



SCHOOL COMMITTEE AGENDA ABINGTON PUBLIC SCHOOLS

Location: Abington Middle / High School Library, Abington MA 02351

Date: Tuesday, May 27, 2025

Time: 6:30pm

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 the 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

I. CALL OF MEETING TO ORDER AND FLAG SALUTE

II. HEARING OF VISITORS

III. READING AND APPROVAL OF RECORDS

April 29, 2025

IV. AWARD ANNOUNCEMENTS

- a. Massachusetts Association of School Superintendents Certificate (Dr. Moschella)
- b. Deirdre Volunteer Service Awards (Dr. Basta)
- c. Special Education Parent Advisory Committee (SEPAC) Award for Excellence in Special Education (Dr. Robbins)
- d. Chester J. Millett, Jr. Outstanding Certified and Support Staff Awards (Dr. Basta)

V. REPORT OF THE ASSISTANT SUPERINTENDENT (DR. CHRISTOPHER BASTA)

- a. English Learner Education Department Update (Elizabeth Despres, ELE Director)
- b. Wellness Department Update (Karin Daisy, Director of Wellness)

VI. PRINCIPALS' REPORT

- a. 2025-2026 Abington High School Improvement Plan (Jonathan Bourn, Principal)
- b. 2025-2026 Beaver Brook Elementary School Improvement Plan (Julie Thompson, Principal)
- Review of Elementary School Handbook (Julie Thompson, Principal)

VII. REPORT OF THE SCHOOL COMMITTEE STUDENT REPRESENTATIVE (ANNA BROWN)

VIII. REPORT OF THE SUPERINTENDENT (DR. FELICIA MOSCHELLA)

- a. Abington High School consideration of a trip to Southern California, April 2026 (Karin Daisy, Global Travel Advisor)
- b. Superintendent's Goals and Self-Assessment

IX. NEW BUSINESS AND ESTABLISHMENT OF THE NEXT SCHOOL COMMITTEE DATE

Tuesday, June 17, at 6:30pm

X. INFORMATIONAL ITEMS

- **Dates to Remember**
- Tuesday, May 27 – Music Banquet – AMS/AHS Cafeteria @ 5:00pm
- Wednesday, May 28 - Senior Athletic Awards - AMS/AHS Cafeteria @ 6:30pm
- Thursday, May 29-Senior Awards Night – AHS/AMS Auditorium @ 7:00pm
- Friday, May 30 – Senior Stroll @ 10:00am / Senior Picnic – Reilly Field @ 11:00am
- Saturday, May 31 - Graduation - AHS Front Lawn @ 10:00 a.m.
- Thursday, June 12 – Last Day of School (half day for students)

- **Personnel Administration**

1. On the recommendation of Sarah Gainey, Director of Finance & Operations, the superintendent has approved the appointment of Lisa Spagnolo as the School Accountant effective June 2, 2025.
2. On the recommendation of Jonathan Bourn, Principal, Abington High School, the superintendent has approved the appointment of Jacqueline Pitts as an English teacher effective in the 2025-2026 school year.
3. On the recommendation of Melanie Savicke, incoming Principal of Woodsdale Elementary School, the superintendent has approved the appointment of Corey Wharton as a School Psychologist effective in the 2025-2026 school year.

XI. EXECUTIVE SESSION

By roll call vote in accordance with MA G.L. Chapter 30A, Section 21(a)(3) for the purpose of conducting strategy session for negotiations with AEA Units A and B and non-union personnel since, as declared by the Chair, to hold this discussion in open session may have a detrimental effect on the bargaining position of the Committee; and not to return to regular session.



SCHOOL COMMITTEE MEETING MINUTES

ABINGTON PUBLIC SCHOOLS

Location: A regular meeting of the School Committee was held in the Abington Middle / High School library at 201 Gliniewicz Way, Abington MA 02351

Date/Time: Tuesday, April 29, 2025 at 6:30pm

Present: Mr. Chris Coyle, Chair; Ms. Heidi Hernandez, Secretary; Ms. Pamela Neely and Ms. Melanie Whitney, Ms. Caroline Ellis, Members. Also in attendance were Dr. Felicia Moschella, Superintendent of Schools; Dr. Christopher Basta, Assistant Superintendent; Ms. Sarah Gainey, Director of Finance & Operations; Ms. Danielle Gaylor, Executive Assistant; Ms. Anna Brown, Student Representative

MEETING MINUTES

I. CALL OF MEETING TO ORDER AND FLAG SALUTE

II. REORGANIZATION OF SCHOOL COMMITTEE AND APPOINTMENTS TO SUBCOMMITTEES

Chris Coyle introduced and welcomed Ms. Caroline Ellis as the newest member of the School Committee. On the motion of Chris Coyle and Melanie Whitney, the committee opened up the reorganization process and voted on the Chair, Vice Chair and Secretary positions. Chris Coyle remains as Chair; Melanie Whitney was unanimously voted for Vice Chair; and Heidi Hernandez remains as Secretary. Sub Committees will be decided at a later date.

III. HEARING OF VISITORS

None

IV. READING AND APPROVAL OF RECORDS

a. March 25, 2025

VOTED: On the motion of Heidi Hernandez (Pam Neely) The School Committee unanimously voted to approve the meeting minutes of March 25, 2025, as presented.

b. April 7, 2025

VOTED: On the motion of Melanie Whitney (Caroline Ellis) The School Committee unanimously voted to approve the meeting minutes of April 7, 2025, as presented.

V. REPORT OF THE ASSISTANT SUPERINTENDENT (DR. CHRISTOPHER BASTA)

- a. **Guidance Department Update (Christina Park, Director of Guidance):** 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 list of Guidance events that took place this year, i.e. college fairs, financial aid night, Trade School information sessions, college prep sessions, and many more. Ms. Park also spoke about the Quincy College Dual Enrollment Program and provided a list of colleges that accept dual enrollment credits. 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. **World Language Update (Kristina Wilson, Department Head):** Ms. Kristina Wilson, Foreign Language Department Director, provided an update on the strengths and goals of the Department. Ms. Wilson shared the Department will be offering AP Spanish Language in the 2025-2026 SY. Ms. Wilson also shared STAMP test data which included the number of students that qualified for the Seal of Biliteracy.

VI. PRINCIPALS' REPORT

- a. **2025-2026 Abington Early Education Program School Improvement Plan (Annie Robinson, Director):** Ms. Robinson shared the AEEP School Improvement Plan for the 2025-2026 SY, and started by thanking the members of the School Council. The SIP for 2025-2026 includes 2. goals, **Goal 1: Teaching & Learning** – Complete development of thematic curriculum and implement across classrooms continuing to expand use of technology into daily instructional practice across all classrooms. **Goal 2: Communication, Culture & Inclusion** - Continue to expand and strengthen the AEEP community through increased opportunities for family engagement and consistent communication across the school year.

- b. **2025-2026 Abington Middle School Improvement Plan (Matthew MacCurtain, Principal):** Mr. MacCurtain shared the AMS School Improvement Plan for the 2025-2026 SY, and started by thanking the members of the School Council. The SIP for 2025-2026 includes 2 goals, **Goal 1:** Increase student achievement through enhancements to curriculum, instruction and assessment. **Goal 2:** Continue to cultivate a safe, welcoming, and inclusive school community, which builds on existing strengths and increases students' social emotional and executive functioning skill level.

VII. REPORT OF THE SUPERINTENDENT (DR. FELICIA MOSCHELLA)

- a. **Introduction of the new Beaver Brook Elementary School Assistant Principal:** Dr. Moschella announced and welcomed Ms. Suzy Trahan as the new Beaver Brook Elementary School Assistant Principal effective July 1, 2025.
- b. Establishment of the Final Day for the 2024-2025 School Year as Thursday June 12, 2025 (1/2 day for students)
- VOTED: On the motion of Heidi Hernandez (Pam Neely) The School Committee unanimously voted to approve June 12, 2025, as the last day of school (1/2 day for students).**

VIII. NEW BUSINESS AND ESTABLISHMENT OF THE NEXT SCHOOL COMMITTEE DATE

Tuesday, May 27, 2025, at 6:30pm

IX. INFORMATIONAL ITEMS

1. Press Release – Coach Steve Perakslis
2. Internet Safety Presentation Flyer

• Dates to Remember

1. AMS Presents Little Mermaid, Friday May 9th @ 7pm and Saturday, May 10th @ 2pm
2. Thursday May 22nd - Senior Reception Receiving Line / 201 Gliniewicz Way @ 4:45pm
3. Friday May 22nd – Seniors Last Day

• Personnel Administration

1. The superintendent has accepted the resignation of Siobhan McGrath, a teacher within Abington Public Schools, effective June 12, 2025.

2. The superintendent has accepted the resignation of Jay Constantino, a teacher within Abington Public Schools, effective on June 12, 2025.
3. On the recommendation of Julie Thompson, Principal of Beaver Brook Elementary School, the superintendent approved the appointment of Suzy Trahan, as the Assistant Principal within Abington Public Schools effective July 1, 2025.
4. On the recommendation of Matthew MacCurtain, Principal Abington Middle School, the superintendent approved the appointment of Colleen Blanchard as the 202 Administrative Assistant within Abington Public Schools effective July 1, 2025.
5. On the recommendation of Annie Robinson, Principal of Abington Early Education Program, the superintendent approved the appointment of Victoria Von George as a paraprofessional within Abington Public Schools effective April 4, 2025.
6. On the recommendation of Julie Thompson, Principal of Beaver Brook Elementary School, the superintendent approved the appointment of Taylor Holland, as a lunch/recess paraprofessional within Abington Public Schools effective March 3, 2025.
7. On the recommendation of Sarah Gainey, Director of Finance & Operations, the superintendent has approved the appointment Nicole Leach as the Payroll / Human Resources Administrative Assistant effective May 5, 2025.
8. On the recommendation of Jonathan Bourn, Principal of Abington High School, and Peter Serino, Athletic Director, the superintendent has approved the appointment of the following volunteer spring coaches:

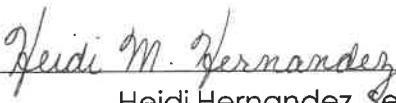
Ultimate Frisbee	Mike Barry
Baseball	James Donohue
Baseball	Tyler Perakslis
Baseball	Tyler Hitchcock
Softball	Lauren Nelligan
Softball	Felicia Baptista
Track	Stephanie Jahner
Track	Kimberly Reid

X. EXECUTIVE SESSION

By roll call vote in accordance with MA G.L. Chapter 30A, Section 21(a)(3) for the purpose of conducting strategy session for negotiations with AEA Units A and B and non-union personnel since, as declared by the Chair, to hold this discussion in open session may have a detrimental effect on the bargaining position of the Committee; and not to return to regular session.

At 7:45 pm the Committee voted into the Executive Session

Yes: Mr. Coyle
Ms. Neely
Ms. Hernandez
Ms. Whitney
Ms. Ellis


Heidi Hernandez, Secretary

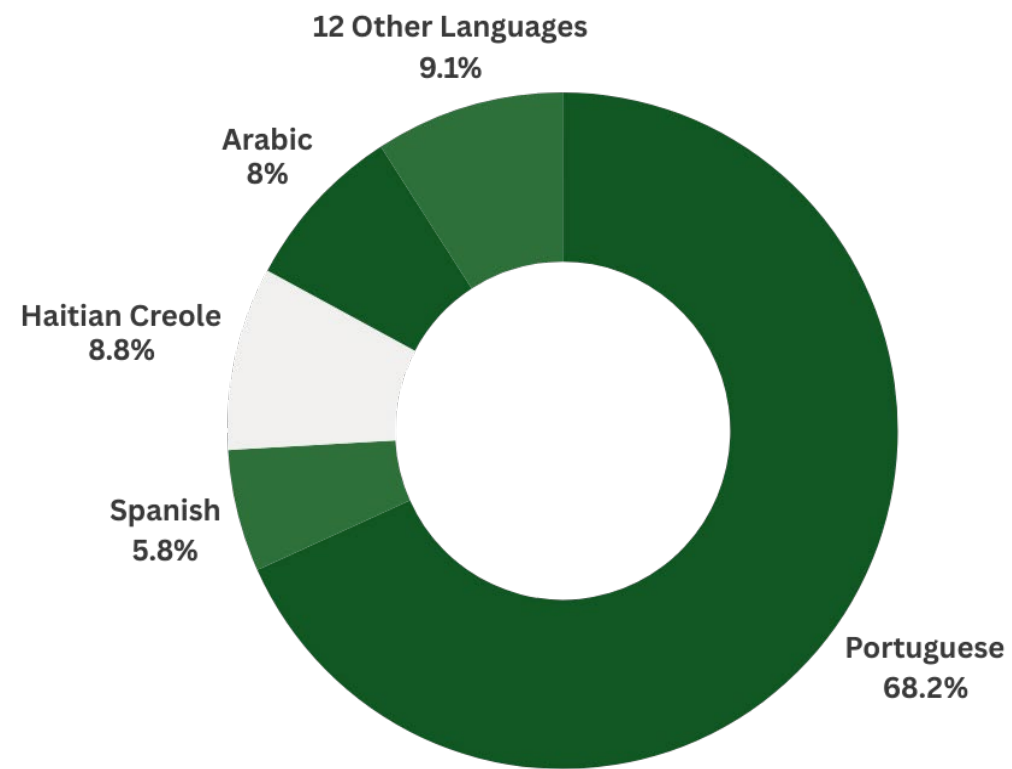
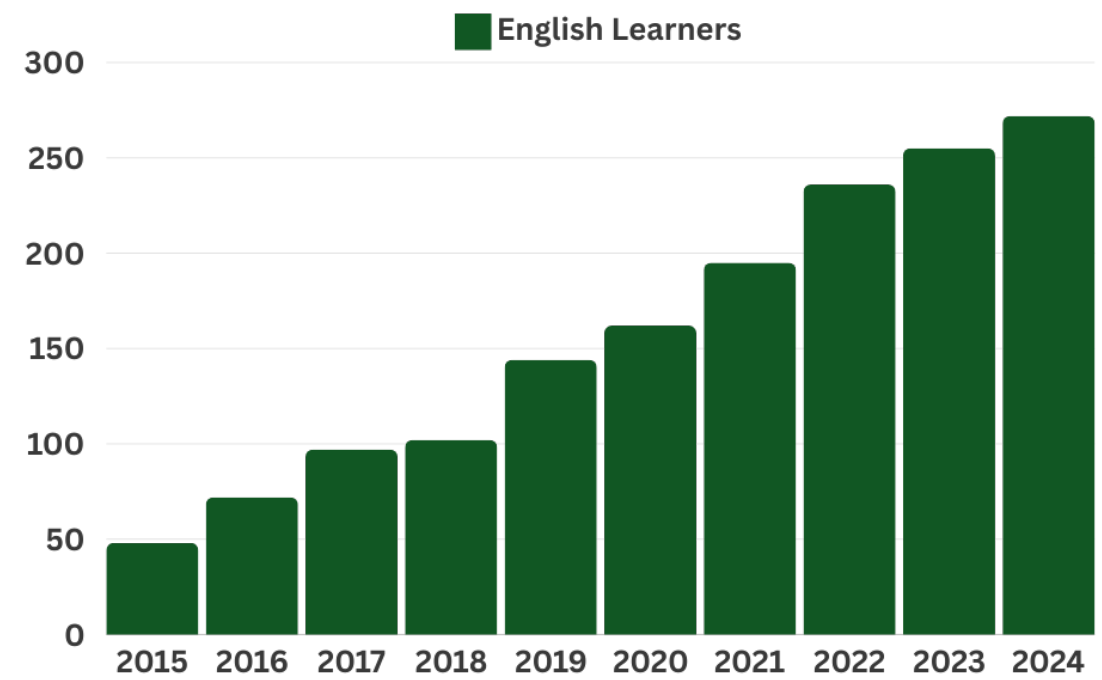
ENGLISH LEARNER EDUCATION DEPARTMENT UPDATE

Tuesday, May 27, 2025

Abington School Committee



ELS IN ABINGTON



UPDATE ON AREAS OF GROWTH

2023 – 2024 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

Update

- EL teachers at the elementary school level continued to write curriculum for Reach in the summer of 2024
- More ELs are being referred at the elementary school level to SST and more ELs are receiving Title 1 and reading services at BBES and WES
- Removed Pass/Fail option for newcomers and working with AHS staff during faculty meetings to devise more equitable grading practices



2025 – 2026 GOALS

1. Goal #1: Social-Emotional Support for ELs

- Establish a resource-document for basic services for EL family
- Establish intervention groups in schools
- Mental health presentation at an upcoming ELPAC Meeting
- Opportunities for cultural celebration and awareness

2. Goal #2: Guidance on the Referral Process for ELs

- Create reference document for staff related to the referral process
- Present at faculty meetings on the topic of "When to refer your English-Learner"
- Develop a guidance document for our district's IST/SST Teams on considerations for English Learners during the intervention process



ABINGTON STRATEGIC PLAN

- **Teaching and Learning:** Continue to align ELE curriculum to grade-based standards
- **Communication:** Transition from TalkingPoints to ThrillShare,
- **Culture and Inclusion:** Continue parent outreach such as the Abington ELPAC, Adult ESL Classes, and ESL Family Night



QUESTIONS



Wellness Department

School Committee Presentation

By Karin Daisy

May 27, 2025

Progress on Areas for Growth as presented in 2023-2024

No progress on adding instructional time to grades K-4. We are limited by staffing and schedule requirements. (DESE recommends 150 minutes per week)

Continued alignment of the curriculum: We are in the process of updating our curriculum to meet DESE guidelines and will continue to work on making sure it is vertically aligned.

No progress on increasing enrollment in sophomore health. (We need to begin promoting options in January, not just in April)

Rework the curriculum to align with the 2023 MA State Frameworks - we have been working during PD days and during CPT. We are not done yet but hoping by the end of the school year.

Areas for Growth

Would benefit from more instructional time in grades K-4

Continued vertical/horizontal alignment of the curriculum

Increase enrollment in sophomore health classes (it's the only grade level without health, but in order to staff it, something else may need to be eliminated)

Create new assessments to meet the curriculum standards of practices/skills.

APS Strategic Plan

- ▶ Our department is working on vertical and horizontal alignment of the curriculum. (we are on track to meet the June 30, 2029, deadline)
- ▶ The entire HS wellness department made our professional goal about ways to improve learning for EL students (pre-teach vocabulary, scaffold, handouts in multiple languages, pre/post tests)
- ▶ In March we held a schoolwide health fair, and many topics focused on the SEL of our students.

STRATEGIC OBJECTIVES			
Teaching & Learning	Communication	Culture & Inclusion	District Operations
Improve student outcomes through vertically and horizontally aligned curriculum, instruction, and assessment.	Enhance methods and practices for home-school communication.	Improve inclusive procedures and practices to increase academic success, social-emotional learning, and engagement for all	Facilities and district operations provide high-quality, safe teaching and learning opportunities for all students, staff, and families.

ABINGTON HIGH SCHOOL



2025-2026 IMPROVEMENT PLAN

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Abington High School 2024-2025 School Council

Jonathan Bourn	Principal/Chairperson	
Alexis Bevilacqua	Student Representative	Term expires June 2025
Carol Calcano	Parent Representative	Term expires September 2026
Cara Howell	Faculty Representative	Term expires September 2026
Isabella Norton	Student Representative	Term expires June 2026
Donna Peavey	Parent Representative	Term expires September 2025
Mark Regalbuto	Teacher Representative	Term expires September 2025
Steve Wakelin	Community Representative	Term expires September 2026

Non-voting participants:

Assistant Principal Kate Casey, School Committee Representative Heidi Hernandez

Abington Public Schools Strategic Plan

MISSION
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.
VISION
The Abington Public School District, in partnership with families and the community, is a model school system that provides opportunities for all students to think critically and creatively, communicate effectively, and act responsibly to achieve their highest potential in academics, arts, and athletics. We provide state-of-the-art resources for teaching and learning, technology, and facilities in an environment that is safe and supportive, enabling students to become life-long learners. Our students are prepared to face the challenges of the future in an ever-changing world.
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, 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, acceptance, and mutual respect. • inspiring all students to become lifelong learners.
THEORY OF ACTION
If the Abington Public Schools establish, implement, and communicate a P-12 vision and mission on teaching and learning; create consistent centralized systems, methods, and protocols for improved home-school communication; create inclusive procedures and practices to increase academic success, social-emotional learning, and engagement for all students; and ensure district operations provide high-quality, safe teaching and learning opportunities for all students, staff, and families, then all students will participate in relevant, challenging educational experiences that prepare them to be engaged, responsible citizens and members of the global community.

STRATEGIC OBJECTIVES			
Teaching & Learning	Communication	Culture & Inclusion	District Operations
Improve student outcomes through vertically and horizontally aligned curriculum, instruction, and assessment.	Enhance methods and practices for home-school communication.	Improve inclusive procedures and practices to increase academic success, social-emotional learning, and engagement for all students.	Facilities and district operations provide high-quality, safe teaching and learning opportunities for all students, staff, and families.
STRATEGIC INITIATIVES			
1.1 Refine district-wide vision of teaching & learning.	2.1 Update centralized system and practices for home-school communication for classrooms, buildings, and the district.	3.1 Sustain and expand inclusive practices and training for all staff to benefit diverse learners.	4.1 Maintain innovative and physically safe schools by implementing best practices and preventative measures.
1.2 Develop school-based, age-based end of year expectations linked to the AHS Vision of the Graduate.	2.2 Review and revise communication practices for active & resolved emergencies in conjunction with local authorities.	3.2 Refine and align Social, Emotional Learning (SEL) classroom practices for all students to develop their social-emotional skills and competencies.	4.2 Enhance and diversify hiring and retention practices using an equity lens.
1.3 Update the procedure for writing, revising, and implementing a vertically and horizontally aligned curriculum.	2.3 Refine methods and practices for consistent school to home communication within and across schools and classrooms.	3.3 Increase family awareness of opportunities to be involved in school-based activities.	4.3 Develop a committee to evaluate infrastructure and make recommendations based on current and future teaching and learning.
1.4 Refine and align existing Response to Intervention (RtI) practices to implement a P-12 Multi-Tiered System of Supports (MTSS) adhering to DESE guidance to improve outcomes for all students.			4.4 Review and refine long-term, sustainable budget strategies to address district needs.

OUTCOMES

By June 30, 2029, Abington Public School students experience standards-based instructional practices and expectations that provide them with the transferable skills and knowledge they need for successful transitions between grades and buildings and for their lives after graduation.

By June 30, 2029, the Abington Public Schools have developed a vertically and horizontally aligned curriculum writing & revision process that enables teachers to meet the social and emotional needs and State expectations of all students.

By June 30, 2029, the Abington Public Schools have implemented a P-12 Multi-tiered System of Support that relies on warehoused student performance data and standardized data analysis procedures to improve student learning outcomes.

By June 30, 2029, the Abington Public Schools provide consistent, centralized methods for home-school communication that will provide clear, predictable, and timely communication to the school community as evidenced by increased family engagement. (e.g. surveys, focus groups, attendance, family satisfaction, etc.)

By June 30, 2029, the Abington Public Schools provide consistent methods for internal communication that will provide administration and staff with clear expectations and guidance for communication within and between schools as measured by staff surveys and observations.

By June 30, 2029, the Abington Public Schools provide training on inclusion and equitable practices for all staff members to increase student learning outcomes as measured by IEP goals, ACCESS benchmarks, and MCAS analysis.

By June 30, 2029, the Abington Public Schools implement consistent SEL practices and curriculum to improve social-emotional competencies among our students as measured by student surveys.

By June 30, 2029, diverse families of most students are participating in school culture and activities.

By June 30, 2029, the Abington Public Schools' policies and human resource practices focus on attracting, supporting, and retaining a high-quality, diverse workforce.

By June 30, 2029, the Abington Public Schools has a comprehensive facilities plan addressing P-12 facilities including a review of existing facilities focused on meeting the teaching and learning needs of all students, staff, and families.

By June 30, 2029, the Abington Public Schools' budget is sustainable and sufficient to operate the district and support the instructional mission.

Student Achievements

1. Forty-six percent of the Class of 2026 students achieved Meeting/Exceeding Expectations compared to 57 percent of the state. However, this 2026 cohort scored 35 percent Meeting/Exceeding Expectations in grade 8, so achievement scores in 2024 reflect an 11 percent increase since 2022.
2. Thirty-seven percent of the Class of 2026 scored in either the Exceeding Expectations or Meeting Expectations categories of the Mathematics MCAS exam, compared to forty eight percent of the state.
 - Two students took the Calculus exam. One student, 50%, scored 3 or better.
 - Fifteen students took the Statistics test. Three students, 20%, scored 3 or better.
 - Two students took the Computer Science A exam. No students scored a 3 or higher.
 - Four students took the Computer Science Principles exam. One student, 25 %, scored a 3 or better.
3. Thirty-eight percent of the Class of 2027 scored in either the Exceeding Expectations or Meeting Expectations categories of the Biology MCAS exam compared to forty-nine percent of the state.
4. Forty-eight Abington High School students took the STAMP test in Spanish, fifteen students took the STAMP test in Portuguese, and four students took the STAMP test in other languages.
5. Seventy-eight Abington High School students took 128 Advanced Placement exams in May 2024 in Biology, Calculus AB, Computer Science A, Computer Science Principles, Drawing, English Language and Composition, English Literature and Composition, Environmental Science, European History, Psychology, Statistics and United States History.
 - 16 students took the Biology exam. 12 students, 75%, scored 3 or better.
 - 2 students took the Calculus exam. 1 student, 50%, scored 3 or better.
 - 2 students took the Computer Science A exam. Neither student scored a 3 or higher.
 - 5 students took the Computer Science Principles exam. 1 student, 20%, scored 3 or better.
 - 1 student took the Drawing exam. All students, 100%, scored a 3 or better.
 - 28 students took the English Language & Composition test. 10 students, 35.7%, scored 3 or better.
 - 21 students took the English Literature & Composition test. 15 students, 71.4%, scored 3 or better.
 - 7 students took the Environmental Science test. 2 students, 28.6%, scored 3 or better.
 - 4 students took the European History test. 4 students, 100%, scored 3 or better.
 - 16 students took the Psychology test. 7 students, 43.8%, scored 3 or better.
 - 15 students took the Statistics test. 3 students, 20%, scored 3 or better.
 - 11 students took the United States History test. Seven students, 63.6%, scored 3 or better.
6. In January, fifty-one English Learners at Abington High School took the WIDA ACCESS test in listening, reading, speaking, and writing.
7. The National Honor Society inducted thirty-seven new members in recognition of their outstanding qualities of scholarship, leadership, service, and character.
8. Thirty-four Abington High School seniors qualified for the John and Abigail Adams Scholarship. The Adams Scholarship provides a tuition waiver for four years of undergraduate education at Massachusetts state colleges and universities for students who are accepted.

9. Fifty-eight students in grades 10, 11, and 12 completed leadership projects as students in the Leadership Seminar course.

10. The Abington High School “Champions” Marching Band, comprised of high school and select middle school students, earned 1st Place at the USBands Massachusetts State Championship held in Stoughton. Competing in the Regional A Class, Group I division, the band performed their dynamic western-themed show, OUTLAWS, and achieved an impressive score of 89.4 out of 100. Judges and event staff praised the band’s performance and highlighted the remarkable growth the students have shown not only throughout this season but over the past several years. In a standout moment, the Champions outscored bands twice their size, a testament to their musicality, dedication, and the strength of their program.

11. The Abington High School Jazz Band, now in its second consecutive year post-COVID, recently performed at “Open Mic Night” and is set to take the stage again at the upcoming Spring Band Concert.

12. Students from Abington High School auditioned for the SEMSBA, District, and All-State music festivals this year. As a result, six students were accepted to participate in the Senior District Festival, one student was selected for the Senior SEMSBA Festival, and another student earned a spot in the Junior SEMSBA Festival. In recognition of outstanding dedication and commitment to music, one senior was awarded the Allen Goulet College Scholarship of \$1,000 to support their pursuit of music education at the college level.

13. A number of co-curricular events and activities continue to support the diverse interests and needs of students beyond the school day.

- Multiple Abington High School teams qualified for and participated in MIAA tournaments.
- Multiple teams won South Shore League Tobin Division Championships
- Abington High School was recognized as the South Shore League Sportsmanship Award winner
- Two Abington High School students were honored at a Scholar-Athlete spring banquet.
- Multiple Abington High School teams participated in service projects throughout the year.
- Two Abington High School students were honored at a Scholar-Athlete spring banquet.
- The Abington High School boys’ basketball team helped raise money in Coach Byron’s memory for the Coaches against Cancer and student scholarships.
- The SAAC raised over \$3,000 for their Black Out Cancer Fundraiser
- The Abington High School Cross Country teams and Track teams had All-State qualifiers.
- The Abington High School girls’ soccer team volunteered at the Abington COPES Road Race and hosted a “Pink Night” game to bring awareness to Breast Cancer.
- The Spring sports teams hosted the Unified athletics program to a joint practice.
- Twelve Abington High School students participated in the Math Team and finished a successful season.
- Fifty Abington High School students were certified in CPR. Over 120 students were trained in hands only CPR at the Health and Wellness Fair.
- Over 450 students participated in the schoolwide Health and Wellness Fair.
- The GSA continued to sponsor the Abington High School school-wide Pride Week during the first week of June.
- The GSA, Braza Club and BBSU combined to create posters which encourage diversity and inclusion of all.
- The Active Minds Club sold bandanas to raise Mental Health Awareness.
- Members of the Active Minds Clubs participated in the “Kyle Cares” conference to view other mental health resources to bring back to AHS.

- The Class of 2025 participated in Credit for Life to explore personal finances.
- Some members of the girls' and boys' varsity soccer teams volunteered to help organize a soccer game during Bridge Block at Abington High School for English Learners at Woodsdale Elementary School.

Summary of 2024-2025 Abington High School School Improvement Plan

Goal #1	Identify and implement school wide best practices for grades and grade reporting aligned with the Vision of the Graduate.
	• Abington High School staff read and utilized ‘Grading for Equity’ as a common piece of literature and research into best practices during building wide professional development and faculty meetings. • Nine AHS staff members attended Grading for Equity presentation by author Joe Feldman at Plymouth North High School in October. • Four AHS staff members attended Grade Expectations conference in February with presenter John Scopelleti from South Shore Tech High School. • AHS hosted John Scopelleti and Craig Davis from South Shore Tech for professional development on grading practices, and how their school is implementing standards based grading. • AHS has updated the Statement of Academic Integrity to reflect best practices regarding cheating, plagiarism, and artificial intelligence use in the Student Handbook. • Updated Academic Integrity language will be shared with the AHS community prior to and during the 2025-2026 school year. • AHS anticipates having school wide common language regarding late work, retakes, extensions & deadlines for the start of the 2025-2026 school year.
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.
	• AHS staff formed a Professional Learning Community (PLC) recommending updates and modifications to Bridge Block utilization and scheduling that were implemented during the 2024-2025 school year. • Teacher focus groups met to review two proposed bell schedules for future utilization, however, no schedule pattern or approach emerged either with adequate consensus or without significant scheduling constraints (shared staff, bus & lunch schedules) to be practically implemented for future school years. • Executive Functioning bridge blocks were successfully piloted for the 2024-2025 school year providing input and data to inform future implementation of bridge block times.

Abington High School

2025-2026 School

Improvement Goals

Goal 1	Identify and implement opportunities to employ standards based grading & grade reporting with select departments and staff members.
Goal 2	Define and explore concepts of rigor, relevance, and depth of knowledge related to curriculum, instruction & assessment with the Abington High School learning community.

Abington High School -- School Improvement Goal #1

Goal #1	Identify and implement opportunities to employ standards based grading & grade reporting with select departments and staff members.
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Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
Identify departments and/or staff members to pilot standards based grading during the 2025-2026 school year.	Principal/Assistant Principal, Department Heads & Directors	Department(s) and/or staff members identified by the start of the 2025-2026 school year.	Spring 2025-Fall 2025
Creation of standards based grading structures in X2/Aspen	Principal/Assistant Principal, pilot departments & staff, instructional technology	Aspen gradebooks, progress reports & report cards display selected standards and performance indicators.	Fall 2025 & Ongoing
Communicate standards based grade reporting pilot programs to the AHS learning community.	Principal/Assistant Principal, pilot departments & staff, School Council	Standards based grade reporting presented at AHS open house & parent conferences. Additional community information sessions in conjunction with AHS School Council as needed.	September - November 2025 Winter 2026 - Spring 2026

Abington High School -- School Improvement Goal #2

Goal #2	Define and explore concepts of rigor, relevance, and depth of knowledge related to curriculum, instruction & assessment with the Abington High School learning community.
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Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
Gather and identify salient academic literature and research on rigor, relevance and depth of knowledge.	Principal/Assistant Principal	Research articles and literature compiled. Professional development opportunities identified for additional development.	Spring 2025 & Ongoing
Share research and best practices with Abington High School staff.	Principal/Assistant Principal Department Heads & Directors AHS Staff	Professional development & Faculty Meetings	August 2025 - December 2025
Share research and best practices with Abington High School learning community.	Principal/Assistant Principal School Council	Presentation of school wide definition of rigor & relevance, as well as sample assessments and learning opportunities at AHS the best exemplify rigor & relevance.	Spring 2026

APPENDIX A

SCHOOL COUNCIL BY-LAWS

Article I

The purpose of the Abington High School Council is to provide students with the opportunities to attain their highest level of achievement.

Article II

The make-up of the Council shall consist of the principal, three (3) parents of students attending the school, two (2) teachers, one (1) community representative at large and two (2) students. Regardless of the size of the Council, the number of parent representatives should be equal to the number of teachers who serve on the Council plus the principal. The number of community representative(s) at large cannot exceed fifty (50) percent of total membership of the Council.

Article III

The officers of the Council shall consist of two (2) co-chairpersons, the principal and one other member of the Council and a secretary. One-co-chairperson and a secretary will be elected by the Council

Article IV

Parent representatives to the Council will be elected by the parents of students attending Abington High School. The election will be held by the Abington High School Parent Teacher Organization. Teacher representatives to the Council will be elected by the teachers at Abington High School. Student representatives to the Council will be elected by the Abington High School student body. The community representative to the Council will be appointed by the principal.

Article V

Parents, teachers, and students will be elected to two-year terms. If for any reason a member of the Council cannot complete his or her term, an election will be held to replace that member until the original term expires. The community representative at large will be appointed by the principal to a two-year term.

APPENDIX B

SCHOOL COUNCIL GROUND RULES
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- To schedule meetings a semester in advance.
- To post agenda for meetings in advance.
- To establish definitive meeting times.
- To establish an attendance policy (members are asked to contact one of the co-chairpersons if unable to attend a meeting.)
- To commit to focus on a topic.
- To participate in active listening.
- To listen respectfully (members welcome public input when relevant to the topic under discussion.)
- To adhere to consensus decision making.

APPENDIX C

Vision of the Graduate Proficiency Indicators
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Critical thinker - Proficiency- I can:

Seek new knowledge without support
Gather information from a range of perspectives
Reason through and weigh evidence before making a decision
Demonstrate an open-minded thought process
Construct arguments and articulate my own conclusions

Engaged Participant - Proficiency- I can:

Seek new knowledge
Collaborate towards personal and common goals
Use feedback to adjust my behavior
Express my thoughts, ideas, and emotions meaningfully and creatively
Actively contribute to school community
Advocate for myself and others
Persevere through daily tasks

Socially Competent Contributor - Proficiency- I can:

Exhibit tolerance and empathy
Learn about and value cultural differences
Advocate for needs beyond myself
Be physically and intellectually present in daily interactions
Successfully navigate social situations
Build and maintain healthy relationships
Use technology to learn and share ideas

Self-Aware Individual - Proficiency- I can:

Prioritize tasks and manage time effectively
Make and model healthy lifestyle choices
Manage Stress and persevere through obstacles
Bounce back from setbacks and use self-reflection and feedback from others to improve myself
Advocate for myself
Evaluate opportunity and take intellectual risks

Beaver Brook Elementary School

School Improvement Plan 2025-2026

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Beaver Brook Elementary School (BBES)
School Council Members 2024-2025

Co-Chairs:	Julie Thompson, Principal Melanie Savicke, Assistant Principal
Parent Representatives:	Derrick Hale Ashley Hinds Jill Monti
Staff Representatives:	Katherine Woodward, Grade 1 Katrina Park, Kindergarten Jackie Murphy, Grade 1
Community Representative:	Amy Matejka, APL
School Committee Representative:	Melanie Whitney

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, 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, acceptance, and mutual respect. ● inspiring all students to become lifelong learners.	
District Goals and Objectives:	
● Improve student outcomes through vertically and horizontally aligned curriculum, instruction, and assessment. ● Enhance methods and practices for homeschool communication. ● Improve inclusive procedures and practices to increase academic success, social-emotional learning, and engagement for all students. ● Facilities and district operations provide high-quality, safe teaching and learning opportunities for all students, staff, and families	

Summary of 2024-2025 Goals

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

- Teachers participated in three professional development opportunities to increase knowledge of The iReady platform and participate in data analysis with their grade level teams.
- Teachers used benchmark assessment data to discuss growth in staff meetings, Common Planning Time and Student Support Team meetings.
- Reading and Math intervention groups were created using the iReady benchmark assessment Data.
- IReady assessments in grades K-2 were implemented in September, January and May with support from interventionists and support staff.

Goal # 2: Incorporate strategies to maintain positive student relationships within the school day.

- Teachers continued to allocate Friday mornings for Second Step whole group instruction.
- Our school adjustment counselor provided whole class instruction for classes requiring further intervention with SEL, which was allocated by the Student Support Team.
- All classes read “The Buddy Bench” by Patti Brozo and watched a staff created video explaining the buddy bench on BBES playground.
- Lunch/recess Paraprofessionals were trained on how to help facilitate THE use of the buddy bench.
- Staff continued to teach and help facilitate structured games at recess.
- Continued Recess Hero program and added monthly whole group picture for all students at the end of the month posted on social media

Goal # 3: Increase community building opportunities within and beyond BBES.

- Encouraged classroom teachers to participate in K-2 buddies' program.
- AHS drama students performed pieces of “Once Upon a Mattress” for BBES in school wide assembly.
- AHS students volunteered in the classroom and after school events.
- BBES participated in Read Across America Day and invited community members to read to K-2 students.
- Began discussions for creation of Second Grade Career Day with Second Grade teachers.

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 2025-2026 school year.

BBES 2025-2026 School Improvement Plan

Goal # 1	To maximize student literacy experiences, we will convene a curriculum review team for the purpose of researching high quality literacy curriculum for implementation K-5.
Goal # 2	To support social development and early teamwork skills, we will provide more opportunities for K–2 students to work together on hands-on, engaging learning projects that encourage cooperation, communication, and shared problem-solving
Goal # 3	To continue to build strong, school-family partnerships and ensure families are well-informed and engaged, we will streamline communication methods to make them more consistent, accessible, and aligned across classrooms and grade levels.

Beaver Brook Elementary School Improvement Goal #1

Goal #1	To maximize student literacy experiences, we will convene a K–5 curriculum review team for the purpose of researching high quality literacy curriculum for implementation K-5.
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Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
Convene a curriculum review team for the purpose of researching high quality, evidence-based literacy curriculum for implementation K-5.	Principal/Assistant Principal, Assistant Superintendent, Educators	• Form a curriculum review team with representation from K–5 teachers, specialists, and administrators. • Review current literacy practices, strengths, and areas for growth in K–2 classrooms. • Research and evaluate high-quality, science-of-reading-aligned literacy programs using defined criteria (e.g., phonics instruction, guided reading, decodable texts). • Participate in site visits, sample lessons, or other opportunities to observe programs in action, if applicable. • Use findings to make informed recommendations for a cohesive K–5 literacy curriculum that supports early literacy development and progression through the grades.	Ongoing

Beaver Brook Elementary School Improvement Goal #2

Goal #2	To support social development and early teamwork skills, we will provide more opportunities for K–2 students to work together on hands-on, engaging learning projects that encourage cooperation, communication, and shared problem-solving.
----------------	--

Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
Create more opportunities for K–2 students to work together on hands-on, engaging learning projects that encourage cooperation, communication, and shared problem-solving.	Principal/ Assistant Principal, School Adjustment Counselor, Educators	• Provide PD time for teachers to collaborate the planning of group projects • Showcase teamwork by displaying group projects in the school or sharing them with families at events • Create an atmosphere of celebration of learning at BBES through events, routine displays, gallery walks, etc.	Ongoing

Beaver Brook Elementary School Improvement Goal #3

Goal #3	To continue to build strong school-family partnerships and ensure families are well-informed and engaged, we will streamline communication methods to make them more consistent, accessible, and aligned across classrooms and grade levels.
----------------	--

Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
Streamline communication from school to home at BBES.	Principal/Assistant Principal, APS Administrators, Educators	• Establish a consistent weekly communication schedule from school to home • Use common primary communication tool • Provide communication in families' preferred languages whenever possible. • Share clear, concise updates that include classroom highlights, upcoming events, and ways families can support learning at home.	Ongoing

Appendix

Acronyms/Definitions

BBES – Beaver Brook Elementary School

CPT – Common Planning Time

DESE – Massachusetts Department of Elementary and Secondary Education

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

PRIOR ELEMENTARY HANDBOOK:

STUDENT ATTENDANCE

Student absences adversely affect the learning process. Parents must notify the school if the child is to be absent, tardy, or dismissed. In addition, upon the child's return to school, a written note must be submitted for each absence stating the date and reason for the absence.

We strongly encourage families to plan vacations during the regular school vacation schedule. It is our practice not to give homework or in-class assignments in advance to students who are on vacation when school is in session. Work missed during such absences must be made up within a week after a child returns to school.

Chronic unexcused absences, tardies, and dismissals are monitored by the principal and may result in the following actions:

- phone notification to parent/guardian
- a letter mailed home & placed in student's file
- 51A report of suspected abuse or neglect filed with DCF

Absences:

Absences will be excused (with a parental note) for the following reasons: Student illness, Death in family, Observance of religious holidays, Appearance in court, Temporary relocation due to unforeseeable circumstances; e.g., fire, flood, hospitalization of parent, etc., Necessary business which cannot be reasonably transacted when school is not in session, medically documented absences, special circumstances as approved by the building principal and/or assistant principal. All other absences that do not meet the criteria for excused are considered unexcused. Parents/Guardians will be notified when a student has accrued five or more unexcused absences.

Tardiness & Dismissals:

Tardiness and dismissals are highly disruptive and should be limited to extenuating circumstances. Absences, tardiness, and dismissals will be carefully monitored by the principal and/or designee.

2025-2026 ELEMENTARY HANDBOOK:

STUDENT ATTENDANCE

In compliance with Massachusetts General Law and to stress the importance of exemplary student attendance to academic success, the Abington School Committee requires regular attendance at school.

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. The school strongly encourages families to plan vacations during the regular school vacation schedule. It is not our practice to give homework or classwork in advance to students who are on vacation while school is in session. 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, the 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 statewide 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 send a note or email to the main office. Up to nine (9) absences may be excused* by parents and caregivers for the following reasons:

- Personal illness
- Bereavement
- Religious holidays
- Meetings with administration or the school nurse
- Participation in a school-approved activity
- Other emergency situations

Communication from the school: The 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, the 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, the school will send a letter informing parents that their student is 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/sanr/603cmr28.03-3c-form/>

The physician's affirmation will assist school 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, the 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, the school will seek to support that student's continued education.
- Is the student school avoidant (more than 8 absences in a marking period), 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.

Consequences for Absences: It is the distinct preference and intention of the school to have students regularly attend and meet with academic success. Absent students may encounter natural consequences because 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 may 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.

Tardy to School

The school day begins at 8:40 am at Woodsdale Elementary School and 9:00 am at Beaver Brook Elementary School. Any student who arrives after these times is considered tardy to school. A parent or caregiver must walk the student into the main office and sign them in. Frequent tardiness is highly disruptive for the student and their classmates and should be limited to extenuating circumstances.

Dismissal from School

Students may not leave the school building/grounds during school hours without permission from the Principal or his/her designee. If a student needs to be dismissed for a reason other than illness, he/she must bring a note in advance signed by a parent or caregiver. The note must contain the reason, time for dismissal, and phone number where the parent or caregiver can be reached if verification is necessary. The note should be given to the classroom teacher or the secretary in the main office at the beginning of the school day. A parent or caregiver must sign the dismissed student out in the main office before he/she will be released. Students will only be dismissed to the designated parent or caregiver indicated on the student's contact sheet unless written documentation is received prior to the dismissal. Please be sure to keep the school updated with any changes to custodial rights or restrictions. Frequent dismissals are highly disruptive for the student and their classmates and should be limited to extenuating circumstances.



Southern California Adventure

Grand Classroom is a full-service educational travel provider offering teacher-led student trips to National Parks, Historic U.S cities, and international destinations.

Inclusions:

- All transportation - airfare and motorcoach with full time professional driver
- Custom-built, private itinerary for AHS
- Full-time local Grand Classroom guide
- All meals - including lunches
- All lodging - 4 students per room - 2 teachers per room
- All activity fees on final itinerary
- Third party vendor gratuities, Grand Classroom guide and driver tips
- Airline baggage fees
- Expert tour planning
- Medical and dental insurance
- 24 hour emergency support
- Personalized web page for registration and student information management
- Full accounting services with custom payment schedules available
- Local, on-call, Grand Classroom consultant for meetings, student presentations, and support as requested by school

Proposal created by Gregg Wachtelhausen - 4/16/24

School: Abington High School

Destination: Southern California

All-inclusive pricing:

April Vacation: \$3,998

(Based on 20 students)

Chaperone Ratio: 1:7

Travelers have the option to enroll in additional "Travel Refund Programs" at registration.

See Terms and Conditions for TRP program details.

Students register online by visiting www.grandclassroom.com
-Click "Find my Trip/Register and search for your school name-

Day One:

- Morning flight BOS to LAX
- Meet Grand Classroom guide
- Lunch
- Stroll the Hollywood Walk of Fame
- Hollywood Wax Museum
- Dinner as a group
- See the Hollywood Sign
- Griffith Observatory
- Check into hotel

Day Two:

- Hotel Breakfast
- Depart for Beverly Hills
- Tour of Beverly Hills & Rodeo Drive, Homes of Celebrities
- Lunch and walk the famous Rodeo Drive
- Depart for Burbank
- Warner Brothers Studio Tour
- Beach time
- Dinner at Santa Monica Pier
- Return to in hotel

Day Three:

- Hotel Breakfast
- Depart for Palm Springs
- Ride up the Palm Springs Tram and hike in the mountains
- Lunch
- Late afternoon visit to Joshua Tree National Park
- Dinner as a group
- Explore Palm Springs and relax at your hotel after a long day of desert adventures!
- Check into hotel

Day Four:

- Hotel Breakfast
- Morning back country open-air Hummer adventure and nature tour in Joshua Tree National Park
- Lunch
- Travel through the Coachella Valley with stops in the desert artists towns near Salton Sea
- Dinner allotment in Seaport Village
- Travel to San Diego
- Check in to hotel

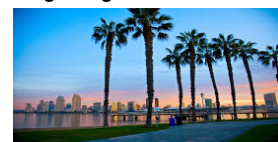
Day Five:

- Hotel Breakfast
- Explore San Diego - outdoor spaces, parks, marketplaces
- Kayak to the La Jolla Caves
- Lunch
- Birch Aquarium
- Evening fun and games at Belmont Park
- Return to hotel

Day Six:

- Hotel Breakfast
- Morning visit to Balboa Park with various museum options
- Lunch
- Explore the San Diego Zoo for the rest of the day
- Depart for airport
- Dinner at airport
- Say "goodbye" to your Grand Classroom guide
- Overnight flight home

Sample Itinerary



Superintendent's Goals 2024-2025

Student Learning Goals:

Student Achievement

In conjunction with the Assistant Superintendent, Director of Pupil Services, and the Administrative Team, achieve the MCAS average scores at or above the Massachusetts state average. (Strategic Plan Initiative: 3.1, DESE Standard I)

Implement and utilize the iReady Diagnostic Assessment to identify students in grade K-6 in need of additional assistance	The iReady diagnostic was successfully implemented across grades K–6, with three rounds of administration and targeted professional development for staff. Teachers actively used the results to identify learning gaps and adjust instruction accordingly. Data Comparison: BBES – Fall: Tier 1 18%, T2 68%, T3 13% Winter: Tier 1 49%, T2 45%, T3 6% WES – Fall: Tier 1 36%, T2 37%, T3 27% Winter: Tier 1 55%, T2 27%, T3 17% AMS – Fall: Tier 1 44%, T2 27%, T3 29% Winter: Tier 1 51%, T2 27%, T3 17% At each school significant growth was demonstrated between the fall and winter administrations. We predict the same will be true for the spring administration that is now in progress.
Review MCAS, DIBELS, and early literacy results to provide Multi-Tiered System of Support (MTSS) intervention and make any needed curriculum changes	Regular data meetings at each school led to strategic MTSS placements, ensuring timely and responsive interventions. Adjustments to instructional materials and scheduling were made based on trends in student performance.
Review 2024 MCAS data for gains, gaps, and progress toward meeting achievement target goals, as identified by DESE	The 2024 MCAS analysis highlighted areas of growth and specific subgroups requiring additional support. Action steps were identified and integrated into school

	improvement plans, demonstrating clear progress toward DESE achievement targets. Adjustments to instructional materials and scheduling by individuals and teams of teachers in grades 3-8 were made based on trends in student performance.
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Success for All Learners

In collaboration with the Assistant Superintendent, Director of Pupil Services, and the Administrative Team, expand knowledge and instructional strategies to foster deeper learning and the success of all learners. (Strategic Plan Initiative: 3.1, DESE Standard I)

Review and update the District Curriculum Accommodation Plan and the Multi-Tiered System of Support (MTSS) plan, as needed	The District Curriculum Accommodation Plan and MTSS framework were thoroughly reviewed to reflect current instructional practices and support systems. In conjunction with Dr. Robbins, this goal will continue into the next school year as we revise and refine our MTSS practices.
Provide professional development regarding Universal Design for Learning	Multiple PD sessions on UDL were delivered, focusing on proactive lesson design for diverse learners. Staff reported increased confidence in applying UDL principles, and classroom walkthroughs confirmed more inclusive and flexible instructional strategies.

Professional Practice Goals:

Learning Walks/Calibration

During the 2024-25 school year, at least two Administrative Team Learning Walks, focused on success for all students, will be conducted in each building by May 2025. Additionally, the Learning Walks will be used to assist in the consistency of the evaluation process of educators and to calibrate evaluation writing across all buildings. (Strategic Plan Initiative: 3.1, DESE Standards I and IV)

Two Learning Walks conducted in each building, followed by a collaborative conversation and feedback memo to staff	Learning Walks were successfully conducted in every building, emphasizing equitable access and instructional quality. Each walkthrough was followed by debrief sessions and written feedback, which staff found informative and constructive.
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Using the DESE Educator Rubric, review and discuss evidence to assist in the calibration of ratings	The DESE rubric was used in administrative meetings to calibrate ratings and interpret evidence consistently. The collaborative process deepened shared understanding of performance standards. We look forward to revising and recalibrating as the JLMC work begins in the fall.
Teacher evaluations will be compared across buildings throughout the year to assess consistency in feedback and ratings	The administrative team compared samples of feedback and ratings across schools. The process surfaced inconsistencies and led to a clearer, district-wide interpretation of expectations, enhancing fairness in the evaluation process.

New Superintendent Induction Program (NSIP)

During the 2024-25 school year, successfully complete year I of the New Superintendent Induction Program (NSIP) through the Massachusetts Association of School Superintendents (MASS) and Massachusetts Department of Elementary and Secondary Education (DESE). (Strategic Plan Initiative: 3.1, DESE Standards I, II, and IV)

Attend round-table meetings, actively participate in coaching sessions, and appropriately prepare for each session	All NSIP sessions were attended with full engagement. The program provided valuable insights into systems-level leadership and strategic planning. Additionally, I participated in monthly South Shore Superintendent Round-table meetings, monthly Lighthouse Superintendent Meetings, and participated in monthly coaching sessions.
Share and apply relevant materials with the Administrative Team to enhance instructional leadership and implement positive changes at the school level	Materials and frameworks from the seminars were shared with the Administrative Team and applied to district initiatives, including instructional leadership, professional development planning, and strategic goal setting.

Communication

During the 2024-2025 School year, we will enhance and standardize home-school communication across the district by updating the centralized communication system and practices for classrooms, buildings, and the district. (Strategic Plan Initiative 2.1, DESE Standard II)

Review and revise communication protocols for active and resolved emergencies, in collaboration with local authorities.	Emergency communication protocols were revised in collaboration with local safety officials. Updated procedures were distributed and practiced during drills and events, improving preparedness and stakeholder confidence.
The implementation of updated communication system to faculty, staff, and families.	A centralized communication platform (ThrillShare) was successfully launched, standardizing messaging across schools and the district.
Review and revise communication protocols and systems for home-school (classroom) communication	Protocols for home-school communication were reviewed and standardized approaches were developed. Expectations for classroom-level messaging were clearly outlined and have been presented as part of contractual negotiations.

Superintendent Self-Assessment

Superintendent: Felicia Moschella, Ph.D.

Evaluation Period: SY2024-2025

Overall Rating: Proficient

Introduction:

This self-assessment is submitted in accordance with the Massachusetts Model System for Educator Evaluation. It reflects upon my first year as Superintendent of the Abington Public Schools. This year has been focused on relationships, understanding the district's strengths and challenges, and initiating progress toward our shared vision as developed in the Strategic Plan. I believe my performance has met the standards for proficient practice across all four areas.

Standard I: Instructional Leadership

- **Self-Assessment:** I have worked to foster a shared vision of high-quality teaching and learning. I have ensured that instructional practices reflect high expectations, are engaging, and are personalized to meet the diverse needs of all students. I have supported the use of varied assessments to inform instruction and have made data-informed decisions to improve student outcomes. I have also worked to ensure effective and timely supervision and evaluation of all staff.
- **Evidence:**
 - Regular classroom visits to observe instruction and provide feedback to principals.
 - Analysis of student assessment data (MCAS, district-wide assessments) to identify areas for improvement.
 - Professional development sessions for teachers on a wide variety of topics specific to their individual needs, the needs of the school and the needs of the district.

- Provided professional development for the leadership team relative to the DESE Educator rubric and educator evaluations.
- **Rating: Proficient**

Standard II: Management and Operations

- **Self-Assessment:** I have ensured a safe, efficient, and effective learning environment. I have worked to align resources with the district's vision and goals, and have complied with all relevant laws, policies, and ethical guidelines. I have also worked to develop a budget that supports student learning and allocates resources equitably.
- **Evidence:**
 - Oversight of facilities to ensure safe and accessible schools.
 - Development of a balanced budget that prioritizes instructional needs.
 - Implementation of a new communication instrument to allow for voice, text, and email communication.
 - Continual evaluation of the efficiency of district operations, including transportation and food services.
- **Rating: Proficient**

Standard III: Family and Community Engagement

- **Self-Assessment:** I have actively engaged families and community members in supporting student learning. I have worked to ensure that all families feel welcome and can contribute to the effectiveness of our schools. I have engaged in regular, two-way communication with families and community stakeholders, and have addressed family concerns in an equitable and effective manner.
- **Evidence:**
 - Regular attendance at school and community events.
 - Implementation of a new communication platform to improve outreach to families.
- **Rating: Proficient**

Standard IV: Professional Culture

- **Self-Assessment:** I have worked to nurture and sustain a district-wide culture of reflective practice, high expectations, and continuous learning for staff. I have fostered a shared commitment to high standards and have ensured that policies and practices support cultural proficiency. I have promoted collaboration and teamwork among staff and have engaged stakeholders in the creation of a shared educational vision. I have also worked to ensure that staff members have opportunities for professional growth.
- **Evidence:**
 - Provided professional development opportunities for staff on topics such as cultural proficiency and trauma-informed practices.
 - Continuation of our successful mentoring program for new teachers.
 - Facilitated the implementation of a new district Strategic Plan.
 - Regularly communicate the district's vision and goals to staff and families.
- **Rating: Proficient**

Please rate the Superintendent of Schools in all four categories and provide an overall rating. You may also provide comments, if you choose.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
The educator's performance is consistently below the requirements and has not shown improvement.	The educator's performance is below the requirements but not considered to be Unsatisfactory at this time. Improvement is necessary and expected.	The educator's performance fully meets the requirements. This is the expected, rigorous yet attainable level of performance for most educators.	The educator's performance exceeds requirements and consistently demonstrates high-quality practice with schoolwide impact.

STANDARD I: Instructional Leadership	Rating	Comments
<i>The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.</i>		

STANDARD II: Management and Operations	Rating	Comments
<i>Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.</i>		

STANDARD III: Family and Community Engagement	Rating	Comments
<i>Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.</i>		

STANDARD IV: Professional Culture	Rating	Comments
<i>Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.</i>		

Overall Rating of the Superintendent of Schools:	Overall Rating	Overall Comments

School Committee Member: _____

Date: _____