

Dear Visitors:

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

Chris Coyle, Chair

This meeting may be digitally recorded

ABINGTON PUBLIC SCHOOLS
ABINGTON, MA 02351

REGULAR MEETING OF THE ABINGTON SCHOOL COMMITTEE

Tuesday, March 26, 2024

ABINGTON MIDDLE/HIGH SCHOOL – LIBRARY

7:00 P.M.

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

II. **HEARING OF VISITORS**

III. **READING AND APPROVAL OF RECORDS**

February 27, 2024

IV. **REPORT OF ATHLETIC DIRECTOR**

Update on Proposed Improvements to Memorial Field (Mr. Peter Serino, Athletic Director)

V. **REPORT OF THE DIRECTOR OF CURRICULUM, INSTRUCTION, AND ASSESSMENT**

A. Math Department Update (Ms. Meg Doherty, Department Head)

B. Student Opportunity Act (SOA) Plan (Dr. Christopher Basta, Director of Curriculum, Instruction, and Assessment)

- C. 2024 Summer Credit Recovery Program Planning Update (Dr. Christopher Basta)

VI. DIRECTOR OF STUDENT SERVICES

2024 Extended School Year Program Planning Update (Dr. James Robbins,
Director of Student Services)

VII. PRINCIPALS' REPORTS

- A. High School Student Travel and Education Abroad in Puerto Rico (Mr. Jonathan Bourn)
- B. Woodsdale Elementary School, School Improvement Plan (Ms. Jennifer Barresi, Principal, Woodsdale Elementary School)

VIII. REPORT OF THE ASSISTANT SUPERINTENDENT

- A. FY-25 Budget Update
- B. 2024-2025 North River Collaborative Board of Directors
- C. 2024-2025 READS Collaborative Board of Directors

IX. ESTABLISHING OF NEXT SCHOOL COMMITTEE MEETING DATES

April 1, 2024 @ 6:30 p.m. prior to Town Meeting in the Glass Classroom in AMS/AHS Library
April 23, 2024, Regular Monthly Meeting @ 7 p.m.

X. INFORMATIONAL ITEMS:

- READS Quarterly Report
- Personnel Administration – Informational
 1. On the recommendation of Annie Robinson, Principal of Abington Early Education Program, the superintendent has appointed Samantha Curley as a paraprofessional effective March 25, 2024.
 2. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the superintendent has approved Sean Sellon as a long-term substitute paraprofessional effective March 5, 2024.

3. On the recommendation of Jennifer Barresi, Principal of Woodsdale Elementary School, the superintendent has approved Heidi Rizzo as a long-term substitute paraprofessional effective February 26, 2024.
4. On the recommendation of Jonathan Bourn, Principal of Abington High School, the superintendent has approved Anne -Marie Padilla as a 192-Day Guidance Administrative Assistant effective March 13, 2024.
5. On the recommendation of Jonathan Bourn, Principal of Abington High School, the superintendent has approved William Caseley as a .6 long-term substitute math teacher effective March 15, 2024.
6. On the recommendations of Jonathan Bourn, Principal of Abington High School and Peter Serino, Athletic Director, the superintendent has appointed the following spring coaches:

Ultimate Frisbee - Jason Scott
Head Softball - Jenna Olem
Head Baseball - Steve Perakslis
JV Baseball - Jason Brown
Head Tennis - Bridget Wakelin
Boys Head Track - Mike Caseley
Girls Head Track - Matt Campbell
Boys Assistant Track - Connor Bennett
Girls Assistant Track - William Caseley
Boys Head Lacrosse - Michael Grafton
Head JV/ Boys Lacrosse - Zach Carey
Girls Head Lacross - Emily Beatrice
Aux Tennis - Jose Andrade

7. On the recommendation of Jean Connon, Director of Food Services, the superintendent has appointed Paula Avery as a cafeteria worker within Abington Public Schools.
8. The superintendent has accepted the resignation of Janet Kelliher, Administrative Assistant at Abington High School, for the purpose of retirement effective at the end of the 2023-2024 school year.
9. The superintendent has accepted the resignation of Kimberly McHugh, a teacher at Abington High School, for the purpose of retirement effective at the end of the 2024-2025 school year.

10. The superintendent has accepted the resignation of James Gorman, a teacher at Abington Middle School, effective February 28, 2024.

- Dates to Remember

1. Monday, April 1st @ 6:30pm – School Committee Meeting (prior to Town Meeting) in the Glass Classroom in AMS/AHS Library
2. Monday, April 1st @ 7:00pm-Town Meeting at AMS/AHS Auditorium
3. Tuesday, April 2nd – Deadline for online nomination submissions for the Chet Millett Outstanding Educators & Support Staff and Deirdre Volunteer Service Awards
4. Monday, April 15th – Patriots Day – All School Offices and Buildings Closed
5. Monday, April 15th – Friday, April 19, 2024 – Spring Vacation

XI. ADJOURNMENT

Abington, Massachusetts
February 27, 2024, Regular Meeting

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

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

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

II. HEARING OF VISITORS

Michael McDonald, 3 Pinecrest Road, asked the Committee if there was an update on when the newly approved DESE wellness curriculum will be rolled out. It was explained that the Wellness Department is currently reviewing the new information and will work to develop the curriculum around the new units. The schools will incorporate the new curriculum when that process is complete.

III. READING AND APPROVAL OF MINUTES

February 27, 2024

VOTED: on motion of Julie Groom (Chris Coyle) the members of the School Committee unanimously voted to approve the minutes of February 27, 2024.

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

A. Dr. Elizabeth Gonsalves, Department Head, English Language Arts, provided updates on the Department. She highlighted the Department's strengths which includes, experienced and skilled teachers, authentic text set curriculum, teaching for mastery, vertical planning, and consistent pedagogy. She discussed the Department's standard of curriculum, and highlighted how the Department uses expository writing across all grades, including literary analysis, timed writing, persuasive essays, and speeches. She shared other writing tools that help students improve their writing, creativity, and engagement, for example, a unit on Ekphrastic poems, where students write summaries and poems based on primary source photographs and interviews from Special Books by Special Kids (a non-profit organization). She shared the Departments professional development goals as well as AP testing results.

B. Dr. Christopher Basta provided an update on the Chet Millett Outstanding Educators and Deirdre Volunteer Service Award. A message to the community will be sent out on March 12, 2024, and the online nominations forms will be open until April 2, 2024.

V. REPORT OF THE DIRECTOR OF TECHNOLOGY

Rich Bykowski, Director of Tehcnology Services provided a technology update. The Technology Department manages, monitors, and maintains the technology and software district wide. The Department supports students and staff and provides training on various software. Rich and his team, work with all departments throughout the district to improve processes and efficiencies. Mr. Bykowski shared the many projects he and his team have completed i.e. moving district hosted software to the cloud in order to improve accessibility for these

systems while decreasing IT overhead. Mr. Bykowski spoke on the management of cybersecurity, he and his team implemented Multifactor Authentication for staff in the district, they also completed a DMARC email authentication protocol to ensure emails sent from our organization are not fraudulent. He also touched on the physical security of the district. With funding secured from the State "Safer Schools" grant, the team added 15 cameras and additional electronic locking doors across Woodsdale and Beaver Brook. Mr. Bykowski also shared additional projects the team is working on.

VI. REPORT OF THE SUPERINTENDENT OF SCHOOLS

Due to a request to adjust the previously approved 2024-2025 Abington High School student international travel dates, the School Committee voted on the requested changes:

VOTED: on the motion of Heidi Hernandez (Melanie Whitney) the members of the School Committee unanimously voted to approve the Abington High School Trip to Italy on or about Thursday, February 13th to Thursday February 20, 2025.

VOTED: on the motion of Heidi Hernandez (Chris Coyle) the members of the School Committee unanimously voted to approve the Abington High School Trip to Costa Rica on or about Friday, April 18th to Sunday April 27, 2025.

VII. REPORT OF THE ASSISTANT SUPERINTENDENT

- A. Dr. Moschella provided an update on the FY25 Budget. She handed out an updated reduction budget and reviewed the changes that were made. There is still a deficit that is being worked on and the goal is to come up with a balanced consensus budget before the Town Meeting which is being held on April 1, 2024.
- B. Dr. Moschella shared the First Student Bus Contract. As part of the contract with First Student, APS has the opportunity to exercise two additional "Optional Years," for FY25 and FY26. Dr. Moschella is recommending that the School Committee vote to extend the contract at a 3% increase each year.

VOTED: on the motion of Melanie Whitney (Julie Groom) the members of the School Committee unanimously voted to approve the extension of the First Student contract for 2 additional years for FY25 and FY26.

- C. Dr. Moschella shared a long-term facilities update which included an evaluation and quote from BLW Engineers for the HVAC System at Beaver Brook Elementary School.

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

March 26, 2024 @ 7 p.m.

IX. INFORMATIONAL ITEMS:

- Massachusetts Department of Elementary and Secondary Education (DESE) 2023 Special education Determination under Part B of the Individuals with Disabilities ACT (IDEA – Meets Requirements (MR)
- Communication From Athletic Director Peter Serino regarding Memorial Field Improvement efforts
- Update on the Student Opportunity Act (SOA)
- North River Collaborative Quarterly Report
- **Personnel Administration - Informational**
 1. On the recommendations of Jennifer Barresi, Principal of Woodsdale Elementary School, and Julie Thompson, Principal of Beaver Brook Elementary School, the superintendent has approved the appointment of Catherine Laprade as an art teacher, effective February 12, 2024.
 2. On the recommendation of Jason Linn, Director of Maintenance, the superintendent has approved the reassignment of Barry Sullivan to day custodian at 201 Gliniewicz Way, effective February 12, 2024.
 3. On the recommendation of Jason Linn, Director of Maintenance, the superintendent has approved the appointment of Mary Wojciechowski as a full-time night custodian at 201 Gliniewicz Way, effective February 12, 2024.
 4. On the recommendations of Matthew MacCurtain, Principal of Abington Middle School, the superintendent has approved the appointment of Hannah Stebbins as a wellness teacher effective February 26, 2024
 5. On the recommendations of Matthew MacCurtain, Principal of Abington Middle School, the superintendent has approved the appointment of Lynne Hinkle as a paraprofessional effective February 26, 2024.
 6. On the recommendations of Jennifer Barresi, Principal of Woodsdale Elementary School, the Superintendent has approved the appointment of Cynthia Porter as a long-term substitute Math Tutor, effective January 26, 2024.
 7. On the recommendations of Matthew MacCurtain, Principal of Abington Middle School, the superintendent has approved the appointment of John Sal Clifford as a long-term substitute science teacher effective on or around February 14, 2024.
 8. On the recommendations of Matthew MacCurtain, Principal of Abington Middle School, the superintendent has approved the appointment of Rachel Collins as a long-term substitute science teacher effective on or around February 15, 2024.
 9. On the recommendations of Jonathan Bourn, Principal of Abington High School, the superintendent has approved the appointment of Fraser Toomey as a long-term substitute ELL teacher effective on or around February 12, 2024.
 10. On the recommendation of Jean Connon, Director of Food Services, the superintendent has approved the appointment of Sarah Joyce as a Site Supervisor at Woodsdale Elementary School effective on February 5, 2024.

Minutes, February 27, 2024

Page 4.

11. The superintendent has accepted the resignation of Charlie Blanchette for purposes of retirement effective at the end of the 2023-2024 school year.

- **Dates to Remember**

1. AHS Presents Beauty and the Beast the Musical March 14th & 15th at 7:30pm and March 16th at 2:00pm
2. Tues., March 19 – Inservice / Early Release for Students
3. Tues., March 26-School Committee Meeting @ Middle/High School Library

X. ADJOURNMENT

VOTED: on the motion of Danielle Grafton (Heidi Hernandez) the members of the School Committee unanimously voted to adjourn the February 27, 2024, School Committee meeting at 8:41pm



Heidi Hernandez, Secretary

MEMORIAL FIELD
Existing Conditions 2021



MEMORIAL FIELD "Phase 1" Improvement Project

- Relocate JV Baseball field/renovate Dust Bowl
- Install new LED field lighting system
- Expand grass lawn area (purple outline)



November 14, 2023

Community Preservation Committee
Town of Abington
500 Gliniewicz Way
Abington, MA 02351

**RE: Application for Funding
Memorial Field Lighting & Field Improvement Project (Phase 1)**

Dear CPC members,

We are pleased to submit the enclosed Application for Funding for the proposed Phase 1 upgrades and improvements to Abington's main recreational facility, Memorial Field. This project will address an immediate need to replace the 34-year-old field lights (which are on the verge of failure) and to address two critical safety issues, namely the poor field conditions in the "Dust Bowl" area and the conflicting overlays of the varsity and junior varsity baseball fields.

In addition to our Application for Funding form, we are submitting the following additional documentation for your review:

- Letter of Endorsement for this project, which has been signed by
 - Town Manager Scott Lambiase
 - DPW Director John Stone
 - School Superintendent Peter Schafer
 - Veterans Services Agent Adam Gunn
 - Memorial Trustee/Abington Legion Commander Rev. Dr. Kristy Coburn
 - Park & Recreation Chairperson Rachel Collins
- Sheet containing two historical photos of Memorial Field
- "Memorial Field Lights" photos dated September 21, 2023, with notation regarding defects
- Project description memo entitled "Memorial Field Revitalization & Improvement Project", providing an outline of this project, summary of proposed improvements, description of initial cost estimates, and preliminary information regarding bonding costs
- Debt Service Schedule prepared by Town Treasurer Lindsay Grasso for proposed 20-year bond
- "Proposed Area of Field Reconstruction and Renovation" with cost estimate from R.A.D. Sports
- "Budget Estimate" (2 pages) for LED field lighting system from Musco Sports Lighting LLC
- "System Requirements: Control System Summary" (specifications) from Musco Sports Lighting LLC

RAD Sports is a Rockland-based company which specializes in athletic field construction, and which the Town of Abington previously hired last year to renovate and rebuild the varsity baseball diamond. That ARPA-funded project was completed within its budget and was a tremendous success.

Musco Sports Lighting LLC is the premier sports field lighting company which has provided new and retrofitted lighting systems at the high school, collegiate and professional sports level. Local facilities which have recently invested in Musco lighting systems include Scituate High School, Hull High School, Boston College, Fenway Park – and Abington Middle/High School.

Private donations by Abington residents and businesses funded the original installation of the Memorial Field light towers in 1990, and since then our community has continued to privately and publicly fund a long list of improvements and enhancements to maintain our pride in this community gathering area (see list/history provided in the enclosed Memo dated August 2023). In preparation for this request for CPA funding, private residents donated funds to pay for the entire area to be surveyed, and copies of this survey have been shared with our School Department and DPW Office. The Town Manager's office also funded the preliminary development of a Memorial Field Master Plan, which is intended to coordinate future efforts and phased investments over the next two decades. Traverse Landscape Architects LLC was retained for this purpose, based on their professional experience and the success of some of their local projects at Cardinal Spellman High, Marshfield High, Notre Dame Academy and our own Abington Middle/High School complex.

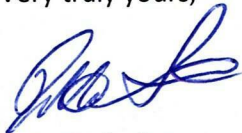
Our goal is to ensure that any improvements or renovations made to the Memorial Field complex are done in a manner which will not conflict with future plans or ideas, and which will achieve the highest possible benefits for our residents of all ages. Thus, the investment and completion of the "Phase 1" improvements (new field lighting and Dust Bowl field renovations) is a necessary first step which will address the immediate lighting and field safety needs of our town and will provide the flexibility for future uses at Memorial Field to complement our new Beaver Brook Playground, our athletic fields, our veterans' memorial, and our general recreational and open space areas.

We realize that the funding of this project will be a significant commitment for the CPC, and we hope you will recognize the impact that this investment will have on our largest and most historical community recreation area in our town. We also look forward to reviewing the scope of this project, explaining the details of the financing information provided by the town's bonding company, and answering any questions that you may have.

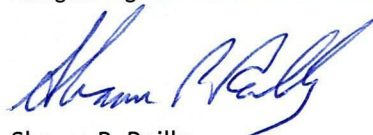
Thank you for taking the time to review the enclosed materials. We respectfully request that the funding for this proposal be approved by the Community Preservation Committee, so that this project can then be supported and approved by vote of Town Meeting. Our goal would be to have the new lights and field renovations completed and installed by the fall of next year.

Thank you for your consideration.

Very truly yours,



Peter R. Serino
Abington High School Athletic Director



Shawn P. Reilly
Volunteer & Green Wave Boosters member

TOWN OF ABINGTON
COMMUNITY PRESERVATION ACT
PHASE II: APPLICATION FOR FUNDING

Please submit 10 copies to: Abington Community Preservation Committee
500 Gliniewicz Way, Abington, MA 02351

Name of Applicant/Organization: Abington High School Athletic Dept / Athletic Director Peter Serino

Mailing Address: 201 Gliniewicz Way Abington MA 02351
#STREET TOWN STATE ZIP

Phone #: 781-982-0070 Email Address: PeterSerino@AbingtonPS.org

Project Title: Memorial Field Lighting & Field Improvement Project (Phase 1)

Eligible Under: Housing Historical Resources Open Space Recreation

Please answer the following questions

Funding Scope:

How much are you requesting in CPA funds? \$ 180,000 in Year 1, then decreasing annually (max \$2 million bond)

What is the total amount expected to be for the project? \$ 2,000,000 max

What are your other funding sources, if any? No grant money is available; there may be a possible contribution from FY25 Capital Plan; requesting federal ARPA fund contribution; also applying for rebates/credits from National Grid

Will this be a multi-phase project? Explain the phases if applicable: _____

The renovation and improvement of the Memorial Field recreation area will be a multi-phase project to be completed over 10-15 years. This requested funding is only for Phase I, which must be completed before any other investments or improvements can be undertaken.

Noting that CPA can NOT be used for maintenance, how will the project be maintained?

No changes to field maintenance responsibilities; DPW already maintains these areas. However, there will be a reduction in light system maintenance -- current lights need to be re-lamped every few years, and new LED system will eliminate this need. MUSCO also provides 25-yr warranty including materials and onsite labor. Town's electric cost of using LED lights will also be lower than the existing field lighting system.

Please attach at least 3 cost estimate quotes for the proposed project.

Community Need: We have enclosed a cost estimate from the #1 field lighting company (MUSCO) and an estimate from the same local company (RAD) which recently renovated the varsity baseball field.

What is the need of this project? Who will benefit? What specific community needs will this address?

Memorial Field was created after WWI as a tribute to Abington's war veterans, and has been expanded over the years to become our town's focal point of recreation and civic gatherings, such as football games, baseball/softball games, town fireworks, Abington Celebrates activities, and the newly-renovated Beaver Brook Playground. Replacement light fixtures for the 34-yr-old lights are no longer readily available for purchase, and proposed new LED light fixtures will be more efficient and cost-effective for the next 20-30 years. If Memorial Field loses its lights, the "usability" of Memorial Field will be severely limited.

Relocating & installing 2 new steel light posts on the Visitor/east side of the football field will provide an opportunity to finally move the JV baseball field away from the varsity baseball field, thus eliminating an existing safety hazard because the two outfields currently overlap. The estimated cost of moving the JV baseball diamond and creating a large open multi-use lawn area will include the cost of site work, spreading new loam and sod, extending existing irrigation, and new infield/backstop fencing for the relocated JV baseball diamond. If funding is approved at 2024 ATM, our goal would be to immediately replace/install the LED lights by September 2024, with field renovations to be completed in September & October 2024. Residents of all ages use & enjoy Memorial Field, and our veterans deserve this investment.

Implementation:

Who will be response for implanting the project? Peter Serino & Shawn Reilly

Who will oversee the project to its complete? Peter Serino, Shawn Reilly & John Stone

Will anyone else be involved in the project? DPW and volunteer contractors may be utilized for some site work

Community Support:

Have you worked in collaboration with the town department response for the project jurisdiction?

Yes

Are they willing to assist in overseeing the project, making decisions, and assuring that the final project is as described? Yes

Town of Abington Director Signature:  Date: 11/14/23

Name: John Stone Department: DPW

Suggested Contacts:

Projects pertaining to: Fields, Recreation Spaces, Playgrounds, and Island Grove
John Stone, DPW Director, 781-982-2122

Projects pertaining to: Abington Senior Center Property
Suzanne Djusberg, Director, 781-982-2145

Projects pertaining to: Historical Stes, Town Property (not recreation), Misc.
Scott Lambiase, Town Manager, 781-982-2100

Additional Information:

Further Documentation: Documentation that you have control over the site, such as a purchase and Sale Agreement, option, or deed. Provide evident of long-term deed restrictions where required for CPA funding.

Feasibility Reports: Any feasibility reports, renderings or other relevant studies and material, such as assessors map for location, photos, designs and supporting documents such as historic structural and existing condition reports.


Zoning Compliance: Evidence that the project does not violate any zoning by-laws or any other laws or regulations, including environmental, and/or list of permits/ approvals needed.

Permitting: Any other permits needed within town pertaining to the project.

Other information: Any additional information that might be beneficial to the OFC evaluation.

Applicants with multiple requests - please prioritize your proposals.

Additional Notes: _____

Applicant Signature:  _____ Date: 11-17-2023

Peter R. Serino, Abington High School Athletic Director



TO: Community Preservation Committee

RE: Application for funding of Phase 1 Improvements to MEMORIAL FIELD area

We have reviewed the CPA application materials to be submitted for the proposed installation of a new LED field lighting system and the renovation of the "Dust Bowl" area, and by signing below, we offer and confirm our support for this funding request. These improvements are needed to this area, as the Memorial Field complex is a focal point of our community, is an area of historical significance to our town, and is used by residents of all ages for a wide variety of recreational and civic uses.

DEPARTMENT of PUBLIC WORKS

John F. Stone, Director

TOWN MANAGER

Scott Lambiase, Town Manager

VETERANS SERVICES AGENT

Adam Gunn

SCHOOL DEPARTMENT

Supt. Peter G. Schafer

MEMORIAL TRUSTEES / AMERICAN LEGION

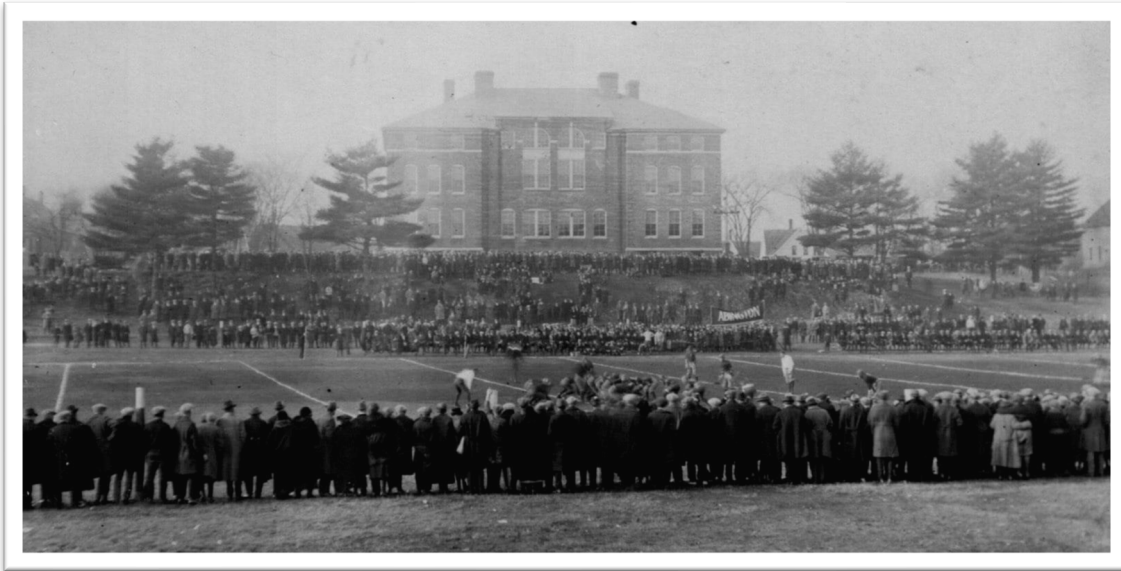
Dr. Rev. Kristy Coburn

PARK & RECREATION COMMISSION

Rachel Collins, Chairperson

MEMORIAL FIELD in ABINGTON

Circa pre-1934



View from east side (visitor's side) of playing field.

Note there are no cement bleachers in this photo; they were not constructed until 1934.

The large building is the rear of the old High School which burned down in December 1934, and which was replaced by a new High School building (now known as the Charles M. Frolio School).

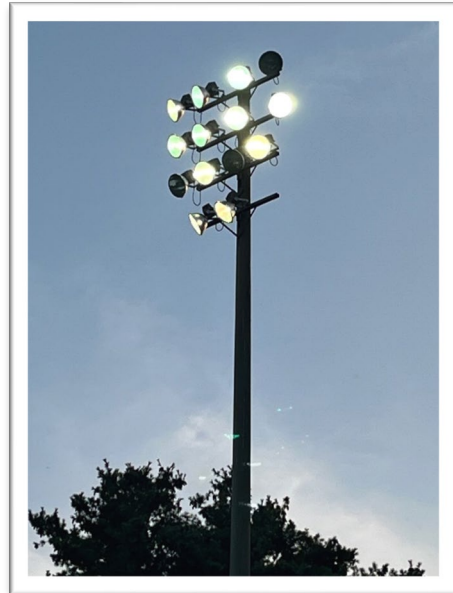


View from Home side of playing field, looking east at "Whiskey Hill". This hill was removed in 1976 and is now the "Dust Bowl" area in the northeastern quadrant of the Memorial Field recreational area.

MEMORIAL FIELD LIGHTS

September 21, 2023

These photos were taken just prior to the start of a 7pm football game



Prior to the 9/21/23 football game, some of the light fixtures failed to illuminate. These photos show some of the “problem” light fixtures.

Smoke was seen above the NE light pole when the lights were turned on. Some of these fixtures eventually did turn on prior to the game, while others remained dark.

We remain concerned that the town will soon lose its ability to replace these older light fixtures, given that they are now 34 years old.



MEMORIAL FIELD REVITALIZATION & IMPROVEMENT PROJECT

Introduction of "Phase 1" Proposal

August 2023

Memorial Field was constructed by the residents of Abington as a living tribute to the residents of Abington who served our country. Work began in the 1920's, soon after the end of World War I, and over the years the field area was expanded and additional recreational focal points were added – a baseball diamond, football stadium, cinder running track, town swimming hole, tennis courts, etc.

Memorial Field became the focal point of our community's recreational and civic events. Over the years, thousands of residents have watched football games from the bleachers, enjoyed fireworks displays with hundreds of other families, cheered along at track meets and baseball games, took part in the men's night softball league, challenged friends to a game of tennis, watched children climb and explore the Beaver Brook Playground, and sometimes just walked the area to enjoy its beauty and some fresh air. As the years passed, many improvements were made and some activities were relocated to other spots in town:

- The old "swimming hole" at Atwood's Pond (at the rear of the Memorial Field Complex) was closed and replaced with the Island Grove Swimming Pool in 1968
- In 1976-77, "Whiskey Hill" was removed from Memorial Field to allow for expanded field space in the northeastern corner of the complex
- A new concession and storage building constructed by the Abington Rotary Club and other volunteers was dedicated in 1990
- Light towers were installed with donated funds in 1990 to allow home games at night
- The cinder track was removed and a new all-weather rubber track was constructed at Reilly Field in 2003-2004 (again with donated funds)
- The Memorial Field press box was renovated and new aluminum bleacher seating was installed to replace the old wooden planks in 2007 using state grant funds and private donations
- The varsity baseball field was significantly renovated in 2007-08 to add concrete dugouts, a new backstop, and a new baseball scoreboard (all with donated funds)
- A paved basketball court was removed from Memorial Field, and years later, two new basketball courts were constructed at the Abington Police Station in 2011 & 2013
- A new brick entrance to Memorial Field with an iron gate & arch was installed in 2013 as part of the Town's 300th anniversary celebration

- When the new middle/high school was opened in 2017 with new tennis courts, the old Memorial Field tennis courts were abandoned and re-purposed in 2022 as additional parking for Memorial Field activities
- In 2022, the varsity baseball field diamond was stripped and reconstructed to flatten it and remove longstanding safety issues, using federal American Rescue Plan Act (ARPA) funds
- The completely renovated Beaver Brook Playground was officially opened in 2023, funded with family donations, ARPA funds, and Community Preservation funds, to replace the original wooden playground which was constructed and donated to the Town in the 1980's by Abington volunteers
- Additional ARPA funds paid for the installation of a new softball scoreboard, a new football scoreboard and new softball dugouts in the summer/fall of 2023

Phase 1 Improvements

Memorial Field needs to be continually maintained and appreciated so that this town treasure can continue to be enjoyed by residents of all ages, and so that this recreation space can be adapted for future uses as the needs of our community evolve. For this reason, we have been working on a draft Master Plan to initiate a discussion about desired future improvements, renovations and additions to be considered, and importantly, to ascertain the priority of work and the coordination of every element in the design.

In doing so, two items immediately rose to the top of the list of desired and required Memorial Field investments (the "Phase 1 Improvements"):

1. **The upgrading of the field light towers to LED technology**, given that replacement parts for the light system installed in 1990 will soon be impossible to purchase or repair. *Without field lighting, the future use of the Memorial Field area will be severely limited.*
2. **The renovation of the "Dust Bowl" field area in the northeastern quadrant of Memorial Field**, which will resolve the obvious and existing safety issues caused by poor safety conditions within the Dust Bowl area (protruding boulders, holes and tripping hazards in the "grass" areas, etc) and the overlapping varsity and JV baseball fields. The existing location of the JV baseball field creates an unsafe and hazardous playing situation whenever two baseball games are being played at Memorial Field (which frequently occurs each year). Baseballs and players are moving in opposite directions and collisions in the outfield are always a threat. However, moving and reorientating the JV baseball diamond to the Dust Bowl will eliminate this hazard, and will then allow the Town to convert the current JV baseball area into an expansive lawn area adjacent to the new Beaver Brook Playground and pine grove area.

Additionally, this realignment will allow the two new steel light poles to be installed in the appropriate locations on the eastern sideline area of the football field for far more efficient lighting. In addition to providing more effective and more cost-efficient lighting, the new light poles will also have some light fixtures facing eastward toward the new lawn area (which can be controlled separately). This would allow events and team practices to safely continue into the evening hours when dusk arrives early in the fall, and would provide newly-available security lighting during special town-wide events at Memorial Field.

It is important to note that if the Town does not invest in the relocation of the JV baseball diamond, significant funds will still need to be expended by the Town within the next 2-3 years to improve safety conditions by "renovating" the Dust Bowl field area and by reconstructing the JV baseball infield area – as well as the immediate need to replace the 34-year-old lighting system. Thus, the decision to invest in the relocation of the JV baseball diamond and an expanded field/lawn area should be implemented now to avoid a waste of funds for temporary safety repairs to these same field areas.

These two "Phase 1" projects go hand-in-hand, **and must be completed first** in order to open up the possibility of moving forward in the future with the vision of the master plan of our Memorial Field complex.

Initial Cost Estimates

We solicited cost estimates for the installation of an updated LED field lighting system to replace the current 34-year-old field lighting system from a reputable and experienced field lighting company (Musco Sports Lighting), and we also asked the company which recently and successfully reconstructed our varsity baseball field (RAD Sports) to provide us with a scope of work and cost estimate to move and construct a new JV baseball diamond, install any required field fencing, and install the new expanded lawn area.

The cost to purchase and install the two new light poles and replace all the lighting fixtures was estimated to be \$535,000 - \$570,000. Any fees charged by National Grid, the cost to remove and dispose of 1 or 2 of the existing concrete light towers, and other associated costs would lead us to suggest that the total budget should be conservatively estimated at approximately \$650,000.

RAD Sports was asked to estimate the cost to construct a new JV baseball diamond, install a new backstop, install outfield fencing, install fenced dugouts on concrete pads, remove old stone dust fields, remove the old backstop, remove existing JV baseball diamond, spread screened loam and sod, and extend the irrigation system. RAD's rough estimate to improve this 3 acre area was between \$1.2-\$1.4 million.

Thus, the total estimated cost (in today's dollars) for this "Phase One" improvement project to Memorial Field is approximately \$2 million.

Cost of Financing

If interest on a bond is assumed to be 4%, a 15-year bond for \$2 million would require fixed annual payments of approximately \$180,000. For a 20-year \$2 million bond, the fixed annual payments would be approximately \$147,200.

If interest on a bond is assumed to be 5%, a 15-year bond for \$2 million would require fixed annual payments of approximately \$193,000. For a 20-year \$2 million bond, the fixed annual payments would be approximately \$160,500.

There may be some opportunities to reduce the total project cost if some of the town departments are able to address or contribute to portions of the work, or if local contractors are allowed to donate some of their services toward our community goals, such as:

- Can our DPW be utilized to remove the existing JV backstop? Or to remove the top 6-12" of soil/rock from the Dust Bowl to prepare it for new loam and sod placement?
- Can we utilize volunteer services for initial site work preparation? Or for removal of an existing concrete light tower?
- Is there any ARPA money or Capital Plan funds available as seed money for this project?

With the support and cooperation of our Recreation Commission, our Department of Public Works, our American Legion and Memorial Trustees, our School Department, our Veterans' Agent, our Town Manager and Board of Selectmen, and our Community Preservation Committee, it is our goal to revitalize the Memorial Field complex over the next decade and to restore this historical area as an attractive recreational and gathering place for our residents of all ages. The implementation of these "Phase 1" improvements is a necessary first step to bring back the "honor and glory" of Abington's Memorial Field complex.

\$2,000,000

Town of Abington

General Obligation Bonds

Baseball Fields and Lighting Project

20 years

4%

Equal Principal

Debt Service Schedule

| Date | Principal | Coupon | Interest | Total P+I | Fiscal Total |
|------------|------------|--------|-----------|------------|--------------|
| 06/01/2024 | - | - | - | - | - |
| 12/01/2024 | - | - | 40,000.00 | 40,000.00 | - |
| 06/01/2025 | 100,000.00 | 4.000% | 40,000.00 | 140,000.00 | - |
| 06/30/2025 | - | - | - | - | 180,000.00 |
| 12/01/2025 | - | - | 38,000.00 | 38,000.00 | - |
| 06/01/2026 | 100,000.00 | 4.000% | 38,000.00 | 138,000.00 | - |
| 06/30/2026 | - | - | - | - | 176,000.00 |
| 12/01/2026 | - | - | 36,000.00 | 36,000.00 | - |
| 06/01/2027 | 100,000.00 | 4.000% | 36,000.00 | 136,000.00 | - |
| 06/30/2027 | - | - | - | - | 172,000.00 |
| 12/01/2027 | - | - | 34,000.00 | 34,000.00 | - |
| 06/01/2028 | 100,000.00 | 4.000% | 34,000.00 | 134,000.00 | - |
| 06/30/2028 | - | - | - | - | 168,000.00 |
| 12/01/2028 | - | - | 32,000.00 | 32,000.00 | - |
| 06/01/2029 | 100,000.00 | 4.000% | 32,000.00 | 132,000.00 | - |
| 06/30/2029 | - | - | - | - | 164,000.00 |
| 12/01/2029 | - | - | 30,000.00 | 30,000.00 | - |
| 06/01/2030 | 100,000.00 | 4.000% | 30,000.00 | 130,000.00 | - |
| 06/30/2030 | - | - | - | - | 160,000.00 |
| 12/01/2030 | - | - | 28,000.00 | 28,000.00 | - |
| 06/01/2031 | 100,000.00 | 4.000% | 28,000.00 | 128,000.00 | - |
| 06/30/2031 | - | - | - | - | 156,000.00 |
| 12/01/2031 | - | - | 26,000.00 | 26,000.00 | - |
| 06/01/2032 | 100,000.00 | 4.000% | 26,000.00 | 126,000.00 | - |
| 06/30/2032 | - | - | - | - | 152,000.00 |
| 12/01/2032 | - | - | 24,000.00 | 24,000.00 | - |
| 06/01/2033 | 100,000.00 | 4.000% | 24,000.00 | 124,000.00 | - |
| 06/30/2033 | - | - | - | - | 148,000.00 |
| 12/01/2033 | - | - | 22,000.00 | 22,000.00 | - |
| 06/01/2034 | 100,000.00 | 4.000% | 22,000.00 | 122,000.00 | - |
| 06/30/2034 | - | - | - | - | 144,000.00 |
| 12/01/2034 | - | - | 20,000.00 | 20,000.00 | - |
| 06/01/2035 | 100,000.00 | 4.000% | 20,000.00 | 120,000.00 | - |
| 06/30/2035 | - | - | - | - | 140,000.00 |
| 12/01/2035 | - | - | 18,000.00 | 18,000.00 | - |
| 06/01/2036 | 100,000.00 | 4.000% | 18,000.00 | 118,000.00 | - |
| 06/30/2036 | - | - | - | - | 136,000.00 |
| 12/01/2036 | - | - | 16,000.00 | 16,000.00 | - |
| 06/01/2037 | 100,000.00 | 4.000% | 16,000.00 | 116,000.00 | - |
| 06/30/2037 | - | - | - | - | 132,000.00 |
| 12/01/2037 | - | - | 14,000.00 | 14,000.00 | - |
| 06/01/2038 | 100,000.00 | 4.000% | 14,000.00 | 114,000.00 | - |
| 06/30/2038 | - | - | - | - | 128,000.00 |
| 12/01/2038 | - | - | 12,000.00 | 12,000.00 | - |
| 06/01/2039 | 100,000.00 | 4.000% | 12,000.00 | 112,000.00 | - |
| 06/30/2039 | - | - | - | - | 124,000.00 |
| 12/01/2039 | - | - | 10,000.00 | 10,000.00 | - |
| 06/01/2040 | 100,000.00 | 4.000% | 10,000.00 | 110,000.00 | - |
| 06/30/2040 | - | - | - | - | 120,000.00 |
| 12/01/2040 | - | - | 8,000.00 | 8,000.00 | - |
| 06/01/2041 | 100,000.00 | 4.000% | 8,000.00 | 108,000.00 | - |
| 06/30/2041 | - | - | - | - | 116,000.00 |
| 12/01/2041 | - | - | 6,000.00 | 6,000.00 | - |
| 06/01/2042 | 100,000.00 | 4.000% | 6,000.00 | 106,000.00 | - |
| 06/30/2042 | - | - | - | - | 112,000.00 |

| | | | | | |
|--------------|-----------------------|----------|---------------------|-----------------------|------------|
| 12/01/2042 | - | - | 4,000.00 | 4,000.00 | - |
| 06/01/2043 | 100,000.00 | 4.000% | 4,000.00 | 104,000.00 | - |
| 06/30/2043 | - | - | - | - | 108,000.00 |
| 12/01/2043 | - | - | 2,000.00 | 2,000.00 | - |
| 06/01/2044 | 100,000.00 | 4.000% | 2,000.00 | 102,000.00 | - |
| 06/30/2044 | - | - | - | - | 104,000.00 |
| Total | \$2,000,000.00 | - | \$840,000.00 | \$2,840,000.00 | - |

Yield Statistics

| | |
|-----------------------------------|--------------|
| Bond Year Dollars | \$21,000.00 |
| Average Life | 10.500 Years |
| Average Coupon | 4.00000000% |
| Net Interest Cost (NIC) | 4.00000000% |
| True Interest Cost (TIC) | 4.00000000% |
| Bond Yield for Arbitrage Purposes | 4.00000000% |
| All Inclusive Cost (AIC) | 4.00000000% |

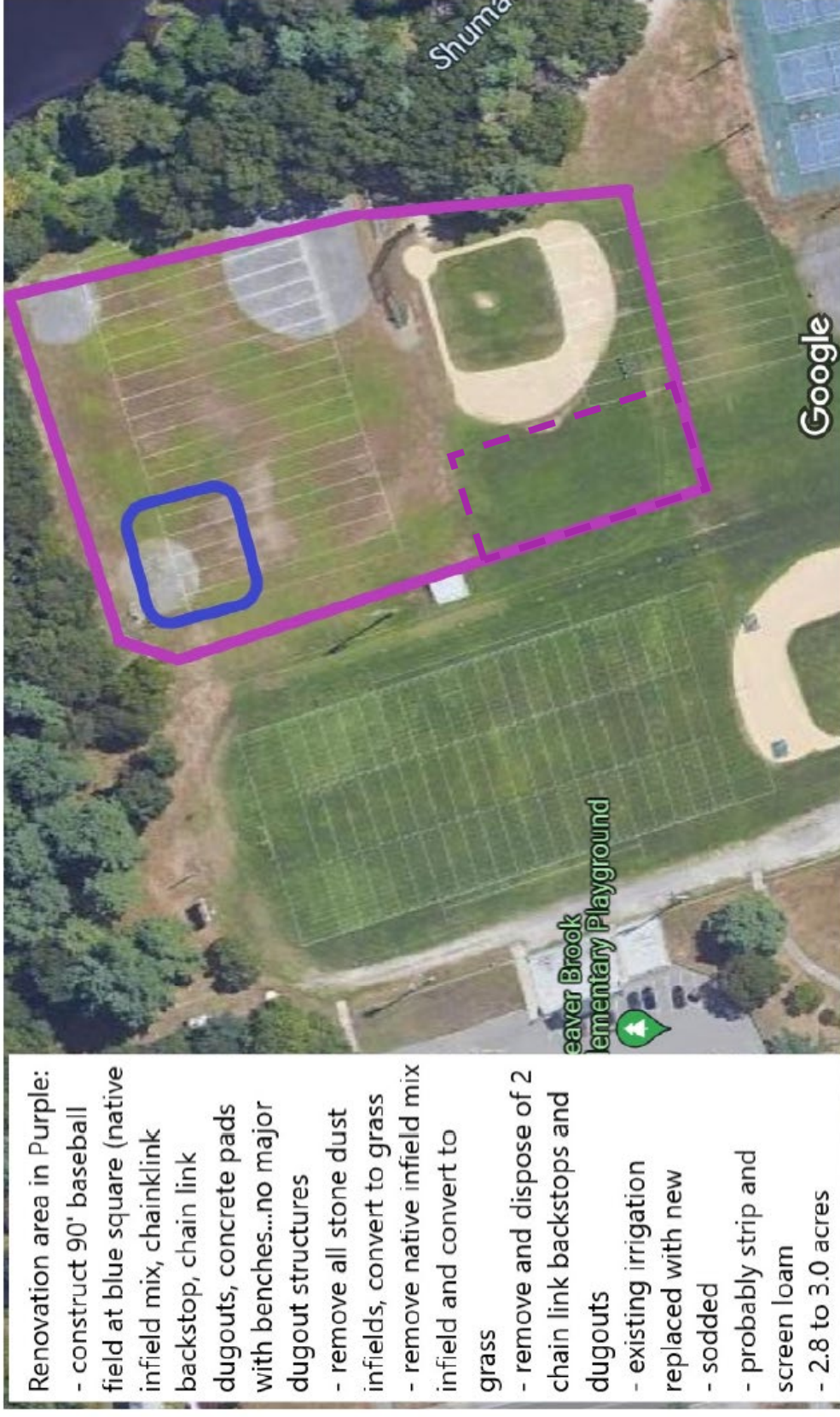
IRS Form 8038

| | |
|---------------------------|--------------|
| Net Interest Cost | 4.00000000% |
| Weighted Average Maturity | 10.500 Years |

Sample Issue | SINGLE PURPOSE | 10/24/2023 | 1:40 PM

PROPOSED AREA of FIELD RECONSTRUCTION and RENOVATION

Relocate JV Baseball Diamond to BLUE AREA and install new grass lawn in remainder of work area



Cost Estimate for above Scope of Work: \$1.2 - \$1.4 million

Submitted by: R.A.D. Sports (of Rockland) / dated May 8, 2023

Abington High School
Abington, MA
July 27, 2023

Estimate – Materials and installation

Musco’s Light-Structure System™ as described below, and delivered to the job site:

Table with 2 columns: Item and Price Range. Row 1: Football/Soccer Field - \$435,000 - \$445,000. Row 2: Installation Cost - \$100,000 - \$125,000.

Sales tax and bonding are not included.
Pricing furnished is effective for 30 days unless otherwise noted and is considered confidential.

Light-Structure System™ with Total Light Control – TLC for LED™ technology

System Description – Light-Structure System™ in 5 Easy Pieces™ (2 Poles)

Factory built, wired, aimed, and tested lighting system includes:

- Pre-cast concrete bases
• Galvanized steel poles
• Remote electrical component enclosures
• Pole length wire harnesses
• Factory aimed and assembled luminaires, including BallTracker® technology
• UL listed as a complete system

System Description – SportsCluster® System (2 Poles)

- Factory wired poletop luminaire assemblies
• Factory aimed and assembled luminaires, including BallTracker® technology
• Factory wired and tested remote electrical component enclosures
• Pole length, factory assembled wire harnesses
• Mounting hardware for poletop luminaire assemblies and electrical components enclosures
• Disconnects
• UL listed as a system



On Field Performance, Control, and Warranty Services

- Guaranteed light levels of 50fc.
- BallTracker® technology – targeted aerial light optimizing visibility of the ball in play with no glare for players.
- Control-Link® control and monitoring with Show-Light® entertainment package to provide custom theatrical effects set to customer-supplied and licensed music, onsite dimming (high/med/low/blackout), and custom color accent lighting control.
- Product assurance and warranty program that includes materials and onsite labor, eliminating 100% of your maintenance costs for 25 years.

Notes

Estimate is based on:

- Shipment of entire project together to one location.
- 480 Volt, 3 phase electrical system requirement.
- Structural code and wind speed = 2015 IBC, 140 mi/h, and exposure: C, Importance Factor II.
- Owner is responsible for getting electrical power to the site, coordination with the utility, and any power company fees
- Includes supply and installation of Musco system including underground wiring and conduit, service entrance panel board, and controls by a licensed contractor.
- Standard soil conditions – rock, bottomless, wet, or unsuitable soil may require additional engineering, special installation methods and additional cost.
- Confirmation of pole locations prior to production.

Thank you for considering our Team for your sports lighting needs. Please contact me with any questions.

Mike Berry
Sales Representative
Musco Sports Lighting, LLC
Phone: 617-571-3714
E-mail: Mike.Berry@Musco.com



System Requirements: Control System Summary

Project Name: Abington High School Baseball | Project #: 144142

Control System ID: 1 of 1

Distribution Panel Location/ID: Football Service

Project Information

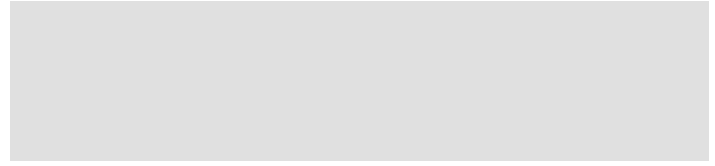
Control System

Control System ID: 1 of 1

Control System Type: Control-Link[®] Control and Monitoring System with Show-Light[®] Special Effects

Communication Type: PowerLine-ST

Project Notes:



Power Requirements

Control cabinet(s):

Control voltage (phase to neutral) 120/60

VA loading - Inrush 2153.0

VA loading - Sealed 198.0

Lighting Circuits:

Voltage/Hertz/Phase 480/60/3

Communication cabinet(s):

Cabinet voltage (phase to neutral) 120/60

Touchscreen(s):

Touchscreen power (receptacle) 120/60

Equipment Listing

| Description | Qty | Size (in) |
|--|-----|-----------|
| Control and monitoring cabinet - primary | 1 | 24 X 72 |
| Communication cabinet | 1 | - |
| Touchscreen | 1 | - |

Important Notes:

1. Please confirm that the lighting circuit voltage listed above is accurate for this facility. This is the voltage/phase being connected and utilized at each lighting pole's electrical components enclosure disconnect. Inaccurate voltage/phase can result in additional costs and delays. Contact your Musco sales representative to confirm this item.
2. In a 3 phase design, all 3 phases are to be run to each pole location. Musco's single phase luminaires come pre-wired to utilize all 3 phases across the entire facility.
3. One contactor is required for each circuit at each pole location. Contactors are 3 pole and 100% rated for the published continuous load.
4. If the lighting system will be fed from more than one distribution location, additional equipment may be required. Contact your Musco sales representative.
5. Size overcurrent devices using the full load amps column of the Circuit Summary by Switch chart (Minimum power factor is 0.9). Size conduit per code unless otherwise specified as larger to allow for harness connectors.
6. Avoid use of in-ground junction/pull boxes when possible. If used, all wire connectors must be UL listed for Wet Locations to prevent leakage current.
7. Control power wiring must be in separate conduit from line or load power wiring. Communication cables must be in separate conduit from any power wiring.
8. Refer to Installation Instructions for more details on equipment information and the installation requirements.

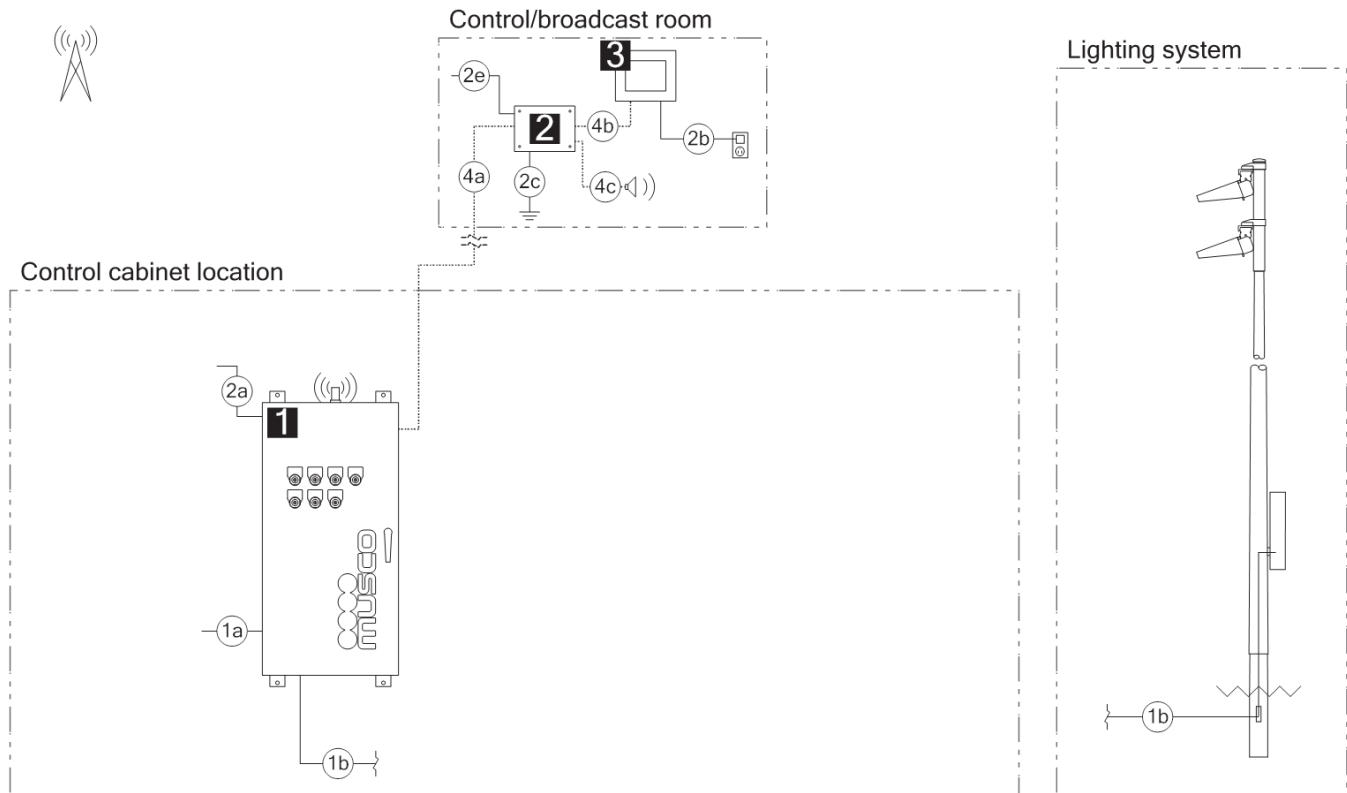
System Requirements: Control System Summary

Project Name: Abington High School Baseball | Project #: 144142

Control System ID: 1 of 1

Distribution Panel Location/ID: Football Service

Equipment Layout and Connection Details



Connection Details

| ID | Description |
|----|---|
| 1a | Line power to contactors, and equipment grounding conductor. Requires one circuit per contactor, size wiring per load and voltage drop. |
| 1b | Load power from contactors, and equipment grounding conductor. Requires one circuit per contactor, size wiring per load and voltage drop. |
| 2a | Control power with equipment ground to control cabinet. Requires dedicated 20 A circuit. Provide transformer if control voltage not present. |
| 2b | Power cord for touchscreen. Requires standard receptacle. |
| 2c | Earth ground connection at communication cabinet location. Requires installation of ground electrode if existing earth ground not present. |
| 2e | Control power with equipment ground. |
| 4a | Communication cable - Communication cabinet to primary control cabinet. Requires Cat5e cable (Belden 7937A or equal), maximum of 1500 feet. |
| 4b | Communication cable - Communication cabinet to touchscreen. 10-foot ethernet cable provided by Musco. Ethernet cable provided by contractor if longer length is needed. Maximum cable length is 300 feet. |

Equipment

| ID | Description |
|----|--|
| 1 | Control and monitoring cabinet - primary |
| 2 | Communication cabinet |
| 3 | Touchscreen |

System Requirements: Control System Summary

Project Name: Abington High School Baseball | Project #: 144142

Control System ID: 1 of 1

Distribution Panel Location/ID: Football Service

Equipment Layout and Connection Details

Connection Details - Cont'd

| ID | Description |
|----|--|
| 4c | Audio cable - Communication cabinet to audio system, provided by contractor. Requires audio cable with 3.5 mm audio plug. |

Equipment - Cont'd

| ID | Description |
|----|-------------|
|----|-------------|

System Requirements: Control System Summary

Project Name: Abington High School Baseball | Project #: 144142

Control System ID: 1 of 1

Distribution Panel Location/ID: Football Service

Circuit Summary

Switching Schedule

| Field/Switch Description | Switches |
|--------------------------|----------|
| Football 1 | 1 |

Control Module ID: 1

Lighting Circuit Voltage: 480/60/3

Circuit Summary by Switch

| Switch | Zone Description | Pole ID | # of Fixtures | Full load amperes | Contactor Size (Amps) | Cabinet # | Contactor ID |
|--------|------------------|---------|---------------|-------------------|-----------------------|-----------|--------------|
| 1 | Football 1 | F1 | 11 | 21.37 | 30 | 1 | C1 |
| | Football 1 | F2 | 11 | 21.37 | 30 | 1 | C2 |
| | Football 1 | F3 | 10 | 20.12 | 30 | 1 | C3 |
| | Football 1 | F4 | 10 | 20.12 | 30 | 1 | C4 |

Mathematics and Computer Science Department

School Committee Presentation

March 26, 2024

To create independent, critical
thinkers who persevere through
problems solving

Progress on Areas of growth as presented in 2022-23

- ▶ MCAS: All students who participated in the fall retake went through a Bootcamp and filtered through the math teachers highlighting a specific standard to review
- ▶ All juniors who participated in the Spring retake were pulled into Bridge Blocks to help prepare for the MCAS. All seniors were pulled in for 1 on 1 sessions two weeks prior to MCAS during their learning centers

Progress on Areas for Growth as presented in 2022-2023: Pilots

- ▶ Reveal
- ▶ Illustrative Math
- ▶ enVisions
- ▶ HMH Into Math
- ▶ Midschool Math
- ▶ FishTank

Results of Pilots

- ▶ There is no one program that encompasses all
- ▶ Stay rigorous to the standards but provides for opportunities to incorporate Building Thinking Classrooms
- ▶ Finding the best one to fit our vision
- ▶ We may not be able to find an appropriate 5-8 program

- ▶ 5-8 are exploring MidSchool Math, 5-6 are potentially renewing enVision
- ▶ 9-11 are looking to create our own
 - ▶ Working backwards using highly rated programs through OER as our spine
 - ▶ Starting with MCAS questions and looking to do a deep dive into the standard

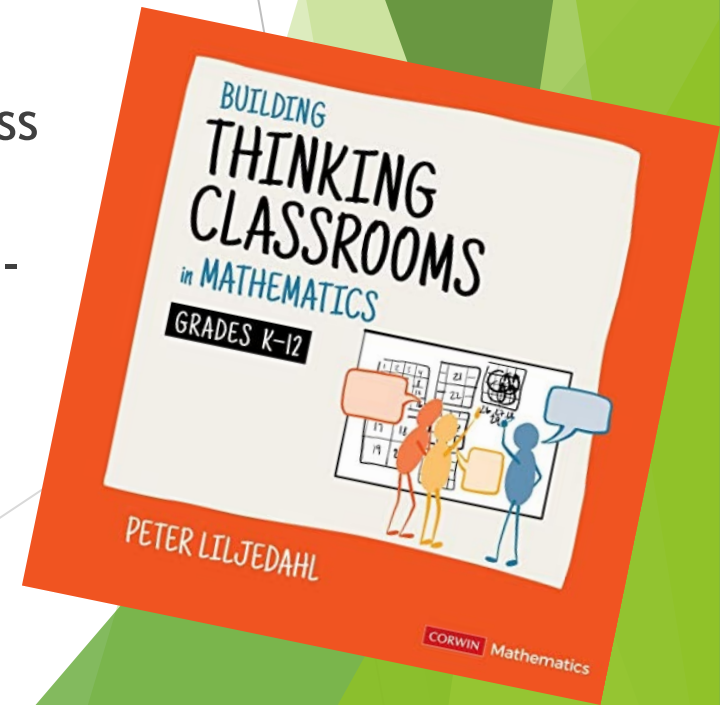
Strengths of the Department

- ▶ The most dedicated and patient educators, especially while doing the pilot
- ▶ Continuing to work Building Thinking Classrooms (BTC) tasks into their teaching
- ▶ Variety of experience
- ▶ Computer Science Department teaching real life experiences (Engineering)

We have 1 class of A.P. Computer Science Principles and 1 class of A.P. Computer Science A. (29 students)

New AHS Engineering and Robotics Club: Run as a company: C-Level. 41 students enrolled.

- ▶ Student Supports



Supports we currently have in place

- ▶ Math interventionists that service many students in grades 5-8. Students meet in small groups at least once a week with the interventionist and the interventionist also goes into the classroom of those students.
- ▶ Boost afterschool program (5-8)
- ▶ Bridge Block
- ▶ MCAS tutoring
- ▶ ACE afterschool help
- ▶ NHS tutoring afterschool help
- ▶ Afterschool help with teachers

Areas for Growth

- ▶ Curriculum Writing and Alignment
- ▶ More BTC Tasks
- ▶ How does grading work in a BTC classroom?
How do you grade 'Thinking' so you are authentic and still promote a growth mindset?
- ▶ AP Scores

Vision of the Graduate

CRITICAL THINKER:

- Curiously seeks new knowledge
- Gathers information from a range of perspectives
- Reasons through and weighs evidence before making a decision
- Demonstrates an open-minded thought process
- Constructs arguments/forms conclusions

AP Calculus 2019-2023

| | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean AHS | Mean MA | Mean Global |
|-------------|----------------|---------|---------|---------|---------|---------|----------|---------|-------------|
| 2019 11% | 12/12 100% | 0% (5) | 42% (5) | 33% (4) | 25% (3) | 0% (0) | 2.83 | 3.18 | 2.97 |
| 2020 10% | 5/1*/12 50% | 20% (1) | 20% (1) | 60% (3) | 0% (0) | 0% (0) | 2.40 | 3.27 | 3.06 |
| 2021 16% | 4/24 17% | 75% (3) | 25% (1) | 0% (0) | 0% (0) | 0% (0) | 1.25 | 2.89 | 2.77 |
| 2022 14% | 6/22 27% | 33% (2) | 33% (2) | 33% (2) | 0% (0) | 0% (0) | 2.00 | 2.98 | 2.91 |
| 2023 16% | 5/21 24% | 60% (3) | 0% (0) | 0% (0) | 20% (1) | 20% (1) | 2.40 | 3.04 | 2.99 |
| | Total | 1 | 2 | 3 | 4 | 5 | AHS | | +/- |
| 2023 | 8,154 | 19% | 21% | 19% | 17% | 23% | 3.04 | 2.40 | -.64 |
| 2023 | 274,811 | 20% | 22% | 19% | 16% | 22% | 2.99 | 2.40 | -.59 |

AP Statistics 2019-2023

| | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean AHS | Mean MA | Mean Global |
|-------------|----------------|-------------|---------|----------|---------|---------|----------|---------|-------------|
| 2019 14% | 15/15 100% | 13% (2) | 27% (4) | 47% (7) | 7% (1) | 7% (1) | 2.67 | 3.00 | 2.86 |
| 2020 13% | 5/1/15 40% | 17% (1*) | 33% (2) | 50%(3) | 0% (0) | 0% (0) | 2.33 | 3.05 | 2.93 |
| 2021 | DNR | | | | | | | | |
| 2022 | DNR | | | | | | | | |
| 2023 17% | 14/22 64% | 4% (1) | 15% (4) | 46% (12) | 31% (8) | 4% (1) | 1.93 | 2.94 | 2.88 |
| | Total | 1 | 2 | 3 | 4 | 5 | | AHS | +/- |
| 2023 | 9,034 | 23% | 16% | 22% | 22% | 17% | 2.94 | 1.93 | -1.01 |
| 2023 | 243,951 | 24% | 16% | 23% | 22% | 15% | 2.88 | 1.93 | -0.95 |

AP Computer Science Principles 2019-2023

| | Total Students | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Mean AHS | Mean MA | Mean Global |
|-------------|----------------|---------|---------|---------|----------|---------|----------|---------|-------------|
| 2019 11% | 12/12 100% | 0% (0) | 8% (1) | 17% (2) | 33% (4) | 42% (5) | 4.08 | 3.02 | 2.97 |
| 2020 11% | 12/13 92% | 8% (1) | 8% (1) | 58% (7) | 25% (3) | 0% (0) | 3.00 | 3.13 | 3.07 |
| 2021 5% | 2/8 25% | 0% (0) | 0% (0) | 0% (0) | 100% (2) | 0% (0) | 4.00 | 3.04 | 2.97 |
| 2022 15% | 16/24 67% | 0% (0) | 6% (1) | 25% (4) | 56% (9) | 13% (2) | 3.75 | 3.07 | 2.89 |
| 2023 23% | 16/30 53% | 31% (5) | 19% (3) | 44% (7) | 6% (1) | 0% (0) | 2.25 | 3.00 | 2.89 |

| | Total | 1 | 2 | 3 | 4 | 5 | AHS | +/- | |
|------|---------|-----|-----|-----|-----|-----|------|------|-------|
| 2023 | 4,769 | 14% | 20% | 31% | 22% | 13% | 3.00 | 2.25 | -0.75 |
| 2023 | 167,847 | 17% | 21% | 31% | 20% | 11% | 2.89 | 2.25 | -0.64 |

Thank you and questions?

AP Enrollment Math and Computer Science

| | 2024 | 2023 | 2022 | 2021 | 2020 | 2019 | 2018 | 2017 |
|---|---------|----------------|-------|-------|-------|-------|-------|-------|
| AP CALC | 9 (9) | 21 | 22 | 24 | 12 | 12 | 13 | 8 |
| AP STATS | 32 (30) | 22 | 0 | 0 | 15 | 15 | 13 | 8 |
| AP CSP | 19 (6) | 30 | 24 | 8 | 13 | 12 | | |
| AP CSA | 10 (10) | 4 | 7 | 9 | 5 | | | |
| Total Students in Senior Class | 141 | 131 | 155 | 153 | 121 | 107 | 127 | 92 |
| Percent of Seniors enrolled in AP Math/CS | ≈ 39% | ≈ 30% ≈ 30% | ≈ 34% | ≈ 27% | ≈ 37% | ≈ 36% | ≈ 20% | ≈ 17% |



ABINGTON PUBLIC SCHOOLS

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

ADMINISTRATIVE OFFICES

1071 Washington Street
Abington, MA 02351-2096
www.abingtonps.org

PETER SCHAFER
SUPERINTENDENT

FELICIA MOSCHELLA, Ph.D.
ASSISTANT SUPERINTENDENT

CHRISTOPHER BASTA, Ed.D.
DIRECTOR OF CURRICULUM,
INSTRUCTION AND ASSESSMENT
(781) 982-2150
FAX (781) 506-9651

JAMES ROBBINS, Ed.D.
DIRECTOR OF STUDENT SERVICES
(781) 982-2175
FAX (781) 506-9651

Student Opportunity Act Plan: SY 2024-2026

SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN

As noted in our Mission Statement, Abington Public Schools is committed to providing all students with relevant, challenging educational experiences to prepare them to be engaged, responsible citizens and members of the global community. Our Guiding Beliefs, aligned with our Mission Statement, include supporting all students achieving success and creating a safe, supportive, organized, and equitable learning environment. As is reflected in statewide outcomes and the data of many communities in the Commonwealth, based on a review of Abington Public Schools data, our English Learners (EL), Students with Disabilities (SWD), and Hispanic or Latino students are not demonstrating the same level of achievement as their peers, as measured by the MCAS test. These subgroups are also disproportionately affected by chronic absenteeism. Community focus groups, surveys, and conversations with various stakeholder groups aimed to inform our strategic planning process have all shared a theme of supporting students and families in vulnerable populations. Therefore, this SOA plan will focus on supporting Abington's EL, SWD, and Hispanic or Latino students.

As part of this 3-year Student Opportunity Act (SOA) plan, Abington has selected Evidence-Based Programs (EBP) from two of DESE's Focus Areas. From DESE's "FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development," Abington has selected EBP 1.2A Effective Student Support System. By June 2027, our district will adopt a K-6 universal benchmark assessment tool in literacy and numeracy for all students. This same tool will also be used to inform groupings and instruction for all SWD and EL students in grades 7-12. Additionally, we will have a district-wide framework for MTSS processes and support. Staff, administrators, and families representing all schools and students will inform this framework. Having objective benchmark data for all students in grades K-6 and SWD and EL students in grades 7-12 will allow for teams that include families to identify students' strengths and weaknesses, match students with appropriate supports, and progress monitoring. This will ensure students in identified subgroups will be included in the MTSS process in a uniform manner, thus providing them with equitable access to intervention with the goal of improved outcomes. From DESE's "FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning," Abington has selected EBP 2.2A Effective Use of WIDA Framework as well as EBP 2.2B High Leverage Practices for Students with Disabilities. Over the next three fiscal years, staff will be fully trained and able implement a wide range of supports for ELs in their work. This will require targeted professional development related to the WIDA Can Do standards and effective methods for supporting students beyond those shared in SEI courses. If all

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

our EL students are accommodated and supported by every staff member with whom they work, their outcomes and attendance should improve. Over the next three fiscal years, all staff will be fully trained and able implement a wide range of supports for SWDs in their work. This will require targeted professional development related to the scaffolding, flexible groupings, accommodations and modifications, and effective methods for supporting students via Universal Design for Learning practices. If all our SWDs are supported by every staff member with whom they work in ways that best meet their needs, their outcomes.

Implementing these EBPs will be partially supported by SOA funding over the next 3-years. A computer adaptive test (CAT) for all students K-6 and all SWD & EL students 7-12 will be funded over the next three fiscal years. A new assessment will require training for staff and families. Additionally, both administrators and staff will work to review and revise existing MTSS processes and interventions at each of our schools. This work and any additional staffing needs related to our intervention teams over the next three fiscal years will require funding. Professional development by outside consultants as well as internal ESL staff and Special Education staff/administration will also require funding over the next 3 years.

SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT

During the past five years, the district has experienced a significant increase in the number of students in the subgroups EL (predominantly Hispanic/Latino) and SWD. The English Learner student population increased by 101% over the past five-years with a significant number of English Learners entering and performing at Level 1, based on the WIDA Screener and ACCESS results. This data indicates a high level of need and low level of proficiency. The Abington Public Schools has experienced a 67% increase in the subgroup, Low Income, over five years. Lastly, the number of students identified as Students with Disabilities has increased by 22% during the past five years.

Similar to statewide outcomes and the data in many communities in the Commonwealth, specific disparities between these three subgroups and our district averages exist. Our EL student population attained overall ELA MCAS scores that were 43 percentage points lower, Math MCAS scores that were 37 percentage points lower, and Science MCAS scores that were 44 percentage points lower than the district average. Our SWD population attained overall ELA MCAS scores that were 23 percentage points lower, Math MCAS scores that were 23 percentage points lower, and Science MCAS scores that were 26 percentage points lower than the district average. Our Hispanic or Latino population attained overall ELA MCAS scores that were 13 percentage points lower, Math MCAS scores that were 19 percentage points lower, and Science MCAS scores that were 17 percentage points lower than the district average.

In addition, chronic absenteeism for our EL student population is 39.4 percentage points above the district average. Our graduation rate for EL students is 26.9 percentage points below the overall district rate. The graduation rate for SWD is 18.6 percentage points below the overall district rate. Our graduation rate for Hispanic or Latino students is 9 percentage points below the overall district rate.

Therefore, this SOA plan will focus on supporting Abington's EL, SWD, and Hispanic or Latino students.

A deep analysis of triangulated data indicates our approach as a district to reduce the gaps noted above needs to be multifaceted. We need to provide staff with professional development and support aimed at meeting the needs of and engaging all students. Our students, families, and community within these

subgroups need to feel connected to our schools and understand the implications of chronic absenteeism. As a district we need to focus more of our work with vulnerable populations by using formative assessment data to inform instruction and intervention. Our MTSS process needs to be updated and aligned to meet the needs of today's student population. Our curriculum and instruction need to be relevant and responsive to our students culturally and linguistically.

SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT

Abington is committed to adopting the three-year improvement target established by DESE. DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the "Lowest Performing Students" group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers.

This target will provide one streamlined measure to show districts' progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts' annual SOA progress updates. However, districts focusing on improving performance for a single student group may set an additional target for that student group aligned to DESE's accountability targets.

SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS

In Abington Public Schools, we believe that family engagement is essential in ensuring the success of all students. Given the focus of student subgroups, it is important to engage all families. The following programs will be continued for subsequent years with continued emphasis for improving family involvement and engagement: ESL Breakfast (1 per year), ESL Family Night (1 per year), ELPAC (scheduled monthly), EL Language Buddies (once a week), EL Suitcase Stories to Build Bridges with the Community (1 workshop, 1 performance), SEPAC (quarterly), Title I Family Nights (3 per year), Family Literacy Night (grades K-2), Family Math Night (grades K-2), Demystifying Standardized Testing Family Night (grades 3-6), and Learning Expo for families (K-4). Efforts will be made across the district to accommodate different family schedules by scheduling meetings and events during various times of day. Multiple communication strategies and tools (e.g., face-to-face meetings, virtual meetings, Constant Contact newsletters/announcements, the Talking Points app - to enable two-way communication in a student's home language) have been utilized to engage with families in ways that work best for them. The district has hired a school-based translator to support EL students and their families in common, daily interactions with school staff. For more formal meetings, we use an outside interpreter service. Our staff has partnered with community organizations to provide ESL instruction for adults in our community along with supplemental tutoring for their children. Abington is an active member in the Massachusetts Partnership for Diversity in Education to attract and retain a diversified workforce that better represents our student body. The district and schools have begun to develop and implement an

intentional, comprehensive approach to enhancing families' understanding of teaching and learning goals; capacity to effectively engage with the district and school; and transitions between school levels and post-secondary transitions. This work has been initiated via family, student, and staff surveys and focus groups. We have a strong focus on routinely collecting formal and informal data from families and students (e.g., annual school climate surveys, focus groups) to identify issues and concerns in place at each building via School Councils, SEPAC, and ELPAC. Families are engaged in interpreting those data, which are used to drive continuous improvement. Abington has also engaged all stakeholders in our Planning For Success strategic planning initiative via focus groups, surveys, informal conversations, and committee membership.

The metrics used are based around frequency and types of communication along with outreach. For example, we have monthly ELPAC, SEPAC and ESL meetings, family nights (1-3 times per year), progress and report cards, surveys, weekly building newsletters, teacher conferences, and professional development community information. All district and school communications are sent out in English, Portuguese, Spanish, and Haitian Creole (with additional translations available as needed) based on the make-up of our learning community. The best gauge we have for measuring family engagement is our participation rates for the activities noted above (i.e., attendance at meetings and school events, response rates for surveys, and open/click counts for emailed communications).

Various stakeholder groups were engaged in the development of this SOA Plan as noted below. The overall perspectives of these groups aligned with our identified needs based on our data analysis. Suggestions and ideas about ways to improve student outcomes from these groups were incorporated into this SOA Plan. Since much of our SOA Plan dovetails with our School Improvement Plans and Strategic Plan, the group below will continue to be engaged in the implementation of this plan via the methods noted below.

- Surveys
- School and district newsletters
- School and district website postings
- Family engagement events
- Focus groups
- Faculty meetings
- Departmental meetings
- ELPAC
- SEPAC
- School Councils
- School Improvement Committees
- Strategic Planning Committee
- School Committee

SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES

FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development

EBP 1.2A Effective Student Support System

Currently, Abington uses DIBELS as our literacy screener in grades K-4. Each grade level uses unit tests or school-developed common assessments in other content areas. While each of our 5 schools have elements of MTSS in place, there is variation between schools in the process and supports that are available. By June 2027, our district will adopt a K-6 universal benchmark assessment tool in literacy and numeracy for all students. This same tool will also be used to inform groupings and instruction for all SWD and EL students in grades 7-12. Additionally, we will have a district-wide framework for MTSS processes and support. Staff, administrators, and families representing all schools and students will inform this framework. Having objective benchmark data for all students in grades K-6 and SWD and EL students in grades 7-12 will allow for teams that include families to identify students' strengths and weaknesses, match students with appropriate supports, and progress monitoring. This will ensure students in identified subgroups will be included in the MTSS process in a uniform manner, thus providing them with equitable access to intervention with the goal of improved outcomes.

A computer adaptive test (CAT) for all students K-6 and all SWD & EL students 7-12 will cost approximately \$90,000 over the next three fiscal years. A new assessment will require training for staff and families which will cost roughly \$10,000. Additionally, both administrators and staff will work to review and revise existing MTSS processes and interventions at each of our schools. This work and any additional staffing needs related to our intervention teams over the next three fiscal years will cost approximately \$50,000 over the next 3 years.

FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

EBP 2.2A Effective Use of WIDA Framework

EBP 2.2B High Leverage Practices for Students with Disabilities

All staff have participated in initial professional development sessions focused on meeting the needs of English learners (EL). Over the next three fiscal years, staff will be fully trained and able implement a wide range of supports for ELs in their work. This will require targeted professional development related to the WIDA Can Do standards and effective methods for supporting students beyond those shared in SEI courses. If all our EL students are accommodated and supported by every staff member with whom they work, their outcomes and attendance should improve. Professional development by outside consultants as well as internal ESL staff will cost about \$20,000 over the next 3 years.

Some staff have participated in initial professional development sessions focused on meeting the needs of students with disabilities (SWD). Over the next three fiscal years, all staff will be fully trained and able

implement a wide range of supports for SWDs in their work. This will require targeted professional development related to the scaffolding, flexible groupings, accommodations and modifications, and effective methods for supporting students via Universal Design for Learning practices. If all our SWDs are supported by every staff member with whom they work in ways that best meet their needs, their outcomes. Professional development by outside consultants as well as internal Special Education staff/administration will cost about \$20,000 over the next 3 years.



Summer '24 Programming

*Dr. James Robbins
Dr. Christopher Basta*



APS Summer Academy

Intent of Program & Highlights

- The purpose of the program is **credit recovery** and **promotion** for as many students as possible
- As federal recovery grants have ended, we will return to fee-based summer academy
 - As such, tuition-paying students from surrounding districts join our cohorts
- Classes are offered in the areas of English Language Arts, Math, History, and Science
- Students who have missed a substantial amount of middle school instruction are also invited to participate in a program that incorporates ELA, Math, Science, and Social Studies instruction

Key Information

- Dates: **July 8 – August 2**
- Duration: **1.5-hours per course, 4-days per week, 4-weeks**
- Grade Levels Served: **Grades 7 to 12**
- Content Area Addressed: **MS - Humanities & STEM; HS – Algebra 1 & 2, Geometry, History, English, & Science**



Extended School Year

Intent of Program

- ESY is open to select students with disabilities and is intended to **prevent regression** of learned skills during the summer months and **promote readiness** for the school year ahead
- The ESY Program consists of grade-level classrooms that emphasize ELA & Math skills, while incorporating work on IEP goals
- The ESY Program also includes TLC Classrooms that provide instruction on basic academic and participation skills, social skills, and integrated therapies
- The ESY Program provides Related Services (Speech/Language Therapy, Occupational Therapy, Physical Therapy) to eligible students
- The summer allows opportunities to trial new intervention arrangements for students, such as attempting new student groupings (or responding to school avoidance), which prepares students for the year ahead

Key Information

- Dates: **July 8 – August 2**
- Duration: **3-hours and 45 minutes per day, 4-days per week, 4-weeks**
- Grade Levels Served: **P-8**
- Content Addressed: **IEP Goals and Objectives**
- Transportation: **IEP Dependent**



Puerto Rico 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 bilingual Grand Classroom guide
- All meals - including lunches and meals in transit
- All lodging - 4 students per room - 2 teachers per room
- All activity fees on final itinerary
- Third party vendor gratuities, GC 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

School: Abington High School

Destination: Puerto Rico Adventure

Dates: April Vacation 2025

All-inclusive pricing: \$3,942

(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 1

- Depart for San Juan, Puerto Rico
- Meet your Grand Classroom guide at baggage claim
- Explore Old San Juan including a visit to Castillo San Cristobol or El Morro
- Dinner as a group
- Travel to La Parguera in Lajas
- Overnight in hotel

Day 2

- Depart for town of Santa Isabel
- Family fruit farm and windmill tour - Learn about tropical farming practices
- Mofongo cooking class and lunch
- Depart for Ponce,
- Walking tour of colonial Ponce including their famous farmers' market
- Community-based service learning opportunity
- Salsa dance lessons
- Dinner
- Overnight in hotel

Day 3

- Check out of hotel and depart for Cabo Rojo wildlife Rescue and salt flats
- Visit Combate Beach
- Afternoon exploring coastal mangrove forests with local ecologists
- Sunset swim in the the bioluminescent bay
- Dinner
- Check into hotel

Day 4

- Depart for town of Aguadilla
- Survival Beach - scenic beach hike
- Lunch in town
- Depart for town of San Sebastián
- Arrive at Gozalandia Nature Reserve
- Enjoy a hike, waterfalls, swimming
- Time in town for souvenir shopping and language practice
- Dinner as a group
- Overnight in hotel

Day 5

- El Yunque Rainforest
- Rainforest Zipline Adventure
- Depart for Fajardo and check in for private catamaran tour
- Spend the afternoon snorkeling the tropical reefs around Culebra and Icacos island (islands visited depend on ocean conditions)
- Dinner as a group
- Overnight in hotel

Day 6

- Explore some of Puerto Rico's beautiful limestone caverns
- Depart for San Juan
- Explore the street art along Calle Cerra
- Lunch in Afro-Caribbean village of Pinones
- Gallery visit for meet with local artists - learn about local arts, music and culture
- Additional San Juan sights as flight schedule allows
- Depart for airport and say "adios" to your Grand Classroom guides
- Flight home

Sample Itinerary



3.28.24

**Increases by Major Category from the FY24 School Department Budget (\$29,712,626)
to Proposed FY25 School Committee Budget of \$30,793,642**

INCREASE BY MAJOR CATEGORY

| | | |
|--|---|---------------------|
| <u>Salary Account</u> | | |
| Contractual Obligations | \$1,044,015 | |
| Retirement Offset | -\$56,266 | |
| | | \$987,749 |
| <u>Programs with Other Districts</u> | | |
| Special Education Tuitions | -\$179,607 | |
| Circuit Breaker Reimbursement | \$802 | |
| | | -\$178,805 |
| <u>Other School Services</u> | | |
| Transportation | \$55,228 | |
| Special Education Transportation | \$52,291 | |
| | | \$107,519 |
| <u>Technology/Instructional Materials</u> | | |
| | | \$0 |
| <u>Operations and Maintenance</u> | | |
| Maintenance Supplies/Materials/Contracted Services | \$43,881 | |
| Natural Gas/Heat | \$120,672 | |
| | | \$164,553 |
| | Increase | \$1,081,016 |
| | FY2025 School Committee Preliminary Budget | \$30,793,642 |
| | | 3.6% |

Woodsdale Elementary School



School Improvement Plan 2024-2025

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Thank You to Our WES School Council Members

Chairperson/Principal: Jennifer Barresi

Staff Representatives: Andrea Doyon, Meghan Eddy (Year 2)

Parent Representatives: Shawna Torpey, Vicki Graham (Year 2)

School Committee Representative: Chris Coyle

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 Principles

We believe in...

- making decisions in the best interests of students.
- supporting all students in achieving success.
- fostering the physical, intellectual, technological, social, emotional, and artistic development of our students.
- creating a safe, tolerant, supportive, organized, and equitable learning environment.
- providing challenging educational experiences that build character.
- developing self-discipline and personal responsibility.
- promoting creativity, problem-solving, effective communication, and critical thinking skills.
- cultivating the educational partnership among home, school, and community.
- nurturing a culture of collaboration, collegiality, and mutual respect.
- inspiring all students to become lifelong learners.

DRAFT of Proposed District Strategic Objectives and Initiatives

Teaching and Learning

1 Improve student outcomes through vertically and horizontally aligned curriculum, instruction, and assessment.

- 1.1 Refine district-wide vision of teaching & learning.
- 1.2 Develop a school-based, age-based end of year expectations linked to the APS Vision of the Graduate.
- 1.3 Update the procedure for writing, revising, and implementing a vertically and horizontally aligned curriculum.
- 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.

Communication

2 Enhance methods and practices for home-school communication.

- 2.1 Update centralized systems and practices for home-school communication for classrooms, buildings, and the district.
- 2.2 Review and revise communication practices for active & resolved emergencies in conjunction with local authorities.
- 2.3 Refine methods and practices for consistent school to home communication within and across schools and classrooms.

Culture & Inclusion

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

- 3.1 Sustain and expand inclusive practices and training for all staff to benefit diverse learners.
- 3.2 Refine and align social emotional learning (SEL) classroom practices for all students to develop their social emotional skills and competencies.
- 3.3 Increase family awareness of opportunities to be involved in school-based activities.

District Operations

4 Ensure district operations provide high-quality, safe teaching and learning opportunities for all students, staff, and families.

- 4.1 Maintain innovative and physically safe schools by implementing best practices and preventative measures.
- 4.2 Enhance and diversify hiring and retention practices using an equity lens.
- 4.3 Develop a committee to evaluate infrastructure and make recommendations based on current and future teaching and learning.
- 4.4 Review and refine long-term, sustainable budget strategies to address district needs.

Summary of 2023-2024 Goals and Outcomes

Goal 1: Teaching and Learning: To improve student performance in reading and math through curriculum, instruction, and assessment. (District Goal 1)

- Continued implementing Reading Workshop to help students develop a love of Reading, while providing a tailored responsive approach to reading and talking about authentic, complex texts.
- Implemented an explicit phonics and spelling program (i.e., Foundations and Just Words) that provides critical foundational skills in reading to complement higher level skills taught during Reading Workshop.
- Used data driven decision making to inform instruction – examined statewide testing data, benchmark data, and ongoing student performance data to create goals, provide intervention cycles, and progress monitor performance for at-risk students.
- Continued to integrate 21st century skills in every subject to creatively use technology to solve problems.
- Continued to use processes & protocols to support the academic needs of all Woodsdale students.

Goal 2: Facilities: To provide state-of-the-art facilities that promote a healthy and safe learning environment. (District Goal 4)

- Partnered with the new district-wide Safety Team, comprised of parent volunteers, to keep Woodsdale a safe place to learn.
- Collaborated regularly with members of the Police and Fire Departments to ensure Woodsdale School participates and practices Fire and ALICE drills.
- Collaborated with families to ensure transportation routines are safe for all students.

Goal 3: Community Learning: Broaden our students' awareness of their responsibility to participate within their school community and build strong partnerships with the Abington Community. (District Goal 5.3)

- Established core values as the foundational underpinnings for fostering a positive culture and climate at Woodsdale School.
- Developed social emotional and behavioral supports to encourage Woodsdale students to be positive role models and outstanding school citizens.
- Prioritized communication with families to foster strong parent engagement, break down barriers, and provide support for all students.
- Collaborated with outside organizations to promote family support and community engagement.
- Partnered with PTO to strengthen connections between home, school, and the Abington community.

Woodsdale School Improvement Plan

The Woodsdale School Improvement Plan strives to align with the mission statement, guiding principles, strategic goals, and initiatives of Abington Public School’s 2024 New Drafted Strategic Plan. This plan identifies the following goals as the primary areas of focus for the 2024-2025 school year:

| | |
|---------------|--|
| Goal 1 | Culture And Inclusion Continue to develop a positive, equitable climate and culture of care utilizing inclusive practices to engage and support all students and families. |
| Goal 2 | Teaching and Learning Continue to utilize Multi-Tiered Systems of Support (MTSS) as a framework to positively impact the academic, behavioral, and social emotional needs of all students. |
| Goal 3 | A Safe Place and Space to Learn and Become Good Citizens Organize and manage a high-quality, safe environment devoted to high quality teaching and learning. |

Woodsdale School Improvement Goal 1

Culture And Inclusion

Continue to develop a positive, equitable climate and culture of care utilizing inclusive practices to engage and support all students and families.

| Activity and/or Professional Development | Person(s) Responsible | Indicator of Accomplishment | Expected Completion Date |
|--|--|--|--------------------------|
| 1. Continue using the core values of Responsibility, Respect, and Resilience as the foundational underpinnings for fostering a positive culture and climate at Woodsdale School. | <ul style="list-style-type: none"> ○ Principal ○ Woodsdale Teachers and Support Staff ○ Woodsdale Students | <ul style="list-style-type: none"> • Use school meetings in grade level teams to identify and embody core traits of an Outstanding Owl. • Daily recognition by staff, with follow-up/outreach extended to families through social media – e.g., Woodsdale Facebook Page. | June 2025 |
| 2. Prioritize communication with families to foster strong parent engagement, break down barriers, and provide support for all students. | <ul style="list-style-type: none"> ○ Principal ○ Assistant Superintendent of Teaching and Learning ○ Woodsdale Teachers and Support Staff | <ul style="list-style-type: none"> • The principal will create a weekly, school-wide newsletter to keep families informed about curriculum, instruction, assessment and current events. • Classroom teachers will continue to provide consistent communication to families about teaching and learning. • Continue to partner with Benoit Translation Services for families in need, whose first language is not English. • Host information sessions to help families learn about teaching and learning at Woodsdale. Events include Open House and Grade 3 MCAS Night. | Ongoing |

| | | | |
|--|---|---|----------------|
| <p>3. Collaborate with outside organizations to promote family support and community engagement.</p> | <ul style="list-style-type: none"> ○ Principal ○ Woodsdale Families ○ Abington Community Members ○ Woodsdale Students | <ul style="list-style-type: none"> • Partner with <i>Care Solace</i> to boost familial connections with mental health supports. • Grade 3 and 4 classrooms partner with <i>The Colony Center for Health & Rehabilitation</i> and create cards and crafts to bring joy to the elderly. • Partner with <i>The Abington Food Pantry</i> to feed the homeless. | <p>Ongoing</p> |
| <p>4. Partner with PTO to strengthen connections between home, school, and the Abington community.</p> | <ul style="list-style-type: none"> ○ Principal ○ PTO ○ Woodsdale Teachers and Staff ○ Woodsdale Students | <ul style="list-style-type: none"> • Rebrand PTO to create a forum to spark positive conversations about the climate and culture of the school, teaching and learning, and school safety. • Host enrichment programs that are connected to the curriculum to help build and extend students' learning experiences. • Continue to create inclusive social events to bring all families together as a Woodsdale community. | <p>Ongoing</p> |

Woodsdale School Improvement Goal 2

Teaching and Learning

Continue to utilize Multi-Tiered Systems of Support (MTSS) as a framework to positively impact the social emotional, behavioral and academic needs of all students.

| Activity and/or Professional Development | Person(s) Responsible | Indicator of Accomplishment | Expected Completion Date |
|--|--|---|--|
| <p>1. Continue to use Multi-tiered Systems of Support (MTSS) as a framework to use data to drive and inform instruction in literacy and mathematics.</p> | <ul style="list-style-type: none"> ○ Principal ○ Woodsdale Teachers and Support Staff ○ Reading Specialists ○ Math Interventionists ○ Instructional Support Team (IST) ○ Language Acquisition Team (LAT) | <ul style="list-style-type: none"> • Teachers will participate in training and coaching to implement a benchmark digital assessment system – iReady for literacy and mathematics. • Use benchmark data in the fall, winter, and spring to measure student progress in literacy and mathematics; identify at-risk students, create goals, and provide Tier 2 instruction in reading and mathematics. • Use summative data meetings in the fall to analyze student ACCESS results and identify student learning gaps for children whose first language is not English. • Use summative data meetings in the fall and spring to analyze student MCAS results and identify student learning gaps. • Use progress monitoring performance data in the fall and spring to measure student progress in literacy and mathematics; identify at-risk students, create goals, and provide Tier 2 instruction in reading and mathematics. • Host weekly Instructional Support Team (IST) meetings to create and monitor academic interventions for students. | <p style="text-align: center;">Ongoing</p> |

| | | | |
|--|---|--|------------------|
| <p>2. Continue to use Multi-tiered Systems of Support (MTSS) as a framework to use data to drive and inform tiered social emotional and behavioral supports to improve academic achievement and success.</p> | <ul style="list-style-type: none"> ○ Principal ○ School Psychologist ○ School Psychologist Interns ○ School Adjustment Counselor (SAC) ○ Board Certified Behavior Analyst (BCBA) ○ School Nurse ○ Woodsdale Teachers and Support Staff ○ Woodsdale Students | <ul style="list-style-type: none"> • Use Responsive Classroom <i>Morning Meetings</i> as a Tier 1 social emotional support to model and practice skills and set up all students for success each day. • Host bi-monthly Student Support Team (SST) meetings to create and monitor social emotional and behavioral interventions for students. • Lunch Bunch will continue as a support to provide students with a weekly peer forum to strengthen social skills. • Ongoing, intensive Tier 2 psychoeducational interventions designed to help students identify triggers, coping strategies, and effective communication skills. | <p>Ongoing</p> |
| <p>3. Continue implementing Reading Workshop, Foundations and Just Words to provide a tailored responsive approach to teaching reading.</p> | <ul style="list-style-type: none"> ○ Principal ○ Assistant Superintendent ○ Woodsdale Teachers and Support Staff ○ Woodsdale Students | <ul style="list-style-type: none"> • Based on individual needs, staff will continue to participate in coaching work and/or peer observation cycles to strengthen their instructional practices in reading. • Continue using assessment to drive instruction and evaluate student performance in reading. • Create fluid and flexible groupings to meet the diverse learning needs of the students. • Provide tailored interventions based on student needs. | <p>June 2025</p> |
| <p>4. Continue to integrate 21st century skills in every subject to creatively use technology to</p> | <ul style="list-style-type: none"> ○ Principal ○ Director of | <ul style="list-style-type: none"> • Student use of learning management system and online programs to access curriculum and collaborate with peers. | |

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| solve problems. | <ul style="list-style-type: none"> ○ Technology ○ Technology Staff ○ Woodsdale Teachers and Support Staff | <ul style="list-style-type: none"> ● Provide weekly technology lessons based on the MA Technology framework. ● Implement transition lessons to address technology skills expected at the next grade level. | Ongoing |
| 5. Continue to use scheduling and inclusion models to support the academic needs of all Woodsdale students. | <ul style="list-style-type: none"> ○ Principal ○ Director of ELE ○ Director of SPED ○ Woodsdale Teachers and Support Staff | <ul style="list-style-type: none"> ● Explore options to differentiate instruction in other classrooms and create more academic opportunities for advanced students. ● Adherence to block scheduling ensures that students are not removed from Tier 1 instruction to participate in Tier 2 and Tier 3 interventions/supports. ● Continue to use English as a Second Language (ESL) staffing to support English Learner (EL) levels effectively through a combination of push-in and pull-out services. ● Continue to maximize Full Inclusion, Partial Inclusion and Therapeutic Learning Center (TLC) integration to the greatest extent possible. | Ongoing |

Woodsdale School Improvement Goal 3

A Safe Space and Place to Learn and Become Good Citizens

Continue to organize and manage a high-quality, safe environment devoted to high quality teaching and learning.

| Activity and/or Professional Development | Person(s) Responsible | Indicator of Accomplishment | Expected Completion Date |
|--|--|---|--------------------------|
| 1. Create social emotional units and lessons to complement the existing Second Step curriculum and help students become good citizens; this work will transform the content of Responsive Classroom Morning Meeting. | <ul style="list-style-type: none"> ○ Principal ○ Woodsdale Teachers and Staff ○ Woodsdale Students | <ul style="list-style-type: none"> ● Use the Skills of Self-Awareness, Self-Management, Social Awareness, Relationships, and Decision-making to design lessons to strengthen students' social emotional skills. ● These lessons will be taught during Responsive Classroom Morning Meeting and will help prepare students for middle school. ● Reinforce safety behavioral expectations with students at Woodsdale School. | Ongoing |
| 2. Continue to collaborate regularly with members of the Police and Fire Departments, Central Office, and First Student Bus Company to improve safety practices at Woodsdale. | <ul style="list-style-type: none"> ○ Principal ○ Woodsdale Teachers and Staff ○ Woodsdale Students ○ School Building Maintenance Foreman ○ SRO Officers c/o Abington Police Department ○ Abington Fire Department ○ First Student Bus Company | <ul style="list-style-type: none"> ● Continue to ensure all classrooms have signs that are up to date for directing students out of the building in case of an emergency. ● Continue to monitor safety equipment (ie magnetic strips, cameras) ● Continue using universal materials for teaching ALICE drills so all students have access to the same information and vocabulary. ● The school will participate in pre-scheduled fire and ALICE drills two-three times per year. ● The school will participate in two Bus Evacuation drills per year – in the fall and the spring ● A school safety team will meet 3 times per year in the fall, winter, and spring to discuss any pressing | Ongoing |

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| | <ul style="list-style-type: none"> ○ School Safety Committee | safety needs or concerns. | |
| 3. Ongoing review of safety policies to ensure Woodsdale is a safe and secure school building. | <ul style="list-style-type: none"> ○ Principal ○ First Student Bus Service ○ SRO Officers ○ Woodsdale Families ○ Woodsdale Teachers and Staff ○ Woodsdale Students | <ul style="list-style-type: none"> • Continue to monitor all doors are closed and locked daily. • Continue to monitor late arrival and dismissal of students and staff through implementing protocols, such as presenting ID's, and signing in and out of the building. • Continue to monitor visitors through the school-wide, main entrance intercom system and security cameras. | Ongoing |



READS Collaborative - www.readscollab.org
Quarterly Report Overview - March/April 2024

- READS Strategic Plan Priorities- 2021-2024 (www.readscollab.org)
 - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic.
 - READS continues to abide by the DESE mandates for COVID-19. So far this year, there have been 29 reported cases that include staff and students.
 - Promote social justice and improvement in practices that impact equity, diversity and inclusion.
 - READS continues to work with Dr. Carlos Hoyt, our DEI consultant. He will be presenting to all READS Academy staff during the scheduled full day Professional Development on March 13th. The focus will be on "Belonging".
 - Enhance programs and services to better serve the students and families, our staff, and the member districts.
 - This year, READS Academy staff and students in culinary work based learning took over the breakfast and lunch program. All of the meals are now made fresh at READS Academy. There has been positive feedback by students and staff. More students are eating breakfast and lunch.
 - The Board of Directors and their school committees have provided the necessary votes to include Brockton Public Schools and Whitman-Hanson Regional School District as READS Collaborative members.
 - Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic.
 - The year started with unusually low enrollment, especially at the Academy. Effort has been made to support staff while also increasing enrollments. Currently, the Academy has 95 students and the DHH Program has 49 students.
 - READS continues to receive a large number of requests for evaluations to be completed through the Clinic and District Services
- Fiscal Update
 - The FY25 budget was approved by the Board of Directors on 2/15/2024.
 - Tuition and fees for FY25 are on the agenda to be approved at the 3/14/2024 Board Meeting.
 - READS has applied for state reimbursement to support our lunch program.
- Legislation/Compliance
 - READS annual report and financial audit were submitted to the DESE and sent to all member districts by January 1 as required. Both documents are posted on the website.
 - An amendment to the READS Collaborative Agreement has been approved by a majority of the member School Committees and will be moved forward to DESE for approval.
 - READS mid-cycle Coordinated Program Review onsite visit will be 3/21 and 3/22/24.
- Programmatic Information
 - READS DHH Program Director, Mrs. Evelyn Rankin, has provided notice of her retirement effective June 30, 2024. Ms. Rebekah Marchilena has been selected as the new DHH Program Director effective July 1, 2024.