



**AIM Report
2023-2024
Peter Noyes Elementary School**



School Improvement Goal	Work In-Progress	Outcomes & Next Steps
<p>GOAL 1:</p> <p>WELCOMING TO ALL Support the development of inclusive and equitable practices and pro-social teaching that builds and sustains a productive environment in which everyone is seen and heard, where differences are valued and identity is celebrated, and safety is maintained.</p>	<ul style="list-style-type: none"> ● Prioritize delivery of direct instruction in pro-social and social/emotional skill development. <ul style="list-style-type: none"> ○ Expand use of Harmony ○ Reinforce use of SEL Signature Practices such as Optimistic Closure ○ Build a master schedule to include Meet Up daily ○ Incorporate “Buddy Up” in daily/weekly practice consistently ● Enhance and maintain district-wide safety protocols. <ul style="list-style-type: none"> ○ Revise Intruder Response Training materials in partnership with SPD ○ Train all staff in de-escalation strategies ○ Update the Behavior Charts to reflect feedback from the SPS Equity Audit & school/district staff ○ Review/Revise our discipline referral and documentation system ○ Update plan of action for Risk Assessments and Threat Assessments 	<ul style="list-style-type: none"> ● Completed all FY24 targets related to Harmony ● Continue to reinforce use of SEL Signature Practices and Buddy Up Routines ● Finalized Behavior Charts and discipline referral/documentation process which now provide consistent practices for all elementary students ● Provided de-escalation training to all staff ● Updated plans for Risk and Threat Assessments <p>Next Steps:</p> <ul style="list-style-type: none"> ● Train staff to identify risk factors for students ● Implement anonymous reporting options ● Continued work on restorative justice practices ● Finalize reunification planning
<p>GOAL 2:</p> <p>LEARNING FOR ALL Foster academic excellence for all students by supporting educators’</p>	<ul style="list-style-type: none"> ● Continue to improve ELA instruction by utilizing best practices rooted in research and data. <ul style="list-style-type: none"> ○ Provide professional development through Keys to Literacy online and in-person coaching related to reading instruction (phonics, comprehension, word study) ○ Revise Sudbury elementary literacy curriculum and materials 	<ul style="list-style-type: none"> ● Participated in Keys to Literacy professional development in grades K-5 ● Incorporated KTL practices such as 2-column note-taking and top down webs ● Implemented Heggerty

<p>continuous growth in teaching and learning, use of student data and implementation of innovation in approaches to teaching and learning.</p>	<ul style="list-style-type: none"> ○ Update teaching practices to reflect the standards and research-based best practices in ELA ○ Create consistency across the school and district at each grade level ○ Implement Heggerty Phonemic Awareness Curriculum ○ Add more decodable readers in grades K-2 ○ Update our ELA universal assessments (DIBELS, Track My Progress) ○ Build in literacy specialist coaching/consultations during pilot time at least 2x/month at each grade level ○ Incorporate Global Children School's intentional play-based teaching methods in preschool. 	<p>Phonemic Awareness Curriculum</p> <ul style="list-style-type: none"> ● Added Geodes (decodables) to all K-2 classes ● Added TMP Diagnostic and DIBELS in grade 3 ● Offered weekly team coaching with literacy specialist during pilot time ● Provided professional development through Global Children's School to preschool staff and this will continue next year <p>Next Steps:</p> <ul style="list-style-type: none"> ● Provide professional development through KTL in writing ● Pilot ELA curriculum and determine which product we will adopt for FY26 district-wide
<p>GOAL 3:</p> <p>SAFE & ACCESSIBLE FOR ALL</p> <p>Prioritize the adoption and refinement of practices that ensure full access to high-quality teaching and school experiences for all students and community members in a setting that is safe.</p>	<ul style="list-style-type: none"> ● Examine student learning data through an equity lens to inform decision-making practices in teaching and learning <ul style="list-style-type: none"> ○ Implement Data Decision Tree and Tier 2 Planning Document ○ Participate in trimester data meetings facilitated by coaches ○ Identify areas of strength and needed support based on assessment data and plan accordingly ○ Track student progress using current and new district measures and tools ● Ensure equal access to teaching and learning across all spaces for all students. <ul style="list-style-type: none"> ○ Accelerate the ADA transition work to reach compliance ○ Train staff on ADA compliance with physical plant, as well as technology access ○ Provide training to special education staff and related providers regarding the new IEP process 	<ul style="list-style-type: none"> ● Implemented Data Decision Tree and Tier 2 Planning Document ● Held trimester data meetings in ELA, Math, and SEL and identified areas of strength and need to determine next steps ● Tracked student progress via DIBELS, TMP, DESSA, math assessments ● Made considerable progress on ADA compliance and will be installing a new ADA-compliant sound system next year ● Trained staff on ADA compliance

	<ul style="list-style-type: none">○ Plan for Early Childhood program expansion to promote equitable access○ Read <i>Culturally Responsive Teaching and the Brain</i> as focus work for the Noyes Equity Team	<ul style="list-style-type: none">● Provided training to special education staff on new IEP process● Implementing plan for preschool expansion now● Read <i>Culturally Responsive Teaching and the Brain</i> with the Equity Team <p>Next Steps:</p> <ul style="list-style-type: none">● Continue work on the use of Data Decision Tree and Tier 2 Planning Document● Complete ADA work● Provide committee work time during staff meetings to target goal areas
--	---	---