



AIM Report
2024-2025

Josiah Haynes Elementary School



School Improvement Goal	Work Completed & In-Progress	Next Steps
<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>1.1 Dedicate 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 are provided to students every week ● Calm classroom activities used daily ● Dedicated SEL blocks in the main schedule for every homeroom class ● DESSA screener used 2 times per year ● SEL Data meetings 3 times per year <p>1.2 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"> ● Hold Bi-monthly School Meetings for student performances, grade-level performances, birthday celebrations, announcements, outside organizations (Marionette's, Violinist, author visits) ● Committee of staff members meet and plan School Meetings and Community Celebrations ● Buddy Classrooms with older grades paired with younger grades ● STEAM Week activities with buddies, Community week with Theme Kindness, Wellness Week leading up to the Fun Run ● Staff connections at all Staff meetings, grade-level meetings to continue building relationships, breakfasts, celebrate each other during Leadership Team meetings with shout-outs and compliments ● Gathered feedback on Staff Committee process ● Bi-monthly principal newsletters, classroom newsletters at least once per month, parent volunteers for various activities in each grade level throughout the year <p>1.3 Prioritize equity as the cornerstone of school's work.</p> <ul style="list-style-type: none"> ● Continue the work of prioritizing equity through everyday activities in the school 	<p>1.1</p> <ul style="list-style-type: none"> ● Build the FY26 Haynes main schedule with dedicated time for SEL ● Continue use of the DESSA screener and SEL data meetings 3 times per year <p>1.2</p> <ul style="list-style-type: none"> ● Continue with Buddy Classrooms and explore ways to integrate them throughout the school year ● Use this year's feedback to improve Committee work from the past two years ● Continue with Theme week activities 3 times per year ● Explore options to enhance principal newsletter <p>1.3</p> <ul style="list-style-type: none"> ● Plan HOP events with student and family needs in mind ● Plan all school events that creates a complete sense of belonging for all students ● Built-in consultation time for special educators, classroom teachers, and related service providers

	<ul style="list-style-type: none"> ● Provide accessible opportunities for all activities and events. Ex) sensory space for Haunted Haynes, subtitles for Movie night ● Professional Development during staff meeting time ● Prioritized scheduling of consult time between special educators and classroom teachers to ensure all student activities are accessible ● Met with SEPAC Leader who is also a Haynes Parent and HOP to discuss accessibility for all outside of school events in order to increase awareness for planning purposes <p>1.4 Strengthen student capacity for internalizing Haynes School shared common expectations by supporting positive behavior.</p> <ul style="list-style-type: none"> ● Explicitly teach expected behaviors in all aspects of the school. Classroom lessons, School Meetings, Grade level discussions ● Utilized the behavior rubric ad chart consistently throughout the year ● Integrate MA Safe & Supportive Schools Framework <p>1.5 Ensure equal access to teaching and learning across all spaces for all students</p> <ul style="list-style-type: none"> ● Continue to update the building to comply with ADA requirements ● Provide students with common place-based learning K-5 across the district <p>1.6 Support families in the attendance of after school events so that all can participate</p> <ul style="list-style-type: none"> ● Partner with Sudbury Extended Day to provide students that don't live in Sudbury a location to stay safe and engaged after school ● Reach out individually to families to seek their interest in after school events as well as through multiple other mediums of communication <p>1.7 Explore options for additional after school care for families</p> <ul style="list-style-type: none"> ● Increased SED's square footage of contracted space at Haynes in order for them to increase their capacity. ● SED capacity has increased throughout the year ● Coordinate with Boys & Girls Club of Assabet Valley to provide transportation to their program in Maynard 	<p>1.4</p> <ul style="list-style-type: none"> ● Continue entering behavior data into Aspen ● Run Aspen data reports throughout the year to identify and analyze trends <p>1.5</p> <ul style="list-style-type: none"> ● Continue ADA updates ● Update four additional classrooms with Touchview Screens <p>1.6</p> <ul style="list-style-type: none"> ● Continue partnership with SED for students to attend their programing in order to attend after-school activities <p>1.7</p> <ul style="list-style-type: none"> ● Continue partnership with BGCAV for transportation to their program ● Continue to work with SED in order to increase their capacity <p>1.8</p> <ul style="list-style-type: none"> ● Continue of implementation of <i>Say Something</i> for all 4th and 5th graders to go to a trusted adult
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	<ul style="list-style-type: none"> • Coordinate dismissal logistics and communicate with their program directors regarding students attending the program <p>1.8 Implement an anonymous reporting system in 4th and 5th grade called <i>Say Something</i></p> <ul style="list-style-type: none"> • Trained 4th and 5th graders regarding the <i>Say Something</i> initiative and platform • Communicated with families about <i>Say Something</i> • Had follow-up sessions with students to remind them to <i>Say Something</i> to a trusted adult when they see or hear something that is concerning 	
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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.</p>	<p>2.1 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/writing instructional practices • Teachers implemented the strategies from KTW 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>2.2 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>2.3 Implement tiered intervention block 3-4 times per week, K-5</p> <ul style="list-style-type: none"> • Teachers participated in Professional 	<p>2.1</p> <ul style="list-style-type: none"> • Continue to implement the practices learned from KTL & KTW in the past two years for literacy instruction • Find additional opportunities for Peer Observations of practices • Implementation of EL Literacy Curriculum starting in the fall of 2025 <p>2.2</p> <ul style="list-style-type: none"> • Continue with designated Common Planning Time for teachers to work collaboratively as a team and for specialists, special educators, and others to attend <p>2.3</p> <ul style="list-style-type: none"> • FY26 Schedule has WIN blocks K-5 for 30 minutes 4 times per week • Progress monitor students during WIN

	<p>Development around intervention block, i.e. What I Need (WIN)</p> <ul style="list-style-type: none"> • Teachers in grades 2-5 made adjustments to their schedule in order to pilot a 30 minute intervention block, 3-4 times per week • Teachers in K & 1 incorporated the differentiated blocks into their “Stations” or “Rotations” during literacy • Based on data, this time was used for students to receive literacy and/or math intervention • Teachers in the classroom provided students with small group instruction based on learning needs • Teachers, literacy and math coaches planned small group lessons collaboratively <p>2.4 Continue to improve mathematical instruction by utilizing best practices rooted in research and data</p> <ul style="list-style-type: none"> • Implementation of Bridges 3 Curriculum • Math Data Meetings held 2 times per year <ul style="list-style-type: none"> ○ 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 	<p>blocks</p> <p>2.4</p> <ul style="list-style-type: none"> • Full implementation of Bridges 3rd Edition for Math instruction • Continue coaching cycles • Continue utilizing interview based assessments in K-1 and other assessments in 2-5 to drive math instruction
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<p>Meeting the Needs of ALL Students:</p> <p>Provide equitable learning experiences to engage and challenge</p>	<p>3.1 Use student learning data to inform decision-making practices in teaching and learning.</p> <ul style="list-style-type: none"> • Student provided tiered intervention within the general education classroom • Implementation of WIN blocks or centers K-5 for small group instruction • Educators participated in quarterly data meetings facilitated by math coach, literacy specialist, and counselor • Continuous progress monitoring utilizing district measures and tools (TMP, DIBELS, math assessments, Foundations, etc.) 	<p>3.1</p> <ul style="list-style-type: none"> • FY26 Schedule has WIN blocks K-5 • Progress monitor students during WIN blocks <p>3.2</p> <ul style="list-style-type: none"> • Continue to utilize conference planning document

<p>every student.</p>	<p>3.2 Implement the use of a conference planning template for teachers to use when preparing for family conferences</p> <ul style="list-style-type: none"> ● District Data team developed a conference planning template and provided it for teachers to use to prepare for family conferences ● Teachers provided feedback that the form was useful and helped them to organize their notes for conferences ● Families received similar information from teachers ● Families were provided updates, progress, as well as goal/growth areas in SEL, literacy, Math, Science/Social-Studies, based on student work <p>3.3 Share student math work with families periodically throughout the school year</p> <ul style="list-style-type: none"> ● After checkpoints were administered, teachers in grades 2-5 sent home a cover letter explaining the assessment and the information gathered from each one <p>3.4 Increase Assistive Technology usage throughout the building</p> <ul style="list-style-type: none"> ● Updated the cafetorium audio system to enhance the speakers and increase assistive support availability ● Increased the number of Touchview boards in classrooms with 2 additional boards ● Utilizing audio system for all student activities in the cafetorium <p>3.5 Implement Disability Awareness Lessons in grades 3-5</p> <ul style="list-style-type: none"> ● All students in grades 3-5 participated in lessons ● Promoted social, emotional, physical wellness of our students ● Students were able to make connections with their lives and inform their views of themselves and others 	<p>3.3</p> <ul style="list-style-type: none"> ● Continue to share checkpoints and other relevant math information home with families <p>3.4</p> <ul style="list-style-type: none"> ● 4 classroom spaces being equipped with Touchview boards in Summer 2025 <p>3.5</p> <ul style="list-style-type: none"> ● Share disability awareness lessons with students in grades 3-5 ● Explore options for outside organizations to come to Haynes in order to enhance student understanding of disability awareness
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