



# Sudbury Public Schools



Superintendent Goals for 2025-2026

# Student Achievement Goal

## Goal:

By June of 2026, the superintendent will advance equitable, standards-based instruction for all students through implementation of high-quality curriculum and inclusive instructional practices.

## Key Activities:

- Implement EL Education curriculum for grades K–5 and pilot in grade 6
- Realign elementary science curriculum by shifting to a phenomenon-based approach and developing guidance documents
- Implement additional grade 7 mathematics course to align with grade level standards and practices
- Design supplemental course for 8th grade Geometry standards to offer additional pathway into Algebra
- Continue OpenSciEd rollout at middle school
- Implement redesigned digital literacy and computer science courses for grades 6-8
- Review and revise the scope and sequence for the middle school Health and Physical Education curricula to align with the new National Health Standards and MA Health Framework

## Evidence of Success:

- Curriculum implementation plans and materials
- Observation and walkthrough data showing use of HQIM and inclusive strategies
- Teacher feedback from professional development

# District Improvement Goal

Goal: By June of 2026, the superintendent will strengthen multi-tiered systems of support (MTSS) to ensure all students receive equitable and effective academic, behavioral, and social-emotional supports.

## Key Activities:

- Continue to develop shared understanding of MTSS and UDL across schools
- Align and revise Tiered Support System entry/exit criteria
- Expand internal data warehousing capacity and train staff on using data to better analyze and evaluate student learning
- Review specialized program structures and supports
- Enhance practices with the new IEP process and early childhood special education mandates
- Continue implementation of Say Something Anonymous Reporting System

## Evidence of Success:

- MTSS framework document and staff training records
- Updated protocols and support documentation
- Increased consistency in Student Support Team and BBST processes
- Focused data analysis usage in school-based planning
- Qualitative measures on staff use of data to improve student learning

# Professional Practice Goal

Goal: By June 2026, the superintendent will participate in targeted professional development to strengthen leadership skills in navigating political complexity and fostering trust, in order to advance the district's commitment to all students' success.

## Key Action Steps:

- Participate in statewide and national leadership workshops focused on strategic communication, governance, and leadership
- Engage in coaching or peer consultation with other superintendents to reflect on leadership challenges and share effective practices
- Collaborate with the School Committee to align messaging and increase public understanding of district priorities

## Evidence of Success:

- Documentation of professional development sessions attended, including agendas or certificates
- Summary of engagement in coaching or peer networks, with takeaways and applied strategies
- Documented changes in leadership practice informed by PD (e.g., memos, revised procedures, meeting protocols)

# DESE Indicators of Practice

## **I.A. Instructional Leadership**

Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

## **II.A. Management and Operations**

Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs (capital planning).

## **III.C. Community Engagement**

Communication: Engages in regular two-way, culturally proficient communication with families and community stakeholders about student learning and performance.

## **IV.D. Continuous Learning**

Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.