



MCCARTHY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN

School Year: 2021-2022



Chelmsford Public Schools - A Future Ready District



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.	Grade 7 & 8 ELA Teachers	September 2021-June 2022	
Provide training for grade 7 & 8 teachers	HMH Materials	Enhance teachers effectiveness of implementing the HMH program	Grade 7 & 8 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	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 Principals	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**

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.

Strategy #1: Staff will work to build and maintain connections with their students during everyday instructional routines.

<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	

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*



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