Beaver Brook Elementary School

School Improvement Plan

2026-2027

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Beaver Brook Elementary School (BBES)
School Council Members 2025-2026

Co-Chairs:	Julie Thompson, Principal Suzy Trahan, Assistant Principal
Parent Representatives:	Derrick Hale Ashley Hinds Katie Mullen
Staff Representatives:	Katherine Woodward, Grade 1 Katrina Park, Kindergarten Jackie Murphy, Grade 1
Community Representative:	Amy Matejka, APL
School Committee Representative:	Caroline Ellis

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

District Guiding Beliefs:

We believe in:

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

District Goals and Objectives:

- Improve student outcomes through vertically and horizontally aligned curriculum, instruction, and assessment.
- Enhance methods and practices for homeschool communication.
- Improve inclusive procedures and practices to increase academic success, social-emotional learning, and engagement for all students.
- Facilities and district operations provide high-quality, safe teaching and learning opportunities for all students, staff, and families

Summary of 2025-2026 Goals

Goal # 1: To maximize student literacy experiences, we will convene a curriculum review team for the purpose of researching high quality literacy curriculum for implementation K-5.

- Met monthly as a curriculum review team (Curriculum Council) with representation from K–5 teachers, specialists, administrators, consultants.
- The Curriculum Council reviewed current literacy practices, strengths, and areas for growth in K–2 classrooms in concert with consultants.
- The Council researched and evaluated high-quality, science-of-reading-aligned literacy programs using defined criteria (e.g., phonics instruction, guided reading, decodable texts).
- Classroom Teachers from the Council participated in pilot lessons
- Due to findings from DESE's CURATE (Curriculum Ratings by Educators) curriculum review team, we were unable to complete the second pilot and will continue the process into the 26-27 school year.

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

- Teachers participated in professional development time to plan collaborative STEM and Social Studies activities within and across grade level teams
- BBES celebrated Massachusetts STEM Week in October 2025 with collaborative STEM projects, interactive and PTO sponsored STEM assemblies.

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

- We established a consistent weekly communication schedule from school to home using Thrillshare communication tool
- Use common primary communication tool
- Teachers have utilized Thrillshare with all families at BBES providing a consistent communication experience for families within the grade and across grade levels.
- Teachers and BBES shared clear, concise updates that include classroom highlights, upcoming events, and ways families can support learning at home.
- The use of this method has provided translated communication in the home language.

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 2026-2027 school year.

BBES 2026-2027 School Improvement Plan

Goal # 1	To maximize student literacy experiences, we will continue to work as a curriculum review team for the purpose of researching, piloting, and choosing high quality literacy instructional materials for implementation K-5 in the 2027-2028 school year.
Goal # 2	To support social development and early teamwork skills, we will expand opportunities for K–2 students to work together on hands-on, engaging learning projects that encourage cooperation, communication, and shared problem-solving.
Goal # 3	To continue to build strong, school-family partnerships and ensure families are well-informed and engaged, we will continue to work streamlining communication practices to make them more consistent, accessible, and aligned across classrooms and grade levels.

Beaver Brook Elementary School Improvement Goal #1

Goal #1	To maximize student literacy experiences, we will continue to work as a curriculum review team for the purpose of researching, piloting, and choosing high quality literacy instructional materials for implementation K-5 in the 2027-2028 school year.

Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
Continue work with curriculum review team for the purpose of researching, piloting, and choosing high quality, evidence-based literacy instructional materials for implementation K-5.	Principal/Assistant Principal, Assistant Superintendent, Educators	• Research and evaluate high-quality, science-of-reading-aligned literacy programs using defined criteria (e.g., phonics instruction, guided reading, decodable texts). • Pilot chosen materials K-5 • Participate in site visits, sample lessons, or other opportunities to observe programs in action. • Use findings to make informed recommendations for a cohesive K–5 literacy curriculum that supports early literacy development and progression grades K-5.	Ongoing

Beaver Brook Elementary School Improvement Goal #2

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

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

Beaver Brook Elementary School Improvement Goal #3

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

Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
Streamline communication from school to home at BBES.	Principal/Assistant Principal, APS Administrators, Educators	• Further streamline a consistent weekly communication schedule from school to home looking at refining communication practices among and between grade levels • Use common primary communication tool for two-way family communication • Provide effective communication in families' preferred languages	Ongoing

Appendix

Acronyms/Definitions

BBES – Beaver Brook Elementary School
CPT – Common Planning Time
DESE – Massachusetts Department of Elementary and Secondary Education
ELE – English Learner Education
EL – English Learner
ESL – English as a Second Language
PD – Professional Development
Phonics - Matching the sounds of spoken English with individual letters or groups of letters. For example, the sound k can be spelled as c, k, ck or ch. Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out.
PTO – Parent Teacher Organization
RtI – Response to Intervention
SEI – Sheltered English Immersion is an approach to teaching academic content in English to ELs. Generally, but not always, ELs are in the same classrooms as native English-speaking students.
SEL – Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions
SST – Student Support Team- educator team who review student academic, social, emotional, or behavior challenges then assist with intervention options
SY – School Year
WIN – What I Need (WIN) is a universal intervention period for all students in each grade level. Students are mixed between 3 or 4 classrooms based on their academic needs/strengths in reading and math to receive targeted instruction 2x per week for 30-minutes