AGENDA and NOTICE
SCHOOL COMMITTEE MEETING

Regular Session Meeting
Monday, November 4, 2024

LOCATION
Remote Location
Dial In: **1 301 715 8592 - Webinar ID: 839 3260 7772**
URL: **https://us02web.zoom.us/j/83932607772**

AGENDA

6:30 p.m. Open Executive Session - Remote Call

Motion and vote to convene in executive session pursuant to Massachusetts General Laws chapter 30A section 21(a) for the following purpose:

1. Purpose (3) to discuss strategy with respect to and in preparation for collective bargaining with the Sudbury Education Association and the Education Support Professionals Association because an open discussion may have a detrimental effect on the bargaining position of the Committee.

7:00 p.m. Open Regular Session - Remote Call

1. Special Matters
   a. MCAS Report   (Report)   90 Mins
      (Annette Doyle, Lauren Egizio, Danny Garrigan-Byerly, Karen Wolfson)

2. Public Comment   15 Mins
   a. *This is an opportunity for members of the community to address the School Committee. At the start of each regularly scheduled School Committee meeting, individuals will sign in for an opportunity to speak during public comment. School Committee Policy BEDH allots each speaker three (3) minutes to present their material and must begin their comments by stating their name and city/town. Public comment is not a discussion, debate, or dialogue between individuals and the School Committee. It is an individual's opportunity to express an opinion on issues within the School Committee's authority.*

3. Educational and Operational Matters   (Report)   20 Mins
   a. SEA Report (Anneke Bartelsman)
   b. District Reports
      i.   Director of Business and Human Resources Report
      ii. Assistant Superintendent Report
      iii. Superintendent's Report

4. Business and Policy Matters
   a. FY26 Budget Discussions
      i.   NESDEC Enrollment Projections   (Discussion)   10 Mins
      ii. FY26 Budget Communication   (Discussion/Action) 10 Mins
      iii. School Committee FY26 Budget Priorities   (Discussion)   20 Mins
   b. Communication to Select Board regarding MSBA Requirements   (Discussion/Action) 15 Mins
   c. Pre-K Tuition Increase Recommendation   (Discussion/Action) 15 Mins
   d. School Improvement Plans   (Discussion/Action) 30 Mins
   e. Liaison Reports   (Discussion)   10 Mins

5. Adjournment

"This listing of matters is those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law."

*The next School Committee Meeting is scheduled for **Monday, November 25, 2024***

Sudbury Public Schools
School Committee Meeting

Date: **November 4, 2024**

Agenda Item: **1a**

MCAS Report (Annette Doyle, Lauren Egizio, Danny Garrigan-Byerly and Karen Wolfson)

Recommendation:

Background
Information:

Attachments:

MCAS 2024 for School Committee

Action: **Report:**   **XX**   **Discussion:**

MCAS 2024

School Committee Presentation
November 4, 2024

Agenda

- General Information
- Accountability Data
- Data Focus: English Language Arts
- Data Focus: Mathematics
- Data Focus: Science
- Future MCAS Information
- Appendix

MCAS 2024

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
• ELA • Math	• ELA • Math	• ELA • Math • Science	• ELA • Math	• ELA • Math	• ELA • Math • Science • Civics*

*field test

MCAS in Context

MCAS	ACCESS	VOCAL
Track My Progress	DESSA	Fundations
Connectedness Survey	DIBELS	Unit Screeners
Common Assessments	Progress Monitoring	Attendance Data
Formative Assessments	Unit Assessments	Metrowest Survey
Number Corner Assessments		Reading Conferences

Week of...	Report Cards	State Testing	Literacy				Math				SEL
			DIBELS	TMP Benchmark	TMP Diagnostic	Fundations Assessment	Number Corner Assessments All students	Unit Screeners Highly Recommend Approx. Dates	Formative Assessments Highly Recommend Approx. Dates	Number Corner Checkup Highly Recommend Approx. Dates	DESSA Screener
8/28											
9/3			All Students Literacy Team will assist 9/3-9/13	All STUDENTS 9/3 – 9/13	Students who assesses in Levels 3 & 4 on TMP Benchmark 9/3-9/13	All Students Enter UNIT 1 Assessment 9/3 – 9/13	Baseline	Unit 1			
9/9											
9/16									Addition & Subtraction U1,M2,S3		
9/23											
9/30								Unit 2			
10/7											
10/14									Multiplication U2,M2,S1	Number Corner 1	DESSA Screener: Mini A and Full DESSA as indicated 10/14-10/25
10/21											
10/28											
11/4								Unit 3			
11/11											
11/18											
11/25									Rounding & Multi-Digit Addition U3,M2,S1		
12/2			All Students Literacy Team will assist 12/2-1/13	All Students 12/2-12/13	Students who assesses in Levels 3 & 4 on TMP Benchmark 12/2-12/13	All Students Enter UNIT 5 Assessment 12/2-12/13					
12/9									Three-Digit Addition & Subtraction U3,M3,S1		

Terminology

Raw Score = This is the number of items correct out of the total number of items, including rubric scores for essays.

Scaled Score = This is a 3-digit number that takes into account the difficulty of the questions and are adjusted to ensure consistency across different test forms and years.

Achievement = Scaled scores fall in one of 4 achievement categories: Not Meeting Expectation (NM), Partially Meeting Expectation (PM), Meeting Expectations (M) or Exceeding Expectations (E).

Proficiency = Students that meet or exceed expectation are considered proficient.

SGP (Student Growth Percentile) = The SGP score ranges from 1 to 99 and represents a student's growth relative to other students with a similar test score history and focuses on the amount of academic growth the student made compared to their peers. An SGP score of 50 indicates typical or average growth, meaning the student grew at a rate similar to half of their peers. A score above 50 suggests the student grew faster than most of their peers, while a score below 50 means the student's growth was slower than average. The goal for an SGP is between 40 and 60.

Overall Progress Toward Improvement Targets

|	2023	2024
Annual criterion-referenced target percentage	83%	84%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	84%	
	Meeting or exceeding targets	

2024 Points awarded

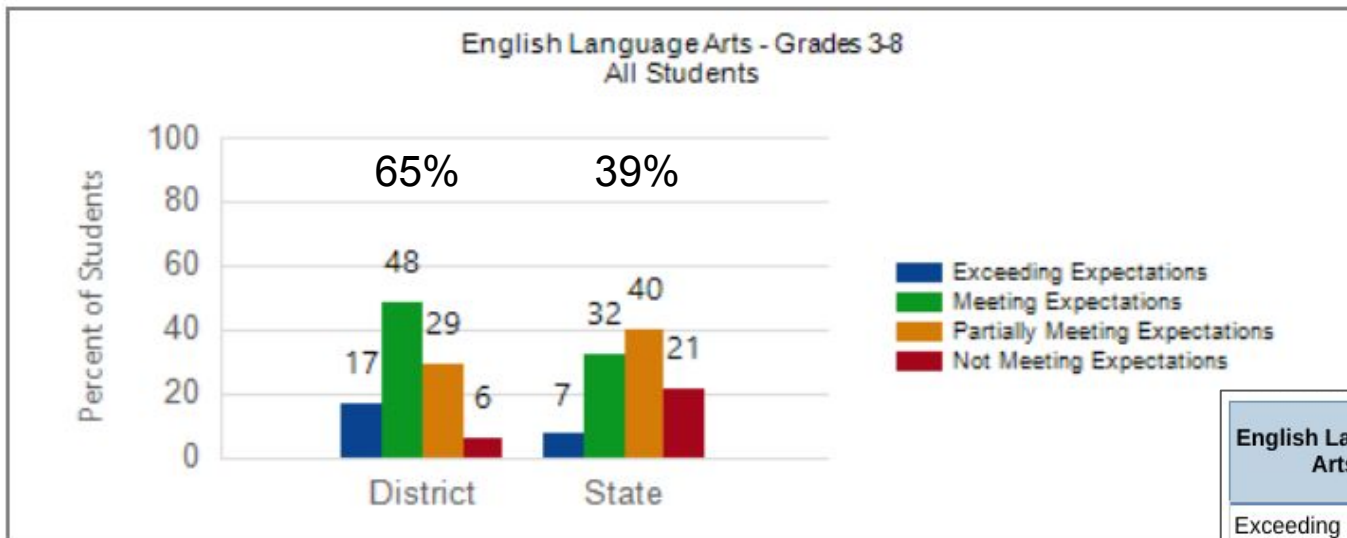| 2024 Progress toward improvement targets		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	3	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	**12**	**12**	**60.0**	**6**	**8**	**67.5**
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	3	4	-
	Growth total	**6**	**8**	**20.0**	**6**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	**-**	**-**	**-**	**-**	**-**	**-**
Progress toward attaining English language proficiency	**English language proficiency total**	**3**	**4**	**10.0**	**-**	**-**	**-**
Additional indicators	Chronic absenteeism	4	4	-	2	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	**4**	**4**	**10.0**	**2**	**4**	**10.0**
Weighted total		9.1	9.6	-	5.6	7.6	-
Percentage of possible points		95%		-	74%		-
2024 Annual criterion-referenced target percentage		**84%**					

English Language Arts

- Achievement Data
- Student Growth Data
- Subgroup Data: Students with Disabilities
- Curriculum Data
- Summary & Impact

Grades 3-8 Combined (2019, 2022-2024)
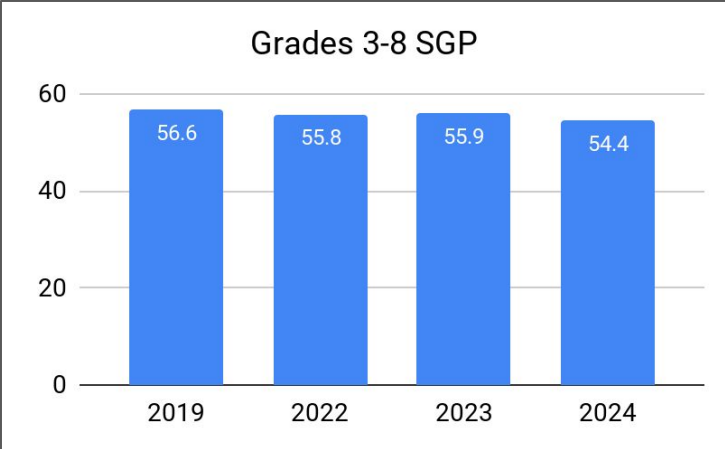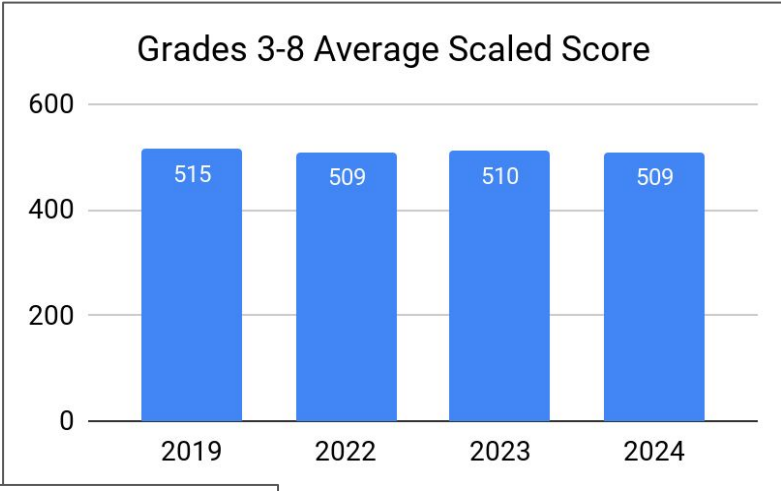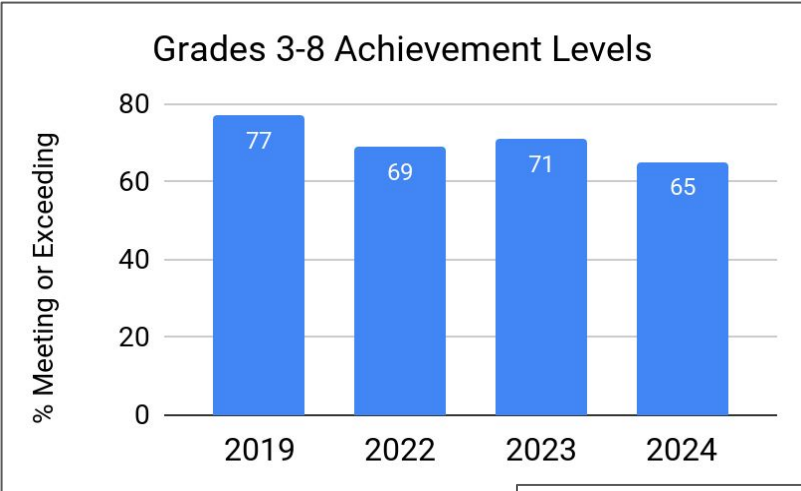
District to State Comparison

All Students

English Language Arts - Grades 3-8
All Students

65%   39%

Percent of Students

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

District: 17, 48, 29, 6
State: 7, 32, 40, 21

English Language Arts	N Students Included	% District	% State
Exceeding Expectations	284	17	7
Meeting Expectations	795	48	32
Partially Meeting Expectations	484	29	40
Not Meeting Expectations	98	6	21
Total Included	**1,661**		

Proficiency Levels: Comparable Districts

District Results by Year - ELA: % Meets/Exceeds

(All Students)

District Name	2019	2021	2022	2023	2024
Sudbury	76%	73%	68%	71%	65%
State	52%	46%	41%	42%	39%
Acton-Boxborough	74%	69%	65%	67%	64%
Belmont	80%	76%	74%	71%	69%
Concord	76%	70%	67%	73%	70%
Lexington	79%	75%	75%	76%	73%
Lincoln	61%	61%	58%	54%	54%
Needham	76%	72%	68%	68%	68%
Wayland	77%	73%	69%	72%	71%
Wellesley	79%	75%	72%	76%	72%
Weston	83%	76%	74%	75%	74%
Winchester	81%	73%	69%	69%	66%

- SPS students outperformed students in the Commonwealth
- With the exception of Lincoln and Needham, whose achievement level remained the same as 2023, the state and all our comparable districts saw a decrease in overall proficiency in 2024.

Scaled Score & SGP: Comparable Districts

Scaled Score & SGP by District - ELA
(All Students) • Sudbury • State

2024

Avg Scaled Score (y-axis): 440, 460, 480, 500, 520, 540, 560
Avg SGP (x-axis): 0, 20, 40, 60, 80, 100

Weston, Lexington, Sudbury, Concord, Wellesley, Needham, Winchester, Lincoln, State

2017 2018 2019 2021 2022 2023 2024
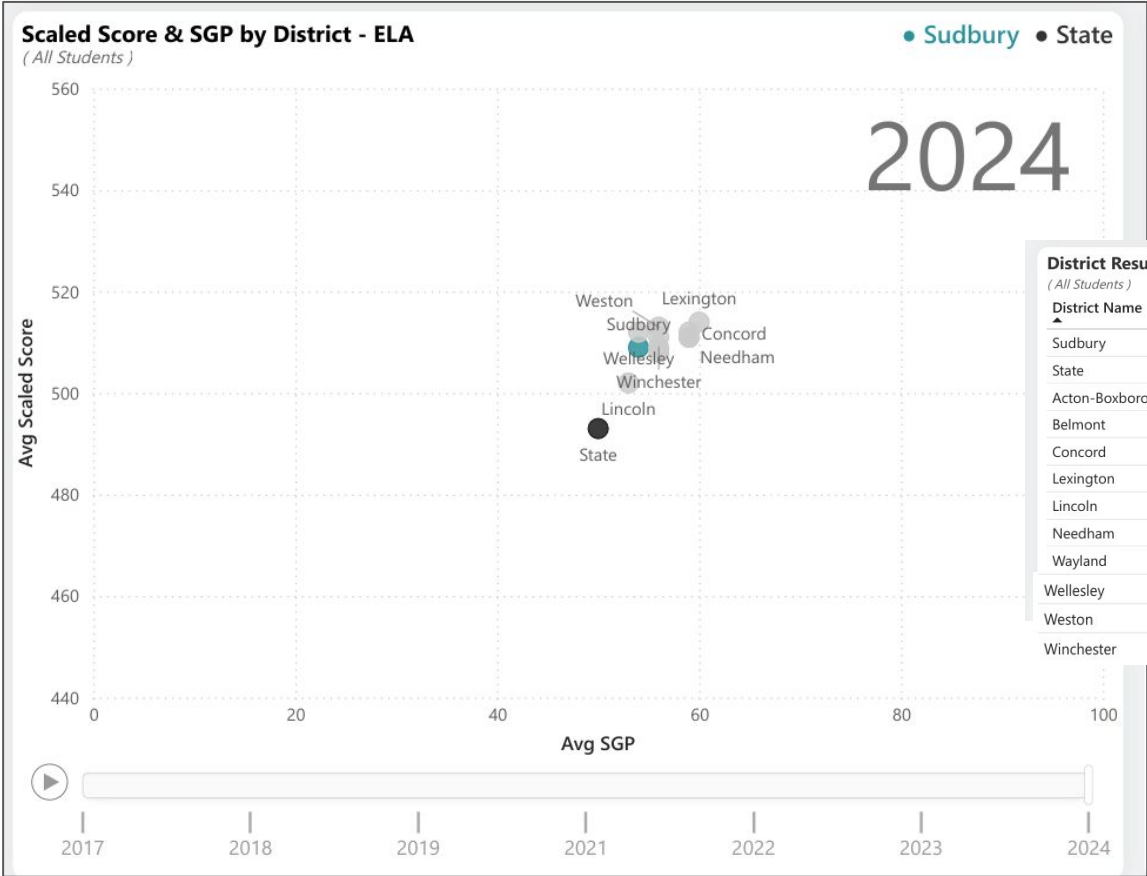
District Results by Year - ELA: SGP
(All Students)

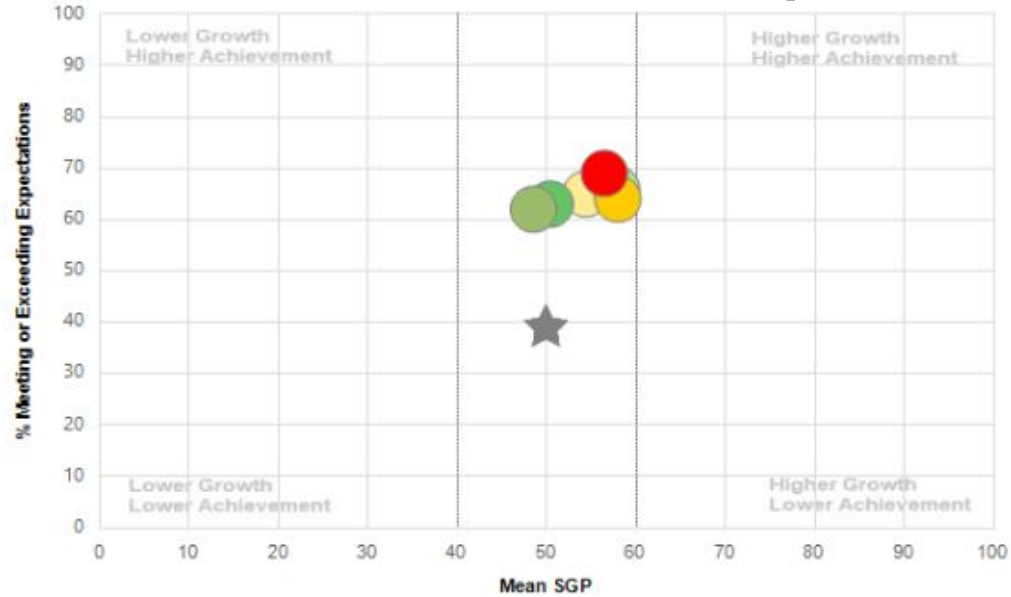| District Name	2019	2021	2022	2023	2024
Sudbury	56.5	47.4	55.7	56.0	54.0
State	49.9	35.8	49.8	50.0	50.0
Acton-Boxborough	52.5	43.2	55.2	54.0	56.0
Belmont	58.1	39.4	57.0	50.0	56.0
Concord	49.6	37.3	53.9	60.0	59.0
Lexington	56.4	48.2	62.6	58.0	60.0
Lincoln	53.7	52.4	57.5	51.0	53.0
Needham	59.2	48.5	60.8	56.0	59.0
Wayland	56.5	43.9	59.2	55.0	59.0
Wellesley	54.2	43.8	56.9	57.0	54.0
Weston	59.1	44.8	57.6	56.0	56.0
Winchester	54.6	36.7	53.9	54.0	56.0

Achievement and Growth by School
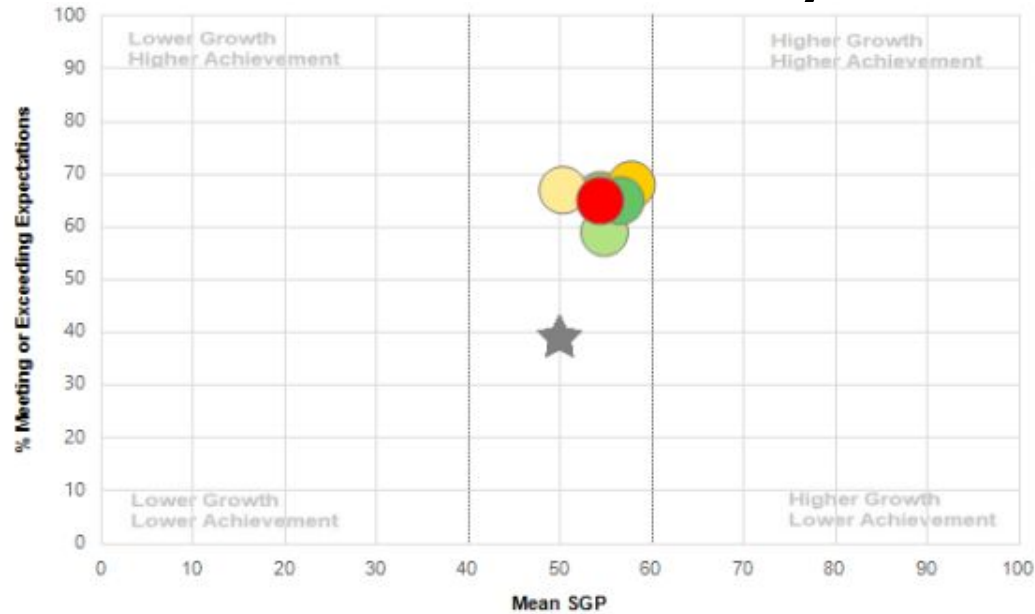
		Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations
	Ephraim Curtis Middle (02880305)	54	796	66
	General John Nixon Elementary (02880025)	58	115	68
	Israel Loring School (02880015)	55	142	59
	Josiah Haynes (02880010)	57	127	65
	Peter Noyes (02880030)	50	174	67
	Sudbury (02880000)	54	1,359	65

Achievement and Growth by Grade

	Mean SGP
All Grades	54
Grade 4	58
Grade 5	50
Grade 6	49
Grade 7	58
Grade 8	56

% Meeting/Exceeding by Testing Grade Level - ELA

● % Meeting/Exceeding — State Average

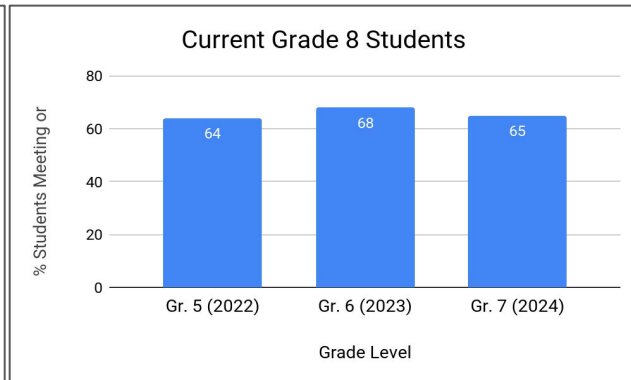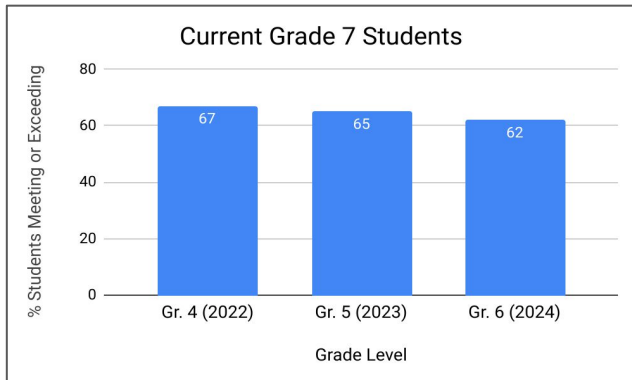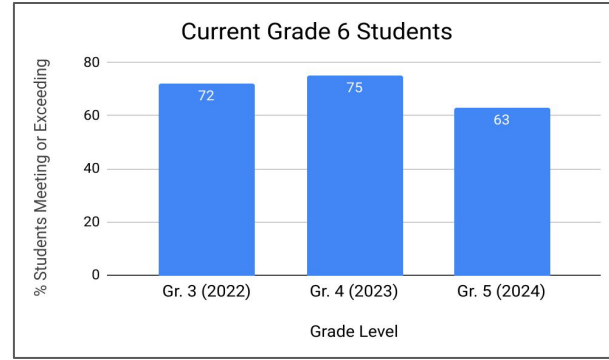| Grade	3	4	5	6	7	8
% Meeting/Exceeding	64%	67%	63%	62%	65%	70%
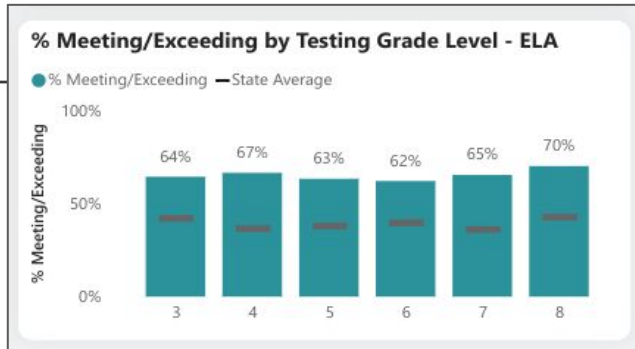
Achievement by Grade Level Over Time

ELA All Students Achievement 2019, 2022-2024

■ 2019 ■ 2022 ■ 2023 ■ 2024

% of students meeting or exceeding

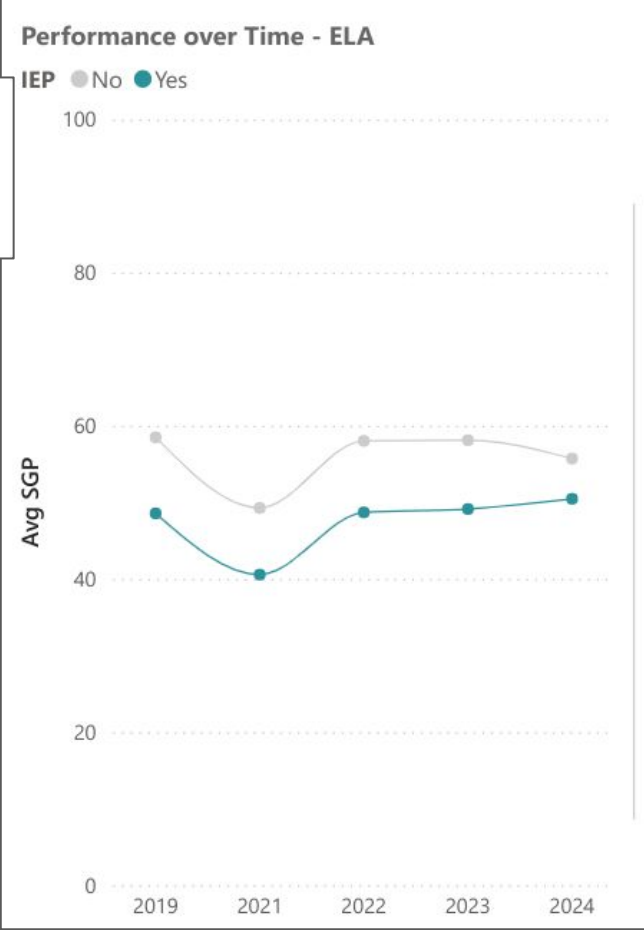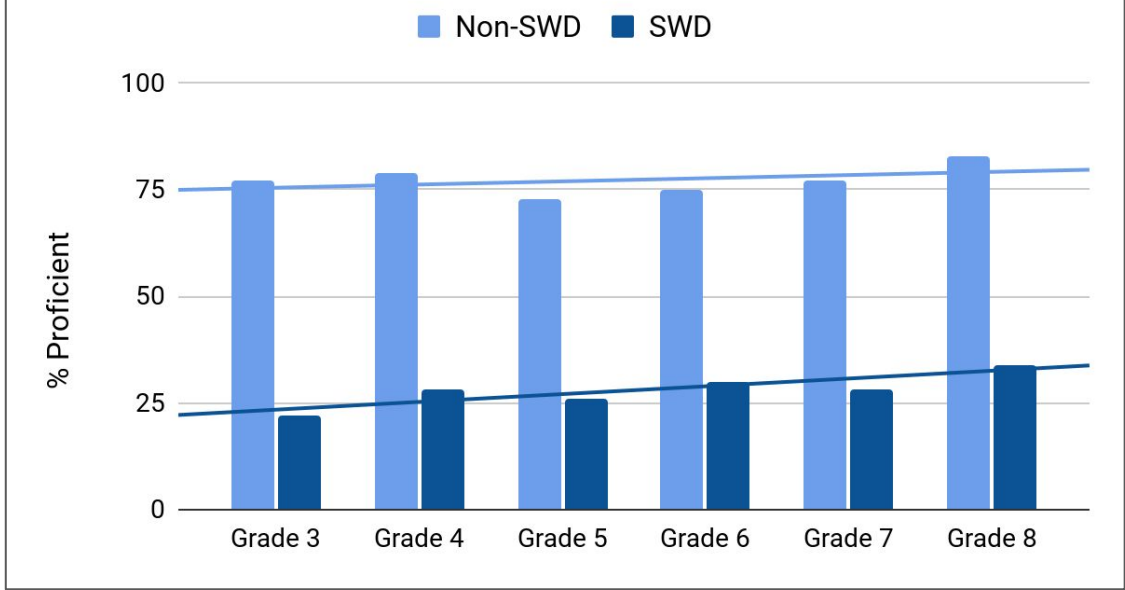| Grade	2019	2022	2023	2024
G3	76	72	71	64
G4	75	67	75	66
G5	79	64	65	63
G6	77	63	68	62
G7	74	68	70	65
G8	77	76	75	70
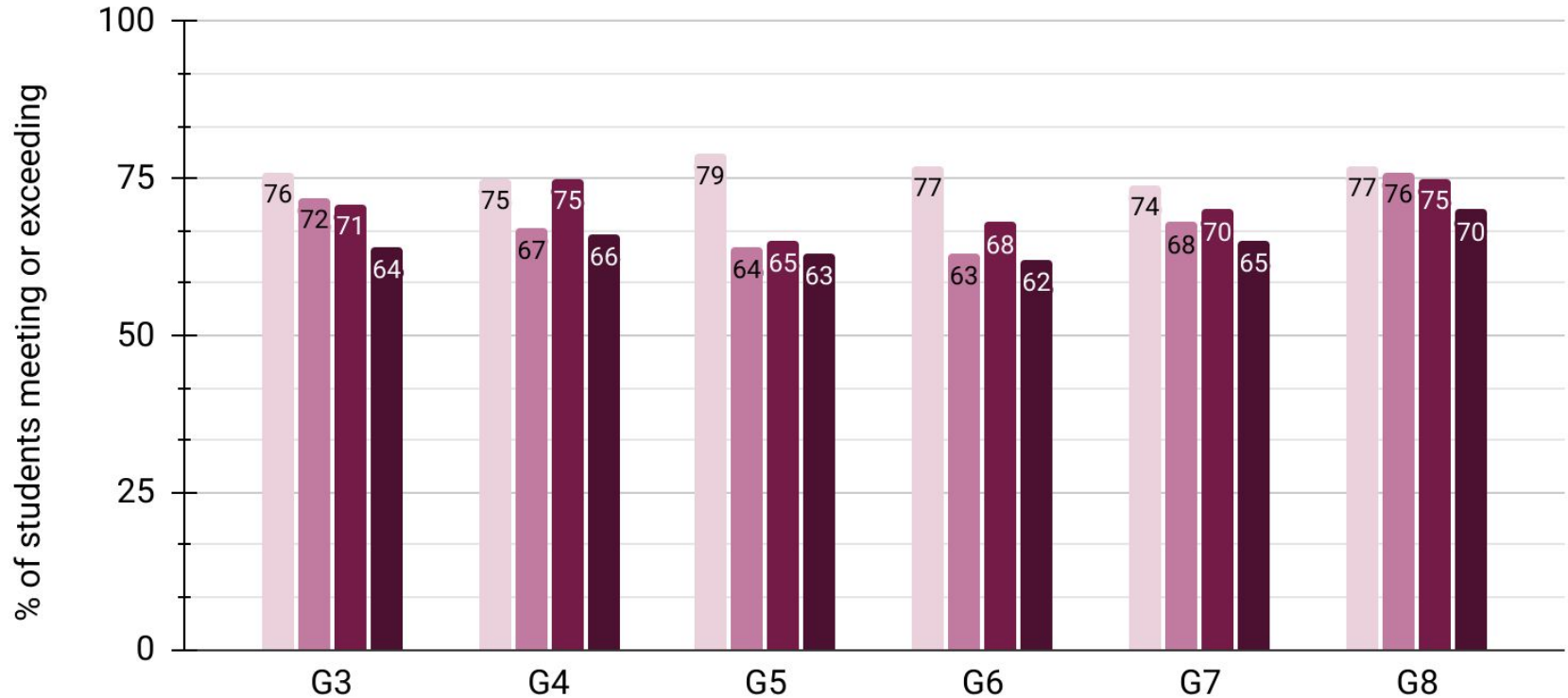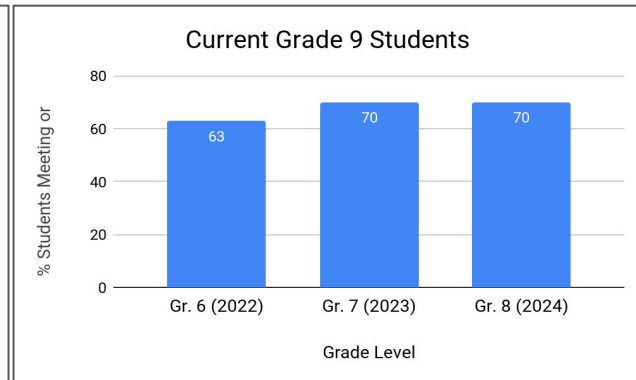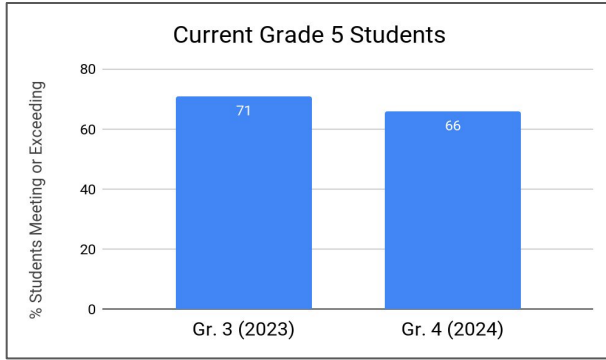
Subgroup Focus: Students with Disabilities

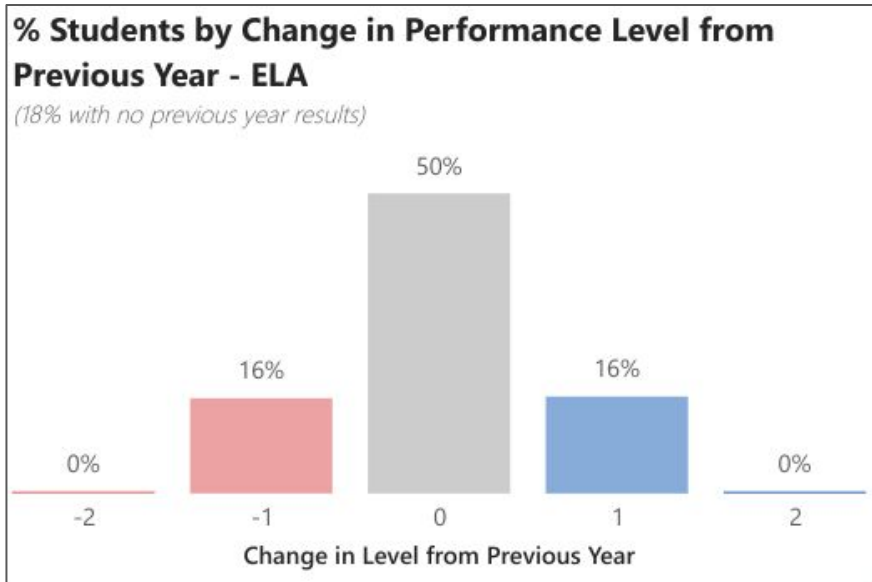

Average SGP

51.1 ↑ +2.3 vs. previous year
↑ +1.1 vs. state average

Achievement for Students with Disabilities 2024

Non-SWD ■ SWD

Performance over Time - ELA

IEP ○ No ● Yes

Percent of Student Change in Performance Level from Previous Year

Students without IEPs

% Students by Change in Performance Level from Previous Year - ELA
(18% with no previous year results)

- 0% at -2
- 16% at -1
- 50% at 0
- 16% at 1
- 0% at 2

Change in Level from Previous Year

Students with IEPs

% Students by Change in Performance Level from Previous Year - ELA
(17% with no previous year results)

- 0% at -2
- 18% at -1 (n=76)
- 51% at 0
- 14% at 1 (n=59)
- 1% at 2 (n=4)

Change in Level from Previous Year
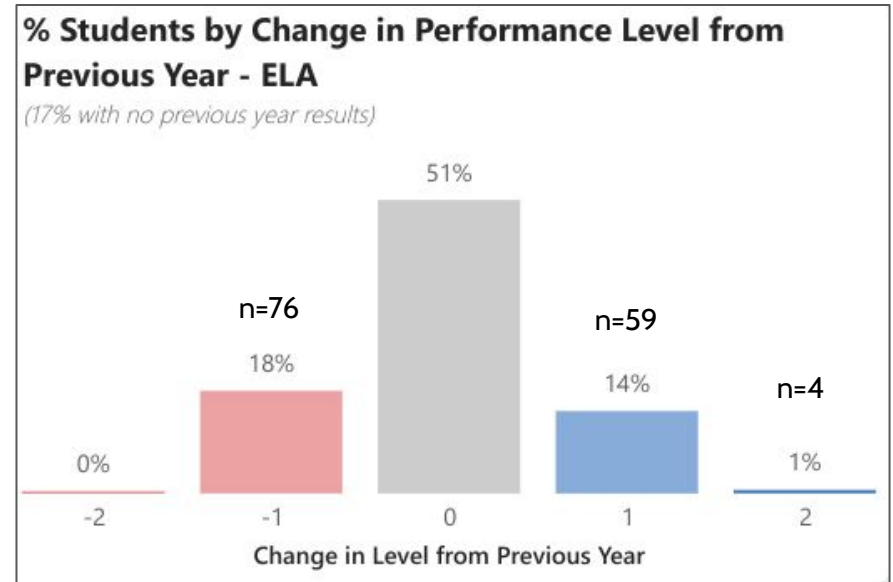
Curriculum Spotlight: Writing

Grades 3-8 Writing Production

Cohort Achievement for Writing Production

Legend: 2019 | 2022 | 2023 | 2024

District Summary - ELA

- SPS students outperformed students in the Commonwealth
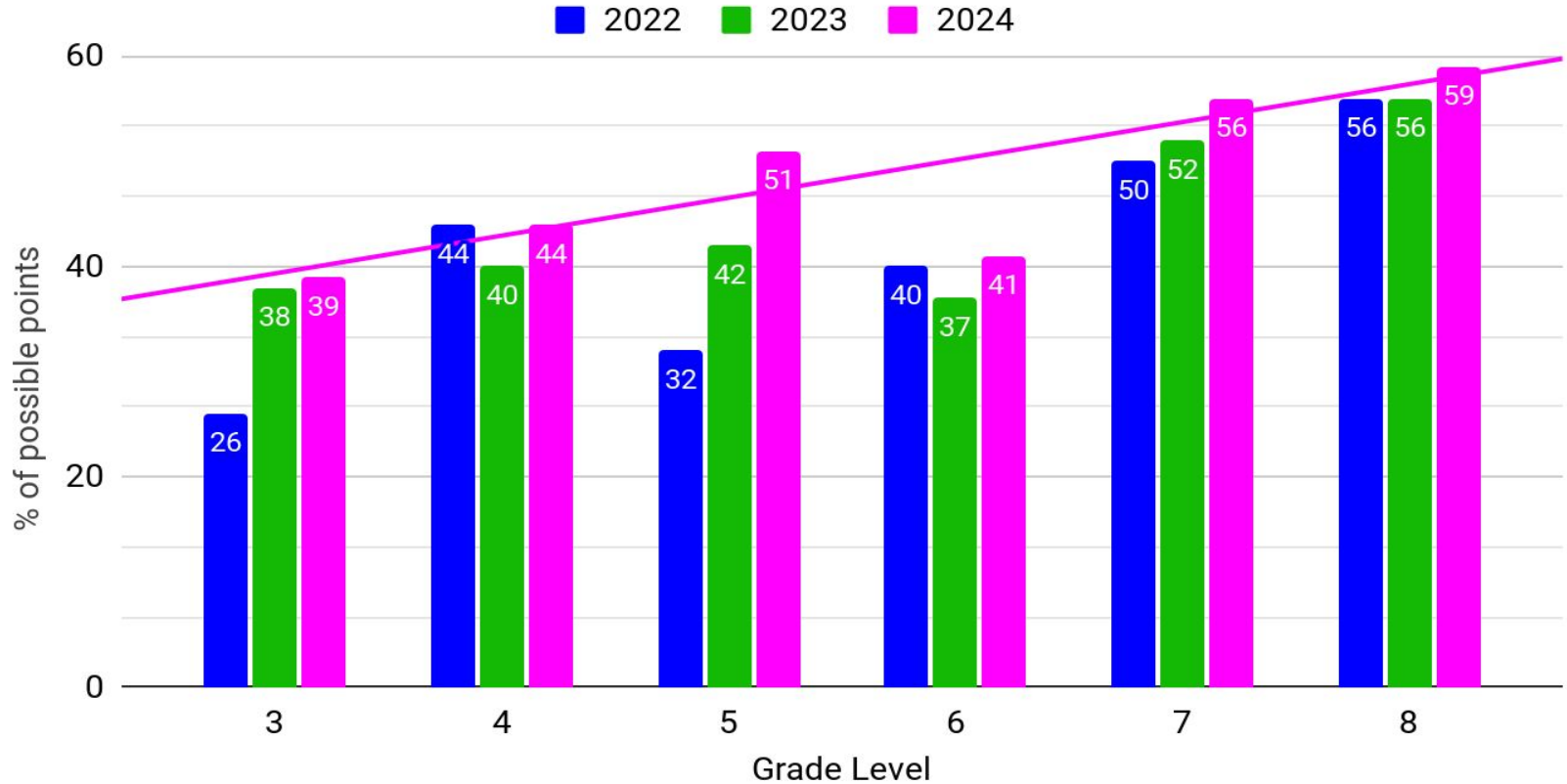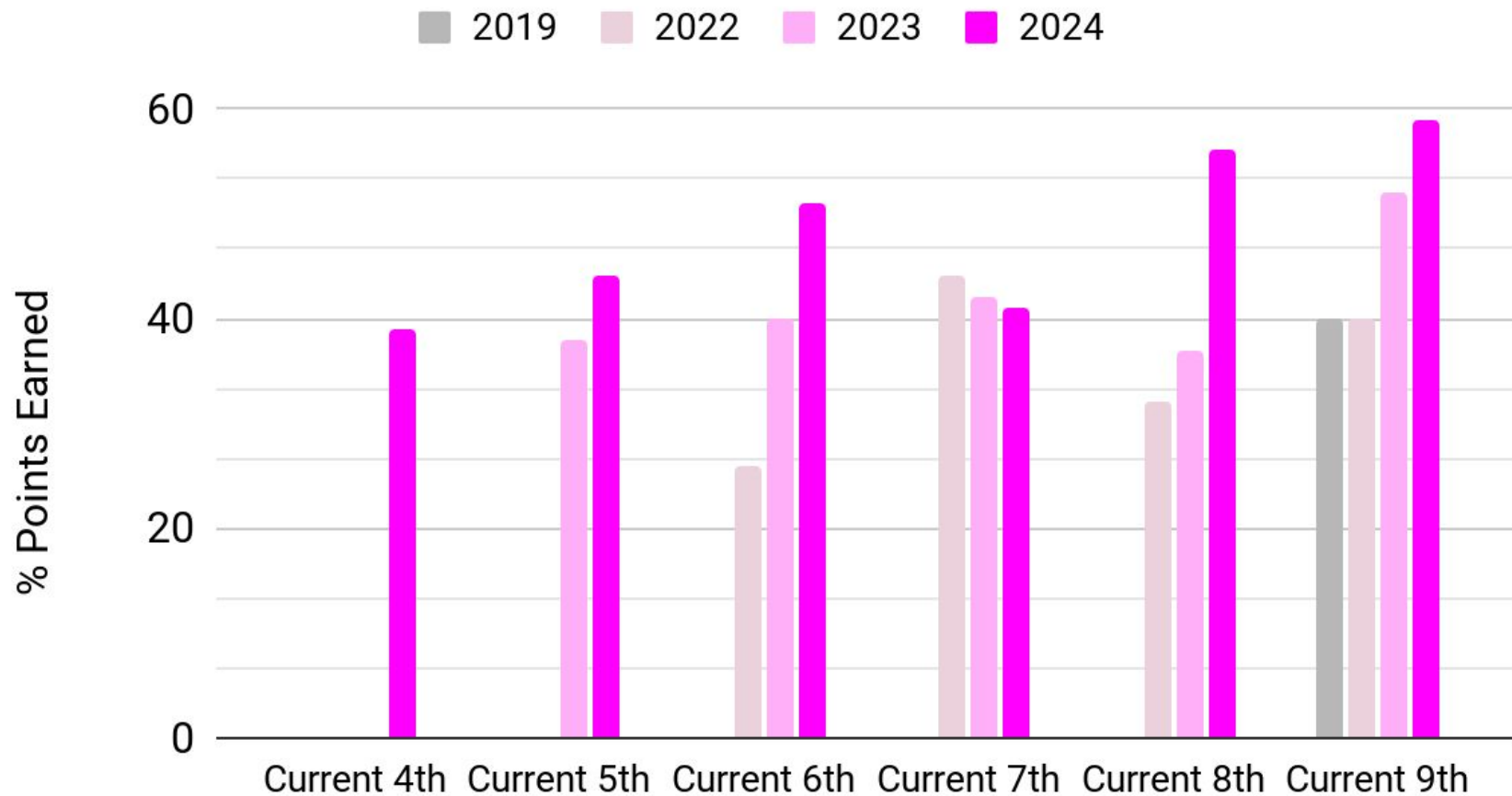
- With the exception of Lincoln and Needham, whose achievement level remained the same as 2023, the state and all our comparable districts saw a decrease in overall proficiency in 2024.

- Our mean SGP (54) is within the expected range (40-60) for growth.

- Grades 5 & 6 showed a lower growth rate and achievement and are being closely monitored in grades 6 & 7. However, these students showed growth in writing.

- Students with disabilities increased their SGP and are closing the achievement gap as they progress through the grades.

- Students obtain higher achievement levels for writing as they progress through the grades, and cohorts have improved their open response writing skills over time.

- All curriculum categories show higher achievement levels as they progress through the grades.

Impacts on Teaching & Learning

- Students in grade 6 are receiving additional push-in support from the Literacy Specialist to support Tier 1 instruction. Students in grade 7 are receiving Tier 2 instruction as identified by local benchmark data.

- All educators in grades K-5 and the MS Humanities Department will participate in a professional development series from Keys to Literacy for writing starting in January. This professional development will target early writing skills in grades K-3 and content writing in grades 4-8. Keys strategies will be incorporated into the new ELA program.

- The ELA pilot will conclude in December. Keys to Literacy strategies for reading skills will be incorporated into the new ELA program.

- A 3-year implementation plan will be developed by the ELA Steering Committee once the selected program has been identified.

Civics (Grade 8 only)

Spring 2024

- State-wide field test for End-of-Course test and performance task

Fall 2024

- Field Test results undergo review to remove and replace items as needed
- 15 End-of-Course items released to districts
- District reviewed data to inform instruction

Winter 2025

- Topic announced for performance task: Topic 4: Rights & Responsibilities of Citizens

Spring 2025

- First fully operational test

Sample Performance Task

Position Essays

Census Data

Letter Excerpt

The Articles of Confederation w[...]
The Articles of Confederation ha[...]
protests that became known as [...]
is an excerpt from a letter that J[...]
Rebellion in 1787.

Dear Sir,

[From] the newspapers . . . you[...]
Rebellion is over]. It appears ho[...]
Massachusetts considers very [...]
against further eruptions. . . .

The only step . . . taken by Con[...]
recommendation of the propos[...]
federal articles. . . .

Indeed the present system neit[...]
and if some very strong [chang[...]
tumble to the ground. No mone[...]
no respect is paid to the federa[...]
complies. . . . The payments ev[...]
decreasing. . . . It is not possib[...]
under these circumstances.

The following text describes a conflict about co[...]
representation during the Constitutional Conven[...]

Twelve of the original thirteen states sent dele[...]
Constitutional Convention. The states disagree[...]
representation in the federal government. Two [...]
plans to solve this conflict. The Virginia Plan pr[...]
representation based on the total population of [...]
New Jersey Plan proposed equal representatio[...]

The following graph shows the total population [...]
original thirteen states as recorded in the 1790 [...]

U.S. Population by [...]

Virginia
South Carolina
Rhode Island
Pennsylvania
North Carolina
New York
New Jersey
New Hampshire
Massachusetts
Maryland
Georgia
Delaware
Connecticut

0 — 100,000 — 200,000 — 300,000 — 400,000

Populatio[...]
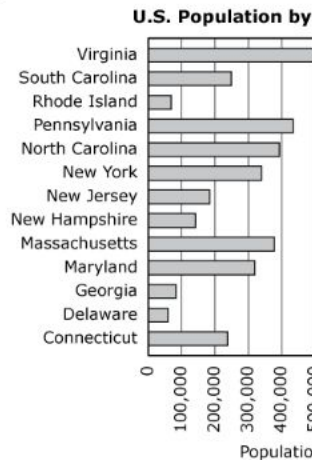
During the development of the U.S. Constitution, the Federalists and the Anti-Federalists disagreed about federalism. Each group wrote several essays about the issue.

The following text is a modified version of an essay written in 1788 describing the Federalist position on federalism.

Federalist Essay (Modified)

The primary purpose of government is the people's happiness, therefore only a government that promotes that happiness is legitimate. To promote this happiness, the U.S. Constitution divides power between the state and national governments. State governments are closer to the people and have undefined powers that focus on the welfare of the people, while the national government has clear, defined powers that focus on external issues. This division of power is called federalism. Although some may fear that this federal system may lead to problems, the federal system prevents this because the states will retain their own powers. In other words, the national government cannot operate without the state governments, while the state governments gain major benefits from the national government.

The following text is a modified version of an essay written in 1787 describing the Anti-Federalist position on federalism.

Anti-Federalist Essay (Modified)

The new constitution as written will cause the dissolution of states to form one great republic. The thirteen states should maintain their autonomy but allow for their organization by a national government. However, a central government that is created by the constitution would be too powerful, creating laws and decisions that will make the state governments unnecessary. The new country is rapidly growing in both size and population, which can lead to tyrannical leaders. To protect the people, state governments need to maintain their power.

Delegates that attended the Constitutional Convention disagreed about how the U.S. government should be structured. These disagreements forced the delegates to compromise on several issues.

Part A

Based on the sources, describe one compromise the delegates made during the Constitutional Convention.

Part B

Explain how the compromise you described in Part A strengthened the U.S. Constitution. Use information from one of the sources to support your reasoning.

Part C

Based on the sources, describe **another** compromise the delegates made during the Constitutional Convention.
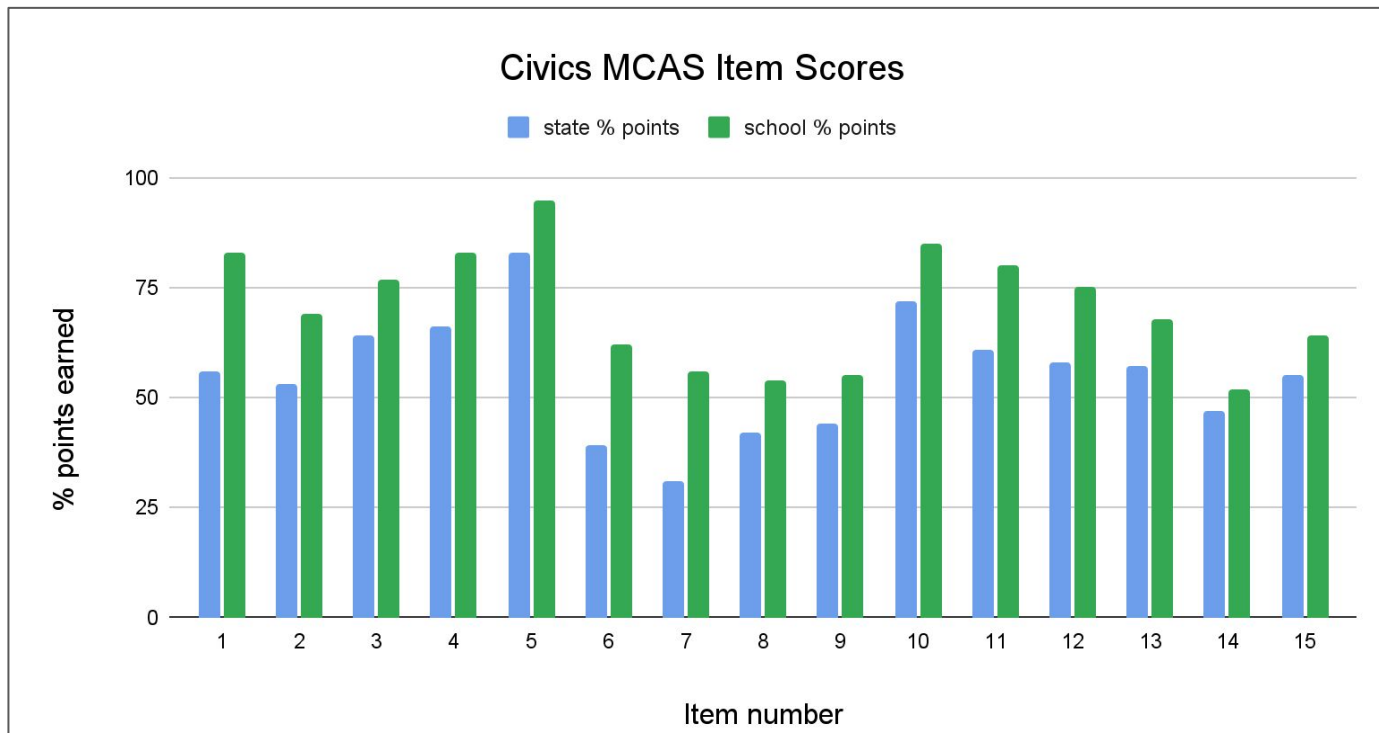
Part D

Explain how the compromise you described in Part C strengthened the U.S. Constitution. Use information from one of the sources to support your reasoning.

Civics MCAS Item Scores

8	T1.1	Describe how characteristics of ancient Athens influenced the creation of the U.S. government.
14	T5.5	Analyze a Supreme Court decision to explain the principle of judicial review.
5	T5.2	Analyze a source and draw a conclusion about how the author's argument relates to an amendment to the U.S. Constitution.
10	T5.3	Describe how an amendment to the U.S. Constitution expanded access to civil rights.

Mathematics

- Achievement Data
- Student Growth Data
- Subgroup Data: English Learners
- Curriculum Data
- Summary & Impact

Grades 3-8 Combined (2019, 2022-2024)

Comparison of Mathematics Achievement in Grades 3-8 (Pre- and Post- Pandemic)
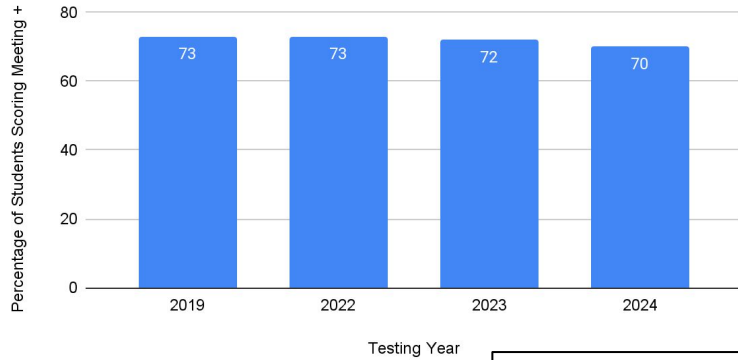
Comparison of Mean SGP on Mathematics MCAS in Grades 3-8 (Pre- and Post- Pandemic)
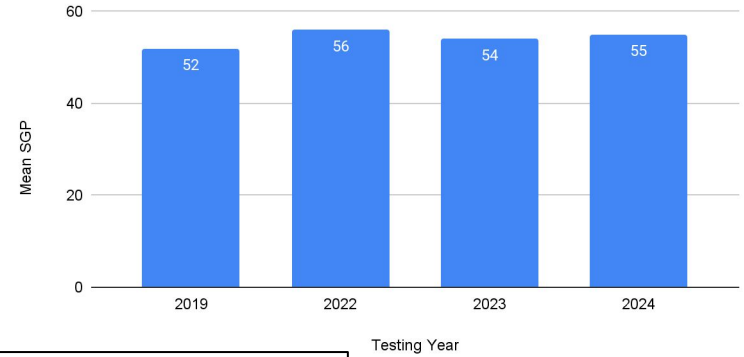
Comparison of Average Scaled Score on the Mathematics MCAS in Grades 3-8 (Pre- and Post- Pandemic)
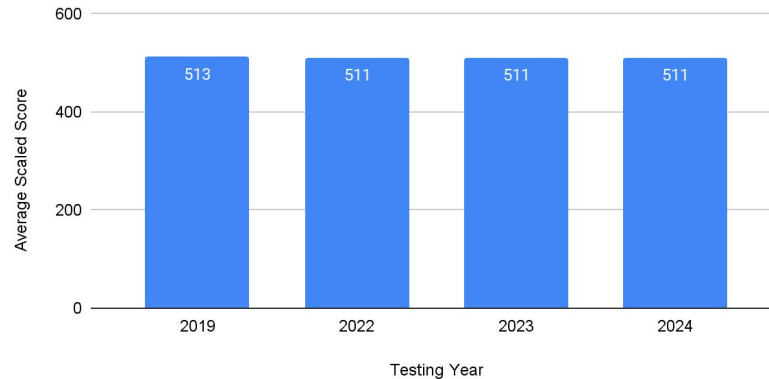
District to State Comparison

Mathematics - Grades 3-8
All Students
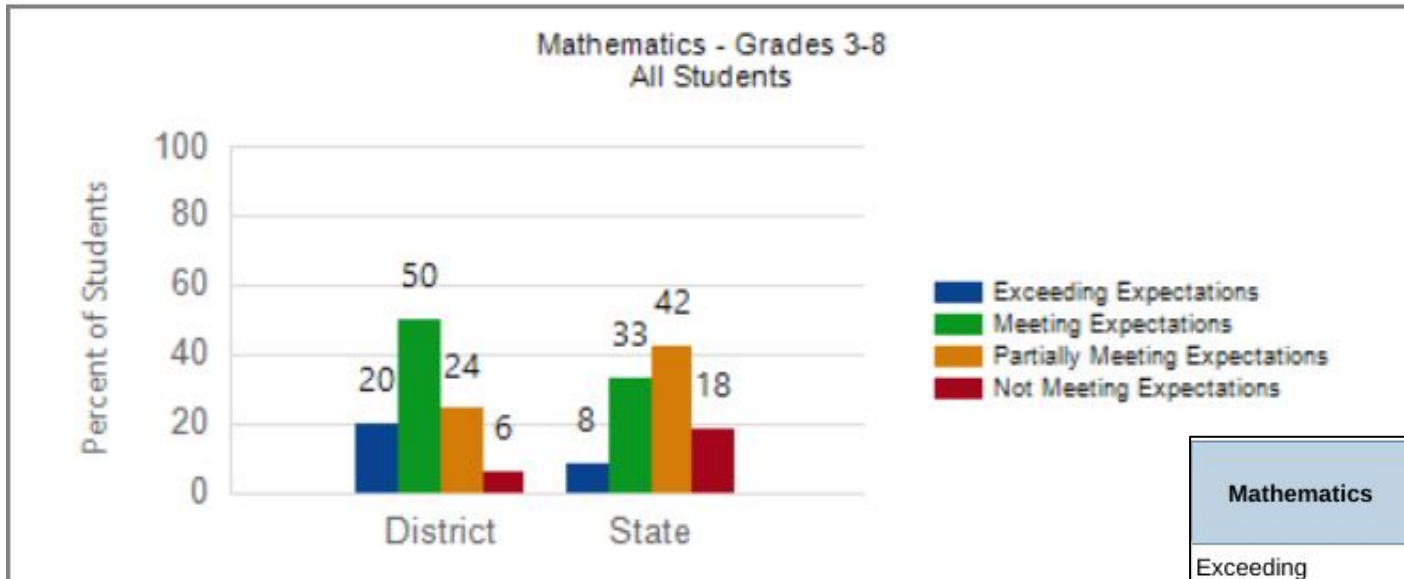
Mathematics	N Students Included	% District	% State
Exceeding Expectations	330	20	8
Meeting Expectations	837	50	33
Partially Meeting Expectations	400	24	42
Not Meeting Expectations	94	6	18
Total Included	**1,661**		

Proficiency Levels: Comparable Districts

District Results by Year - Math: % Meets/Exceeds

(All Students)

District Name	2019	2021	2022	2023	2024
Sudbury	73%	67%	73%	72%	70%
State	49%	33%	39%	41%	41%
Acton-Boxborough	72%	65%	69%	69%	69%
Belmont	80%	67%	77%	76%	75%
Concord	73%	60%	65%	68%	70%
Lexington	82%	72%	78%	79%	79%
Lincoln	59%	49%	53%	51%	57%
Needham	73%	62%	69%	69%	72%
Wayland	77%	66%	74%	76%	75%
Wellesley	75%	62%	71%	77%	76%
Weston	81%	69%	75%	74%	76%
Winchester	79%	61%	68%	70%	74%

Scaled Score & SGP: Comparable Districts

Scaled Score & SGP by District - Math
(All Students)
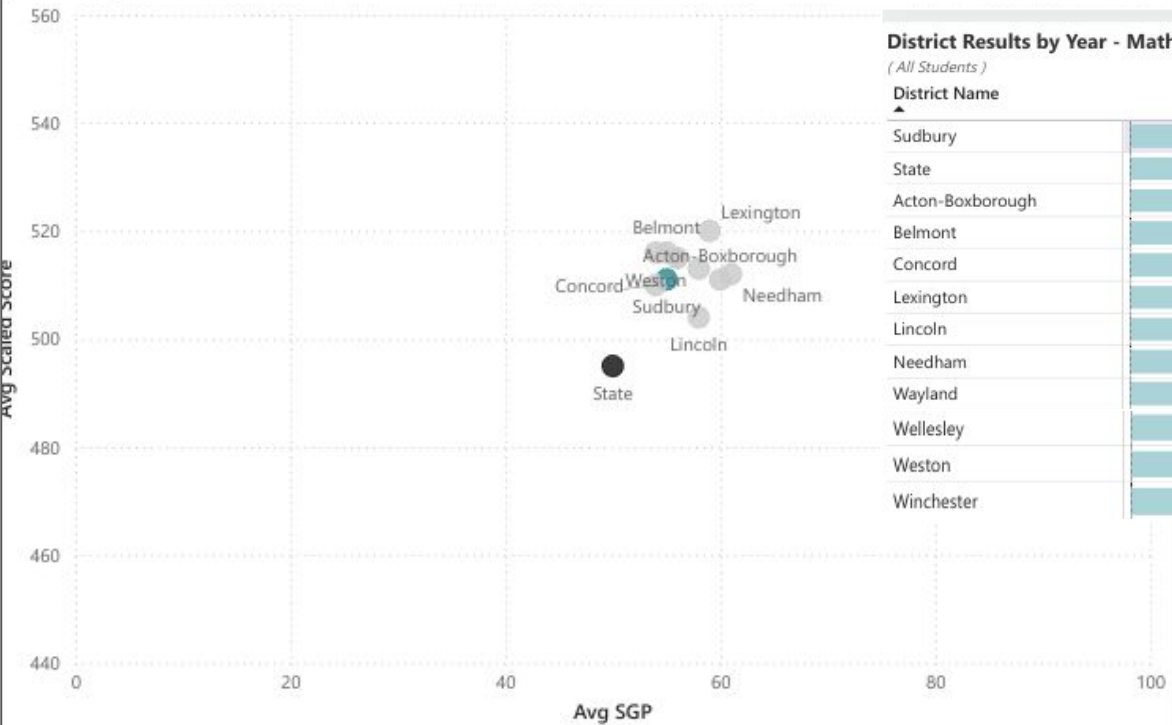
● Sudbury ● State

District Results by Year - Math: SGP
(All Students)

District Name	2019	2021	2022	2023	2024
Sudbury	51.9	40.5	56.3	54.0	55.0
State	49.9	30.4	49.9	50.0	50.0
Acton-Boxborough	57.9	53.1	62.6	58.0	60.0
Belmont	58.6	34.0	64.2	56.0	55.0
Concord	47.8	28.4	45.5	51.0	54.0
Lexington	61.5	44.4	64.4	59.0	59.0
Lincoln	44.5	41.0	54.6	51.0	58.0
Needham	56.9	48.5	64.2	57.0	61.0
Wayland	54.1	37.1	59.8	58.0	56.0
Wellesley	53.7	34.5	54.1	59.0	56.0
Weston	59.1	40.1	56.3	49.0	54.0
Winchester	50.0	30.4	58.1	56.0	58.0

Achievement and Growth by School
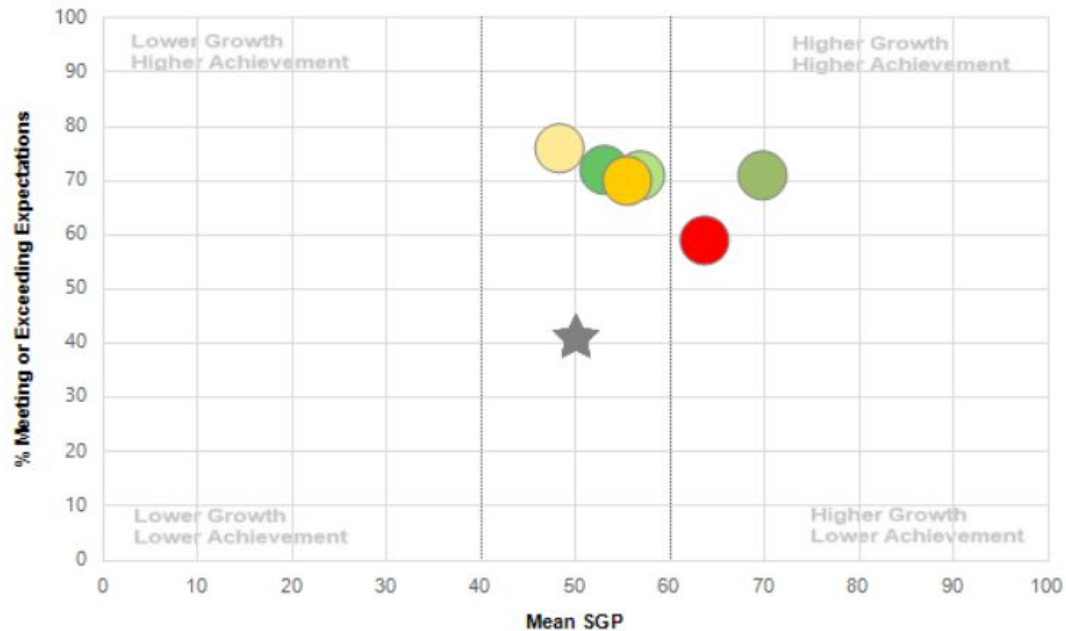
	Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations
Ephraim Curtis Middle (02880305)	53	793	72
General John Nixon Elementary (02880025)	70	116	71
Israel Loring School (02880015)	64	141	59
Josiah Haynes (02880010)	48	129	76
Peter Noyes (02880030)	57	175	71
Sudbury (02880000)	55	1,360	70

Achievement and Growth by Grade
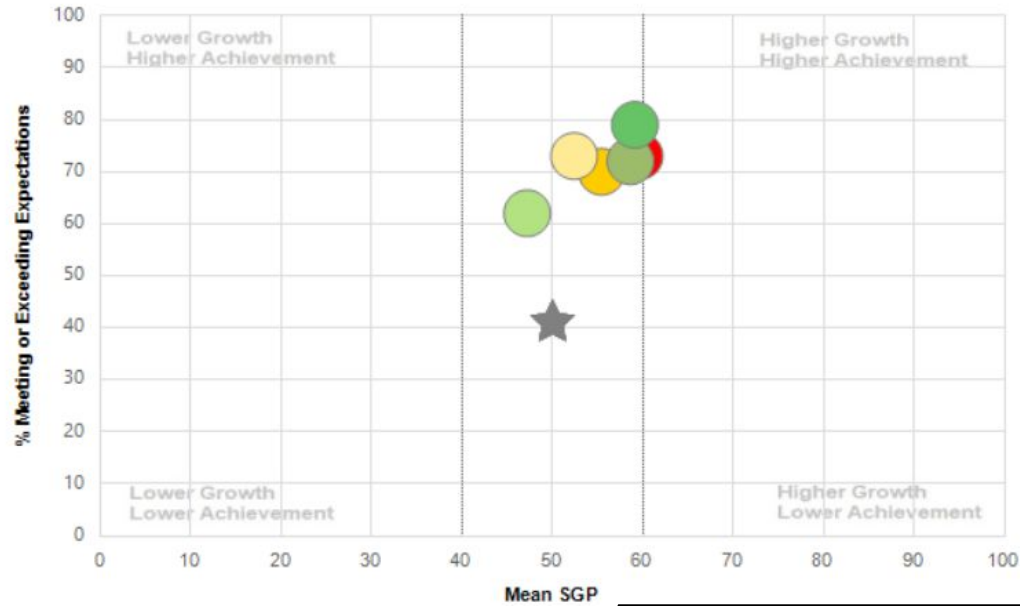
	Mean SGP	
	All Grades	55
	Grade 4	60
	Grade 5	59
	Grade 6	47
	Grade 7	59
	Grade 8	52
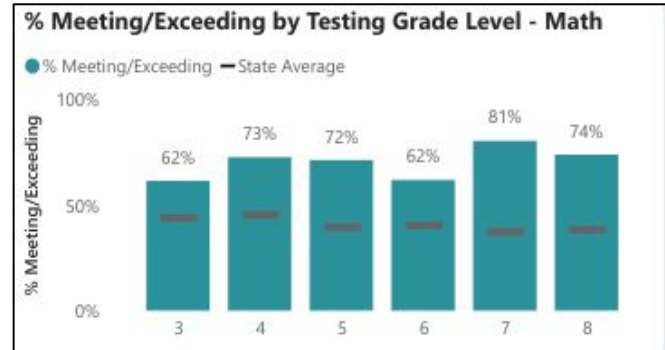
Achievement by Grade Level Over Time

Achievement by Grade Level (Meeting + Exceeding Expectations)
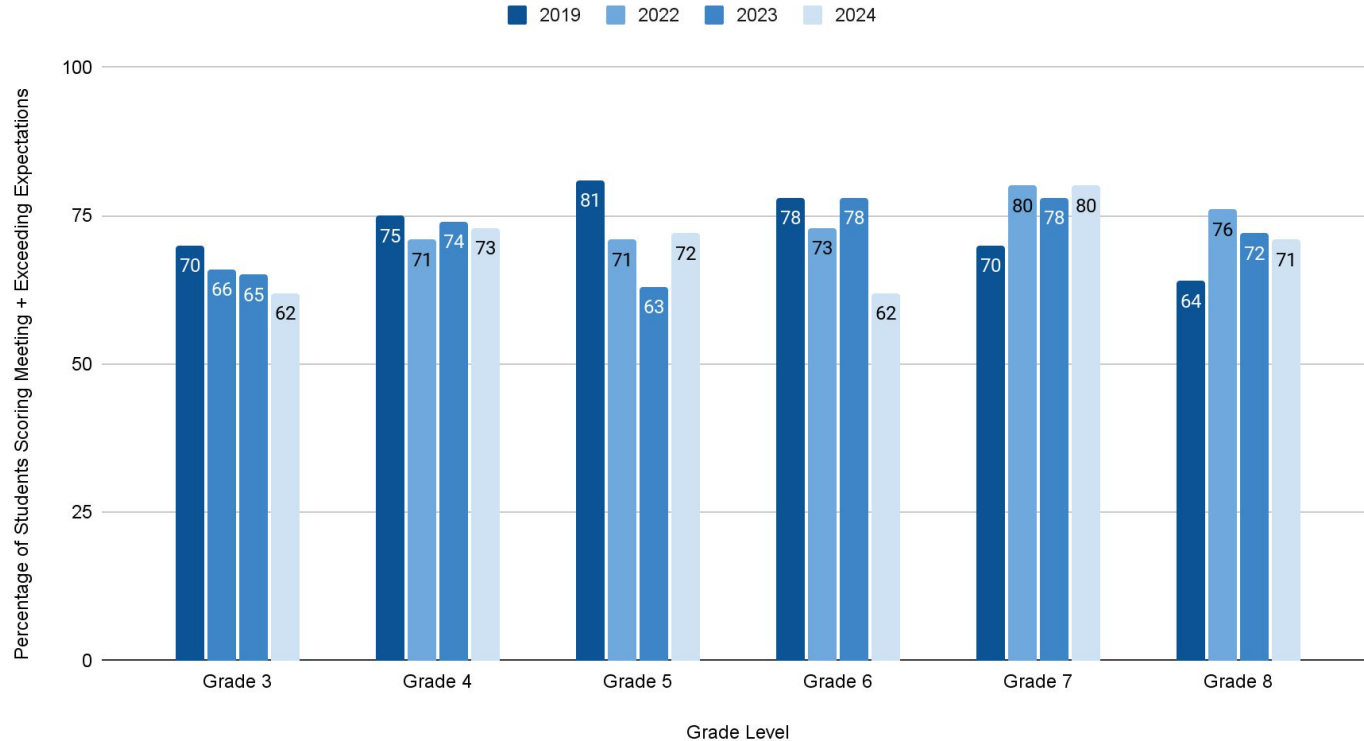
Achievement by Cohort

Cohort Achievement Data for Current Grade 5 Students
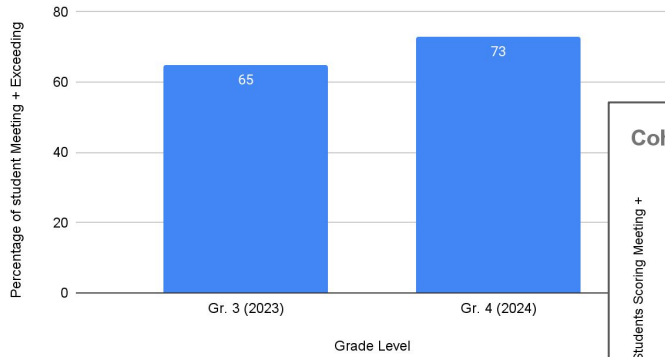
Cohort Achievement Data for Current Grade 6 Students
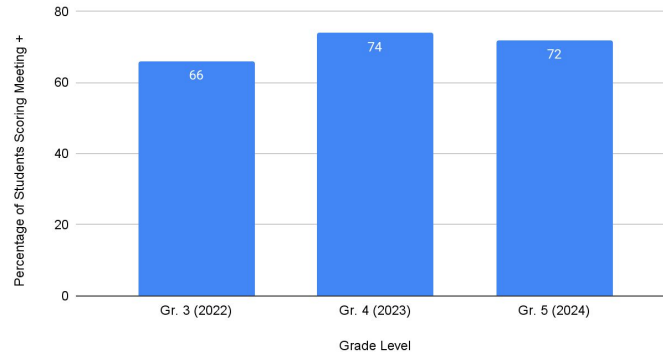
Achievement Data for Current Grade 7 Students
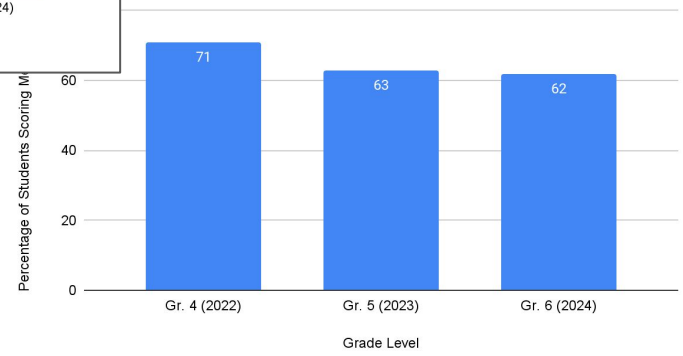
Achievement by Cohort Continued

Cohort Achievement Data for Current Grade 8 Students

Percentage of Students Scoring Meeting +
- Gr. 5 (2022): 71
- Gr. 6 (2023): 78
- Gr. 7 (2024): 79

Grade Level

Cohort Achievement Data for Current Grade 9 Students

Percentage of Students Scoring Meeting +
- Gr. 6 (2022): 73
- Gr. 7 (2023): 78
- Gr. 8 (2024): 74
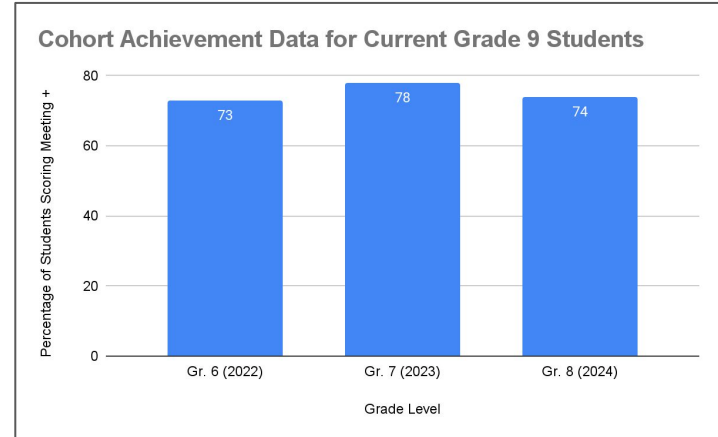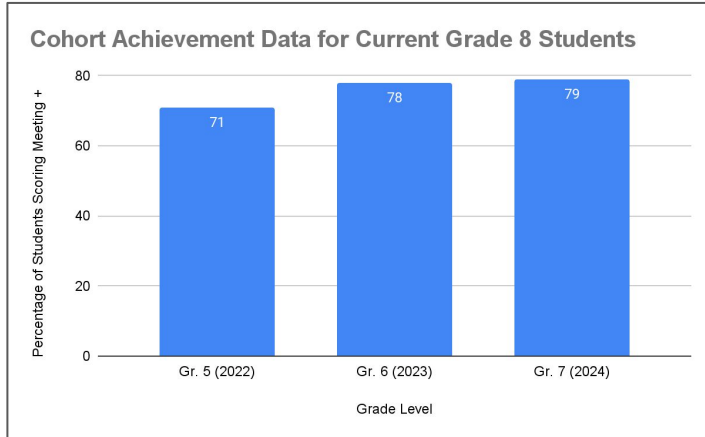
Grade Level

Subgroup Focus: English Learners (Grades 3-8)

Performance over Time - Math

EL ● No ● Yes

Avg SGP: 100, 80, 60, 40, 20, 0
Years: 2019, 2021, 2022, 2023, 2024

Student Performance by Year - Math

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting

% Students

Year	Exceeding	Meeting	Partially Meeting	Not Meeting
2019		33%	50%	17%
2021		21%	57%	21%
2022	5%	21%	47%	26%
2023	6%	12%	41%	41%
2024		29%	42%	29%

% Students Meeting/Exceeding

29% ↑ +12% vs. previous year ↓ -13% vs. state average

Average Scaled Score

484 ↑ +1 vs. previous year ↓ -11 vs. state average

Average SGP

54.5 ↑ +12.4 vs. previous year ↑ +4.5 vs. state average

Question Types by Grade Level

Operations & Algebraic Thinking

Progression of Operations & Algebraic Thinking from Grades 3-8
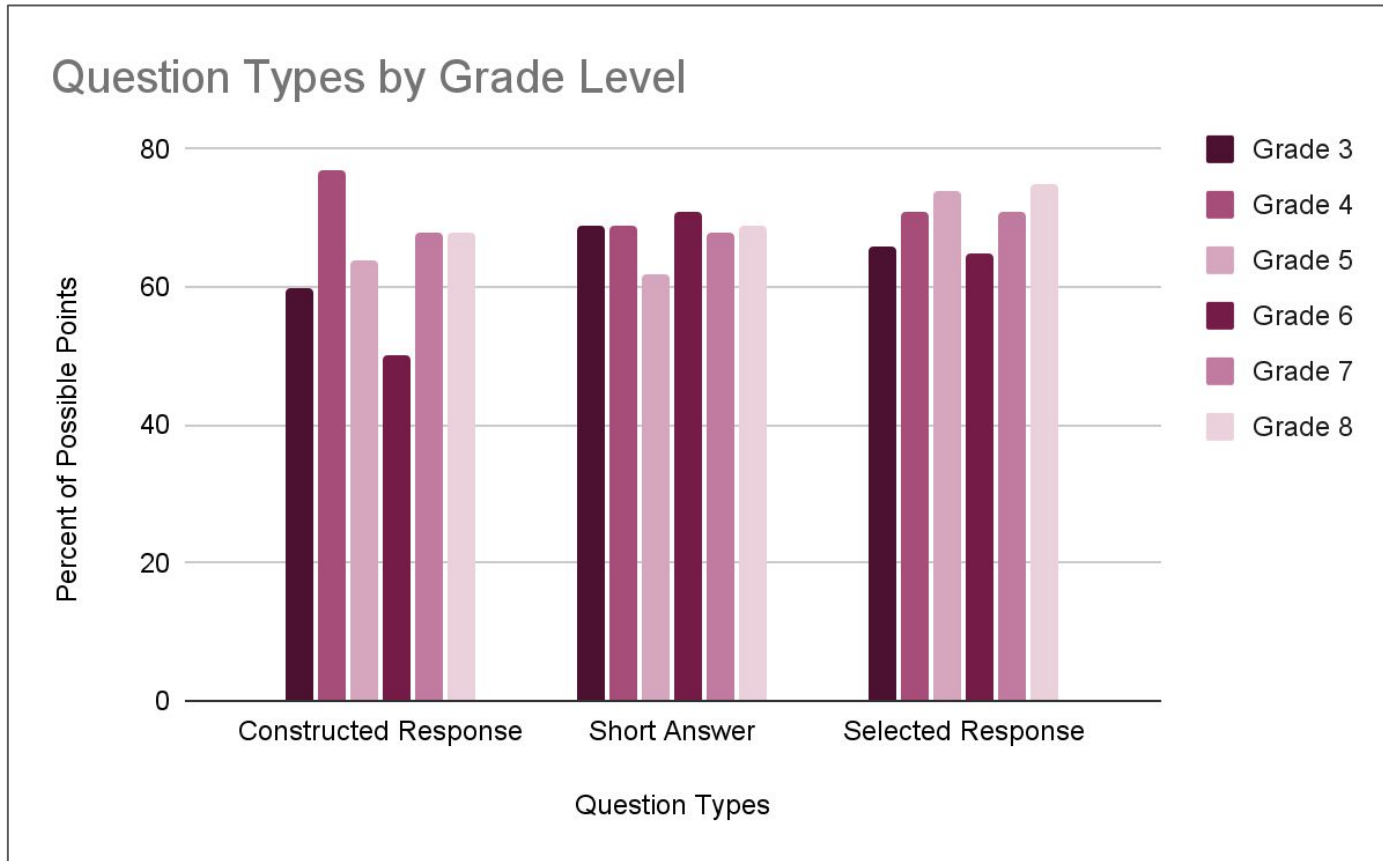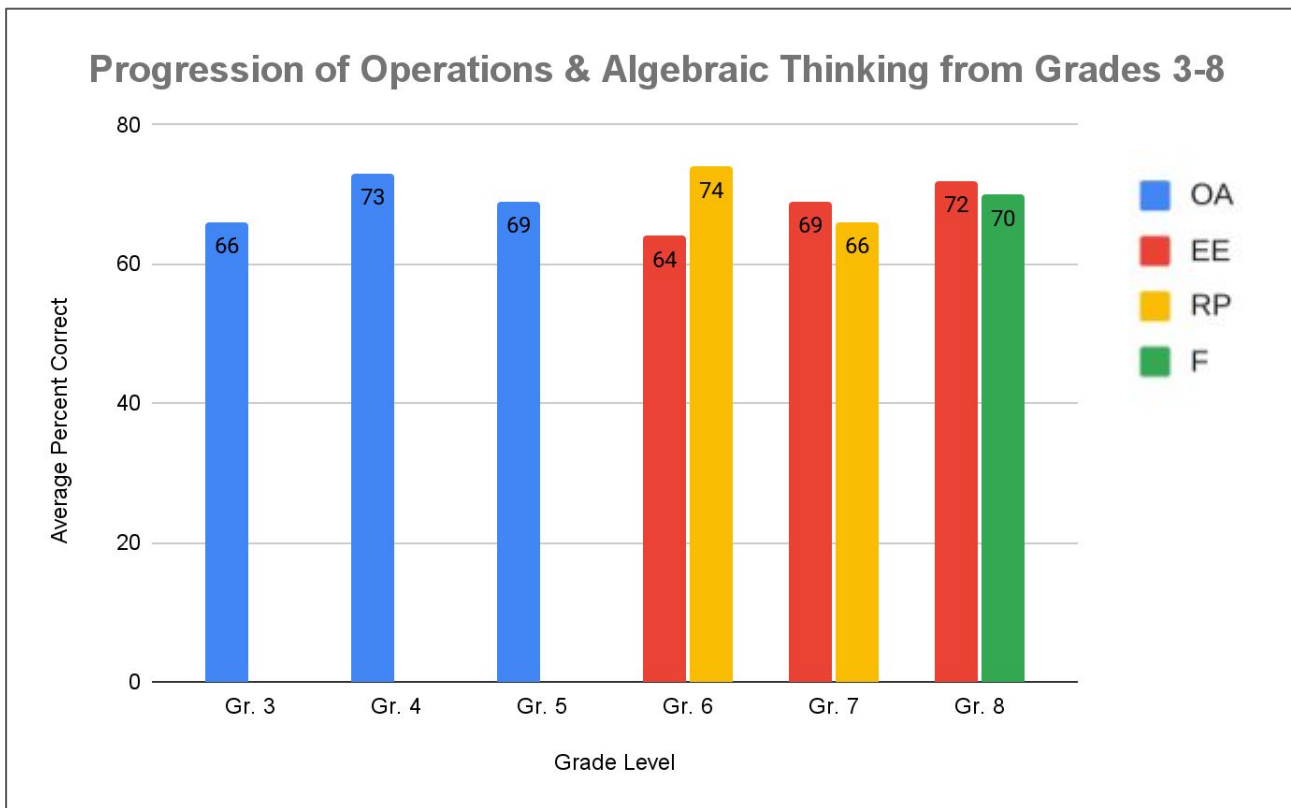
District Summary - Mathematics

- SPS students outperformed students in the Commonwealth

- Grade 7 is ranked 2nd out of 11 from comparable districts and 3rd of 300 from the state for Percent of Students Meeting or Exceeding Expectations.

- Our mean SGP (55.6) is within the expected range (40-60) for growth.

- Grades 6 showed a lower growth and achievement rate. It is being closely monitored in grade 7 and receiving additional support.

- The question type with the greatest inconsistency in scores is the Constructed Response. We are working on the elements of a complete answer in multiple grade levels this year.

- While there are peaks and valleys throughout the grade level data, the summary data from 2019-2024 including all grade levels shows relatively steady achievement and growth.

Impacts on Teaching & Learning

DESE did not release the questions this year therefore we are analyzing trends within the standards, item descriptions, and questions types.

- We have transitioned to using the 3rd edition of Bridges in Mathematics completely in grades 2-5 and have started the transition in K and 1. This newly updated product has includes updates from teacher feedback, improved usability (for teachers & students), and focuses on equitable teaching practices.

- In Grades 2-5, we will continue to use the MathFactLab with more consistently throughout the district to support fact fluency.

- In Grades 6 and 7, we have introduced IXL to support skill practice.

- In multiple grades levels, we are analyzing the elements of expected responses to word problems. This work is beginning in grade 2, with students and is continuing through middle school.

Science

- Achievement Data
- Accountability Data
- Summary & Impact
- Future STE MCAS format

District to State Comparison

Participation Rate: 99%

Science	N Students Included	% District	% State
Exceeding Expectations	51	19	7
Meeting Expectations	145	54	37
Partially Meeting Expectations	60	22	36
Not Meeting Expectations	12	4	20
Total Included	**268**		
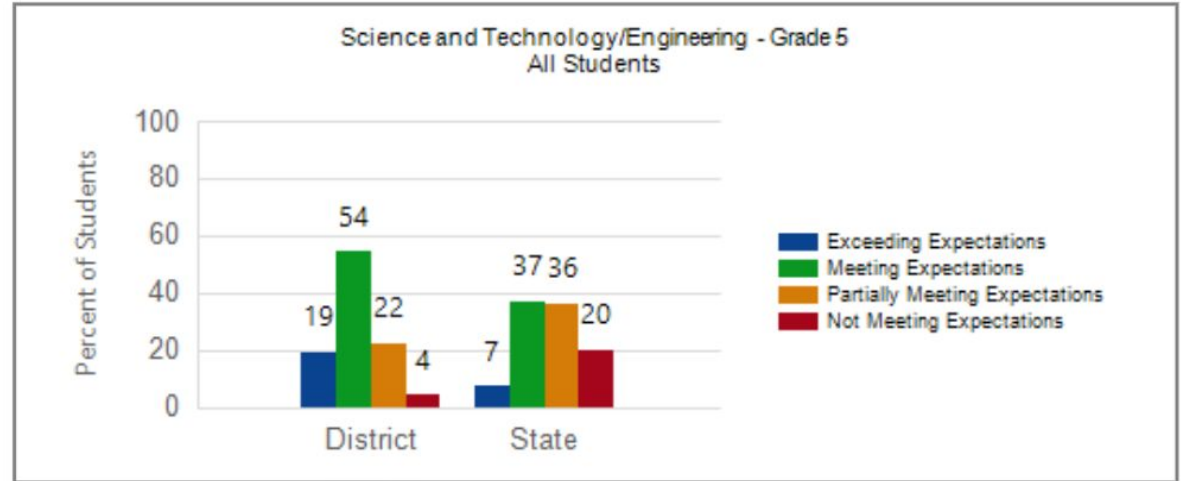
Science and Technology/Engineering - Grade 5
All Students

District to State Comparison

Participation Rate: 99%

Science	N Students Included	% District	% State
Exceeding Expectations	37	13	6
Meeting Expectations	164	57	34
Partially Meeting Expectations	72	25	41
Not Meeting Expectations	14	5	20
Total Included	**287**		

Science and Technology/Engineering - Grade 8
All Students
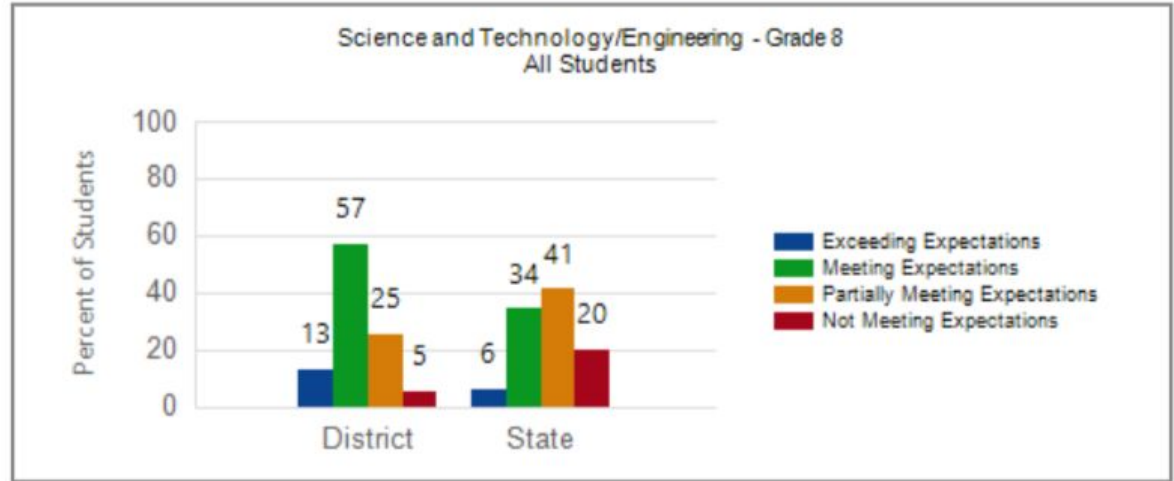
Student Performance by Year - Science

Legend: Exceeding, Meeting, Partially Meeting, Not Meeting

Year	Exceeding	Meeting	Partially Meeting	Not Meeting
2019	20%	51%	24%	
2021	17%	51%	30%	
2022	17%	61%	17%	5%
2023	16%	55%	23%	5%
2024	16%	55%	24%	4%
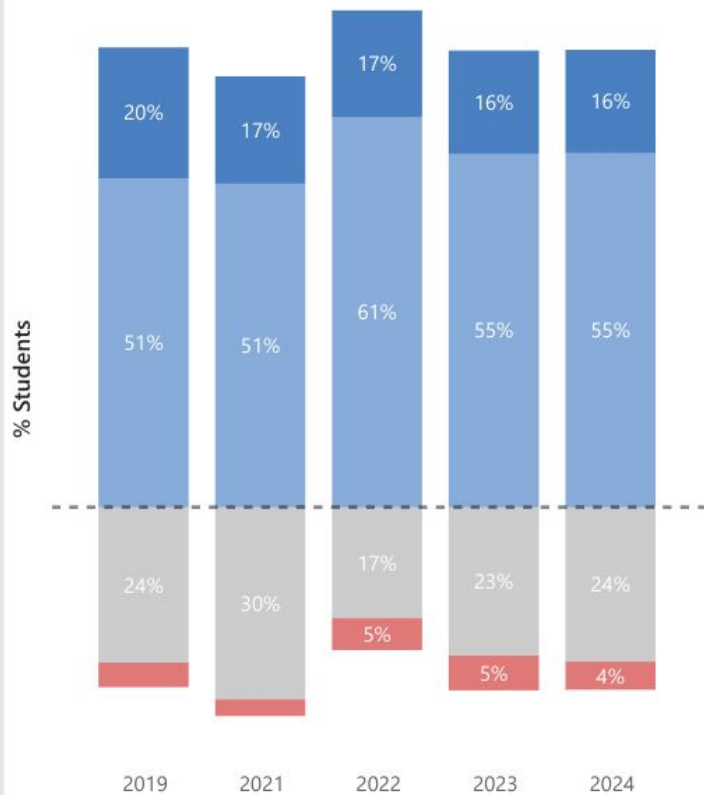
(% Students)

Science achievement – MCAS average composite scaled score

Group		Reason	
All Students		Path Forward: Exceeded Target	
Lowest Performing		-	
High needs		Path Forward: Met Target	
Low income		Path Forward: Exceeded Target	
EL and Former EL		Path Forward: Met Target	
Students w/ disabilities		Path Forward: Met Target	
Amer. Ind. or Alaska Nat.		-	
Asian		Path Forward: Exceeded Target	
Afr. Amer./Black		-	
Hispanic/Latino		Path Forward: Met Target	
Multi-race, Non-Hisp./Lat.		Path Forward: Exceeded Target	
Nat. Haw. or Pacif. Isl.		-	
White		Path Forward: Exceeded Target	

District Summary - Science

- SPS students outperformed students in the Commonwealth.

- Accountability data shows that all groups met or exceeded targets.

- The questions with the greatest inconsistency in scores focused on using science practices, problem solving and constructing responses.

- MCAS is undergoing significant changes and scores in coming years will likely reflect a time of "calibration".

- Review and revision of K-5 curriculum as well as 3 year implementation of Open Sci Ed curriculum in grades 6 - 8 will address change in focus at the state level.

Coming up in 2025...

- Grade 8 Civics will be fully operational.

- Grade 5 and Grade 8 MCAS changing to innovative science assessment.

Relevant, real-world, and interactive

Illustrating phenomenon in the real world

Students set up experiments and analyze data

Students need to develop arguments and explanations

Transition to the new grades 5 and 8 STE

2021-2024

2024-2025

2025-2026

Incorporated lessons learned from pilots

- Over 25,000 students with demographics similar to the state overall in 2021 and 2022
- 24,000 students piloting in 2024
- Develop new task innovations
- Scores not used in state accountability
- Provide Teacher PD

Prepare for statewide use

- Anticipated statewide field test for all grade 5 and 8 students
- Provide guidance and classroom tasks that educators can use

Anticipated first operational year with results reported to schools and districts

Questions?

Appendix

- District Enrollment
- Achievement Data by Subgroup (Race, SWD, EL, Low-Income)
- Accountability Data by School
- Accountability Data by Subgroup

2024 District Enrollment by Race: 2,539 students total

Student Race and Ethnicity

Category	Percentage
African American	3%
Asian	10%
Hispanic	6.7%
Native American	0.1%
White	72.5%
Native Hawaiian, Pacific Islander	0%
Multi-Race, Non-Hispanic	7.8%

Selected Populations

Category	Percentage
First Language not English	11%
English Language Learner	3%
Students With Disabilities	22.3%
High Needs	29.9%
Low-Income	8%
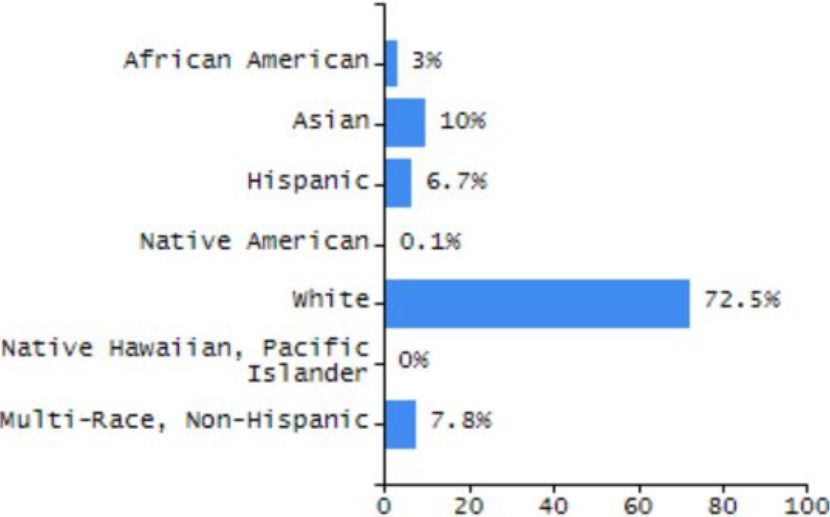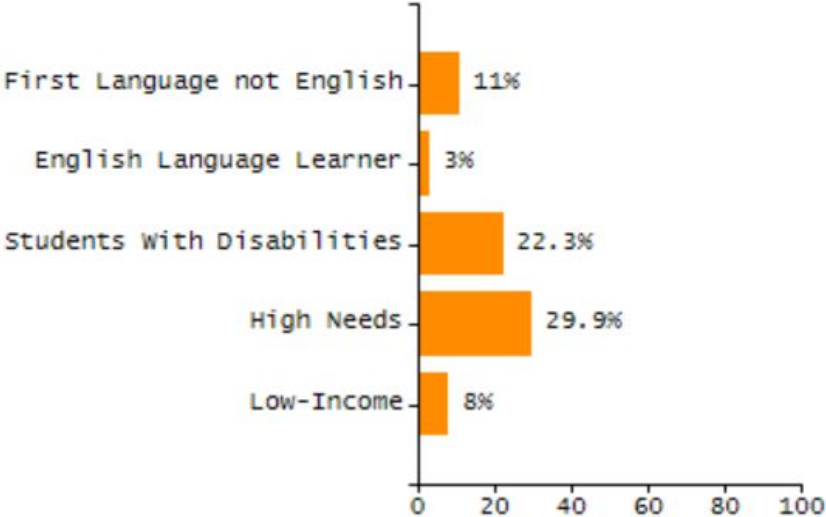
ELA Achievement & Growth by Subgroup: Low Income
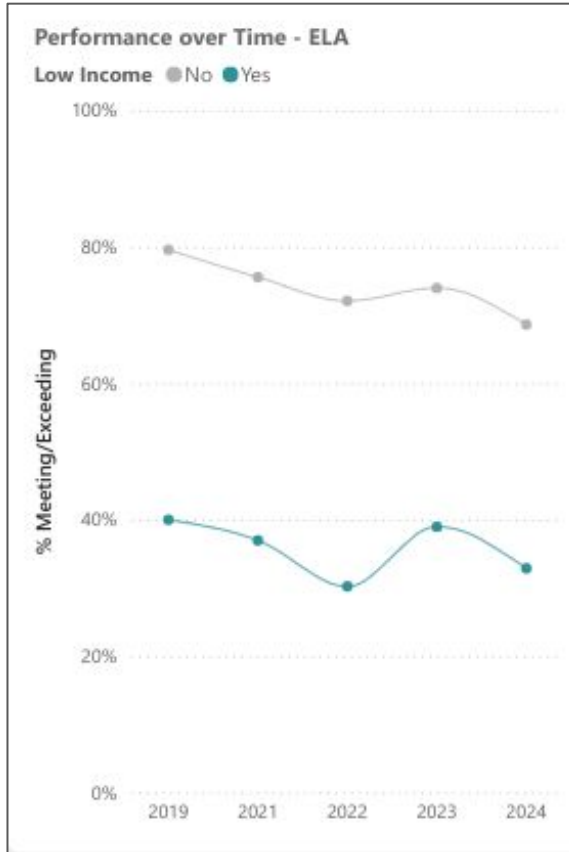
Achievement
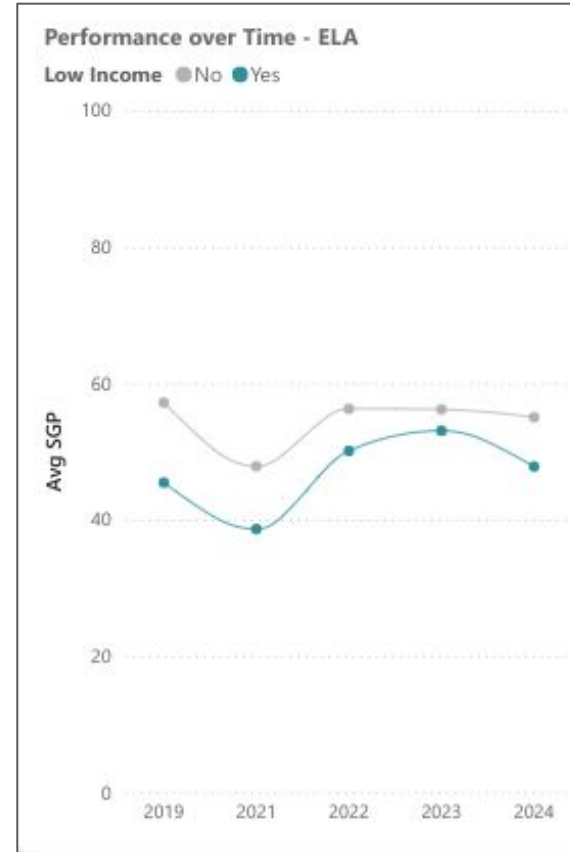
Growth

ELA Achievement & Growth by Subgroup: English Learners

Achievement
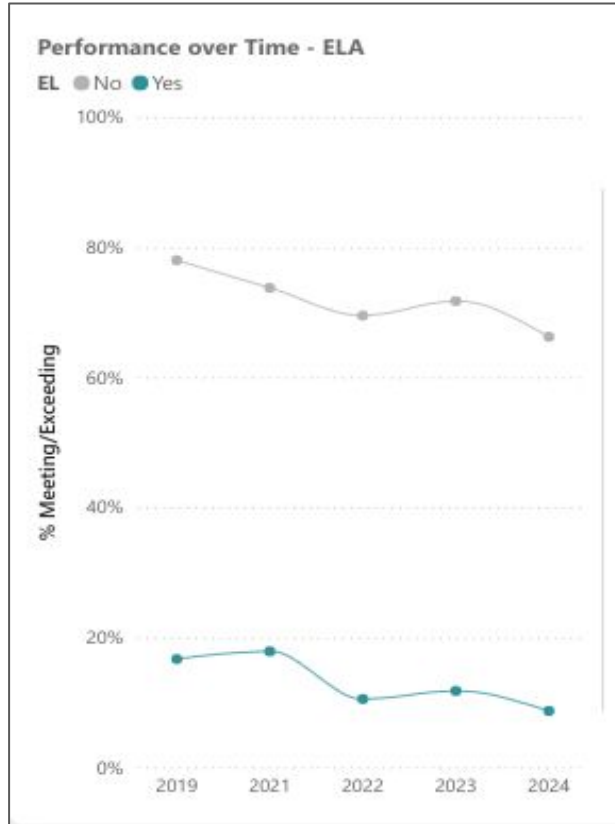
Growth
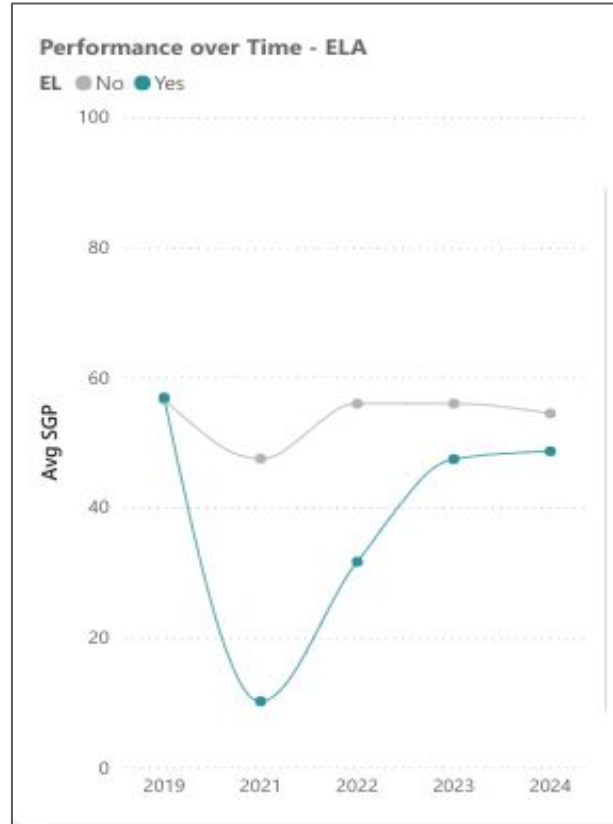
Math Achievement & Growth by Subgroup: Students with Disabilities

Achievement
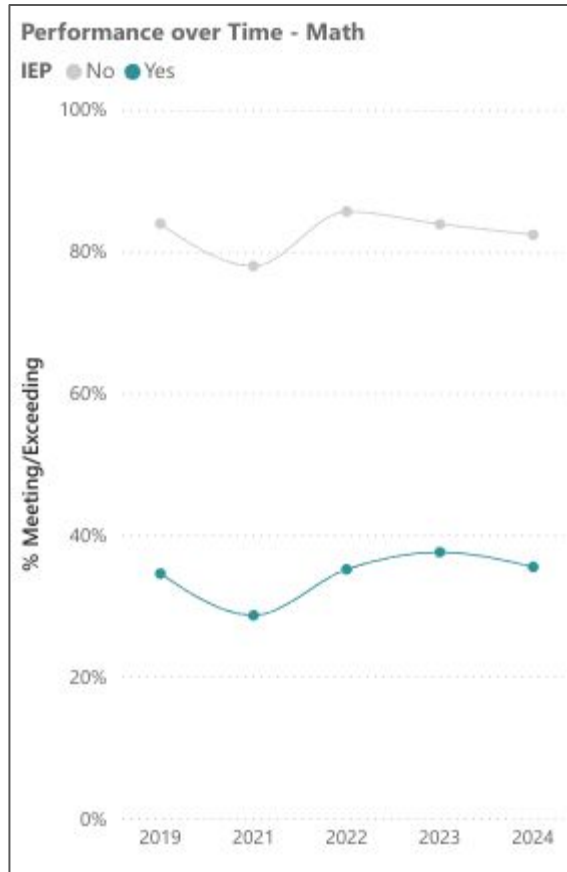
Growth
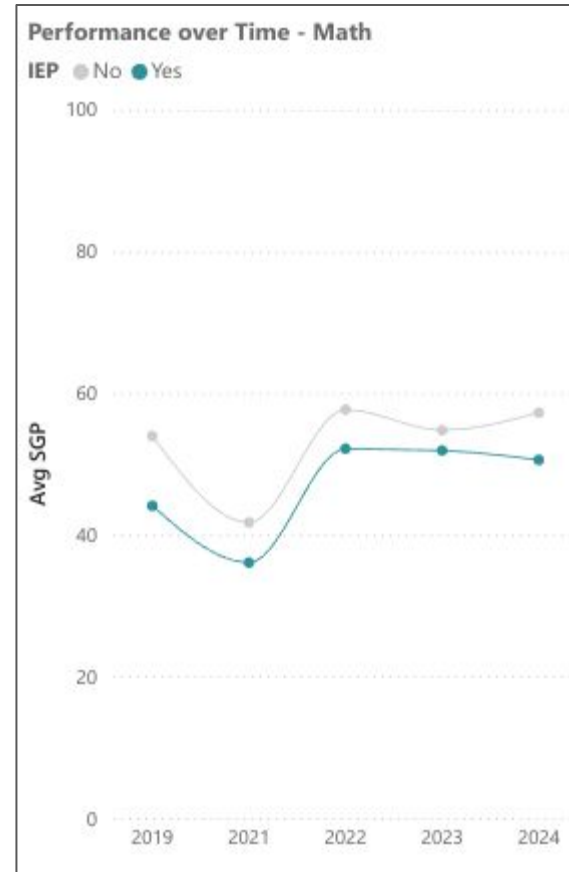
Percent of Student Change in Performance Level from Previous Year
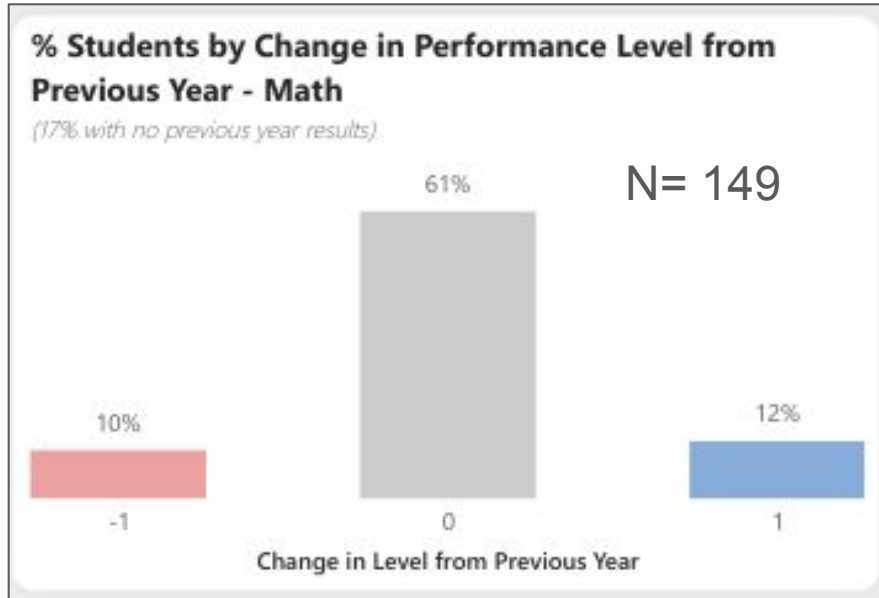
Students without IEPs

% Students by Change in Performance Level from Previous Year - Math

(17% with no previous year results)

N= 149

61%

10%

12%

-1   0   1

Change in Level from Previous Year

Students with IEPs

% Students by Change in Performance Level from Previous Year - Math

(18% with no previous year results)

N= 59

57%

12%

15%

-1   0   1

Change in Level from Previous Year
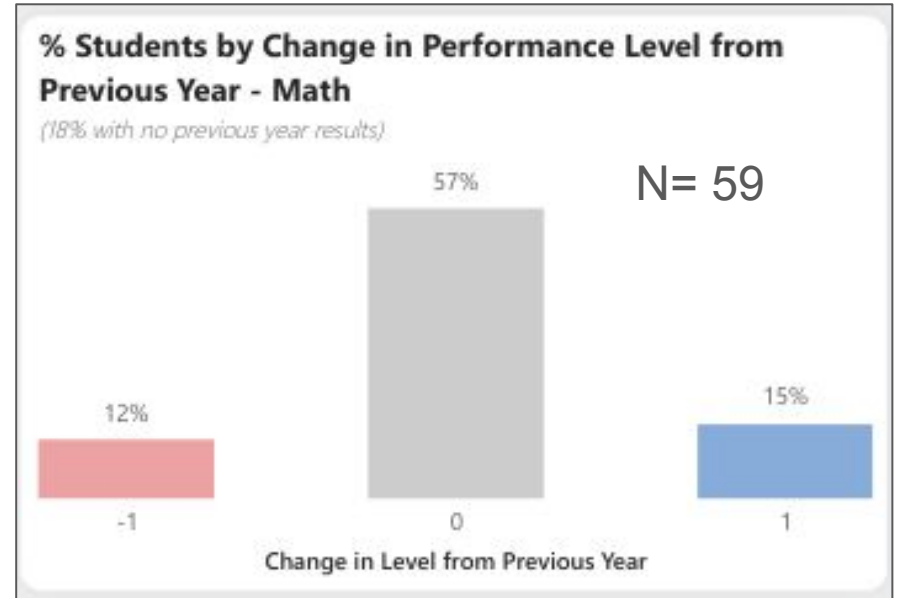
Math Achievement & Growth by Subgroup: Low Income

Achievement
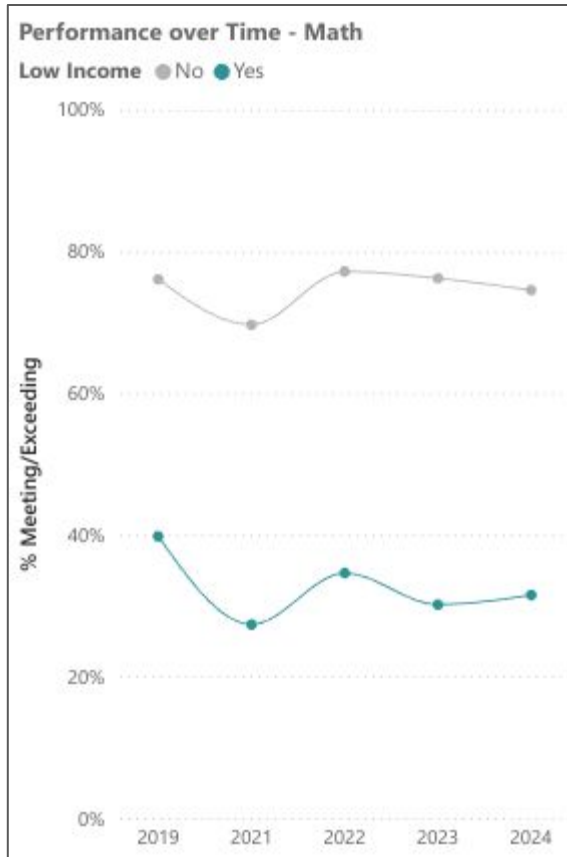
Growth
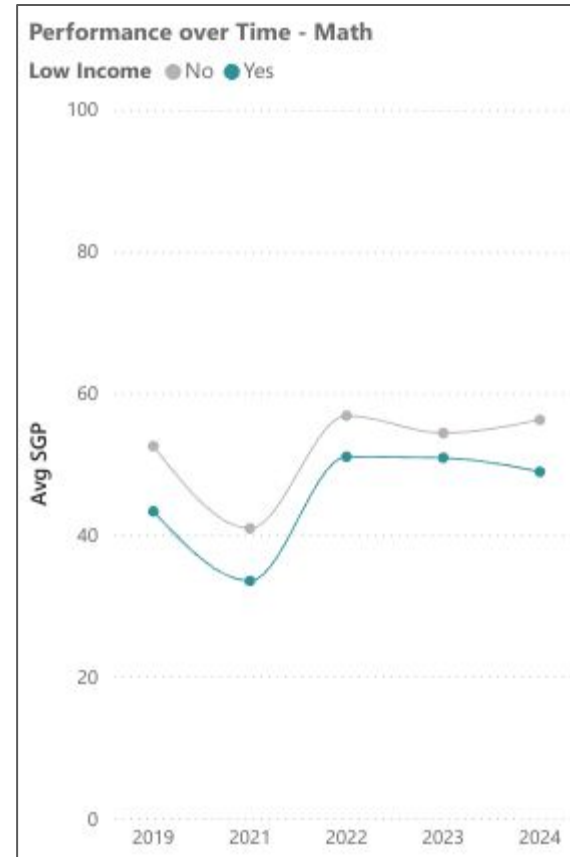
Math SGP over Time by Subgroup (3-8)
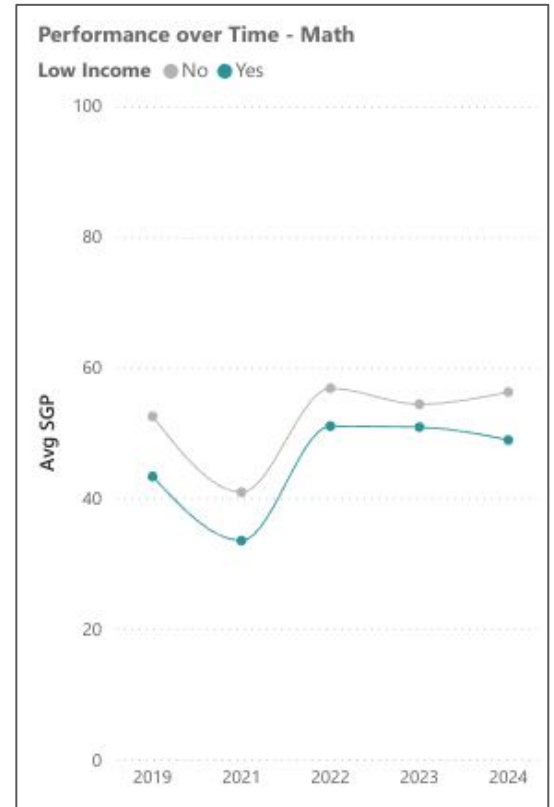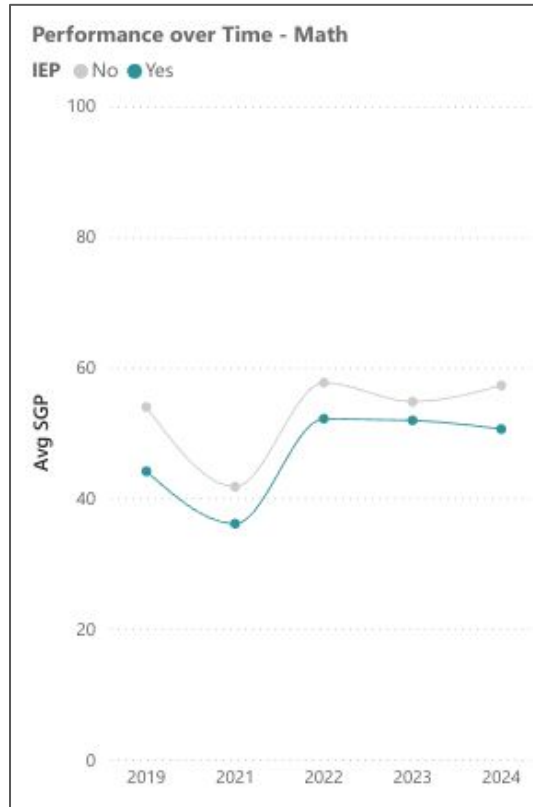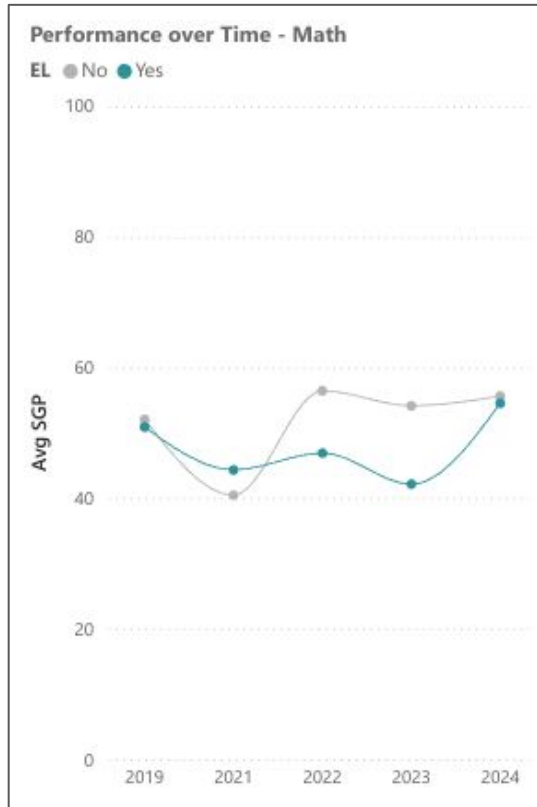
ELA: All Subgroups Performance Data

Grades 3-8 - English Language Arts

	% Meeting or Exceeding Expectations	% Exceeding Expectations	% Meeting Expectations	% Partially Meeting Expectations	% Not Meeting Expectations	Average SS	N Students Included	Participation Rate %	Mean SGP	N Included in Mean SGP
All Students										
All Students	65	17	48	29	6	509	1,661	99	54	1,359
Low Income Status										
Low Income	31	6	25	43	26	490	155	97	47	120
Non-Low Income	68	18	50	28	4	511	1,502	100	55	1,239
Disability Status										
Students w/ Disabilities	28	3	26	50	22	489	422	98	50	341
Non-Disabled	77	22	55	22	0	515	1,235	100	56	1,018
English Learner (EL) Status										
EL	8	0	8	63	29	478	24	92		12
Non-EL	66	17	48	29	6	509	1,633	99	54	1,347
Race/Ethnicity										
African Amer./Black	37	8	29	40	23	491	52	100	51	44
Amer. Ind. or Alaska Nat.							2			1
Asian	75	32	42	21	5	518	165	99	58	127
Hispanic/Latino	44	9	36	44	12	497	104	97	47	81
Multi-Race, Non-Hisp./Lat.	70	25	46	22	7	514	125	100	58	102
Nat. Haw. or Pacif. Isl.							1			1
White	66	15	51	29	5	509	1,208	100	54	1,003
Gender										
Male	61	13	48	33	6	506	847	99	53	704
Female	70	22	48	25	6	512	810	100	56	654
Non-Binary							4			1
Title 1 Status										
Title 1	43	3	39	48	9	494	87	100	51	83
Non-Title 1	66	18	48	28	6	510	1,570	99	55	1,276
High Needs Status										
High Needs	34	5	29	48	18	492	531	99	50	428
Non-High Needs	80	23	57	20	0	516	1,126	100	56	931
Former EL Status										
Former EL	50	13	38	42	8	500	64	98	49	58
Former EL Year 1	36	4	32	54	11	492	28		43	27
Former EL Year 2	52	9	43	48	0	504	23		50	20
Former EL Year 3	77	38	38	8	15	510	13			11
EL and Former EL Status										
EL and Former EL	39	9	30	48	14	494	88	97	48	70
Ever EL Status										
Ever EL	42	13	29	46	12	498	109	97	48	91
Other Subgroups										
Foster							3			2
Homeless							3			2
Military							9			5

Math: All Subgroups Performance Data

Grades 3-8 - Mathematics	% Meeting or Exceeding Expectations	% Exceeding Expectations	% Meeting Expectations	% Partially Meeting Expectations	% Not Meeting Expectations	Average SS	N Students Included	Participation Rate %	Mean SGP	N Included in Mean SGP
All Students										
All Students	70	20	50	24	6	511	1,661	100	55	1,360
Low Income Status										
Low Income	29	5	24	43	28	488	156	99	48	119
Non-Low Income	74	21	53	22	3	514	1,501	100	56	1,241
Disability Status										
Students w/ Disabilities	35	4	31	45	20	492	422	99	50	339
Non-Disabled	82	25	57	17	1	518	1,235	100	57	1,021
English Learner (EL) Status										
EL	28	0	28	40	32	483	25	100		11
Non-EL	71	20	51	24	5	512	1,632	100	55	1,349
Race/Ethnicity										
African Amer./Black	35	10	25	38	27	492	52	100	48	44
Amer. Ind. or Alaska Nat.							2			1
Asian	88	50	38	7	5	528	165	99	63	128
Hispanic/Latino	44	6	38	44	12	496	105	100	58	80
Multi-Race, Non-Hisp./Lat.	75	23	52	19	6	515	124	100	56	100
Nat. Haw. or Pacif. Isl.							1			1
White	71	17	54	25	4	511	1,208	100	55	1,006
Gender										
Male	73	21	52	21	6	513	848	100	54	705
Female	67	18	49	27	6	510	809	100	57	654
Non-Binary							4			1
Title 1 Status										
Title 1	40	0	40	48	11	493	87	100	56	83
Non-Title 1	72	21	51	23	5	512	1,570	99	55	1,277
High Needs Status										
High Needs	41	7	34	42	17	495	531	99	51	426
Non-High Needs	84	26	58	16	0	519	1,126	100	58	934
Former EL Status										
Former EL	63	22	41	28	9	507	64	98	52	57
Former EL Year 1	50	18	32	43	7	503	28		46	27
Former EL Year 2	67	21	46	25	8	507	24		57	20
Former EL Year 3	83	33	50	0	17	517	12			10
EL and Former EL Status										
EL and Former EL	53	16	37	31	16	500	89	99	53	68
Ever EL Status										
Ever EL	56	17	39	30	14	503	110	99	51	89
Other Subgroups										
Foster							3			2
Homeless							3			2
Military							9			5

School Accountability Percentiles

School Accountability Information		About the Data
School	**Accountability information**	**School accountability percentile**
Ephraim Curtis Middle	Not requiring assistance or intervention	93
General John Nixon Elementary	Not requiring assistance or intervention	96
Israel Loring School	Not requiring assistance or intervention	86
Josiah Haynes	Not requiring assistance or intervention	92
Peter Noyes	Not requiring assistance or intervention	89

Accountability percentile: An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that serve similar grades, and is calculated using multiple years of data for all accountability indicators. School percentiles are not calculated for districts.

- Loring's accountability percentile increased by 9 points in 2024 and is making substantial progress toward targets.
- All other schools are within +/- 3 points of 2023 and are meeting or exceeding targets.

School-based Accountability: Curtis

Overall classification	Not requiring assistance or intervention

Reason for classification	
Meeting or exceeding targets	

Progress toward improvement targets	Accountability percentile
81% - Meeting or exceeding targets	93

OVERALL RESULTS | STUDENT GROUP RESULTS | DETAILED DATA FOR EACH INDICATOR

Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	90%	76%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	81%	
	Meeting or exceeding targets	

2024 Points awarded

2024 Progress toward improvement targets		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	2	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	3	4	-	-	-	-
	Achievement total	**11**	**12**	**67.5**	**5**	**8**	**67.5**
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	3	4	-
	Growth total	**6**	**8**	**22.5**	**6**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	**-**	**-**	**-**	**-**	**-**	**-**
Progress toward attaining English language proficiency	**English language proficiency total**	**-**	**-**	**-**	**-**	**-**	**-**
Additional indicators	Chronic absenteeism	4	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	**4**	**4**	**10.0**	**0**	**4**	**10.0**
Weighted total		9.2	10.3	-	4.7	7.6	-
Percentage of possible points		89%		-	62%		-
2024 Annual criterion-referenced target percentage		**76%**					

School-based Accountability: Nixon

Reason for classification

Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
91% - Meeting or exceeding targets	96

OVERALL RESULTS | STUDENT GROUP RESULTS | DETAILED DATA FOR EACH INDICATOR

Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	89%	93%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	91%	
	Meeting or exceeding targets	

2024 Points awarded

2024 Progress toward improvement targets

Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	3	4	-
	Mathematics achievement	4	4	-	4	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	**12**	**12**	**67.5**	**7**	**8**	**67.5**
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	4	4	-	4	4	-
	Growth total	**7**	**8**	**22.5**	**7**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	**-**	**-**	**-**	**-**	**-**	**-**
Progress toward attaining English language proficiency	**English language proficiency total**	**-**	**-**	**-**	**-**	**-**	**-**
Additional indicators	Chronic absenteeism	4	4	-	3	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	**4**	**4**	**10.0**	**3**	**4**	**10.0**
Weighted total		10.1	10.3	-	6.6	7.6	-
Percentage of possible points		98%		-	87%		-
2024 Annual criterion-referenced target percentage				**93%**			

School-based Accountability: Loring

Reason for classification

Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
64% - Substantial progress toward targets	86

OVERALL RESULTS | STUDENT GROUP RESULTS | DETAILED DATA FOR EACH INDICATOR

Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	38%	80%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	64%	
	Substantial progress toward targets	

2024 Points awarded

2024 Progress toward improvement targets

Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	2	4	-
	Mathematics achievement	3	4	-	4	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	**10**	**12**	**67.5**	**6**	**8**	**67.5**
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	4	4	-	3	4	-
	Growth total	**7**	**8**	**22.5**	**6**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	**-**	**-**	**-**	**-**	**-**	**-**
Progress toward attaining English language proficiency	**English language proficiency total**	**-**	**-**	**-**	**-**	**-**	**-**
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	**4**	**4**	**10.0**	**4**	**4**	**10.0**
Weighted total		8.7	10.3	-	5.8	7.6	-
Percentage of possible points		85%		-	76%		-
2024 Annual criterion-referenced target percentage		**80%**					

School-based Accountability: Haynes

Overall classification	Not requiring assistance or intervention

Reason for classification
Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
90% - Meeting or exceeding targets	92

OVERALL RESULTS | STUDENT GROUP RESULTS | DETAILED DATA FOR EACH INDICATOR

Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	92%	89%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	90%	
	Meeting or exceeding targets	

2024 Points awarded

2024 Progress toward improvement targets		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	**12**	**12**	**67.5**	**7**	**8**	**67.5**
Growth	English language arts growth	3	4	-	4	4	-
	Mathematics growth	2	4	-	2	4	-
	Growth total	**5**	**8**	**22.5**	**6**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	**-**	**-**	**-**	**-**	**-**	**-**
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	**4**	**4**	**10.0**	**4**	**4**	**10.0**
Weighted total		9.6	10.3	-	6.5	7.6	-
Percentage of possible points		93%		-	86%		-
2024 Annual criterion-referenced target percentage		89%					

School-based Accountability: Noyes

Reason for classification
Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
83% - Meeting or exceeding targets	89

OVERALL RESULTS | STUDENT GROUP RESULTS | DETAILED DATA FOR EACH INDICATOR

Overall progress toward improvement targets

		2023	2024
Annual criterion-referenced target percentage		76%	87%
Weight		40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)		83%	
		Meeting or exceeding targets	

2024 Points awarded

2024 Progress toward improvement targets		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	3	4	-
	Mathematics achievement	4	4	-	4	4	-
	Science achievement	3	4	-	-	-	-
	Achievement total	**11**	**12**	**67.5**	**7**	**8**	**67.5**
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	3	4	-
	Growth total	**6**	**8**	**22.5**	**6**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	**-**	**-**	**-**	**-**	**-**	**-**
Progress toward attaining English language proficiency	**English language proficiency total**	**-**	**-**	**-**	**-**	**-**	**-**
Additional indicators	Chronic absenteeism	4	4	-	3	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	**4**	**4**	**10.0**	**3**	**4**	**10.0**
Weighted total		9.2	10.3	-	6.4	7.6	-
Percentage of possible points		89%		-	84%		-
2024 Annual criterion-referenced target percentage		**87%**					

Subgroup-based Accountability: Students with Disabilities

N = 422

Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	74%	72%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	73%	
	Substantial progress toward targets	

2024 Points awarded

2024 Progress toward improvement targets		Students with disabilities Student Group (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-
	Mathematics achievement	3	4	-
	Science achievement	3	4	-
	Achievement total	**9**	**12**	**67.5**
Growth	English language arts growth	3	4	-
	Mathematics growth	3	4	-
	Growth total	**6**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	High school completion total	**-**	**-**	**-**
Progress toward attaining English language proficiency	**English language proficiency total**	**-**	**-**	**-**
Additional indicators	Chronic absenteeism	0	4	-
	Advanced coursework completion	-	-	-
	Additional indicators total	**0**	**4**	**10.0**
Weighted total		7.4	10.3	-
Percentage of possible points		72%		-
2024 Annual criterion-referenced target percentage		**72%**		

# Subgroup-based Accountability: Low Income
N = 148

Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	42%	57%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	51%	
	Substantial progress toward targets	

2024 Points awarded

2024 Progress toward improvement targets		Low income Student Group (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	1	4	-
	Mathematics achievement	2	4	-
	Science achievement	4	4	-
	Achievement total	**7**	**12**	**67.5**
Growth	English language arts growth	2	4	-
	Mathematics growth	2	4	-
	Growth total	**4**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	High school completion total	**-**	**-**	**-**
Progress toward attaining English language proficiency	**English language proficiency total**	**-**	**-**	**-**
Additional indicators	Chronic absenteeism	3	4	-
	Advanced coursework completion	-	-	-
	Additional indicators total	**3**	**4**	**10.0**
Weighted total		5.9	10.3	-
Percentage of possible points		57%		-
2024 Annual criterion-referenced target percentage		57%		

Subgroup-based Accountability: English Learners / Former EL

Overall progress toward improvement targets

N = 88

	2023	2024
Annual criterion-referenced target percentage	70%	32%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	47%	
	Moderate progress toward targets	

2024 Points awarded

2024 Progress toward improvement targets		English learner (EL) and Former EL Student Group (Non-high school grades)		
Indicator		Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-
	Mathematics achievement	0	4	-
	Science achievement	3	4	-
	Achievement total	**3**	**12**	**60.0**
Growth	English language arts growth	2	4	-
	Mathematics growth	3	4	-
	Growth total	**5**	**8**	**20.0**
High school completion	Four-year cohort graduation rate	-	-	-
	Extended engagement rate	-	-	-
	Annual dropout rate	-	-	-
	High school completion total	**-**	**-**	**-**
Progress toward attaining English language proficiency	**English language proficiency total**	**3**	**4**	**10.0**
Additional indicators	Chronic absenteeism	0	4	-
	Advanced coursework completion	-	-	-
	Additional indicators total	**0**	**4**	**10.0**
Weighted total		3.1	9.6	-
Percentage of possible points		32%		-
2024 Annual criterion-referenced target percentage		**32%**		

Sudbury Public Schools
School Committee Meeting

Date: **November 4, 2024**

Agenda Item: **4a.i.**

NESDEC Enrollment Projections

Recommendation:

Background
Information:

Each year the District contracts with the New England School Development Council (NESDEC) to receive enrollment projection reports. The District uses the projections as one of the first steps in the budget process.

Attachments:

24SudburyMA

Action: **Report:**   **Discussion:**   **XX**

Sudbury Public Schools
Sudbury, MA

School Year 2024-25 Enrollment Projection Report

Table of Contents

Enrollment Summary

NESDEC is pleased to send you this report displaying the past, present, and projected enrollments for your District. It is important to update enrollment projections every year to identify changes in enrollment patterns. Ten-year projections are designed to provide your District with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. We received the enrollment data from the District, and we assume that the method of collecting this data has been consistent from year to year.

Birth data informs Kindergarten enrollment. Each fall, NESDEC secures birth data from State sources, providing a snapshot in time as to actual and provisional births as reported by the State, and then uses this birth data to predict Kindergarten enrollments. We only use Fall birth data to assure consistency in reporting from year to year. Estimated births, which are an average of the previous five years of birth data, are based on this same snapshot. NESDEC acknowledges the variability of the provisional and the estimated birth data, and notes that the projected Kindergarten enrollments may serve as a guide to future planning.

Enrollment projections are more reliable in Years #1-3 in the future. Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes. In light of this, NESDEC has added a "Spring Update Refresher" enrollment projection at no cost to affiliates. For more information, please refer to the Projection Methodology and Reliability section of this document.

The NESDEC enrollment projection fell within 23 students of the K-12 total, 2,503 students projected vs. 2,480 enrolled. One variance of 22 students occurred at Kindergarten, 274 projected vs. 252 enrolled. Ratios have been adjusted.

Births increased by 15 from a previous ten-year average of 135 to a projected average of 150. In most districts, Grades 1-8 are very stable in enrollments. However, there have been increases in 6 of the 8 most recent years, leading to a net increase averaging 14 students per year.

Over the next three years, Grades K-5 enrollments are projected to increase by 128 students and Grades 6-8 enrollments are projected to increase by 40 students, as students move through the grades.

Historical Enrollment

School District: **Sudbury, MA**   **10/24/2024**

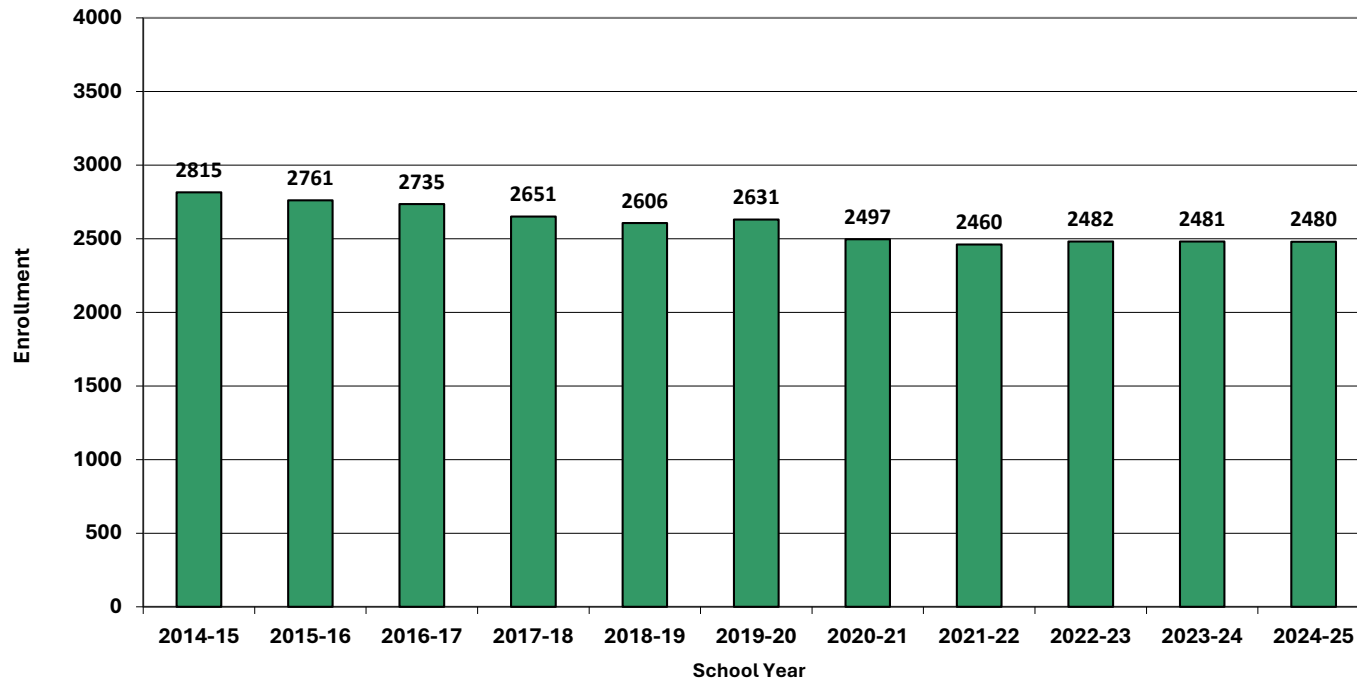| Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-8	PK-8
2009	138	2014-15	59	247	279	312	317	309	341	328	325	357	0	0	0	0	0	2815	2874
2010	138	2015-16	61	268	264	293	325	318	302	336	339	316	0	0	0	0	0	2761	2822
2011	127	2016-17	75	244	287	279	296	330	322	305	333	339	0	0	0	0	0	2735	2810
2012	127	2017-18	49	242	259	301	283	293	331	309	303	330	0	0	0	0	0	2651	2700
2013	149	2018-19	48	239	260	274	309	279	302	335	310	298	0	0	0	0	0	2606	2654
2014	132	2019-20	44	281	262	264	282	312	283	296	344	307	0	0	0	0	0	2631	2675
2015	131	2020-21	41	205	286	258	264	280	292	279	294	339	0	0	0	0	0	2497	2538
2016	140	2021-22	66	251	227	300	259	274	278	290	287	294	0	0	0	0	0	2460	2526
2017	138	2022-23	73	273	265	242	310	269	273	272	291	287	0	0	0	0	0	2482	2555
2018	135	2023-24	75	260	287	274	243	314	272	273	268	290	0	0	0	0	0	2481	2556
2019	144	2024-25	75	252	265	293	284	248	318	277	276	267	0	0	0	0	0	2480	2555

Title: **Historical Enrollment By Grade**

*Birth data provided by Public Health Vital Records Departments in each state.   ** < 10 Not reported, to protect subgroups with fewer than 10 students.

Historical Enrollment in Grade Combinations

School Year	PK-5	K-5	K-2	3-5	6-8	PK-8	K-8	7-8
2014-15	1864	1805	838	967	1010	2874	2815	682
2015-16	1831	1770	825	945	991	2822	2761	655
2016-17	1833	1758	810	948	977	2810	2735	672
2017-18	1758	1709	802	907	942	2700	2651	633
2018-19	1711	1663	773	890	943	2654	2606	608
2019-20	1728	1684	807	877	947	2675	2631	651
2020-21	1626	1585	749	836	912	2538	2497	633
2021-22	1655	1589	778	811	871	2526	2460	581
2022-23	1705	1632	780	852	850	2555	2482	578
2023-24	1725	1650	821	829	831	2556	2481	558
2024-25	1735	1660	810	850	820	2555	2480	543

Historical Percentage Changes

School Year	K-8	Diff.	%
2014-15	2815		
2015-16	2761	-54	-1.9%
2016-17	2735	-26	-0.9%
2017-18	2651	-84	-3.1%
2018-19	2606	-45	-1.7%
2019-20	2631	25	1.0%
2020-21	2497	-134	-5.1%
2021-22	2460	-37	-1.5%
2022-23	2482	22	0.9%
2023-24	2481	-1	0.0%
2024-25	2480	-1	0.0%
Change		-335	-11.9%

Grades K-12 Historical Enrollment

Projected Enrollment

School District: **Sudbury, MA**

10/24/2024

Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-8	PK-8
								Enrollment Projections By Grade*												
2019	144		2024-25	75	252	265	293	284	248	318	277	276	267	0	0	0	0	0	2480	2555
2020	137		2025-26	75	258	265	273	299	291	250	318	277	275	0	0	0	0	0	2506	2581
2021	168		2026-27	75	317	271	273	278	306	293	250	318	276	0	0	0	0	0	2582	2657
2022	162		2027-28	75	305	333	279	278	285	308	293	250	317	0	0	0	0	0	2648	2723
2023	138	(prov.)	2028-29	75	260	320	343	284	285	287	308	293	249	0	0	0	0	0	2629	2704
2024	150	(est.)	2029-30	76	282	273	330	350	291	287	287	308	292	0	0	0	0	0	2700	2776
2025	151	(est.)	2030-31	76	285	296	281	336	358	293	287	287	307	0	0	0	0	0	2730	2806
2026	154	(est.)	2031-32	76	290	299	305	286	344	360	293	287	286	0	0	0	0	0	2750	2826
2027	151	(est.)	2032-33	76	284	305	308	311	293	346	360	293	286	0	0	0	0	0	2786	2862
2028	149	(est.)	2033-34	76	280	298	314	314	318	295	346	360	292	0	0	0	0	0	2817	2893
2029	151	(est.)	2034-35	76	284	294	307	320	322	320	295	346	359	0	0	0	0	0	2847	2923

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

☐ Based on an estimate of births   ☐ Based on children already born   ☐ Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.   ** < 10 Not reported, to protect subgroups with fewer than 10 students.

Projected Enrollment in Grade Combinations*

School Year	PK-5	K-5	K-2	3-5	6-8	PK-8	K-8	7-8	9-12
2024-25	1735	1660	810	850	820	2555	2480	543	0
2025-26	1711	1636	796	840	870	2581	2506	552	0
2026-27	1813	1738	861	877	844	2657	2582	594	0
2027-28	1863	1788	917	871	860	2723	2648	567	0
2028-29	1854	1779	923	856	850	2704	2629	542	0
2029-30	1889	1813	885	928	887	2776	2700	600	0
2030-31	1925	1849	862	987	881	2806	2730	594	0
2031-32	1960	1884	894	990	866	2826	2750	573	0
2032-33	1923	1847	897	950	939	2862	2786	579	0
2033-34	1895	1819	892	927	998	2893	2817	652	0
2034-35	1923	1847	885	962	1000	2923	2847	705	0

Projected Percentage Changes

School Year	K-8	Diff.	%
2024-25	2480		
2025-26	2506	26	1.0%
2026-27	2582	76	3.0%
2027-28	2648	66	2.6%
2028-29	2629	-19	-0.7%
2029-30	2700	71	2.7%
2030-31	2730	30	1.1%
2031-32	2750	20	0.7%
2032-33	2786	36	1.3%
2033-34	2817	31	1.1%
2034-35	2847	30	1.1%
Change		367	14.8%

*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.
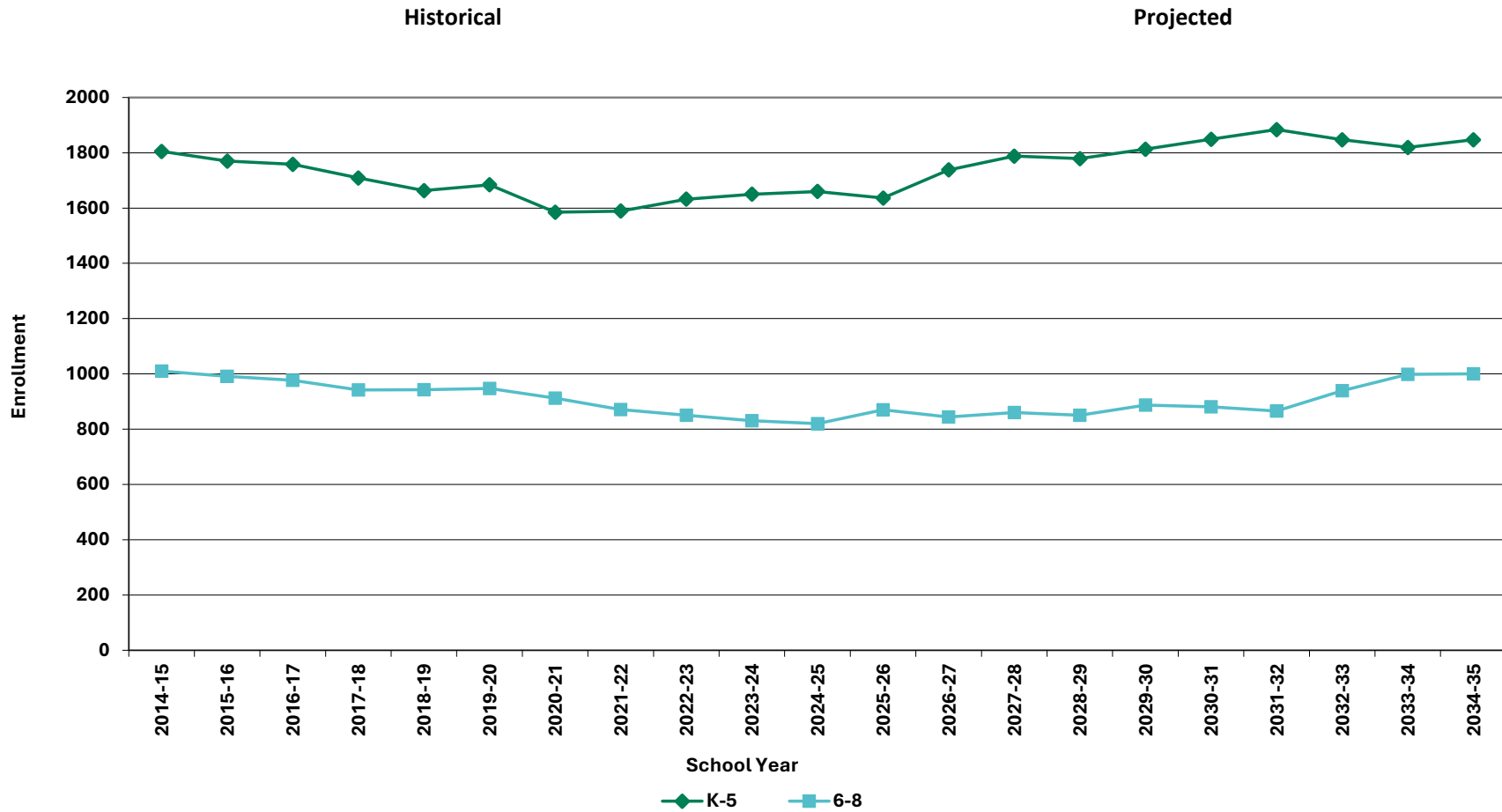
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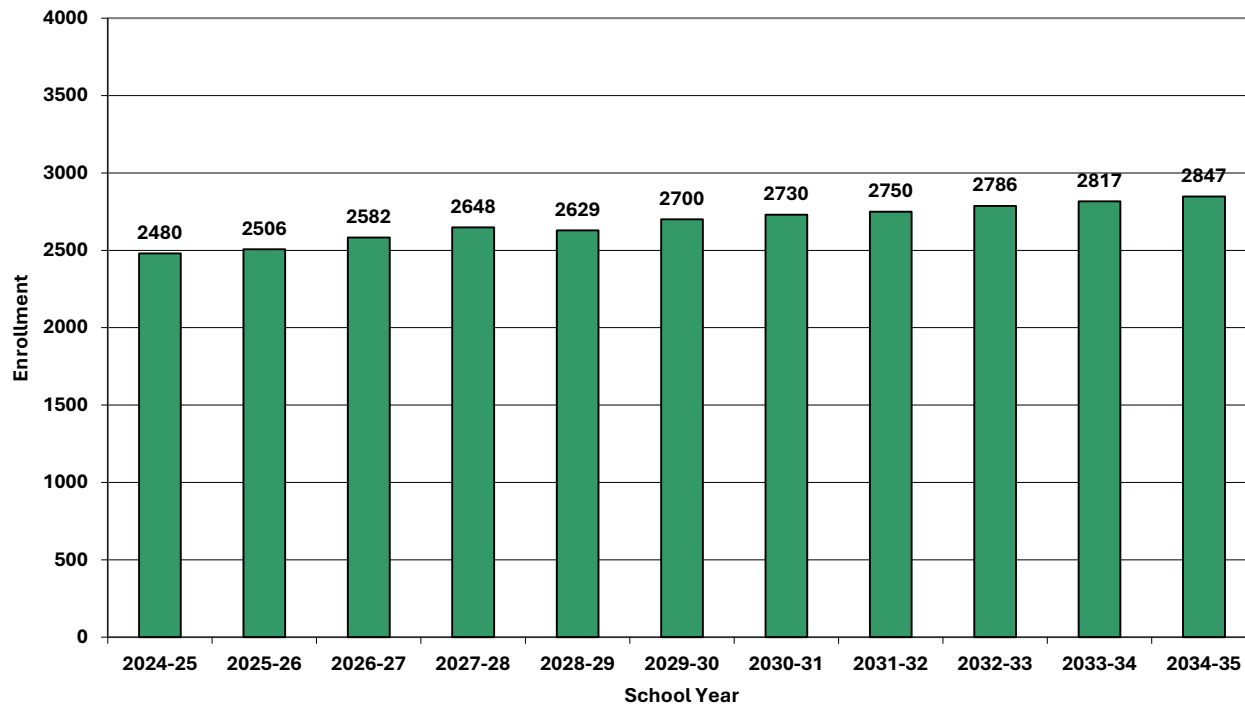
Grades K-12 Historical & Projected Enrollment

Historical   **Projected**
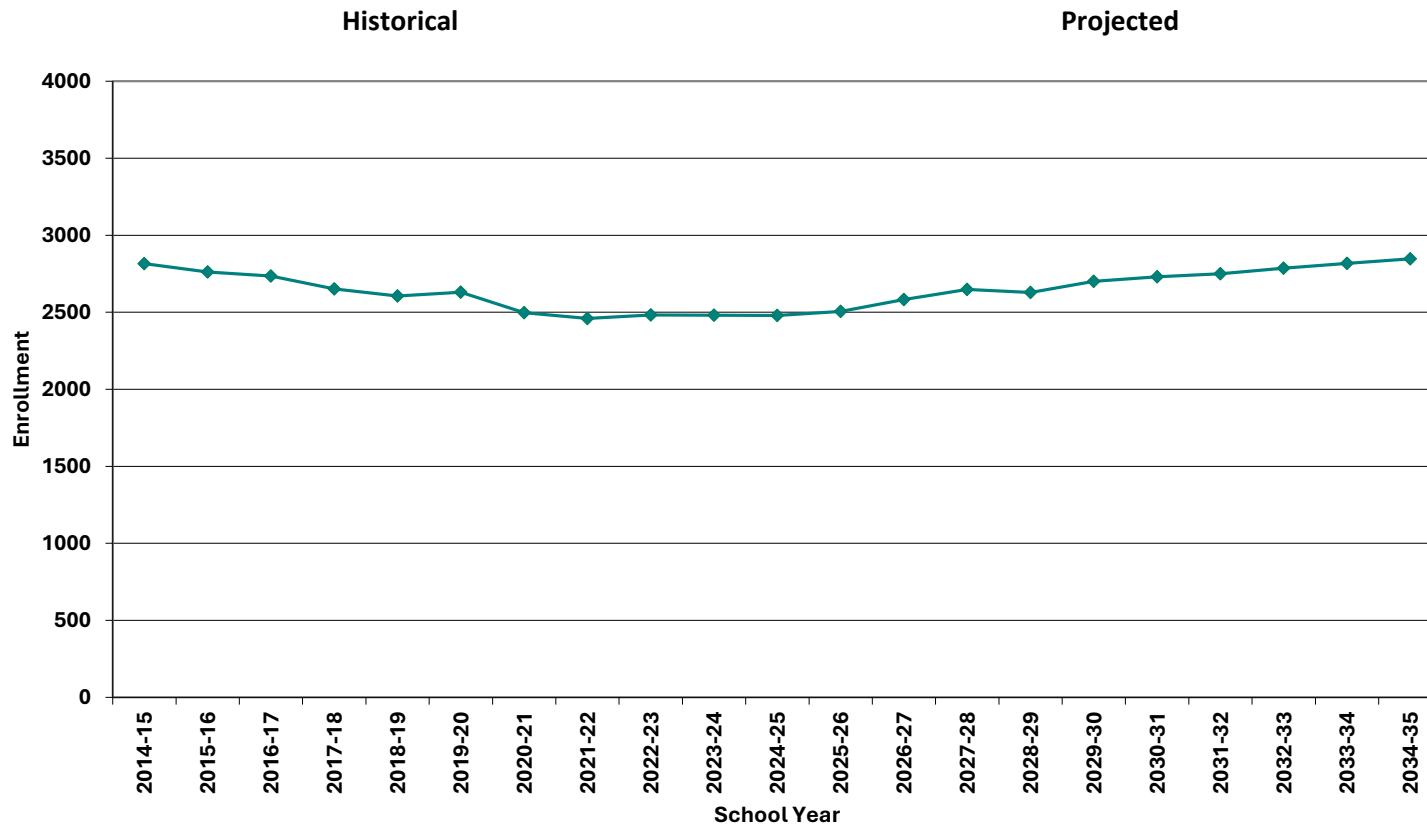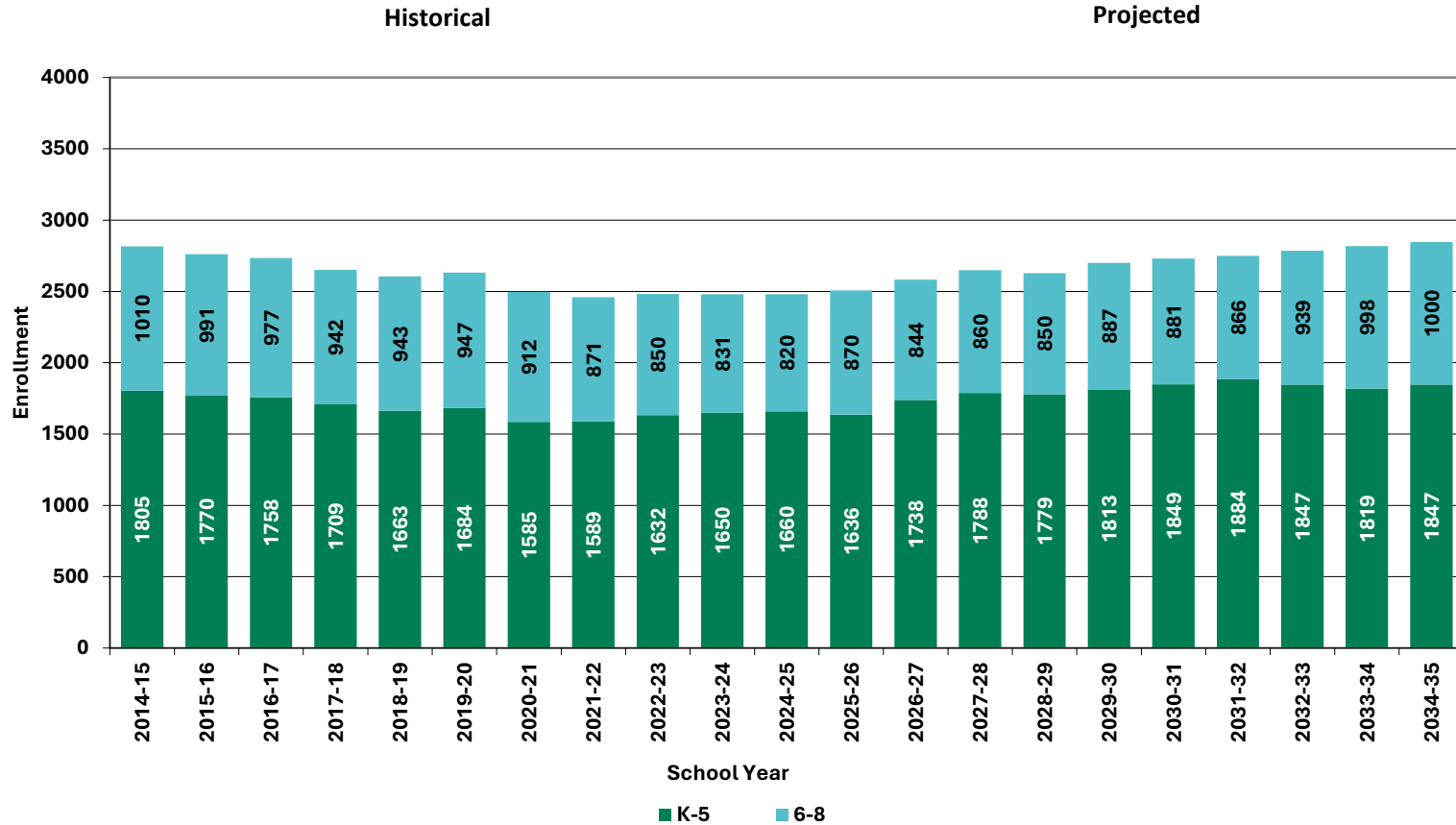
Historical & Projected Enrollments in Grade Combinations

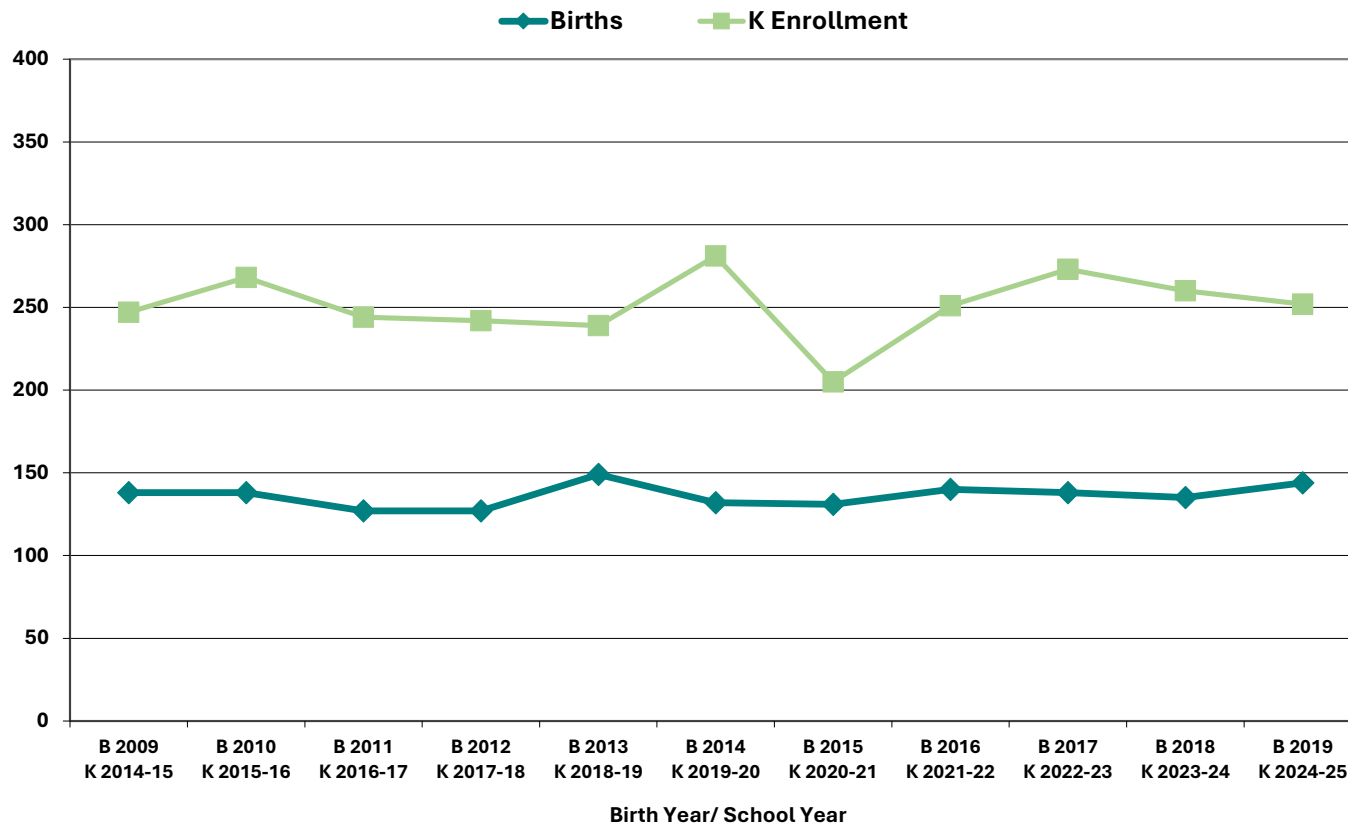Historical   Projected

Historical & Projected Enrollments in Grade Combinations

Birth-to-Kindergarten Relationship

Additional Information

School Year	9-12 CTE	K-8 Non-Public	K-8 Choice-In	K-8 Choice-Out	K-8 Out District SPED	K-8 Homeschool
2020-21	n/a	114	0	11	12	37
2021-22	n/a	n/a	0	12	11	21
2022-23	n/a	104	0	11	16	20
2023-24	n/a	244	< 10 **	< 10 **	< 10 **	20
2024-25	n/a	105	0	< 10 **	0	15

* Data provided by District.

"n/a" signifies that information was not provided by District.

** < 10 Not reported, to protect subgroups with fewer than 10 students.

Building Permits Issued		
Year	Single-Family	Multi-Units
2020	5	157
2021	6	19
2022	10	89
2023	7	13
2024	4 to date	2 to date

*Building permit data from HUD.

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New England's PK-12 Enrollments Trends

From 2022 to 2031, the US Department of Education anticipates changes in PK-12 enrollment of -1.8% in the South, -9.7% in the West, -5.0% in the Midwest, -9.1% in the Northeast, and a total of -5.5% nationwide.

State	Fall 2022 PK - 12	Fall 2031 Projected	PK-12 Decline	% Change 2022-2031
USA	49,618,464	46,889,600	-2,728,864	-5.5%
CT	513,513	465,200	-48,313	-9.4%
ME	173,853	162,900	-10,953	-6.3%
MA	923,349	857,100	-66,249	-7.2%
NH	168,909	156,600	-12,309	-7.3%
RI	137,449	127,900	-9,549	-6.9%
VT	83,654	77,300	-6,354	-7.6%

Source: U.S. Department of Education, National Center for Education Statistics,

Enrollment in public elementary and secondary schools, by region, state,

and jurisdiction: Selected years, fall 1990 through fall 2031, Table 203.20,

Report Generated Dec. 2023, NESDEC 2.8.24

Although most New England Districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from District to District. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other Districts remaining stable.

PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment forecasts. NESDEC uses this method, but modifies it in order to move away from forecasts that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific demographic information into the generation of enrollment forecasts (such as in/out-migration of students, resident births, HUD-reported building permits, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2023-24 increased to 104 students in Grade 2 in 2024-25, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-3 in the future and less reliable in the "out-years." Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already **born into the community but not yet old enough to be in school.** The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October.** This service is available at no cost to affiliated school districts.

Sudbury Public Schools
School Committee Meeting

Date: **November 4, 2024**

Agenda Item: **4a.ii.**

FY26 Budget Communication

Recommendation:

Move to approve the School Committee Budget Communication as amended.

Background Information:

Attachments:

SSC Budget Letter Oct 2024

Action: **XX**   **Report:**   **Discussion:**   **XX**

Sudbury Public Schools
40 Fairbank Road
Sudbury, Massachusetts 01776
Phone: (978) 639-3211

November 4, 2024

Dear Community,

The Administration and the Sudbury School Committee are actively engaged in the budget process for the 2025-2026 academic year.

We would like to share some key dates in the budget process with you. During Budget Review meetings the Administration and the School Committee engage in discussion regarding the proposed budget. The Budget Hearing is mandated by law and must occur at a particular time in the budget process. It is an opportunity for the community to participate in the budget process, attend the Hearing and provide feedback regarding the proposed budget.

November 25	Sudbury School Committee Meeting	Administration and School Committee discussion to prioritize initiatives
December 2	Sudbury School Committee Meeting	Review the budget drivers presented by the Administration
TBD??	Finance Committee Meeting	The Administration will present budget drivers
December 5	Sudbury School Committee Meeting	Review the Superintendent's proposed draft line item budget
December 9	Sudbury School Committee Meeting	The School Committee will provide feedback regarding the proposed budget
December 16	Sudbury School Committee Meeting	Budget Hearing Opportunity for the community to provide feedback
December 19	Sudbury School Committee Meeting	The School Committee will take a vote on the budget
February TBD	Finance Committee Meeting	Budget Hearing

Review and approval of the budget is one of the most important roles of the School Committee.
We hope you will engage and participate in this process with us. As always, please do not
hesitate to contact your School Committee at any time at School-Committee@sudbury.k12.ma.us.

Sudbury School Committee
Nicole Burnard, Chair
Meredith Gerson, Vice-Chair
Karyn Jones
Mandy Sim
Mary Stephens

Sudbury Public Schools
School Committee Meeting

Date: **November 4, 2024**

Agenda Item: **4b**

Communication to Select Board regarding MSBA Requirements

Recommendation:

Move to approve the letter to the Select Board as amended.

Background
Information:

Attachments:

Letter to Sudbury Select Board seeking Design Funds

Action: XX   Report: Discussion: XX

November 4, 2024

Sudbury Select Board
Town Manager Sheehan
Sudbury Town Offices
278 Old Sudbury Road
Sudbury, MA 01776

Dear Select Board Members and Mr. Sheehan,

We are pleased to inform you that the Massachusetts School Building Authority (MSBA) Board has unanimously approved the roof replacement projects at Haynes and Nixon Elementary Schools for the schematic design phase. This decision marks an important step forward in addressing our district's facility needs and improving our school infrastructure.

As part of this approval, the Town has 90 calendar days (January 30, 2025) to secure funding for the schematic design costs associated with these projects. The funding for the design on the Nixon roof was approved at the 2023 Fall Town meeting. However, approximately $100,000 in additional funds is needed to support the design work for the Haynes Elementary School project.

We respectfully seek your assistance in securing the necessary funding to meet the MSBA's timeline requirements. Your leadership in obtaining this funding will be critical in ensuring that we proceed smoothly through the design phase and maintain eligibility for reimbursement of roughly 31% of the project from the MSBA.

We appreciate your continued collaboration and support in bringing these essential improvements to our schools. Should you require further information or have any questions, please do not hesitate to reach out.

Sincerely,

Nicole Burnard
Chair, Sudbury School Committee

Sudbury Public Schools
School Committee Meeting

Date: **November 4, 2024**

Agenda Item: **4c**

Pre-K Tuition Increase Recommendation

Recommendation:

Move to approve the Pre-K Tuition Rate for the 2025-2026 school year as presented.

Background Information:

We recommend an increase in Pre-K tuition for the 2025-2026 school year. The current rate has remained unchanged for the past seven years, despite increased salary costs during this period. A review of peer districts reveals a normalized hourly tuition rate between $8.64 and $13.38, while private options range from $12.45 to $12.80 per hour. The proposed rate adjustment from $10.80 to $11.49 positions our program competitively while addressing cost sustainability.

Action: **XX** **Report:** **Discussion:** **XX**

Sudbury Public Schools
School Committee Meeting

Date: **November 4, 2024**

Agenda Item: **4d**

School Improvement Plans

Recommendation:

Move to approve the School Improvement Plans as presented.

**Background
Information:**

Attachments:

Curtis School Improvement Plan 2024-25

Haynes SIP FY25

School Improvement Plan Loring 2024-2025

Nixon SIP 24-25

Noyes SIP 24-25

Action: **XX**   **Report:**   **Discussion:**   **XX**

Sudbury Public Schools
School Improvement Plan
Ephraim Curtis Middle School
2024-2025

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

District Goals 2025 The district goals that guide our work at the school level
1. Wellness: Sudbury Public Schools promote the social, emotional, behavioral, and physical wellness of students. 2. Innovation: Sudbury Public Schools implement innovative, research-based curriculum and educational practices. 3. Meeting the Needs of ALL Students: Sudbury Public Schools provides equitable learning experiences to engage and challenge every student.

School Goals The following school goals aim to further and support the district strategic objectives through focused work that accounts for the strengths and needs of the individual school community:	
Goal 1	**Wellness**: Support the physical and social/emotional safety, development, and wellness of all students and members of the Curtis School community.
Goal 2	**Innovation:** Foster academic excellence for all students by supporting educators' continuous growth in teaching and learning, use of student data, and implementation of innovative approaches to teaching and learning.
Goal 3	**Meeting the Needs of ALL Students**: Strengthen all practices, policies, and beliefs that involve equity for ALL students

School Goal 1	
Goal	**Wellness:** Support the physical and social/emotional safety, development, and wellness of all students and members of the Curtis School community.
Rationale	When students feel physically and emotionally safe, included, and connected, they will be at their best to learn and thrive.

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
Strengthen SEL Practices	- Participation in the SEL Professional Development session on September 25, 2024 - Educators will plan and implement Intentional Closure prompts that connect to the learning objectives of the day - Educators will use a variety of strategies to support the successful implementation of this practice; modeling, varying the content of the prompt, and varying the process for students to share their responses - Students will participate in the MetroWest Health Survey, Connectedness Survey, Trusted Adult Survey, and Silent Mentoring - Data results will be analyzed and used to support students better - Piloting of DESSA Self-Assessment tool for 8th-grade students	Administrators, Staff, Wellness Coordinator Sept. 2024- June 2025

Curtis will implement the Say Something Program	● Train students to access and use the Say Something anonymous reporting system ● Train teachers to access and use the Say Something anonymous reporting system ● Establish a district and response team ● Decrease risky and unsafe behaviors	Administrators, Staff, Wellness Coordinator Sept. 2024- June 2025

School Goal 2	
Goal	**Innovation:** Foster academic excellence for all students by supporting educators' continuous growth in teaching and learning, use of student data, and implementation of innovative approaches to teaching and learning.
Rationale	Utilizing a Research-Based Science curriculum in Grades 6-8 will strengthen alignment and Units of Study. Providing students with targeted intervention and support will enable equitable access, achievement, and growth.

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
Implementation of OpenSci Ed Program and Curriculum	● All teachers in grade 6 will implement 3 units (Light and Matter, Thermal Energy, Weather, climate, and water cycling) ● 7th and 8th-grade teachers will implement at least one unit ● 6th and 7th-grade teachers will be prepared to teach 6 units in FY26 (Grade 8 in FY27) ● Teachers will have opportunities to work on unit planning, assessment, teaching strategies, and modifications with guidance from science curriculum specialist and science coach ● Feedback will be collected and reviewed from all teachers	Teachers, Administrators, Assistant Superintendent, Science Curriculum Coordinator Science Coach Sept. 2024 - June 2025

	● Based on feedback and experience, adjustments will be made to improve student learning	
Enhance and expand content writing in ELA and Social Studies classes	● All ELA and Social Studies teachers will participate in a professional development series for content writing from Keys to Literacy ● Teachers will incorporate practices and strategies throughout the course and reflect upon the impacts and outcomes ● Teachers will embed Keys practices for content writing into their instructional routines ● Teachers will identify opportunities for integration between the Humanities content areas to support and enhance student learning	ELA Teachers Social Studies Teachers Literacy Specialist Humanities Coordinator
Expand and strengthen the Intervention Team and services for referred students ● Executive Functioning teacher and class ● Math Interventionist and Math Center ● School Support Specialist and learning center ● Literacy Specialist and literacy lab	● All 6th Grade students will participate in the Executive Functioning class. ● Students with identified needs were prioritized to have the class during Term 1. ● Educators will consistently use data points to determine eligibility for tiered services. ● Students will learn to use executive functioning skills and strategies to apply in all their classes. ● Students will receive additional time, instruction, and support to develop math skills and understanding of the content. ● Students will be supported in content and reading/writing strategies as needed to help ensure student success.	Teachers, Administrators, Assistant Superintendent, Math and Humanities Curriculum Coordinator Sept. 2024 - June 2025

School Goal 3
Goal	**Meeting the Needs of ALL Students**: Strengthen all practices, policies, and beliefs that involve equity for ALL students

Rationale	Utilizing consistent practices in classrooms and across grade levels strengthens and reinforces student learning and success.

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
Curtis educators will implement consistent instructional and grading practices.	- All staff will implement adopted grading practices to reflect grading for equity work - Staff will utilize consistent executive functioning strategies - Schoology will be organized in a uniform structure to improve student understanding and accessibility - Staff will engage in frequent discussions about the implemented practices, including gathering and analyzing data - Staff will reflect on and strengthen their grading practices, instruction, and means of assessment	Assistant Superintendent, Administrators, Staff Sept. 2024 - June 2025
Our school community will continue to explore race, racism, equity, inclusion, and belonging to increase success and connectedness for all students.	- Continuation of Equity Focus - Examine data around attendance, grades, special education referrals, and discipline reports - One Curtis Goal: All Students will feel accepted, included, and respected - Project 351- Playbook Initiative training students to be leaders in the areas of equity and respect for the school community. - Diversity Club - Revision of Behavior Chart to provide more consistent, equitable, and aligned responses in the district - APE Reverse Inclusion through Peer Partner Program - ADA Curtis Outdoor Space for the school and community - Unified Games	Administrators, Staff Sept. 2024- June 2025
Increase Assistive Technology usage throughout the building	- Install RedCat Audion Systems in all Curtis classrooms - Install 13 new Clearview Touchscreens in classrooms	Technology Department

	Sept. 2024- June 2025

Signature Page

Member	Signature
Jeff Mela, Principal	
Mike Neagle, Teacher	
Liz Kerrigan, Teacher	
Chris Lourens, Teacher	
Annie Serafim, Parent	

Sudbury Public Schools
School Improvement Plan
Josiah Haynes School
2024-2025

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

District Goals 2025 The district goals that guide our work at the school level
1. Wellness: Sudbury Public Schools promote the social, emotional, behavioral, and physical wellness of students. 2. Innovation: Sudbury Public Schools implement innovative, research-based curriculum and educational practices. 3. Meeting the Needs of ALL Students: Sudbury Public Schools provides equitable learning experiences to engage and challenge every student.

School Goals The following school goals aim to further and support the district strategic objectives through focused work that accounts for the strengths and needs of the individual school community:	
Goal 1	**Wellness:** Support the development of an environment in which everyone is seen and heard, where differences are valued and identity is celebrated in order to provide equitable learning experiences where every student is engaged and challenged.
Goal 2	**Innovation:** Foster academic excellence for all students by supporting educators' continuous growth in teaching and learning, use of student data, and implementation of innovative approaches to teaching and learning.
Goal 3	**Meeting the Needs of ALL Students**: Provide equitable learning experiences to engage and challenge every student.

School Goal #1

Goal	**Wellness:** Support the development of an environment in which everyone is seen and heard, where differences are valued and identity is celebrated in order to provide equitable learning experiences where every student is engaged and challenged.
Rationale	*From the Sudbury Public Schools Equity Statement:* Sudbury Public Schools are committed to welcoming, embracing, affirming, and celebrating all students, staff, and families. Students need to be ready to learn before they can learn. Prioritizing social skills and emotional health allows for this. Students require explicit instruction in these areas, especially now. Establishing an environment that assures the holistic safety of each child and furthers this condition. Safe and orderly schools with common, consistent, internalized expectations allow students to focus on their job as learners.

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
1.1 Dedicate minutes to SEL direct instruction while continuing to embed authentic opportunities for practice and reinforcement throughout the day.	1.1.1 Harmony lessons are provided to students every week 1.1.2 Calm resources are used everyday 1.1.3 Haynes Main Schedule that reflects an SEL block in all classrooms 1.1.4 DESSA screener used 2 times per year with data meetings to follow. Teachers tailor SEL lessons based on data and the SEL frameworks	1.1 Spring 2024 - Scheduling Committee 1.1 2024-2025 School year - classroom teachers

1.2 School wide structures and practices that promote Community, inclusion, and relationships between student-student, student-staff, school-family, and staff-staff	1.2.1 - Bi-monthly All-School Meetings 1.2.2 - School Meeting and Community Celebrations Committee 1.2.3 - Every younger grades class is buddied up with an older grade and will meet periodically throughout the year for events and community building 1.2.4 - Have school-wide celebrations where all students feel included, represented, and valued and a plan to support various holidays and to tie these opportunities into curriculum-based activities 1.2.5 - Staff trust is built as the foundation of all teams in the building. Staff have a strong sense of belonging to the school. 1.2.6 - Work towards consistent, transparent, two-way communication with families	1.2.1 - School Meeting Committee and bi-monthly meetings 1.2.2-4 - Community / Celebrations Committee - Full year
1.3 Prioritize equity as the cornerstone of school's work.	1.3.1 Enhance the membership and work of the Haynes Equity Leadership Team through recruitment of members and continued work on priorities related to inclusion and representation. 1.3.2 Engage in professional learning to develop educator capacity in equity, social justice and anti-racist practices. 1.3.3 Staff and administrators participate in the SPS district Equity Task Force. 1.3.4 Develop staff Belonging Committee during the second staff meeting time of every month - action items will be seen throughout all aspects of the school 1.3.5 Prioritize the scheduling of consult time between special educators and classroom teachers to ensure that all student activities are accessible for all	1.3.1 - Haynes Community and School Based DEI committees 1.3.2 - Administration during Staff meetings and PD

1.4 Strengthen student capacity for internalizing Haynes School shared common expectations by supporting positive behavior.	1.4.1 - Explicitly teach expected behaviors in all parts of the school 1.4.2 - Review and create an updated behavioral rubric that aligns with staff input and recommendations 1.4.3 - Integrate and contribute to the district's ongoing work to operationalize Massachusetts Safe and Supportive Schools framework.	1.4 - Classroom teachers, mental-health staff, administrators 1.4 - FY25
1.5 Ensure equal access to teaching and learning across all spaces for all students	1.5.1 - School building that complies with ADA requirements 1.5.2 - Provide students will common place-based learning K-5 across the district	1.4 - School administrators 1.4 - District and Town Facilities Department
1.6 Support families in the attendance of after school events so that all can participate	1.6.1 Provide coverage for students after school hours in-between dismissal and an afterschool event 1.6.2 Communicate after school events through a variety of mediums such as PTO, Principal, classroom newsletters, as well as through direct messaging	1.6 - Collaboration with Sudbury Extended Day 1.6 Communication with METCO Coordinator

1.7 Explore options for additional after school care for families	1.7.1 Collaborate Sudbury Extended Day to determine additional spaces in order to increase their square footage which can increase their enrollment 1.7.2 Partner with local Boys & Girls Club of Assabet Valley to accommodate their transportation for students to the club for after school care	1.7 Haynes Administration 1.7 Sudbury Extended Day 1.7 BGCAV & Haynes Collaboration
1.8 Implement an anonymous reporting system in 4th and 5th grade called *Say Something*	1.8.1 Implement the program and train students on age-appropriate educational modules for students in grades 4 & 5, teaching them how to recognize warning signs and threats—whether on social media, in school, or within the community—from individuals who may pose a danger to themselves or others.	1.8 Haynes Administration 1.8 District Health Coordinator 1.8 Haynes Mental Health Staff 1.8 Classroom Teachers

School Goal #2

Goal	**Innovation:** Foster academic excellence for all students by supporting educators' continuous growth in teaching and learning, use of student data, and implementation of innovative approaches to teaching and learning.
Rationale	District Strategic Objective #2: Sudbury Public Schools implement innovative, research-based curriculum and educational practices.

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
2.1 Keys to Literacy - Professional development consisting of in-person and virtual training sessions related to reading (phonics, comprehension, word study)	2.1.1 - Track my Progress and MCAS data that is more aligned to students pre-Covid 2.1.2 - Teachers utilizing the Keys to Literacy strategies in their literacy lessons 2.1.3 - Work closely with the literacy specialist from Haynes and have revised some curriculum components, including the addition of Geodes into Kindergarten and Foundations into 3rd grade. - 2.3.1 - Social studies units continue to need further development and implementation. - 2.3.2 - Continue to work on dyslexia regulations through the literacy teams.	2.1 ILAP Wednesdays 2.2 KTL Coaching sessions throughout the year
2.2 Schedule weekly common planning times for grade level teams,	2.2.1 - Classroom teachers, special educators, and coaches have time built into their schedule to collaborate around curriculum 2.2.2 - Coaches can use this time meet with grade levels in order to look at data and develop tiered instruction for students	2.2 Weekly Common Planning Time with Educators
2.3 Implement tiered intervention block 3-4 times per week, K-5	2.3.1 - Classroom schedules are adjusted to provide an intervention and enrichment block within the school day 2.3.2 - Classroom teachers use formative assessments to provide targeted instruction to students, service providers may use this time to work with students	2.3 Administrators and Coaches work with grade-level teams to pilot an intervention block

	2.3.3 - Professional Development on tiered instruction during building-based ILAP	
2.4 Continue to imporve mathematical instruction by utilizing best practices rooted in research and data	2.4.1 Bridges 3 training and implementation 2.4.2 Coaching cycles scheduled and connected to each educator implementing Bridges 3 2.4.3 Utilize student math data within instructional teams in order to monitor student progress and identify areas of growth as well as strategizing to achieve the specific learning goals	2.4 Educators K-5 2.4 Math Coordinator 2.4 Math Coach

School Goal #3

Goal	**Meeting the Needs of ALL Students**: Provide equitable learning experiences to engage and challenge every student.
Rationale	District Strategic Objective #3: Sudbury Public Schools provides learning experiences that aim to engage and challenge at students' individual levels.

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
3.1 Use student learning data to inform decision-making practices in teaching and learning.	3.1.1 - Students are provided tiered intervention within the general education classroom 3.1.2 - Educators participate in quarterly data meetings facilitated by the principal and coaches in math, literacy and SEL. 3.1.3 - Continue to track student progress using current and new district	3.1 - Review of data on a quarterly basis - all educators

	measures and tools. (TMP, DIBELS, Math assessments, etc.)	
3.2 Implement the use of a conference planning template for teachers to use when preparing for family conferences	3.2.1 - Families are receiving similar information from teachers during conferences 3.2.2 - Families are provided with updates, progress, as well as goal/growth areas in SEL, Literacy, Math, Science/Social-Studies, based on student work	3.2 - Classroom Teachers during fall and spring conferences
3.3 Share student math work with families periodically throughout the school year	3.3.1 - Families actively engaged with the math work sent home, providing feedback and support that aligns with the learning objectives 3.3.2 - Students show measurable progress in their math skills, as evidenced by improved performance on the formative assessments throughout the year	3.3 - Classroom teachers sending math work home 3.3 - Professional development on talking about student work (October)
3.4 Increase Assistive Technology usage throughout the building	3.4.1 - Updates to the cafetorium audio system to enhance the speakers and increase assistive support availability 3.4.2 - All students are able to hear presenters in the cafetorium 3.4.3 - Increased participation and engagement during events	3.4 - District-wide Grant, completed Summer 2024 3.4 - Staff connecting student devices to the audio system 3.4 - All presenters use microphones at all times
3.5 Implement Disability Awareness Lessons in grades 3-5	3.5.1 - Promote the social, emotional, physical wellness of our students by providing education for students on the experiences and languages of others 3.5.2 - Students are able to make connections with their lives and inform their views of themselves and others 3.5.3 - To bring targeted awareness to the learning differences and challenges associated with disabilities, helping students build understanding and develop stronger social relationships with all of their peers at school.	3.5.1 - Sheila O'Brien will implement the lessons in grades 3-5 fall of 2024 3.5.2 - Haynes staff will actively participate throughout the lessons

Signature Page

Member	Signature
Bryant Amitrano, Principal	
Michelle Marino, SLP	
Erin Kehew, Special Educator	
Heather Hufnagel, Teacher	
Kerry Ray, Parent	
Annie Serafim, Parent	
Abby Frantz, Parent	
Jeff Klinger, Community Representative	

Sudbury Public Schools
School Improvement Plan
Loring School
2024-2025

District Vision
We are committed to excellence in educating students to be knowledgeable, creative, independent thinkers who are caring and collaborative members of the school and wider community.
District Goals 2024 The district goals that guide our work at the school level
Wellness: Sudbury Public Schools promote the social, emotional, and physical wellness of students. Innovation: Sudbury Public Schools implement innovative, research-based curriculum and educational practices. Meeting the Needs of ALL Students: Sudbury Public Schools provides equitable learning experiences to engage and challenge every student.

School Goals	
The following school goals aim to further and support the district's strategic objectives through focused work that accounts for the strengths and needs of the individual school community:	
Goal 1 WELLNESS	To continue to support the development of equitable and inclusive practices where diversity is celebrated, cultural awareness is valued, and all students, families, and staff have a sense of belonging.
Goal 2 INNOVATION	To continue to improve Tier One instruction by utilizing best practices rooted in research and data.
Goal 3 ALL LEARNERS	Review data and use findings to refine intervention practices of a multi-tiered system of support (MTSS) to improve student outcomes.

School Goal #1	To support the development of equitable and inclusive practices where diversity is celebrated, cultural awareness is valued, and all students, families, and staff have a sense of belonging.
Rationale	*From the* Sudbury Public Schools Equity Statement*:* Sudbury Public Schools are committed to welcoming, embracing, affirming, and celebrating all students, staff, and families. When diversity is celebrated, and cultural awareness is embraced, it promotes a deeper understanding and appreciation of different backgrounds, perspectives, and identities. This fosters an inclusive community where students, families, and staff can thrive both academically and socially. Moreover, equity ensures that all individuals have fair access to opportunities and resources, helping to address disparities and create a more just learning environment. A sense of belonging is crucial to engagement, well-being, and success, and when everyone feels that they are a valued part of the community, it leads to improved outcomes for all stakeholders, building a foundation for a more harmonious and inclusive society.

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
- Continue expanding classroom and library resources and materials to reflect the diverse backgrounds, identities, experiences, and perspectives within the community. - Identify and address early signs of chronic absenteeism by reviewing attendance trends during SEL meetings and devising strategies to more	- Observe an increase in our Connectedness Survey data(survey given to students in grades 3-5). - Improved data (academic, attendance, SEL, and office referrals). - Family survey- beginning/ end of the year.	- FY 25 School Year - Equity Committee - School Council - METCO Director - SEL Team - BOOST Team

- deeply engage at-risk students and their families.
- Utilize the bi-monthly School Newsletter as a way to communicate our equity work with the community.
- Continue to develop the METCO mentor program with monthly events.
- Match students with attendance issues with staff mentors who can regularly check in on them, creating stronger connections with the school.
- Build culturally responsive practices into family conferences.
- Implement Disability Awareness Lessons in grades 3-5.
- Collaboratively review MCAS data and identify high-leverage strategies to address opportunity gaps for high-needs groups.
- Implement an anonymous reporting system in 4th and 5th grade called *Say Something.*

School Goal #2	To continue to improve Tier One instruction by utilizing best practices rooted in research and data.
Rationale	Continuous improvement of Tier One instruction reduces the need for interventions, promotes student engagement, and maximizes learning outcomes for all students. In turn, this creates a more inclusive, equitable, and effective educational environment where every student has the opportunity to succeed.

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
- Continue implementing Keys to Literacy best practices, coaching, and peer observations related to reading instruction, encompassing phonics, comprehension, and word study. - All staff receive Keys to Literacy writing professional development and are supported by the literacy specialist.	- Consistency across the district at each grade level with equitable teaching practices in daily instruction. - Closing achievement gaps. - Fewer IST referrals. - MCAS achievement and student growth increased with data compared to pre-COVID. - Fully transition to use the updated 3rd edition of Bridges in Mathematics and Number Corner.	- PD and coaching occurs on a monthly basis - all stakeholders. - Materials review for the pilot in fy25 - ELASC - K-5 Classroom Teachers, coaches, building administration, and Humanities Coordinator

- Provide ongoing professional development on evidence-based literacy and math practices, including regular coaching sessions focused on implementing effective instructional strategies. - Revise/update Sudbury Elementary Literacy curriculum and materials. - Observations, feedback, and coaching will focus on evidence-based best practices in ELA and math. - Prioritize teacher observations around literacy instruction and math instruction. - Literacy staff will push into 5th grade during literacy block to increase targeted, small-group learning opportunities. - Create more learning extensions for advanced learners, ensuring they are being challenged and stretched academically.		

School Goal #3	Review data and use findings to refine intervention practices of a multi-tiered system of support (MTSS) to improve student outcomes.
Rationale	MTSS is designed to provide targeted interventions that address academic, behavioral, and social-emotional challenges for students. By regularly reviewing data, educators can assess the effectiveness of current intervention practices and identify gaps or areas that need adjustment. This ensures that support is tailored to the specific needs of students, allowing for more precise and timely interventions. Refining intervention practices based on data leads to improved decision-making and resource allocation, ultimately resulting in better student outcomes. This process also strengthens the ability to provide early and proactive support, minimizing the need for more intensive interventions in the future. In doing so, the goal promotes equity by ensuring that every student receives the appropriate level of support necessary to achieve success.

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
● Literacy push in model supporting all kindergarten and first grade. ● Grade-level teams will collaborate on student achievement and progress.	● Students receiving intervention will meet EOY growth goals. ● A decrease in referrals to IST. ● Track student progress using district measures and tools.	● FY 25 School Year ● Boost Team (School Support Specialist, Title One Teacher, Math Coach, Literacy Specialist, and Administration) ● Curriculum Coordinators ● IST Team

● Maintained the Increased FTE for intervention educators (Title One and School Support Specialist) ● Continue to hold quarterly data meetings to analyze student performance, focusing on literacy, math, and social-emotional learning outcomes. ● Leverage attendance data as part of the broader school performance measures, alongside SEL and academic data, to identify students needing early intervention. Discuss absenteeism data during MTSS meetings to tailor interventions. ● Power Half-Hour - will continue to be focused on Math or literacy (determined by grade level data)	● Track student interventions - Student Action Plans. ● Teacher-led small group work - tiered instruction. ● MCAS and district assessment data. ● Family Attendance during Intervention Nights	

5th grade math and literacy response to MCAS math data. - Coaching cycles - math and literacy. - Hold two Math/ literacy intervention nights. - Teacher-led Professional Development that supports differentiation	

Signature Page

Member	Signature
Sara Harvey	
David Gaita	
Jordan Vetstein	
Meredith McLaughlin	
Jacki Sousa	
Kristen Fox	

Pat Drobinski	

Sudbury Public Schools
School Improvement Plan
General John Nixon Elementary School
2024-2025

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

District Goals FY2025 The district goals that guide our work at the school level
Wellness: Sudbury Public Schools promote the social, emotional, and physical wellness of students. Innovation: Sudbury Public Schools implement innovative, research-based curriculum and educational practices. Meeting the Needs of ALL Students: Sudbury Public Schools provides equitable learning experiences to engage and challenge every student.

School Goals The following school goals aim to further and support the district strategic objectives through focused work that accounts for the strengths and needs of the individual school community:	
Goal 1	**Wellness:** Support the development of an environment in which everyone is seen and heard, where differences are valued and identity is celebrated in order to provide equitable learning experiences where every student is engaged and challenged.
Goal 2	**Innovation:** Foster academic excellence for all students by supporting educators' continuous growth in teaching and learning, use of student data, and implementation of innovative approaches to teaching and learning.
Goal 3	**Meeting the Needs of ALL Students:** Provide equitable learning experiences to engage and challenge every student.

School Goal #1 Wellness

Goal	Support the development of an environment in which everyone is seen and heard, where differences are valued and identity is celebrated in order to provide equitable learning experiences where every student is engaged and challenged.
Rationale	*From the Sudbury Public Schools Equity Statement:* Students need to be ready to learn before they can learn. Prioritizing social skills and emotional health allows for this. Students require explicit instruction in these areas, especially now. Establishing an environment that assures the holistic safety of each child and furthers this condition. Safe and orderly schools with common, consistent, internalized expectations allow students to focus on their job as learners.

Action Plan

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
Equity is the foundation of a school's work.	- Staff and administrators participate in the Nixon School Equity Committee on a monthly basis - Develop experiences for children to engage in that encourage belonging - Keep communication between custodial, maintenance, staff, and administration to ensure that all student activities are accessible for all	- Administration - Staff

Maintain district-wide safety protocols: implement "Say Something" reporting system for staff, students, and community	• Students and staff are trained	• Tip Line is established in late October, 2024 • Training for grades 4 & 5 students in late October or early November • Roll out of app and website icon for all of SPS
Continue direct SEL instruction and explicit teaching for increasing students intrinsic understanding of oneself	• Harmony lessons taught kindergarten through fifth grade • Social Thinking lessons are shared • DESSA screener is used to inform educators	• Throughout the school year • Mental health Staff • Administration • Educators
Implement disability awareness curriculum in grades 3-5	• Lessons are delivered	• Grades 3-5 participate in units of study

Increase peer relationships and student agency by children forming their own opinions, pursue their own thoughts and ideas, and show support for their peers thinking	- Daily mindful minute starts each school day - All school community experiences - School wide celebrations - Student Advisory Committee - Buddy classes are developed for varied grade levels to gather	- Educators - Administration - Mental Health Team
Prioritize consultation time for staff	- Classroom teachers, special educators, and coaches have time provided in their schedule to consult and collaborate around curriculum and student needs - Coaches can use this time to meet with grade levels to review data and develop goals to advance student achievement - Special Educators can use this time to meet with educators across the building for academic planning and behavioral support planning	- Special Education Teachers - Classroom Teachers - Coaches - Administration

School Goal #2 Innovation

Goal	Foster academic excellence for all students by supporting educators' continuous growth in teaching and learning, use of student data, and implementation of innovative approaches to teaching and learning.
Rationale	District Goal: Sudbury Public Schools implement innovative, research-based curriculum and educational practices.

Action Plan

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
Continue to focus on ADA compliance for the entire Nixon School campus	● Red Cat distribution to learning spaces ● Install compliant sinks in areas necessary	● Administration
Increase greater ELA instructional capacity by utilizing best practices rooted in research and data	● Continue implementation of Keys to Literacy professional development best practices including phonics, word study, and comprehension ● Pilot Sudbury Elementary Literacy curriculum and materials for EL (Expeditionary Learning) and HMH (Houghton Mifflin Harcourt) ● Update teaching practices to reflect the standards and research-based best practices in ELA ● Create consistency across the grade levels and school ● Provide push-in services to support students during the literacy block K-5 ● Use student data to inform our practice and flexibly adjust push in services ● Expand challenge opportunities for advanced learners to extend their understanding ● Continue the use of building based data teams for a cohesive approach to increase the rate of academic growth for students	● Educator Pilot Teamwork ● January 2025 new writing Keys to Literacy initiative training begins for staff ● Literacy Specialist/ Tutor
Continue to improve mathematics instruction by utilizing best practices rooted in research and data	● Bridges 3 training and implementation ● Coaching cycle is scheduled and connected to each educator implementing the Bridges curriculum ● Professional development for mathematic coach to increase capacity in the area of Tier 2 instruction ● Continue the use of building based data teams for a cohesive approach to increase the rate of academic growth for students	● Educators K-5 ● Mathematics Coordinator ● Mathematics Coach

School Goal #3 Meeting the Needs of ALL Students

Goal	Prioritize the refinement of teaching practices to ensure equitable access to high-quality instructional resources and engaging learning experiences so every student is appropriately challenged.
Rationale	District Goal: SPS provides equitable learning experiences to engage and challenge every student. By challenging each learner in engaging ways, we stretch their thinking as well as their academic and social-emotional growth. We expect to see increased academic gains.

Action Plan

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
Strengthen communication with families about student learning	● Implementation of common parent/teacher conference template ● Parent/teacher conference template feedback from staff for viability of tool ● Professional development for educators in culturally responsive conferences	● Early and late October, 2024
Continue the focus on equity inside and outside the classroom	● Continued Equity Committee work monthly with various committee members ● Collaboration with PTO to create and provide positive experiences that positively impact children and families	● Administration ● Staff ● Nixon PTO

Expand support for families in the attendance of after school events	● Collaborate with PTO to plan and provide experiences for all children close to the natural end of the school day ● Provide supervision for children after school house in-between dismissal and an afterschool event ● Communicate after school events through communications from PTO, Principal, classroom newsletters, and direct messaging	● Administration ● METCO Coordinator

Signature Page

Member	Signature
Susan Woods, Principal	
Christine Smaldone, Teacher	
Carrie Luchesse, Teacher	
Becky Chisolm, Parent	
Dahaina Jamial, Parent	

Sudbury Public Schools
School Improvement Plan
Peter Noyes Elementary School
2024-2025

District Vision
We are committed to excellence in educating students to be knowledgeable, creative, independent thinkers who are caring and collaborative members of the school and wider community.
District Goals FY25 The district goals that guide our work at the school level
Wellness: Sudbury Public Schools promote the social, emotional, behavioral, and physical wellness of students. **Innovation**: Sudbury Public Schools implement innovative, research-based curriculum and educational practices. **Meeting the Needs of ALL LEARNERS**: Sudbury Public Schools provides equitable learning experiences to engage and challenge every student.

School Goals The following school goals aim to further and support the district strategic objectives through focused work that accounts for the strengths and needs of the individual school community:	
Goal 1	**WELLNESS:** Support the development of inclusive and equitable practices and pro-social teaching that builds and sustains a productive environment in which everyone is seen and heard, where differences are valued, identity is celebrated, and safety is maintained.
Goal 2	**INNOVATION:** Foster academic excellence by supporting educators' continuous growth in teaching and learning, use of student data and implementation of innovative approaches to teaching and learning.

Goal 3	**MEETING THE NEEDS OF ALL STUDENTS:** Prioritize the refinement of teaching practices to ensure equitable access to high-quality instructional resources and engaging learning experiences so every student is appropriately challenged.

School Goal #1

Goal	**WELLNESS:** Support the development of inclusive and equitable practices and pro-social teaching that builds and sustains a productive environment in which everyone is seen and heard, where differences are valued, identity is celebrated, and safety is maintained.
Rationale	**District Goal: SPS promotes the social, emotional, and physical wellness of all students.** Students need to be ready to learn before they can learn. They require explicit instruction in social skills and emotional health. Safe and orderly schools with clear, consistent expectations provide space for students to concentrate on their roles as learners.

Action Plan

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
Enhance and maintain district-wide safety protocols: Implement "Say Something" reporting system for staff, students, and community and orient staff to the new SPS reunification plans	● Students and staff are trained and SS buttons placed on devices	● Late August, teams are developed ● Tip Test Mid-September ● Sharing with staff Mid-September ● Training of grades 4-5 students in October ● Roll out of app and website icon - immediately after training

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
Implement disability awareness curriculum in grades 3-5	● Lessons delivered	● DA Trainer identified - Summer ● Grades 3-5 participate in units of study

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible

Continue direct SEL instruction and ground the teachings in authenticity	● Harmony lessons taught K-5 ● Calm resources are used	● September through June
Community building opportunities	● Cross grade-level buddies ● Community assemblies	● Four assemblies led by staff and students throughout the year
Monitor school morale in times of school administration transition	● Compass Points activity to better understand the learning preference of each staff member ● Continue weekly staff breakfast ● "Fun" interjected into meetings ● Use leadership team meetings to assess the "temperature" of the staff	● Staff meeting in October ● Friday community breakfast ● leadership monthly meeting with one representative from each grade, specialist and assistant
Address students' anxiety and school refusal, in alignment with district initiatives:	● Create lessons in alignment with the 5th grade district curriculum on neurodiversity to make it accessible for younger students' needs. Pilot a presentation to be shared with district clinicians.	● Guidance and School Psychologist with lessons created by Betsy Grams for grade 5 neurodiversity focused on anxiety. ● A series of Staff meetings dedicated to understanding and providing tools for the staff to help manage and/or support students' anxious feelings - led by two mental health staff (guidance and psychologist) beginning in January
Provide a more comprehensive approach to helping students by understanding and supporting mental health needs	● We are targeting mental health supports to specific grades based on data. Mental health and the Principal will collaborate with teachers to address the specific SEL needs.	● Meetings with grade level staff, mental health staff and Principal beginning in October
DEI application and expansion opportunities	● Two-pronged approach to provide time during a series of staff meetings to ensure more opportunities for all staff to engage, deepen and expand understanding ● Expand our understanding of "diversity"	● September meet with equity team to plan ● Develop a two-pronged approach: one focused on adults and the other for student activities and readings ● October, introduce plan to staff ● December- June develop and engage in offerings

School Goal #2

Goal	**INNOVATION:** Foster academic excellence by supporting educators' continuous growth in teaching and learning, use of student data and implementation of innovative approaches to teaching and learning.
Rationale	**District Goal: Sudbury Public Schools implement innovative, research-based curriculum and educational practices.** By employing innovative and research-based teaching practices, responding instructionally to student assessment data, and participating in professional development that aligns to this work, students' outcomes improve. With these changes, we will expect to see fewer IST referrals, an increase in MCAS scores, and closing achievement gaps over time.

Action Plan

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
Continue to improve ELA instruction by utilizing best practices rooted in research and data	- Continue implementation of Keys to Literacy best practices including phonics, word study and comprehension - Provide professional development through Keys to Literacy online and in-person coaching related to writing instruction - Pilot Sudbury Elementary Literacy curriculum and materials for EL (Experiential Learning) and HMH (Houghton Mifflin Harcourt) - Update teaching practices to reflect the standards and research-based best practices in ELA	- Keys To Literacy Training and implementation for writing January-June 2025 - Pilot team developed Spring 2024 - Pilot Teamwork September- December - New ELA Curriculum adopted January 2025

	● Create consistency across the school and district at each grade level ● Provide push-in services to support students during the literacy block K-5 ● Use student data to inform our practice and flexibly adjust push-in services ● Expand challenge opportunities for advanced learners to extend their learning	

Continue to improve Math instruction by utilizing best practices rooted in research and data	● Bridges 3 training and implementation	● All classroom teachers K-5 ● Math coordinator Karen Wolfson ● Math coach will support implementation and coaching

School Goal #3

Goal	**MEETING THE NEEDS OF ALL LEARNERS:** Prioritize the refinement of teaching practices to ensure equitable access to high-quality instructional resources and engaging learning experiences so every student is appropriately challenged.
Rationale	**District Goal: SPS provides equitable learning experiences to engage and challenge every student..** By challenging each learner in engaging ways, we stretch their thinking as well as their academic and social-emotional growth. We expect to see increased academic gains.

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
Continue to build a data culture: PD on using data to analyze and evaluate student achievement through an equity lens to support instruction and curriculum, expand internal data warehousing capacity	● Monthly meetings with the math coach grades K,3,4 & 5 ● Grades 1 & 2 will meet two times per month with the math coach ● Grades K-5 will meet with the literacy specialist at least once monthly to discuss student needs based on teacher observation, student work and assessment data ● Data meetings 3 times per year to	● Data team meetings by grade with math coach (schedule to be collaboratively provided) ● Data team meeting with literacy specialist by grade to address student needs and adjust push in/pull out model expectations and supports (schedule to be collaboratively provided)

	discuss district benchmark data for both ELA and for Math	

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
Accelerate the district's ADA transition work and normalize use of assistive technologies in large presentation spaces to reach all audiences	● Red Cat distribution to all classroom spaces ● Repaint curbs ● Add color to internal railings for visual needs ● Assess needs for internal staircases	● Summer 2024 installation of Red Cat ● Fall through winter for eternal and internal mobility initiatives

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
Enhance communication with families about student academics.	● Use of conference template ● Training with Culturally Responsible conferences ● Weekly classroom news updates	● October ILAP session with Leslie Smart
Expand learning opportunities after school	● Create an art club at Noyes	● Implementation planning for the art club to begin January through June tentatively with grade 5 with a possible expansion to grade 4.

Signature Page

Member	Term	Signature
Cindy Marchand, Principal		
David Jacquin, Parent	Year 2	
Beth Ludwig, Parent	Year 2	
Jennifer Spencer, Parent	Year 2	
Stephanie Cohen Mongeon, Teacher	Year 2	
Sarah Murphy, Teacher	Year 2	
Kristin Nawrocki, Teacher	Year 2	