

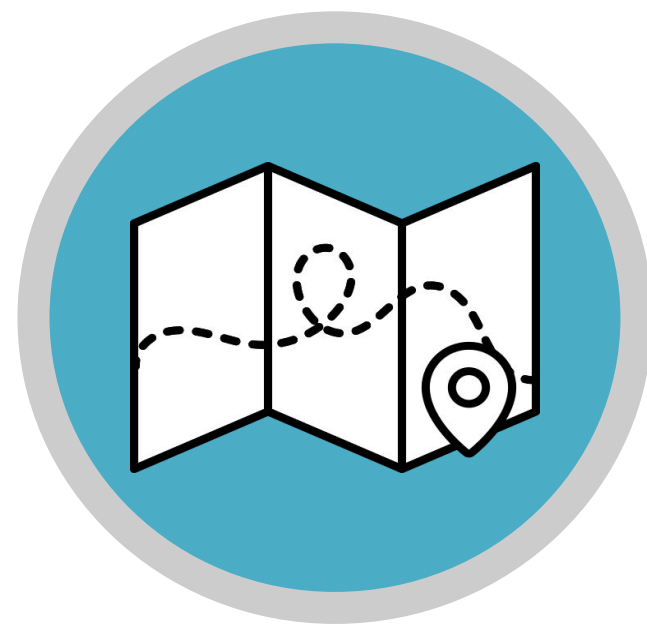
# Sudbury Public Schools EL Implementation & Pilot Update

SPS School Committee  
December 8, 2025

## **Features:**

- **Teacher Experiences**
- **EL in Action**
- **What's Ahead**
- **6th Grade Pilot**

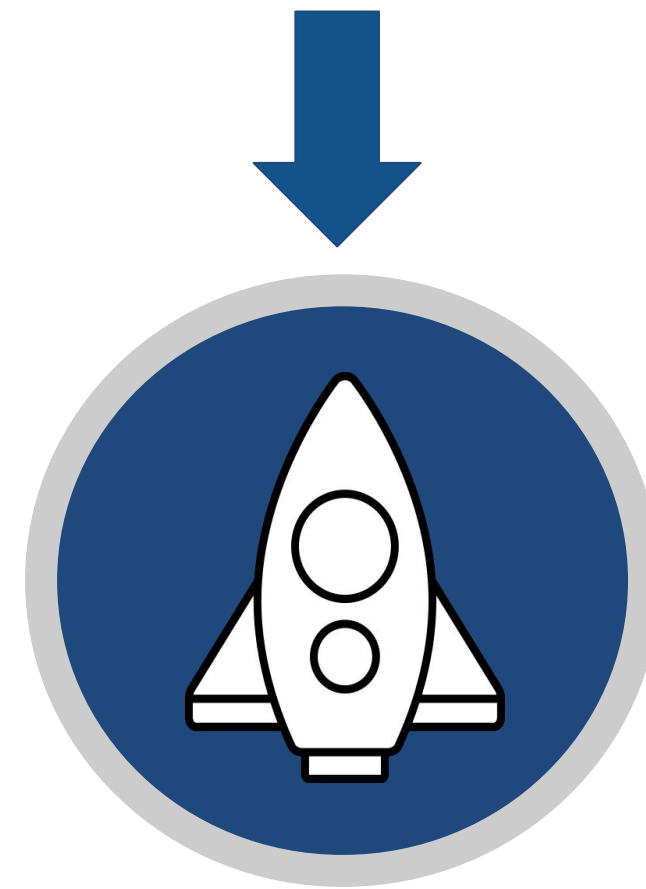
# Implement MA Process Stages:



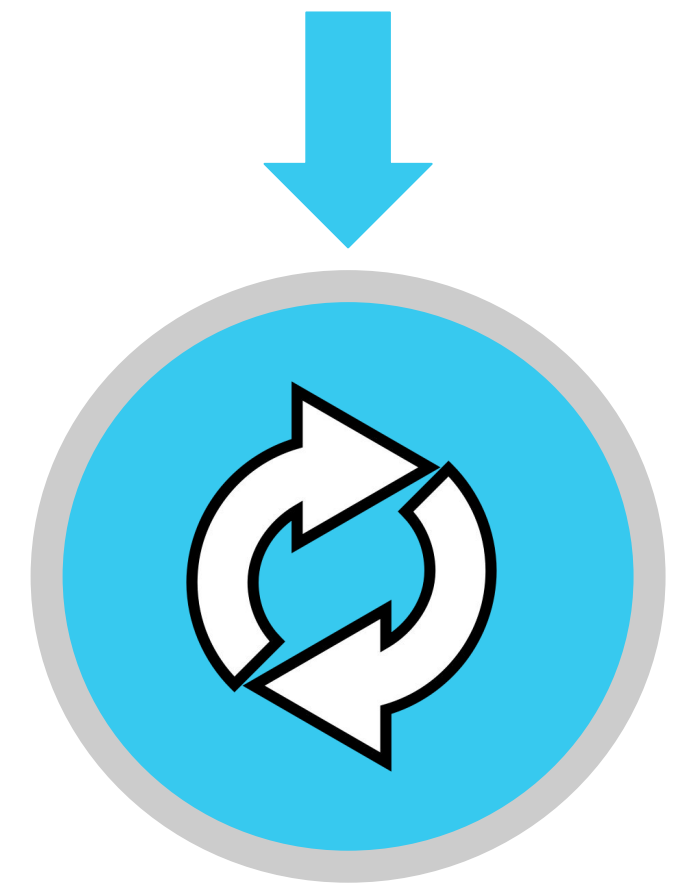
**Learn &  
Prepare**



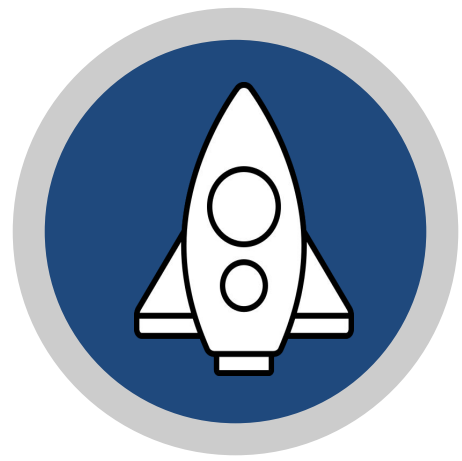
**Investigate  
& Select**



**Launch**



**Implement  
& Monitor**



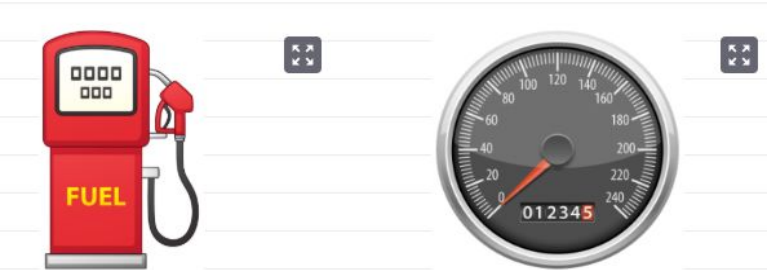
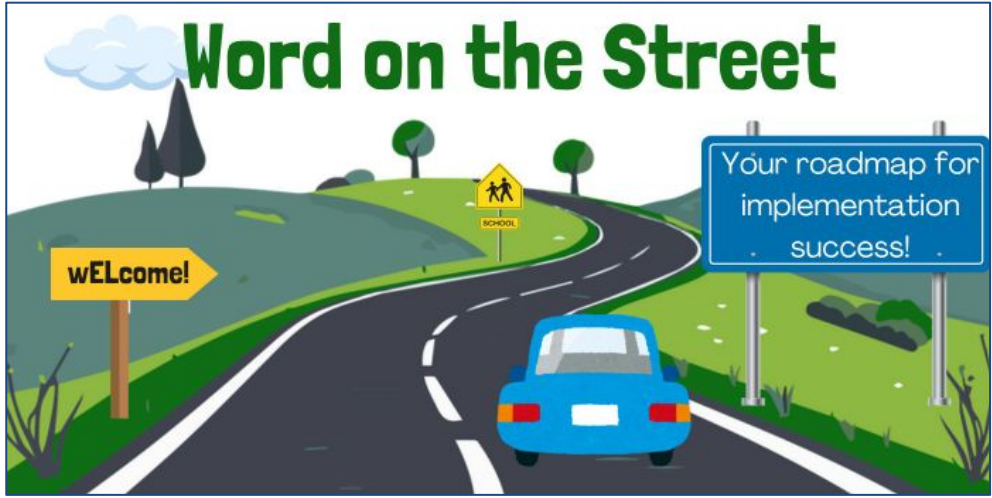
# Launch

This phase takes one year

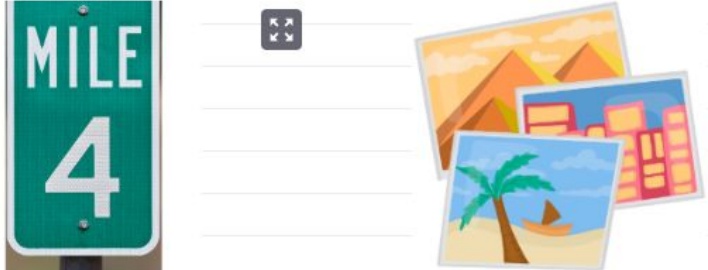
## Set Goals, Roles, & Plan

- Set goals for successful implementation
- District communication
- Family communication

- Strategic plan
- “Word on the Street” newsletter
- Family Information Forum
- Back-to-School nights
- School and teacher newsletters



Fuel Up at PD Station! The EL Speedometer Pacing Guideline:



Milestones Choose Your Destination



GPS: Tips & Tricks



## Launch

This phase takes  
one year

### Assessments & Grading

- Audit program assessments
- Audit current district assessments
- Create schedule and expectations for use
- Establish grading expectations

- EL Audits are ongoing
- EL provides rubrics and grading checklists
- Test schedule built into pacing
- DIBELS, TMP, Foundations are intact



## Launch

This phase takes one year

### Expectations for Use

- Establish pacing schedule and daily time on learning
- Collaborative planning structure
- Individual supports

- Schedules align with time needed
- Pacing guideline provided
- Priorities selected

### Plan for Coaching

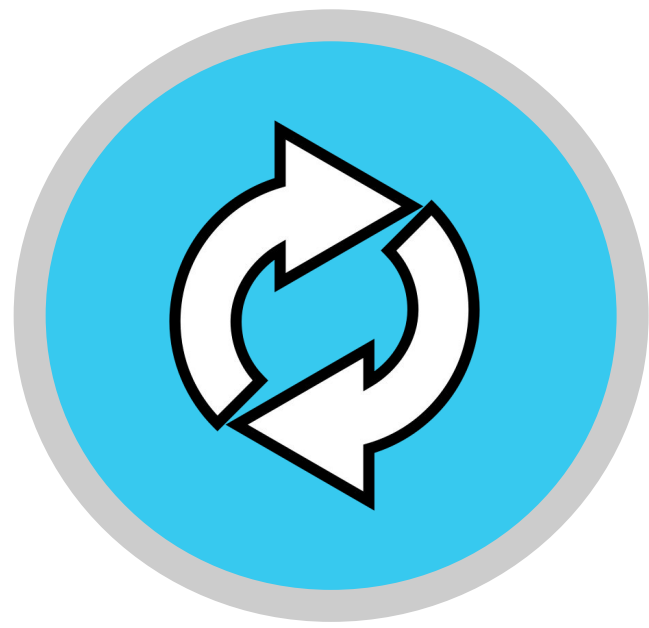
- Assess current practice
- Establish observation & coaching tools
- Coaches' support plan

- Strategic scheduling for literacy specialists to facilitate time and support

### Training

- Audit PD time
- Audit training materials
- Determine needs
- Create PD plan
- Conduct program-led training

- ½ day manual preview
- 2 full days of training prior to opening
- Established a PD plan



## Implement & Monitor

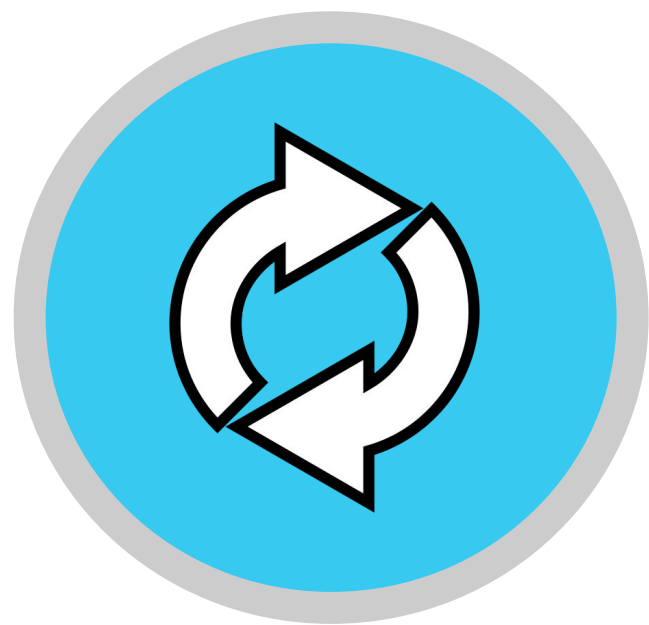
This phase  
will take **2-4**  
**years** and  
beyond

### Implement

- Understand design and alignment
- Utilize materials at the lesson and unit level
- Implement instructional practices
- Adapt in areas of deficiency
- Conduct PLCs
- Leverage administrators and support staff

PLC = Professional Learning Community

- Module Unpacking Task Cards and Boxing Protocol support planning and implementation
- Materials available in hard and digital copy
- Editable slide decks guide instructional sequence
- Uncommon materials provided for protocols and performance tasks
- Weekly grade level meetings; weekly district literacy team meetings; monthly strategic planning meetings with EL; bi-monthly meetings include elementary administrators
- Monthly update meetings with HCC and Asst. Supt.
- Guidance provided to educators and families prior to conferences



## Implement & Monitor

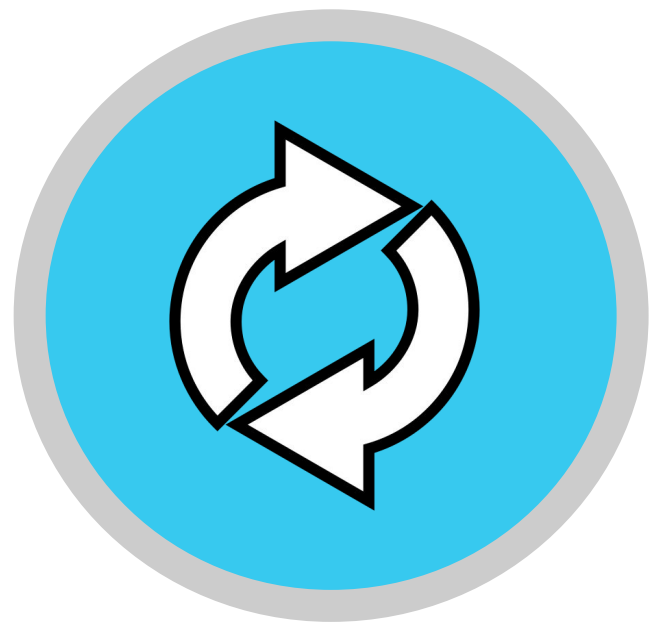
This phase  
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beyond

### Monitor

#### 9 Areas of Implementation:

- Training / PD
- Planning time
- Intellectual preparation
- Using materials
- Assessments & grades
- Student engagement & feedback
- Coaching & feedback
- Teacher feedback

- EL provides protocols for monitoring implementation
- ILAP and PD days
- EL Coaches here 7 days including full PD day
- 20-25 min. per week of co-planning time
- Materials have been a point of tension re: copying, etc. Need to review budget for workbooks
- ELASC is generating evidence guidance for report cards
- Assessments are implemented and will be the focus in year 2
- Student feedback has been anecdotal from observation, conversation, family reporting
- Teacher feedback has been anecdotal and provided via school meetings, committee conversations, and digital communications
- Calibration visits in January and March



## Implement & Monitor

This phase  
will take **2-4**  
**years** and  
beyond

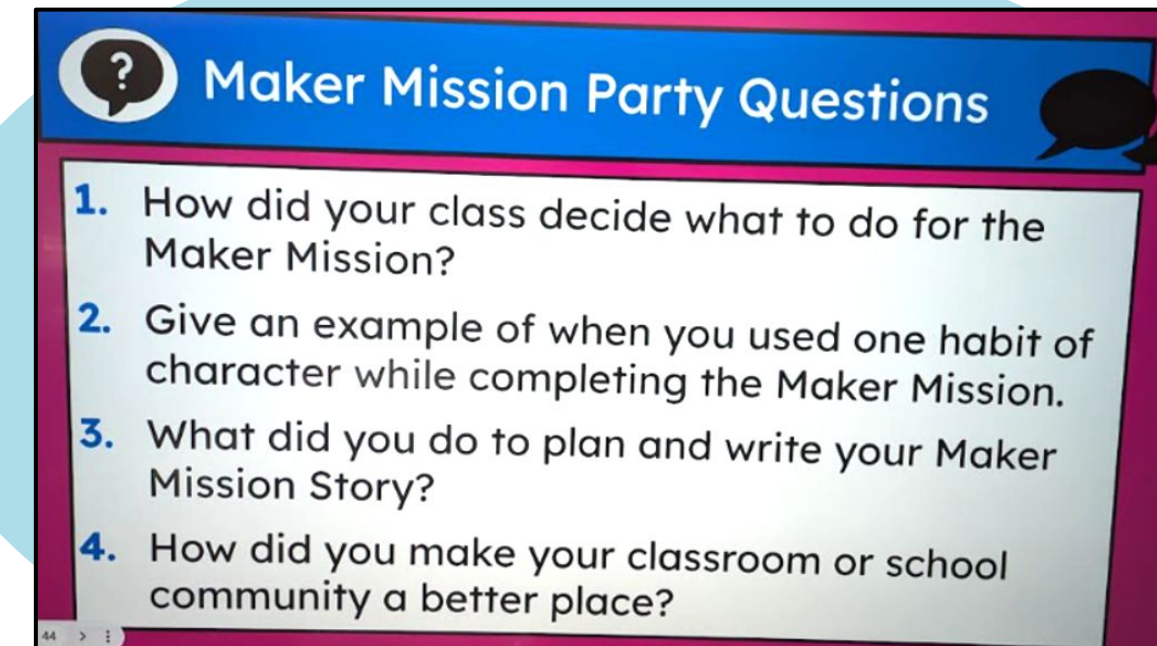
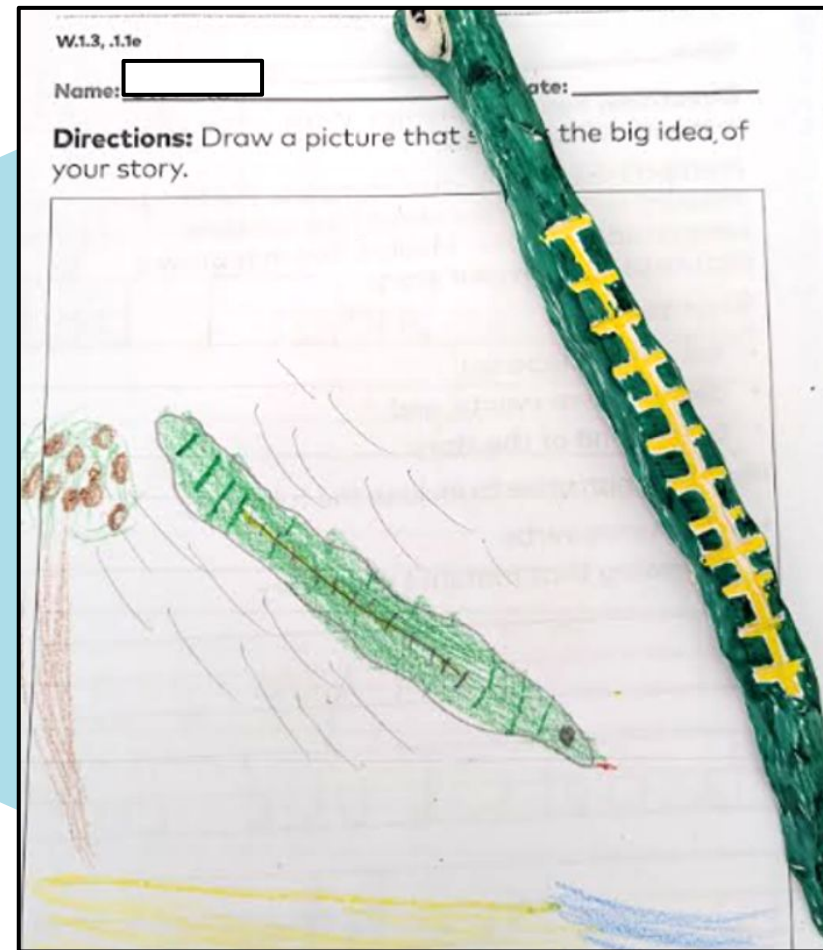
### Step-Back

- Examine data
- Identify key success and challenges
- Consider trends, data, feedback, celebrations, adjustments
- Adjust goals and plan for upcoming year

- Unit-by-unit reflections are ongoing
- Time on learning
- ELASC will collect and establish adjustments and goals for year 2

# EL in Action

# EL in Action



## Grade 1 Module 1: Be a Maker! Solve Problems & Create Fun

First grade teachers hosted their very first Maker Mission. As part of their first module, students read, wrote, and learned what it means to be a maker. Stories included titles such as Cool Kid Inventions, Abby Invents Unbreakable Crayons, and The Most Magnificent Thing. Students stepped into the role of creators and inventors, exploring how makers plan, build, revise, and apply their ideas to improve their communities. They also engaged in a hands-on design challenge—such as creating a class pet—that fostered problem-solving, creativity, and imaginative thinking. Their class pet then served as the foundation for developing an original narrative story.

Throughout the module, students practiced four essential habits of character: initiative, collaboration, perseverance, and contributing to a better world. These habits were intentionally woven into each learning experience as students worked toward completing their Maker Mission.

# EL in Action



## Grade 5 Module 1: Stories of Hope and Human Rights

While reading the core text *Esperanza Rising*, fifth-grade students participated in a Fishbowl discussion. Students in the inner circle engaged with a discussion prompt using prepared questions, text-based quotes, and their understanding of the novel. They used Conversation Cues to probe for meaning, clarify ideas, and deepen the discussion. Students in the outer circle were responsible for observing a peer. Using a Collaborative Discussion Checklist, they took notes and evaluated their partner's use of discussion skills. Midway through the activity, students switched roles so that everyone had the opportunity to both observe and participate in the dialogue.

The purpose of this fishbowl was for students to discuss the connections between the class novel, *Esperanza Rising*, and *The Universal Declaration of Human Rights*.

# What's Ahead

# Recap Timeline:

We are here



2020-21

2021-22

2022-23

2023-24

2024-25

2025-26

## Prepare

Full Implementation Foundations K-3

Examine Benchmarking Tools

## Needs Assessment

Staff Survey

Survey Data Review & Share

Dyslexia Implementation Plan

DIBELS Screener K-2

Track My Progress 3-8

## Focus on Phonics

PD Decodable Texts & Implementation of Geodes

PD Phonological Awareness & Implementation of Heggerty

PD Frameworks

DIBELS Screener Gr. 3

## Focus on PD

Reading PD from Keys to Literacy

Choose Pilot Resources

## Focus on Resources

Pilot & Selection of Core Resource

Writing PD from Keys to Literacy

## Focus on Implementation

Training & Professional Development

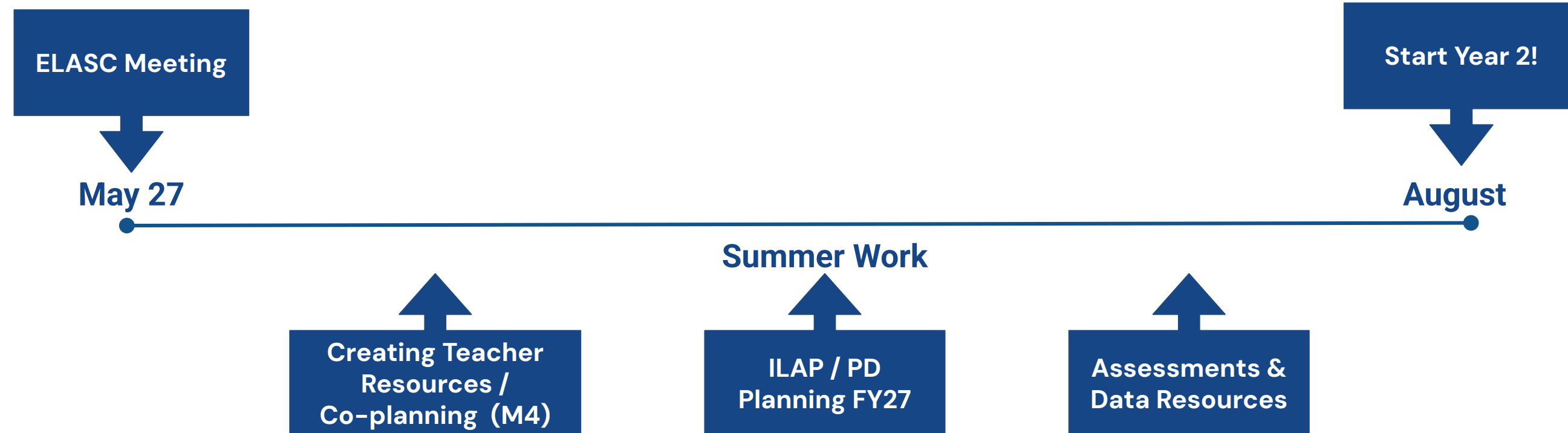
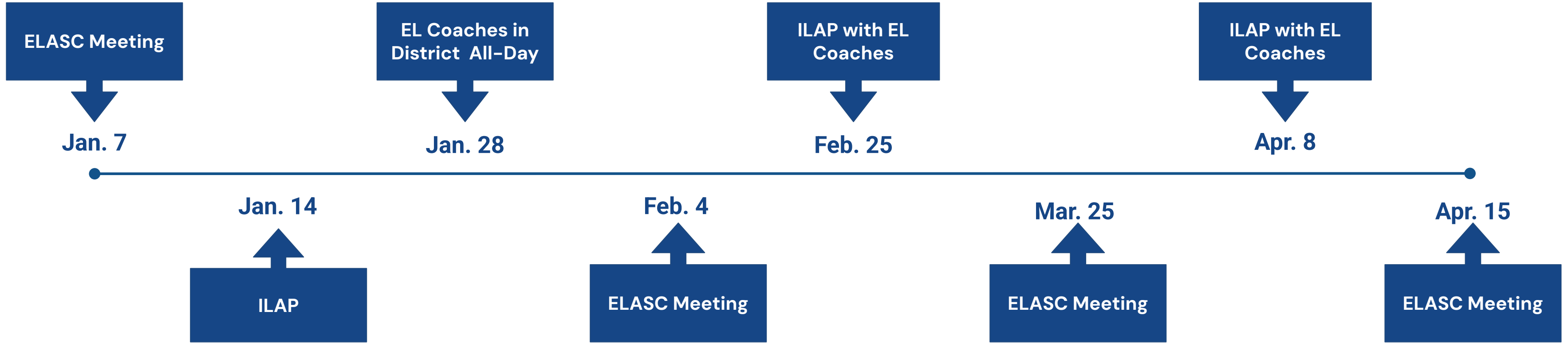
Full Implementation

On-going Coaching

Scheduling

# Looking Ahead

District Literacy Specialists are meeting with every grade level once per week for co-planning and building consistency & cohesion.



# Looking Ahead:

2026-27

## **Focus on Monitoring & Adjusting**

Ongoing district-based coaching

Collect data for step-backs and progress

District Assessment Recommendations & Requirements

Report Card Recommendations

2027-28

## **Focus on Step-Backs**

On-going Coaching

Revisit goals and plans

# Grade 6 Pilot:

2025–26

## Training / PD

2 teachers from same team

Training through online pilot course

Co-planning time during department meetings

Grade 5 Classroom Observation

Support by Literacy Specialist

## Focus on Pilot & Outcomes

Piloting entire module (41 lessons including assessments)

TMP can provide additional data point for learning outcomes

Collect teacher and student feedback

Look for alignment opportunities

It's important to note our needs in middle school are different than the needs in elementary school.

# Questions