



**Sudbury Public Schools  
School Improvement Plan  
Peter Noyes Elementary School  
2025-2026**



**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 FY26**

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:

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| <b>Goal 1</b> | <b>WELLNESS:</b> Continue to support and promote the social, emotional, behavioral, and physical wellness of students through inclusive practices, pro-social teaching, and the development of school wide core values.                      |
| <b>Goal 2</b> | <b>INNOVATION:</b> Foster academic excellence by supporting educators' continuous growth in teaching and learning, use of student data and implementation of innovative approaches to instruction.   |
| <b>Goal 3</b> | <b>MEETING THE NEEDS OF ALL STUDENTS:</b> 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

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| Goal      | <b>WELLNESS:</b> Continue to support and promote the social, emotional, behavioral, and physical wellness of students through inclusive practices, pro-social teaching, and the development of school wide core values.   |
| Rationale | <p><i>From the Sudbury Public Schools Equity Statement:</i><br/>Sudbury Public Schools are committed to welcoming, embracing, affirming, and celebrating all students, staff, and families.</p> <p>Students must be ready to learn before meaningful learning can happen. They benefit from explicit instruction in social skills and emotional well-being. Safe, orderly classrooms with clear and consistent expectations create the conditions students need to focus and fully engage in their roles as learners.</p> |

### Action Plan

| Strategic Initiative   | Indicators of Success  | Timelines & Persons Responsible   |
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| <p><b>1.a</b> Collaboratively develop and adopt a shared set of core values that reflect our collective beliefs and aspirations for teaching, learning, and community.</p>                 | <ul style="list-style-type: none"> <li>● <b>1.a.1.</b> Representative stakeholder groups engaged in values exploration (students, faculty/staff, families, community partners).</li> <li>● <b>1.a.2.</b> Themes gathered from data (surveys, focus groups, discussions) and synthesized into value drafts.</li> <li>● <b>1.a.3.</b> Draft core values presented for feedback and refinement.</li> <li>● <b>1.a.4.</b> Final core values approved and communicated schoolwide.</li> <li>● <b>1.a.5.</b> Evidence of alignment to school practices: signage, classroom agreements, handbooks, celebrations, mission statements.</li> </ul> | <ul style="list-style-type: none"> <li>● <b>1.a.1. and 1.a.2.</b> (December 2025–June 2026) Building Admin and school-based team</li> <li>● <b>1.a.3.</b> (June-August 2026) Building Admin</li> <li>● <b>1.a.4. and 1.a.5.</b> (October 2026–April 2026) Building admin and staff</li> </ul> |
| <p><b>1.b.</b> Develop and implement a set of common behavior expectations aligned to newly identified core values, using input from students, staff, families, and community members.</p> | <ul style="list-style-type: none"> <li>● <b>1.b.1.</b> Translate each core value into clear, observable behavior expectations for classrooms, hallways, recess, buses, and shared spaces.</li> <li>● <b>1.b.2.</b> Draft shared lesson plans</li> </ul>  | <ul style="list-style-type: none"> <li>● <b>1.b.1., 1.b.2., 1.b.3.</b> (September-November 2026) Building-based teams.</li> <li>● <b>1.b.4.</b> (September 2027) All staff and students</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>● <b>1.b.3.</b> Develop student-friendly visuals (posters, lesson slides, behavior matrices) and family-facing communication tools.</li> <li>● <b>1.b.4.</b> Fully launch schoolwide expectations at the start of the next school year.</li> </ul>   |   |
| <p><b>1.c.</b> Strengthen a positive and inclusive school community by continuing to implement pro-social instruction that promotes shared values, fosters strong relationships, and supports student mental health and well-being.</p> | <ul style="list-style-type: none"> <li>● <b>1.c.1.</b> Provide ongoing professional development and student instruction on health, safety, and social-emotional topics, including: <ul style="list-style-type: none"> <li>○ Disability Awareness lessons, 3-5</li> <li>○ <i>Say Something</i> anonymous reporting system</li> <li>○ DESSA Screener and SEL data meetings</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● <b>1.c.1.</b> (September 2025-March 2026) Building Admin, Classroom Teachers, Clinical Team</li> </ul> |

## School Goal #2

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| Goal      | <b>INNOVATION:</b> 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 instruction. |
| Rationale | <b>District Strategic Objective:</b> Sudbury Public Schools implement innovative, research-based curriculum and educational practices.   |

## Action Plan

| Strategic Initiative | Indicators of Success | Timelines & Persons Responsible |
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| <p><b>2.a.</b> Implement High Quality Instructional Practices and Materials (HQIM) using rigorous standards to ensure that learning opportunities are motivating, authentic, and develop student agency.</p> | <ul style="list-style-type: none"> <li>● <b>2.a.1.</b> Implement Expeditionary Learning (EL) in grades K–5, focusing on student-centered practices, authentic learning experiences, and mastery of standards</li> <li>● <b>2.a.2.</b> Provide teachers with professional development by EL trainers in order to navigate lesson plans and resources, executing lessons and assessments, collaborative planning, using assessments to monitor student growth and proficiency.</li> <li>● <b>2.a.3.</b> Utilize peer-to-peer modeling to strengthen instructional practices</li> <li>● <b>2.a.4.</b> Use grade-level data meetings to monitor progress on High Quality Instructional Material implementation and discuss student outcomes, adjusting instruction as needed</li> <li>● <b>2.a.5</b> Peer to Peer Walkthroughs</li> </ul> | <ul style="list-style-type: none"> <li>● <b>2.a.1, 2.a.2.</b> (August 2025-June 2026) Classroom and special education teachers; literacy coach</li> <li>● <b>2.a.3.</b> (January 2026-June 2027) Building admin, classroom and special education teachers, literacy coach</li> <li>● <b>2.a.4.</b> (October 2025-May 2026) Classroom teachers, literacy coach, building admin</li> <li>● <b>2.a.5</b> (January 2025-June 2026) Building-based Instructional Leadership Team</li> </ul> |
| <p><b>2.b.</b> Tiered intervention</p>   | <ul style="list-style-type: none"> <li>● <b>2.b.1.</b> Classroom schedules designed to provide an intervention/enrichment block within the daily school day.</li> <li>● <b>2.b.2.</b> Classroom teachers and special educators use formative assessment to provide targeted instruction</li> <li>● <b>2.b.3.</b> Review student progress during grad-level data meetings to refine intervention groups and teaching strategies.</li> </ul>  | <ul style="list-style-type: none"> <li>● <b>2.b.1., 2.b.2., 2.b.3.</b> (August 2025-June 2026) Administrators and Instructional Coaches</li> </ul>   |
| <p><b>2.c.</b> Implement Foundations Handwriting curriculum in grades K–3 to develop consistent, foundational handwriting skills and support early literacy development.</p>                                 | <ul style="list-style-type: none"> <li>● <b>2.c</b> .Provide Professional development and collaborate with occupational therapists and classroom teachers to support the implementation of Foundations Handwriting, ensuring consistent instructional practices across classrooms.</li> </ul>   | <ul style="list-style-type: none"> <li>● <b>2.c.</b> (September 2025) Humanities Coordinator &amp; Building Administrators</li> </ul>  |

**School Goal #3**

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| Goal      | <b>MEETING THE NEEDS OF ALL LEARNERS:</b> 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 | <b>District Goal: SPS provides equitable learning experiences to engage and challenge every student..</b><br>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  |
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| <p><b>3.a.</b> Develop and implement a comprehensive Intervention Protocol to provide timely, data-driven support for students, ensuring that interventions are consistent, targeted, and aligned with the MTSS framework to improve academic and social-emotional outcomes</p> | <ul style="list-style-type: none"> <li>● <b>3.a.1.</b> Refine the IST process to empower staff to make data-informed referrals and develop robust strategies for student support.</li> <li>● <b>3.a.2.</b> Meet weekly as building-based team to monitor student progress</li> <li>● <b>3.a.3.</b> Review student progress during grade-level data meetings to refine intervention groups and teaching strategies.</li> </ul>  | <ul style="list-style-type: none"> <li>● <b>3.a.1.</b> (August 2025-June 2026) Assistant Principal and Instructional Support Team</li> <li>● <b>3.a.2.</b> (August 2025-June 2026) Building-based team of administrators, team chairs, and clinical team</li> <li>● <b>3.a.3.</b> (September 2025-June 2026) Instructional Coaches, Classroom Teachers, Administrators</li> </ul>        |
| <p><b>3.b.</b> Provide an on-going cycle of professional development and training,- modeling,- feedback, and coaching for support staff</p>   | <ul style="list-style-type: none"> <li>● <b>3.b.1.</b> Create a yearly plan for teaching assistants and tutors to receive training on ILAP days</li> <li>● <b>3.b.2.</b> Create a monthly training calendar for BCBA to model and coach support staff in behavioral support for students with special needs</li> <li>● <b>3.b.3.</b> Schedule tutors and assistants to attend related services with students to allow for carry-over of skills and instructional strategies</li> </ul> | <ul style="list-style-type: none"> <li>● <b>3.b.1.</b> (August 2025) Building Administrators, Team Chairpersons (August 2025)</li> <li>● <b>3.b.2.</b> (August 2025-June 2026) Building Administrators, Team Chairpersons, BCBA (August 2025-June 2026)</li> <li>● <b>3.b.3</b> Building Administrators, Team Chairpersons, Related Service Providers (August 2025-June 2026)</li> </ul> |

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| <p><b>3.c.</b> Strengthen inclusive practices and participation in grade-level instruction for students with special needs in specialized programs.</p> | <ul style="list-style-type: none"><li>● <b>3.c.1.</b> Partner with consultants from Case Collaborative and Landmark to support instructional models and strategies in inclusive settings</li><li>● <b>3.c.2</b> .Maintain weekly consult sessions for student instructional teams</li></ul> | <ul style="list-style-type: none"><li>● <b>3.c.1.</b> Special Educators, Team Chairperson, Building Administrators</li><li>● <b>3.c.2.</b> Classroom Teachers, Special Educators, Team Chairperson, Building Administrators</li></ul> |
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## Signature Page

| Member                    | Term   | Signature |
|---------------------------|--------|-----------|
| Amy Mulkerin, Principal   | Year 1 |           |
| David Jacquin, Parent     | Year 2 |           |
| Jennifer Spencer, Parent  | Year 2 |           |
| Sarah Murphy, Teacher     | Year 2 |           |
| Kristin Nawrocki, Teacher | Year 2 |           |