



# AIM Report 2024-2025

## General John Nixon Elementary School

School Improvement Goal	Work Completed & In-Progress	Next Steps
<p><b>GOAL 1:</b></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"> <li>● Implemented the DESSA Connectedness Survey to provide insight into student perspectives on school communities</li> <li>● Held weekly meetings with the mental health team to guide SEL practices and support for all children</li> <li>● Conducted regularly scheduled meetings with mental health staff, administration, student committees and district level social and emotional leadership</li> <li>● Facilitated conversations with Sudbury First Responders and Nixon staff to collaborate on school safety needs</li> <li>● 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</li> </ul> <p>Build on sustaining classroom and school-wide Mindfulness efforts.</p> <ul style="list-style-type: none"> <li>● Principal and Assistant Principal incorporated a “mindful minute” at the start of each school day</li> <li>● 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</li> <li>● Displayed visuals throughout the schoolhouse to reflect the importance of self care for staff and students</li> <li>● Increased physical accessibility to the school grounds and facility by way of creating more accessibility to all aspects of school</li> <li>● Integrated the Zones of Regulation social thinking curriculum into classroom learning to complement the usage of CASEL and Harmony lessons</li> </ul> <p>Continue to examine and enhance school safety practices.</p> <ul style="list-style-type: none"> <li>● Implemented school safety best practices, including organization of standing crisis and student support teams</li> <li>● Engaged students and staff in safety/school responsiveness practices under the guidance of SPD</li> <li>● Offered 3 additional “refresher” school safety training sessions throughout the school year in partnership with the Sudbury Police Department.</li> <li>● Collaborated with families about the rationale and practices in the area of school safety via School Advisory Council meetings</li> <li>● Continued collaboration with Sudbury Police Department.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue data reflection meetings with grade level teams and mental health team to best support the growth of children.</li> <li>● Communicate the behavior chart to children and have dialogue about expectations for adults and children.</li> </ul> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Engage families in dialogue and feedback plan for increasing belonging at the school and during school/PTO activities.</li> <li>● Integrate the guidelines of our CASTLE practices into play-based experiences during the school day.</li> </ul> <ul style="list-style-type: none"> <li>● Communicate and partner with staff to deploy the reunification plan for Nixon School.</li> <li>● Communicate and incorporate the See Something Say Something connection tools for the Nixon community.</li> </ul>
<p><b>GOAL 2:</b></p> <p>Provide all students with sustainable instruction and academic structures that support children and educators to achieve at a</p>	<p>Implement EL instructional program into grade levels, Kindergarten through Fifth Grade.</p> <ul style="list-style-type: none"> <li>● instructional practices in all classrooms K-5 with fidelity</li> <li>● Professional development compliments the deployment of EL program into grades K-5.</li> </ul>	<ul style="list-style-type: none"> <li>● Proceed forward with literacy coaching for educators. <ul style="list-style-type: none"> <li>○ Continue to monitor the student progress on qualitative and</li> </ul> </li> </ul>

<p>high level while promoting ongoing opportunities for accessing/applying knowledge in new ways.</p>	<p>Sustain SPS Social Studies units.</p> <ul style="list-style-type: none"> <li>● Students participated and engaged in units of study according to the SPS curriculum plan</li> <li>● Provided professional development for educators related to the new content and instructional approaches</li> <li>● Discussed and embraced “tough topics” in history with community engagement</li> <li>● Planned and implemented instructional units and topics provided throughout the scope and sequence of a school year</li> </ul>	<ul style="list-style-type: none"> <li>○ quantitative data.</li> <li>○ Strengthen instructional practices that reach beyond achievement of grade level benchmarks</li> <li>● 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.</li> <li>● Re-examine delivery of interventions for students <ul style="list-style-type: none"> <li>○ Professional Development on what a tiered system is so there is more consistency</li> <li>○ Examine how differentiated instruction occurs</li> <li>○ Explore new structures for intervention during differentiation instruction blocks and in class</li> <li>○ Consider: <ol style="list-style-type: none"> <li>1. Roles of classroom teachers, literacy &amp; math specialists during intervention</li> <li>2. “Cross-pollination” - shared responsibility across the grade level during intervention times</li> <li>3. Grade level planning time for intervention cycles/groups after Data Team meeting</li> </ol> </li> </ul> </li> </ul>
<p><b>GOAL 3:</b></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"> <li>● Integrated SPS Equity Statement as a frame to guide teaching, learning and strategic planning.</li> <li>● Staff engaged in professional learning about anti-bias/anti-racist education</li> <li>● Showcased and integrated SPS Statement on Social Studies instruction</li> <li>● Nixon’s Equity Team (year 4) identified priorities and opportunities for the school community to grow in the areas of cultural awareness</li> <li>● The Student Advisory Council met monthly with the principal to advise and create community-based and student-centered experiences for the entire school</li> <li>● Implemented Whole School Read-Alouds monthly to integrate cultural awareness and topics of equity, family structure, and identity. Also to respond with literacy to current needs of social/emotional</li> <li>● Increased the classroom libraries K-5 with books of cultural awareness, topics of equity, family structure, and identity</li> <li>● Responded with safety protocols that involved procedural approaches for all members of our school community</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to gain student focus and interest via the Student Advisory Committee and real-time student feedback to the administration.</li> <li>● Continue to integrate and apply curricular learning in the area of SPS History and Social Sciences.</li> <li>● Display visuals throughout the schoolhouse to reflect the cultures and identities of all Nixon students and staff</li> </ul> <p>Develop Staff Committees that occur during the 2nd staff meeting of each month. Committees were focused on: SEL, DEI, Community, STEAM, &amp; School Meeting</p> <ul style="list-style-type: none"> <li>● Committee options were developed by the Leadership Team and teachers choose which one to join. All teachers were given their first or second choice.</li> <li>● Staff work on events, resources, etc. that impact students</li> <li>● Shared ownership of building leadership</li> <li>● 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</li> </ul>

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