scheduled Block	Students will receive explicit and systematic phonics instruction	K-3 Teachers	September 2021- June 2022	
Utilize Foundations unit assessments	Foundations Assessment Materials	Monitor student growth in phonics skills and application as well as identify areas in need of intervention	K-3 Teachers	October 2021- May 2022	

Strategy #3: Utilize the iReady platform with fidelity					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Administer diagnostic assessments in the fall, winter and spring	iReady Chromebooks Assessment Windows	Monitor student growth and identify learning targets throughout the school year	Teachers	September 2021 January 2022 May 2022	
Utilize iReady data for instructional groupings and skill areas to develop	iReady Data Meeting Time iReady Reports	Adjust student personal iReady instruction, create instructional groupings and identify areas needing further instruction	Teachers Reading Specialists Principals	Ongoing	
Utilize iReady personal instruction 45 minutes per week Grade 1-4 and 30 minutes for kindergarten	iReady Chromebooks Scheduled iReady Block	Target student needs and provide further practice in these areas	Teachers	October 2021- June 22	

Social Emotional Learning Goal				School Year: 2021-2022	
<p>Smart Goal: During the 2021-22 school year, Harrington School will work to provide a positive, safe environment where all students, including those who belong to traditionally marginalized groups, are welcomed, valued, supported, and celebrated to foster a sense of belonging, build trust and caring relationships, and promote a readiness to learn.</p>					
<p>Strategy #1: All students will receive necessary social emotional support and direct instruction to improve self-awareness in the following areas: --Students will develop positive social identities based on their membership in multiple groups in society --Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups</p>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Staff will receive professional development related to race and bias during three district professional development days.	PD Time Presenters	Staff will receive learning on topics related to race and bias	SEL Coordinator Principals Asst. Principals Teachers	September 2021 November 2021 February 2022	
Walkthroughs and self-assessment of building to ensure an inclusive environment	None needed	Fidelity with continuous embedding of DEI principles to promote a positive school environment.	Principals Asst. Principals SEL Coordinator	Sept 2021- June 2022	
Analyze and reflect on school-wide behavior data through a diversity, equity, and inclusion lens for the purpose of making necessary and appropriate school adjustments as a result of the data	SWIS/Google Forms and or behavioral tracking tool	To find trends to make school wide improvements and/or adjustments to programming.	Principals, Asst. Principals	Sept 2021- June 2022	
All students K-4 will have morning and/or closing meeting sessions with their class.	Morning meeting materials	To ensure a positive, warm and inclusive learning environment.	Teachers	Sept 2021- June 2022	

Strategy #2: All students will receive necessary social emotional support and direct instruction to improve social-awareness in the following areas:
 --Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). --Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Encourage team leaders to identify specific texts that provide an opportunity to reflect on Diversity, Equity, and Inclusion to be shared with colleagues.	F and P program	Grade level teams will share materials in the F and P curriculum that expose and teach students about race and bias	Team Leaders Teachers	Ongoing	
Teachers will incorporate reflection and discussion about diversity, equity, and inclusion through literature	F and P program	Students will regularly have opportunities to discuss and learn about diversity, equity, and inclusion through program literature	Teachers	Ongoing	
All students K-4 will receive Second Step instruction.	Second Step Program	Students will receive explicit instruction in topics related to diversity, equity and inclusion	Teachers	September 2021- June 2022	



South Row Elementary School

School Improvement Plan – 2021-2022
25 Boston Road, Chelmsford, MA, 01824
Terri Gilbert, Principal
Jayson Ramalho, Assistant Principal



Chelmsford Public Schools – A Future Ready District

School: South Row		School Year: 2021-2022			
<p>During the 2021-2022 school year, 90% of students in grades K-4 will demonstrate typical average annual growth or stretch growth in reading as measured by their fall and spring iReady benchmark assessments.</p>					
<p>Strategy #1: In grades K-4, Fountas & Pinnell Classroom will be taught with fidelity to provide students comprehensive reading instruction</p>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
All K-4 teachers will attend Fountas and Pinnell district training	PD Time Presenters	Staff will receive customized learning on F & P Classroom and the literacy continuum and writing	Asst. Supt. Reading Coord. Principals Teachers	October 2021 November 2021 March 2022	
Students will be assessed using the F&P Benchmark Assessment System (BAS)	F&P BAS Assessment Window	Guided reading level data guides instructional groupings, differentiation and interventions.	Teachers Special Education Staff Reading Specialists	September 2021	
Implement Interactive read alouds, reading mini lessons, and shared reading with fidelity in pace with the Essential Course of Study (ECOS) in grades K-4.	FPC Materials CPS ECOS	Expand students' thinking across the year with books that spark discussion and inquiry	Teachers Reading Specialists	Sept 2021- June 2022	

Teachers will utilize FPC guided reading materials to meet with students in leveled reading groups	FPC Material Guided Reading Blocks	Students will have small group instruction to move them toward mastery of reading skills	Teachers Reading Specialists	Sept 2021- June 2022	
Reassess students who tested below benchmark in the fall using the BAS	F&P BAS Assessment Window	Identify progress and areas of needed intervention for students below benchmark	Teachers Reading Specialists Special Education Staff	January 2022	
Conduct final BAS assessment	F&P BAS Assessment Window	Identify growth over the school year and assist with school planning	Teachers Reading Specialists Special Education Staff	May 2022	

Strategy #2: In grades K-3, Foundations will be implemented with fidelity

<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Add grade 3 to elementary implementation	Foundations Materials	Grade 3 students will receive Foundations instruction as a part of our K-3 adoption	Grade 3 Teachers	September 2021-June 2022	
Provide Foundations training for grade 3 teachers	Foundations Materials Foundations Trainers	Enhance teachers effectiveness of implementing the Foundations program	Grade 3 Teachers	Ongoing	
Foundations program taught for 30 minutes daily with all K-3 students	Foundations Materials Foundations Scheduled Block	Students will receive explicit and systematic phonics instruction	K-3 Teachers	September 2021- June 2022	
Utilize Foundations unit assessments	Foundations Assessment Materials	Monitor student growth in phonics skills and application as well as identify areas in need of intervention	K-3 Teachers	October 2021- May 2022	

Strategy #3: Utilize the iReady platform with fidelity					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Administer diagnostic assessments in the fall, winter and spring	iReady Chromebooks Assessment Windows	Monitor student growth and identify learning targets throughout the school year	Teachers	September 2021 January 2022 May 2022	
Utilize iReady data for instructional groupings and skill areas to develop	iReady Data Meeting Time iReady Reports	Adjust student personal iReady instruction, create instructional groupings and identify areas needing further instruction	Teachers Reading Specialists Principals	Ongoing	
Utilize iReady personal instruction 45 minutes per week Grade 1-4 and 30 minutes for kindergarten	iReady Chromebooks Scheduled iReady Block	Target student needs and provide further practice in these areas	Teachers	October 2021- June 22	

Social Emotional Learning Goal		School Year: 2021-2022			
<p>During the 2021-22 school year, South Row school will work to provide a positive, safe environment where all students, including those who belong to traditionally marginalized groups, are welcomed, valued, supported, and celebrated to foster a sense of belonging, build trust and caring relationships, and promote a readiness to learn.</p>					
<p>Strategy #1: All students will receive necessary social emotional support and direct instruction to improve self- awareness in the following areas: --Students will develop positive social identities based on their membership in multiple groups in society --Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups</p>					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Staff will receive professional development related to race and bias during three district professional development days.	PD Time Presenters	Staff will receive learning on topics related to race and bias	Asst. Supt. Reading Coord. Principals Teachers	September 2021 November 2021 February 2022	
Walkthroughs and self-assessment of building to ensure an inclusive environment	None needed	Fidelity with continuous embedding of DEI principles to promote a positive school environment.	Principals Asst. Principals SEL Coordinator	Sept 2021- June 2022	
Analyze and reflect on school-wide behavior data through a diversity, equity, and inclusion lens for the purpose of making necessary and appropriate school adjustments as a result of the data	SWIS/Google Forms and or behavioral tracking tool	To find trends to make school wide improvements and/or adjustments to programming.	Principals, Asst. Principals	Sept 2021- June 2022	
All students K-4 will have morning and/or closing meeting sessions with their class.	Morning meeting materials	To ensure a positive, warm and inclusive learning environment.	Teachers	Sept 2021- June 2022	

Strategy #2: All students will receive necessary social emotional support and direct instruction to improve social-awareness in the following areas: --Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). --Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Encourage team leaders to identify specific texts that provide an opportunity to reflect on Diversity, Equity, and Inclusion to be shared with colleagues.	F and P program	Grade level teams will share materials in the F and P curriculum that expose and teach students about race and bias	Team Leaders Teachers	Ongoing	
Teachers will incorporate reflection and discussion about diversity, equity, and inclusion through literature	F and P program	Students will regularly have opportunities to discuss and learn about diversity, equity, and inclusion through program literature	Teachers	Ongoing	
All students K-4 will receive Second Step instruction.	Second Step Program	Students will receive explicit instruction in topics related to diversity, equity and inclusion	Teachers	September 2021- June 2022	
All students will participate in monthly Student Grade Level Meetings that focus on topics of diversity, equity, and inclusion	None	Students will become more versed in topics related to diversity, equity and inclusion	Principal Asst. Principal	September 2021 – June 2022	
Staff will be offered opportunities to participate in podcast discussion groups to learn more about diversity, equity, and inclusion	None	Podcasts will complement the work staff is doing through our district PD to enhance learning on DEI topics	Principal Asst. Principal	November 2021 – May 2022	
South Row will host a parent discussion night that will include information and resources related to DEI topics	Presenters	Our parent community will gain a better understanding of the work we are doing related to DEI topics. Parents will be given information and resources to support them when having discussions of this nature with their students	School Council Principal Asst. Principal Teachers Presenters SEL Coordinator	January 2022	

CHELMSFORD PUBLIC SCHOOLS

OUR PURPOSE

The mission of the Chelmsford Public Schools is to educate, engage, prepare, and empower well-rounded and knowledgeable learners who **PERSEVERE** through challenges, demonstrate **RESPECT** and **INTEGRITY** in their words and actions, are **DEDICATED** to their community, and display **EMPATHY** as global citizens while discovering and pursuing their full potential.

*We are what we repeatedly do.
Excellence, then, is not an act, but
a habit. ~ Aristotle*



Chelmsford Public Schools - A Future Ready District

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: December 6, 2021
Re: School Presentation Schedule: Spring 2022

Below please find a schedule of when each school will make a presentation at an upcoming school committee meeting highlighting programming within their schools. I have asked school principal to provide a brief PowerPoint presentation highlighting a focus of their work toward one of their goals for the 2020/21 school year followed by questions and answers from the school committee and administration. I have found these presentations to be informative and highlight for the community the good work that is occurring in the schools throughout the district.

January 18, 2022	Chelmsford High School
February 1, 2022	South Row Elementary School
March 1, 2022	Byam Elementary School
March 15, 2022	McCarthy Middle School
April 12, 2022	Center Elementary School
May 3, 2022	Parker Middle School
May 17, 2022	Harrington Elementary School

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: December 5, 2021
Re: 2022/2023 School Calendar - Draft

Attached is a draft calendar for the 2022/23 academic year for the school committee to review and approve at the regular meeting on December 7, 2021.

I look forward to discussing this proposed calendar for the 2022/23 school year with you at the next meeting.

CPS 2022 – 2023 ACADEMIC CALENDAR

AUGUST

24-25 New Staff Orientation
 29 No School Staff Orientation
30 Grades 1 – 9 ONLY
Kindergarten Orientation
31 All Students

AUGUST 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST Student Days: 2

SEPTEMBER 2022

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

SEPTEMBER

2 No School
 5 No School (Labor Day)
 21 Half Day (Professional Day)

SEPTEMBER Student Days: 20

OCTOBER

10 No School (Columbus Day)
 18 Half Day (Professional Day)

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

OCTOBER Student Days: 20

NOVEMBER 2022

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

NOVEMBER

8 No School (Full Prof. Day)
 11 No School (Veteran's Day)
 17 Half Day **ELEMENTARY ONLY**
 23 Early Release (Thanksgiving Recess)
 24 No School (Thanksgiving)
 25 No School

NOVEMBER Student Days: 18

DECEMBER

7 Half Day (Professional Day)
 26 December Recess

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

DECEMBER Student Days: 17

JANUARY 2023

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY

2 No School
 3 School Re-opens
 10 Half Day (Professional Day)
 16 No School (Martin Luther King Day)

JANUARY Student Days: 20

FEBRUARY

8 Half-Day (Professional Day)
 20 February Recess
 27 School Re-opens

FEBRUARY 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

FEBRUARY Student Days: 15

MARCH 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MARCH

2 Half Day (Professional Day)

MARCH Student Days: 23

APRIL

7 No School (Good Friday)
 13 Half-Day (Professional Day)
 17 April Recess
 24 School Re-opens

APRIL 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

APRIL Student Days: 14

MAY 2023

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MAY

29 No School (Memorial Day)

MAY Student Days: 22

JUNE

19 No School (Juneteenth)
 22 Last Day for Students (Half Day)
 23 Last Day for Staff (Half Day)

JUNE 2023						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JUNE Student Days: 15

Total Student Days: 186

Additional Staff Days: 2.5

(Total Includes Six Provisional Snow Days)

- Professional Development
- Last day Students June 22
- Last day Staff June 23

Major Religious & Cultural Holidays

Rosh Hashanah*	September 25 – 27, 2022
Yom Kippur*	October 4-5, 2022
Sukkot*	October 9-16, 2022
Diwali	October 24, 2022
Chanukah*	December 18-26, 2022
Christmas	December 25, 2022
Kwanzaa	December 26, 2022 - Jan. 1, 2023
Chinese New Year	January 22, 2023
Passover*	April 5-13, 2023
Good Friday	April 7, 2023
Easter	April 9, 2023
Orthodox Easter	April 16, 2023
Ramadan	March 22 – April 21, 2023
Eid al-Fitr	April 21-22, 2023
Shavuot*	May 25-27, 2023

**All Jewish holidays begin at sundown on the evening prior to the day of the holiday.*

The following policies apply to students celebrating the holidays noted above:

- Homework and projects will not be assigned to students observing religious holidays. Teachers shall not schedule tests for those students celebrating observed religious holidays. Students will not be expected to complete daily homework assigned the evening before, or the day of the religious holiday. Assignments and tests should be made up in a time span that is reasonable to both students and teachers (SC Policy 6314.01).
- Observance of a religious holiday shall be viewed as valid justification for student absence, late homework/project submission and delayed testing. It is the responsibility of the student's parent/guardian to notify the principal/dean/teacher of these dates at the beginning of the school year. In addition the student shall notify the teacher(s) of the observance date no later than two weeks in advance or as soon as practical (SC Policy 6314.01).

Scheduled Staff Professional Development Days

Wednesday September 21	Student Half Day
Tuesday October 18	Student Half Day
Tuesday November 8	Student NO School Day
Wednesday December 7	Student Half Day
Tuesday January 10	Student Half Day
Wednesday February 8	Student Half Day
Thursday March 2	Student Half Day
Thursday April 13	Student Half Day
Thursday November 17	Student Half Day – Elementary ONLY

Starting and Dismissal Schedule

School	Start	Dismissal	Early Dismissal
Chelmsford High	7:19 a.m.	1:52 p.m.	10:25 a.m.
McCarthy Middle	8:19 a.m.	2:40 p.m.	11:10 a.m.
Parker Middle	8:19 a.m.	2:40 p.m.	11:10 a.m.
Byam Elem.	8:59 a.m.	3:18 p.m.	11:45 a.m.
Center Elem.	8:59 a.m.	3:18 p.m.	11:45 a.m.
Harrington Elem.	8:59 a.m.	3:18 p.m.	11:45 a.m.
South Row Elem.	8:59 a.m.	3:18 p.m.	11:45 a.m.
CHIPS Program	8:15 a.m.	10:45 a.m.	AM Session
	12:00 p.m.	2:30 p.m.	PM Session

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

Memorandum

To: Members of the School Committee
From: Jay Lang, Ed.D., Superintendent of Schools
Date: December 5, 2021
Re: Proposed FY2023 Budget Calendar / Timeline

As the administration prepares the Superintendent's Recommended FY2023 operating budget, I would suggest the following timeline to review the proposed budget:

Tuesday February 1, 2022	Superintendent provides FY2023 budget overview and recommendation.
Tuesday March 1, 2022	Public Hearing on the proposed FY2023 operating budget. This will be posted as a special meeting/budget hearing.

Note: Tuesday March 15, 2022 will be reserved for an additional budget hearing in the event of inclement weather.

Approval of Field Trips

1.) Chelmsford High School

Grade 9 – 12 Students

April 2023 School Vacation Week

Ecuador and Galapagos Islands

FIELD TRIP APPLICATION FORM

CHELMSFORD PUBLIC SCHOOLS

230 North Road, Chelmsford, MA 01824

Phone (978) 251-5100

Teacher Sub(s) Needed:

YES NO

Full-Day Sub(s)

Half Day Sub(s)

needed for: AM / PM

Please fill out application form completely. Please print. * Apply for only one trip per form.

School Requesting Permission: CHS PARKER McCARTHY

BYAM CENTER HARRINGTON SOUTH ROW

Day(s) of Week for Trip: MON TUE WED THR FRI SAT SUN

Trip Date: 4 / 14 / 23 If Overnight Trip, Return Date: 4 / 22 / 23 (April vacation)

Requests for school day field trips should be made at least thirty calendar days in advance. All overnight trip requests should be two months in advance and will be submitted to the School Committee for final approval.

Faculty Trip Sponsor: Linda Tanini Cell Phone: 617 784 8264

Grade, Group, Class(es) or Course(es): CHS Students 9-12

Total Number of Students: TBD Number of Male Number of Female

Number of Students Assigned Per Chaperone: 10

Total Number of Chaperones: TBD Number of Male Number of Female

Non-faculty chaperones must be over 25 years of age and must have a CORI submitted at time of application.

Faculty/Chaperones (Names): Linda Tanini the rest TBD

Cell Phone #: _____

Faculty/Chaperone with Epi-Pen Designation (Name): Linda Tanini

If applicable

Is a Nurse Needed? Yes No TBD

Prior to booking a field trip, speak to your building school nurse to evaluate if there are individuals with special or medical needs participating in this trip. If yes, the nurse will need to evaluate whether a parent, staff member, or nurse will be required to attend the trip with student.

Reviewed by:

Laura Sullivan
Signature of School Nurse

11/23/21
Date

Event/Purpose of the Trip: Science/world language enrichment

Curriculum Standard Addressed by Trip (Reason for the Trip)

Science/world language enrichment

Destination: Ecuador + Galapagos Islands ()
Facility Facility Telephone

Facility Street Address City State

Estimated Leave Time: _____ a.m. / p.m. Estimated Return Time: _____ a.m. / p.m.

No. of Regular School Buses Needed: _____ No. of Wheel Chair Accessible Buses Needed: _____

District Transportation Department will try to secure bus(es) from Transportation Company. Transportation to and from school takes precedent over any other field trip transportation request. After your bus request is processed, you will receive a quoted price and written confirmation from the Transportation Department. If no Chelmsford buses are needed, what are your alternate transportation arrangements?

(Changes in plans must be reported to the Principal's Office before the day of the trip.)

Bus Pick-Up Location (be specific) _____

Equipment Space Needed (such as music instruments): Yes _____ NO _____

Equipment: _____
Please indicate if bus space is needed for equipment. All equipment (athletic, music, or luggage) must be secured, must not obstruct the vision of the bus driver, and the bus aisle must be kept clear.

Meal Plans: _____

TRIP COST/FUNDING

please see attached itinerary

Price per Bus: \$ _____ Total Cost of Bus Transportation \$ _____

Total Price of event \$ _____

Additional Costs _____ \$ _____

Total Cost of Trip \$ 4,025

School/Org. to pay for: _____ \$ 0

Student paying \$ _____ per person for: _____ \$ _____

Please list any other circumstances that may affect the trip: *group will fundraise to make trip accessible*

Submitted by: [Signature] 11/23/21
Signature of Trip Sponsor Date

Approved by: [Signature] 11/23/21
Signature of Dept. Head/Coordinator Date

[Signature] 11/29/21
Signature of Building Principal Date

If an overnight trip, attach an itinerary and lodging information complete with name, location, & phone



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This is also your tour number

CHARTING THE GALÁPAGOS ISLANDS

9 or 12 days | Quito | Santa Cruz Island | Isabela Island | San Cristóbal Island | Extension to Riobamba

The Galápagos Islands are most famous for the profound discoveries of Charles Darwin. Carry on that scientific tradition as you learn about the unique species that call the islands home. On mainland Ecuador, experience the local culture in Quito. Independence Plaza and the Intiñan Museum provide social context to the biological wonders of this fascinating country.

YOUR EXPERIENCE INCLUDES

-  Full-time Tour Director
-  **Sightseeing:** 2 sightseeing tours led by your Tour Director; comprehensive sightseeing of natural attractions
-  **Entrances:** Compañía de Jesús church; Intiñan Museum; Charles Darwin Research Station; artisan's workshop
-  **weShare:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
-   **All of the details are covered:** Round-trip flights on major carriers; comfortable motorcoach; internal flights; boat; 7 overnight stays in hotels with private bathrooms (10 with extension); breakfast and dinner daily; lunch on days 3-6
-  



Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

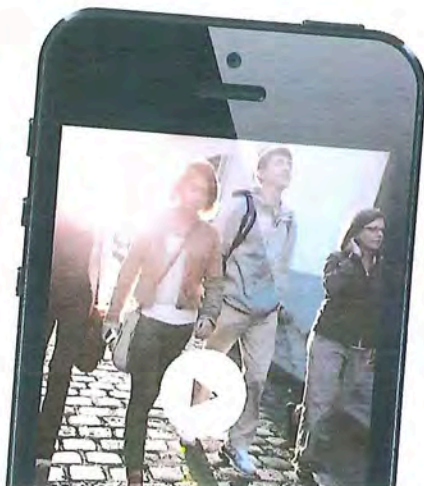
And the experience begins long before you get your passport stamped and meet your **Tour Director** in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, **weShare**, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. **Expert local guides** will lead your group on sightseeing tours, providing detailed views on history, art, architecture, or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

@EFTours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday

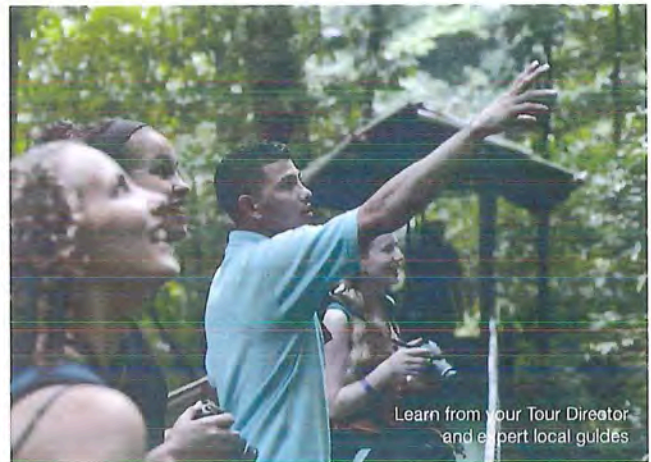
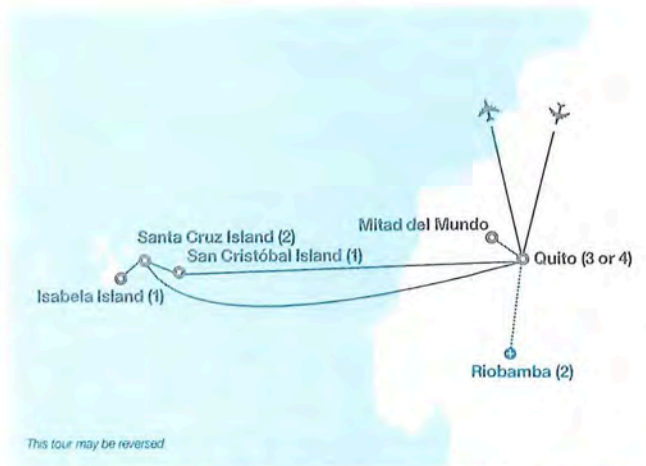
— MELISSA, TRAVELER



CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at eftours.com/

Your teacher's Tour Website



Learn from your Tour Director and expert local guides



Via Instagram

What your tour could look like

Day 1: Fly to Ecuador

- Meet your Tour Director at the airport in Quito, the Ecuadorian capital carved into a narrow plateau high above the Andean valleys, beneath the peaks of the Pichincha Volcano.

Day 2: Quito

- Take a tour of Quito: Independence Plaza; Government Palace.
- Visit the Compañía de Jesús church.
- Take an excursion to the equatorial line. If you've ever wanted to stand in both hemispheres at the same time, this is your chance.
- Visit the Intiñan Museum, where you'll discover how the Incas determined the middle of the Earth.

Day 3: Quito | Baltra Island | Santa Cruz Island

- Fly to Baltra Island.
- Travel to Santa Cruz Island.
- Visit the Twin Craters and the lava tunnels.
- Visit a tortoise ranch in the Santa Cruz Highlands to see wild tortoises.
- Visit the Charles Darwin Research Station and see the breeding center for the giant tortoises from which the islands took their name.

Day 4: Santa Cruz Island | Isabela Island

- Continue on to Isabela Island, the largest of the Galápagos Islands. In 1959, the archipelago was declared a national park in order to protect the flora and fauna that Charles Darwin observed while formulating his theory of evolution. Critical to his studies were the islands' iguanas, penguins, flightless cormorants, and 13 species of finches, whose beak sizes and shapes provided invaluable insights into the process he called natural selection.
- Take an excursion to a pink flamingo habitat.
- Visit a tortoise breeding center.
- Enjoy a snorkeling activity where you'll see animals like sea turtles, sea lions, and exotic fish. You'll also participate in a boat excursion that brings you to the Tintorerías Islet, made entirely out of lava. While exploring Tintorerías you'll view the large colonies of black marine iguanas.

Day 5: Isabela Island | Santa Cruz Island

- Travel to Santa Cruz Island.
- Go swimming in the water-filled canyon of Las Grietas.
- Visit the Playa de los Alemanes.

Day 6: San Cristóbal Island

- Travel by boat to San Cristóbal Island.
- Visit the San Cristóbal Interpretation Center.
- Hike up Tijeretás Hill.
- Enjoy a snorkeling activity and take a coastal walk on La Lobería beach.

Day 7: San Cristóbal Island | Quito

- Enjoy free time on San Cristóbal Island.
- Fly to Quito.

Day 8: Quito | Otavalo | Depart for home

- Visit the market town of Otavalo. Surrounded by the Imbabura, Cotacachi, and Mojanda volcanoes, Otavalo is a small farming town known for its textiles. Otavaleña women traditionally wear lace blouses with dark skirts and a colored band around their waists. You'll have the opportunity to shop for handmade goods and other souvenirs crafted by the area's local residents at one of the largest craft markets in the country. And don't think that handicrafts are the only thing you will find here—you can purchase anything from musical instruments to a meal. Plus, the market offers a unique glimpse into traditional Andean culture, as locals have frequented the markets for hundreds of years.
- Learn how local families create ponchos during a demonstration of the craft.
- Travel to the airport for your overnight flight home.

Day 9: Arrive home

3-DAY TOUR EXTENSION

Day 9: Quito | Riobamba

- Travel to Riobamba.
- Visit the Baños hot springs.

Day 10: Riobamba | Guamote

- Take a day trip to Guamote.
- Participate in cultural exchange activities with the local community.

Day 11: Riobamba | Guamote | Quito | Depart for home

- Participate in a second day of cultural immersion activities.
- Travel to Quito.

Day 12: Arrive home



This trip made me infinitely more confident about my Spanish speaking and listening capabilities. Seeing Ecuador and the Galápagos like this is truly a once in a lifetime opportunity.

– CAMERON, TRAVELER



Tour review

This trip to Ecuador and the Galápagos Islands was unexpectedly amazing. Our Tour Director was excellent and handled all aspects of our trip with grace and expertise. I loved trying new foods thanks to our tour guides who helped us select new fruits and other items.

– KRISTEN, TRAVELER



Tour review

TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. _____
2. _____
3. _____

— The easiest ways to —
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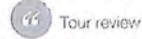
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Two Education Circle
Cambridge, MA 02141

My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan, and knowledgeable tour guides.

—CHARLOTTE, PARENT OF TRAVELER



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- Your full-time Tour Director is with your group every step of the way on tour, providing insight about your destinations as well as great local tips.



Re: Galapagos docs to SC for Dec 7th meeting

Tanini, Linda <taninil@chelmsford.k12.ma.us>

Tue 11/23/2021 9:45 AM

To: Nollet, Jessica <nolletj@chelmsford.k12.ma.us>



506 days until your tour!

Check out our [to-do list](#) if you're wondering what to tackle next. Need anything else? Just let me know.



Casey Youngentof

[GET IN TOUCH](#)

Alerts & Reminders

Wondering what's next? We'll alert you to important deadlines here. Start checking things off your [to-do list](#) in the meantime.

Group Snapshot

[View details](#)

Tour Info

REQUESTED TRAVEL DATES

April 13, 2023 – April 21, 2023

YOUR ITINERARY (9 DAYS)

[View](#)

STUDENT PRICE

\$4,025

ADULT PRICE

\$4,475

YOUR ACCOUNT

[View](#)

0
INTERESTED

1
TRAVELING

0
FREE SPOTS EARNED

Enroll 6 travelers to earn your first free spot.

Recent Activity



Stay tuned. Here's where we'll log your tour activity, like news that someone has enrolled.

Upcoming Meetings

No upcoming meetings scheduled!

[Schedule or manage meetings](#)

Linda S. Tanini, M. Ed., Ph.D.
She/Her/Hers
Science Teacher
Co-Coordinator, 2024 NEASC Accreditation
Chelmsford High School

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From: Tanini, Linda <taninil@chelmsford.k12.ma.us>
Sent: Monday, November 22, 2021 2:33:44 PM
To: Nollet, Jessica <nolletj@chelmsford.k12.ma.us>
Subject: Re: Galapagos docs to SC for Dec 7th meeting

Fantastic!
Yes that is the correct itinerary.
If you could do the form and bring it down, that would be great!
Thank you,