

**Objective I - Every Student Achieving Academically**

**Initiative #1: Ensure aligned, consistent, rigorous curriculum**

**Item #1.1 - Prepare students for achieving in Next Generation Science Standards**

**Action Items:**

- Complete alignment process and final mapping K-12
- Begin implementation of FOSS curriculum adoption for grades K-4 in **Physical Science**
- Begin FOSS curriculum adoption for grade 5 in **Physical and Life Science**
- Review DESE guidance documents and make any curricula adjustments as needed
- Begin reviewing and gaining literacies around embedded literacy skills (thematic teaching) into science/social studies blocks

**Narrative Update:**

All grade levels and departments have completed the review of all pacing guides/syllabi for science and are in the process of alignment for the new content.

The district has offered in-service workshops for the implementation and adoption of the FOSS Science curriculum for Grades K-5. Professional development will continue throughout the school year on content days, as designated on the professional development calendar. Additionally, grade level teachers worked with the curriculum coordinators and coaches, to begin the work of embedding non-fiction science and social students content into the literacy block.

Grade 6 will begin their pivot in the upcoming school year. Grades 7-12 will continue with their current alignment as they work with the new standards and testing. The adoption process will be an on-going goal for science.

**Item #1.2: Review of all pacing and syllabi at all levels for instructional adjustments**

**Action Items:**

- Meet with individual departments and grades to review, revise, and update documents
- Post all pacing and syllabi in district generated spot for access
- Adjustment and expand district Program of Studies as needed
- Create consistency around the practice of homework and assignments at the secondary level
- Refine and update 5-year curriculum adoption cycle
- Utilize district coaches to implement and model lessons for all standards

**Narrative Update:**

Similar to the science alignment, all departments are reviewing and refining their pacing guides/syllabi to meet new standards and to keep current coursework for students. The district is moving to a full *Google* platform and *Team Drives* are created to store all guides and syllabi in one spot for access.

Our high school Program of Studies has been expanded to include dual enrollment classes in science, mathematics, social studies, and computer science.

The action steps of homework alignment needs to continue as other goals and tasks took precedence during the school year.

There is a completed curriculum adoption chart that is being implemented. All curriculum adoptions have been fully funded with professional development supporting the new materials.

The district math/science and writing coaches continue to be utilized in the classroom and provide professional development for teachers.

**Initiative # 2: Identify and consistently implement effective Tier 1 instructional practices (pedagogy)**

**Item #2.1: Establish documents and models/exemplars to guide schools' efforts to implement T1 practices.**

**Action Items:**

- Identify and agree to a set of school-wide instructional expectations and pedagogy that are Defined and taught
- Create procedures for establishing classroom expectations and instructional routines at Tier I that are consistent with school-wide pedagogy
- Identify procedures to allow Tier I Universal Design for Learning lesson planning to provide multiple means of representation, engagement, and expression

**Narrative Update:**

The district follows the accommodations that are identified in our District Curriculum Accommodation Plan (DCAP). These accommodations allow the flexibility for teachers to make adjustments, and to meet the individual needs of students. Additionally, the district implements the Universal Design for Learning (UDL) guidelines. We offered both a graduate course and 15 PDP module for teachers to access and implement the guidelines in the classroom. Our administrative team was trained in the guidelines and will continue with additional literacies in the area of UDL.

An administrative team of department coordinators have been identified as the Learning Walk Team along with various administrator participating. The schedule and sign up was shared and we used the protocols based on the book Instructional Rounds by Elizabeth City, Richard Elmore, Sarah Fiarman, and Lee Teital. Next steps include creating a committee for the upcoming year to include classroom teachers.

Teachers have been provided curriculum writing time to create lessons to incorporate these guidelines and shared space has been provided to store and share these lessons.

**Initiative # 3: Establish systems for data-informed instructional decisions to best monitor and support student**

**Item # 3.1 Assess student development and growth**

**Action Items:**

- Identify appropriate data to use as district student assessments
- Implementation of universal screener in grades K-8
- Create housing mechanism to store district data electronically
- Identify a platform to provided district dashboards
- Conduct data meetings to inform instructional practices with common protocols

**Narrative Update:**

A district assessment calendar has been created for grades K-8 that states the assessment windows for internal benchmarks, standardized assessments, and grading. These windows account for data meetings around student data to assess current action plans and provide an opportunity for refinement to action steps including professional development.

The district successfully piloted the use of iReady as a universal screener, diagnostic, and intervention program. A team of 35 teachers K-8 representing all schools and grade levels were part of the committee and received the professional development on the use of the program. All students participated in the three benchmarks whether or not their teacher was on the pilot to gather the appropriate number (N) of students to assess the program. The district has officially adopted iReady and will complete a full roll-out to the district.

The curriculum and technology department have collaborated to streamline as many data points possible into the fields of our student management system (X2) to begin the process of creating a localized place for data access. This will allow us to begin the build of data dashboards that will provided a full profile of schools, grades, and students. Data meetings will continue using the data dashboards as a new tool.

**Objective II - Every Student Supported in a Positive, Prosocial Learning Environment**

**Initiative # 1: Establish district level commitment to and support for the effective implementation of tiered systems and practices.**

**Item #1.1: Form a District- Level Leadership Team that plans for, oversees, and supports I implementation of Tier 1 Systems and Practices.**

**Action Items:**

- Form a representative team with effective operating procedures consisting of school personnel, including administrators, teachers, specialists and staff.
- Assign and clarify roles of team members.
- Establish meeting times and operating procedures
- Assess readiness for Year 1 implement.
- Develop common philosophy and common language across stakeholder groups.
- Identify and implement communication strategies to ensure that stakeholders are aware of activities & accomplishments.
- Identify and provide professional development for district level team members.

**Narrative Update:**

In 2017, the District Level Multi-Tiered System of Support Team was established. This team has representation from Central Office including the Superintendent, Assistant Superintendent, Director of Student Services, and Director of Personnel, as well as the Coordinator of Guidance and Coordinator of P.E., Health, and FCS, and Principals/Assistant Principals. A consultant was hired to help develop the vision and purpose of the team. The consultant assisted with agendas, professional development, and coaching. The Coordinators of Guidance, and P.E., Health, and FCS, took the lead for the district work and were able to have separate professional development to lead this initiative. Team norms were established and agreed upon prior to starting the district work using the Collaborative Team Checklist Assessment.

The district team created a schedule for the year where we met every other month. There was an agenda developed prior to the next meeting date and shared with the group. At the meetings, the district team decided on the readiness of the entire district by administrating a Tiered Fidelity Inventory School Assessment Survey. This data was used to identify the direction of the work for the school year and how to develop the strategies and activities for the school year, including the professional develop at all schools where teams of teachers established agreed upon procedures for the schools (ex. hallway procedures and common exit/entry procedures).

**Initiative #2: Establish systems for data-informed decisions to best monitor and support Students’ social, emotional, and behavioral needs.**

**Item #2.1: Ensure Systems for Effective and Efficient Behavioral Data (i.e., procedures for on-going data-based monitoring, evaluation, and dissemination)**

**Action Item:**

- **District MTSS Team will identify system that allows for collection and monitoring of behavioral data.**

**Narrative Update:**

There has been extensive work with our current student management system, X2, to filter all data into the program. X2 provides a flat data source to review student information including behavioral data. Another system that was piloted was the System-wide Information System (SWIS). SWIS is a web-based information system to collect, summarize, and use student behavior data for decision making. The system was used at two of the elementary schools. This system is more appropriate for the elementary level. Final decisions on a monitoring tool will be made in the fall.

**Initiative # 3: Ensure local capacity for implementation by providing technical assistance.**

**# 3.1: Provide technical assistance to build local capacity.**

**Action Items:**

- Training provided for Tier 1 school-based teams.
- Training provided for school-based *facilitators (this will be a name change to the original document moving forward)*.

**Narrative Update:**

The district team has worked with the consultant to develop individual school needs for professional development. Since each school is at different places with the MTSS initiative, the professional development needs are diverse.

Job descriptions and hiring of school-based facilitators has been completed. Professional development is being identified by the current facilitators for the upcoming school year.

**Initiative # 4: Implement effective systems and practices across schools.**

**Item # 4.1: District-wide implementation of Tier 1 systems and practices.**

**Action Items:**

- Formation of school-based representative teams consisting of school personnel, including the Tier 1 coach(es) (***facilitators***), principal, other school-based administrators, teachers, specialists and staff, and relevant community members.
- School-based teams assess readiness to implement Tier 1 systems and practices.
- School-based teams development of common philosophy and common language across stakeholder groups.
- School-based teams develop behavioral systems for prevention.
- School-based teams develop behavioral systems for response.
- School-based teams make decisions with data using an established information system.
- School-based teams select, implement, and monitor the efficacy of evidence-based practices.
- School-based teams disseminate, celebrate, and acknowledge outcomes and accomplishments.

**Narrative Update:**

Tier I teams have been established at each of the schools. With the assistance of the consultant, professional development was provided exclusively to the school teams to help these teams develop the professional development for the individual school buildings.

Readiness for Tier 1 practices was were identified using the Tiered Fidelity Inventory School Assessment Survey. These teams developed the school behavioral systems and responses. The teams were able to identify the “major” and “minor” incidents, how they were reported, and the action steps to address concerns. During faculty meeting, and PD days, these teams addressed the larger school community with information they needed, responses that were working, and what was to continued and/or changed. This work will continue throughout the new school year.

**Item # 4.2: Research and Identify Social Emotional Learning Program.**

**Action Items:**

- Take inventory of SEL programs being used in CPS
- Conduct a literature review of SEL Programs
- Complete report of SEL programs

**Narrative Update:**

A complete inventory of our SEL programs were reviewed including Second Step, Zones of Regulation, Responsive Classroom, and MindUP using Collaborative for Social Emotional Learning (CASEL) guidelines. Review of current literature was with consultation with our counseling staff – psychologists and guidance, the District MTSS Team, and at the individual councils that involve the principals, coordinators, and special education chairs. The different curriculums have similar components. The district made a large purchase of the Second Step Program several years ago. Several of the schools have a full implementation of Second Step. The decision was made to continue with the Second Step Program as a Tier 1 practice and supplement with our other programs for Tier II and III as needed for additional intervention options. A review and complete roll out of the program will happen in the next school year.

**Objective III - Aligned Financial and Facilities Resources in Support of the Strategic Plan**

**Initiative # 1: Align building conditions with Comprehensive Facilities Assessment**

**Item #1.1: Develop action plans to address the findings and recommendations for the existing conditions and physical assessments of each school building as detailed in the Dore & Whittier Comprehensive Facilities Assessment.**

**Action Items:**

- Assess and identify educational program needs, including budgetary needs, to address the goals, strengths and deficiencies of CPS academic programming.
- Identify and form an internal committee to provide academic expertise to facility planning
- Align Dore & Whittier assessment needs with the town capital plan
- Create a scheduled meeting time with SC and school and town facilities teams
- Prioritize action steps to address recommendations from D&W assessment needs
- Align priority steps with town capital plan funding

**Narrative Update:**

A comprehensive facilities assessment was conducted on all seven school buildings and central office during the 2016-2017 school year. A review of the report determined the needs for space for current academic programming, as well as the implementation of full-day kindergarten.

An internal committee was assembled to include content coordinators and principals to advise the work to add 22 modular classrooms and continued through the project with the first full-year of kindergarten for the 2017-2018 school year.

The Capital Planning Meeting met throughout the school year to assess the work and completion of the modular classrooms and address any issues. There are regularly scheduled meetings with the School Committee and the town facilities department to continue the work and conversations about future facility needs.

The town and schools worked collaboratively and continue to address recommendations from the Dore & Whittier assessment and align capital funds to complete feasible and timely projects. This is an on-going goal for the next school year.

**Initiative # 2: Monitor NESDEC Enrollment Projection to maintain equitable class size for instruction**

**Item # 2.1: Develop a plan to continuously monitor areas of need to support elementary, middle and high school level educational programming.**

**Action Items:**

- Review the long-term NESDEC student enrollment analysis annually with School Committee and administration
- Align to current enrollment, district trends and town birth rates
- Review School Committee policies and align best practices and research to determine recommended class size guidelines
- Determine class size to support educational practices for each level and across the district

**Narrative Update:**

A full NESDEC report was completed and shared with the school committee, school administration, and the community. The report had a comprehensive analysis of current enrollment and birth rates and projected changes for both items until 2026. Class sizes continue to stay steady without issue even with reductions of sections at both the middle and high school level. The current policy on class size has been determined to be adequate and the district has been able to address any needs to add sections in schools where the grade level requires additional staff to meet the current educational needs of students. This is a continuous and changing variable that will need to be address in an ongoing manner into the next school year.

**Initiative # 3:** Establish a **Facilities Master Plan** supported by the Town of Chelmsford to align with **MSBA funding**

**Item # 3.1:** Develop a plan to continuously monitor areas of need to support elementary, middle and high school level educational programming.

**Action Items:**

- Meet with MSBA to determine planning process for school projects
- Establish regular meeting schedule with school and town administrators inclusive of facilities assessment
- Analyze available data sources including local benchmarks, DESE RADAR, Edwin Analytics, current operating budget, and capital funds for correlation of funding and educational achievement

**Narrative Update:**

The district will continue to meet and apply for MSBA funding for a new school project past the current application that was not funded in 2017. The committee continues to meet and discuss programming in relation to school space. The current academic and financial analysis with existing tools has projections on track to provide complete programming at all levels. Class size remained steady and manageable for the year and is projected to be sustainable in future years.