

Beaver Brook Elementary School:

School Improvement Plan

2020-2021

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Beaver Brook Elementary School (BBES)
School Council Members
2019-2020

Co-Chairs	Christopher Basta, EdD – Principal Julie Thompson – Assistant Principal
Parents	Lynne Mullen (Year 1) Caroline Ellis (Year 1)
Staff Members	Mary Maguire, Kindergarten (Year 2) Ashley Trudeau, Kindergarten (Year 2) Kerri Ronzio, Grade 2 (Year 2)
Community Partner	Kevin Tocci, Abington CAM
Community Representative	Chris Coyle, Abington School Committee Chairman

Mission
Statement

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

District: Guiding Beliefs

We believe in:

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

District: Goals and Objectives

Teaching and Learning

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

Technology

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

Finance and District Operations

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

Facilities

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

Community Support

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

Summary of 2019-2020 Goals:

Goal # 1: Provide rigorous and relevant curriculum and instruction in an optimal learning environment

- 25-minutes of Common Planning Time (CPT) built into each grade level's schedule during student recess. During this time, grade level teams collaborate with tutors and reading specialists to analyze student work and apply consistent, research-based strategies for improving performance and differentiating instruction.
- IST/SST revised to be one SST meeting per grade level every 6- to 8-weeks following DESE's MTSS/RtI guidelines.
- Revised SST procedures include targeted Tier 1 (classroom teachers), Tier 2 (academic tutors), and Tier 3 (reading specialists) interventions based on individual student goals developed using student work samples and data.
- Teachers and administrators collaborated to develop a standards-based report card which will be implemented in SY 20-21.
- TLA consultants provided professional development (PD) sessions and embedded coaching related to the components of the workshop model, the Fountas & Pinnell Benchmark Assessment System (BAS), and the Phonics Units of Study published by Heineman. The overarching goal of this embedded PD was to prepare teachers to implement a balanced-literacy approach using the workshop model in reading and writing.

Goal # 2: Continue the development of a positive climate and sense of belonging for students, families, and staff

- A student support protocol was designed to align how all staff address academic, social, emotional, and behavioral concerns within the MTSS/RtI framework
- All staff were trained in Restorative Practices as a way to use common language and practices that improve student behavior and connectedness.
- Restorative Practice Circles were built into the schedule of every classroom, every day to foster community-building and problem-solving.

Goal # 3: Improve communication with the Beaver Brook Elementary School Community, as well as the local and global community

- Communication through technology via online conference registration, Constant Contact, Facebook, Twitter, BBES webpage
- Curriculum Night, Title I parent learning sessions, Class Dojo and Remind apps, Microsoft Teams, Microsoft OneNote, Flipgrid
- Title I Reading Connection newsletter monthly to families, CLEVER online sign in for grade level programs

BBES 2020-2021 School Improvement Plan

The Beaver Brook Elementary School (BBES) School Council is a representative building-based group that meets regularly to discuss important issues related to the overall needs of BBES. In addition to monitoring all factors related to the educational needs of children and reviewing the school's annual budget, the School Council is responsible for the development of the BBES School Improvement Plan. The School Improvement Plan is an annual document that outlines the most pressing needs of the school community. All goals/action steps, although specific to the Beaver Brook Elementary School, are consistent with the vision, mission, goals, and objectives of Abington Public School District's Strategic Plan. This year, the BBES School Council has identified the following goals as primary areas of focus for the 2020-2021 school year:

Goal # 1	Re-establish connections to curriculum, routines, and relationships for students, families, and staff
Goal # 2	Provide rigorous and relevant curriculum and instruction in an optimal learning environment
Goal # 3	Continue the development of a positive climate for students, families, and staff

Beaver Brook Elementary School Improvement Goal #1

Goal #1	Re-establish connections to curriculum, routines, and relationships for students, families, and staff
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Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
1. Ensure all students, staff, and families transition back into regular school activities	Principal/Assistant Principal, Educators, Support Staff	<ul style="list-style-type: none"> • Scope and sequence as well as benchmarks adjusted in all content areas to reflect March 2020 closure. • Fall benchmark assessments and observations will be used to provide academic and social emotional intervention to students demonstrating need • Collaborate with PTO to host family events that focus on social-emotional support and re-entry of students and families • Collaborate with PTO to implement staff events focusing on reconnection with colleagues 	Ongoing

Beaver Brook Elementary School Improvement Goal #2

Goal #2	Provide rigorous and relevant curriculum and instruction in an optimal learning environment		
Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
1. Grade-level teams and related staff will meet during Common Planning Time (CPT) to share and evaluate the implementation of best instructional practices within the Massachusetts Curriculum Frameworks	Principal/ Assistant Principal, Educators	<ul style="list-style-type: none"> • Continue to implement MTSS/RtI using Student Support Protocol and SST process developed during SY 19-20 to analyze student needs and develop support plans • Fully implement balanced-literacy approach using Units of Study (developed SY 19-20) with TLA) for reading and writing workshop 	Ongoing
2. Implementation of standards-based grading and reporting	Principal/ Assistant Principal, Educators	<ul style="list-style-type: none"> • Professional development will be provided to staff pertaining to standards-based grading and reporting • Families will be introduced to revised standards-based report cards at fall information night as well as guidance document sent home with first report card • Grade level teams and related staff will align scope and sequence and will develop/identify and calibrate common assessments to assess each area of the revised report card 	June 2021

Beaver Brook Elementary School Improvement Goal #3

Goal #3	Continue the development of a positive climate and sense of belonging for students, families, and staff
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Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
1. Refine Restorative Practices in every classroom in order to build a sense of belonging and positive climate for all students and staff	Principal/Assistant Principal, Educators	<ul style="list-style-type: none"> • Staff trainings, discussions, and activities related to school climate, implicit bias, trauma, cultural sensitivity, social emotional learning 	Ongoing
2. Continue to refine a school-wide approach to building relationships and recognizing that behavior is a form of communication	Principal/Assistant Principal, Educators	<ul style="list-style-type: none"> • Staff trainings, discussions, and activities related to fostering strong relationships and student behavior 	Ongoing
3. Encourage open school-based communication and collaboration to effectively address issues as they arise and increase connections between BBES staff and families	Principal/Assistant Principal, Educators	<ul style="list-style-type: none"> • Collaboration with PTO on in-school and after-school events/activities/fundraisers • Follow hierarchy of communication (parent to teacher or dept staff, then building administrators then central office) • Ensure effective follow-up through appropriate channels 	Ongoing

Appendix

Acronyms

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

BBES – Beaver Brook Elementary School

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

CPT – Common Planning Time

PD – Professional Development

PTO – Parent Teacher Organization

RtI – Response to Intervention

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

SY – School Year

TLA – Teaching and Learning Alliance - a 501(c)(3) non-profit organization of master K-12 educators who provide in-school coaching and leadership training at primary and secondary schools throughout New England