

Dear Visitors:

Welcome to an open meeting of the Abington School Committee. This is the agenda that will be discussed this evening. Please note that Hearing of Visitors is included; and if you have a statement or question, please be kind enough to wait to be recognized by the Chair and give your name and address.

Chris Coyle, Chair

This meeting may be digitally recorded

ABINGTON PUBLIC SCHOOLS
ABINGTON, MA 02351

REGULAR MEETING OF THE ABINGTON SCHOOL COMMITTEE

Tuesday, May 28, 2024

ABINGTON MIDDLE/HIGH SCHOOL – LIBRARY

7:00 P.M.

- I. CALLING OF MEETING TO ORDER AND FLAG SALUTE
- II. REORGANIZATION OF SCHOOL COMMITTEE AND APPOINTMENTS TO SUBCOMMITTEES

Recommended Action: Motion to authorize the Secretary to act as temporary chairperson for the purpose of opening nominations and completing the election for the position of School Committee Chairperson.

- Chairperson
- Vice-Chairperson
- Secretary
- Subcommittees
 - Business and Finance (2)
 - Unit A and B Collective Bargaining (2)
 - Non-Union Bargaining (1)
 - Policy Review and Update (2)
 - Health and Wellness (1)
- Liaisons
 - Abington Education Foundation
 - School Councils

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III. HEARING OF VISITORS

IV. READING AND APPROVAL OF RECORDS

April 23, 2024

V. REPORT OF THE DIRECTOR OF CURRICULUM, INSTRUCTION & ASSESSMENT

- A. English Language Education Update (Ms. Elizabeth Despres, Department Head)
- B. Wellness Department Update (Ms. Karin Daisy, Department Head)
- C. Announcement of the Chester J. Millett, Jr., Outstanding Teacher and Support Personnel Award Recipients (Dr. Chris Basta, Director of Curriculum, Instruction, and Assessment)

VI. PRINCIPALS' REPORTS

- A. Language Changes to the Abington High School Student Handbook Regarding Attendance (Mr. Jonathan Bourn, Principal and Ms. Kate Casey, Assistant Principal)
- B. Presentation of SY 2024-2025 School Improvement Plan for Beaver Brook Elementary School (Ms. Julie Thompson, Principal)
- C. Presentation of SY 2024-2025 School Improvement Plan for the Abington Early Education Program (Ms. Annie Robinson, Director)

VII. REPORT OF THE DIRECTOR OF STUDENT SERVICES

Announcement of the Special Education Parent Advisory Committee (SEPAC) Award for Excellence in Special Education (Dr. James Robbins, Director of Student Services)

VIII. REPORT OF THE SUPERINTENDENT OF SCHOOLS

Announcement of the Massachusetts Association of School Superintendents Certificate

of Academic Excellence Award Recipient

IX. NEW BUSINESS AND ESTABLISHING OF NEXT SCHOOL COMMITTEE MEETING DATE

Tuesday, June 18, 2024 @ 7 p.m.

X. INFORMATIONAL ITEMS:

- Roger Woods Jr. and the Class of 1981 Thank You Letter
- Abington Middle School Program of Studies Memo
- Abington Middle School - School Improvement Plan

- **Personnel Administration**

1. The superintendent has accepted the resignation of Christen Couture, a teacher within the Abington Public Schools effective at the end of the 2023-2024 school year.
2. The superintendent has accepted the resignation of Allison Dennehy, a teacher within the Abington Public Schools effective at the end of the 2023-2024 school year.
3. The superintendent has accepted the resignation of Gretchen Murphy, a paraprofessional within Abington Public Schools, effective on May 9, 2024.
4. On the recommendation of Julie Thompson, Principal of Beaver Brook Elementary School the superintendent has approved the appointment of Jennifer Whitman as a long-term substitute paraprofessional effective on May 10, 2024.
5. On the recommendation of Dr. Felicia Moschella, Assistant Superintendent and Sarah Gainey, School Accountant, the superintendent has approved the appointment of Nicole Leach as a School Accountant effective July 1, 2024.

- **Dates to Remember**

1. Wed., May 29 – Senior Athletic Awards @ AMS Cafeteria @ 6:30 p.m.
2. Thurs., May 30 – Senior Awards Night – AHS Auditorium @ 7:00 p.m.
3. Fri., May 31 – Senior Stroll @ 10am
4. Fri., May 31 – Senior Picnic @ Reilly Field @ 11:00 a.m.
5. Sat., June 1 – Graduation @ AHS Front Lawn @ 10:00 a.m.
6. Wed., June 12 – Last Day of School for Students in Grades PreK-11(half day)
7. Tues., June 18 – Regularly Scheduled School Committee Meeting @ 7:00 p.m.

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XI. ADJOURNMENT

**I. CALL OF MEETING
TO ORDER AND FLAG
SALUTE**

A regular meeting of the School Committee was held in the Library at 201 Gliniewicz Way.

Present: Mr. Chris Coyle, Chair; Ms. Danielle Grafton, Vice-Chair; Ms. Heidi Hernandez, Secretary; Ms. Julie Groom and Ms. Melanie Whitney, Members. Also in attendance were Mr. Peter Schafer, Superintendent of Schools; Dr. Felicia Moschella, Assistant Superintendent; Mr. Jacob Spellane, Student Representative and Ms. Danielle Gaylor, Executive Secretary.

II. HEARING OF VISITORS

None

III. READING AND APPROVAL OF MINUTES

A. March 26, 2024

VOTED: On motion of Melanie Whitney (Julie Groom) the members of the School Committee unanimously voted to approve the minutes of March 26, 2024.

B. April 1, 2024

VOTED: On motion of Chris Coyle (Melanie Whitney) the members of the School Committee unanimously voted to approve the minutes of April 1, 2024.

IV. REPORT OF THE DIRECTOR OF CURRICULUM, INSTRUCTION, AND ASSESSMENT

- A. Ms. Christina Park, Director of Guidance, provided an update on the Department. Ms. Park shared the Guidance curriculum for grades 7-12. She provided a Naviance demonstration, which is the software students use throughout high school for post-secondary planning. She provided a list of Guidance events that took place this year, i.e. college fairs, financial aid night, Trade School information sessions, college prep session, and many more. She discussed the strengths of the Department and shared the many partnerships and resources that Department has. Ms. Park shared the future goals of the department and explained how they align with the Vision of the Graduate.
- B. Ms. Kristina Wilson, Foreign Language Department Director, provided an update on the strengths and goals of the Department. The Department attended the Proficiency Academy in June of 2023, in addition they participated in AVANT Advance training and all teachers within the department will be certified by the end of the school year. Ms. Wilson shared the Department will also be sampling new resources in the 24/25 SY that will align with the instructional vision. They plan to adopt these tools in the 2025-2026 school year. Ms. Wilson also shared STAMP test data which included the number of students that qualified for the Seal of Biliteracy.

V. PRINCIPAL REPORTS

- A. Mr. Jonathan Bourn, Principal of Abington High School, shared the 2024-2025 School Improvement Plan. The school will focus on two goals in the upcoming year: Goal 1: Identify and implement school wide best practices for grades and grade reporting aligned with the Vision of the Graduate. Goal 2: Evaluate and improve school

structures such as, but not limited to, the 'Waterfall' Schedule and Bridge Block to maximize teaching, learning and support academic interventions at Abington High School.

- B. Mr. Bourn also brought forth recommended changes to the 2024-2025 Student Handbook for the School Committee to vote on. The School Committee asked to see the current attendance language before voting on the new updates to the Attendance Policy. They voted on the additional recommended changes and agreed to review the language changes regarding attendance at the next meeting.

VOTED: On the motion of Danielle Grafton (Chris Coyle) the members of the School Committee unanimously voted to approve the changes to the 2024-2025 Student Handbook for, Senior privilege, Code of Conduct, and Search and Seizure as presented.

VI. REPORT OF THE DIRECTOR OF STUDENT SERVICES

- A. Dr. James Robbins, Director of Student Services, asked the committee to vote on an additional request for the 2023-2024 Home School Education Program:

VOTED: on motion of Heidi Hernandez (Melanie Whitney) the members of the School Committee unanimously voted to approve the Home School request for the 2023-2024 school year as recommended by Dr. Robbins.

- B. Dr. Robbins also announced that nominations opened for the Excellence in Special Education Award Letter through SEPAC. The winner will be announced at the next School Committee meeting. He also announced that a new state issued IEP document will be rolled out in the 24/25 SY and explained the improvements.

VII. REPORT OF THE ASSISTANT SUPERINTENDENT

Dr. Moschella shared the initiatives of the 2024-2029 Abington Public School Department Strategic Plan. She thanked the 27 members of the Strategic Planning Committee. The Strategic Plan defines the mission, vision, guiding beliefs, objectives, and initiatives which will guide the school district during the next 5 years.

VOTED: On the motion of Danielle Grafton (Melanie Whitney) the members of the School Committee unanimously voted to approve the 2024-2029 Strategic Plan as presented.

VIII. REPORT OF THE SUPERINTENDENT OF SCHOOLS

- A. The School Committee voted to establish the final day which will be a half day of school for the 2023-2024 School year.

VOTED: On the motion of Heidi Hernandez (Melanie Whitney) the members of the School Committee unanimously voted to approve Wednesday, June 12, 2024 (half day), as the final day of school for the 2023-2024 school year.

- B. The School Committee voted on the 2024-2025 School Calendar.

VOTED: On the motion of Chris Coyle (Heidi Hernandez) the members of the School Committee unanimously voted to approve the 2024-2025 school calendar as presented.

- C. The School Committee voted the Regional Educational Assessment and Diagnostic Services (READS) Collaborative Agreement.

VOTED: On the motion of Danielle Grafton (Melanie Whitney) the members of the School Committee unanimously voted to approve the Regional Educational Assessment and Diagnostic Services (READS) Collaborative Agreement.

IX. NEW BUSINESS AND ESTABLISHING OF NEXT SCHOOL COMMITTEE MEETING DATES

Tuesday, May 28, 2024, at 7PM

X. INFORMATIONAL ITEMS:

- FY 2023 End-of-Year Audit Report
- Excellence In Special Education Award Letter Information
- **Personnel Administration – Informational**
 1. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the superintendent has approved Christine Beckvold as a long-term substitute Special Education teacher effective March 11, 2024.
 2. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the superintendent has approved John Crowley as a long-term substitute STEAM teacher effective April 1, 2024.
 3. On the recommendation of James Robbins, Director of Pupil Services, the superintendent has approved Alivia Kinney as a Speech-Language Pathologist at Woodsdale Elementary School effective in the FY25 school year.
 4. The superintendent has accepted the resignation of Catherine Spaziani, special education teacher, within Abington Public Schools, for purposes of retirement at the end of the 2023 - 2024 school year.
 5. The superintendent has accepted the resignation of Janet Fitzgerald, paraprofessional, within Abington Public Schools, for purposes of retirement at the end of the 2023 - 2024 school year.
 6. The superintendent has accepted the resignation of Julia Pendrak, paraprofessional, within Abington Public Schools, at the end of the 2023 - 2024 school year.
 7. On the recommendations of Jonathan Bourn, Principal of Abington High School and Peter Serino, Athletic Director, the superintendent has appointed the following volunteer spring coaches:

Softball

Felicia Baptista

Baseball

Tyler Perakslis
Stephen Perakslis
James Donohue

Girls Lacrosse
Courtney McCabe
Chris Beatrice

- **Dates to Remember**

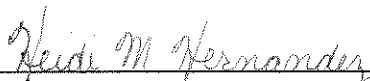
1. Wednesday, April 24-Green Wave Boosters Meeting in the AMS/AHS Cafeteria
2. Saturday, April 27- Abington Town Elections at BBES

XI. ADJOURNMENT

Before adjourning, Chris Coyle thanked Jacob Spellane for joining the Committee as the Student Representative for the 2023-2024 school year, the Committee wished him well. Jacob will attend Norwich University in the Fall.

He also thanked Julie Groom for her hard work, dedication, and professionalism during her time on the Committee. Julie Groom thanked the community and Committee for the support she received during her time of service, she was grateful for the opportunity and wished the Committee well.

VOTED: On the motion of Julie Groom (Chris Coyle)
the members of the School Committee unanimously
voted to adjourn the April 23, 2024, School Committee
Meeting at 9:00pm



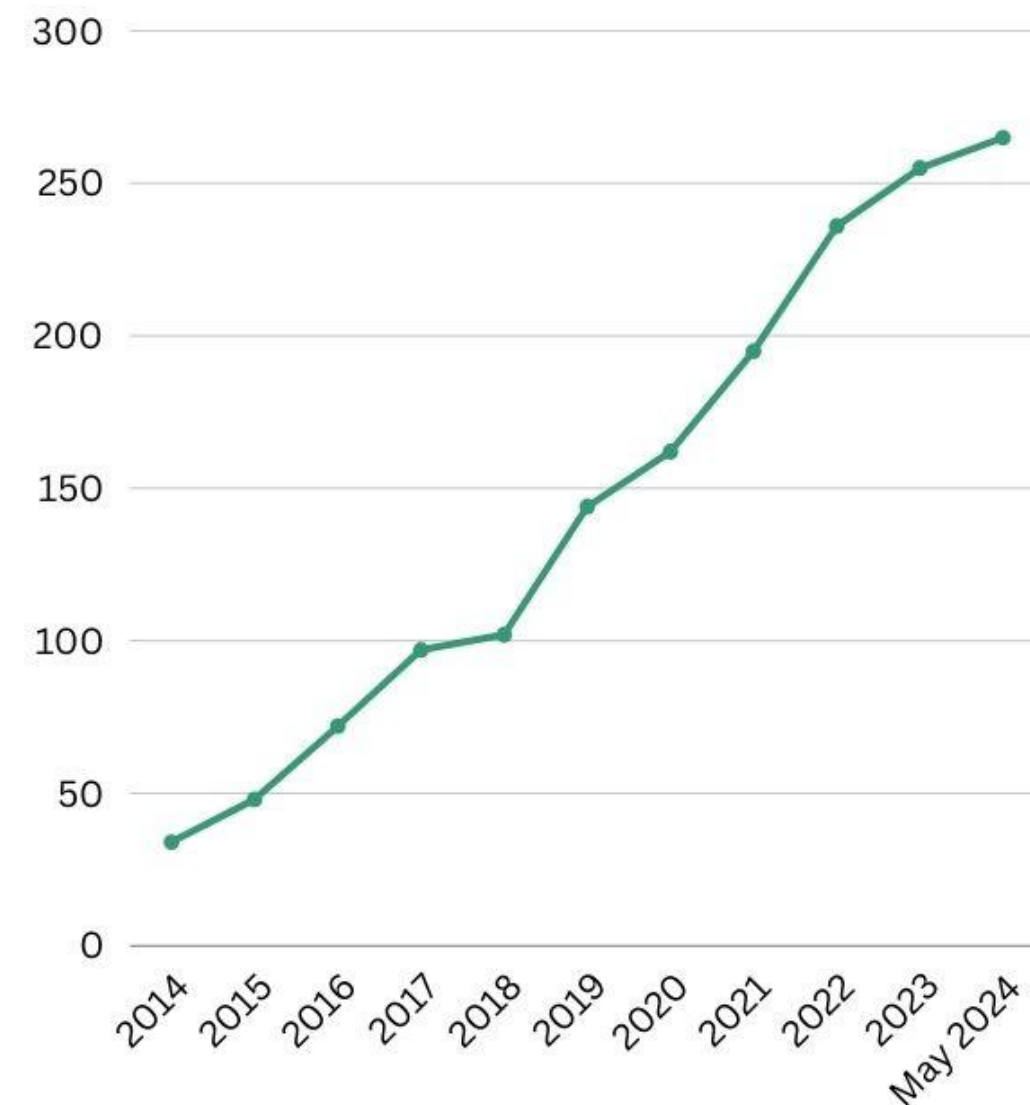
Heidi Hernandez, Secretary



English Learner Education Department

SCHOOL COMMITTEE PRESENTATION
BY ELIZABETH DESPRES
MAY 28TH, 2024

English Learners in Abington



DEMOGRAPHICS OVERVIEW

- **265 English Learners** (12% of total student population)
- **68 Former English Learners** (ELS and FELs are 15.5% of the total student population)
- **408 students whose first language is not English** (19% of total student population)
- **75% of ELs speak Portuguese** as their First Language
- **25% of ELs speak 15 other languages**, including Haitian Creole, Spanish, Vietnamese, Arabic and Gujarati
- About 25% of ELs are in their first year in the US

WIDA ACCESS for ELs



	Percent of ELs Who Attained Proficiency	Percent of ELs Making Progress
Abington	9	42
State	11	38



An abstract graphic on a light beige background. A thick, dark green wavy line starts from the left edge, curves upwards and to the right, then loops back down and to the left, ending near the bottom center. In the top left corner, the text '023)' is written in a dark brown, serif font. In the bottom left corner, there is a black-outlined rectangle. Inside this rectangle, the letter 'P' is written in the same dark brown, serif font.

Καλημέρα παιδιά! Διαβάστε το ποίημα και απαντήστε στην ερώτηση (*Good morning class! Read the poem and answer the question*) *all English translations were used with Google Translate

- **Ποίημα:**

ΤΟ ΚΡΥΦΟ ΣΧΟΛΕΙΟ

Στο μικρό εξωκλησάκι στην Αγία Παρασκευή
πάει το μικρό παιδάκι με το φόβο στην ψυχή.
Με προφύλαξη μεγάλη μην τουρκιά το καταλάβει
τρέχει στο ερημοκλήσι σαν ο ήλιος πάει να δύσει.
Ο σεβάσμιος παπάς πουν' και δάσκαλος μαζί
τους μιλάει για τα παλιά για τα χρόνια τα καλά.

THE SECRET SCHOOL

In the lower chapel in Agia Paraskevi
go the little child with fear in the soul.
With preparatory messages, Turkey understands this
try in the desert church as the sun goes down.
The revered pope says and is colorful
mi does not talk about the old for the good years.

- **Ερώτηση:**

- Πώς βοήθησαν τα μυστικά σχολεία να διατηρήσουν τον ελληνικό πολιτισμό κατά την Τουρκοκρατία;
- *How did the secret schools help maintain the Greek culture during the Turkish occupation?*



Progress on Areas of Growth as Presented in 2022 - 2023



AREAS OF GROWTH 22 - 23



ACTIONS TAKEN IN 23 - 24

- Decreasing EL drop-out rates at the high school level and closing the achievement gap for ELs across the district
- Allowing for more Common Planning Time between ELE teachers and content-area teachers
- Written ELE Curriculum that is better aligned with general education curriculum for grades K-12

- The ELE Department created and presented PD centered around best practices for teaching English Learners to staff across the district during September PD, the district half-day PD day, and January PD
- Elementary School ELE teachers wrote curriculum in the summer of 2023, aligned with National Geographic's REACH curriculum resource

Strengths of the ELE Department

Strong ELE Teachers



- ELE teachers are passionate, culturally proficient and follow an asset-based approach to language learning
- Able to provide meaningful PD to staff

Family Engagement



- Active ELPAC, ESL Family Breakfast, ESL Family Night, technology workshops, and Adult ESL Classes

Areas of Growth

- Continue writing ELE Curriculum that is better aligned with general education curriculum for grades K-12
- Provide staff more guidance on referring English Learners to Special Education Services
- Equity for grading English Learners in general education classes
- Identify funding sources for afterschool tutoring and summer programming





Questions?



Wellness Department

School Committee Presentation

By Karin Daisy

May 28, 2024

Progress on Areas for Growth as presented in 2022-2023

Increasing instructional time at the elementary level is a challenge due to space, schedules, and staffing at both schools.

We have continued working during PD time to vertically align the health curriculum. This work was slowed due to new MA health frameworks.

Our department was staffed with 3 substitutes last year and now we have all positions filled with full time teachers.

We have committed to making at least one of our department PD days be PE based instead of focusing only on health.

Strengths of the Department

Constantly adjusting practice to meet the needs of the students. (alternate topics and/or assessments if necessary)

Updating curriculum & materials on an ongoing basis as new health information becomes available. EX: social media, vaping trends, mental health activities in freshman health. Introduction of a new PE unit

SOS (signs of suicide) program in grades 7 and 9

Our updated program of studies (2018) is still effective and the interest in wellness electives is high.

Health related programs and presentations at the school include Minding your Mind, DetecTogether (early detection of cancer), Vaping video through Abington COPES for grade 7, safety pledge and banner signing for seniors (Abington COPES), badminton/basketball tournaments as fundraisers for American Heart Association

Areas for Growth

Would benefit from more instructional time in grades K-4

Continued vertical alignment of the curriculum

Increase enrollment in sophomore elective health classes

Revise APS curriculum & materials to align with the 2023 MA state frameworks

AHS Wellness Electives/enrollment

- ▶ Life 101- 40
- ▶ Child Development- 35
- ▶ CPR/First AID- 39
- ▶ Mind Body Spirit- 62
- ▶ Current Issues in Health (sophomores)-0

AHS Vision of the Graduate

- ▶ **SELF-AWARE INDIVIDUAL**

- ▶ **Manages stressful situations**

- ▶ Students in health and PE classes are given a broad range of stress management skills to practice

- ▶ **SOCIALLY COMPETENT CONTRIBUTOR:**

- ▶ **Uses technology to enhance learning for self and others**

- ▶ When students ask certain health related questions, they are encouraged to look for the answers themselves and then we discuss validity of source as a class

2023 frameworks focus on practices/skills over content.

1. Decision making and problem solving
2. Self-management and goal setting
3. Social awareness, relationships and communication
4. Movement skills
5. Self-awareness and analyzing influences
6. Information and resource seeking
7. Self-advocacy and health promotion



Do you really want a person's death on your conscience? Fatal crashes from drinking and driving happen way too often— don't be that person.

- Every day, about 37 people in the United States die from car crashes involving drunk drivers— that's **one person every 39 minutes**.

All of these deaths were preventable.

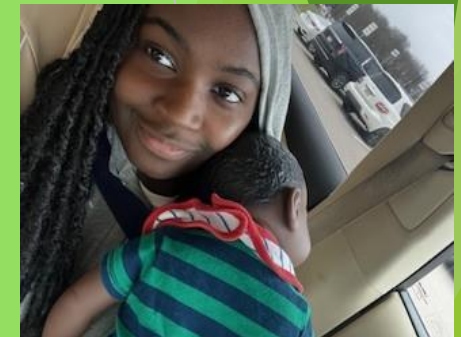
ARRIVE ALIVE, DON'T DRINK AND DRIVE

sources: www.nhtsa.gov



BABYSITTING INFORMATION

general		kids	
Parent Name(s):		Name:	DALEA
Parent cell #:		Age:	11 months
Home Address:	581 S. Hill, M, 02146		
with information:	DALEA DUEB, 02146		
load		reschedule	
Breakfast: 2 eggs, 1 banana, 1 slice of toast Lunch: 1 slice of pizza, 1 slice of bread Dinner: 1 slice of pizza, 1 slice of bread Snacks: 1 slice of pizza, 1 slice of bread Allergies: no food allergies		Activities: 1 hour of play, 1 hour of reading, 1 hour of music Bedtime: 8:00 PM - 9:00 PM Bathing: 7:00 PM - 8:00 PM Dressing: 6:00 PM - 7:00 PM Feeding: 5:00 PM - 6:00 PM	
in emergency		notes	
Emergency Contact: (508) 339-1111 Pediatrician: (508) 339-1111 Health Insurance: (508) 339-1111 Police Non-emergency: (508) 339-1111 Fire / Police - Emergency Call 911		ALLERGY: none SPECIAL: none OTHER: none REMARKS: none COMMENTS: none	



Henry Rogers

- #1 Headspace (App) - Can get a free trial to try out. If you enjoy it or believe that it works, it is 69.99 a year.
- #2 National Mental Health Hotline (866-903-3787) This hotline is free and is confidential for any person regarding anything mental health related. Link: <https://mentalhealthhotline.org/>
- #3 The Mental Illness Happy Hour (Podcast) Podcast that discusses the battles and difficulties of Mental Health. Link: <https://mentalpod.com/>

"One Call Can Change Your Life"
MentalHealthHotline.org



Proposed AHS Student Handbook Attendance Language

April 2024

Learning needs to be valued as an on-going process that requires the daily interaction of students with their peers and teachers. Student absences negatively affect the learning process. While a student may make up the written paperwork missed, they can never duplicate the learning experiences lost by an absence. When students are absent from class for any reason, it is detrimental to learning. Since education is a cooperative effort, and students gain from interactive discussion with one another, their absences also hurt the class.

Chronic Absence: The Massachusetts Department of Elementary and Secondary Education (DESE) reports chronic absenteeism as the percentage of students missing 10 percent or more of their days in membership ***regardless of whether such absences are excused or unexcused*** (e.g., absent 18 school days when enrolled for 180 school days).

With the knowledge that each student situation is unique and deserves individual attention, Abington High School's efforts and energies will be focused on improving student attendance, while also accounting for natural and reasonable consequences for student absences on a case by case basis. Additional information about the state wide effort to improve student attendance can be found at <https://www.doe.mass.edu/sfs/attendance/>

Communication from parents & caregivers: Regular and timely communication from parents and caregivers about student absences and attendance is crucial for an effective home and school partnership aimed at student achievement and support. In the event of a student absence, parents and caregivers should call Abington High School's attendance line at 781-982-2160 and select option 1, or send a message through Talking Points.

Parents and students should continue to provide the main office with notes or documentation from medical or other related absences that must occur during the school day. In addition to being good practice for their future professional responsibilities, medical and legal documentation provide clarity about the reasons and nature of a student's absence.

Communication from the school: Abington High School will communicate via automated phone call to the first and second caregivers listed in Aspen if a student is absent without parent or caregiver notification.

At or prior to a student's 5th consecutive absence, our school nurse will contact families about the reason and nature of a student's absence. Some absences, such as communicable illness, may require notification from a medical provider stating that the student is well enough to return to school.

At a student's 5th absence, Abington High School will send a letter home to families and caregivers notifying them of the student's total absences, as well as an invitation to connect with the school for additional attendance support, if needed.

At a student's 10th absence, ***regardless of whether such absences are excused or unexcused***, Abington High School will send a letter informing parents that their student is

Proposed AHS Student Handbook Attendance Language

April 2024

approaching the state's metric of chronic absenteeism as missing 10 percent or more of their days, or absent 18 school days when enrolled for 180 school days. The school will also provide parents with the Physician's Affirmation of Need for Temporary Home or Hospital Education for Medically Necessary Reasons in their home language. Those forms can be found at:

<https://www.doe.mass.edu/prs/sa-nr/603cmr28.03-3c-form/>

The physician's affirmation will assist the Abington High School counseling staff to provide support aimed at improving student attendance and academic performance.

At a student's 18th absence, ***regardless of whether such absences are excused or unexcused***, Abington High School will send a letter to families and caregivers notifying them that their student has met the state's definition of chronic absenteeism for the school year. Once a student has reached 18+ *excused or unexcused* absences, the following considerations are made;

- **Medical considerations** - if the student and/or family have submitted the physician's affidavit stating that they will miss 14 or more days of school due to ongoing medical care, AHS will seek to support that student's continued education.
- Is the student **Truant** - defined by DESE as a student who "willfully" fails to attend school for more than 8 days in a quarter.
 - Referral to Family Resource Centers
 - [Child Requiring Assistance](https://www.mass.gov/child-requiring-assistance-cases) (CRA) referrals <https://www.mass.gov/child-requiring-assistance-cases>
- Is the student **school avoidant** - similar to truancy (more than 8 absences in a quarter), does the student have a social/emotional basis for school absences, states that they want to come to school and be successful and graduate, and demonstrates some albeit inconsistent attendance.
- **Dropout Prevention & Protocols** : Prior to a student dropping out, AHS is obligated to offer two meetings within 5 days of the tenth consecutive absence before withdrawing students. AHS requires a meeting with administration before allowing a student to unenroll.

Consequences for Absences: It is the distinct preference and intention of the school to have students regularly attend and meet with academic success. In some instances, the school principal or designee may apply consequences for students absences, including but not limited to;

- **Restricted participation in extracurricular events** - students that are absent from school may not be able to participate in or attend club meetings, practices, rehearsals, games or any other school event.
- **Social Probation** - Prohibits students from attending or participating in extracurricular events for a period of time, typically 2-4 weeks.
- **Credit Loss** - students can lose some or all credit for a course or courses where they have exceeded 18 absences. Students that are at or close to their 18th absence may participate in an attendance **buy back** to prevent credit loss.

Proposed AHS Student Handbook Attendance Language

April 2024

In addition to these consequences, absent students may encounter additional natural consequences as a result of their absence, whether excused or unexcused. Teachers plan lessons, group work, and interactive learning that rely on regular student attendance. When a student is absent, it can diminish the learning of their classmates, in addition to them falling behind and needing to catch up on missed work. Individual teachers have procedures for deadlines and extensions due to absences, and it is the responsibility of the absent student to meet the teacher's expectation for missing work.

Existing handbook language re Dismissal and Tardy to School to be included in 24-25 Student Handbook.

Dismissal from School Dismissal notes must be brought to the main office before school on the day of the dismissal. Dismissal notes should include the same information as absence notes, a telephone number where a parent/guardian can be contacted and should indicate if the student plans to return to school that day. Student dismissal raises safety concerns to the school and disrupts the academic work of the classes. The assistant principal and/or her designee may approve dismissals on a case by case basis. Emailed dismissal notes will only be accepted on an emergency basis. Dismissal requests over the phone will not be accepted. ~~Administration will manage student dismissals according to the attendance chart above. (see attached chart)~~

Tardy to School A student who signs in past 7:46 am, or 8:46 am on a Wave Week Wednesday, or more after the start of homeroom requires a note signed by a parent or guardian explaining the reason for tardiness, and may not participate in athletic practices or contests or attend co-curricular events unless that tardy is excused. Tardy students may not enter first period without a pass. If a student accumulates 10 tardies in a term, the school will contact the parents/guardians by letter and/or telephone. If a student accumulates 15 tardies in a term, the student may be placed on Social Probation for a period of 4 weeks. Parking privileges will be revoked during this time, if appropriate. Tardy to school after the beginning of first lunch is considered an absence from school. Students dismissed prior to the beginning of first lunch will be noted as absent/dismissed unless the student returns to school.

Beaver Brook Elementary School:

School Improvement Plan
2024-2025

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Beaver Brook Elementary School (BBES)
School Council Members 2023-2024

Co-Chairs:	Julie Thompson –Principal Melanie Savicke – Assistant Principal
Parent Representatives:	Kristi Ericson Katie Cox Brooke Woodford
Staff Representatives:	Katherine Woodward, Grade 1 Katrina Park, Kindergarten Jackie Murphy – Grade 1
Community Representative:	TBD
School Committee Representative:	Melanie Whitney, Abington School Committee

Mission Statement

The mission of the Abington Public Schools is to provide all students with relevant, challenging educational experiences to prepare them to be engaged, responsible citizens and members of the global community.

District Guiding Beliefs:

We believe in:

- ❖ making decisions in the best interests of students.
- ❖ supporting all students in achieving success.
- ❖ fostering the physical, intellectual, technological, social, emotional, and artistic development of our students.
- ❖ creating a safe, tolerant, supportive, organized, and equitable learning environment.
- ❖ providing challenging educational experiences that build character.
- ❖ developing self-discipline and personal responsibility.
- ❖ promoting creativity, problem solving, effective communication, and critical thinking skills.
- ❖ cultivating the educational partnership among home, school, and community.
- ❖ nurturing a culture of collaboration, collegiality, and mutual respect.
- ❖ encouraging staff initiative and innovation.
- ❖ implementing professional development that is essential for effective instruction and improved student learning.
- ❖ reviewing and updating curriculum, instruction, and assessment in a regular cycle.
- ❖ recognizing that effective and appropriate technology is essential for teaching and learning.
- ❖ inspiring all students to become life-long learners.

District Goals and Objectives:

Teaching and Learning

1 To improve student performance through curriculum, instruction, and assessment.

- 1.1 Provide rigorous and relevant curriculum and instruction in an optimal learning environment.
- 1.2 Analyze student performance data from a variety of sources to make informed decisions.
- 1.3 Commit time and resources for meaningful collaboration and high quality professional development.

Technology

2 To maximize opportunities provided by technology to transform teaching and learning.

- 2.1 Provide all staff and students access to current hardware and software, achieving one to one computing ratio.
- 2.2 Develop technology literacy curriculum for all students.
- 2.3 Continue to provide professional development in instructional technology.
- 2.4 Provide appropriate instructional technology support.
- 2.5 Commit to a regular plan to evaluate, consider, and acquire emerging technology.

Finance and District Operations

3 To obtain and responsibly manage equitable, predictable, and sustainable funding for educational programs, facilities, and operations.

- 3.1 Collaborate with the community, local, state, and federal officials to obtain sustainable and predictable financial support.
- 3.2 Provide transparency and encourage community participation in the budgetary process.
- 3.3 Plan and secure funding through traditional and alternative sources, in order to provide state-of-the-art facilities, infrastructure, technology, and other capital projects.
- 3.4 Provide relevant professional development in the area of technology to maximize data management and business continuity.

Facilities

4 To provide state-of-the-art facilities.

- 4.1 Secure the necessary votes to support the renovation, expansion, and /or construction of school facilities.
- 4.2 Present required Massachusetts School Building Authority (MSBA) applications and have them accepted and funded.
- 4.3 Begin work on MSBA and town funded projects as soon as possible.
- 4.4 Continue to avail ourselves of alternative funding sources for maintenance and upgrades to school facilities.

Community Support

5 To generate strong community support for the school district.

- 5.1 Create and implement a plan to effectively communicate the achievements of the students and staff of the Abington Public Schools.
- 5.2 Increase family and community participation in the educational process and the life of the schools.
- 5.3 Broaden our students' awareness of their responsibility to participate in their community.
- 5.4 Build strong community support for education through the approval of the annual budget and special budget requests at town meeting.

Summary of 2023-2024 Goals:

Goal # 1: Improve writing proficiency of all students

- Dedicated four professional development sessions aligning reviewing and aligning MA writing standards into grade level curriculum
- Created grade level Writing rubrics for each genre
- Identified grade level writing prompts for assessment
- Implemented grade level writing prompts for fall, winter and spring benchmark assessments
- Collected, shared and celebrated samples of students writing
- Shared successful activities within grade level teams

Goal # 2: Improve supports and outcomes for students' social emotional needs.

- Increased .5 School Adjustment Counselor to a full-time position
- Identified groups and/or classrooms that required explicit teaching of social skills in whole group setting through the SST process
- School Adjustment counselor created small support groups for students with similar needs
- Teachers continued to implement Second Step in their classroom, weekly
- Beaver Brook Mental Health team met bi-monthly to identify and support students and families who required support

Summary of 2023-2024 Goals Continued:

Goal # 3: Increase opportunities for all families to engage in the school community

- Invited families to meet the specialists at open house in the cafeteria
- Planned and implemented “Welcome to Kindergarten night” in June 2024
- Planned and hosted Family Math Night
- Planned and hosted Family Literacy Night
- Staff members implemented holiday food and gift drives
- Beaver Brook staff planned and hosted grade level opportunities for families to visit our school and interact with other families including:
 - Grade K Veteran’s Day Show
 - Grade 1 Spring Show
 - Grade 2 Vocabulary Parade and end of year celebration
 - Volunteer classroom readers
- Collaborated with PTO on school wide activities that increased opportunities for families to interact with other BBES families

BBES 2024-2025 School Improvement Plan

The Beaver Brook Elementary School (BBES) School Council is a representative building-based group that meets regularly to discuss important issues related to the overall needs of BBES. In addition to monitoring all factors related to the educational needs of children and reviewing the school's annual budget, the School Council is responsible for the development of the BBES School Improvement Plan. The School Improvement Plan is an annual document that outlines the most pressing needs of the school community. All goals/action steps, although specific to the Beaver Brook Elementary School, are consistent with the vision, mission, goals, and objectives of Abington Public School District's Strategic Plan. This year, the BBES School Council has identified the following goals as primary areas of focus for the 2024-2025 school year:

Goal # 1	Implement and utilize K-2 Reading and Math, nationally and locally normed, assessments with all students as a universal screener
Goal # 2	Incorporate strategies to maintain positive student relationships within the school day.
Goal # 3	Continue to develop community building opportunities within BBES and beyond

Beaver Brook Elementary School Improvement Goal #1

Goal #1	Implement and utilize K-2 Reading and Math, nationally and locally normed, assessments with all students as a universal screener
----------------	--

Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
Implement and utilize K-2 Reading and Math, nationally and locally normed, assessments with all students as a universal screener	Principal/Assistant Principal, Assistant Superintendent, Educators, Support Staff	• PD for teachers on use and implementation of iReady assessment • Institute data meetings with teachers and interventionist after each benchmark period to inform instruction and intervention • New assessment is implemented following recommended model	Ongoing

Beaver Brook Elementary School Improvement Goal #2

Goal #2	Incorporate strategies to maintain positive student relationships within the school day.
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Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
Incorporate strategies to maintain positive student relationships within the school day.	Principal/ Assistant Principal, School Adjustment, School Psychologist, BCBA, Educators	• Explicitly teach problem solving skills • Continue to implement Second Step program in classrooms weekly • Institute Buddy Bench at Recess with explicit teaching around use and response • Continue to implement and explicitly teach facilitated games at recess • Continue Recess Heroes Program • Implement monthly Recess Heroes recognition schoolwide	Ongoing

Beaver Brook Elementary School Improvement Goal #3

Goal #3	Increase community building opportunities within and beyond BBES.
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Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
1. Increase community building opportunities within BBES and beyond	Principal/Assistant Principal, APS Administrators, Educators	• Enhance classroom buddies program within K-2 • Develop opportunities for AHS/AMS/WES student involvement at BBES • Career Day for grade 2 and community members (ex APD, librarian, etc) • Reinvigorate the Read Across America community readers program	Ongoing

Appendix

BAS – Fountas & Pinnel Benchmark Assessment System - provides teachers with precise tools and texts to observe and quantify specific reading behaviors, and then interpret and use that data to plan meaningful instruction.

BBES – Beaver Brook Elementary School

Class DoJo, Remind – phone and computer applications for communication between home and school using text and or photo/video

CPT – Common Planning Time

DESE – Massachusetts Department of Elementary and Secondary Education

DIBELS – Dynamic Indicators of Basic Early Literacy Skills is a set of procedures and measures for assessing the acquisition of literacy skills.

ELE – English Learner Education

EL – English Learner

ESL – English as a Second Language

PD – Professional Development

Phonics - Matching the sounds of spoken English with individual letters or groups of letters. For example, the sound k can be spelled as c, k, ck or ch. Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out.

PTO – Parent Teacher Organization

RtI – Response to Intervention

SEI – Sheltered English Immersion is an approach to teaching academic content in English to ELs. Generally, but not always, ELs are in the same classrooms as native English-speaking students.

SEL – Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions

SST – Student Support Team- educator team who review student academic, social, emotional, or behavior challenges then assist with intervention options

SY – School Year

WIN – What I Need (WIN) is a universal intervention period for all students in each grade level. Students are mixed between 3 or 4 classrooms based on their academic needs/strengths in reading and math to receive targeted instruction 2x per week for 30-minutes

ABINGTON EARLY EDUCATION PROGRAM
SCHOOL IMPROVEMENT PLAN
2024-2025

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Abington Early Education Program School Council Members

Chairperson: Annie Robinson, AEEP Director

Staff Representatives:

Kacie Griggs

Susan Keady

Parent Representatives:

Jon Brace

Ashley Medeiros

Jessica Murphy

School Committee Representative: Julie Groom

Mission Statement and Guiding Principles

The mission of the Abington Public Schools is to provide all students with relevant, challenging educational experiences to prepare them to be engaged, responsible citizens and member of the global community.

Guiding Principles

We believe in...

- Making decisions in the best interests of students
- Supporting all students in achieving success
- Fostering the physical, intellectual, technological, social, emotional, and artistic development of our students
- Creating a safe, tolerant, supportive, organized, and equitable learning environment
- Providing challenging and educational experiences that build character
- Developing self-discipline and personal responsibility
- Promoting creativity, problem solving, effective communication, and critical thinking skills

Guiding Principles

We believe in...

- Cultivating the educational partnership among home, school, and community
- Nurturing a culture of collaboration, collegiality, and mutual respect
- Encouraging staff initiative and innovation
- Implementing professional development that is essential for effective instruction and improved student learning
- Reviewing and updating curriculum, instruction, and assessment in a regular cycle
- Recognizing that effective and appropriate technology is essential for teaching and learning
- Inspiring all students to become lifelong learners

Summary of Work Toward Previous Goals

Goal 1: Investigate and pilot thematic units of study utilizing developmentally appropriate, evidence based curricular materials and activities integrating available technology into daily instructional practice with consistency across classrooms

- Identified thematic units with common center-based learning experiences
- Created five thematic curriculum units identifying big ideas, guiding questions, vocabulary and center-based learning experiences; Identified read aloud texts linked to themes
- Implemented common curriculum across classrooms including Learning Without Tears, Heggerty Phonological Awareness and Second Step
- Identified a multisensory reading program to support development of phonemic awareness and early reading skills (Lively Letters)
- Worked with technology specialist to create classroom listening centers
- Took part in MASS STEM WEEK – learning how to be problem solvers
- Utilized interactive smart boards throughout sessions
- Implemented a variety of low->high tech communication supports for all children

Goal 2: Maximize the opportunities afforded by the co-located preschool, middle and high school at 201 Gliniewicz Way and strengthen parent and community engagement

- Developed, distributed and analyzed results of a family engagement survey
- Survey questions included: if families feel informed, aware of curriculum, interest in volunteering, specific volunteer opportunities and classroom parents, cultural traditions/hobbies/special talents to share, parking lot safety
- Student intern programs: High School, Middle School Peer Leaders, Club groups
- Hosted family days: Family Literacy- interactive event with Read Aloud and make and take activity, Pumpkin Patch event, Family Holiday Fun Day
- Parent Teacher conferences- added an evening session, offered virtual or in-person meetings
- Increased frequency of Preschool Press newsletter to every other week
- Increased frequency of postings to Facebook group

Goal 3: Explore opportunities for early education accreditation

- Explored NAEYC accreditation process
- Reviewed building based self-assessment
- Next steps: continue with creating and implementing curriculum, continue to work through self-assessment process

Goal 4: Monitor and improve the safety of the physical environment and processes- pick up/drop off; parking

- Consistent communication with families related to parking lot protocol
- Implemented new arrival/dismissal routines- families line up by class, approved caregiver sign out at dismissal,
- Worked with facilities to identify strategies to encourage use of parking spaces
- Increased presence of SROs at arrival/dismissal times

AEEP School Improvement Goals 2024-2025

Goal 1: Teaching and Learning

Continue to develop and implement thematic units of study utilizing developmentally appropriate, evidence based curricular materials and activities integrating available technology into daily instructional practice with consistency across classrooms

Goal 2: Communication

Review and refine communication practices for consistent home to school communication across classrooms

Goal 3: Culture and Inclusion

Strengthen the AEEP community by maximizing opportunities for active family engagement and involvement throughout the school year

Goal 4: District Operations

Continue to monitor and improve the safety of the physical environment and processes including arrival/dismissal, playground use, gross motor experience

Goal 1: Continue to develop and implement thematic units of study utilizing developmentally appropriate, evidence based curricular materials and activities integrating available technology into daily instructional practice with consistency across classrooms

Activity/Professional Development

- Implement developed units
- Continue to create thematic curriculum units
- Continue to implement common curriculum across classrooms
- Coordinate with technology specialist to further identify/develop use of technology across classrooms
- Provide staff training related to increased use of classroom technology

Indicator of Accomplishment

- Classrooms alternate unit implementation
- Complete curriculum templates through Unit 5 (week 24)
- Complete progress monitoring for all students 3x/year
- Implement technology resources to support student learning (i.e. calendar)
- Teachers/Classroom staff incorporating technology resources into daily learning activities

Goal 2: Review and refine communication practices for consistent home to school communication across classrooms

Activity/Professional Development

- Survey staff to identify current communication practices
- Identify uniform communication practices across classrooms
- Provide a mechanism for family input/questions/feedback
- Translate all family communication

Indicator of Accomplishment

- Identify communication tools
- Classrooms use common tools for family communication
- Established system for family feedback

Goal 3: Strengthen the AEEP community by maximizing opportunities for active family engagement and involvement throughout the school year

Activity/Professional Development

- Continue to provide bi-monthly newsletters
- Increase family outreach and volunteer opportunities
- Quarterly program wide family events
- Survey families on topics for family education sessions
- Invite families to share cultural traditions

Indicator of Accomplishment

- Implement four family events across the schoolyear related to thematic units
- Family outreach- coffee with the director 2x/year, ongoing newsletters and expanded use of Facebook group
- Identify class parents; duties
- Develop schedule of varied volunteer opportunities (in class, home based, prep)

Goal 4: Continue to monitor and improve the safety of the physical environment and processes including arrival/dismissal, playground use, gross motor experience

Activity/Professional Development

- Continue to provide frequent, explicit communication to families regarding parking lot protocol
- Continue to monitor and refine student arrival/dismissal procedures
- Investigate area for hard top play
- Expand use of 201 facilities for increased gross motor experiences

Indicator of Accomplishment

- Parking lot protocol shared with families in teacher assignment letters, discussed by teachers at orientation, monthly reminders
- Meet with Director of Maintenance to identify options for safe use of sidewalk-cones, portable fencing, reduction of driveway lane
- Create list of activities related to thematic units to expand gross motor development experiences across 201- gymnasium, field(s), playground, courtyard



ABINGTON PUBLIC SCHOOLS

"The mission of the Abington Public Schools is to provide all students with relevant, challenging educational experiences to prepare them to be engaged, responsible citizens and members of the global community."

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May 8, 2024

Roger Woods Jr
Old Town Real Estate, LLC
538 Bedford Street
Abington, MA 0235

Dear Roger,

Thank you to the Class of 1981 for the generous donation of a bench honoring former Abington High School Principal, Teacher and Basketball Coach Paul Byron.

Your gift provides our students with a welcoming and much-needed space to rest, gather, and enjoy their time outdoors and remembers a special person. It's contributions like this that help create a positive and supportive environment for our students and staff.

We appreciate your commitment to supporting our school and its mission.

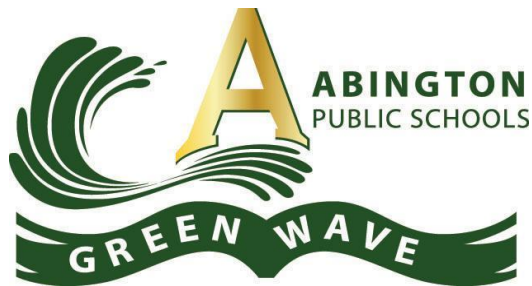
Sincerely,



Peter Schaffer
Superintendent

PGS:dg

ABINGTON MIDDLE SCHOOL
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MATTHEW MAC CURTAIN
PRINCIPAL

JESSICA SULLIVAN
ASSISTANT PRINCIPAL

CAROLINE MCDERMOD
GUIDANCE
(781) 982-2172

To: Peter Schafer
From: Matthew MacCurtain
Re: AMS Program of Studies
Cc: Jessica Sullivan
Date: May 22, 2024

Peter,

Below is the only proposed substantive change to the AMS Program Of Studies, the addition of descriptors for ELE Classes. These have been approved by the School Council.

English Learner Education

At Abington Middle School, we offer Sheltered English Immersion to all students who qualify for English Learner Education. Students receive direct English language instruction in listening, reading, speaking and writing in their English Learner Education classes. Additionally, all English Learners are taught by SEI certified teachers in their general education classes, where content and language are taught simultaneously.

Grades 5 - 8 ELE I and II

The ELE I and II courses are designed to provide direct and explicit instruction of the English language in speaking, listening, reading, and writing to English Learners at the Entering and Beginning WIDA ELD Levels (Levels 1 and 2). Students receive about 90 minutes of instruction, five days a week. This course aims to develop English communicative competency for social and instructional language, academic language, as well as the language skills necessary for success in grade level content area instruction. The curriculum resources utilized for this course include *Inside the USA Newcomer Work*, *Inside (Foundational Level)*, and *Inside Level A*.

Grades 5 - 8 ELE III and IV

The ELE III and IV courses are designed to provide direct and explicit instruction of the English language in speaking, listening, reading, and writing to English Learners at the Developing and Expanding WIDA ELD Levels (Levels 3 and 4). Students receive about 45 minutes of instruction, five days a week. The objectives aim to develop the academic language skills necessary for success in grade level content area instruction. The curriculum resources utilized for this course include *Inside Level B* and *Inside Level C*.

**Abington Middle School
School Improvement Plan
2024-2025**



The Abington Public School System is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, gender identity or sexual orientation. The contents of all Abington Public Schools publications are available upon request in languages other than English.

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Abington Middle School

School Council Members

Matthew J. MacCurtain	Principal/Chair	
Jessica Sullivan	Assistant Principal/Secretary	
Tim Leonelli	Teacher	Term ends September 2024
Emelie Kalesnik	Teacher	Term ends September 2024
Donna Peavey	Parent	Term ends September 2024
Pam Neely	Parent	Term ends September 2024

Abington Public Schools

Mission Statement:

The mission of the Abington Public Schools is to provide all students with relevant, challenging educational experiences to prepare them to be engaged, responsible citizens and members of the global community.

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- supporting all students in achieving success.
- fostering the physical, intellectual, technological, social, emotional, and artistic development of our students.
- creating a safe, tolerant, supportive, organized, and equitable learning environment.
- providing challenging educational experiences that build character.
- developing self-discipline and personal responsibility.
- promoting creativity, problem solving, effective communication, and critical thinking skills.
- cultivating the educational partnership among home, school, and community.
- nurturing a culture of collaboration, collegiality, and mutual respect.
- encouraging staff initiative and innovation.
- implementing professional development that is essential for effective instruction and improved student learning.
- reviewing and updating curriculum, instruction, and assessment in a regular cycle.
- recognizing that effective and appropriate technology is essential for teaching and learning.
- inspiring all students to become life-long learners.

Abington Middle School Recent Highlights

- **Implemented Advisory Curriculum & Advisory Periods**
 - The AMS Advisory curriculum was written for two grade levels for the 2023-24 school year. Additional curriculum documents will be written for implementation during the 2024-2025 school year, allowing for four full years of EF and SEL curriculum delivery
- **Developed new report card for implementation starting in fall 2024**
 - AMS provided a robust set of after school enrichment and academic offerings including Boost Tutoring, National Honors Society Tutoring, Homework Help & Crafts, Chess, Dance, Running Club, Dungeons & Dragons, Band, Drama and Minecraft
- **Math Intervention was provided to roughly 18% of AMS students based on state assessments & teacher recommendation**
 - Students received both push in and pull out support
 - Improved MCAS scores for Mathematics in fall 2023
- **ELA Intervention was provided to roughly 16% of AMS grade 5&6 students**
 - Most students received both push in and pull out support

- **Transition activities including student school and classroom visits, attendance at in school plays, counseling staff classroom transition visits and teacher vertical meetings**
- **Multicultural Week returned more robustly with student, staff and community presentations and performance by an African drum and dance troupe**
- **Grade 5&6 staff worked extensively on ELA and Math curriculum to review and/or pilot potential curriculum programming and identify additional curriculum resources**

Abington Middle School

School Improvement Goals for 2024-2025

Goal 1	Increase student achievement through enhancements to Curriculum, Instruction and Assessment
Goal 2	Continue to cultivate a safe, welcoming, and inclusive school community, that builds on existing strengths and increases students' social emotional and executive functioning skill level

Abington Middle School Improvement Goal #1

Goal #1	Increase student achievement through enhancements to Curriculum, Instruction and Assessment		
Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
Analyze local, common and statewide assessments and curricular progress.	School Administration Director of Curriculum, Instruction, & Assessment Department Heads & Directors Faculty	• Implementation of an assessment plan in grades 5-6 utilizing selected assessment suite software • Development of an Assessment and Data Analysis calendar for grades 5 through 8 to include: ○ Statewide assessments (MCAS) ○ Local Common Assessments ○ Grade level, classroom and course assessments • Identified Outcomes for students and teachers • Explore and plan for vertical and horizontal curriculum alignment	June 2025
WAVE PBIS Develop Common, Posted Classroom and Common Area Expectations	School Administration Director of Curriculum, Instruction, & Assessment	• Continuation of WAVE PBIS & Advisory Committees • To be developed and explicitly taught ○ School Wide Common Area Expectations ○ Grade level & Team Classroom Expectations • Positive Incentive reward system established	June 2025

	Department Heads/Curriculum Coordinators Faculty		
Continue ELA & Math Committee		• New ELA Resources for grades 5&6 • Continue exploring new curriculum programming for 2025-2026 school year • Professional Development time provided for teachers including consultants • Common Planning time provided for teachers • Continue to monitor measure needs and identify additional resources	June 2025
Implementation of New AMS Report Card		• Report Card Developed and used for Fall 2024 • Parent Information Sessions held during Fall Open Houses	December 2024

Abington Middle School Improvement Goal #2

Goal #2	Continue to cultivate a safe, welcoming, and inclusive school community, that builds on existing strengths and increases students' social emotional and executive functioning skill level.		
Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
Develop Common, Posted Classroom and Common Area Expectations	School Administration Director of Curriculum, Instruction, & Assessment Department Heads/Curriculum Coordinators Faculty	• Continuation of WAVE PBIS & Advisory Committees • To be developed and explicitly taught ○ School Wide Common Area Expectations ○ Grade level & Team Classroom Expectations • Common expectations displays posted in all classroom and common areas • Positive Incentive reward system established	June 2025
Continue to build on positive Home to School Communications to provide clear, predictable and timely communications in a sustainable fashion	School Administration Faculty	• Continue Weekly schoolwide newsletter • Develop grade wide classroom communication plans ○ Form/tools used for communication ○ Frequency and purpose of communication	June 2025

Continue to Develop Grade 5-8 Advisory Curriculum	School Administration Staff Technology Department	• Write grade 6&8 Curriculum during summer 2024 to include Social Emotional Learning and Executive Functioning • Curriculum published internally • Curriculum resources created & distributed via student learning management system	October 2024
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