



Sudbury Public Schools



Superintendent Goals for 2024-2025

SPS Belief Statements

Mission Statement

The Sudbury Public Schools strive to enable all students to reach their intellectual and personal potential. The school system, in partnership with families and the community, will work with integrity and respect to realize the shared vision of enabling students to become lifelong learners and effective contributors of society.



Vision

We are committed to excellence in educating students to be knowledgeable, creative, independent thinkers who are caring collaborative members of the school and wider communities.



SPS Core Values and Theory of Action

Core Values

- Enhance the learning and teaching process to enable and inspire students to achieve their potential
- Actively promote personal responsibility and integrity
- Seek and promote opportunities to advance equity
- Cultivate a lifelong commitment to community

Theory of Action

IF SPS provides:

- Differentiated high quality instruction
- Safe school environment
- Instructional leadership and ongoing professional development
- The use of data to inform instruction

THEN:

- Students will be challenged and their varied learning needs met
- Capacity of educators will grow
- Existing achievement gaps will narrow



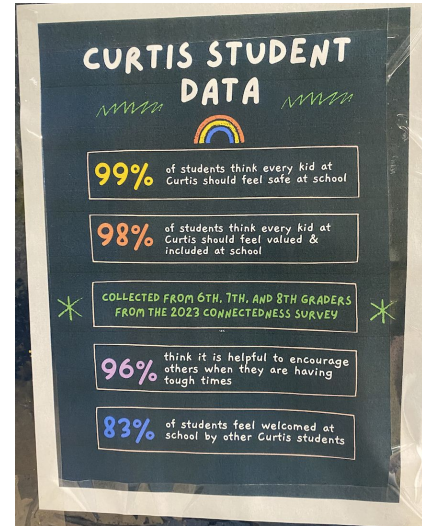


SPS Equity Statement

Sudbury Public Schools are committed to welcoming, affirming, and celebrating all students, staff, and families.

Sudbury Public Schools are committed to creating and sustaining a culture that promotes advocacy, equity, and justice for marginalized groups who have been systemically oppressed and excluded.

Sudbury Public Schools are committed to an anti-bias and anti-racist education that includes and values the perspectives and histories of diverse peoples.



District Improvement Goal: Curriculum Innovation

Superintendent Goal and Action Steps

Goal: By June of 2025, the superintendent will work with the teaching and learning team on curriculum on::

- 6-8 OpenSciEd
- K-5 ELA (Pilot)
- K-8 PD in Writing
- Grades 6 - 8 (SEL Practice)
- Early adoption of Bridges 3rd edition (K-5)
- Disability Awareness Curriculum (3-5)
- Expansion of Executive Functioning Management course

Action Steps:

- Observe OpenSciEd at each grade level
- Building-based classroom visits focused on pilot and new curricula
- Review SEL data to measure outcomes

Evidence:

- Implementation of OpenSciEd units
- Selection of ELA curriculum product and rollout timeline
- Observations

Professional Practice Goal

Superintendent Goal and Action Steps

Goal: By June of 2025, the superintendent will participate in Artificial Intelligence professional development to understand opportunities to improve District practices.

Action Steps:

- Attend Executive Institute and workshops on AI
- Model use of tools at Administrative meetings to improve efficiency
- Participate and support in SPS PD focused on AI

Evidence

- Attendance logs and workshop handouts
- Superintendent Updates

Student Achievement Goal

Superintendent Goal and Action Steps

Goal:

By June of 2025, the superintendent will demonstrate impacts using multiple measures of student learning.

Action Steps:

- Support implementation of pilot materials in ELA
- Review Data Team schedule for each school and schedule for training on conference form
- Support District wide data team

Evidence

- Update on ELA curriculum product pilots
- Benchmarking presentations
- Budgetary allocations for high quality instructional materials
- Conference form

DESE Indicators of Practice

I.A. Instructional Leadership

Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

II.A. Management and Operations

Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs (capital planning).

III.C. Community Engagement

Communication: Engages in regular two-way, culturally proficient communication with families and community stakeholders about student learning and performance.

IV.D and B. Professional Culture

Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.