

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Jeffrey LaBroad
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Josiah Haynes Elementary School
(As it should appear in the official records)

School Mailing Address 169 Haynes Road
(If address is P.O. Box, also include street address.)

City Sudbury State MA Zip Code+4 (9 digits total) 01776-1363

County Middlesex County

Telephone (978) 443-1093 Fax (978) 443-7513

Web site/URL https://www.sudbury.k12.ma.us/haynes E-mail jeffrey_labroad@sudbury.k12.ma.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Brad Crozier E-mail brad_crozier@sudbury.k12.ma.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Sudbury Public Schools Tel. (978) 443-1058

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Ms. Silvia Nersessian
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	18	19	37
1	37	25	62
2	32	25	57
3	30	28	58
4	32	29	61
5	34	29	63
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	183	155	338

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 8.6 % Asian
 - 2.4 % Black or African American
 - 3.3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 79.2 % White
 - 6.5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: ≤1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2019	375
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Russian, Armenian, Mandarin Chinese, Hebrew, Benin, Urdu, Japanese, German, Punjabi, American Sign Language, Korean, French, Greek, Filipino (Tagalog), Hindi, Nepali, Telugu, Indonesian (Malay), Polish, Cape Verdean, Gujarati, Thai, Marathi

English Language Learners (ELL) in the school: 2 %
8 Total number ELL

7. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 17

8. Students receiving special education services: 18 %

61 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

11 Autism

3 Multiple Disabilities

0 Deafness

1 Orthopedic Impairment

0 Deaf-Blindness

14 Other Health Impaired

9 Developmental Delay

8 Specific Learning Disability

0 Emotional Disturbance

5 Speech or Language Impairment

0 Hearing Impairment

0 Traumatic Brain Injury

3 Intellectual Disability

0 Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 3

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	16
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	37
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	97%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Haynes provides what is needed to learn, grow, and thrive in both our community and global society, for every student, in every way, every day.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Haynes School and the Sudbury Public Schools have been open for in-person learning through a hybrid model since the start of the 2020-2021 school year. From September to March, students attended school in-person two days a week and remotely from home two days a week. The entire school engaged in fully synchronous remote learning every Wednesday. Students whose parents opted for a full-remote model engaged in synchronous learning two days a week in a remote cohort with a remote classroom teacher. Students identified as requiring increased in-person instruction participated in four days of in-person instruction. Beginning on April 5, 2021, students returned to full-time, in-person instruction. A limited number of students remained remote and continue as virtual members of an in-person class each day.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Haynes School has been a cornerstone of the community in Sudbury, Massachusetts since we opened our doors in 1962. Since then, the school has and continues to evolve and grow, leveraging the capacity of our staff, the resources of our district, and the support of our community to provide an exceptional education to our students.

The Town of Sudbury is a suburban community 22 miles west of Boston. Haynes School is one of four elementary schools and one middle school that comprise the Sudbury Public Schools (Lincoln-Sudbury Regional High School educates Sudbury students in grades 9-12 as its own regional district). Haynes School is named for Deacon Josiah Haynes, one of the earliest settlers of Sudbury. At 79 years old, Deacon Haynes was one of the first colonists killed in the earliest conflicts of the American Revolution, hours after the Battles at Lexington and Concord, just a few miles to the north.

Situated along the northern edge of Sudbury, Haynes draws students primarily from the neighborhoods of North Sudbury. Additionally, several children of non-resident staff members of the Sudbury Public Schools and Lincoln-Sudbury Regional High School attend the school. We have several students who are second or third-generation Haynes students; parents return to reside in their childhood neighborhoods so their children can attend the same school they did.

As a member of the Metropolitan Council for Educational Opportunity (METCO), a voluntary school integration program established more than 50 years ago, Haynes educates an average of 12 students who are residents of the City of Boston each year. These students travel by bus to and from school and are both part of a tight network of children and families in the district's METCO program while first and foremost being members of the Haynes School community.

All means all in Sudbury, and this core belief provides for rich inclusion at our school. Haynes School is home to two of Sudbury Public Schools' districtwide special education programs, providing substantially separate, highly individualized teaching and learning. As a result, Haynes benefits from enrolling students from all corners of Sudbury through placement in these programs. Students in these programs are both part of their program classrooms as well as their general education grade classes, with whom they participate in everything from morning meetings and specials to math class and lunch/recess.

The Partners program serves 10-12 students each year with Autism Spectrum Disorders or other highly-supported profiles. The program is a collaboration of the Sudbury Public Schools and the New England Center for Children, Inc. Using Applied Behavior Analysis (ABA) programming, students are supported with precise learning experiences in academic, social, and language development, and functional skills. Students work with 1:1 tutors, behavior specialists, and related service providers.

The Steps program serves students with intellectual, neurological, or communicative disabilities. The program is designed to encourage the acquisition of core content in academic subjects, the development of language, social and daily living skills, and the development of self-advocacy skills. Students access academics in both the program and general education classrooms.

A longstanding pillar of the school's culture is the close partnership between parents and teachers. Parents (in pre-COVID times and on the other side of the pandemic restrictions) are seen regularly in and around our school, supporting classrooms, volunteering in our library, or leading projects with students. The Haynes Organization of Parents (HOP) is active in community organizing, event planning, and fundraising, enriching the learning for all students each year through cultural and science enrichment programs and grant funding that allows for instructional and physical enhancements at the school. We also benefit from community partnerships and participation from Haynes alums as part of a volunteer program at the high school, an incredibly supportive police department, and school resource officer.

While consistency is a hallmark of our school's operation day to day and year to year, as a school we continuously reflect on how we can be better; more efficient, more effective, and more impactful in the lives

of our students. Our work is evolving, and we are careful not to stand still but rather be looking around and ahead. We look at and listen to evidence of student learning, not just on the surface but by digging beneath the surface to see how competing factors influence student success or lack thereof. A robust Instructional Support Team is in place to identify, monitor, and support students by creating opportunities for collegial collaboration that includes partnership with teammates, instructional coaches, and administrators. Prior to the spring 2020 building closure, the school community was engaged in a year-long reflective visioning process anchored around the pillars, “A Proud Past, A Vibrant Present, An Exciting Future.” This process has allowed teachers, staff members, parents, and students to share what they value and cherish as well as that which they hope to see change, evolve, or grow. This work was both paused and buoyed by the onset of the COVID pandemic, but we look forward to completing this process with new learning in the upcoming school year with a vision for our near-term future. Moving ahead we want to continue to make good on our mission, assuring that every student gets what is needed, in every possible way, every single day.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Haynes School is committed to excellence in educating students to be informed, innovative, independent thinkers. Every day, students engage in rich, authentic, contextualized learning in various subject areas using a wide array of learning models and methodologies, with pro-social teaching and collaborative learning opportunities embedded. Students make growth every day, and the school models a growth mindset and “the power of yet” to keep students moving ahead with positivity and possibility. Through a combination of curricular programs, integrated technology, educator innovation and creativity, and individualized approaches, students work to meet learning expectations aligned with curriculum frameworks from the Massachusetts Department of Elementary and Secondary Education. Each curricular area is guided by the support of a district curriculum content leader, and areas are reviewed and enhanced through curricular review processes, which leverage contemporary practices and research-based programming to support student success.

LITERACY: The literacy or English Language Arts (ELA) curriculum is designed around the goal of creating lifelong readers and writers who know how to access information for work or pleasure and communicate effectively and efficiently through various modes. A first grade student may experience a lesson anchored around the declaration, “Readers are brave!” while down the hall, fourth graders are delivering oral presentations on topics of personal interest. Students engage in independent reading from an early age, benefitting from coaching in text selection and conversations that support student thinking about the texts. Guided reading and whole class shared read alouds of various topics, genres and perspectives provide additional opportunities for students to develop their skills and expand their interests as readers. Conferences, written responses to reading and assessments using the Fountas and Pinnell Benchmark Assessment System provide teachers information that shapes further instruction. Through a progressive writing program anchored in the Lucy Calkins Units of Study, Haynes students experience writing as an ever-growing skill that improves with practice. Students walk through the writing process repeatedly throughout the year, integrating skills, techniques, and tools along the way. Students also engage in word study each day, with Foundations as the core program in kindergarten through grade 3. Ongoing assessment against progress toward learning outcomes shapes how teachers group students, target instruction and collaborate with the school’s literacy specialist and reading interventionist.

MATHEMATICS: Haynes mathematicians work as investigators, connectors, and communicators as they make sense of mathematical concepts, build on prior knowledge and share reasoning behind their thinking, all while building a strong base of computational understanding and functioning. Using Bridges in Mathematics as our core math program, students engage in productive struggle while grappling with ideas and relationships to gain deeper mathematical understanding. Students participate in a math block each day, in addition to daily discrete skill-building using Bridges in Mathematics’ Number Corner. Each year students engage in the various domains of mathematics, building upon previous learning and understanding from the year prior. Written assessments, observations, and interviews make up the portfolio of ongoing formal and informal assessments that monitor student progress. Students are supported by classroom teachers along with special educators, paraprofessionals, and the school’s math coach for both whole class and small group targeted instruction.

SOCIAL STUDIES: Critical thinking, historical analysis, comparative observations, and civic-mindedness are the pillars of our social studies program. Since 2019, Haynes and the Sudbury Public Schools have gradually transitioned to new units of study, developed locally, that help students grow as historians, geographers, and engaged citizens. Students focus not as much on rote memorization and fact recall as they do on examination through a critical lens and the synthesizing of complex information. From local communities to global exploration, students learn how concepts, places, and events are connected. Topics in history do not shy away from tough or controversial subjects and include learning about the African/North American Slave Trade, immigration, and Civil Rights movements of the last century. The throughline is a focus on gaining the knowledge and skills to engage thoughtfully in a complex world.

SCIENCE: Leveraging the STEMscopes curriculum program, students act as scientists to make sense of the
NBRS 2021

world around them. Integrating Next Generation Science Standards, students each year engage in the study of earth, life, and physical science along with engineering. They make observations and collect data to provide evidence in support of a claim. Through experiments and exploration, research, content reading, and more, students not only learn how to operate as scientists as researchers but also as communicators of ideas and information. Students can be found working in classrooms with their teachers testing and constructing effective erosion control systems, outside making observations about weather patterns, or discussing watersheds in Sudbury. Younger students partner with middle-school-age “BioBuddies.” Fourth graders engage in a multidisciplinary experience “4Energy” that brings students through the engineering design process, culminating with a wind turbine exposition.

SHIFT TO REMOTE LEARNING: As with schools across the country and around the world, the closure of school buildings as a result of the COVID pandemic presented no shortage of challenges for educators, parents, and students to face, but at the same time, providing opportunities for innovation and growth. In March 2020, Haynes School shifted to a virtual learning model under the umbrella of “Sudbury Learns from Home.” With more unknown than known about the trajectory of the pandemic, our focus was on maintaining student/school connections. As weeks progressed and our capacity increased, educators pivoted their plans for a distanced experience. Students’ in-person, traditional scope and sequence was replaced by virtual learning experiences that included live, synchronous activities as well as asynchronous, self-directed learning experiences. Teachers connected with students for virtual direct instruction lessons, and created materials that could be accessed and completed at home or using the Google Classroom or SeeSaw platforms. Instructional coaches developed modified lessons to self-paced slide decks and curated instructional tools for grade levels. Special educators provided resources to parents. The principal released weekly video messages to students. As students returned to school this year in a hybrid model, the skills gained by students and teachers alike were leveraged to allow for students to stay connected and progressing in the curriculum ahead of our full-return in April. Ahead, the school will continue to analyze student progress, identify needs, and look at plans for the year ahead mindful of the shifts in teaching and learning that have been necessitated since March 2020.

1a. For secondary schools (middle and/or high school grades):

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Beyond core academic areas, the Haynes School program includes regular instruction in art, music, physical education, and library for all students. Additionally, students begin completing Spanish beginning in grade 1. This array of course opportunities serves not only to develop transferable skills but also to enrich students’ educational experiences and introduce them to knowledge and expose them to interests that may become lifelong passions.

ART: Using exemplars and models as starting points, students at all grade levels explore the styles and techniques of visual artists while they hone their skills of artistic expression themselves. A progressive curriculum from kindergarten onward engages students in multi-step projects that include skill-building and understanding of color theory, texture, tone, temperature, and more. Students look at the work of historical artists of varied backgrounds and try on various approaches to visual expression. Students brainstorm, plan and create using various mediums and tools. Through the course of their study, students will draw, paint, and engage in collaging and printmaking. Students will use clay, paper, wood, and wire to build three-dimensional pieces.

LIBRARY: Our school library program allows students not only access to a rich collection of children’s literature for pleasure reading but an opportunity to explore in-depth subjects and topics of particular interest. It is a place for information as well as innovation. Weekly classes introduce students to authors of

diverse styles and backgrounds, with a focus on drawing connections between storytelling and students' own lived experiences. Students learn about literature through the lenses of literary celebrations and local, national, and global award programs that celebrate writing and illustration. Students begin their time in the library learning how a traditional library circulation works, and eventually move to using the library as a resource for information and research. Students are encouraged to leverage physical and virtual resources to pursue topics of interest. The library program also teaches students about how to be good digital citizens. Learning how to vet information, navigate the internet safely and be a responsible digital communicator are lessons that are introduced and built upon each year. The library also offers students the opportunity to enter the world of STEM, through building, engineering, and exploring. The opening of an adjacent Learning Studio (delayed due to COVID) will provide dedicated space for coding, robotics, engineering, and design for all students.

PHYSICAL EDUCATION & WELLNESS: Weekly physical education and wellness class in our school gym or on our fields affords students the opportunity to strengthen and expand various elements of their ongoing growth and development. Beginning in kindergarten and as students progress through the grades, students develop and refine locomotor skills such as skipping, hopping, and galloping. Through sports and games, students grow in their abilities in throwing, passing, catching, balancing, stretching, and more. Students are exposed to a wide range of games and activities that are used as tools to teach fair play, following directions, and giving best effort, while also expanding students' portfolios of preferred leisure activities. Learning to be good teammates, win and lose gracefully and have fun are tenets of the program at all points. Taking care of one's body physically is an added component of the program, with increasing depth and focus as students get older. In grade five, students participate in a human growth and development unit taught by the district's wellness coordinator. The mini-course focuses on puberty, adolescence, and human reproduction. Fifth graders also participate in "Students Thinking and Acting Responsibly in Sudbury," a five-week program led by the Sudbury Police Department's school resource officer. The program explores topics including diversity, decision making, personal responsibility, and the risks associated with substance abuse.

SPANISH: Students engage in a weekly world language program beginning in grade 1. Students learn the concept of second language acquisition, gain increasingly complex vocabulary and learn songs and stories in Spanish. Through games, projects, and repetition, students increase their capacity with a second language. Vocabulary expands to conversational Spanish and pronunciation, and students explore the culture and history of various Spanish-speaking countries.

COVID ADJUSTMENTS: During the school's hybrid learning model, all specials classes were taught virtually to students at home, using Google Meet and other technology. Students engaged in live physical activities from their backyards and practiced singing in music class along with their teachers from their living rooms. Beginning with our return to full in-person learning on April 5, 2021, students shifted to attending a single special daily for an entire week rather than once a week, before shifting to a different special the following week. In addition to limiting the rate of exposure for our specialist teachers, the schedule allowed for continuity of instructional delivery. This adjusted schedule has suggested benefits for students, and the school is exploring the possibility of maintaining this model for the next school year.

3. Academic Supports:

Meeting students where they are at and supporting their growth forward from that point requires the collaboration of talented educators in partnership with supportive families. Haynes School has various structures, systems, and programs in place to both identify and support students' needs.

INSTRUCTIONAL COACHING: Haynes benefits from the services of instructional coaches/specialists in literacy, math, and science. Through a student-centered coaching model, educators join with coaches in coaching cycles targeted at improving student learning outcomes. Coaching cycles last for several weeks, and include modeling, co-teaching, observation, and collaborative examination of student work and responsive planning. Coaches also provide assistance with in-the-moment planning, problem-solving, and resource identification.

INSTRUCTIONAL SUPPORT TEAM: The Instructional Support Team (IST) is our proactive approach to supporting educators in their efforts to accommodate increasingly diverse learners in the general education setting. Our team and process ensure that the guidelines around Response to Intervention (RtI) are met in supporting students who need intervention or extension. The IST is designed as a school-based, problem-solving model that supports teacher engagement in pre-referral intervention activities. The team meets weekly with standing members that include the school administrator, mental health team members, and instructional coaches, joined by grade level classroom and special education teachers. The goals of the IST are to provide school staff with strategies and resources, improve academic and/or behavioral performance of referred students, involve parents in our efforts to educate students, and use data to integrate ongoing assessment of student needs with intervention planning to ensure that students are educated in the least restrictive environment. Measurable student objectives are set by the team, and progress monitoring tools identified.

STUDENT SUPPORT TEAM: Each week the school principal and assistant principal meet with the special education team chair, school counselor, school psychologist, and school nurse to discuss and share updates on students of concern or individuals with profiles requiring significant planning or assistance. This forum allows for the school administrators to maintain a consistent understanding of student needs and serve as instruments in providing necessary support for students as well as the educators caring for the students.

DATA MEETINGS: At regular intervals throughout the year, grade level teams come together with school administrators, instructional coaches, and content specialists to dissect and discuss various pieces of student data. At present, the meetings are dedicated to either math or literacy learning data. The process serves not only to provide dedicated time to examining relevant evidence related to student progress but also simultaneously to provide collaborative coaching on looking at student work through a critical lens of student achievement. Teaching points are identified as next steps at the close of these meetings.

LITERACY INTERVENTION: Literacy intervention provides targeted instruction for students who demonstrate the need for additional support for phonemic awareness, phonics, oral reading fluency, comprehension, vocabulary, and response to reading through writing. A literacy specialist or literacy interventionist provides instructional support to small groups of students based on specific needs as identified by assessment data and teacher observation. Services for students are reviewed three or more times per year. Once a student has successfully reached appropriate benchmarks they will be released from additional literacy services, with ongoing progress monitoring.

MATH INTERVENTION AND EXTENSION: While supporting math learners is primarily accomplished through student-centered instructional coaching, the math coach will provide math extension or enrichment directly to students in small groups as student profiles dictate. This model mirrors the structure of literacy intervention.

SPECIAL EDUCATION: One in five Haynes students qualifies for special education services under IDEA. Most students engage with academic special educators or related service providers through a learning center model that combines in-class and pull-out instruction in a full-inclusion model. Individual and small group instruction, targeted therapies, and skill development all comprise this support model. Approximately one-fourth of all students with special needs are part of one of our two specialized programs (Partners and Steps, described in detail in Part III).

ENGLISH LEARNER PROGRAM: Our English Learning program follows the Sheltered English Immersion (SEI) model. All instruction is delivered in English. Most of the day, English Learner (EL) students are in the same classrooms as their native English-speaking peers. In addition to these classes, EL students also work with an EL teacher to learn the English language skills they need to succeed in school. EL teachers work with students individually or in small groups. EL classes focus on English language listening, speaking, reading, and writing skills. We use research-based methods that help students to learn English while developing complex mental skills such as problem-solving, evaluating different opinions, and discussing their ideas.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

An engaged, connected student is one that is more likely to maximize the available learning experiences. At the core of our philosophy is a belief that strong relationships are the foundation of all successful teaching and learning. To support this, Haynes School employs a multifaceted approach to supporting students and their relationships with our team of educators.

One of the most distinctive features of our whole-school community is the Haynes School community gathering weekly for all-school meetings. These meetings are an opportunity to celebrate, share and learn with and from one another. Each week students recognize those celebrating birthdays and individuals marking milestones, hear from teachers about upcoming events, and learn from the principal about how to be positive members of the school community. Individuals, groups, and classes share learning, talents, or personal interests with the greater community.

Two surveys in which students participate annually provide information that allows staff members to more fully support student engagement. Each fall, students complete a virtual “connection card,” on which they indicate adults they feel comfortable going to when a problem arises, as well as who they see as friends or positive peers. Students who do not identify individuals are noted by the mental health and administrative teams for additional support. (Staff members have also engaged in activities in which they identify students they have contact with; students who are not identified are paired with staff mentors for proactive, positive connections.) Each spring, students complete a Connectedness Survey. Based on the work of Stan Davis, this local survey gathers information on students’ perceptions of everything from the fairness of rules to how safe they feel at various parts of the school day. Results are analyzed annually and used in planning.

Maintaining a safe, orderly, and predictable school environment allows students to focus on their job as learners. At Haynes, four school rules are used to provide parameters in which all positive behavior takes place: be responsible, be respectful, be safe, and be kind. This common language is posted throughout the school, voiced by all staff, and internalized by students. Positive behavior is recognized and celebrated every day. “Hawk Sightings” are presented to students who are demonstrating expected behavior throughout the school day in ways both big and small. Students get to bring their cards to the main office to be recognized, and students’ names appear on digital displays throughout the building. One student weekly is identified as the “Hawk of the Week.”

During COVID building closure, the school community prioritized maintaining connections with students. The principal released weekly videos to students with messages of encouragement and reinforcement. Staff members contributed to multiple collaborative compilations that were shared with students. Emails to parents, phone calls home, and impromptu student/teacher Google Meet or Zoom connections further facilitated and maintained the connection between students and their school.

2. Engaging Families and Community:

Haynes School continues to place incredible value on the important role that families and our community partners play in strengthening the work taking place in our school each day. A well-informed community of parents and supporters is one that is eager to champion the work of the school.

The principal prioritizes multi-modal communication with parents and the wider community. A bi-weekly newsletter, “Haynes Happenings,” is distributed to families with news and updates from the school and district. Regular updates to the revamped school website, timed text alerts and reminders, targeted emails, and routine Twitter posts all serve to communicate school news and information to the wider community. This work is ever more important now with limitations on in-person gathering and restrictions on parent volunteers or visitors in our building.

The principal also hosts monthly “First Friday Principal Coffees.” Typically featuring a topic (e.g.,

supporting math learning at home, digital safety, etc.), the coffees provide an opportunity for parents to connect with the school leadership and staff. Spurred by COVID restrictions, the principal transitioned his First Friday Principal Coffees to virtual Thursday evening “Principal Forums,” which have proved successful in maintaining connections with families.

As a priority, educators communicate timely and effectively with parents the goings-on in school, news of what’s ahead, and updates about student successes or stumbles. Emails, newsletters, websites, and Twitter posts all shape the information stream. Through COVID learning, teachers have begun to leverage the power of SeeSaw and Google Classroom to provide information to parents. In addition, this year Haynes School has reviewed its progress reporting plan, and in doing so, shifted to replace a third report card with an additional parent/teacher conference in the spring.

The principal works closely with the leadership of the Haynes Organization of Parents (HOP) to maximize their supportive efforts of the school, creating opportunities for parent engagement, participation, and volunteering. Through this partnership, needs and opportunities are identified. HOP also coordinates several family events throughout the year, including family picnics, BINGO, movie nights, and more. More recently, parents have begun hosting monthly staff appreciation breakfasts in our staff room.

The connectedness of school and community reaches beyond this. We boast an active School Council that serves to advance the work of the school within the wider community. We regularly host student teachers and interns from nearby universities. We work in partnership with the Sudbury Educational Resource Fund (SERF) in both fundraising and community activities. The Sudbury Special Education Parent Advisory Council (SEPAC) supports parents in our school. Each month fourth grade students coordinate a food drive in support of the Sudbury Food Pantry. While we enjoy strong relationships with various Town departments, Haynes benefits from a close partnership with the Sudbury Police Department and the school resource officer who is a regular and welcomed presence in our hallways.

3. Creating Professional Culture:

The professionalism and talent of our educators are paramount to the success we realize as a school. With nearly 90 individuals calling Haynes School their professional home, there is a vast array of talent and varied specialization in our team of professionals.

Staff members engage in shared leadership as members of the school’s Leadership Team and School Council, where they share perspectives and collaborate to both problem solve and create new opportunities, experiences, and approaches. Teachers also routinely lead professional learning for their colleagues in both formal and informal ways, with the support of the school and district leadership.

The school staff meets twice a month after school for the purpose of tending to school business and engaging in further professional learning and development, planning, and preparation. All staff members also engage in collaborative planning every Tuesday and Thursday afternoon.

School is dismissed early twice a month for Improved Learning for All Planning (ILAP) afternoons. This time is set aside for educators to collaborate, plan, and engage in professional learning. Topics range from deep dives into new curriculum to seminars on new pro-social approaches. During COVID hybrid teaching, the district increased these release days to occur weekly to provide additional time for planning and collaboration. Educators benefit from the support and expertise of curriculum leaders and specialists who serve as coaches and resources. The district hosts two or more professional learning days each year, with the most recent focusing on equity in education and developing as anti-bias educators. Beyond this, staff members participate in ongoing professional opportunities outside of the school, including social/emotional and STEM conferences, anti-racism training, annual meetings of professional organizations, and trainings in project-based learning (PBL), Google certification, Wilson certification, and more.

The principal meets monthly with the staff team of the Partners program, the education support professionals team, and other groups to address topics of particular interest. With the ease afforded by the proliferation of virtual meeting platforms, job-alike meetings can take place with cross-district colleagues.

Teams of school psychologists, nurses, and front office administrative assistants now meet regularly to share ideas and discuss challenges unique to their roles.

4. School Leadership:

In its nearly sixty years, only seven individuals have served as principal of Haynes School. Haynes is led by a full-time principal and part-time assistant principal. As leadership partners, the principal and assistant principal serve as both instructional leaders and operational managers, charged with providing direction, vision and operational function for the school. The administrative team sees as its primary responsibility the work of fostering and sustaining conditions in which exceptional teaching and learning can take place. To do this, the school leadership works together to provide models, resources, supports, and parameters through which high-quality instruction and support for all students and families can be realized. As a team, the principal and assistant principal work not to have every answer but rather to partner with staff members, parents, and community leaders in establishing optimal connections and to seek solutions to problems together. The principal and assistant principal highly value and prioritize clear communication and systematizing school operations and creating logical, predictable structures and routines so that educator bandwidth can be focused on innovation, individualization, problem-solving and reflection across the practice. Replicating successful processes and removing guesswork related to administrivia when possible allows for the fullest possible deployment of energy toward delivering high-quality learning experiences for all students.

In addition to the principal and assistant principal, a teacher-leader serves as special education team chairperson. This position is charged with providing leadership and coordination for all facets of special education in the building, including the execution of the evaluation team and the individual education plan (IEP) process.

Beyond these formal roles, Haynes makes use of standing committees, teams and working groups to plan, problem solve and continue the ongoing growth and progress of the school. A representative Leadership Team with membership from all grade levels, curriculum areas and job types meets monthly with the principal to offer input, share feedback and assist with decision making. The Haynes School Council operates in accordance with state law as an elected representative body of staff members, parents, and community members. As an advisory body, the Council assists the principal in decision-making and formulation of the school's strategic improvement plan. Staff members also serve as interviewers during the hiring of all new staff members, work as mentor leaders to new educators and lead initiatives ranging from poetry month and World Read Aloud Day to STEM week activities, Staff Sunshine Club and more. At the more localized level, teacher teams collaborate as ad hoc groups around various topics, initiatives or efforts, including the formulation of new school rules, the installation of a STEM studio, the addition of sensory pathways or the piloting of a schoolwide composting and conservation initiative, "Haynes Goes Greener." All of these efforts solidify the investment that staff members have in their school, which yields direct benefits to their students' overall success as connected members of the school community.

COVID building closure necessitated a shift to remote leadership. The space usually reserved for responding to items that arise daily in the life of an elementary school was now filled by efforts to connect and care for the wider school community. The administrative team moved meetings virtually, continuing to hold regular Leadership Team meetings that shifted their focus to the wellbeing of students and staff members. The principal also added weekly virtual team and department check-ins to maintain connection and continuity.

5. Culturally Responsive Teaching and Learning:

This year Haynes School and the Sudbury Public Schools adopted an equity statement that commits our work to "welcoming, affirming and celebrating all students..." We go on to share that we will work to sustain "a culture that promotes advocacy, equity, and justice for marginalized groups who have been systemically oppressed and excluded."

Members of the Haynes administration and staff serve as standing members of the Sudbury Equity Working Group. Beyond the adoption of an equity statement, the group led the way in developing professional learning opportunities around anti-bias, anti-racist practices. Staff members continue to work with various organizations, including Initiatives for Developing Equity and Achievement for Students (IDEAS), and participate in annual conferences, including the Massachusetts METCO Directors Conference. The principal and assistant principal continue to participate in ongoing book and study groups, which include exploration of titles such as “White Fragility.”

On-site professional development in recent years has focused on developing cultural competency and perspective-taking. Recently-updated curriculum standards in social studies have provided an opportunity for professional learning linked to civil rights, immigration, and the leveraging of students’ backgrounds to enhance the wider school community.

At present, Haynes School is in the midst of the formation of the Haynes Equity Leadership Team. Comprised of administrators, educators, staff members, and parents, the team will have as its charge implementing the equity stance, bringing life to words and action to ideas. Community conversations and activities, professional staff development opportunities, and age-appropriate additions to our community practices will all be developed toward the end of educating, illuminating, and enhancing. Moving ahead, equity will be a core component of the school’s strategic improvement plan moving ahead.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Of everything that our school has done over the course of the past year in shifting, adjusting, and reprioritizing, the single most important practice this year that has allowed for continued success is what we did not change: an unwavering commitment to seeing our students for who they are, as complete people who require support not merely as learners, but as social-emotional beings who thrive on connection, being seen, knowing they are cared for and that we will never give up or abandon them. What we did as a school community is to consciously decide that our academic program--of which we are incredibly proud--should take a backseat to our students' emotional and interpersonal needs. We focused on relationships and connectedness, with the sense that students can only learn when they are ready to learn. COVID-19 has presented new and unanticipated hurdles to how school works. While most of the changes are only temporary, others will have long-lasting impacts and implications. We put morning meetings ahead of math. We created space, physically or virtually, for students to be sad, confused, or frustrated. We acknowledged anxieties. We modeled being vulnerable. We took professional learning time to talk about trauma instead of tests. In time, we will know for sure if these conscious decisions were the right ones, but our sense is that our priorities have been the right ones.