

## **Education**

### **Sudbury Public Schools**

#### **Superintendent's Report**

For the 2018-2019 school year, SPS continued the District's momentum with a focus on the implementation of our strategic plan and strategic initiatives. Our resources, financial and human, are focused on meeting the diverse needs of all students and supporting all educators to meet identified student needs. The goals included below support overarching goals voted by the School Committee as part of our strategic planning process. Note that we have indicated three educational goals as well as two managerial goals to guide our work. These goals help us to remain focused on working together to provide a high quality educational experience for all students in a safe and caring environment. Several specific achievements were the opening of the second of four accessible playgrounds, the Make Space for Learning initiative, project-based learning units, and new programming for students. More information on these achievements can be found in the [budget book](#). We continue working to meet the goals in the 2019-2020 school year, and the strategic initiatives will provide key leverage points for improvement.

#### **SPS Vision**

We are committed to excellence in educating students to be knowledgeable, creative, independent thinkers who are caring, collaborative members of the school and wider communities.

#### **SPS Theory of Action**

If SPS provides differentiated high quality instruction that is aligned with the Common Core for every student, maintains a safe school environment, uses data to inform instruction, and supports educators through professional development, ongoing feedback, and enhanced leadership in curriculum and instruction, then our students will be challenged and their varied learning needs met, the capacity of educators will grow, and the existing achievement gaps will narrow.

#### **SPS FY18-21 Goals**

##### **Educational Goal #1 - Wellness**

*Sudbury Public Schools promote the social, emotional, and physical wellness of all students.*

- Enhance and maintain district-wide safety protocols.
- Utilize research based approaches for Social Emotional Learning (SEL)
- Implement developmentally appropriate school start times for 2020-2021 school year.

## **Educational Goal #2 - Innovation**

*Sudbury Public Schools implement innovative, research-based curriculum and educational practices.*

- Implement an aligned evidence based mathematics program at the elementary level.
- Implement an aligned evidence based science program at the elementary and middle school level.
- Design implementation plan for new Social Studies Standards
- Create interactive learning classrooms that are aligned with new state standards in technology/engineering sciences.
- Follow a 6-year Curriculum Review Process document
- Explore models for integrating curricular areas that are aligned with new state curriculum frameworks

## **Educational Goal #3 - Meeting the Needs of ALL Learners**

*Sudbury Public Schools provides learning experiences that aim to engage and challenge at students' individual levels.*

- Develop instructional support responses to narrow and/or close achievement gaps and meet the needs of advanced learners
- Convene Working Group of educators to study SPS Homework practices and impact on student educational experience.
- Design, review and plan for playground updates that address accessibility for all students
- Strengthen and expand inclusive classroom and school-wide practices district-wide
- Review and update District Accommodation Plans and Instructional Support Teams.

## **Managerial Goal #1 - Fiscal Responsibility**

- Develop Multiple Year Budget Forecast
- Respond to evolving instructional and operational needs of the District
- Review long-term capital plan and revise, as necessary based on evolving needs of the District
- Identify & implement District workflow efficiencies
- Continue to review fiscal impacts of District safety measures

## **Managerial Goal #2 - Professional Learning**

*Sudbury Public Schools employs, develops, and supports high quality personnel.*

- Implement Professional Development aligned with District Goals, state and federal mandates, and emerging staff and student needs
- Align Induction/Mentoring program with state guidelines
- Identify areas of needs with regards to health and wellness of staff and provide appropriate supports.

As we pursue our strategic goals and objectives we also, like other school systems in the Commonwealth, continue to be challenged to balance educational needs and our desire to be an innovative school system with our fiscal responsibilities. SPS has continued to maintain our strengths and strategically implement improvements through the hard work and dedicated service of our staff members and the unequalled support of a wide range of parent and community organizations. As a district, we continue to pursue structures that meet the needs of students while controlling personnel costs.

The net budget including employee benefits for FY20 is \$45,672,625, which is 3.2% greater than the prior year (FY19) budget of \$44,263,401. In FY20, SPS employs 421.94 full time-equivalent (FTE) employees; this compares with 403.75 FTE's in FY19.

Our efforts to make improvements have been enhanced by the unwavering support of our parents, parent organizations (PTOs), as well as generous grants from Sudbury Education Resource Fund (SERF), and The Sudbury Foundation. These groups have contributed hundreds of thousands of dollars to provide opportunities for our students and staff that the district's budget could not support. In some cases, core opportunities (e.g. enrichment and creative professional development) have been enhanced by local contributions. We appreciate these partnerships and the generous support of the work of our educators, which has allowed Sudbury Public Schools to continue to be a great place to learn and work.

In the space below, we offer a brief overview of our school district and invite you to visit our website at [www.sudbury.k12.ma.us](http://www.sudbury.k12.ma.us) to learn more about SPS. On our website you will find detailed information about our school district including but not limited to individual schools, teaching and learning across the district, news and upcoming events, and the school district budget. For questions, please contact Dr. Anne S. Wilson, Superintendent at 978-639-3211.

### **Student Enrollment**

As of January 1, 2020, SPS enrollment in grades pre-K to 8 was 2,670 students. This is a decrease in enrollment from 2,673 students in the 2018-2019 school year and from our highest enrollment of 3,302 students in 2007. For the 2018-2019 school year (as of January 1, 2019) Haynes served 20.96% of the elementary (PreK-5) enrollment, Loring served 27.45%, Nixon 19.80%, and Noyes served 31.79%.

### **Early Childhood Education**

#### **Preschool**

The Sudbury Public Schools is home to an Integrated Preschool program at the Noyes School. Residents may apply as tuition preschool students on a “first-come/first-serve” basis beginning in the fall of each year. If interested in a preschool application, one may register from the district website at: <https://www.sudbury.k12.ma.us/Domain/170> or reach out to [early\\_childhood@sudbury.k12.ma.us](mailto:early_childhood@sudbury.k12.ma.us) or call the Early Childhood Office at: (978) 639-3204.

Our preschool is committed to a developmentally appropriate philosophy that combines a play-based, language model that is enriched by a strong academic curriculum to align with the standards that are well established by the MA State Department of Early Education & Care (EEC) Guidelines for Preschool Learning Experiences. Our preschool team believes in educating the *whole child* by respecting individual needs for social, emotional, physical and cognitive development. This inclusive educational program provides all children with the opportunity to learn from each other while providing a lifelong foundation for respecting human differences.

The Sudbury Preschool Program prioritizes multiple learning modalities and methodologies. Each week, preschool classes attend an educational music class and a physical education/gross motor class. Social emotional learning is the priority while literacy skills are taught inclusively and naturally in all classrooms. Artistic development is deliberately planned with curriculum integration on thematic units, and science and math standards are incorporated with each unit of study. Outdoor learning opportunities are celebrated daily, as preschoolers play outside to practice social, gross motor and language skills with peers. In addition, there is a lunch bunch/social skills group and some students attend full day programming.

Each class is staffed with a Masters level teacher and two teacher assistants/tutors depending upon student needs. Speech and language, occupational, applied behavior analysis, and physical therapists interact with all of the classrooms. The professional staff also includes a school psychologist, social worker, guidance counselor, with regular consultation from a vision and mobility specialist. The preschool program offers community, “developmental screenings” on a regular basis, where families are able to meet with professionals to discuss the developmental milestones of their children. The preschool team is highly experienced in both general and special education practices. This integrated early childhood program is an enriching learning environment for all students.

### **Kindergarten**

The Sudbury Public Schools provides full-day kindergarten to all students free of charge. Kindergarten registration begins in February for children who turn age five on or before September 1st for enrollment for 2020-2021. Each year the district hosts a “Kickoff to K” evening event in January for parents and guardians to learn more about the Sudbury Kindergarten Program as well as to ask questions. In the late spring a ‘Kindergarten Orientation’ event is held, and this is when families and children are invited to visit their specific neighborhood school. The registration process begins with an online form which is accessible from the district’s “Registration” tab as of February 1st. Families will need to provide proof of residency for each child who enters the school system, even if there are older siblings who are currently enrolled. In addition, forms to address health concerns and parent information must be completed. If you have questions about the kindergarten program or your child’s readiness,

please reach out to [early\\_childhood@sudbury.k12.ma.us](mailto:early_childhood@sudbury.k12.ma.us) or call the Early Childhood Office at: (978) 639-3204.

## **Teaching and Learning/Curriculum**

District curriculum is aligned with the Massachusetts Curriculum Frameworks. Clearly communicating with families about students' learning is a priority for the District. Resources supporting families' understanding and engagement with the various curricular areas can be found at <http://www.sudbury.k12.ma.us/>, under the Teaching & Learning tab.

**English Language Arts:** In the spring of 2017, The Department of Elementary and Secondary Education released a revision of the ELA Curriculum Standards. These revised standards include a greater emphasis on multicultural literature and writing about reading. In Sudbury, the elementary English Language Arts curriculum is organized as a series of genre units in which students receive important, common instruction in different genres, as well as in the writing types and styles that match each genre. Reading and writing instruction follows the workshop model. Students receive direct instruction on key skills, strategies and understandings during a mini-lesson. Guided practice in the form of small group instruction, independent or partner work or centers is structured to meet individuals specific literacy needs. Challenge libraries including complex texts aligned to the various genre units serve as a resource for teachers differentiating for advanced learners. At the middle school level, instructional units utilizing differentiated text sets provide for consistency of theme and topical study, while also allowing students to read in texts that provide the optimal level of challenge.

A Response to Intervention (RTI) framework has been initiated in our schools, which periodically assesses student's literacy skills. Literacy support for elementary students is provided using a research-based program, Leveled Literacy Intervention (LLI).

**History & Social Studies:** The K-8 Social Studies program is designed to help students become informed in four main areas: geography, history, economics, and civics and government. The Massachusetts History and Social Science Standards have been revised and were formally adopted in the Spring of 2019. The Department of Elementary and Secondary Education has designated a 2-year adoption period. Sudbury has formed a History and Social Studies Steering Committee which has begun the alignment and adoption process. Eighth-grade educators attended a state-sponsored 3-day Civics Institute this summer and have begun transitioning the eighth-grade course of study to Civics. Educators at the other grade levels are reviewing the document and existing curricular units and maps. As a district, we can anticipate shifts in

content and will need to budget for aligned materials and professional development. Under consideration is a state assessment for History and Social Studies and incorporation of a History and Social Studies assessment as part of the high school competency determination.

**Mathematics:** In the spring of 2017, The Department of Elementary and Secondary Education released a revision of the Mathematics Curriculum Standards. The revised standards place emphasis on the mathematical practices and the development of a mathematical mindset that allows for flexibility, persistence, and application. Sudbury recently adopted Bridges in Mathematics, 2nd edition, as its core K-5 Mathematics program, and is in year three of a three-year implementation plan. Supported by the Mathematics Curriculum Coordinator, Coaches, and the Mathematics Steering Committee, elementary educators have invested significant time and effort in professional learning and program implementation,

At the middle school, educators have been working on incorporating the Mathematics Practices into instructional routines in order to increase engagement and provide opportunities for application and problem solving. The Mathematics Department has charted differentiated pathways to algebra in order to better challenge and support all students. The middle school math program, Big Ideas, includes the use of online texts.

Math Clubs at each elementary school, and a Math Team at the middle school, offer students further opportunities for math enrichment.

**Science, Technology and Engineering [STE]:** The Sudbury Public Schools Science and Engineering curriculum provides students in grades K-8 the valuable opportunity to investigate science and engineering with a hands-on, inquiry approach. The 2016 Science & Technology/Engineering Framework serves as a guide for student learning in science and engineering content and practices. The Science Steering Committee, a group of passionate educators and community member, serves in an advisory capacity in setting science and engineering goals for the district. The Science Curriculum Coordinator and Science Coach assist teachers with professional development, curriculum development, and coaching in the classroom. The district is integrating the 5E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate) into the science curriculum to help students develop a deep understanding of content and practices.

**Digital Literacy and Computer Science:** Massachusetts learning standards call for the integration of technology in all content areas as well as standards specific to the Computer Sciences and Digital Literacy.

Kindergarten and first grade students use devices for learning activities that support the content. Through repetition and established routines, students gain independence with the devices while

learning to problem solve and navigate online. Students in grades two through five use devices to produce work and collaborate with classmates and teachers.

At Curtis Middle School, students participate in a 1:1 Chromebook program. Each student is assigned a device that travels between home and school. These devices are used by students to produce work, collaborate with others, and support workflow. Schoology, our online learning management system, is used by students, educators, support staff, and parents to facilitate home/school communication, including online assignment calendars and grade books.

**Unified Arts:** Art, Music, and World Language are critical components of Sudbury's Unified Arts curriculum in elementary and middle school grades. Spanish instruction is provided to all elementary students in grades 1 through 5. Middle school students elect either French or Spanish and proceed with their study of a world language in grades 6 through 8. Elementary band and chorus, as well as middle school band, orchestra, and chorus, are quality elective programs in our schools. Students participate in visual arts in grades 1 through 8.

### **Health and Wellness**

The District School Health and Wellness Program helps students learn concepts and develop skills that support healthy lifestyles through wellness education that occurs across the curriculum and in their daily interactions with adults and peers. The school-based program requires coordination of key stakeholders including teachers, administrators, counselors, psychologists, nurses, student support staff, community-based health and safety professionals, and parents. Wellness education in Sudbury Public Schools focuses on school climate and culture; social and emotional learning; health, wellness, and safety; and family engagement.

Each year, district and school-based teams develop action plans to promote safe learning environments by implementing sustainable systems and practices to support all students. Annually, the students in grades 3 - 8 complete the Connectedness Survey which provides valuable data on school climate and safety and informs decisions related to school and district programming. The District Anti-Bullying Program and Policy provides a structure for addressing unsafe peer-to-peer behaviors.

The comprehensive social-emotional learning (SEL) program is founded on research and best practices identified by the Collaborative for Academic, Social, and Emotional Learning. The program includes evidence-based curricula for students in PreK through eighth grade. Educators annually assess students' social-emotional skills using the Devereux Student Strengths Assessment. Educators target instruction and monitor student progress using social-emotional competency reports generated from the assessments.

Effective district policies and implementing evidence-based curricula and best practices in grades PreK - 8 is at the core of health, wellness, and safety programming. The substance use prevention program includes staff training, the use of evidence-based curricula, problem identification, and referral services. Additionally, per Mass. Gen. Laws c. 71, s. 96, a verbal screening tool is used annually to screen seventh-graders for substance use risk. Parents and

guardians are notified prior to the screening with the right to opt out of the screening with written notice. Sudbury Public Schools work collaboratively with the Town of Sudbury public safety departments. The school resource officer collaborates with the district on safety measures and teaches the Students Thinking and Acting Responsibly in Sudbury (STARS) curriculum, which addresses digital safety and substance abuse prevention. A SAFE educator from the Sudbury Fire Department teaches students in PreK through 5th grade about fire safety and injury prevention. Additionally, the School Wellness Policy and Guidelines serve to guide practices surrounding the food services program, and curricular activities and celebrations that incorporate food.

The initiatives and programs described above, as well as other district, school, and curricular-based activities promote student learning and well-being through effective partnerships with families.

### **Student Assessment**

As part of the Education Reform Act of 1993, the State Board of Education instituted a system of student assessments which culminates in a must-pass assessment in Grade 10 in order to graduate from high school. SPS students in grades 3-8 take MCAS 2.0 in English Language Arts and Mathematics. Additionally students in grades 5 and 7 take MCAS 2.0 in Science, Technology and Engineering.

English Learners are assessed each winter using the ACCESS assessment. This assessment measures student learning in the four language domains of Listening, Speaking, Reading, and Writing. Results are used to help families and educators understand students' current level of English language proficiency, and serves as one of the measures used to determine whether students are prepared to exit English language support programs.

State assessments are designed to help identify those students who need improvement in various subject areas and to provide information on those specific areas on which to focus improvement efforts. Other ways in which students are assessed include teacher-created assessments, projects, and students' in-class work products. There are extensive local assessments in literacy skills (reading, writing, speaking, and listening) at all elementary grades. Data gathered on literacy skills at several key points during the school year enable teachers working together in school-based data teams to better design instruction to meet individual student's needs. In addition, work to develop common assessments across the district in all disciplines to support collaboration and coherence is in its second year.

### **The Schools**

*The Education Reform Act of 1993* established School Councils at all schools in the Commonwealth. Each School Council is co-chaired by the building principal with membership that includes parents, teachers and community members. The Council assists the principal in identifying educational needs of the students, reviewing the annual school budget, and



formulating a School Improvement Plan (SIP). The Council and the principal are responsible for the adoption of educational goals for the school and formulation of a plan to advance such goals and improve student performance.

Sudbury has a tradition that welcomes parent involvement in our schools. Parents are active supporters of many of our programs and countless activities within individual classrooms. Each of our schools has an active parent organization that provides a formal way for parents to be involved in Sudbury’s schools.

School	Grades Served	Enrollment (10/01/19)	Administration
Ephraim Curtis	6-8	947	Mr. Jeff Mela, Principal Mr. William Grubb and Ms. Angela Menke, House Administrators
Josiah Haynes	K-5	375	Ms. Jeffrey LaBroad, Principal Ms. Cara Blanchette, Assistant Principal
Israel Loring	K-5	450	Ms. Sara Harvey, Principal Mr. David Gaita, Assistant Principal
General John Nixon	K-5	331	Ms. Susan Magoveny, Principal Ms. Anne Cline-Scott, Assistant Principal
Peter Noyes	PK-5	570	Ms. Annette Doyle, Principal Ms. Kristin Moffat, Assistant Principal

**The Sudbury Education Resource Fund (SERF)**

The Sudbury Education Resource Fund (SERF) is a non-profit, tax-exempt organization that awards education-related grants three times yearly to the Sudbury K-12 public schools. SERF coordinates a bank of resources and expertise, providing grants for educational pursuits, curriculum support, student enrichment, and professional development. Since its establishment in 1991, SERF has granted over \$750,000 to Sudbury’s schools. Current grants support the arts, engineering and mathematics initiatives, and social emotional learning. Membership in SERF is open to all individuals interested in contributing their time and energy. SERF continues to be an extremely valuable resource for enriching all aspects of the educational experience of students in Sudbury Public Schools. Further information regarding SERF can be found at: [info@serfsudbury.org](mailto:info@serfsudbury.org).

## **METCO Program**

The Metropolitan Council for Educational Opportunity (METCO) was created 53 years ago by urban and suburban educational collaborators who believed that all children should have access to quality education in suburban school districts. In this program, Boston resident students receive placements in participating suburban districts, supported by state grant funding. The Sudbury K-8 system enrolled its first forty students in the METCO program on January 27, 1975 in the five Sudbury elementary schools. Currently, this grant-funded program supports up to 70 students annually. The 2019-2020 academic year marks the first time the Sudbury Public Schools METCO Program enrolled kindergarteners due to a policy change by the Sudbury School Committee. Six new kindergarten students joined the Sudbury METCO Program and the class of 2032. Students completing grade 8, and any other student(s) leaving the Sudbury METCO Program, are replaced with the number of new elementary students needed to maintain enrollment for the next academic year.

Sandra Walters is the METCO Director for SPS K-8. She began her tenure in July 2017 in a shared role with Lincoln Sudbury Regional High School. Both Lincoln-Sudbury Regional High School and Sudbury appointed full-time time METCO Directors in July of 2018.

The METCO Program Coordinators at the elementary and middle schools provide direct services to students from Boston during the school day.

Sudbury Public School students who reside in Boston participate in a variety of activities offered by Sudbury Public Schools. Sudbury METCO parent meetings are held in Boston several times per year; including an annual School Committee meeting. The meetings provide Boston families an opportunities to discuss issues that are relevant to their children's academic progress and social well-being.

## **Special Education**

The Sudbury Public Schools strives to offer the highest quality programming that will allow our students to participate in their neighborhood schools. Students' educational opportunities vary from full inclusion programs to specialized classrooms to support a host of learning needs and styles. Programming is available beginning at age 3 and ending at age 14 when students advance to Lincoln Sudbury Regional High School.

For the last several years, the district has focused on inclusionary practices that permit students with disabilities to have access to the general curriculum and school community. While the law states that all communities must place students in the least restrictive environment, the district recognizes the positive opportunities that result when students with disabilities participate in the general education classroom and when curriculum has a universal design of learning for equitable access. All schools strive to establish inclusionary opportunities for students, and enriched educational experiences for all students are priority.

The district continues to focus on the development of a district-wide tiered systems of support to meet the social, emotional, and behavioral needs of all students. A tiered system of support is defined as a data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems. The district created a district-wide team, including consulting experts, to examine data and identify areas of social, emotional, and behavioral needs impacting school safety or access to education. The systems of supports are continuously being updated and adjusted.

The Sudbury Public Schools strive to be inclusive and child centered environments where individual learning needs are met. The classroom is the best location for students to be nurtured in order to develop into able learners. The multiplicity of programs in the schools offers a spectrum of learning options in order to provide for the varied needs and learning styles of our special education students. The preschool program, at the Peter Noyes School, supports students with and without disabilities from age 3 until the transition to Kindergarten. Every elementary school hosts a learning center model with one or more specialized programs. Program strands at the elementary level continue to the middle school. Programs support students with significant learning or social and emotional challenges.

Based on the most recent official DESE headcount on October 1, 2019, 499 children in grades preschool through eight were receiving some form of special education. Of these students with disabilities, 36 were between the ages 3 and 5, and received services in the Integrated Preschool or Kindergarten program. An additional 18 students are placed in out-of-district programs because of the unique nature of their disabilities and needs.

The breakdown of SPS Special Education placement is as follows:

- 6.8% were placed in integrated preschool
- 72.1% in full inclusion placements (ages 6-14)
- 12.8% in partial inclusion placements (ages 6-14)
- 5% in in-district specialized placements (ages 6-14)
- 3.2% in out-of-district placements (ages 6-14)

The success of the programs can be attributed to the excellent teachers who continue to build their repertoire of skills. These programs allow more students to remain in their neighborhood schools enhancing the Sudbury Public Schools for all students.

### **Professional Development**

The Sudbury Public Schools embody a culture that is highly supportive of professional development as a key strategy for maintaining excellence in teaching. Two full-days for professional development workshops, in-service workshops throughout the year, ongoing support for conference attendance, and professional learning communities (PLCs) are some of the strategies used in growing the capacity of SPS educators. New teachers to Sudbury schools participate in a multi-day program customized to enhance their understanding of Sudbury's learning expectations and resources. Veteran teachers assume the role of mentors for newer

teachers, forming professional relationships that benefit both new and veteran teachers. Sudbury educators are committed to attending a 30-hour course in IDEAS (Initiatives for Developing Equity and Achievement for Students), a program that explores racial identity development and promotes international vision within our curriculum. Additionally, Sudbury teachers assigned an EL (English Learner) student continue to engage in a rigorous 3 credit program of studies in order to earn the SEI (Sheltered English Immersion) Endorsement required by the state.

The Sudbury Public Schools implement an Improved Learning for All (ILAP) plan. ILAP is a professional growth model that utilizes early-release days approximately twice per month, enabling educators to attend carefully planned work sessions. ILAP days foster collaborative group activities within and across schools, grade levels, and disciplines to help accomplish district-wide and school goals. This year's professional development focuses on the development of aligned curriculum social studies and history at the elementary and middle schools. In addition, cohorts of educators have been engaged in professional development focused on strategies to support students with disabilities, culturally responsive teaching, phonics and word study, writing, and project-based learning. In designing professional development we seek to maximize opportunities for cross-district collaboration, horizontally and vertically align elementary curriculum to maximize the coherence of content and skills taught and learned, and provide opportunities for new learning while also enabling focused work on district initiatives.

### **Personnel**

Retirees: The following SPS team members retired during the past year – Luan Dean, Maria Papetti, Marcy Perry, Karen Libby, Maria Swanton, Martine Cummings, Lynne Jones, Andrew Daitsman, and Doreen Kiefer.

Years of Service Awards: On Opening Day in August of 2019 we had the honor and pleasure to acknowledge the following SPS team members: Julio Ferreira, Carol Bradford, and Richard Donaldson each completed 20 years of service; Bernie Allicandro, Erin Bearfield, Elizabeth Clark, Suzanne Friedman, Gary Grasse, Jeffrey Ilg, Carrie Kenney, Dianne McCarthy, Laura Murdock, Jennifer Vlacovsky, Jessie Winslow, and Heather Yeomans completed their 10<sup>th</sup> year of service to the students and schools of Sudbury.

Respectfully submitted,

*Brad J. Crozier, Superintendent*

SUDBURY SCHOOL COMMITTEE

*Lisa Kouckakdjian, Chairperson*

*Silvia Nersessian, Vice Chairperson*

*Christine Hogan*

*Margaret Helon*

*Meredith Gerson*

