



**Sudbury Public Schools
School Improvement Plan
Ephraim Curtis Middle 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

1. Wellness: Sudbury Public Schools promotes 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 physical and social/emotional safety, development, and wellness of all students and members of the Curtis School community.
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: Strengthen all practices, policies, and beliefs that involve equity for ALL students

School Goal 1	
Goal	Wellness: Support the physical and social/emotional safety, development, and wellness of all students and members of the Curtis School community.
Rationale	When students feel physically and emotionally safe, included, and connected, they will be at their best to learn and thrive.

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
<p>1.a - Strengthen SEL Practices Consistently embed social and emotional learning into daily instruction, classroom routines, and schoolwide practices to support student and staff growth and well-being.</p>	<ul style="list-style-type: none"> ● 1.a.i. Educators engage in professional learning to enhance their instructional skill set and to support students in developing social and emotional skills. ● 1.a.ii. Educators plan and implement daily intentional closure prompts that connect to the day's learning objectives. ● 1.a.iii. Educators use a variety of strategies to successfully embed SEL practices; such as modeling, varying the content of prompts, and offering multiple processes for students to share responses, as evidenced by collegial conversations among staff and administrator observations during walk-throughs. ● 1.a.iv. The Leadership Team reviews and analyzes results from the Connectedness Survey to identify growth areas and maintain areas of strength. ● 1.a.v. The Trusted Adult Survey will be administered early in the school year. At least two Silent Mentors will be assigned to each student who identifies as not having a trusted adult at school. ● 1.a.vi. Students in grades 7 and 8 will complete the SSR-DESSA to increase self-awareness of their social and emotional competencies and to develop personal growth goals with guidance from Connection Block 	<p>1.a.i. Administratos, Staff, Wellness Coordinator</p> <p>Sept. 2025- June 2026</p>

	<p>teachers.</p> <ul style="list-style-type: none"> 1.a.vii. Grade 6 teams will help students build SEL skills, foster community, and promote a sense of belonging through regular gameplay, focused lessons, and other collaborative activities. In addition, students will develop productive work habits and personal responsibility through targeted lessons and activities. 1.a.viii. Administrators will model foundational SEL practices, such as inclusive welcomes and intentional closes, during monthly staff and team meetings throughout the school year. 	
<p>1.b. Curtis will implement the Say Something Program to promote school safety and encourage students to report concerns to trusted adults.</p>	<ul style="list-style-type: none"> 1.b.i. Train students to access and use the Say Something anonymous reporting system. 1.b.ii. Train teachers to access and use the Say Something anonymous reporting system. 1.b.iii. Support students in identifying trusted adults. 1.b.iv. Teach students to recognize warning signs of potential violence. 1.b.v. Respond promptly and effectively to tips submitted through the reporting system. 1.b.vi. Provide appropriate supports to students and families who indicate risk of harm to self or others. 	<p>1.b.i. Administrators Staff, Wellness Coordinator</p> <p>Sept. 2025- June 2026</p>

School Goal 2

Goal	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.
Rationale	Utilizing a Research-Based curriculum in Grades 6-8 will strengthen alignment and Units of Study. Providing students with targeted intervention and support will enable equitable access, achievement, and growth.

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
2.a. Implementation of OpenSci Ed Program and Curriculum	<ul style="list-style-type: none"> 2.a.i. Grades 6: full implementation of 6 Open Sci Ed units as outlined by district-created scope and sequence. 2.a.ii. Grade 7: full implementation of 3 Open Sci Ed units as outlined by district-created scope and sequence and partial implementation of 3 units as outlined by district-created scope and sequence and partial implementation of 3 units of OSE including the phenomenon routine and storyline structure. 2.a.iii. Indicators of success include observable student growth and proficiency with science standards and using OSE routines measured by teacher feedback/data meetings, student assessment outcomes and observational data. 2.a.iv. Grade 8: Partial implementation of Open Sci Ed units in preparation for full implementation next year. 	<p>2.a.i. Teachers, Administrators, Assistant Superintendent, Science Curriculum Coordinator Science Coach</p> <p>Sept. 2025 - June 2026</p>
2.b. Enhance and expand content writing in ELA and Social Studies classes	<ul style="list-style-type: none"> 2.b.i. Teachers will embed Keys to Content Writing practices for content writing into their instructional routines 2.b.ii. Teachers will identify opportunities for integration between the Humanities content areas to support and enhance student learning 2.b.iii. Teachers will collaborate to develop grade level rubrics for persuasive writing 2.b.iv. ELA teachers will pilot the narrative writing assessment 2.b.v. Social Studies teachers will pilot the persuasive writing assessment 	<p>2.b.i. ELA Teachers Social Studies Teachers Literacy Specialist Humanities Coordinator</p>

<p>2.c. Implement an additional grade 7 mathematics course to align with grade level standards and practices</p>	<ul style="list-style-type: none"> • 2.c.i. All 7th grade teachers will teach at least 1 section of Grade 7 Mathematics and Compacted 7/8 Mathematics courses • 2.c.ii. Analyze course placement process, review data points, • 2.c.iii. Design supplemental course for 8th grade Geometry standards to offer additional pathway into Algebra 	<p>2.c.i. Math Teachers, Administrators, Assistant Superintendent, Math Curriculum Coordinator</p>
<p>2.d. Develop and expand Multi-tiered Systems of Support (MTSS) that enhance equitable, accessible, inclusive, challenging, and engaging learning experiences for all.</p> <p>Expand and strengthen the Intervention Team and services for referred students</p> <ul style="list-style-type: none"> • Executive Functioning teacher and class • Math Interventionist and Math Center • School Support Specialist and learning center • Literacy Specialist and literacy lab 	<ul style="list-style-type: none"> • 2.d.i. All 6th Grade students will participate in the Executive Functioning class. • 2.d.ii. Students with identified needs were prioritized to have the class during Term 1. • 2.d.iii. Educators will consistently use data points to determine eligibility for tiered services. • 2.d.iv. Students will learn to use executive functioning skills and strategies to apply in all their classes. • 2.d.v. Students will receive additional time, instruction, and support to develop math skills and understanding of the content. • 2.d.vi. Students will be supported in content and reading/writing strategies as needed to help ensure student success. 	<p>2.d.i. Teachers, Administrators, Assistant Superintendent, Math and Humanities Curriculum Coordinator</p> <p>Sept. 2025 - June 2026</p>

<p style="text-align: center;">School Goal 3</p>	
<p>Goal</p>	<p>Meeting the Needs of ALL Students: Strengthen all practices, policies, and beliefs that involve equity for ALL students</p>
<p>Rationale</p>	<p>Utilizing consistent practices in classrooms and across grade levels strengthens and reinforces student learning and success.</p>

Strategic Initiative	Indicators of Success	Timelines & Persons Responsible
<p>3.a. Curtis educators will implement consistent instructional and grading practices.</p>	<ul style="list-style-type: none"> ● 3.a.i All staff will implement the adopted grading practices to reflect grading for equity work ● 3.a.ii. Staff will utilize consistent executive functioning strategies ● 3.a.iii. Schoology will be organized in a uniform structure to improve student understanding and accessibility ● 3.a.iv. Staff will engage in frequent discussions about the implemented practices, including gathering and analyzing data ● 3.a.v. Staff will reflect on and strengthen their grading practices, instruction, and means of assessment 	<p>3.a.i. Assistant Superintendent, Administrators, Staff</p> <p>Sept. 2025 - June 2026</p>
<p>3.b. Our school community will continue to explore race, racism, equity, inclusion, and belonging to increase success and connectedness for all students.</p>	<ul style="list-style-type: none"> ● 3.b.i Continuation of Equity Focus ● 3.b.ii. Examine data around attendance, grades, special education referrals, and discipline reports ● 3.b.iii. Utilize school climate indicators (School Connectedness Survey, DESSA-SSR, MWAHS Data) ● 3.b.iv. One Curtis Goal: All Students will feel accepted, included, and respected ● 3.b.v. Project 351- Playbook Initiative training for student leaders in the areas of equity and respect for the school community. ● 3.b.vi. Diversity Club ● 3.b.vii. Revision of Behavior Chart to provide more consistent, equitable, and aligned responses in the district ● 3.b.viii. APE Reverse Inclusion through Peer Partner Program ● 3.b.ix. ADA Curtis Outdoor Space for the school and community ● 3.b.x. Unified Games 	<p>3.b.i. Administrators, Staff</p> <p>Sept. 2025 - June 2026</p>

3.c. Increase Assistive Technology usage throughout the building	<ul style="list-style-type: none"> • 3.c.i. Install RedCat Audion Systems in all Curtis classrooms • 3.c.ii. Install 13 new Clearview Touchscreens in classrooms 	3.c.i. Technology Department Sept. 2024 - June 2026
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Signature Page

Member	Signature
Jeff Mela, Principal	
Chris Lourens, Teacher	
Liz Kerrigan, Teacher	
Annie Serafim, Parent	
Jim Caimano, Parent	