



CHELMSFORD HIGH SCHOOL  
SCHOOL IMPROVEMENT PLAN

**School Year: 2021-2022**



*Chelmsford Public Schools - A Future Ready District*



## Chelmsford High School

School Improvement Plan – 2021-2022  
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*Chelmsford Public Schools – A Future Ready District*

<b>School:</b> Chelmsford High School		<b>School Year:</b> 2021-2022			
<b>Goal #1:</b> <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>					
<b>Strategy #1:</b> 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"> <li>• Common Planning Time</li> <li>• Release Time</li> <li>• Departmental Time</li> </ul>	Staff will analyze results and identify systematic ways of meeting the needs of the students	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Curriculum Coordinators</li> </ul>	Fall	
Administer ELA and math diagnostic assessments in the fall and spring	<ul style="list-style-type: none"> <li>• iReady</li> <li>• Chromebooks</li> <li>• Assessment Windows</li> </ul>	Monitor student growth and identify learning targets throughout the school year	<ul style="list-style-type: none"> <li>• Building Admin.</li> <li>• ELA/Math Coordinators</li> <li>• Teachers</li> </ul>	Fall & Spring	
<b>Strategy #2:</b> 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"> <li>• Professional Time</li> <li>• Electronic Resources</li> </ul>	Revised curriculum documents and/or curriculum maps for disciplines	<ul style="list-style-type: none"> <li>• Dept. Coordinators</li> <li>• Asst. Superintendent</li> <li>• Building Admin.</li> <li>• Special Ed. Chair.</li> <li>• Teachers</li> </ul>	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"> <li>• Professional Time</li> <li>• AP Testing Data</li> <li>• Departmental Time</li> </ul>	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"> <li>• Dept. Coordinators</li> <li>• Asst. Superintendent</li> <li>• Principals</li> </ul>	Winter - Spring	

<b>Strategy #3:</b> 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"> <li>• Sub-Committee Time</li> <li>• Data</li> <li>• Professional Time for Analysis and Actions Steps</li> </ul>	Redesigning the Resiliency Process to Include: <ul style="list-style-type: none"> <li>• Review entrance criteria</li> <li>• Develop program goals</li> <li>• Determine indicators of success</li> </ul>	<ul style="list-style-type: none"> <li>• Resiliency Teacher</li> <li>• Coordinators</li> <li>• CHS admin</li> <li>• Special Ed Chairperson</li> </ul>	Winter - Spring	

<b>School: Chelmsford High School</b>			<b>School Year 2021-2022</b>		
<b>Goal #2: CHS will engage in the reaccreditation process as identified by NEASC</b>					
<b>Strategy #1:</b> 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"> <li>• CHS Staff</li> <li>• NEASC</li> <li>• Curriculum Coordinators</li> <li>• PD Time</li> <li>• Faculty Meeting Time</li> </ul>	Develop an action plan for school improvement.	<ul style="list-style-type: none"> <li>• Building Admin</li> <li>• Staff</li> <li>• Curriculum Coordinators</li> </ul>	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"> <li>• PD Time</li> <li>• Department Time</li> <li>• Faculty Meeting Time</li> </ul>	Implementation of programmatic changes in accordance with the NEASC Standards	<ul style="list-style-type: none"> <li>• NEASC Steering Committee</li> <li>• Building Admin</li> <li>• Staff</li> </ul>	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 <sup>th</sup> 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"> <li>• MTSS Team</li> <li>• Faculty Meeting Time</li> <li>• PD Time</li> </ul>	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"> <li>• Staff</li> <li>• Building Admin</li> </ul>	Winter - Spring	
Explore the new Innovation Pathways initiative identifying programs that engage student interest.	<ul style="list-style-type: none"> <li>• Meeting Time</li> <li>• Department Time</li> </ul>	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"> <li>• Building Admin</li> <li>• Curriculum Coordinators</li> <li>• Staff</li> </ul>	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"> <li>• Curriculum Coordinators</li> <li>• Meeting Time</li> </ul>	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"> <li>• Building Admin</li> <li>• Curriculum Coordinators</li> <li>• Staff</li> </ul>	Winter - Spring	
Investigate Senior Capstone and Senior Internship opportunities that will include the entire senior class.	<ul style="list-style-type: none"> <li>• Professional Dev.</li> <li>• Committee Groups</li> <li>• Time to view other schools with Capstone/Internship programs</li> </ul>	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"> <li>• CHS Admin Team</li> <li>• CAGS Teachers</li> <li>• Faculty</li> <li>• Department Coordinators</li> </ul>	Winter - Spring	
Implement SEL programming in Plus Block	<ul style="list-style-type: none"> <li>• SEL Programming</li> <li>• Faculty Meeting Time</li> <li>• PD Time</li> <li>• Money for programming</li> </ul>	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"> <li>• Staff</li> <li>• Building Admin</li> <li>• Budget Support</li> </ul>	Winter - Spring	
Staff will receive professional development related to race and bias during three district professional development days.	<ul style="list-style-type: none"> <li>• PD Time</li> <li>• Presenters</li> </ul>	Staff will receive learning on topics related to race and bias	<ul style="list-style-type: none"> <li>• Building Admin</li> <li>• SEL Coordinator</li> <li>• Teachers</li> </ul>	September 2021 November 2021 February 2022	

<b>Strategy #2:</b> 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"> <li>Members of the Police, town, health department and school</li> <li>Grant funding from GLHA to administer</li> </ul>	Implementation of two targeted programs for our students and community	<ul style="list-style-type: none"> <li>MTSS Group</li> </ul>	Ongoing	
<b>Strategy #3:</b> 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"> <li>Principal will meet with two leads</li> </ul>	Monitor progress of building cleanliness	<ul style="list-style-type: none"> <li>Principal /head custodian</li> </ul>	Ongoing	
Meetings with Dynamic Cleaning representative	<ul style="list-style-type: none"> <li>Head custodian/principal</li> <li>More training</li> </ul>	Maintain ongoing communication about building status.	<ul style="list-style-type: none"> <li>Principal</li> </ul>	Ongoing	
Meetings with Facilities Director for Town and School	<ul style="list-style-type: none"> <li>Meeting Time</li> <li>Monitor progress on school dude requests and completion</li> </ul>	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"> <li>Principal</li> <li>Facilities Department</li> </ul>	Ongoing	

# CHELMSFORD PUBLIC SCHOOLS

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## 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*



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