



**AIM Report
2024-2025
Peter Noyes School**



May 2025

School Improvement Goal	Work Completed & In-Progress	Next Steps
<p>GOAL #1: WELLNESS 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, identity is celebrated, and safety is maintained.</p>	<p>COMPLETED:</p> <ul style="list-style-type: none"> ● Enhance and maintain district-wide safety protocols: Implement “Say Something” reporting system for staff, students, and community and provide staff an overview of the new SPS Reunification Plan ● Implement the Disability Awareness curriculum Grades 3-5 ● Continue direct SEL instruction and ground the teaching in authenticity <ul style="list-style-type: none"> ○ Harmony lessons taught K-5 ○ Calm resources used in all classrooms ● Community building opportunities <ul style="list-style-type: none"> ○ Cross grade level buddy connected 5th graders with Kindergarten students ○ 4 Community assemblies were held ○ Expansion of the Gr4 - Gr5 Talent Show as a result of significant increase in participation ● Monitor School Morale in times of transition <ul style="list-style-type: none"> ○ Compass Points activity to better understand learning preferences and approaches of each staff member ○ Weekly staff breakfasts ○ Leadership monthly meetings to check the pulse and needs of the staff 	<p>NEXT STEPS:</p> <ul style="list-style-type: none"> ● Review for current staff and train new hires in the anonymous reporting system, <i>Say Something</i> ● Continue introduction of the Reunification Plan in line with District rollout ● Continue implementation and professional development of the Disability Awareness curriculum ● Continue to reinforce the SEL practices and Buddy Up routines as well as the additional character development through the new EL curriculum ● Continue implementing traditions for community building and seeking new opportunities to forge relationships given the newly hired administrators and grade level changes of teachers ● Continue sharing with staff and implementing restorative justice practices, including the Peace Walk ● Seek further opportunities to support students with

	<ul style="list-style-type: none"> ● Address students’ anxiety and school refusal, in alignment with district initiatives. <ul style="list-style-type: none"> ○ <i>Create lessons focused on anxiety in alignment with the 5th grade curriculum</i> ○ Staff meetings led by the Psychologist and Guidance Counselor re. anxiety ○ ● Provide a more comprehensive approach to helping students by understanding and supporting mental health needs <ul style="list-style-type: none"> ○ Mental Health staff working with grade 4 teachers to increase student self awareness, ownership of behaviors, and self regulation strategies. ○ Grade 4 teachers attended an MGH webinar series and implemented the strategies ○ Weekly meetings with the Principal and Mental Health Staff ● DEI application and expansion opportunities <ul style="list-style-type: none"> ○ Providing time during several staff meetings for staff to delve into DEI issues, implications and application for the classroom ○ Librarian worked with teachers in locating and choosing texts to support their curricular focus ● Created opportunities to foster inclusivity and belonging through morning World Language announcements given by students in their family/home language. 	<p style="text-align: center;">anxiety and self regulation challenges</p> <ul style="list-style-type: none"> ● Support and train staff in identifying risks factors in students and strategies ● Continue weekly meetings with the Principal and mental health staff
<p>GOAL #2 INNOVATION</p>	<ul style="list-style-type: none"> ● Continued to improve ELA instruction by utilizing best practices rooted in research and data 	<ul style="list-style-type: none"> ● Support staff infusion of ELA practices regarding <i>Keys to Literacy</i> and <i>Keys to</i>

<p>Foster academic excellence by supporting educators' continuous growth in teaching and learning, use of student data and implementation of innovative approaches to teaching and learning.</p>	<ul style="list-style-type: none"> ○ Continued Implementation of Keys to Literacy best practices including phonics, word study and comprehension ○ All students were trained in Keys to Writing grades K-5 ○ Four teachers (gr. 1, 3.5) piloted the two potential literacy curricula (HMS and EL). <ul style="list-style-type: none"> ■ These teachers then continued implementing the adopted EL curriculum ■ The pilot teachers provided an overview of one EL lesson for the staff. The goal was to foster comfort and a deeper understanding of lesson expectations. ○ Push in services by the literacy team to support students' literacy skill development in K-2 classrooms was appreciated by staff and had a positive impact on student achievement. Small group pull-out support for students in grades 3-5 who were identified through district cutoffs. <ul style="list-style-type: none"> ■ Assessed and readjusted groups as needed after each iteration of TMP and DIBLES testing and progress monitoring. (<i>Benchmarking drives real time instruction.</i>) ○ The EL pilot and new Bridges Number Corners increased student discourse that provided challenge opportunities to extend learning. ○ A former grade 5 teacher volunteered to lead a weekly book study with a group of grade 4 students 	<p><i>Writing</i> including 2-column note-taking, top down webs, note catchers and other graphic organizers into all subject areas</p> <ul style="list-style-type: none"> ● Continue use of Geodes (decodables) and Heggerty in K-2 ● Provide district-wide PD to introduce and support implementation of the EL curriculum ● Support and coach staff with the implementation of the EL curriculum in-house through the Literacy Specialist ● Continue push-in intervention to provide additional support for targeted students ● Seek opportunities to extend learning and challenge all students. The EL curriculum will support this effort to foster challenge through increased discourse, high level questioning and analysis ● Math coach will continue to coach staff. This will be particularly important given the number of teachers changing grade levels. ● Continue use of this year's preschool professional development: <i>Global Early Childhood Education Foundation</i> to implement strategies and curriculum
--	--	---

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Fifth grade teachers implement peer analysis to deepen understanding and make learning visible for all. ● Continued Preschool professional development opportunities through <i>Global Early Childhood Education Foundation</i> ● Continue to improve Math instruction by utilizing best practices rooted in research and data <ul style="list-style-type: none"> ○ Bridges 3rd edition training was provided and fully implemented ● The Math Coach pushed into grades K,1,2,3,5 (pull out intervention groups for grade 5) to support Bridges 3rd edition implementation and coaching models <ul style="list-style-type: none"> ○ The Math Coach took a course on <i>Math Intervention</i> focused on multiple models, generalization, connections and sharing one’s rationale for thinking ○ District math coaches and the Curriculum Coordinator engaged in a book group to read <u>Rethinking Disability and Mathematics</u> by Rachel Lambert. Math Coaches identified and implemented strategies in the classrooms. 	
<p>GOAL #3 MEETING THE NEEDS OF ALL LEARNERS Prioritize the refinement of teaching practices to</p>	<ul style="list-style-type: none"> ● The math coach held monthly meetings with grades K, 3,4, and 5 ● Bi -monthly meetings were held with grade 1 and 2 staff ● <i>Literacy specialist at least once per month with grade level teams to</i> 	<ul style="list-style-type: none"> ● Continue to focus on challenge and extension opportunities for all students. Implementation of the new EL curriculum will support this effort.

<p>ensure equitable access to high-quality instructional resources and engaging learning experiences so every student is appropriately challenged.</p>	<p><i>discuss student needs and adjust interventions for push in and/or pull out services</i></p> <ul style="list-style-type: none"> ● Triannual Literacy Data meetings between each grade level and the literacy team ● Accelerate the district’s ADA transition work and normalize use of assistive technologies in large presentation spaces to reach all audiences <ul style="list-style-type: none"> ○ All staff have received ADA compliant Red Cat devices ○ Repaint curbs ○ Add color to internal railing to support students needing for visual supports (not done) ○ Assess needs for internal staircases ● Implement the new IEP process ● Create an art club at Noyes - did not occur as the art teacher felt it was too much to address in her first year ● High level consultation for the specialized programs met with the special education teams to streamline and refine our efforts 	<ul style="list-style-type: none"> ● Remind staff to continually use the red cat device and the purpose behind the use ● Continue addressing ADA compliance items not addressed this year (internal railings and staircases) ● Continue to implement the new IEP process ● Internal review of how to capture service delivery and reporting in specialized programs. ● Being her first year, the art teacher decided to plan the art club for next year ● Implement changes suggested by consultant to the special education team for the specialized program in order to streamline and refine the process to better support both staff and students
--	---	---