



**Sudbury Public Schools
School Improvement Plan
Loring 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 2025

The district goals that guide our work at the school level

Wellness: Sudbury Public Schools promotes the social, emotional, and physical wellness of students.

Innovation: Sudbury Public Schools implements 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 support the district's strategic objectives through focused work that accounts for the strengths and needs of the individual school community:

Goal 1: WELLNESS	By June 2026, strengthen equitable, inclusive, and physically safe practices by refining at least three schoolwide initiatives or professional learning activities that promote belonging and cultural awareness.
Goal 2: INNOVATION	By June 2026, foster academic excellence for all students by supporting educators' continuous growth in teaching and learning through targeted professional development, data-driven instruction, and the implementation of innovative practices—resulting in measurable growth in student achievement and instructional effectiveness.
Goal 3: MEETING THE NEEDS OF ALL LEARNERS	By June 2026, review and analyze student performance data at least three times per year to identify trends and refine intervention practices within the MTSS framework, resulting in measurable improvements in student outcomes.

School Goal #1	By June 2026, strengthen equitable, inclusive, and physically safe practices by refining at least three schoolwide initiatives or professional learning activities that promote belonging and cultural awareness.
Rationale	<p><i>From the Sudbury Public Schools Equity Statement:</i> Sudbury Public Schools are committed to welcoming, embracing, affirming, and celebrating all students, staff, and families.</p> <p>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. When everyone feels valued as members of the community, it leads to improved outcomes for all stakeholders, laying the foundation for a more harmonious and inclusive society.</p>

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
<p>1. a - Cultivate a school culture where every student, family, and staff member feels a deep sense of belonging, respect, and representation.</p>	<ul style="list-style-type: none"> ● 1.a.1. Highlight and celebrate pro-social behavior through <i>Pawsome News</i>—a platform for promoting, modeling, and recognizing positive actions. ● 1.a.2. Leverage the bi-monthly school newsletter to communicate how our community fosters belonging, inclusion, and pro-social behavior. ● 1.a.3. Implement a staff-student mentoring initiative by pairing students with attendance challenges with caring adult mentors for consistent check-ins and relationship building. ● 1.a.4. Continue Field Day as an annual tradition that builds teamwork, school spirit, and community connection. ● 1.a.5. Host grade-level Family Concerts to strengthen school-home partnerships and showcase student learning and creativity. ● 1.a.6. Organize All-School Celebrations emceed by fifth graders, featuring student musicians, visual artists, and “PE Teacher Challenges” to build joy and community pride. ● 1.a.7. Empower the School Culture Committee to meet monthly to plan, reflect on, and enhance initiatives that foster belonging and positive school culture. 	<ul style="list-style-type: none"> ● 1.a.1. Building Admin ● 1.a.2. Building Admin ● 1.a.3. Building Admin, Clinical team and educators ● 1.a.4. School Culture Committee and Building Admin ● 1.a.5 Music Teacher and Building Admin ● 1.a.6. Specialist Team and Building Admin ● 1.a.7. School Culture Committee and Building Admin ● 1.a.8. All Staff ● 1.a.9 All Staff ● 1.a.10 Building Admin, Courtyard Committee

	<ul style="list-style-type: none"> ● 1.a.8. Create the Loring Family Form to acknowledge and strengthen connections with students and their families by collecting information about cultural traditions, important people, holidays, religious practices, and preferred pronouns, helping staff better understand the whole child and providing opportunities for families to engage in the classroom through cultural or academic connections. ● 1.a.9. Monthly Admin Check-Ins for all areas: classroom, specialists, TAs, ABAs, specials, special educators and service providers ● 1.a.10. Revamp the courtyard into an ADA-compliant outdoor classroom that promotes inclusive, hands-on learning experiences. 	
<p>1.b - Continuously monitor, strengthen, and maintain district-wide and school-specific safety protocols to create and sustain safe, supportive learning environments.</p>	<p>1.b.1. Explicitly teach, reinforce, and model expected behaviors in all areas of the school, including the bus, cafeteria, and recess.</p> <ul style="list-style-type: none"> ● Generate clear expectations for students. ● Develop protocols and procedures for staff to ensure consistent reinforcement. <p>1.b.2. Provide ongoing professional development and student instruction on health, safety, and social-emotional topics, including:</p> <ul style="list-style-type: none"> ● Say Something Anonymous Reporting System, with opportunities for staff and student feedback for refinement. ● Identifying signs of depression and suicide ● Safety drills and emergency procedures ● 51A reporting requirements ● Reunification procedures <p>1.b.3. Leverage the Aspen management system to generate and review behavior referral data, using findings to guide discussions during weekly SEL meetings, as well as mid-year and end-of-year SEL data meetings.</p>	<ul style="list-style-type: none"> ● 1.b.1 All Staff ● 1.b.2 All Staff ● 1.b.3 Loring Administrators

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

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
<p>2.a - To continue strengthening Tier One instruction through the use of research-based best practices and data-informed decision-making.</p>	<ul style="list-style-type: none"> ● 2.a.1. Implement Expeditionary Learning (EL) in grades K-5, emphasizing student-centered practices, authentic learning experiences, and mastery of grade-level standards. ● 2.a.2. Provide teachers with professional development from EL Trainers to support lesson planning, instructional delivery, collaborative planning, assessments, and monitoring of student growth and proficiency. ● 2.a.3. Realign the elementary science curriculum by adopting a phenomenon-based storyline approach and developing guidance documents to improve instructional alignment and student learning outcomes. ● 2.a.4. Conduct grade-level academic and SEL data meetings to share effective teaching practices, review student progress, and adjust instruction as needed to meet targeted student needs 	<ul style="list-style-type: none"> ● 2.a.1 Classroom Teachers & Special Educators ● 2.a.2 ELA Coordinator & Administrators ● 2.a.3 Science Coordinator & Select Staff ● 2.a.4 Loring Clinical Team & Administrators
<p>2.b. - Strengthen and refine the Disability</p>	<ul style="list-style-type: none"> ● 2. b. 1. Provide instruction on Disability Awareness to Grades 3-5, offering 	<ul style="list-style-type: none"> ● 2.b.1 Classroom Teachers

<p>Awareness program to enhance student understanding, promote inclusion, and ensure teachers are equipped to deliver lessons effectively.</p>	<p>opportunities for staff and student feedback to refine lessons. This ensures that teachers are prepared to independently deliver these lessons in the following school year.</p>	
<p>2.d. - Implement the Foundations Handwriting curriculum in grades K-3 to develop consistent, foundational handwriting skills and support early literacy development.</p>	<p>2.d.1 Provide Professional development and collaborate with OTs and classroom teachers to support the implementation of Foundations Handwriting, ensuring consistent instructional practices across classrooms.</p>	<ul style="list-style-type: none"> • 2.d.1 ELA Coordinator & Administrators

<p>School Goal #3</p>	<p>By June 2026, review and analyze student performance data at least three times per year to identify trends and refine intervention protocols, instructional practices, and accessibility supports within the MTSS framework, resulting in measurable improvements in student outcomes.</p>
<p>Rationale</p>	<p>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.</p> <p>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.</p>

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
<p>3.a. - 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"> ● 3.a.1 Refine the IST process to empower staff to make data-informed referrals during grade-level and data meetings. ● 3.a.2 Refine Title I eligibility processes and protocols to ensure interventions begin early in the fall based on spring data. ● 3.a.3 Provide an Intervention Night to engage and educate parents on evidence-based intervention practices. ● 3.a.4 Meet weekly with the Boost Team to analyze student data, deliver targeted instruction, and support instructional protocols. ● 3.a.5 Implement and utilize an SEL referral form to systematically identify and address students' social-emotional needs. 	<p>3.a.1 BOOST Team 3.a.2 Title 1 Specialist & BOOST Team 3.a.3 BOOST Team 3.a.4 BOOST Team 3.a.5 All Staff</p>

<p>3.b. - Strengthen intervention practices by refining instructional practices, analyzing data and delivering targeted instruction.</p>	<ul style="list-style-type: none"> ● 3.b.1 Deliver Power Half-Hour interventions during WIN Block 4 times per week for 30 minutes in grades 1-5, addressing specific student needs. ● 3.b.2 Track and monitor student interventions to ensure alignment with individual Action Plans. ● 3.b.3 Use data from interventions to inform instruction and refine strategies to meet students' academic and social-emotional goals. ● 3.b.4 Highlight and celebrate student growth percentages using Open Architects data. <ul style="list-style-type: none"> ○ Facilitate discussions on instructional practices, sharing effective strategies and reflecting on what worked well. ○ Model and disseminate best practices to support continuous professional growth among staff. ● 3.b.5 Participate in a math-focused professional book club, <i>Rethinking Disability and Mathematics</i> by Rachel Lambert, which explores strategies for ensuring all students have access to deep, meaningful learning. Participants will read, share insights, and present their learning and instructional practices to colleagues to support collaborative professional growth. 	<p>3.b.1 Classroom teachers, Special Educators, Interventionists 2.b.2 BOOST Team 3.b.3 BOOST Team, Classroom Teachers, Special Educators, Interventionists 3.b.4 BOOST Team 3.b.5 Select Staff</p>
<p>3.c. - Enhance and implement accessibility features across the school to ensure all students have equitable access to learning materials, instructional supports, and the physical and digital learning environment.</p>	<ul style="list-style-type: none"> ● 3.c.1. Staff engage in professional development focused on Chromebook accessibility features, enhancing students' access to the curriculum and supporting equitable learning opportunities for all. ● 3.c.2. RedCat classroom systems are used consistently across all classrooms and specials, ensuring students can clearly hear instruction and discussion. This consistent use leads to improved comprehension, increased student participation, and stronger academic performance. ● 3.c.3 Assistive audio equipment is available for families and caregivers during concerts, presentations, and other school events held in the cafeteria, promoting inclusivity and equitable access for all attendees. 	<p>3.c.1 All Staff 3.c.2 All Staff 3.c.3 All Staff 3.c.4 P.E. Teacher & EL Teacher</p>

- **3.c.4 PE Preview** opportunities are provided for English Learners, allowing them to build background knowledge and vocabulary related to physical education activities before participating with their class.

Signature Page

Member	Signature
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