



**Sudbury Public Schools
School Improvement Plan
Josiah Haynes 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 2026

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

<p>Goal</p>	<p>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.</p>
<p>Rationale</p>	<p>From the Sudbury Public Schools Equity Statement: Sudbury Public Schools are committed to welcoming, embracing, affirming, and celebrating all students, staff, and families.</p> <p>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.</p>

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
<p>1.a - Strengthen and maintain district-wide safety protocols through continuous monitoring to foster safe and supportive schools</p>	<ul style="list-style-type: none"> ● 1.a.i. Staff participate in professional development module to build capacity in identifying signs of depression and suicide ● 1.a.ii. Provide training for staff and instructional sessions for students on Say Something Anonymous Reporting System ● 1.a.iii. Communicate the purpose and procedures for reunification to staff and families ● 1.a.iv. Explicitly teach expected behaviors in all parts of the school ● 1.a.v. Review and create an updated behavioral rubric that aligns with staff input and recommendations ● 1.a.vi. Utilize Aspen management system to run data reports on behavior referral information. Bring relevant data to SEL data meetings mid-year and end-of-year 	<p>1.a.i All Staff 1.a.ii All Staff, Grades 4 & 5 students 1.a.iii Administration 1.a.iv Classroom teachers 1.a.v. Administration 1.a.vi Administration</p>

<p>1.b. Enhance educator capacity to include consistent, daily SEL practices to promote a positive climate for learning.</p>	<ul style="list-style-type: none"> ● 1.b.i. Model SEL signature practices during professional development sessions and staff meetings ● 1.b.ii. Facilitate professional learning in implementing SEL signature practices, Say Something ● 1.b.iii. Conduct “Connectedness Survey” with students to identify trusted adults and connections in the building ● 1.b.iv. Provide “silent mentors” to students who may need additional adult connections ● 1.b.v. All School Meetings on full-day Wednesdays to build connections and community between students, staff, and families ● 1.b.vi. Use SPS SEL resources to provide students with Harmony lessons and Calm classroom practices regularly ● 1.b.vii. Dedicated SEL blocks built into the Haynes Main Schedule ● 1.b.viii. DESSA screener used 2 times per year, with data meetings to follow. Teachers tailor SEL lessons based on data and the SEL frameworks ● 1.b.ix. Every younger grades class is buddied up with an older grade and will meet periodically throughout the year for events and community building ● 1.b.x. Include SEL information in principal newsletters developed by the mental health staff members 	<p>1.b.i Administration 1.b.ii Administration 1.b.iii All Students & Student Support Team 1.b.iv Student Support Team 1.b.v School Meeting Committee 1.b.vi Classroom Teachers 1.b.vii Scheduling Committee 1b.viii Classroom teachers & Mental Health Staff 1.b.ix Classroom Teachers 1.b.x Administration & Mental Health Staff</p>
<p>1.c. Examine the Facilities Conditions Assessment to plan for and address the infrastructure needs in providing a safe, healthy, learning environment in all SPS school buildings.</p>	<ul style="list-style-type: none"> ● 1.c.i. Resurface playground structure steps with high-contrast paint ● 1.c.ii. Repair playground surface where needed ● 1.c.iii. Install TouchView Boards in all remaining classrooms that do not currently have one for accessibility ● 1.c.iv. Monitor the roof needs and address any issues that arise, and communicate needs to SPS facilities 	<p>1.c SPS Facilities & Administration</p>

<p>1.d Support families in the attendance of after school events so that all can participate</p>	<ul style="list-style-type: none"> ● 1.d.i. Provide coverage for students after school hour,s in-between dismissal and an afterschool event ● 1.d.ii. Communicate after school events through a variety of mediums, such as PTO, Principal, classroom newsletters, as well as through direct messaging 	<p>1.d.i Collaboration with Sudbury Extended Day</p> <p>1.d.ii Communication with METCO Coordinator</p>
<p>1.e Explore options for additional after school care for families</p>	<ul style="list-style-type: none"> ● 1.e.i. Collaborate with Sudbury Extended Day to determine additional spaces in order to increase their square footage, which can increase their enrollment ● 1.e.ii. Partner with local Boys & Girls Club of Assabet Valley to accommodate their transportation for students to the club for after-school care 	<p>1.e.i Haynes Administration</p> <p>1.e.ii Sudbury Extended Day</p> <p>1.e.iii BGCAV & Haynes Collaboration</p>

School Goal #2

<p>Goal</p>	<p>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.</p>
<p>Rationale</p>	<p>District Strategic Objective #2: Sudbury Public Schools implement innovative, research-based curriculum and educational practices.</p>

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
<p>2.a. 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"> ● 2.a.i. Implement Expeditionary Learning (EL) in grades K–5, focusing on student-centered practices, authentic learning experiences, and mastery of standards ● 2.a.ii. 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. ● 2.a.iii. Complete full implementation of Bridges in Mathematics 3rd Edition in all K–5 classrooms, ensuring consistent use of program materials, professional learning, and formative assessment practices ● 2.a.iv. Realign the elementary science curriculum by shifting to a phenomenon-based storyline approach and developing guidance documents to improve alignment in science teaching and learning ● 2.a.v. Use grade-level data meetings to monitor progress on High Quality Instructional Material implementation and discuss student outcomes, adjusting instruction as needed 	<p>2.a.i Classroom teachers 2.a.ii Literacy Department, EL, staff 2.a.iii Classroom teachers 2.a.iv Science department 2.a.v Coaches & specialists, classroom teachers</p>
<p>2.b Implement tiered intervention block 4 times per week, K-5</p>	<ul style="list-style-type: none"> ● 2.b.i. - Classroom schedules are adjusted to provide an intervention and enrichment block within the school day ● 2.b.ii. - Classroom teachers use formative assessments to provide targeted instruction to students, and service providers may use this time to work with students ● 2.b.iii. - Professional Development on tiered instruction during building-based ILAP ● 2.b.iv Review student progress during grade-level data meetings to refine intervention groups and strategies 	<p>2.b Administrators and Coaches</p>
<p>2.c. Develop and expand digital literacy opportunities to empower students to thrive academically and navigate the digital world safely and responsibly.</p>	<ul style="list-style-type: none"> ● 2.c.i. Integrate digital literacy lessons into K–5 library curriculum, emphasizing research skills, online safety, and creation of digital artifacts ● 2.c.ii. Integrate digital literacy and responsible technology use into 5th 5th-grade curriculum ● 2.c.iii. Review responsible use of technology in K-5 classrooms 	<p>2.c.i Librarian 2.c.ii 5th grade teachers 2.c.iii Classroom teachers</p>

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
<p>3.a. Develop and expand Multi-tiered Systems of Support (MTSS) that enhance equitable, accessible, inclusive, challenging, and engaging learning experiences for all.</p>	<ul style="list-style-type: none"> ● 3.a.i. Continue to develop a shared understanding of MTSS and Universal Design for Learning ● 3.a.ii. Review, revise, and align protocols and entrance and exit criteria for Tiered Support Systems ● 3.a.iii. Provide professional development regarding the disability awareness curriculum in grades 3-5 ● 3.a.v. Continue the district's ADA transition work and normalize the use of assistive technologies in large presentation spaces to reach all audiences ● 3.a.vi. Deploy classroom UDL (Universal Design for Learning) instructional technology (Year 3 of 5) ● 3.a.vii. Provide ongoing coaching and classroom observation cycles to support teachers in applying MTSS and UDL practices consistently 	<p>3.a.i Administration, IST team and building staff 3.a.ii IST team 3.a.iii Assistant Superintendent, and District-wide staff member 3.a District-wide technology department, school-based administration 3.a.vii IST team</p>
<p>3.b. Create and support a reflective culture built on a foundation of evidence to promote continuous improvement.</p>	<ul style="list-style-type: none"> ● 3.b.i. Provide coaching and collaboration time on using data to analyze and evaluate information through an equity lens to support daily instruction ● 3.b.ii. Expand data warehousing capacity ● 3.b.iii. Utilize the updated DCAP (District Curriculum Accommodation Plan) to inform the Student Support Teams (IST/BBST) processes 	<p>3.b.i, Humanities Curriculum Coordinator 3.b.ii District-wide technology department 3.b.iii Student Support Team, IST Team</p>
<p>3.c. Review specialized programs, structures and supports to meet the learning and emotional needs of all students.</p>	<ul style="list-style-type: none"> ● 3.c.i. Continue to support staff with the IEP process ● 3.c.ii. Revise mental health goal writing and practices 	<p>3.c.i Team Chair, Building Administration, District-Based Student Support team</p>

		3.c.ii Mental Health Team
3.d. Enhance collaboration and accessible communication with the SPS community to foster student success, build partnerships with families, and reduce barriers to inclusion.	<ul style="list-style-type: none"> 3.d.i. Review our report card and family conference documents for clarity, consistency, and accessibility regarding student academics 3.d.ii. Gather feedback from families about current communication practices 3.d.iii. Ensure all communication provides equitable access for families with diverse language and technology needs 	3.d Building-based Administration
3.e Use student learning data to inform decision-making practices in teaching and learning.	<ul style="list-style-type: none"> 3.e.i. Students are provided tiered intervention within the general education classroom 3.e.ii. Educators participate in quarterly data meetings facilitated by the principal and coaches in math, literacy, and SEL. 3.e.iii. Continue to track student progress using current and new district measures and tools. (TMP, DIBELS, Math assessments, etc.) 3.e.iv. Facilitate cross-grade and cross-content collaboration to use student data to plan instruction and improve outcomes 	3.e - Review of data on a quarterly basis - all educators
3.f Implement the use of a conference planning template for teachers to use when preparing for family conferences	<ul style="list-style-type: none"> 3.f.i. Families are receiving similar information from teachers during conferences 3.f.ii. Families are provided with updates, progress, as well as goal/growth areas in SEL, Literacy, Math, Science/ Social Studies, based on student work 	3.f - Classroom Teachers during fall and spring conferences
3.g Share student math work with families periodically throughout the school year	<ul style="list-style-type: none"> 3.g.i. Families actively engaged with the math work sent home, providing feedback and support that aligns with the learning objectives 3.g.ii. Students show measurable progress in their math skills, as evidenced by improved performance on the formative assessments throughout the year 	3.g - Classroom teachers sending math work home
3.h Implement Disability Awareness Lessons in grades 3-5	<ul style="list-style-type: none"> 3.h.i. Promote the social, emotional, and physical wellness of our students by providing education for students on the experiences and languages of others 3.h.ii. Students are able to make connections with their lives and inform their views of themselves and others 3.h.iii. To bring targeted awareness to the learning differences and challenges associated with disabilities, helping students build 	3.h - District wide staff member will implement the lessons in grades 3-5 fall of 2025

	understanding and develop stronger social relationships with all of their peers at school.	3.h - Haynes staff will actively participate throughout the lessons
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Signature Page

Member	Signature
Bryant Amitrano, Principal	
Katherine Breen, Special Educator	
Heather Hufnagel, Grade 1 Teacher	
Annie Serafim, Parent	
Abby Frantz, Parent	
Jeff Klinger, Community Representative	