



AIM Report 2024-2025

General John Nixon Elementary School



School Improvement Goal	Work Completed & In-Progress	Next Steps
<p>GOAL 1:</p> <p>Enhance the social/emotional, physical safety, and support for all children and all members of the community</p>	<p>Utilize staff and grade level meetings to discuss and reflect on DESSA Screener results and the incorporation of the CASEL SEL practices.</p> <ul style="list-style-type: none"> ● Implemented the DESSA Connectedness Survey to provide insight into student perspectives on school communities ● Held weekly meetings with the mental health team to guide SEL practices and support for all children ● Conducted regularly scheduled meetings with mental health staff, administration, student committees and district level social and emotional leadership ● Facilitated conversations with Sudbury First Responders and Nixon staff to collaborate on school safety needs ● Installed SERF grant funded Nook Seating for a tranquil and physically accessible option for cafeteria seating, offering a quieter space for peer interactions and social time during the lunch session <p>Build on sustaining classroom and school-wide Mindfulness efforts.</p> <ul style="list-style-type: none"> ● Principal and Assistant Principal incorporated a “mindful minute” at the start of each school day ● Created a Student Advisory Committee, consisting of up to 20 children in grades K-5, to meet and advise the principal on school matters and SEL initiatives ● Displayed visuals throughout the schoolhouse to reflect the importance of self care for staff and students ● Increased physical accessibility to the school grounds and facility by way of creating more accessibility to all aspects of school ● Integrated the Zones of Regulation social thinking curriculum into classroom learning to complement the usage of CASEL and Harmony lessons <p>Continue to examine and enhance school safety practices.</p> <ul style="list-style-type: none"> ● Implemented school safety best practices, including organization of standing crisis and student support teams ● Engaged students and staff in safety/school responsiveness practices under the guidance of SPD ● Offered 3 additional “refresher” school safety training sessions throughout the school year in partnership with the Sudbury Police Department. ● Collaborated with families about the rationale and practices in the area of school safety via School Advisory Council meetings ● Continued collaboration with Sudbury Police Department. 	<ul style="list-style-type: none"> ● Ensure Harmony curriculum is incorporated into every classroom consistently and with fidelity through grade level team sharing/observing and administrator observations. ● Utilize behavior chart when meeting with staff, families, and children regarding growth and behavior. <ul style="list-style-type: none"> ● Continue to partner with Sudbury organizations such as the PTO to increase materials and experiences for children, and to create more accessibility to all aspects of school. ● Balance physical activity in physical education and game play with SEL initiatives woven in. <ul style="list-style-type: none"> ● Re-evaluate and improve dismissal procedures <ul style="list-style-type: none"> ○ Eliminate announcements to create visual cues for the students and staff to have greater partnership when departing each day
<p>GOAL 2:</p> <p>Provide all students with sustainable instruction and academic structures that support children and educators to achieve at a high level while promoting ongoing</p>	<p>Sustain Foundations in all classrooms K-3</p> <ul style="list-style-type: none"> ● Educators participated in professional learning, formal and informal, throughout the school year ● Literacy Specialist provided coaching and modeling on use of Foundations for educators via tier 2 & 3 intervention ● Implemented Foundations Phonics/Word Study instructional practices in all classrooms K-3 with fidelity 	<ul style="list-style-type: none"> ● Proceed forward with literacy coaching for educators. <ul style="list-style-type: none"> ○ Continue to monitor the student progress on qualitative and quantitative data in relationship to COVID learning loss.

<p>opportunities for accessing/applying knowledge in new ways.</p>	<p>Sustain SPS Social Studies units.</p> <ul style="list-style-type: none"> ● Students participated and engaged in units of study according to the SPS curriculum plan ● Provided professional development for educators related to the new content and instructional approaches ● Discussed and embraced “tough topics” in history with community engagement ● Planned and implemented instructional units and topics provided throughout the scope and sequence of a school year 	<ul style="list-style-type: none"> ○ Focus on strengthening instructional practices that reach beyond achievement of grade level benchmarks ● Create a main schedule that names and designates uninterrupted learning blocks of appropriate length for Reading, Writing and Foundations for grades K-3, and Reading and Writing grades 4 and 5 that reflects robust teaching practices. . ● Teacher volunteers pilot two literacy programs in the Fall of 2024 to provide insight into which program is most effective for the district ● KTL - Writing focused PD ● Piloting 3rd edition of Math Bridges for grade 5 ● Implementation of 3rd edition of Math Bridges in 2, 3, 4 ● Re-examine delivery of interventions for students <ul style="list-style-type: none"> ○ Professional Development on what a tiered system is so there is more consistency ○ Examine how differentiated instruction occurs ○ Explore new structures for intervention during differentiation instruction blocks and in class ○ Consider: <ol style="list-style-type: none"> 1. Roles of classroom teachers, literacy & math specialists during intervention 2. “Cross-pollination” - shared responsibility across the grade level during intervention times 3. Grade level planning time for intervention cycles/groups after Data Team meeting
<p>GOAL 3:</p> <p>To support the development of equitable and inclusive practices where diversity is celebrated and cultural awareness is valued.</p>	<p>Prioritize equity as the foundation of our schools work each day.</p> <ul style="list-style-type: none"> ● Implemented recommendations of Equity Audit from Dr. Tracy Bensen to intentionally impact refinements on staff meetings, professional development and student centered content meetings ● Integrated SPS Equity Statement as a frame to guide teaching, learning and strategic planning. ● Staff engaged in professional learning about anti-bias/anti-racist education ● Showcased and integrated SPS Statement on Social Studies instruction ● Nixon’s Equity Team (year 3) identified priorities and opportunities for the school community to grow in the areas of cultural awareness ● The Student Advisory Council met monthly with the principal to advise and create community-based and student-centered experiences for the entire school ● Implemented Whole School Reads-Alouds monthly to integrate cultural awareness and topics of equity, family structure, and identity ● Increased the classroom libraries K-5 with books of cultural awareness, topics of equity, family structure, and 	<ul style="list-style-type: none"> ● Continue to gain student focus and interest via the Student Advisory Committee and real-time student feedback to the administration. ● Continue to integrate and apply curricular learning in the area of SPS History and Social Sciences. ● Display visuals throughout the schoolhouse to reflect the cultures and identities of all Nixon students and staff <p>Develop Staff Committees that occur during the 2nd staff meeting of each month. Committees were focused on: SEL, DEI, Community, STEAM, & School Meeting</p> <ul style="list-style-type: none"> ● 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.

	<p>identity</p> <ul style="list-style-type: none">• Responded with safety protocols that involved procedural approaches for all members of our school community	<p>that impact students</p> <ul style="list-style-type: none">• Shared ownership of building leadership• Create opportunities for teachers to team on content area topics such as culture, equity, and reflective responsiveness to current events of our time via faculty meetings, professional development, and team time.<ul style="list-style-type: none">○ Invite IDEAS faculty members (Program Director - Karen Thomsen) to 1-2 staff meetings focused on how to address current events with students in a culturally sensitive and informative manner (ex. How to speak to children when they ask worldly questions)
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