Principals' Updates

A presentation to the SPS Committee

June 2, 2025

General John Nixon Elementary School

Presentation to the Sudbury School Committee

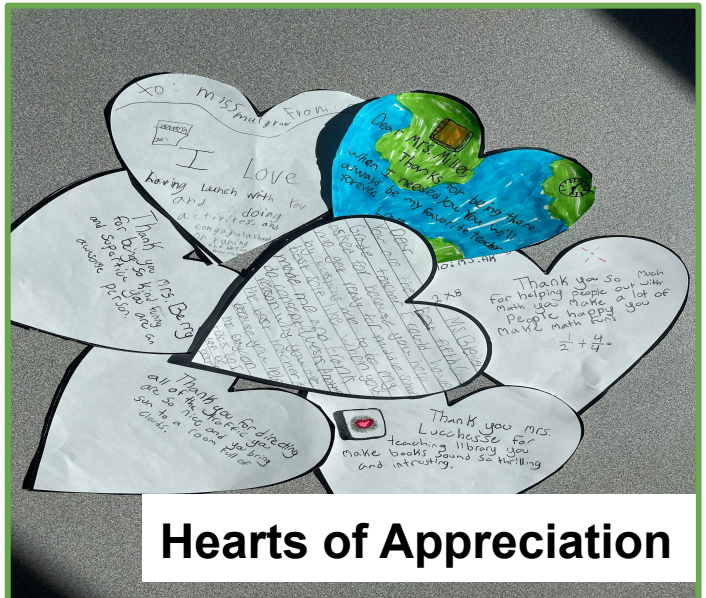
June 2, 2025

Welcomed

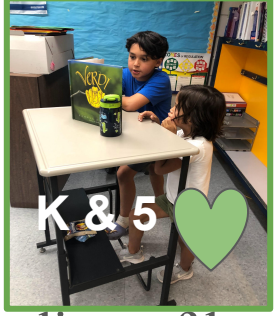
- Daily rituals create structure, give stability, and safety
- Revisions to campus accessibility with staff, parent, and student input
- Proactively cultivate joy it elevates emotions, leads to greater overall well-being and creates belonging





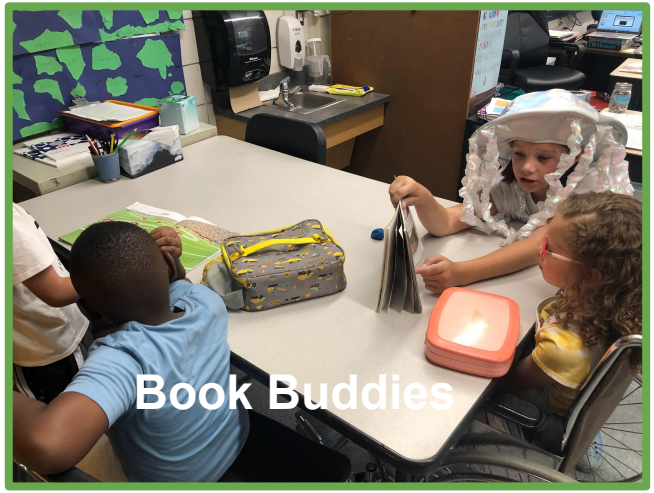


Known



- Addition of Preschool to Nixon
- DESSA tools allow for a deeper understanding of how children feel about school, “They greet you in a nice way and if you come back from a trip they will hug you”
- Where everyone knows your name







Included

- Behavioral facilitation that preserves dignity
- Academic scaffolding fostering independent growth
- Students lead


Nook Seating



Safety Patrol


Principal for the Day


Stage Crew

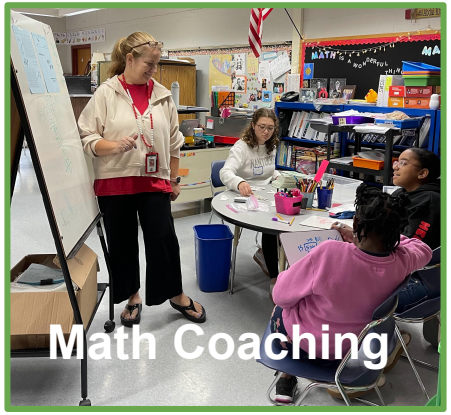

Small Group Instruction

Supported

- Collaborate and share strength and expertise
- Foster a positive and connected environment
- Nurture the internal conditions to achieve
- Educators' intentional actions to build positive relationships and create a welcoming, safe learning environment.









Connected

- Partnership creates a strong community
- Empowerment to take on leadership roles
- Activate ideas into action











Loring

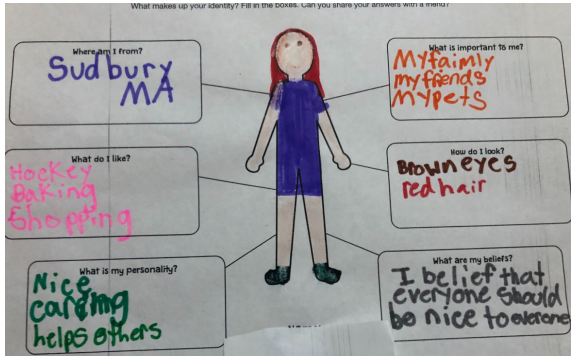
Presentation to the Sudbury School Committee
June 3, 2025



GOAL- 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.

"Feeling a healthy sense of pride is a positive reward that nourishes our self-esteem and encourages us to keep going."
- Bessie Stanley

Staff Committees

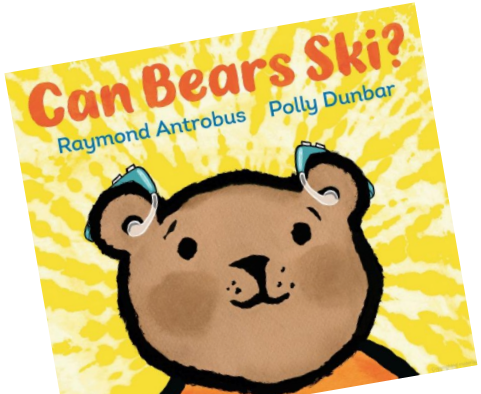


Equity- Lessons around identity and pride
sign language Loring Pledge

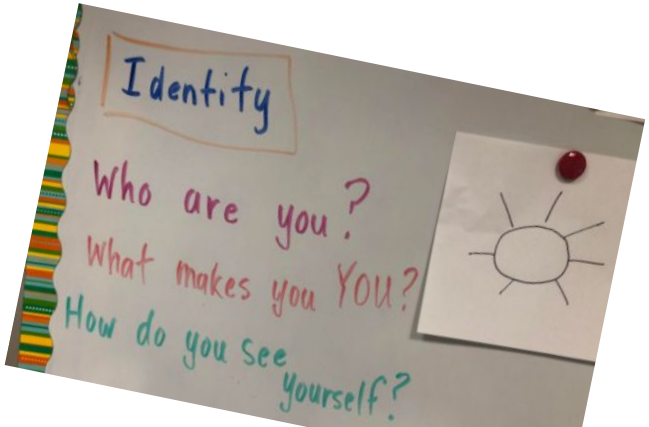
Student Leadership- Recycling Project

SEL/Behavior - School Wide Core Values focus

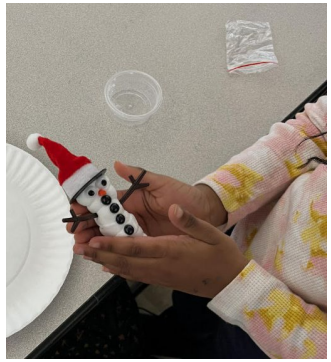
School Culture - Whole School Field Day, Community Celebrations and Family Concerts







METCO Mentor Events





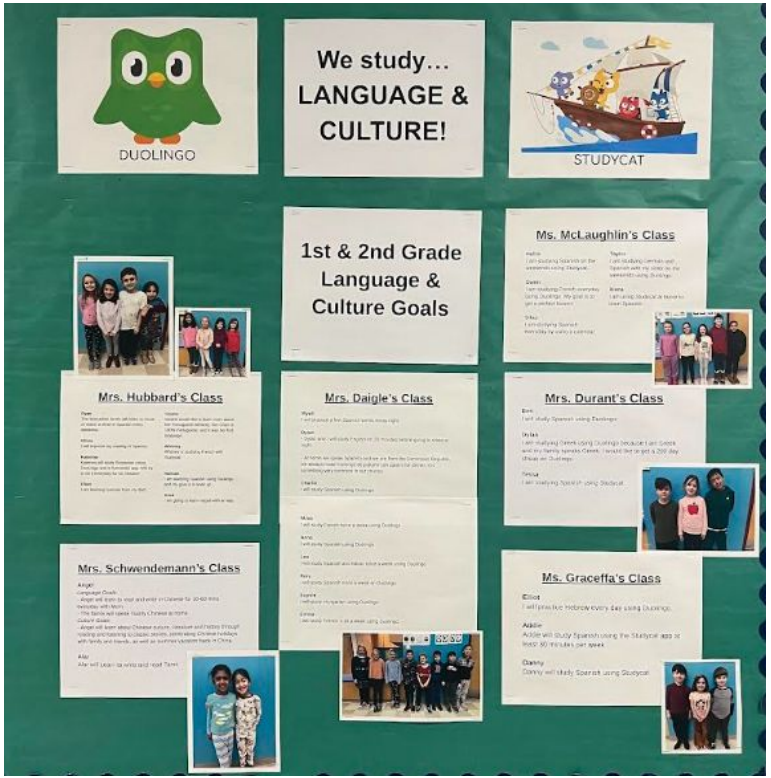


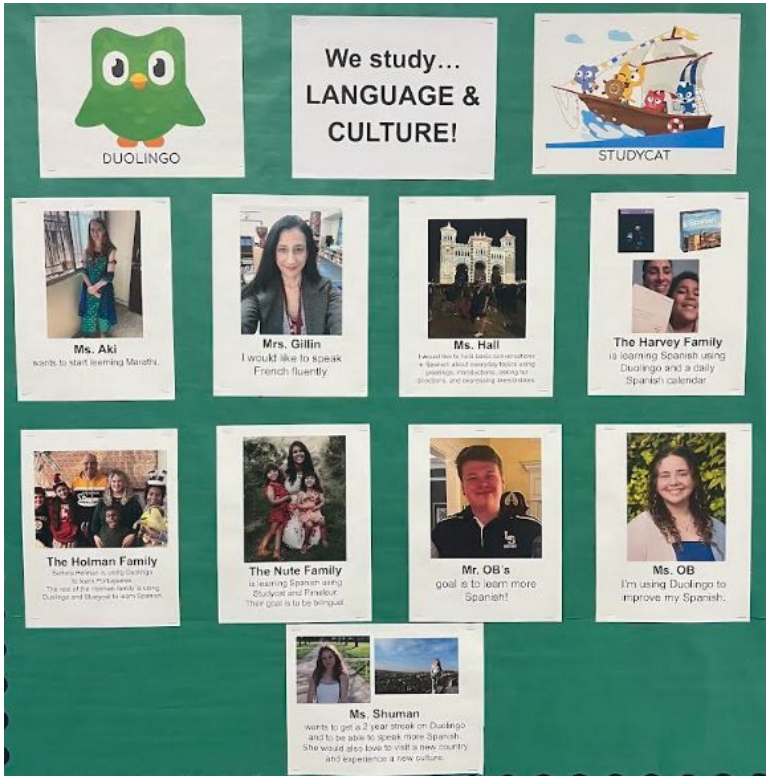






Language and Culture Goals





Family Form

Family Information Form 2024- 2025

As we start another school year, it is important for us to know about each child in our school community. Please take a few minutes to complete this form. Even if you have filled this out in previous years, please make sure you take a few minutes updating the information. This is helpful information for us to know more about your child or children. We look forward to working with you this year!

Family Survey

Question	Always	Often	Sometimes	Never
Does your child feel a sense of belonging at school?	56%	31%	13%	0%
Do you feel a sense of belonging at school?	44%	31%	23%	2%
Do you believe the school supports your child's social-emotional needs?	50%	32%	18%	0%
Do you think your child is having a positive experience at school?	49%	42%	10%	0%
Do you feel sufficiently informed about what is happening at school?	37%	40%	20%	2%
Do you feel welcomed and included by your classmates?	51%	39%	8%	1%
Do you feel like you can be yourself at school?	61%	24%	14%	1%



Pride Week

Classroom Lesson focused on community, pride, and belonging

Read-Alouds celebrating uniqueness, diversity, and self-expression

Buddy Activity: Designing personalized *Flags of Pride;* School scavenger hunt

Bracelets with the empowering message *Be True! Be You!*

Pride Notes: Displayed throughout the school, sharing what students are proud of



Connectedness Survey

Commitment to Inclusion: 98% of students value creating a school where all students—regardless of race or religion—feel safe, valued, and included.

Welcoming Environment: 95% of students feel welcomed by adults at school—a consistent trend over time. Positive adult-student relationships remain strong, with 97% reporting at least one trusted adult and 73% identifying three or more.

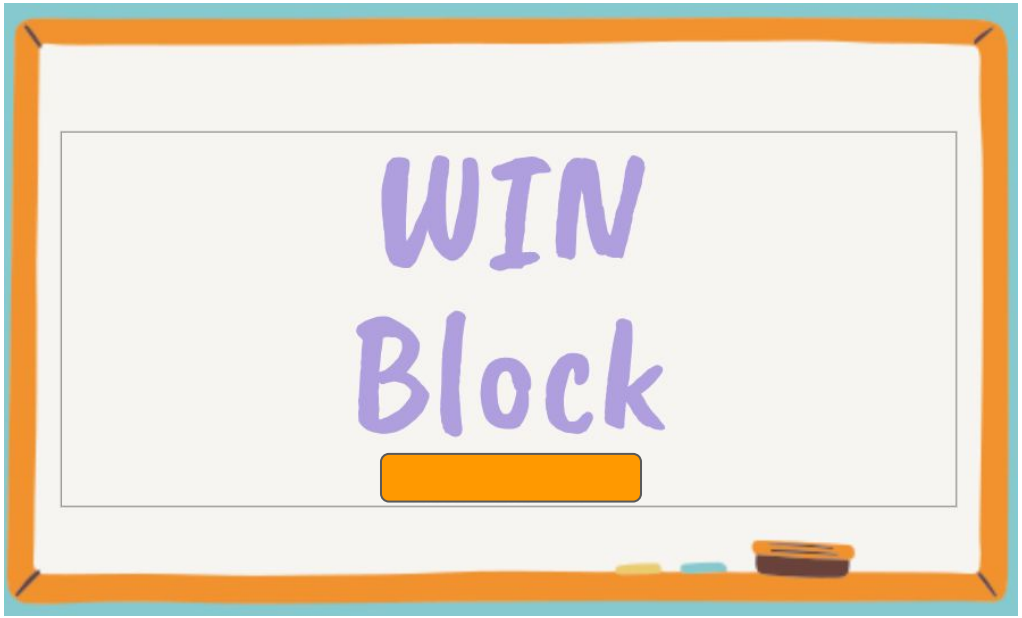
Adult Welcoming Actions:

- They accept differences, and if you are having a hard time, they are okay with that.
- The adults greet me when I walk in, ask me how I've been, and they make sure that I'm okay.
- They listen to me and care.
- They say good morning, and it makes me feel like I can trust them.
- They help you work through hard problems, for one thing, and they're always there when you need them.
- Help me feel like I am smart.
- They are inclusive and helpful. They will make me feel happy, and it's a relief to know that someone is concerned for me.

Josiah Haynes Elementary School

Presentation to the Sudbury School Committee

June 2, 2025



GOAL- Use student learning data to inform decision-making practices in teaching and learning.

- ❏ Student provided tiered intervention within the general education classroom.
- ❏ Implementation of WIN blocks or centers K-5 for small group instruction.
- ❏ Educators participated in quarterly data meetings facilitated by math coach, literacy specialist, and counselor.
- ❏ Continuous progress monitoring utilizing district measures and tools (TMP, DIBELS, math assessments, Fundations, etc.)

WHAT I NEED

WIN Block

Goal: Target individual student needs

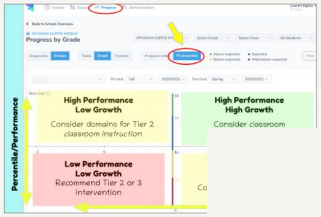
TEACHER is…	STUDENTS are…
• REVIEWING a skill /concepts with students • PREVIEWING a skill /concepts with students • EXTENDING of skills/ concepts with students • Time for push in or pull out support from service providers	• MEETING with a teacher in a 1:1 setting or small group • PARTNERING with 1 classmate on a designated task that is either REVIEW or EXTENSION • WORKING independently on a designated task that is either REVIEW or EXTENSION



How to Plan for ELA?

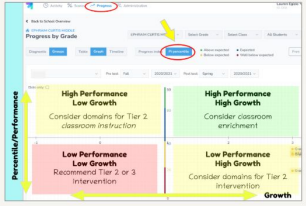
Using TMP Screener

Looking Into A Student's Performance Using the Screener



Using TMP Screener

Looking Into A Student's Performance Using the Screener

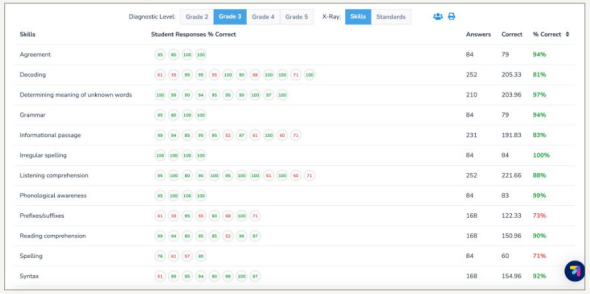


Using DIBELS

Class Progress Summary Report

LNF	PSF	NWF-CLS	NWF-WRC	WRF	ORF-Words Correct	ORF-Errors	ORF-Accuracy	Comp
45	50	24	6	6	0	10	0%	323
40	56	27	9	13	12	8	60%	331
44	26	29	7	26	32	12	73%	343
56	48	34	9	13	11	19	37%	336
45	63	34	10	18	25	3	89%	342
44	28	40	10	13	10	9	53%	335
61	45	45	15	16	31	9	78%	352
67	53	49	13	12	26	29	46%	361

Using TMP Diagnostic



ELA Resources

Additional Diagnostics



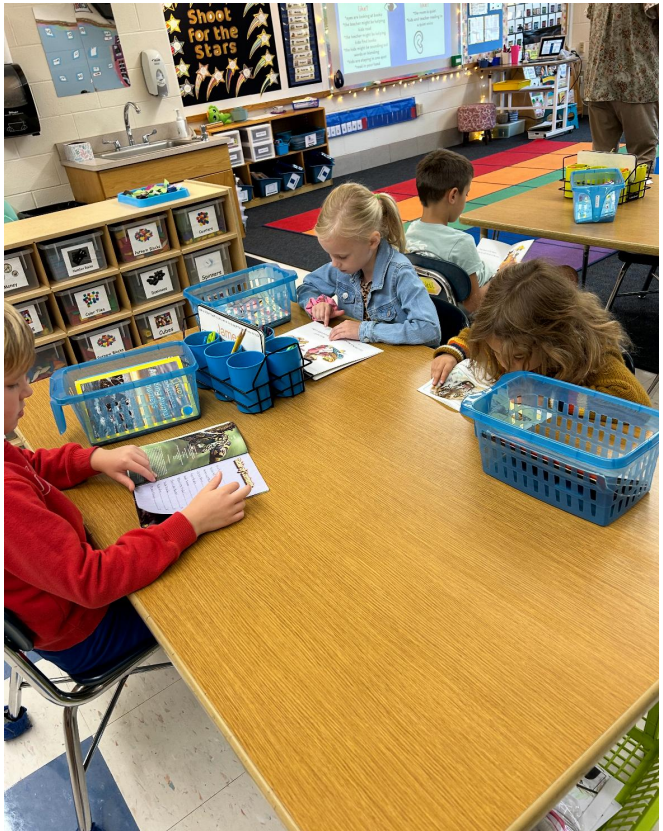
Instructional Resources Folder



Literacy Team Meeting Agendas



Targeted independent work allows for small groups with the teacher

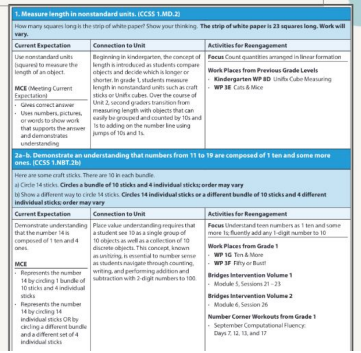




Planning for Math

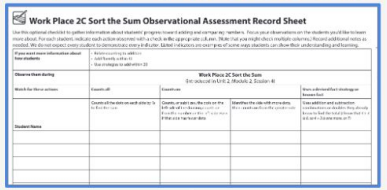
Using Unit Screeners

Screener Implementation Guides

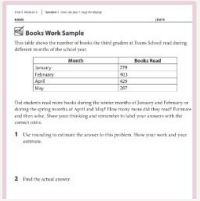


Formative Assessments

Observational Forms



Work Samples & Check Points

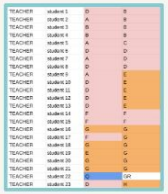


Differentiation Suggestions



Math Resources

Math Fact Lab (2-5)



Math Team Meeting Agendas



Math Coaching Corner



3rd Grade Math WIN Block







2nd Grade's WIN Block

Structured Independent Work Time

Considered how to set-up the block, so that the classroom teacher is available to meet with groups.

- Choice board for independent work time
  - Must Do
  - May Do/Choice
- WIN Folder that contains individualized independent student activities



Showing examples of what it could look like

2nd Grade's WIN Block

Small Groups/Conferences

- The instructional focus of a small group may be fluid. They are based on students' needs or on the content being covered.
  - Examples- review of math story problems from a whole group lesson, fluency group, DIBELS progress monitoring, alternating the small group focus between ELA and math
- Considered the cohort that is in class for the WIN block
  - Who is not being pulled for a small group with another service provider?

Revisiting WIN Blocks and planning



Planning for Small Groups: Goal Setting

Messy Sheet for: _____ Instruction Dates:_____

MATH GOAL:

Small Group Planning Sheet - Round ___

Students in Group	Group Goal	Schedule	Resources to Use	Progress Monitoring Tool
		(ex 3x30)	Diagnostic: Material(s):	

Week of	Days Met	Anecdotal Notes
	☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday	
	☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday	
	☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday	
	☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday	
	☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday	
	☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday	
	☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday	

Literacy Data Meeting

Tier 1 Instruction Summaries for Grade 5:

TEACHER	Targeted Goal	Students	Date/Time	Materials/Responsibilities
Teacher #1	-Interpreting Word Problems with Decimals	[redacted]	Use the Pacing Guide to see when to pull groups	-Use of Ratio Tables to solve some Math at Home activities from Unit 4 and Math in Our World
SPED #1	-Writing and interpreting numerical expressions			
Teacher #2	-Balancing equations (reasoning) -Whole number x a fraction	[redacted]	Use the Pacing Guide to see when to pull groups	-Use of Mobile Math from either Math at Home, or Solve Me Puzzles
SPED #2	-Word Problems			Bridges Intervention Kit Volume 7 Modules 8 (Hidden Question)
Teacher #3	-Addition and subtraction of fractions with unlike denominators	[redacted]	Use the Pacing Guide to see when to pull groups	-Bridges Intervention Kit Volume 8 Module 11 (Amina) - LCM and LCD Lesson from Module 4 unit 2 (Zhaidyn) -Bridges Intervention kit Module 12

Math Data Meeting

Example of Grade 1 : Stations Rotation Board

Independent Activities

Monday, 1/6

	Students' Names	Students' Names	Students' Names	Students' Names
1	Color Page	Read to Self	Roll & Write	Mrs. Burrell
2	Read to Self	Color Page	Mrs. Burrell	Roll & Write
3	Roll & Write	Mrs. Burrell	Color Page	Mrs. Ring
4	Mrs. Burrell	Roll & Write	Read to Self	Color Page

Peter Noyes Elementary School

Presentation to the Sudbury School Committee

June 2, 2025

Curriculum Connections and High Level Thinking

Goal:
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.

Innovations and High Level Thinking



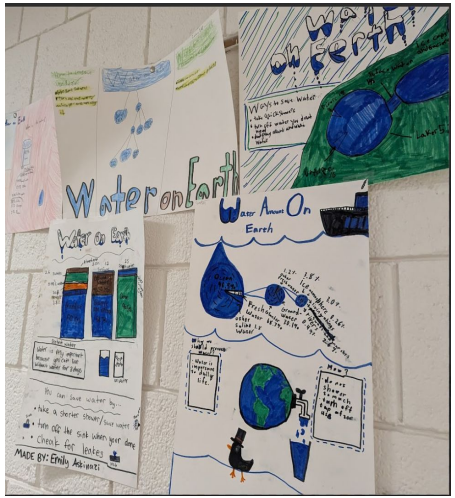
Special Educators using A I

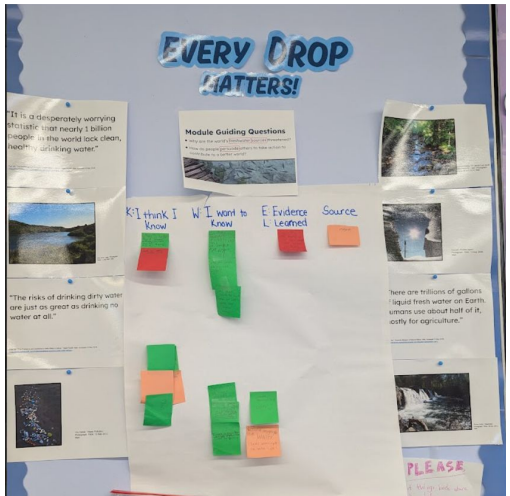


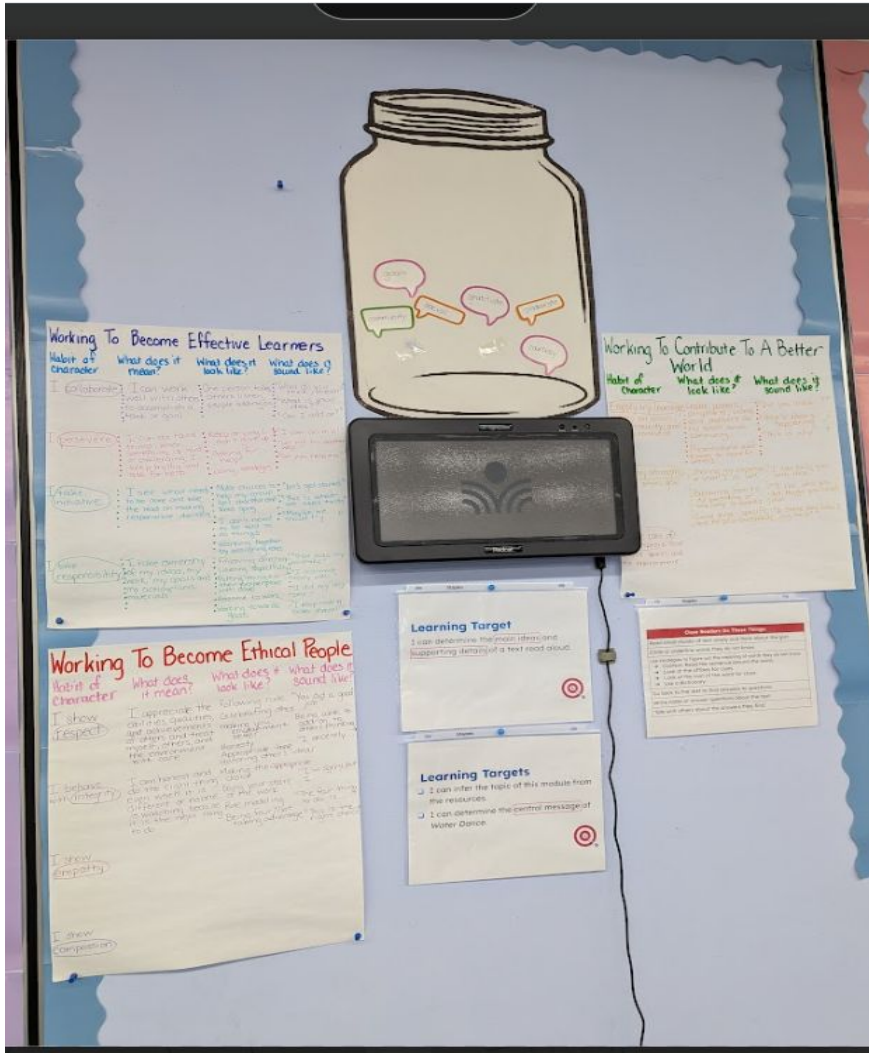
Push-in Literacy provides intervention to more students

Literacy, SEL and High Level Thinking in Action through EL

- Goal setting and learning targets
- EL and Harmony lessons connect vocabulary and concepts (ie: ethics)
- High level inferencing, reasoning and analysis





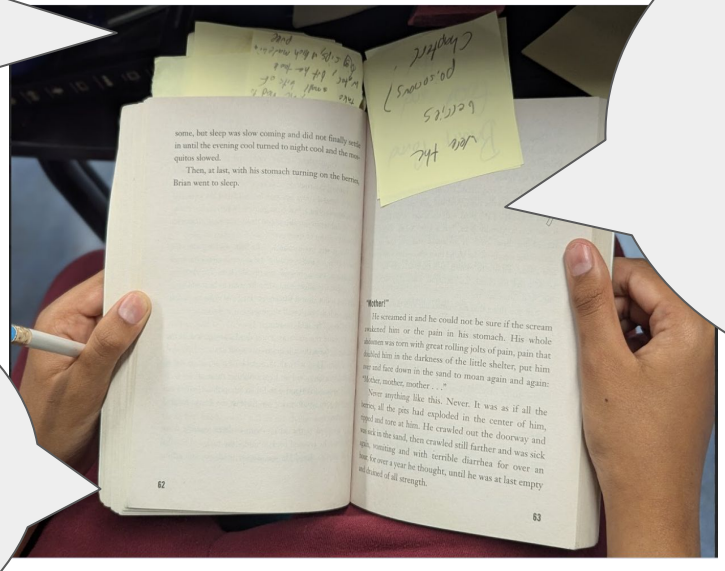


Deep Plunge

1

Reading is chunked within a chapter.

Students find the gist of each section.



2

At each chapter's end, students identify either:

- Thought
- Question
- Epiphany

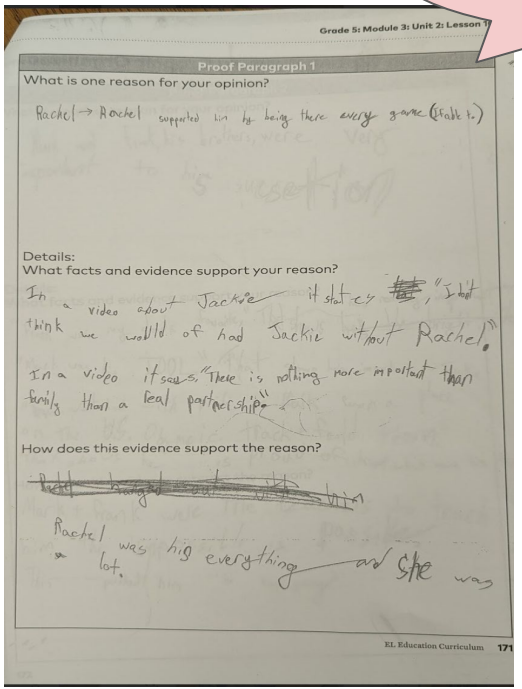
3

Sharing makes learning visible and deepens understanding for all promoting ownership of one's learning and higher rates of retention.

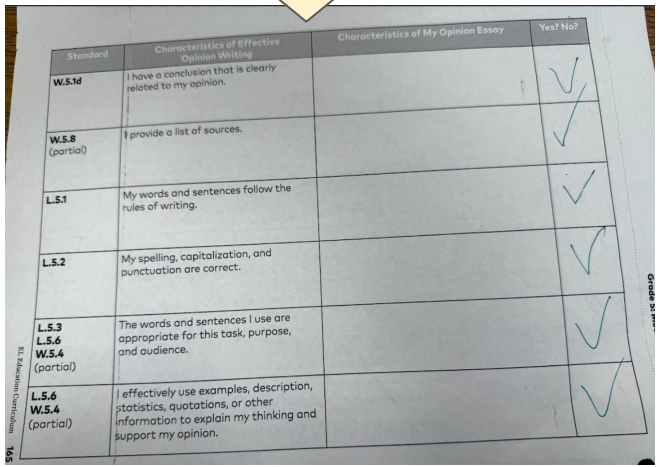
Opinion Writing:

Structural analysis of Mentor texts provides the foundation for the students' own writing.

Proof paragraph

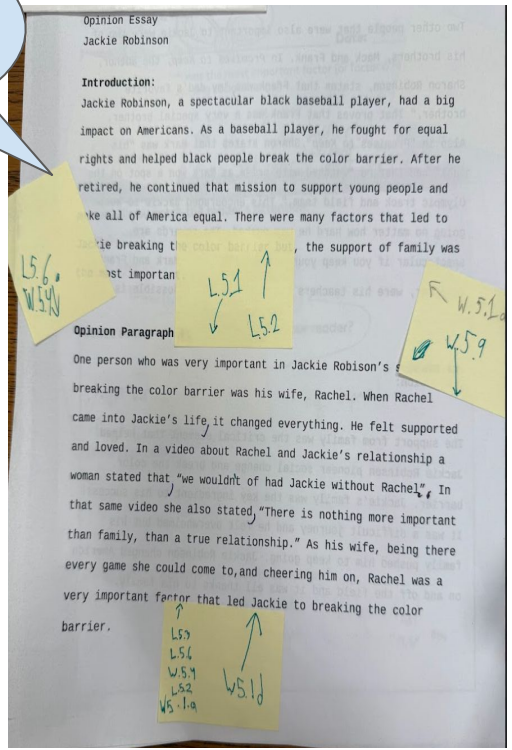


Writing Checklist



Standard	Characteristics of Effective Opinion Writing	Characteristics of My Opinion Essay	Yes? No?
W.5.1d	I have a conclusion that is clearly related to my opinion.		✓
W.5.8 (partial)	I provide a list of sources.		✓
L.5.1	My words and sentences follow the rules of writing.		✓
L.5.2	My spelling, capitalization, and punctuation are correct.		✓
L.5.3 L.5.6 W.5.4 (partial)	The words and sentences I use are appropriate for this task, purpose, and audience.		✓
L.5.6 W.5.4 (partial)	I effectively use examples, description, statistics, quotations, or other information to explain my thinking and support my opinion.		✓

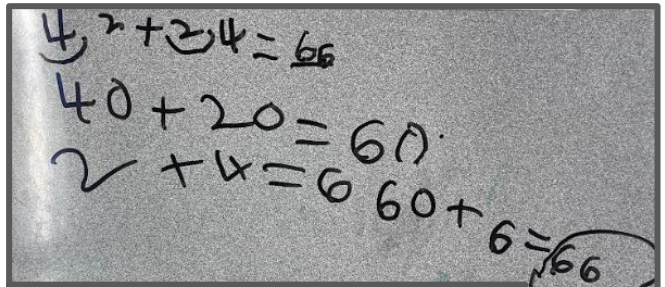
Evidence of checklist elements rubric

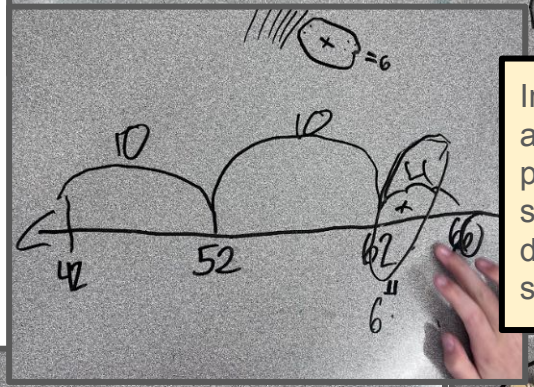


What 5th graders think about EL

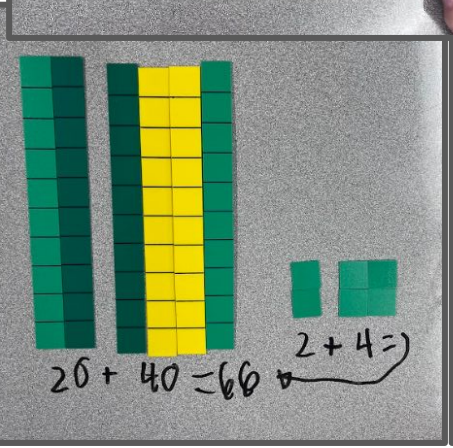
By Henry F., Andrew N., and Ben S.

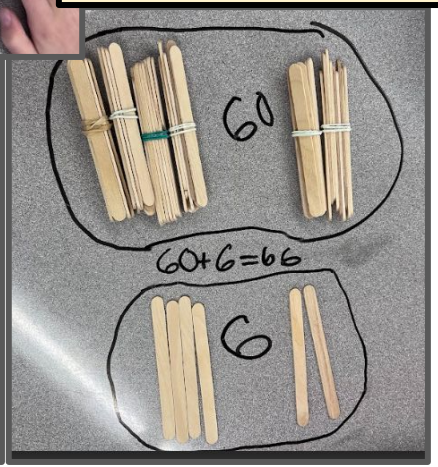
- I enjoyed the gists and reading strategies to improve my writing. In fourth grade I was not really good at writing but with the different ways to put my thinking down and track it and put down my evidence now my essays are really good.
- The essays are much better because we are finding the gist and unfamiliar vocabulary
- I like the inside outside circle talks. The inside circle would use the notes they had prepared about the topic and discuss them. The people on the outside observe the inside circle.The people on the outside would then give tips on the evidence and how to get the point across and then they would switch roles.
- I love the topics they gave us. They were well balanced like segregation and discussions about leaders of social change and active and passive resistance
- At first it was hard to understand how to put my thinking down but it ended up being really helpful to my writing strategies and my writing overall. **This will help me with my writing for life.**
- In previous years we got papers with a frame and took notes in that frame. This year we really got to understand. This year it breaks things up in chunks. Now we have more strategies and options for writing
- We look for quotes and make evidence from those. In past I would not use quotes at all but just the solid text but now we are encouraged to use quotes from the text for better evidence which works beautifully.
- We did fun activities to understand more like taping a paragraph or quote on the back of our tee shirts. We would walk around and describe a piece of evidence related to the quote on someone's back. In the end after three or four pieces of evidence we would try to look through a list of quotes and identify which quote we had. So in the end it helped us expand what we were reading and all the details that we could turn into evidence if we were to write about it.



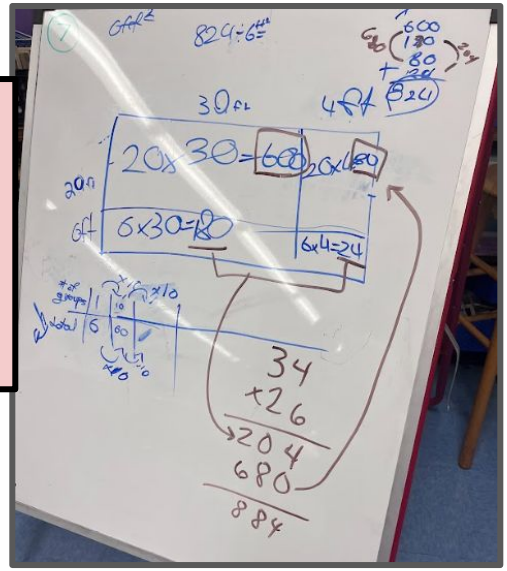


In 2nd grade, students solve a 2-digit by 2-digit addition problem using multiple strategies and models, then do a gallery walk to look for similar and different thinking.

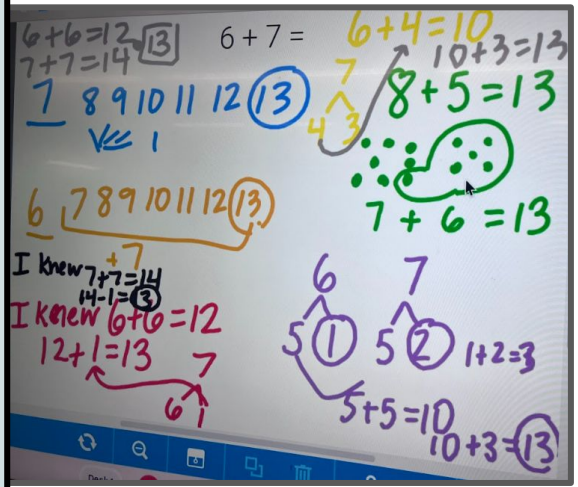




In 5th grade, students solve a multiplication problem in two ways and look for/show all of the connections between the two strategies.



In 1st grade, students engage in a mental math number talk, work on sharing their thinking verbally while the teacher annotates exactly what they say to support the connections between abstract representation and concrete. They then look for ways different strategies are similar.



Small Group Math Peer Analysis in Fifth Grade

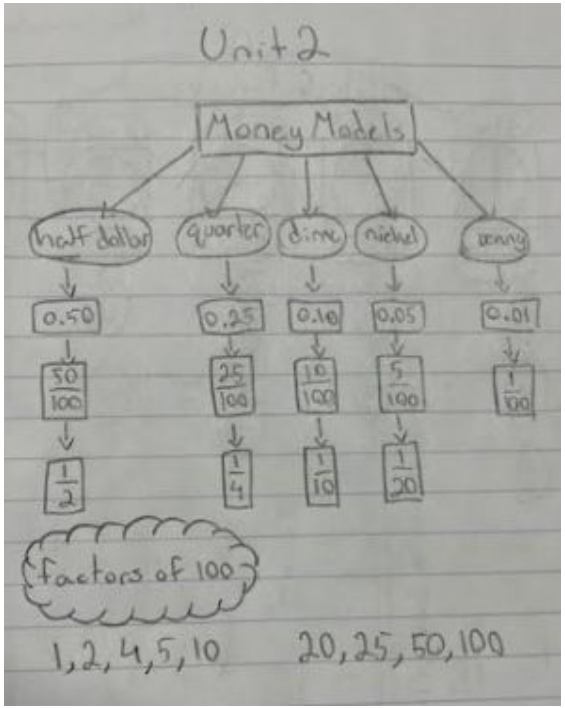


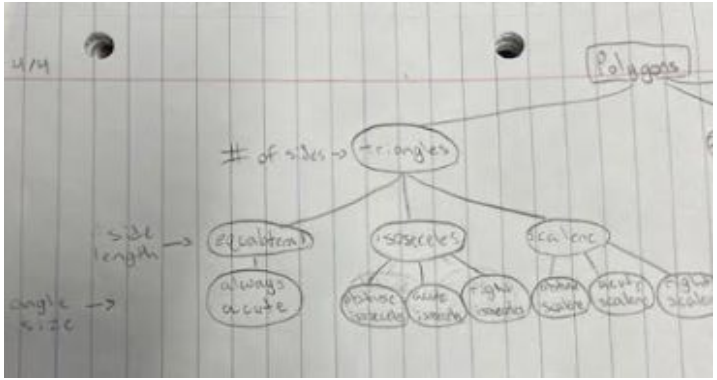
"If you're stuck, other people can help you."

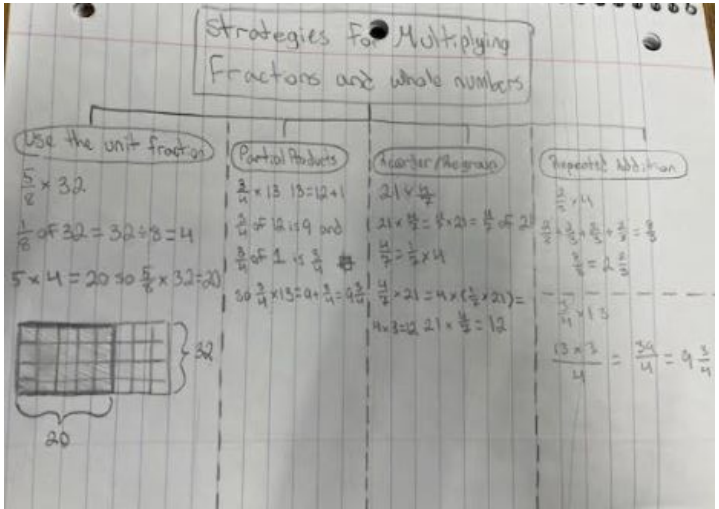


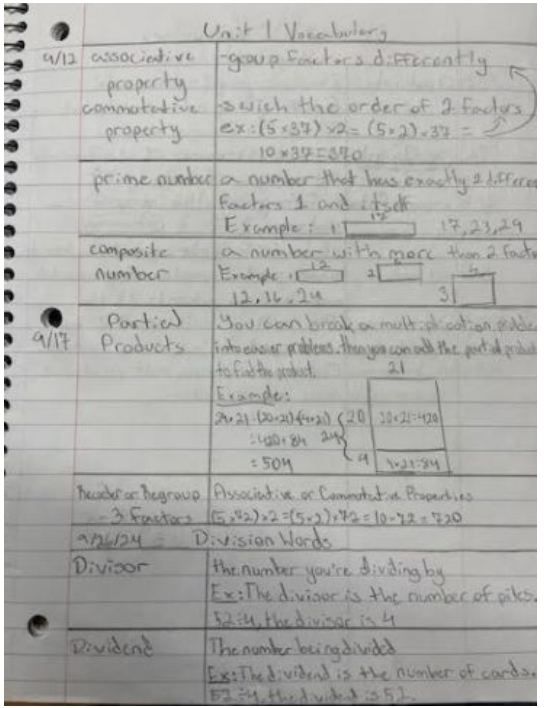
"You can collaborate and find different ways to solve things, like different strategies and check your work with other people."

Implementing Bridges lessons while incorporating writing and note taking (e.g. top down topic webs) from Keys to Literacy Writing PD









What does this all mean?

This means that students own their learning and are held accountable through analysis, reflections, opportunities for multiple processes, increased discourse, partner work and metacognition.

Our innovation has led to deep thinking, increased comprehension, ownership of learning and competence.





Ephraim Curtis Middle School School

Presentation to the Sudbury School Committee

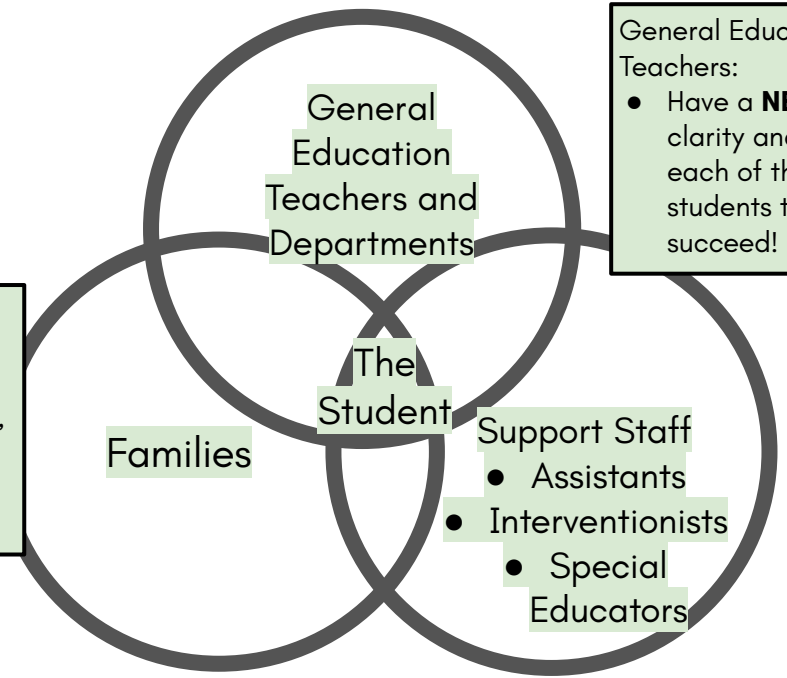
June 2, 2025

Consistency at Curtis

June 2, 2025

The WHY *for consistency*





General Education Teachers:

- Have a **NEED** for clarity and want each of their students to succeed!

Families:

- Many of whom have more than one child at Curtis, or have experienced more than one team.

Support Staff:

- Many of whom support entire teams, grade levels, or students from each team in the building!

Consistent Practices

At the beginning of the year, we identified the idea of **consistency** as a school-wide theme.

Consistently using best practices has a powerful impact on students.

Our goal was to increase consistency on each team, within each grade, across grades, and in the entire school.

- Intentional Closure
- Schoology
- Grading Practices
- Work Habits
- Say Something Program

Intentional Closure

This meaningful practice helps students reflect, regulate emotions, and transition with a sense of closure. This practice reflects our commitment to social-emotional learning.

An intentional close is a structured, reflective moment at the end of a lesson or school day that supports student well-being and engagement. It can be as simple as:

- A check-out question (e.g., What's one thing you learned today?)
- A mindful moment (deep breathing or a quick grounding exercise)
- A gratitude practice (sharing something positive from the day)
- A goal-setting prompt (e.g., What's one thing you want to focus on tomorrow?)

Ending with an intentional close reinforces learning, strengthens relationships, and provides students with a sense of routine and predictability.

Schoology

To Support Student Success, Teachers Use Schoology Consistently by:

- Clearly named and visually identifiable courses
- Organized and easy-to-navigate course materials
- Consistent structure and labeling of assignments
- Standardized due dates and times across classes
- Clear descriptions and expectations for assignments
- Coordination among teaching teams to support a unified student experience

Grading Practices

Year 1 - *Grading for Equity*, Offered 3 book study groups
Year 2 - Full-year staff Professional Development & creation of ECMS grading practices
Year 3 - Piloted grading practices and made adjustments for FY26

ECMS Grading Vision Statement

Curtis Middle School will utilize policies reflecting consistent grading practices that are developmentally appropriate for middle school learners, with a strong focus on student learning, content knowledge, and accessibility for ALL students.

Unique situations may call for flexibility, and individual approaches that best support students are encouraged.

Grading Practices

Minimum Grading

Students will be credited half of the available points on all assignments where work has been demonstrated, including quizzes, tests, and long-term assignments.

Nightly Homework

Nightly homework counts for at most 10% (ideally) of the total grade. Late homework can be handed in up to three school days after the due date. Graded nightly homework - deduction of no more than 10% for late work.

Retakes, Redos, & Corrections

Grade 6: Students can retake any assessment and earn back half of their points
Grade 7, 8, UA, WL: Students who score below 80% will be strongly encouraged to retake the assessment and earn up to 80%
Grade 7, 8, UA, WL: At the discretion of the teacher, students can retake any assessment and earn back half of their points

- Number of retakes: 1
- Retake window: 1 cycle from when the assessment is returned
- **Students must show continued learning before the retake opportunity.**

Work Habits Guide

This tool provides us with a common language to discuss student progress and areas for growth related to work habits, ensuring consistency and clarity across school-wide conversations.

	Rarely	Sometimes	Often	Consistently
1. Works independently when appropriate				
2. Uses strategies to maintain focus despite distractions				
3. Arrives prepared for class				
4. Demonstrates organizational skills				
5. Completes and returns school work in a timely manner				
6. Contributes to group discussions and goals				
7. Asks clarifying questions				
8. Integrates new skills with past learning				
9. Accesses resources e.g. classroom materials, peers, adults, to solve problems				
10. Uses active study and learning strategies for the task				

Work Habits Guide for Educators

By using the common language in this guide, we can:

- **Prepare for conferences:** Ensure consistency in how we discuss student progress and challenges with families and colleagues.
- **Family Communication:** Communicate effectively with families about student achievements or concerns, using terms that everyone understands.
- **Discuss a student's work habits during an admin/guidance meeting:** Provide a clear and common framework to evaluate and address student behaviors and habits during meetings.
- **Present data within the referral process/BBST:** Use uniform terminology to present student data, making it easier to analyze and identify necessary interventions.
- **Initiate focused conversations with students:** Facilitate discussions with students about their strengths and work habit goals, using language that is both meaningful and accessible to them.

Say Something Program

- The Say Something Anonymous Reporting System, trains youth and adults how to recognize warning signs of individuals who may be in crisis, and to tell a trusted adult directly or use the anonymous reporting system
- 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
- First report was November 5
- So far, we received 50 Reports
- Review program with students and staff in the fall and remind students to tell a trusted adult when they are concerned about someone