



SCHOOL COMMITTEE AGENDA ABINGTON PUBLIC SCHOOLS

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

Date: Tuesday, October 28, 2025

Time: 7:00pm

REGULAR AGENDA

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

June 17, 2025

September 30, 2025

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

a. Report on 2024-2025 MCAS Results

- i. Grades 3-6 ELA, Math and Science (Dr. Chris Basta)
- ii. Secondary Science (Nicole Corbett, Department Head)
- iii. Secondary Civics (Jason Scott, Department Head)
- iv. Secondary Math (Meg Doherty, Department Head)
- v. Secondary ELA (Dr. Elizabeth Gonsalves, Department Head)
- b. Career Technical Education Policy
- c. Competency Determination Policy
- d. Abington Innovates Update

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

- a. Strategic Plan: Strategic Objectives
 - i. Teaching and Learning (Dr. Basta and Jonathan Bourn)
 - ii. Culture & Inclusion (Dr. Robbins and Melaine Savicke)

VI. ESTABLISHMENT OF THE NEXT SCHOOL COMMITTEE DATE

November 25, 2025, at 6:30pm

VII. INFORMATIONAL ITEMS

- **Dates to Remember**

- 1. Monday, November 3rd – WES PTO Meeting / WES Cafeteria (7:00pm)
- 2. Tuesday, November 4th – Teacher Inservice-Abington Innovates / No School
- 3. Wednesday, November 5th – Abington Music Parents Meeting -AMS/AHS Band Room (6:30pm)
- 4. Thursday, November 6th – BBES PTO Meeting / BBES Cafeteria (7:00 pm)
- 5. **AMS Parent Teacher Conferences** – Thursday, November 6th (5:00-7:00pm) and Friday, November 7th (**Early Release Day @ AMS 12:45pm-2:20pm**)
- 6. Monday, November 10th – AMS PTO Meeting – AMS/AHS Cafeteria (7:00 pm)
- 7. Tuesday, November 11th – Veteran's Day – No School
- 8. Wednesday, November 26th – Early Release
- 9. Thursday, November 27th & Friday, November 28th – Thanksgiving Break / No School

- **Personnel Administration**

- 1. The superintendent has accepted the resignation of Cathy Martin, a tutor, and transportation aide, within the Abington Public Schools, effective October 17, 2025.

2. The superintendent has accepted the resignation of Donna Conso as the Director of Nursing within the Abington Public Schools, effective October 20, 2025.
3. The superintendent has appointed Renes Brown as the Director of Nursing within the Abington Public Schools, effective October 22, 2025.

VIII. ADJOURMENT

EXECUTIVE SESSION

June 17, 2025

Executive Session

Members of the Abington School Committee entered into Executive Session at 6:50 p.m. to discuss the negotiations with the Abington Education Association's Units A & B.

Present:

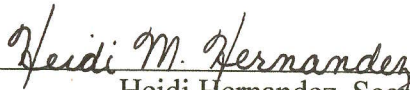
Mr. Chris Coyle, Chair; Ms. Melanie Whitney, Vice-Chair; Ms. Heidi Hernandez, Secretary; Ms. Caroline Ellis, Ms. Pamela Neely Members. Also in attendance were Dr. Felicia Moschella, Superintendent of Schools, Dr. Christopher Basta, Assistant Superintendent, and Sarah Gainey, Director of Finance & Operations.

- A. Strategy discussions for collective bargaining with AEA Units A and B.

Adjournment

VOTED:

on a motion by Melanie Whitney (Caroline Ellis) members of the Abington School Committee unanimously voted by roll call to adjourn the executive session meeting at 7:30 p.m. and not to return to regular session.



Heidi Hernandez, Secretary



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, September 30, 2025 at 6:30pm
Present:	Mr. Chris Coyle, Chair; Ms. Melanie Whitney Vice, Chair; Ms. Heidi Hernandez, Secretary; Ms. Pamela Neely, and 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 and Andrew Van Luling, Student Representative

MEETING MINUTES

I. CALL OF MEETING TO ORDER AND FLAG SALUTE

After the Call of Meeting and Flag Salute, Mr. Coyle took a moment to introduce the Committee's new Student Representative, Andrew Van Luling, a senior at Abington High School.

II. HEARING OF VISITORS

Michael McDonald of 3 Pinecrest Road addressed the Committee and requested that they consider implementing prayer in schools.

III. READING AND APPROVAL OF RECORDS

August 26, 2025

VOTED: On the motion of Chris Coyle (Melanie Whitney) The School Committee unanimously voted to approve the meeting minutes for August 26, 2025, as presented.

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

Prior to the Art Department update, Dr. Basta updated the School Committee and community that the MCAS data was released by the state and results would be mailed home.

Art Department Update (Michelle Poirier, Director of Art): Ms. Poirier provided updates and highlighted the strengths of the Department. She discussed the Department's 2025–2026 goals and curriculum standards, which align with the APS Strategic Plan and incorporate visual thinking strategies. In addition, she shared a couple of areas of concern, including the need for a dedicated art classroom at WES, in addition, Ms. Poirier shared her growing concern regarding the part time teacher position at AMS/AHS. This part-time position services two different subjects (Digital Art/6th Grade Art), proving to be a demanding role that has consequently experienced high turnover.

V. PRINCIPALS' REPORT

a. Abington High School consideration of a trip to Berlin, Prague, Krakow & Budapest, April vacation 2026 (Karin Daisy, Global Travel Advisor): Ms. Daisy asked the School Committee to consider a trip to Berlin, Prague, Krakow & Budapest during April vacation 2026.

VOTED: On the motion of Melanie Whitney (Caroline Ellis) the School Committee unanimously voted to approve the June 4, 5, 6, 2026 trip to Berlin, Prague, Krakow & Budapest during April vacation 2026, as presented.

b. Consideration of an Out-of-State Field Trip to Washington, D.C. for the Abington Middle School, Grade 8 students on June 4, 5, 6, 2026 (Matthew MacCurtain, Principal, Abington Middle School): Mr. MacCurtain asked the School Committee to consider an AMS school trip to Washington D.C. on June 4, 5, 6, 2026.

VOTED: On the motion of Heidi Hernandez (Pam Neely) the School Committee unanimously voted to approve the out-of-state field trip to Washington, D.C. for the Abington Middle School Grade 8 students from June 4-6, 2026, as presented.

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

a. Proposed Language Update to the Field Trip Policy IJOA: Prior to Ms. Daisy's report to the School Committee regarding a proposed trip to Berlin, Prague, Krakow, and Budapest during April vacation 2026, the Committee was asked to consider a revision to the

current IJOA policy language to allow participation for students in grade 10 and above, instead of grade 11 and above.

VOTED: On a motion of Chris Coyle (Heidi Hernandez) the School Committee unanimously voted to approve the proposed language update to the Field Trip Policy IJOA, as presented.

- b. Superintendent's Goals for SY 2025-26:** Dr. Moschella shared her Superintendent Goals for the 2025-2026 school year.

VOTED: On a motion of Melanie Whitney (Pam Neely) the School Committee unanimously voted to approve the Superintendent's goals for SY 2025-26 as presented.

- c. MASC Delegate Selection:** Not discussed at meeting.

VII. REPORT OF THE DIRECTOR OF FINANCE & OPERATIONS (SARAH GAINNEY)

FY27 Budget Development and Article Planning Schedule: Ms. Sarah Gainney and Dr. Moschella presented the FY27 Budget Development and Article Planning Schedule, which outlines key dates for the budget planning process. Town officials are forecasting a challenging budget year ahead, with the possibility of an override in the next fiscal year. The Central Office will work closely with Town Hall, District Administration, and the School Committee to develop a level-service budget, which is expected to be completed by March 23, 2026.

VOTED: On a motion of Heidi Hernandez (Caroline Ellis) The School Committee unanimously voted to approve the FY27 Budget Development and Article Planning Schedule as presented.

VIII. ESTABLISHMENT OF THE NEW SCHOOL COMMITTEE DATE

October 28, 2025 @ 7:00pm

IX. INFORMATIONAL ITEMS

- FY 2024 End-of Year Audit Report
- READS Collaborative -Quarterly Report Overview September
- MASC Report of the Resolutions Committee
- Peter Serino – Heart Screening Information

- **Dates to Remember**
 1. Thursday, October 2nd – Abington Music Parents Meeting - AMS/AHS Band Room (6:30pm)

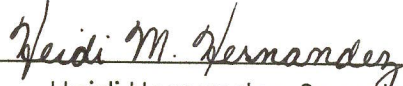
2. Thursday, October 2nd – BBES PTO Meeting / BBES Cafeteria (7:00pm)
3. Monday, October 6th – Inservice/ Early Release Day
4. Tuesday, October 7th – WES PTO Meeting / WES Cafeteria (7:00pm)
5. Wednesday, October 8th – Abington Education Foundation Meeting / Meier Room, Town Hall (6:00pm)
6. **AHS Parent Teacher Conferences** - Thursday, October 9th (5:00-7:00pm) and Friday, October 10th (Early Release Day @ AHS 11:45am - 2:00pm)
7. Tuesday, October 14th – AMS PTO Meeting – AMS/AHS Cafeteria (7:00 pm)
8. **BBES Parent/ Teacher Conferences** - Thursday, October 16th (5:00-7:00pm) and Friday, October 17th (Early Release @ BBES 1:00pm – 3:15pm)
9. **WES Parent/Teacher Conferences** -Thursday, October 23rd (5:00-7:00pm) and Friday, October 24th (Early Release @ WES 12:45pm – 3:00pm)

- **Personnel Administration**

1. On the recommendation of Jonathan Bourn, Principal of Abington High School, the superintendent approved the appointment Jennifer Nantes as an EL Tutor effective on September 29, 2025.
2. On the recommendation of James Robbins Director of Student Services, the superintendent approved the appointment of Dr. Kathleen Kelley as an ELE Teacher / Director effective on October 6, 2025.
3. On the recommendation of Annie Robinson, Early Education and Out of District Coordinator, the superintendent approved the appointment of Catherine Spaziani as a long-term substitute paraprofessional through December 2025.
4. On the recommendation of Annie Robinson, Early Education and Out of District Coordinator, the superintendent approved the appointment of Allison Walsh as a long-term substitute paraprofessional through December 2025.
5. On the recommendation of Julie Thompson, Principal, Beaver Brook Elementary School, the superintendent approved the appointment of Melissa Mahoney as a TLC paraprofessional effective on September 29, 2025.
6. On the recommendation of Jean Connan, Director of Food Services, the superintendent approved the appointment of Sherri Barry as a Cafeteria Worker effective on September 15, 2025.

7. On the recommendation of Jason Linn, Director of Maintenance, the superintendent approved the appointment of Mykel Looney as a full-time custodian at Beaver Brook Elementary School effective on September 2, 2025.
8. The superintendent has accepted the resignation of Lauren Peruzzi, a teacher within Abington Public Schools, for purposes of retirement effective on September 12, 2026.

X. ADJOURNMENT



Heidi Hernandez, Secretary



ABINGTON
PUBLIC SCHOOLS



ABINGTON
PUBLIC SCHOOLS

MCAS 2025 Review

Dr. Christopher Basta, *Assistant Superintendent*

Nicole Corbett, *Science Department Head*

Meg Doherty, *Math Department Head*

Dr. Elizabeth Gonsalves, *English Department Head*

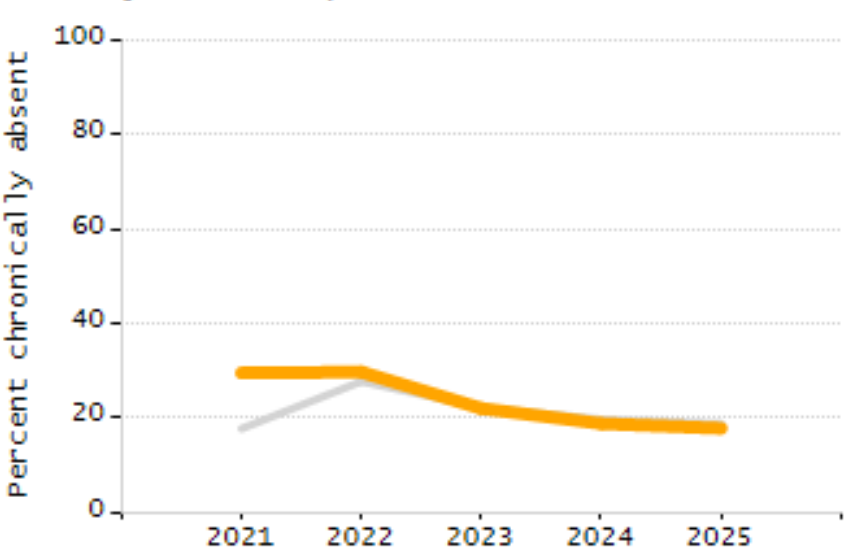
Jason Scott, *History and Business Department Head*

STATE MCAS Results

Subject	Grade	2025 % M/E	% M/E change compared to 2024	% M/E change compared to 2019
ELA	3-8	42	+3	-10
ELA	HS	51	-6	-10
Math	3-8	41	0	-8
Math	HS	45	-3	-14
Science	5 & 8	42	+1	-3
Science	HS	46	-3	N/A
Civics	8	39	N/A	N/A

APS vs. State Attendance Data

Chronically absent rate (% of students absent 10% or more each year)



Org Name	Absent rate	2021	2022	2023	2024	2025
Abington	Students Incl	2,217	2,266	2,245	2,233	2,235
	Chronically absent #	653	674	493	419	397
	Chronically absent %	29.5%	29.7%	22.0%	18.8%	17.8%
State	Students Incl	937,090	947,168	946,517	949,726	944,518
	Chronically absent #	165,632	262,191	210,358	187,102	177,218
	Chronically absent %	17.7%	27.7%	22.2%	19.7%	18.8%

Massachusetts defines **Chronically Absent** as missing at least 10% of days enrolled (e.g., 18 days absent if enrolled for 180) regardless of whether the absences are considered excused, unexcused and/or for disciplinary reasons. Being chronically absent can have a significant impact on a student's ability to read at grade level, perform academically, and graduate on time.

HEALTHY ATTENDANCE PRACTICES



See You in Class!

- ☒ Have a runny nose or a little cough, **but no other symptoms**
- ☒ No fever-reducing medicine for 24-hours, and **no fever** (temp. of 100.4 or higher) during that time
- ☒ No throwing up or diarrhea for 24-hours

HEADING TO SCHOOL!

What should I know?

Missing just one day of school every two-weeks is equal to 20-days per year, which is 4-weeks per year, and would equal 1.5 years of missed learning from Kindergarten to grade 12.

A day of missed school is a lost opportunity for academic growth and social development. By coming to school **every day they're not sick**, your child is gaining the academic and social skills to be successful in life.



Best to Stay Home.

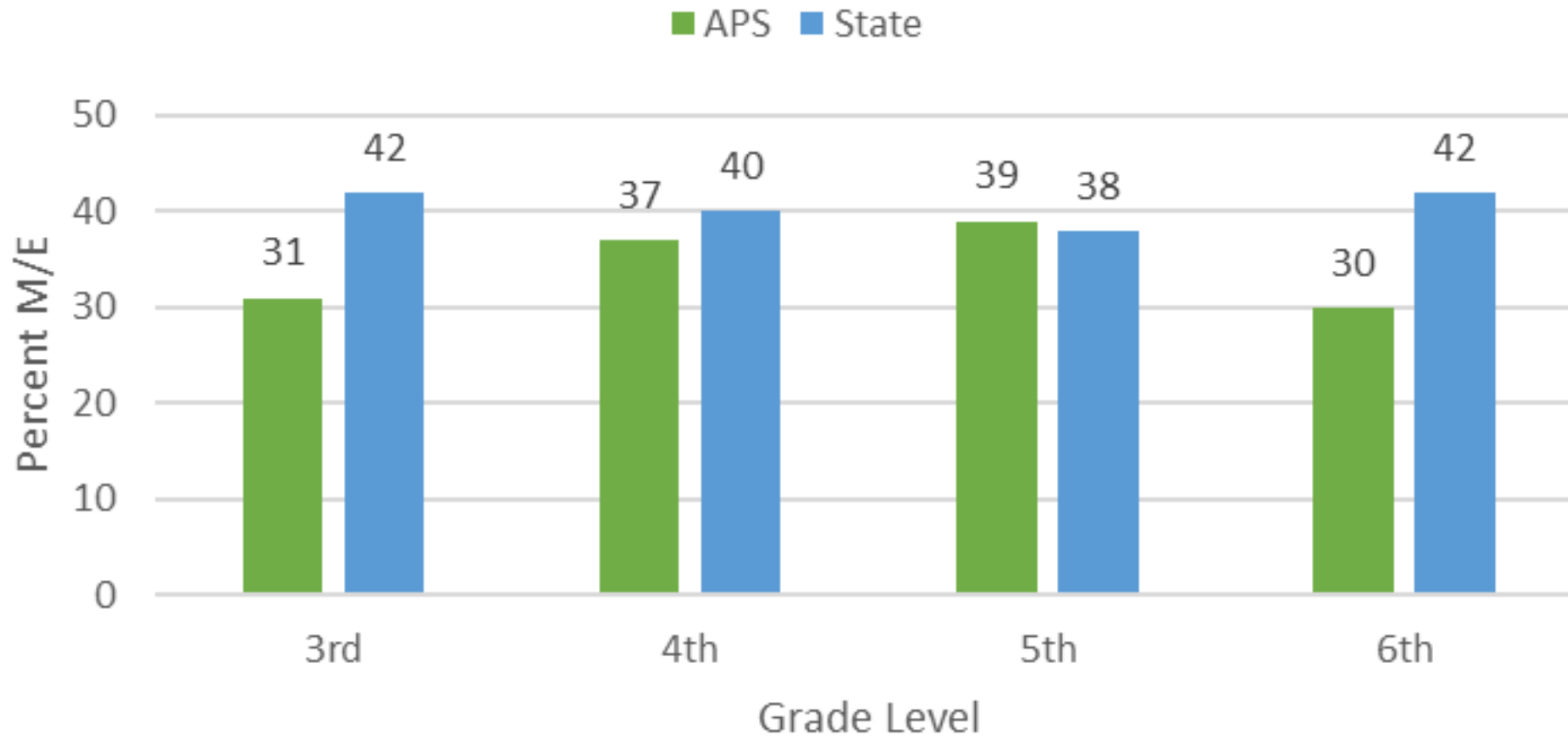
- ☒ Temperature higher than 100.4 (with or without medicine)
- ☒ Persistent cough
- ☒ Throwing up or diarrhea
- ☒ Eyes are pink and crusty
- ☒ Instructed by doctor to isolate from others

MY STUDENT IS STAYING HOME.

What should I do next?

- 1** Notify the school by phone as soon as possible (phone numbers and times noted below)
- 2** Repeat this checklist every morning. We hope to see your student back soon!

ELA MCAS: School vs. State 2025 Meeting/Exceeding Expectations



Abington vs. State	Grade 3	Grade 4	Grade 5	Grade 6
	-11	-3	+1	-12

i-Ready Reading Results Spring 2025

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 3		32%	32%	19%	14%	3%	177/179
Grade 4		35%	17%	35%	6%	7%	194/194
Grade 5		27%	24%	24%	16%	9%	161/167
Grade 6		41%	11%	29%	9%	9%	169/173

3-6 ELA Areas of Strength and Growth

Strengths:

- ✓ Intervention supports for all students
- ✓ Systematic/explicit phonics instruction K-4
- ✓ i-Ready Diagnostic Assessment data informs small group instruction

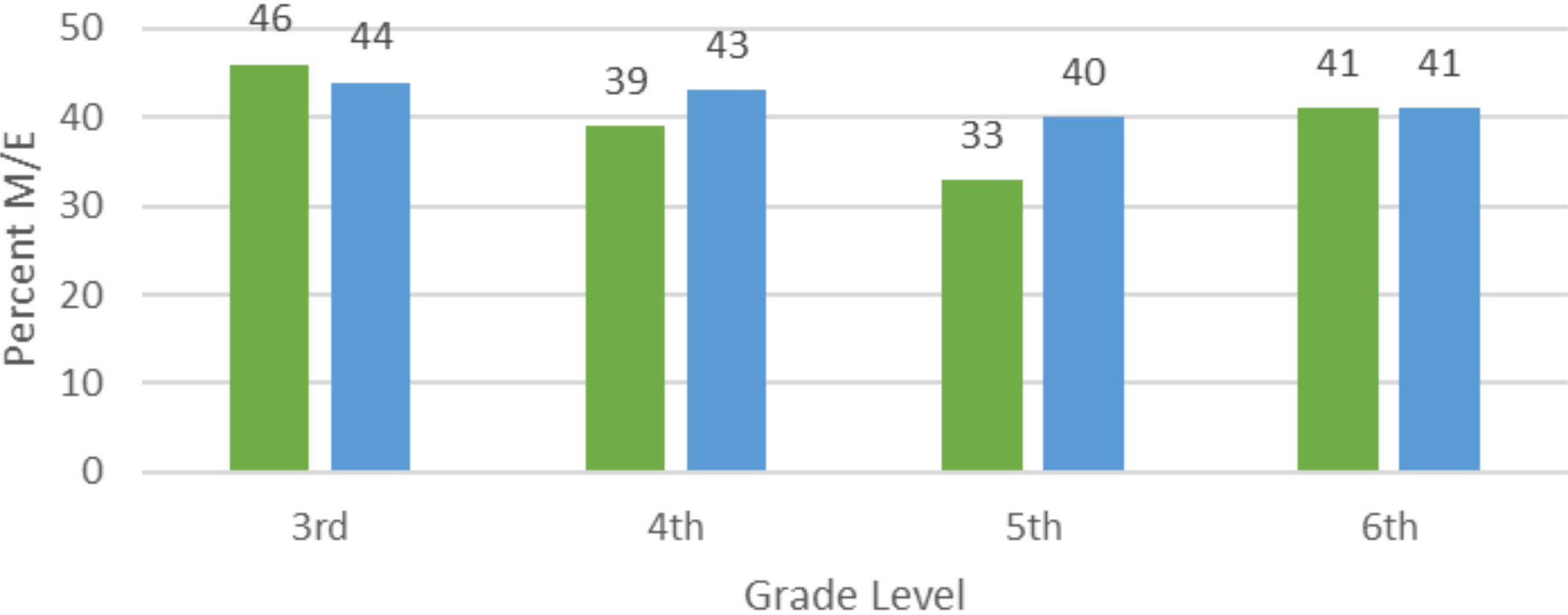
Recommendations:

- Increase family engagement from teachers and schools related to the value of MCAS testing as one snapshot measure of student performance
- Enhance student engagement through small groups, stations, and independent work
- Ensure all K-6 teachers are using i-Ready data effectively
- Continue K-5 ELA curriculum review/selection process via PRISM II Grant for SY26-27 Implementation

Math MCAS: School vs. State 2025

Meeting/Exceeding Expectations

■ APS ■ State



Abington vs. State	Grade 3	Grade 4	Grade 5	Grade 6
	+2	-4	-7	-

i-Ready Math Results Spring 2025

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 3		34%	28%	30%	7%	1%	176/178
Grade 4		42%	20%	29%	6%	4%	194/194
Grade 5		29%	30%	30%	7%	4%	165/167
Grade 6		36%	27%	24%	2%	10%	172/173

3-6 Math Areas of Strength and Growth

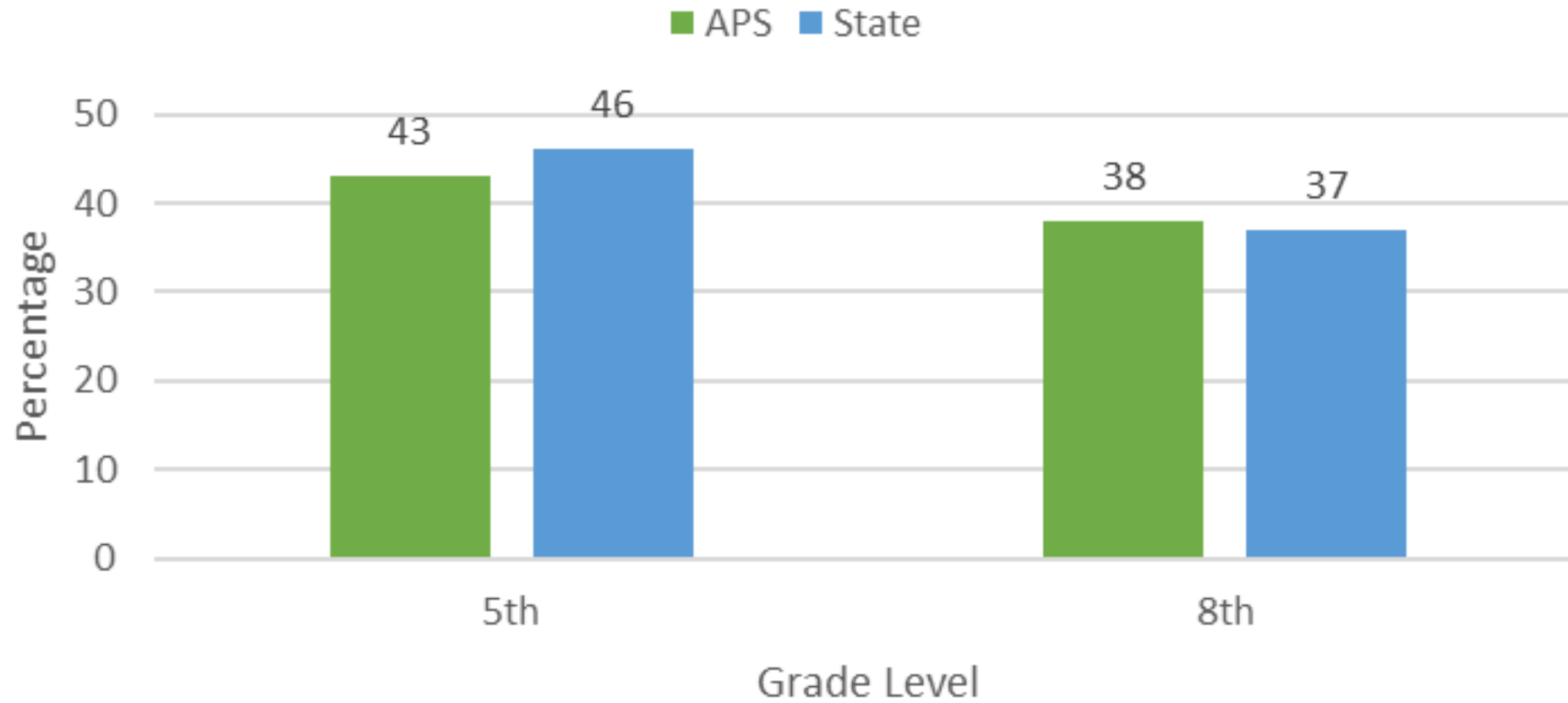
Strengths:

- ✓ Intervention supports for all students
- ✓ i-Ready Diagnostic Assessment data informs small group instruction

Recommendations:

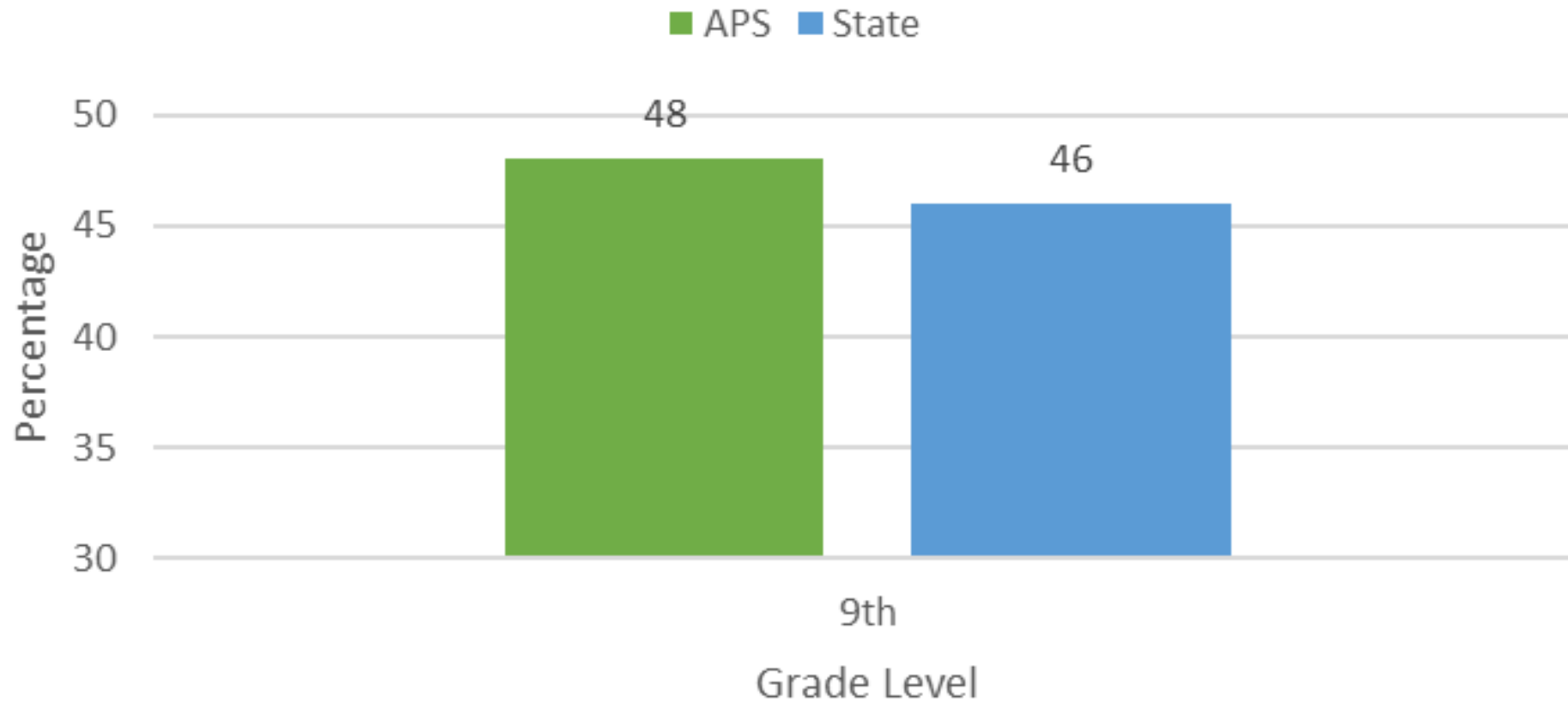
- Enhance student engagement through small groups, stations, and independent work
- Incorporate Professional Development on data-informed small group instruction in Math
- Embed more strategies in grades 5 & 6 from Building Thinking Classrooms
- Lay groundwork for a K-6 Math curriculum review that will take place in SY26-27

Science MCAS: School vs. State 2025 Meeting/Exceeding Expectations



Abington vs. State	Grade 5	Grade 8
	-3	+1

HS Biology MCAS: School vs. State 2025 Meeting/Exceeding Expectations



**Abington
vs. State**

**HS
+2**

Science Areas of Strength and Growth

Strengths:

- ✓ Grades 8 and 9 both exceeded state average regarding percent of students meeting/exceeding expectations

Last year:

8th grade: 15 percentage points above the state

9th grade: 6 percentage points below state

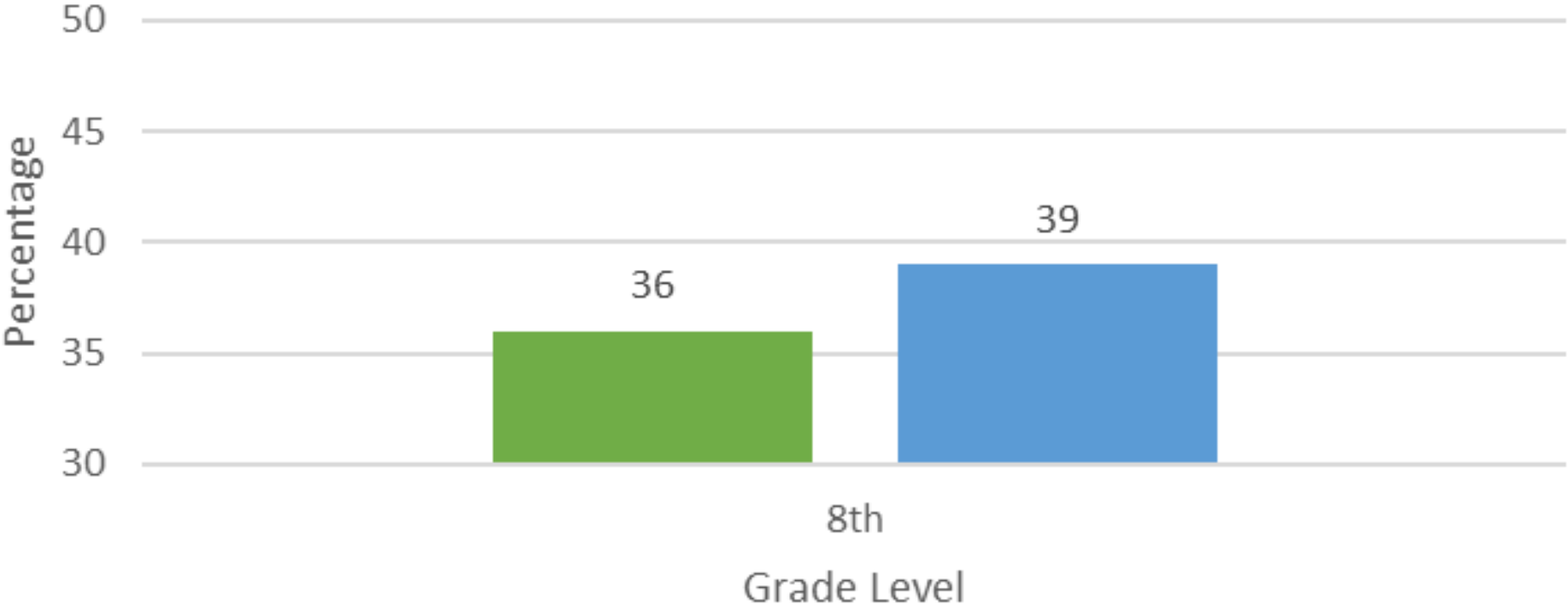
- ✓ Biology Bootcamp continued for a third year to review MCAS materials with students before the test
- ✓ New teachers teach same classes as at least one "veteran" department teacher

Recommendations:

- Spending PD and CPT reviewing curricula/content delivery best practices
- Working on updating curriculum guides and connecting them to Vision of the Graduate pillars
- Using MCAS data to identify areas of the curricula that require more emphasis and supporting materials in order to improve student outcomes
- Continue to emphasize importance of putting one's best effort into taking exam with students and the community

Civics MCAS: School vs. State 2025 Meeting/Exceeding Expectations

■ APS ■ State



***Abington
vs. State***

Grade 8

-3

7-8 Civics Areas of Strength and Growth

Strengths:

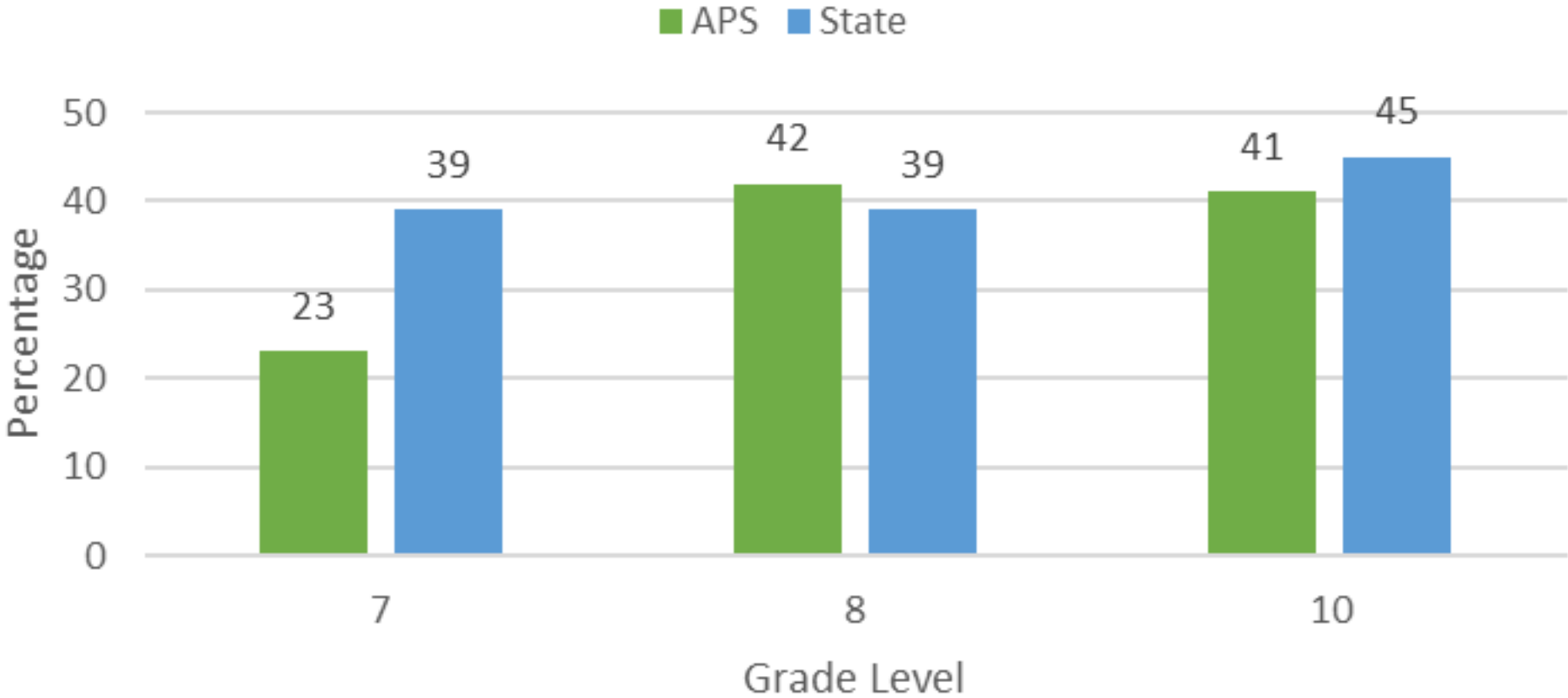
- ✓ Intervention supports for all students
- ✓ I-Civics website is used for curriculum materials and instruction strategies
- ✓ Utilization of critical thinking and argumentative writing strategies

Recommendations:

- Enhance student engagement through small group and independent work
- Incorporate Professional Development on data-informed small group instruction in Civics
- Develop additional practice opportunities to increase exposure to MCAS Civics-style prompts

Secondary Math MCAS: School vs. State 2025

Meeting/Exceeding Expectations



Abington vs. State	Grade 7	Grade 8	HS
	-16	+3	-4

AMS/AHS Math Areas of Strength and Growth

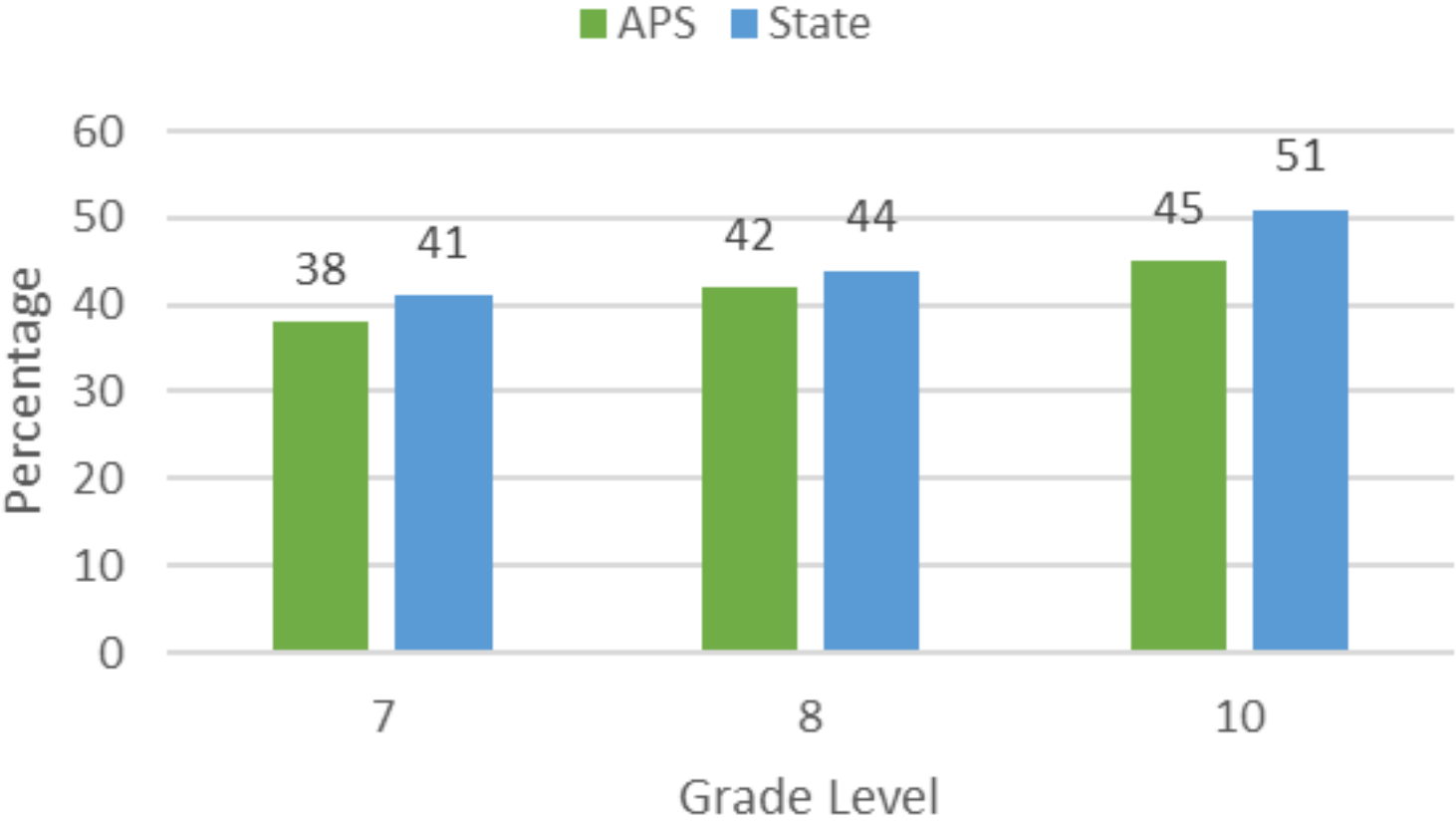
Strengths:

- ✓ Last year, our Exceeding Expectations category for grade 10 was 10% below the state. This year it was 1% below the state.
- ✓ Grade 10 went from 11% below the state in EE/ME last year to 4 % below this year.
- ✓ Grade 8 was above the state by 3% in EE/ME

Recommendations:

- Continue the work begun in 2019 in creating a curriculum and resources that foster independent thinking, mathematical discourse, and perseverance in problem solving
- Professional development to support teachers in creating a problem-based classroom where math becomes the tool to solve the problem
- Continue work in identifying and closing gaps and in creating supports for our most vulnerable subgroups
- Incorporate more targeted work in constructed response in grade 7 and probability in grade 10.
- Time dedicated to coaching and teacher-to-teacher observations to promote discourse about best practices in teaching and learning
- Explore our curriculum and see why we have fewer students in “Exceeding Expectations” category than the state across the secondary level

Secondary ELA MCAS: School vs. State 2025 Meeting/Exceeding Expectations



Abington vs. State	Grade 7	Grade 8	HS
	-3	-2	-6

AMS/AHS Areas of ELA Strength & Growth

Strengths

- 7: 79% passed (MA 78) Both AMS 7 & MA earned 54% of available points.**
- 8: 77% passed (MA 78) AMS 8 earned more points (58%) than MA (57%).**
- 10: 83% passed (MA 85) AHS earned fewer points (64%) than MA (66%).**

Most students who didn't meet expectations were in the High Needs subgroup, which includes low-income students, students with disabilities, & English Learners. Some of these students didn't complete the writing tasks or skipped questions.

Recommendations

- Teach students to meet/exceed standards, targeting grades of A/B (5/4 on rubric).
- Shift focus beyond "passing" classes, increasing use of audio books, multiple drafts, more writing, translated texts, and scores in line with standards-based grading.
- Continue work on student engagement & persistence at the high school.



Additional questions?

Thank you!



ABINGTON
PUBLIC SCHOOLS

Policy Considerations

- ▶ **Middle School Pathway Exploration Policy**
 - ▶ Collaboration with South Shore Regional Vocational Technical HS
- ▶ **Massachusetts Competency Determination Policy**
 - ▶ Addition of U.S. History course - Class of 2027
 - ▶ Specific language addressing:
 - ▶ Students with Disabilities, English Learners, and Late-Enrolling Students
 - ▶ Appeal Process
 - ▶ Eligibility for students from classes of 2003 through 2024

Session 1 - 8:05-9:05

Session 2 - 9:15-10:15

Session 3 - 10:30-11:30

Topics Include

Self-Care

- Meditation, Mindfulness, & Movement
- Teacher Wellbeing
- Self-Care, Mindful Movement, & Meditation

Multilingual Learners

- Engaging Families of Multilingual Learners

Hot Topics

- Framing the Learning
- Classroom Based Metacognitive Mentorship
- Self-Regulation in the Young Child: What is it, Why is it important, and Strategies to Support it in Your Classroom!
- College Transitions and Universal Design for Learning
- Cricut - Sign/Tee Shirt Design, Classroom Sign Design
- Reading and Research with SORA
- Signs of Suicide (SOS)
- Remarkable Research Resources

Science and Tech

- Tech AMA (Ask Me Anything)
- Leveraging the Power of AI
- Discovering AI for Teachers: Taking Diffit for a Test Drive
- Technology & UDL in All Content Areas
- Boost Student Engagement with Ed Tech Tools
- Assistive Technology for the Classroom
- Fun with STEM

Social-Emotional Learning

- Changing Behaviors
- The Good Behavior Game
- Perfectionism: How it may impact you and your students, and how to help
- Supporting Special Education Students in Academic Classrooms
- Postsecondary Options for Neurodivergent Students: Finding the Right Fit
- Elevate your Behavior Management
- Supporting Social Skills in the School Setting
- Understanding & Implementing IEPs



- November 4th, 2025 – All Certified Staff
- Choice-based PD with 40+ workshops offered over three 1-hour sessions
- 25 APS Presenters, 10 External Presenters



ABINGTON
PUBLIC SCHOOLS



ABINGTON
PUBLIC SCHOOLS

STRATEGIC PLAN
2024-2029
SY25-26 UPDATE

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.

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 Clearly articulate how the APS mission, vision, and guiding principles improve student outcomes.	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.

Action Plan – Teaching and Learning

SY2025-2026

Strategic Objective: Improve student outcomes through vertically and horizontally aligned curriculum, instruction, and assessment

Strategic Initiative: 1.1 Clearly articulate how the APS mission, vision, and guiding principles improve student outcomes

Strategic Initiative: 1.2 Develop school-based, age-based end of year expectations linked to the AHS Vision of the Graduate.

Implementation: To establish consistent expectations for student learning, the administrative team will collaborate with educators at each grade level to define school-based, age-appropriate end-of-year expectations aligned with the AHS Vision of the Graduate. These expectations will be clearly documented, communicated to all instructional staff, and embedded into curriculum planning. Teachers will be supported in integrating these expectations into daily instruction and assessment practices, ensuring that progress toward the Vision of the Graduate is measurable and visible across grade levels.

Action Step	Person(s) Responsible	Timeline	Early Evidence of Change	Status	Resources
School-based staff will apply the APS guiding principles to teaching and learning in their daily work	Building Leaders & Faculty	Ongoing	Elementary and Secondary staff apply the APS guiding principles in their daily work to improve student outcomes	Ongoing	Learning Walks, Observations, Formative and Summative Evidence, Teacher goals
Convene teacher-led teams at each grade level / department to draft age-appropriate end-of-year expectations linked to the AHS Vision of the Graduate.	Building Leaders	8/25-6/26	Meeting agendas, sign-in sheets, and initial draft documents reflecting alignment between grade-level expectations and the Vision of the Graduate.	Ongoing	Departmental, CPT, and faculty meeting time

Action Plan – Culture & Inclusion

SY2025-2026

Strategic Objective: Improve inclusive procedures and practices to increase academic success, social-emotional learning, and engagement for all students.

Strategic Initiative: 3.1 Sustain and expand inclusive practices and training for all staff to benefit diverse learners.

Implementation: Administrators will consistently perform non-evaluative learning walks using the Teaching & Learning and Culture & Inclusion “Look For” guide. Teachers may perform voluntary peer to peer observations using the same “Look For” guide. The district will revise and expand the support staff guide for implementing Individualized Education Plans (IEPs) and supports for diverse learners, incorporating real-world case studies, best practices, and progress monitoring tools.

Action Step	Person(s) Responsible	Timeline	Early Evidence of Change	Status	Resources
Administrative Team has completed at least 1 non-evaluative learning walk, per school, using the inclusive and culturally proficient practices “Look For” guide and completed the learning walk feedback memo	Admin Team	ongoing	Building wide feedback has been provided in the learning walk feedback memo based on the inclusive and culturally proficient practices “Look For” Guide.	Ongoing	Learning Walk schedule, process, & forms
Teachers are encouraged and provided an opportunity to complete peer observations using the reflection questions/conversation guide	Admin Team & Dept. Heads	ongoing	Teachers are familiar and have engaged with the reflection questions/conversation guide to support authentic conversations surrounding meeting diverse needs for the evaluation process	Ongoing	Dedicated time during staff, grade-level, and/or department meetings to review culturally proficient practices “Look Fors”
Paraprofessionals are provided with resources and support to implement IEPs and support all students	J. Robbins & Admin Team	ongoing	Support Staff are comfortable implementing IEPs and supporting all students	Ongoing	PD, Resources



ABINGTON
PUBLIC SCHOOLS