



AIM Report
2024-25
Loring School



School Improvement Goal	Work Completed & In Progress	Next Steps
<p>To continue supporting the development of equitable and inclusive practices where diversity is celebrated, cultural awareness is valued, and all students, families, and staff feel a sense of belonging.</p>	<p>We will continue to expand classroom and library resources and materials to reflect the diverse backgrounds, identities, experiences, and perspectives within the community.</p> <p>Identify and address early signs of chronic absenteeism by reviewing attendance trends during SEL meetings and devising strategies to engage at-risk students and their families more deeply.</p> <p>Utilize the bi-monthly School Newsletter to communicate our equity work with the community.</p> <p>Continue to develop the METCO mentor program with monthly events.</p> <p>Match students with attendance issues with staff mentors who can regularly check in on them, creating stronger connections with the school.</p> <p>Build culturally responsive practices into family conferences.</p> <p>Implement Disability Awareness Lessons in grades 3-5.</p> <p>Collaboratively review MCAS data and identify high-leverage strategies to address opportunity gaps for high-needs groups.</p> <p>Implement an anonymous reporting system in the 4th and 5th grades called <i>Say Something</i>.</p>	<ul style="list-style-type: none"> ● We will continue to analyze our Connectedness Survey data, a survey administered to students in grades 3-5, and adjust our practices as needed. ● Continue to analyze student data (academic, attendance, SEL, and office referrals) and adjust practices as needed. ● Family survey- administer at the beginning and end of the year. This year it was given in January. ● Expand on our attendance efforts to ensure all students are at school regularly and on time.

<p>To continue to improve Tier One instruction by utilizing best practices rooted in research and data.</p>	<p>Continue implementing Keys to Literacy best practices, coaching, and peer observations related to reading instruction, encompassing phonics, comprehension, and word study.</p> <p>All staff receive Keys to Literacy writing professional development and are supported by the literacy specialist.</p> <p>Provide ongoing professional development on evidence-based literacy and math practices, including regular coaching sessions focused on implementing effective instructional strategies.</p> <p>Revise/update Sudbury Elementary Literacy curriculum and materials.</p> <p>Observations, feedback, and coaching will focus on evidence-based best practices in ELA and Math.</p> <p>Prioritize teacher observations around literacy instruction and math instruction.</p> <p>During literacy block, literacy staff will push into 5th grade to increase targeted, small-group learning opportunities.</p> <p>Create more learning extensions for advanced learners, ensuring they are being challenged and stretched academically.</p>	<ul style="list-style-type: none"> ● K-5 Implementation of EL. ● K-5 implementation of Keys to Literacy and Writing. ● Formalize peer observation opportunities during ELA blocks.
<p>Review data and use findings to refine intervention practices of a multi-tiered system of support (MTSS) to improve student outcomes.</p>	<p>Literacy push-in model supporting all kindergarten and first grade.</p> <p>Grade-level teams will collaborate on student achievement and progress.</p> <p>Maintained the increased FTE for intervention educators (Title One and School Support Specialist)</p> <p>We will continue to hold quarterly data meetings to analyze student performance,</p>	<ul style="list-style-type: none"> ● Students receiving intervention will meet EOY growth goals. ● A decrease in referrals to IST. ● Continue to track student progress using district measures and tools. ● Continue to track student interventions - Student Action Plans.

	<p>with a focus on literacy, math, and social-emotional learning outcomes.</p> <p>Leverage attendance data as part of the broader school performance measures, alongside SEL and academic data, to identify students needing early intervention. Discuss absenteeism data during MTSS meetings to inform the tailoring of interventions.</p> <p>Power Half-Hour - will continue to be focused on Math or literacy (determined by grade level data)</p> <p>5th grade math and literacy response to MCAS math data.</p> <p>Coaching cycles - math and literacy.</p> <p>Hold two Math/ literacy intervention nights.</p> <p>Teacher-led Professional Development that supports differentiation</p>	<ul style="list-style-type: none"> ● Continue to analyze MCAS and district assessment data to ensure students receive appropriate support and extensions. ● We hope to see an increase in family attendance during Intervention Nights. We are also planning to provide opportunities for families to connect with interventionists during conferences.
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