

CHELMSFORD PUBLIC SCHOOLS STRATEGIC PLAN 2017-2020

Mission: 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.

Vision: The vision of the Chelmsford Public Schools is to provide all students with multiple pathways to optimize their own potential for academic excellence, leadership, and social and emotional wellness. We work from a rigorous curriculum that is aligned with state standards using multiple forms of data to inform innovative approaches to teaching. Our students' success is anchored in the high expectations of teachers who are part of a professional, collaborative culture that demands a continuous focus on instructional improvement. It is our responsibility that every student feels safe, cared for, appropriately challenged, and supported in our schools. Our students' successes are celebrated within and across schools as well as throughout the broader community. Parents and the Chelmsford community are connected to the daily life of our schools through consistent, multidirectional and multi-modal communication, which builds external support for and pride in the district, schools, teachers, and students. As a result of high quality teaching, meaningful partnerships, and well-resourced schools, our students contribute to the Chelmsford community as self-directed, creative, and well-rounded learners who are ready to become the innovative leaders of tomorrow.

Our Values:

- 👉 Academic Achievement for All Students
- 👉 Positive and Supportive School Cultures
- 👉 Excellence and Professionalism in Teaching
- 👉 Supportive and Stable Relationships
- 👉 Strong Fiscal and Facility Support

Strategic Objectives and Initiatives

① Every Student Achieving Academically	② Every Student Supported in a Positive, Prosocial Learning Environment	③ Aligned Financial and Facility Resources in Support of the Strategic Plan
<p>Theory of Action: By establishing a comprehensive tiered system of support that addresses the academic needs of all students and provides multiple access points to learning, we ensure that every student achieves to his/her full potential.</p>	<p>Theory of Action: By establishing a comprehensive tiered system of support that promotes our PRIDE norms, values, and expectations, we ensure that students' social and emotional learning needs are addressed and that all members of the school community feel engaged, respected, and safe.</p>	<p>Theory of Action: By developing an aligned sustainable financial foundation that supports the resource needs of the district, we ensure that students, families, and educators are supported and growing.</p>
<ul style="list-style-type: none"> • Initiative #1: Ensure an aligned, consistent, rigorous comprehensive curriculum • Initiative #2: Identify and consistently implement effective Tier I instructional practices • Initiative #3: Establish systems for data-informed instructional practices 	<ul style="list-style-type: none"> • Initiative #1: Establish district level commitment to and support for the effective implementation of tiered systems and practices • Initiative #2: Establish systems for data-informed decisions to best monitor and support students' social, emotional, and behavioral needs. • Initiative #3: Ensure local capacity for implementation by providing technical assistance. • Implement effective systems and practices across schools 	<ul style="list-style-type: none"> • Initiative #1: Align building conditions with the Comprehensive Facilities Assessment • Initiative #2: Monitor NESDEC Projections to maintain equitable class size for instruction • Initiative #3: Establish a Facilities Master Plan supported by the Town of Chelmsford revenue to align with MSBA funding

Perseverance • Respect • Integrity • Determination • Empathy

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:

- Begin implementation of FOSS curriculum adoption for grades K-4 in **Life Science**
- Begin FOSS curriculum adoption for grade 5 in **Earth Science**
- Continue to review DESE guidance documents and make any curricula adjustments as needed
- Continue reviewing and gaining literacies around embedded literacy skills (thematic teaching) into science/social studies blocks. Assign pilot groups.

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. This work will continue as teachers continue with the implementation of all three topics moving forward. Next steps include work with the assessments for each content area.

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 into next year school on content days, as designated on the professional development calendar. Additionally, grade level teachers worked with the curriculum coordinators and coaches, to embedding non-fiction science and social studies content into the literacy block. Professional development was provided for all elementary teachers in Inquiry-Based Learning that crosses all content areas and encourages critical thinking, reading and writing activity with Science and Social. Starting in the summer of 2018, teams of grade level teachers met to develop an Essential Course of Studies (ECOS) for grades K-4. Teachers embedded Science and Social Studies themes (new frameworks) into the documents. Teachers in K-4 have utilized the documents as a guide for curriculum instruction over the year. Based on teacher feedback, we are reconvening an ECOS workshop this summer (2019) to make revisions to the framework. All requests for trade books/readers fund in grades K-4 to support instruction of science and social science concepts and enhance literacy skills have been submitted.

Grade 6 began their pilot curriculum and are moving forward with the BLANK program. 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. Biology just finished their pilot and will be making final decisions by the end of the year.

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

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
- Continue monitoring of posted syllabi updates
- 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 or access.

Our high school Program of Studies was expanded to include dual enrollment classes in science, mathematics, social studies, and computer science. The newest department additions for next year are business, fine arts and family and consumer sciences. Additional courses include US History 2, Psychology, Writing for College, Chemistry, Early Childhood 3, Statistics, Studio Art 3, Accounting, Marketing, and Management.

The action steps of homework alignment needs to continue with department coordinators to develop each department’s collective implementation. Our 5th and 6th grade teachers will make the alignment to homework standards with the change to standards-based report cards (SBRC) that will separate homework success to learned standards. Grades 7 and 8 will make the final transition to SBRC, which will continue this alignment work.

We continue with the curriculum adoption cycle 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 were again funded by the Title I and Title IIA grant. These coaches have continued the work with classroom teachers and have provided professional development for the school year. Our goal is to continue with the coaching model with the funding source of the grants.

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:**
- Continue implementation of agreed upon instructional expectations and pedagogy and refine as necessary
 - Assess and refine agreed upon instructional expectations and pedagogy and refine as necessary

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. There will be continued revisions and review these teaching practices at all levels with the teachers through professional development, coaching, and faculty meetings. Teachers have been provided curriculum writing time to create lessons to incorporate these teaching practices.

The District Leadership Team (DLT) have engaged in professional development for instructional practices and how this relates to supervision. As a team, we are creating a Chelmsford specific “Look For” document using the DESE evaluation rubric to create consistency across the district. This professional development will continue into the summer months and next year.

An administrative team of department coordinators have engaged as a Learning Walk Team along with various building 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. This year, we were able to conduct cross level Learning Walks. Also, our mentors and mentees have engaged in Learning Walks to provide our new teachers with professional development and to support their new teaching practices in the district.

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 data to use as district student assessments
- Train administration and faculty in the use of data dashboards
- Create housing mechanism to store district data electronically
- Continue the use and implementation of universal screener in grades K-8
- Continue with data meetings to inform instructional practices with common protocols
- Identify representative members for the Standards-Based Report Card Committee

Narrative Update:

The yearly 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. This year was the full implementation of iReady benchmarks, which were incorporated into the assessment calendar. We are currently in the third benchmark testing window with the final data meetings being conducted in June. iReady is also a building block program where teachers are able to assign lessons and use the program as an intervention. Teachers have received their first professional development of iReady to include how to read reports, assign lessons, and use the program in a blended learning environment.

The curriculum and technology department still continue to collaborate, in order 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. The first iteration of dashboards have been created for review. We will begin the training this summer with our administration to show how these dashboards will provide a full profile of school and student grades, attendance, standardize testing, and school history. Data meetings will continue using the data dashboards as a new tool.

The Standards-Based Report Card (SBRC) Committee has been established with representation from both middle schools, grades and content areas. The first phase will include the grades 5 and 6 roll-out for the 202-2021 school year. The committee has had its second meeting this year, and the alignment work from 4th grade to 5th and 6th has begun with the building of vertically aligned standards. The committee will continue this work into next year and move to the teachers to create aligned benchmarks.

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: Sustain a District- Level Leadership Team as an oversight representative group for systems and practices of behavioral support

Action Items:

- Ensure DLT consists of representation from all schools.

Narrative Update:

In 2017, the District Level Multi-Tiered System of Support (MTSS) team was established. This team has representation from Central Office including the Superintendent, Assistant Superintendent, Director of Student Services, Director of Personnel, as well as the Coordinator for Social Emotional Learning and Counseling Services, and Coordinator for Health Education, Physical Education and Family & Consumer Sciences. There is one building administrative representative from each of the seven schools. In addition to the previously listed members, there are two Positive Behavioral Intervention and Supports/Social Emotional Learning Consultants on the team as well.

The District MTSS team meets every other month which totaled 5 meetings for this current 2018-2019 school year. The District MTSS team meeting dates were determined over the summer and sent out to all members in order to maximize attendance at all meetings. The agenda was developed and shared on the District MTSS team drive prior to each meeting and notes, next steps, and action items were taken during the meeting. The Consultants assisted in the development of the agendas with the Coordinator of Social Emotional Learning and Counseling Services, as well as the Coordinator of Health/PE/FCS.

The District MTSS team took a look at data from all schools from the Tiered Fidelity Inventory (TFI) which was filled out by MTSS teams as well as the School Assessment Survey (SAS) which was filled out by the entire staff. The team was able to look at growth from previous years to this year on both of these surveys, as well as determine next steps for professional development and trainings. This data was also looked at on a school level to determine next steps and goals for the year.

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

Item #1.2: Strengthen the effectiveness of school-based teams

Action Items:

- Review Tier 1 teams operational efficiency and effectiveness procedures and team membership.
- Develop an action plan for items identified incomplete on the CTC.

Narrative Update:

Each school has a Multi-Tiered System of Support (MTSS) team in place. These teams have representation from multiple grade levels, specialist teachers, administrators, as well as two to three facilitators. At the beginning of each school year, the teams complete the Collaborative Team Checklist (CTC), which is designed to help organize team and meeting processes through the assessment of features of effective team and meeting practices. It is recommended that all team members participate in using the CTC for the assessment of current practices and then collaboratively addressing the improvement of those features that are assessed as “partially in place” or “not in place”. An action planning format is included to address tasks to be completed.

The focus for the Multi-Tiered System of Support teams is Tier 1 practices and interventions. The team uses data-based decision making to determine what practices, supports and interventions are needed and then presents this information to the entire staff. The staff is then charged with putting into practice these tier 1 supports, practices and interventions to support all students.

Each Multi-Tiered System of Support school-based team filled out the Tiered Fidelity Inventory, which measures fidelity at all three tiers of PBIS, and each tier is measured independently. It is used as a progress monitoring tool and as an annual assessment tool for each team and school.

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

Item #1.3: Continue implementation of Tier I Supports

Action Items:

- Identify and implement Tier 1 plan assessing the fidelity of implementation and impact/effectiveness of Tier 1 teaching rollouts.
- Identify and implement procedures across levels for school-wide Tier 1 common classroom routines
- Assess school-wide implementation of routines and classroom practices

Narrative Update:

In order to assist with the continuation of implementation of Tier 1 supports in each school, the District MTSS Team has provided school-based MTSS teams with three “Team Days” which are approximately six hours in length. These “team days” have provided each time with time to identify and implement Tier I plan assessing the fidelity of implementation and impact/effectiveness of tier 1 teaching rollouts; identify and implement procedures across levels for school-wide tier 1 common classroom routines; and assess school-wide implementation of routines and classroom practices. Each team has used data-based decision making using the TFI and the SAS in order to identify, implement and assess tier 1 practices rolled out in each school. These data points have also driven the team meetings, team planning days, and next steps in Tier I practices and supports.

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

Item #1.4: Design and Implementation Universal Systematic Screening Tool School-wide Pilot

Action Items:

- Research universal screening process for identification of children who are at-risk for on-going social, emotional or behavioral concerns.

Narrative Update:

There has been a kick-off to a systematic Tier 2 universal screener at three of the elementary schools this 2018-2019 school year. This has been a thorough and extensive process at each school and each one has made a determination on what they are going to use moving forward. This process was completed by the Tier 2 team, the facilitators, the building administrators and the consultant working with the elementary schools. These screeners have identified children at-risk for on-going social, emotional and behavioral concerns. The teams have taken the data from the screeners to determine and implement Tier 2 interventions.

This process will continue with the other school-based teams in the 2019-2020 school year.

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

Item #1.5: Provide technical assistance to build local capacity.

Action Items:

- Form a representative team with effective operating procedures consisting of school personnel.
- Identify Tier 2 Coaches
- Tier 2 Teams utilize the Collaborative Team Checklist to guide the development of effective operating procedures
- Conduct the Tiered Fidelity Inventory (TFI) for Tier 2 to identify system and practice features in need of improvement
- Develop an action plan based on need assessment

Narrative Update:

Each school has a well-developed MTSS team focused on Tier 1 practices and supports. These teams meet approximately two times a month for an hour. Each elementary team has two facilitators that plan, organize and run these team meetings in conjunction with the building administrators as well as with support from the district's two consultants. The facilitators meet about twice a month with each other and on occasions building administrators and consultants will meet with them as well.

Two schools have identified Tier 2 facilitators as well as Tier 2 teams this school year. South Row Elementary School and Byam Elementary School have a dedicated facilitator for Tier 1 as well as for Tier 2. Each of these schools has a Tier 1 and a Tier 2 team in place at this point. Each team has gone through the Collaborative Team Checklist (CTC) as well as the Tiered Fidelity Inventory (TFI) in order to develop an action plan based on the need's assessment on Tier 2 supports, practices and interventions.

It is anticipated that more schools will develop a Tier 2 team and facilitator in the 2019-2020 school year.

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

Item #2.1: Strengthen effectiveness of behavioral data systems.

Action Items:

- Ensure all schools have access effective behavioral data information system.
- Ensure all schools have trained personnel in data entry and data retrieval.
- Ensure all staff understand accurate behavioral data.
- Review and revise systems for response.

Narrative Update:

We are currently in the piloting phase of utilizing a behavioral data information system. Two elementary schools are using System-Wide Information System (SWIS). SWIS is a web-based information system to collect, summarize, and use student behavior data for decision making. The other two elementary schools are using Google Forms to collect their schoolwide data. The middle schools and high school are using 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. The plan is for the District MTSS Team to make a decision by the end of the 2019-2020 school year on which system we are going to adopt and use as a district.

There has been trainings and professional development for building administrators as well as facilitators on data entry and data retrieval which was done by our two consultants. It was also determined at our last District MTSS Team meeting that all facilitators moving forward will fill-out a confidentiality agreement for assisting in the data entry and retrieval processes.

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

3.1: Evaluate Tier 1 and 2 Practices for Local Capacity of Implementation

Action Items:

- Conduct the Tiered Fidelity Inventory (TFI) for tiers 1 and 2.
- TFI data are used to help guide development of an annual action plan.
- Plan for the expansion of needed Tier 2 interventions and supports.
- Schedule and Prepare to administer the School Assessment Survey (SAS) for *Fall 2019*

Narrative Update:

The Tiered Fidelity Inventory (TFI) has been completed by every school twice: once in the 2017-2018 school year and again in the 2018-2019 school year. It is the plan moving forward to complete this inventory again next school year to continue to identify, implement and assess all three tiers as well as develop annual action plans.

Each school has administered, completed, and analyzed the data from the School Assessment Survey (SAS) during the 2018-2019 and 2019-2020 school year. Each school-based team has used this data to help develop their annual action plans.

Two elementary schools have Tier 2 teams, facilitators, interventions and supports in place which started this 2019-2020 school year. Each school is at a different place in regard to their MTSS teams and Tier 1 supports but are all moving towards the implementation (when ready) to a Tier 2 team, facilitator, interventions and supports.

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

3.2: Expand local capacity for implementation of Tiers 1 and 2.

Action Items:

- Identify a schedule for district-level and school-based teams summer/fall 2019 meeting dates
- Create a Team Drive with information for district- and school-based teams

Narrative Update:

There were four dedicated Multi-Tiered System of Support (MTSS) professional development (PD) half-days put into the PD calendar for this school year, which was driven by the school-based teams and building administrators in conjunction with the two district consultants.

The school-based teams meet approximately twice a month and the facilitators running these teams also meet an additional two times a month.

There have been three “team days” where the school-based teams could get together and assess their progress, assure readiness for implementation, and then determine next steps for implementation and roll-out to the entire school.

There has been three facilitator training/sharing days on the calendar this year which provided the consultants some time to train our school-based facilitators, provide them with some professional development and give them an opportunity to share and hear from other facilitators in the district.

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

Item # 4.1: District teams will expand the behavioral support system by integrating “Social-Emotional Learning” (SEL) curricula.

Action Items:

- Expand the implementation of Social Emotional Curriculum at schools.

Narrative Update:

Second Step has been fully implemented at the South Row Elementary school and partially implemented at the other three elementary schools in order to help students with skill-development. One of the elementary schools is currently tracking the fidelity of implementation as well as student’s skill development in regard to their social-emotional learning.

It is the plan moving forward to have Second Step fully implemented in all four schools and assess their fidelity of implementation as well as student’s social and emotional skill development.

For the 2019-2020 school year, we are going to take a look at curricula for the middle school level, specifically, starting with fifth grade.

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

Item # 4.2: District-wide implementation of Tier 2 Systems and Practice

Action Items:

- Identify and implement at least one systematic Tier 2 intervention
- Plan for the expansion of needed Tier 2 interventions and supports

Narrative Update:

Three elementary school have Tier 2 teams in place and two out of the three have implemented one systematic Tier 2 intervention. Following the implementation of one Tier 2 intervention, the Tier 2 teams took a look at the intervention data and created a plan for expansion of Tier 2 interventions and supports. Both schools have implemented multiple Tier 2 interventions and supports this 2018-2019 school year with the projection that the third school will be ready to implement at the start of the 2019-2020 school year.

The other schools are making progress in this area and will be moving towards Tier 2 in the 2019-2020 school year with support from the two consultants to get started.

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:

- Continue assessment and identify educational program needs, including budgetary needs, to address the goals, strengths and deficiencies of CPS academic programming.
- Continue committee meetings to provide academic expertise to facility planning
- Continue with scheduled meeting time with SC and school and town facilities teams
- Begin first phase of priority project identified in the Align Dore & Whittier facilities assessment
- Monitor finances and action steps to ensure project completion
- Assess and review current academic needs with current building projects

Narrative Update:

The Facilities Subcommittee of the school committee met in the summer of 2018 to begin to review the recommendations of the Dore & Whittier (D&W) comprehensive facilities assessment as it relates to the Chelmsford Public Schools (CPS).

An initial internal review and prioritization of the D&W recommendations were provided and sorted in the following major categories: Completed, General Maintenance, High Priority (1 – 3 years), Medium Priority (4 – 6 years), and Low Priority (7 – 10 years) action items. Further, a number of items were categorized as “building envelope” and “no action recommended.”

The items categorized as building envelope will be taken together for further review and recommendation. Throughout the fall, various elements of the 10 year capital plan were presented to the school committee and prioritized for consideration. While the priority of various elements of the approved 10 year capital plan may evolve, the 10 year capital plan provides a roadmap for town and school department investments in the schools.

In November, the School Committee approved a prioritized request of \$1.77 million for building and technology capital projects in the schools. The town capital planning committee ultimately recommended \$ 1 million in school related capital projects to spring town meeting for consideration which was approved. The building capital projects approved by town meeting include code compliance upgrades to several school kitchen and food preparation areas (\$ 285,644), upgrades to kitchen service lines (\$ 101,706), and expansion of the front parking lot at Harrington Elementary School (\$ 205,000). Technology capital projects include the first year of a three year investment in upgrades to the existing security camera and intrusion systems at McCarthy and Parker Middle Schools (\$440,000).

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 report and plan long-term student enrollment analysis annually with School Committee and administration.
- Align to current enrollment, district trends and town birth rates
- Review class size determination to support educational practices for each level and across the district
- Continue with assessment and identifying educational program needs, including budgetary needs, to address the goals, strengths and deficiencies of CPS programming.
- Continue with assessment and identifying educational program needs, including budgetary needs, to address the goals, strengths and deficiencies of CPS programming.

Narrative Update:

A full NESDEC longitudinal student enrollment projection was completed and shared with the school committee, school administration, and community providing a comprehensive analysis of current enrollment, birth rates and, and projected changes for both through 2026. Class sizes continue to stay steady without issue even with reductions of sections at both the middle and high school levels. The current school committee 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.

Elementary School Level Highlights

Average class size for our full day Kindergarten classrooms range between a low of 22 students per classroom at Byam to a high of 26 students per classroom at Center. At the 1st grade level, classrooms range between 20 and 26 students. At the second grade level, classrooms range between 20 and 25 students. At the 3rd and 4th grade levels, average class sizes are lowest and range between 20 and 22 students in our four elementary schools.

Middle School Level Highlights

Overall class size at the middle school grade levels is exceptionally good, averaging 19 to 25 students in grades 6 through 8 at both McCarthy and Parker Middle Schools.

This student enrollment data is important as we begin establishing desirable conditions and budget parameters for the FY20 budget development process in the new year.

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

Item # 3.1: Provide sustainable facilities and operations for educational programming conducive to both present and future student learning.

Action Items:

- Continue scheduled meetings with School Building Authority to guide the school building project
- Continue scheduled meetings with school and town administrators inclusive of facilities assessment
- Continue analysis of 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 and 2018. 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.