

Principals' Updates

A presentation to the SPS Committee



June 3, 2024



General John Nixon Elementary School

Presentation to the Sudbury School Committee

June 3, 2024

Affinity for Relationships

- A shared interest and value in experiences that create a strong school
- Sharing characteristics of a positive school environment
- Partnering on understanding behavior to best support the community

Expected/Prosocial	Unexpected	Harmful or Potentially Harmful	Dangerous, Destructive, Discriminatory
 • Sharing materials • Taking turns • Saying positive comments • Inviting others to play • Using kind words • Listening to others' ideas • Asking for help from others, when needed • Including others • Following bus rules • Following school rules • Using "Please," "Thank you," and "I'm sorry" • Using calm-down strategies • Helping others • Using flexible thinking • Telling the truth • Taking responsibility for your actions	• Cutting others in line • Disrupting the learning of others • Negative facial expressions • Threatening to leave someone out of a group or activity • Talking negatively behind someone's back • Laughing at others when someone makes a mistake • Playing unfairly • Running in hallway or classroom	• Swearing • Swearing at someone • Negative or rude gestures • Taking things that belong to someone else, less than \$10 • Excluding; stopping someone from having friends or participating in an activity • Threatening to destroy property • Using inappropriate language or jokes	• Pushing, shoving, slapping, charging, spitting, punching or kicking someone • Touching, kicking, or grabbing someone's private parts • Name calling based on ability, personal or family characteristics, race, ethnicity, gender, or religion • Threatening to physically hurt someone • Taking things that belong to someone else greater than \$10 • Destroying property • Starting or spreading rumors online or in person • Posting mean comments or photos to embarrass or hurt someone • Repeated mean behaviors towards someone in person or electronically; bullying, cyberbullying

Let's highlight the positive interactions and expected behaviors you demonstrate every day!

By working together, we can create a school where everyone feels safe, happy, and ready to learn!

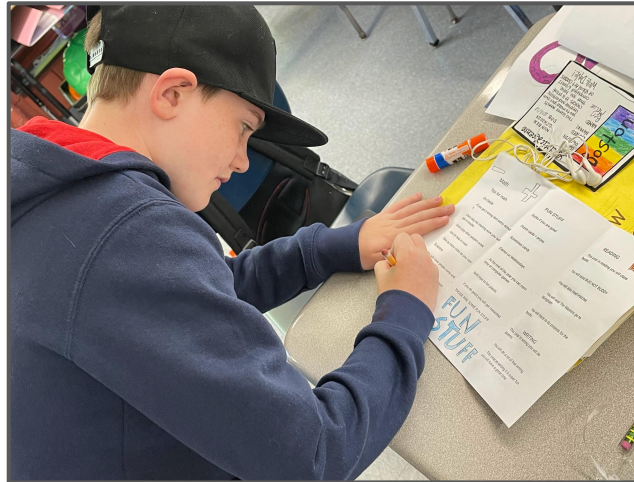
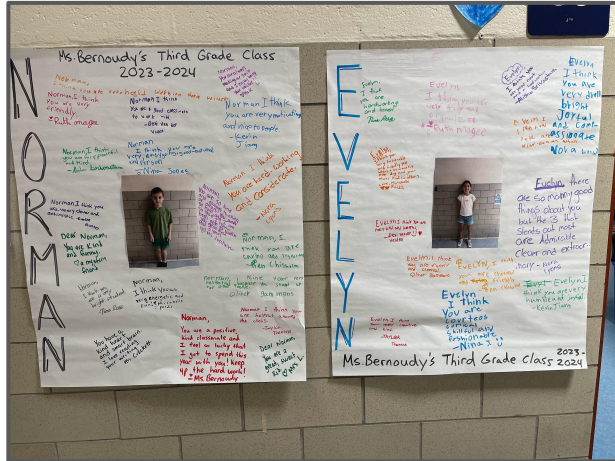
Belonging at School

- Developing lasting social and learning experiences that cultivate student connection united by a common bond
 - Fourth Grade - 4E & Boundless Adventures - “Our group was not getting along and struggling when making decisions, we went and did the ropes course and we figured things out...”



Belonging at School

- A culture that everyone can count on
- Behavior is communication and necessary for learning within the school environment
 - Third Grade - Why do you belong at Nixon School? "...so many just make me feel at home. I've been here for a long time and I have friends. I've had a lot of fun times, I've played games and the teachers just make it all better."



Equitable Learning for All

- Every student has equal access to learning, is treated equitably by the learning community, and feels valued and supported
 - Fifth Grade - How do you feel valued and supported at school? “My friends listen to me and my teachers support me even when I am not sure I need it.”



SPS English Language Arts 4-Year Focus



1. Focus on Phonics (FY23)

2. **Focus on Professional Development (FY24)**



3. Focus on Resources (FY25)

4. Focus on Implementation (FY26)

*Engaging students
in the learning
process*

STUDENT



**Keys to
Literacy**

**IMPROVED
STUDENT
ACHIEVEMENT**

TEACHER

*Improving
teachers'
instructional
practice*

CONTENT

*Providing
academically
challenging
content*

Building Instructional Capacity in FY24

- Keys to Literacy professional development for grades K-5
- In person workshops, online workshops, and embedded coaching
- K-3 Keys - Beginning Reading (oral language, phonological awareness, word reading)
- 4-5 Keys - Comprehension, Word Study, Vocabulary
- Peer Observations
- Administrator Training

KTL - Summary Steps

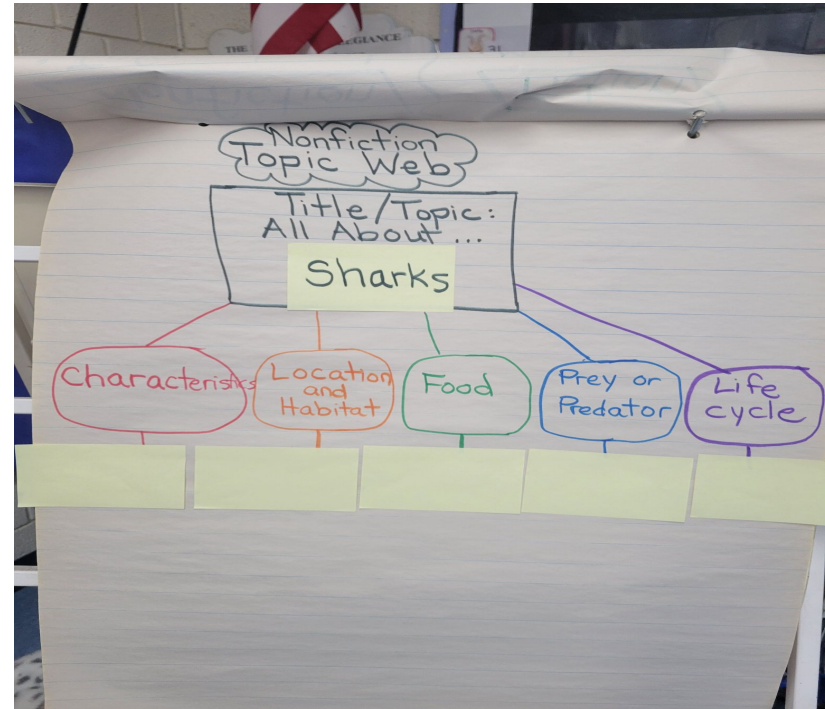
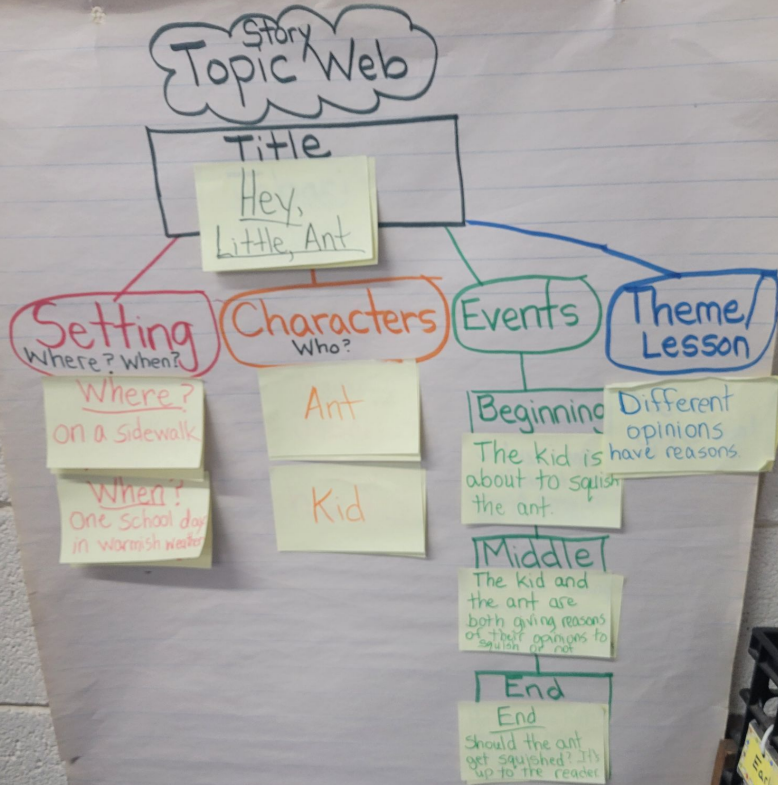
Connections to literature...

After reading *The Proudest Blue*, kindergarten students look at illustrations from the book and determine if it takes place at the beginning, in the middle, or at the end of the story. Each student talked about why they thought it belonged where they placed it.



KTL-Top Down Webs

Grade 2 using webs for fiction and non-fiction work



KTL-Vocabulary Routine - Categorizing

Connections to Science...

Third graders sorting fruits according to the traits of their leaves, flowers, and seed arrangements. They are challenged to come up with titles for each category. The class is examining how humans have altered plants based on our understanding of plant inheritance.



Articles of Confederation

What is it?

- 1st national government
- states raise money through taxes

Positives

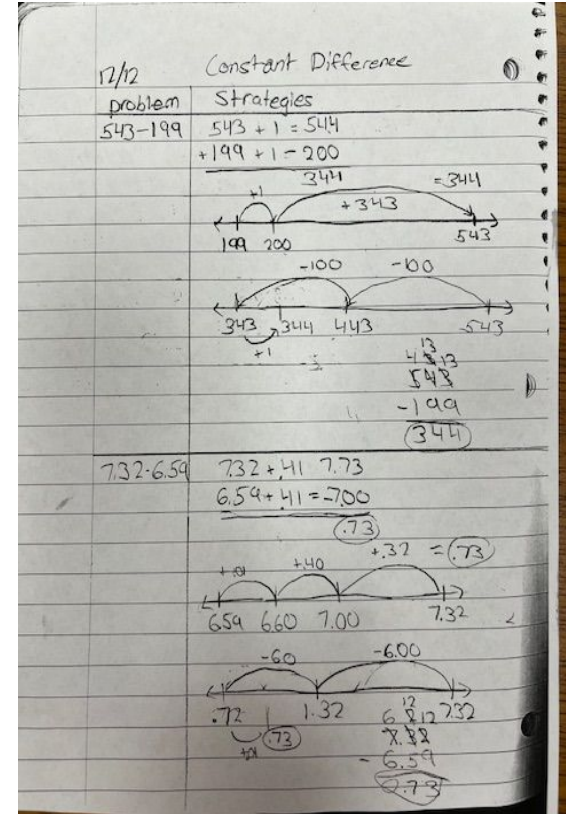
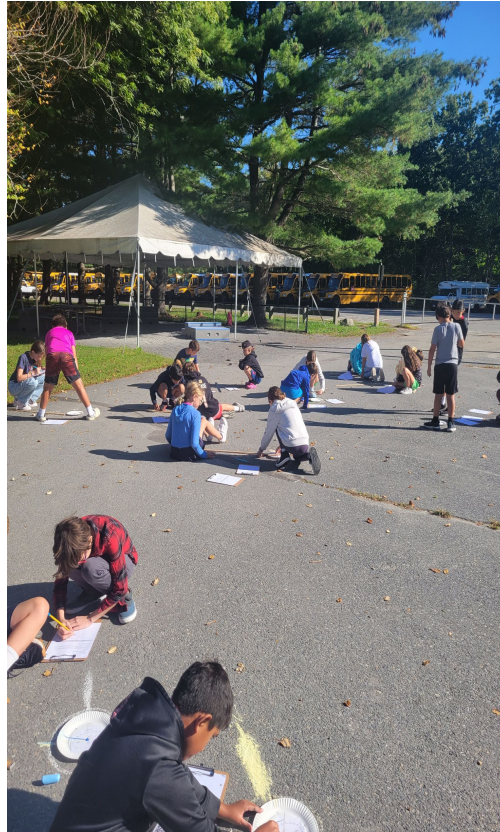
- if wasn't made than constitution today probably wouldn't exist
- Franklin worked on plan then joined second continental congress in 1775
- revised Confederation and presented
- John Dickinson named USA leads new constitution

Weakness

- Franklin acted too early denied him
- Confederation gets feared to pieces JD goes off to fight in war
- Confederation become official and yet already falling apart
- print too much money eventually has no value
- for 5 years Confederation Congress struggled to fund a national army to fight American revolution
- during war congress become b

KTL-Two Column Notes

Grade 5 students using this strategy in social studies, science and math



Coming Attractions for FY25

- Conduct professional development series with Keys to Literacy for grades K-8 with a focus on writing
- Pilot 2 ELA content products in grades K-5 and make a selection
- Prepare for full implementation of new curriculum product in FY26





Loring

Presentation to the Sudbury School Committee
June 3, 2023

Intervention at Loring

We use district assessments and teacher observations to determine who would benefit from extra instruction in mathematics or literacy.

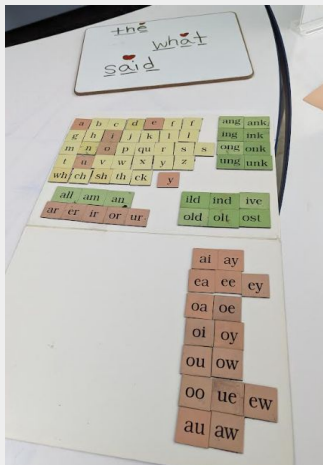
We use instructional tools and approaches that complement our classroom curriculum materials and tier one instruction.

Students meet 3-5 times per week for 30 minute sessions that target and address the needs of students

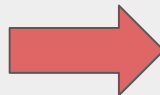
Intervention Night



Foundations workbook with heart words (sight words)



Math coach teaching a number line strategy to a parent.



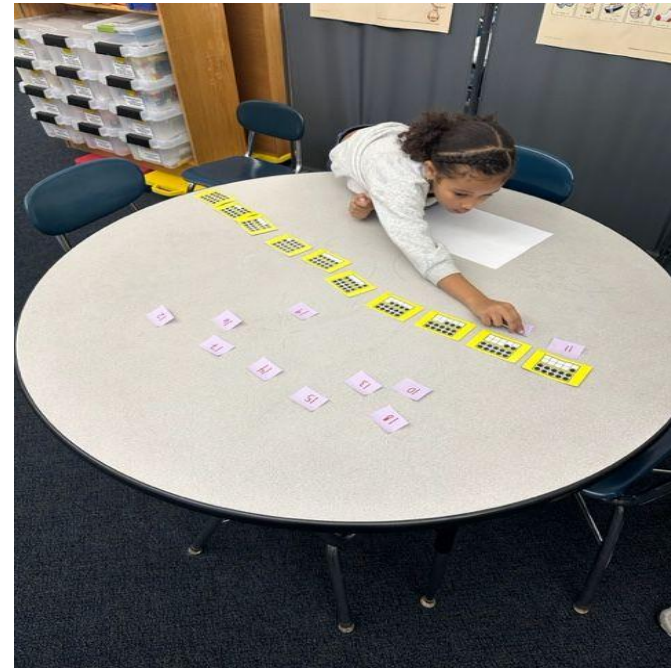
Families learning math games that can be used at home.



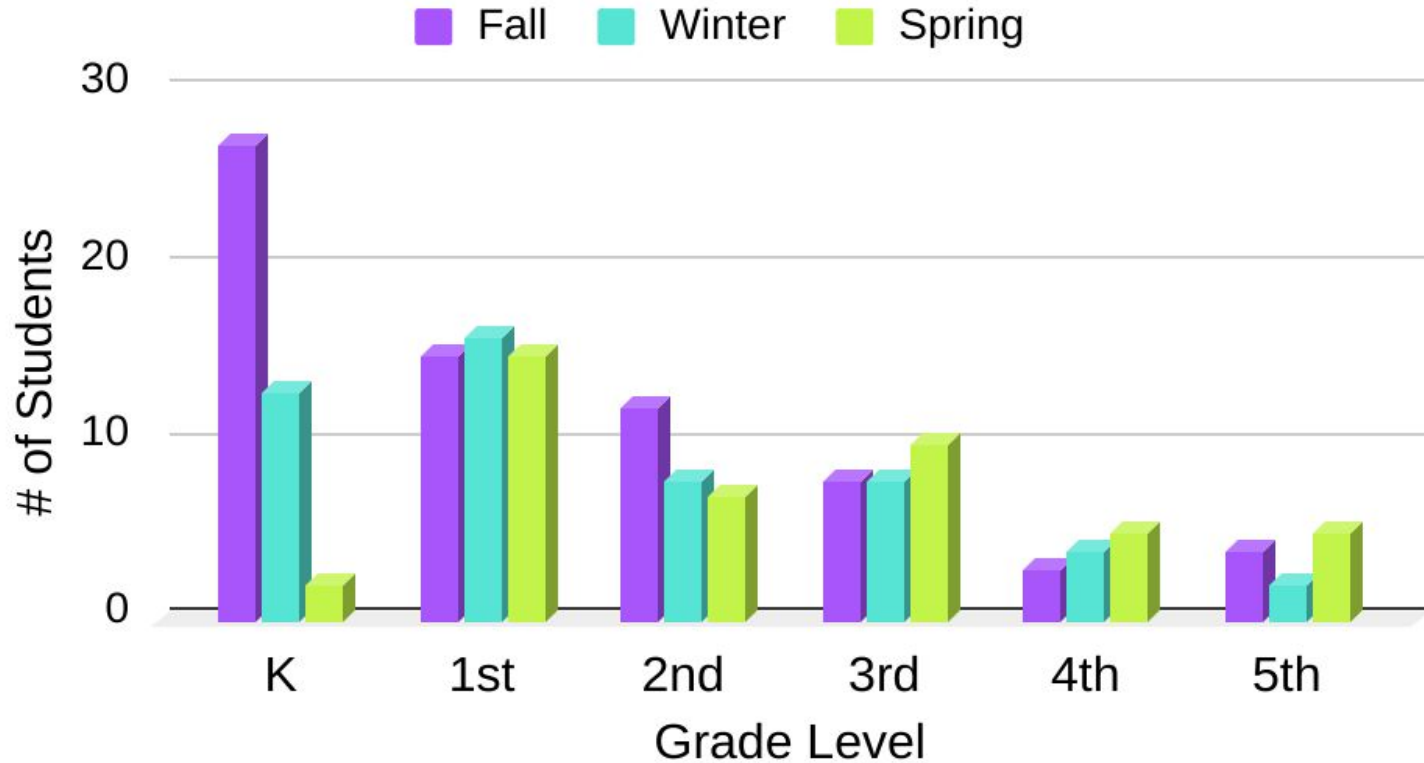
Kindergarten Push-In Model



Interventionist working on a rhyming activity in a kindergarten class.



Literacy Interventions FY24



Math Intervention: Grade 4 Example

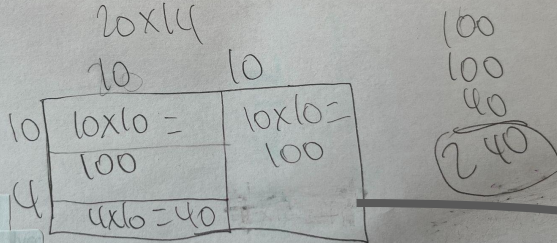
Data Meetings

Identify Students
and Content Focus

Power Half Hour
Sessions 3x week

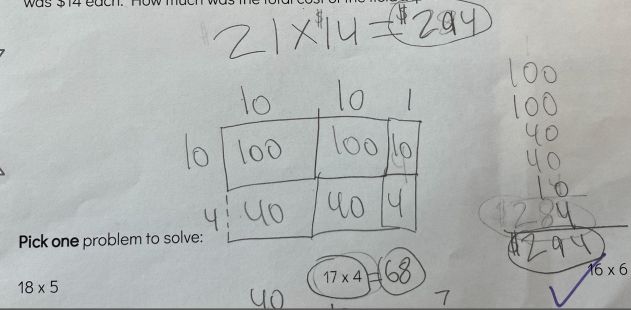
Progress
Monitoring:
Exit Tickets

In a garden there is space for 20 rows of 14 seeds in a flower bed. How many seeds are in a flower bed?



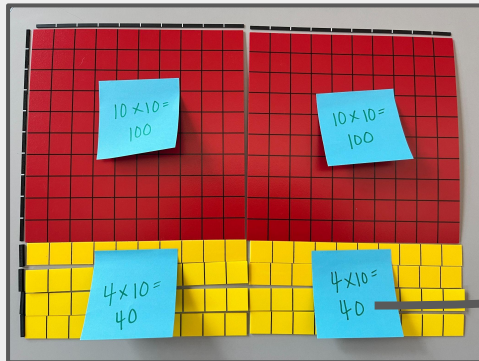
Student
Work

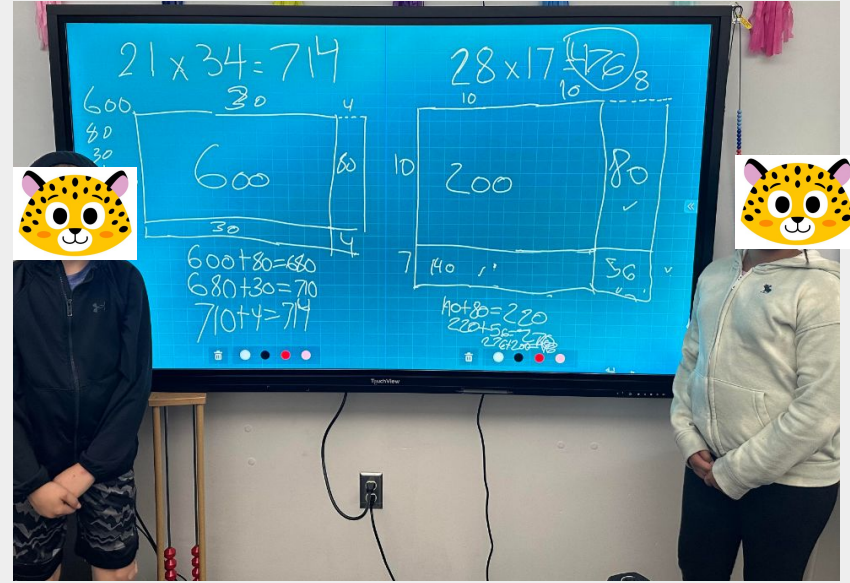
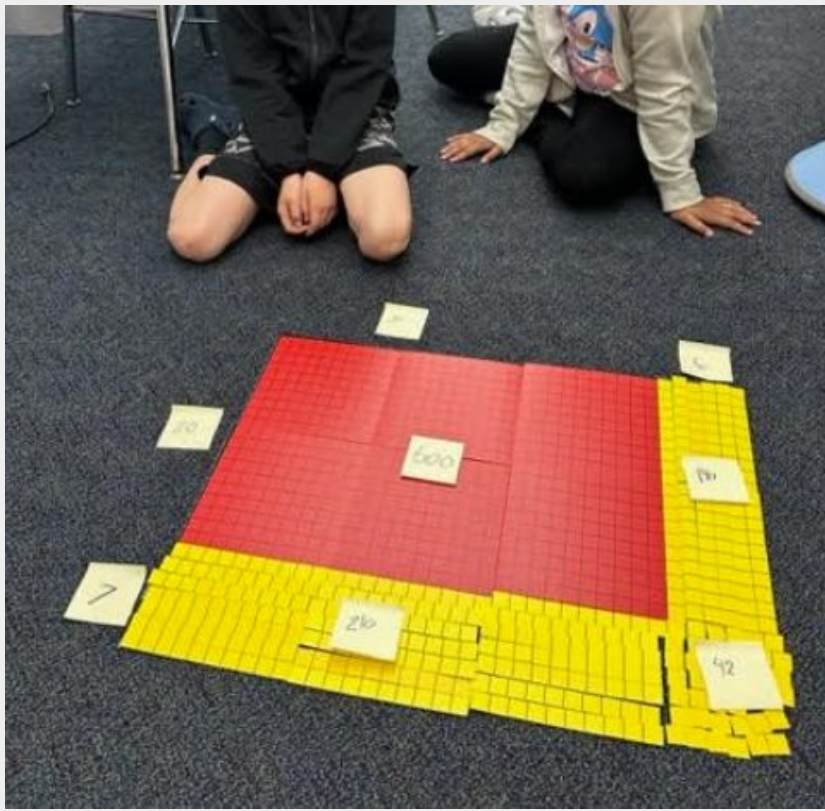
The fourth graders went on a field trip to the museum. 21 students were attending. The cost was \$14 each. How much was the total cost of the field trip for all students?



***"I finally have a way that works
for me to solve these problems!"***

-quote from a 4th grader





“Working with Ms. Spencer makes me feel better about doing math and I get more things right!” -quote from a 4th grader

Next Steps

- Build our master schedule and Boost Team's schedules to prioritize intervention time in all grades.
- Expand intervention and enrichment across the grade level during the Power ½ Hour.
- Continue to streamline the ways we are collecting and looking at data districtwide.
- Sharing data with families in a consistent way districtwide.

Place-Based Learning

- Provide students with side-based learning opportunities that enhance & reinforce lessons from the classroom
- Real-world experiences
- Inquiry-based learning
- High quality locations in Massachusetts
- Common experiences in grades 1-8 across all SPS schools
 - Kindergarten: On-site enrichment programming, No off-site learning
 - Grade 1: BioBuddies @ ECMS
 - Grade 2: Broadmoor Audubon Society @ Natick
 - Grade 3: Plimoth Patuxet Museum or Concord Museum and Sudbury Tour
 - Grade 4: 4 Energy: ECMS and Boundless Adventures
 - Grade 5: FSU Planetarium





2nd Grade
Broadmoore



4th Grade Boundless
Adventures

5th Grade McAuliffe
Center

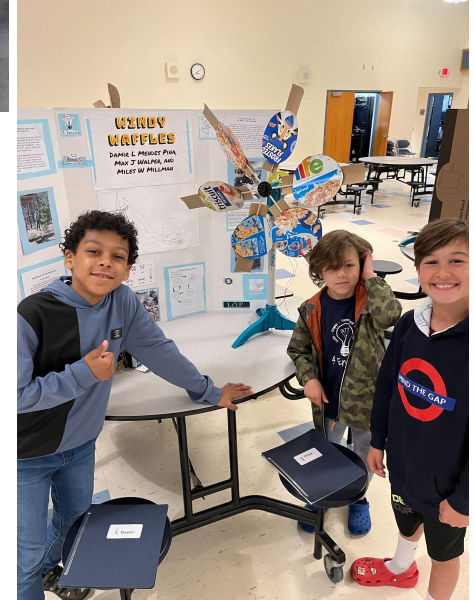


3rd Grade
Sudbury
Historical
Society



Project Based Learning

- Enriches the student learning by engaging deeply into the content area
- Applying the concepts to real-world situations
- Students are provided with voice & choice
- Collaboration & communication skills
- 4 Energy in 4th Grade



Technology Integration

- Kindergarteners using Bee Bots to form sentences in the proper order and with punctuation.
- Students worked collaboratively to plan out their code first and then programmed the Bee Bot to move to the words and punctuation of the sentences



STEAM Activities

- STEAM Challenges at Haynes
- STEAM week - coming in the Fall of 2024
- Integration of Bridges Unit 8 into the curriculum



Intervention at Curtis

June 3, 2024

Executive Functioning Management

What is EFM?

- Executive Functioning Management (EFM) is a curriculum-based course designed to support identified students in grades 6–8 with strategies and tools which support their executive skill development.
- EFM is offered to students for one trimester during a Unified Arts block.

Impact:

- Improvement in most categories of progress monitoring including the areas of core class assessment scores, missing assignments, and overall grades.

Executive Functioning Management Includes Instruction in the Following Skills and Strategies:

- Knowing how and when to access resources in order to be successful
- Initiating tasks
- Planning and prioritizing
- Organizing materials
- Time management
- Setting goals
- Thinking flexibly

Executive Functioning Management

Student Quote:

"Welcome to EF! This class is amazing, it teaches you many ways to organize and manage your life in and out of school. In the beginning I was not sure I needed EF but soon realized my mistake. You are lucky to be in this class because it teaches life lessons that you can use all of the time."

Next Year:

- **ALL** sixth grade students will be enrolled in Executive Functioning.
- Seventh and eighth grade students will continue to be referred to Executive Functioning.



Math Center

6th Grade:

- Focus on building foundational skills, increased number sense, building problem solving skills
- Support grade-level curriculum by providing extra practice in a small group setting
- Discussions on mindset and overall attitude towards math
- Building confidence and self-advocacy skills

7th Grade:

- Math Center is mostly aligned with classroom content
- Content is re-taught and reviewed at a slower pace than in the regular classroom setting
- Provides additional practice in a smaller group setting
- Students feel comfortable asking for clarification and appreciate the additional review

Math Center

Student Quotes:

"Math center has helped me because I get more time and understanding of the math topics that we talk about."

"I feel more confident in math."

"I think it is helpful to get more practice."

"Math center has helped me because I get to ask questions and I get a thorough explanation back."

Next Year:

- Math Center support for students enrolled in Grade 8 Math
- Continue work with math teachers to track student progress and provide the most effective support



Literacy

In Literacy Class, students are learning the following:

- Differences in approaching both fiction and non-fiction
- Difference between active and passive reading
- How to make the abstract concrete through visualizations
- How to apply literacy skills to other content areas



Student Quotes:

"Since I joined Literacy my grades have gone up because I have learned how to pause when I read instead of rushing through."

"It has become a lot easier to read and write and I feel a lot better about ELA."

"Before this class I was not an active reader but because of this class I am now an active reader and remember what I read."

Literacy

Track My Progress Scores: Reading Informational Text

The scores below are from Literacy Students (that includes: general ed, special ed, and METCO) who were in Literacy either all year, one trimester, or two trimesters.

800's: Partially Meeting Expectations 900's: Meeting Expectations 1000/s: Exceeding Expectations

	FALL	WINTER	SPRING
8th Grade	851	968	935
8th Grade	902	947	960
8th Grade	897	1101	991
7th Grade	756	803	913
7th Grade	803	828	915
7th Grade	900	854	1013
6th Grade	747	821	884
6th Grade	740	914	902

Academic Resource Center

Every Curtis student now has access to **small-group support** with **all academic content and skills**. Academic Resource Class is offered to students in *every grade* by referral and help is available to *all students* during team time.

Students have said:

- reduces their stress because they feel more prepared for academics
- has helped them prepare for tests, quizzes, writing assignments and more
- allowed them to get one-on-one attention from a teacher and make connections with a trusted adult

Parents and teachers have expressed:

- appreciation for targeted support
- an immediate help for those who academically, emotionally, or organizationally in the moment

Next Steps

- Strengthen referral process, including entry and exit criteria
- Intervention Team meets with each grade level team to discuss students and their needs
- Educators are working hard to find the balance between services offered with students having opportunity for other Unified Arts classes
- Thank you to Ms. Kessel Stewart, Mr. Lourens, Ms. Wang, and Ms. Warrensford



Curtis Outdoor Space

