



**AIM Report**  
**2023-24**  
**Loring School**



| <b>School Improvement Goal</b>   | <b>Work Completed &amp; In-Progress</b>   | <b>Next Steps</b>   |
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| <p>To support the development of equitable and inclusive practices where diversity is celebrated, cultural awareness is valued, and all students, families, and staff have a sense of belonging.</p> | <p>Continue to expand our resources that celebrate uniqueness and diversity (e.g. equity book website).</p> <p>Strengthen our partnership with Safe Schools to provide staff and family learning opportunities.</p> <p>Incorporate equity and inclusion-focused activities or articles at the beginning of staff meetings.</p> <p>Muralist collaborated with the fifth graders on a mural with the message <i>You Can Do It</i>, which was voted on by the Loring students. Another mural was also painted that says, <i>You Belong</i>.</p> <p>Updated the Family Information Form this year to allow families to share information regarding pronoun and gender identification.</p> <p>Continue to develop the METCO mentor program with monthly events.</p> <p>Staff meetings that address the achievement gap and look at MCAS data, primarily from our high-needs groups.</p> <p>Staff meeting time is dedicated to having discussions about articles chosen by our equity committee.</p> <p>Presenters at a staff meeting to build awareness around gender identification and hear the experience of a transgendered young adult.</p> | <p>Utilizing the bi-monthly School Newsletter to communicate our equity work with the community.</p> <p>Family Form - The goal is to have all Loring families complete the form next year. This year we only had 45% fill out the form.</p> <p>Continue Equity work with the Committee and staff to develop a website with resources and picture book read-alouds.</p> <p>Work with the Equity Committee to find ways to have presenters come in or share a video to support inclusion, courage, and belonging.</p> |

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| <p>To continue to improve ELA instruction by utilizing best practices rooted in research and data.</p>         | <p>Provide professional development through Keys to Literacy, including online and in-person coaching related to reading instruction, encompassing phonics, comprehension, and word study.</p> <p>Revise/update Sudbury Elementary Literacy curriculum and materials</p> <p>Update teaching practices to reflect the standards and research-based best practices in ELA</p> <p>Implement Heggerty Phonemic Awareness Curriculum in grades K-1</p> <p>Update our ELA universal assessments (DIBELS, Track My Progress)</p> <p>Prioritize teacher observations around literacy instruction.</p> | <p>4th grade and kindergarten teachers piloting ELA curriculums in the fall.</p> <p>Writing PD for k-5 begins in January.</p> <p>Implement peer observation opportunities so educators can see students and colleagues in different classrooms and grades.</p>      |
| <p>To implement a multi-tiered system of support (MTSS) to improve outcomes for all students. (year three)</p> | <p>Grade-level teams will collaborate on student achievement and progress</p> <p>Increase FTE for intervention educators (Title One)</p> <p>Implement quarterly data meetings for educators facilitated by the Boost team (Coaches, Title One, and School Support Specialists and Administration.</p> <p>Power Half-Hour - focused on Math or literacy (determined by grade level data)</p> <p>4th-grade math response to MCAS data.</p> <p>Coaching cycles - math and literacy</p> <p>Math/Literacy Family Intervention Night</p>  | <p>Teacher-led professional development that supports differentiation of tier-one instruction.</p> <p>Using our Power ½ Hour time to provide intervention and enrichment across the grade level. This model was used in 4th grade at the beginning of the year.</p> |