



AIM Report
2023-2024

Josiah Haynes Elementary School



| School Improvement Goal | Work Completed & In-Progress | Next Steps |
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| <p>GOAL 1:</p> <p>Wellness</p> <p>Support the development of an environment in which everyone is seen and heard, where differences are valued and identity is celebrated in order to provide equitable learning experiences where every student is engaged and challenged.</p> | <p>Prioritize equity as the cornerstone of the school's work.</p> <ul style="list-style-type: none"> Equity is the cornerstone of Haynes Elementary School's work, as demonstrated by the comprehensive action items aimed at ensuring inclusive education, providing support for all students, and fostering a diverse and respectful school environment. <p>Dedicate increased minutes to SEL direct instruction while continuing to embed authentic opportunities for practice and reinforcement throughout the day.</p> <ul style="list-style-type: none"> Harmony lessons taught to students each week Calm classroom implemented in every class daily SEL Data meetings 3x a year with the DESSA screener <p>Develop school-wide structures and practices that promote community, inclusion, and relationships between student-student, student-staff, school-family, and staff-staff</p> <ul style="list-style-type: none"> All staff participated in a professional development conducted by IDEAS around recognizing internal bias and inclusive language Staff participating in a book study focusing on creating equity in math classrooms Committee of staff and parents developing the Tournament of Books that provides students with Windows, Mirrors, Sliding Doors through literature Curriculum Celebrations are planned with special educators, specialists, teachers, families, etc. in order to promote inclusivity and accessibility for all students We developed a digital database of all students and staff names pronounced correctly so that they can be referenced in order to address them by their preferred names. Regular School Meetings are held on full-day Wednesdays for students to perform, celebrate birthdays, review norms, and have whole | <ul style="list-style-type: none"> Haynes Master Schedule for FY25 built with dedicated time for SEL planned out Continue with Buddy Classrooms and find ways to integrate this structure throughout the school year Data entry into Aspen for behaviors to continue Develop a family-HOP liaison to specialize in student needs Continue with Committees, gather feedback Creating equity in math classrooms - PD for staff Continue ADA updates Updated the Video/Audio system in the Cafeteria as per district Grant Classroom teachers are given a budget to purchase books to increase their inclusivity of all students |

school celebrations

- Teachers created and implemented a “Community Week” where students buddied up with classrooms to complete activities each day centered around kindness, community, and connection with the theme of Snow.
- Buddy classrooms utilized for “Wellness Week” which was the precursor to our Fun Run
 - The Fun Run was conducted in a way that was inclusive and accessible to all students. The fundraising aspect was completed outside of school and students focused on health, wellness, and community
- Quarterly Principal Coffee conversations to gather input from parent/caregiver community
- Various HOP organized community events such as Movie Night, Haunted Haynes, Around the World: Cultural Celebration, Playground Meet-ups, Haunted Haynes, Bingo Night
- Start every staff meeting with “Connections” to build relationships between staff members
- Provide families that do not live in Sudbury with child-care options for afterschool in order to participate in HOP events (Haunted Haynes & Movie Night)

Development of Staff Committees this year that occurred during the 2nd staff meeting of each month and were focused on: SEL, DEI, Community, STEAM, & School Meeting

- Committee options were developed by the Leadership Team and teachers choose which one to join. All teachers were given their first or second choice.
- Staff work on events, resources, etc. that impact students

Strengthen student capacity for internalizing Haynes School shared common expectations by supporting positive behavior.

- New behavior expectations & response charts were rolled out to students and families
- Explicitly teach skills during SEL blocks, School Meetings, and natural opportunities throughout the day
- Documenting conduct behaviors in ASPEN according to the response rubric

Ensure equal access to teaching and learning across all spaces for all students

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| | <ul style="list-style-type: none"> ● Library updates for ADA compliance <ul style="list-style-type: none"> ○ Book stacks moved to ensure proper clearances ○ New furniture purchased to allow for additional space for students ● Updated sinks in classrooms ● Updated location of dispensers in bathrooms ● Audio/Visual system in the cafeteria is being upgraded and will continue to provide access for all | |
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| <p>GOAL 2:</p> <p>Innovation</p> <p>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 in order to provide equitable learning experiences to engage and challenge every student.</p> | <p>Keys to Literacy - Professional development consisting of in-person and virtual training sessions related to reading (phonics, comprehension, word study)</p> <ul style="list-style-type: none"> ● Classroom teachers participated in trainings during ILAP days throughout the year focusing on literacy instructional practices ● Teachers implemented the strategies from KTL into their instruction ● Peer-observations of teachers utilizing the strategies and debriefing to enhance their implementation and learn from each other ● Analyzed student growth in relation to the strategies used to increase comprehension <p>Schedule weekly common planning times for grade level teams</p> <ul style="list-style-type: none"> ● Each grade-level had two-25 minute common planning times throughout the week ● Teachers utilized this time to plan out weekly lessons, projects, field trips, special events, etc. ● Specialists and Coaches were able to periodically meet with grade levels during this time to plan lessons together <p>Experiment with schedule adjustments in order to provide students with an intervention block as part of a tiered system of support</p> <ul style="list-style-type: none"> ● Teachers in grades 2 and 3 made adjustments to their schedule in order to pilot a 30 minute intervention block, 3-4 times per week ● Based on data, this time was used for students to receive literacy and/or math intervention ● Teachers in the classroom provided students | <ul style="list-style-type: none"> ● FY25 Schedule has WIN blocks 2-5 (K & 1 have centers/rotations) ● Progress monitor students during WIN blocks ● PD on what a tiered system is so there is more consistency ● KTL - Writing focused PD ● Piloting 3rd edition of Math Bridges for grade 5 ● Implementation of 3rd edition of Math Bridges in 2, 3, 4 ● Explore Project-Based Learning opportunities at every grade level <ul style="list-style-type: none"> ○ Integration of Unit 8 of Bridges into other content areas |

with small group instruction based on learning needs

- Teachers, literacy and math coaches planned small group lessons collaboratively

Use student learning data to inform decision-making practices in teaching and learning.

- ELA Data Meetings held 3 times per year
 - DIBELS in grades K-3
 - Track My Progress grades 3-5
 - Identify students requiring Tier 2 interventions
 - Identify students that could use small group, targeted practice in class
 - Work with the literacy specialist, special educators, and teachers to plan Tier 1 classroom instruction based on student needs
- Math Data Meetings held 2 times per year
 - Bridges assessments K-5
 - Interview based assessments in K-1
 - Discussions focus on areas of need, where do teachers need to revisit
 - Discuss how to re-teach those practices
 - How to provide re-engagement as well as extensions for students that have shown proficiency
 - Plan Tier 1 teaching practices based on areas of growth in the data

Teacher representatives from each grade-level and area of the school participated in a Scheduling Committee to develop FY25 schedule

- Gathered feedback on the effectiveness of the FY24 schedule
- Staff provided input on their “big rocks” for what they would like to see in next year’s schedule
- The development of the schedule focused on student needs