



Stronger Together

South Hadley Public Schools Strategy for Student Success



2026-2031

Consistent Learning

Aligned expectations and strong instruction.

Timely Support

The right help at the right time.

Safe and Inclusive Schools

Students feel safe, known, and valued.

Opportunity for Every Student

Access and readiness across all schools.

South Hadley Public Schools developed this five-year Strategy for Student Success through the work of the Superintendent Entry Plan, including listening, learning, stakeholder feedback, and a review of district practices and student outcomes. The strategy establishes a shared direction for strengthening teaching and learning, providing timely student support, creating safe and inclusive schools, and improving special education systems.

Guided by our mission and grounded in the belief that we are Stronger Together, this strategy reflects our shared responsibility to provide every student with meaningful opportunities to learn, grow, and achieve their full potential.

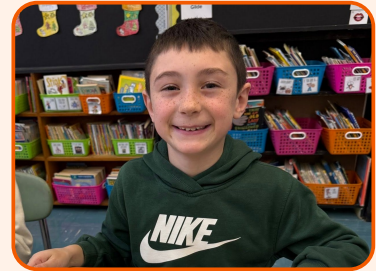




Mission and Strategic Direction

1 Our Mission

The mission of the South Hadley Public Schools is to enhance lives through teaching and learning in a challenging, supportive, and inclusive school community.



South Hadley Public Schools is committed to ensuring that every student has meaningful opportunities to learn, grow, and achieve full potential. The district seeks academic excellence through strong instruction, mastery of essential skills, critical thinking, creativity, independent inquiry, and responsible decision-making. The district also promotes equity, inclusion, and a sense of belonging for all and is committed to respectful dialogue, upstander behavior, and learning environments that support students' academic, social, emotional, and civic development.

2 Core Values

Academic Excellence and Growth

Meaningful opportunities to learn, grow, master essential skills, and achieve full potential.

Challenging and Supportive Learning

High expectations with the support students need to succeed.

Equity, Inclusion, and Belonging

Every student feels respected, included, and valued.

Critical Thinking and Responsible Decision-Making

Creativity, inquiry, sound judgment, and problem solving.

Lifelong Learning and Responsible Citizenship

Preparing students to contribute in a diverse and global society.

3 How This Strategy Works

Entry Plan and Findings



Five-Year Strategy



District Improvement Plan



School Improvement Plans



Measurable Student Success

The strategy establishes where we are going. District and school improvement plans explain how we will get there.





Vision, Theory of Action, and How the Pillars Work Together

Vision

Every South Hadley student will experience challenging and inclusive learning, feel safe, known, and supported, and receive the right help at the right time from preschool through graduation. Readiness and opportunity will not depend on the school, classroom, or program a student attends.

Theory of Action

When we establish shared expectations for teaching, learning, student support, inclusion, communication, and safety across all South Hadley schools, students will experience greater consistency, stronger support, and a deeper sense of belonging. By working together, using evidence, and responding transparently, we will improve student success from preschool through graduation.

Our Four Strategic Pillars

1

Strong Teaching and Learning

Aligned curriculum, rigorous and inclusive instruction, and consistent expectations.

2

Support at the Right Time

A coherent system of academic, behavioral, social-emotional, and transition supports.

3

Safe, Welcoming, and Inclusive Schools

Predictable, responsive schools where students feel safe, known, respected, and able to learn.

4

Strong Special Education Systems and Inclusive Practice

Stronger systems, communication, service delivery, and inclusive access for students with disabilities.

Special education is embedded throughout all four pillars. The fourth pillar focuses specifically on the systems, structures, communication, compliance, and service-delivery practices needed to ensure consistent and inclusive education across the district.



Strategic Pillars: Teaching, Learning, and Student Support

1 Strong Teaching and Learning

Our Commitment

We will strengthen PK-12 teaching and learning so that every student experiences aligned curriculum, clear expectations, appropriate challenge, inclusive classroom instruction, and a consistent progression of learning across schools and grade levels.

What Students and Families Should Experience

- Clear and consistent learning expectations
- Grade-level instruction that is appropriately challenging
- Better alignment between grades and schools
- Clearer information about learning and progress

Our Initial 2026-2028 Focus

- Establish shared expectations for rigorous and inclusive instruction
- Align curriculum and assessments across grades and schools
- Strengthen communication with families about learning and progress

This Work Also Includes

A shared definition of rigor; inclusive Tier 1 expectations; PK-12 curriculum maps and anchor assessments; Learning Look-Aheads; review of instructional time and technology use; professional learning and walkthroughs.

Measures We Will Monitor

- MCAS achievement and growth
- i-Ready results
- DIBELS results
- Student progress-monitoring data

2 Support at the Right Time

Our Commitment

We will build a coherent PK-12 system of academic, behavioral, social-emotional, executive-functioning, and transition supports so that student needs are identified early and addressed consistently.

What Students and Families Should Experience

- Earlier identification of student needs
- More timely intervention and support
- Consistent support across schools and grade levels
- Better transitions into, through, and out of support systems

Our Initial 2026-2028 Focus

- Establish a consistent districtwide student-support framework
- Use common processes to identify needs and monitor interventions
- Strengthen executive-functioning, study-skills, and transition supports

This Work Also Includes

Clear entry, exit, and monitoring criteria; consistent data-team routines; follow-up after intervention; educator-led supports; family-facing tools; and stronger transitions between schools.

Measures We Will Monitor

- i-Ready and DIBELS intervention progress
- Student progress-monitoring data
- Consistency of support processes across schools
- Student movement into, through, and out of interventions





Strategic Pillars: **School Climate** **and Special Education**

3 Safe, Welcoming, and Inclusive Schools

Our Commitment

We will create predictable, inclusive, and responsive schools where students feel safe, known, respected, and able to fully participate in challenging learning.

What Students and Families Should Experience

- Clear and consistent expectations across schools
- Accessible ways to raise questions or concerns
- Timely responses and visible follow-through
- Greater student voice and a stronger sense of belonging

Our Initial 2026-2028 Focus

- Align safety, behavior, prevention, and restorative practices
- Create a clear process for reporting and resolving concerns
- Expand meaningful student voice and belonging initiatives

This Work Also Includes

Common bullying-prevention and restorative-response expectations; concern tracking through closure; culturally responsive practice; student action-response groups; and use of climate and behavior data for improvement.

Measures We Will Monitor

- Discipline and behavior data
- Climate and belonging survey results
- Timeliness and closure of reported concerns
- Implementation of student voice structures

4 Strong Special Education Systems and Inclusive Practice

Our Commitment

We will strengthen special education systems and inclusive practices so that students with disabilities receive consistent IEP implementation, timely services, meaningful progress monitoring, effective communication, and full access to learning and belonging.

What Students and Families Should Experience

- More consistent services and IEP implementation
- Clear and proactive communication
- Timely responses when services are missed, delayed, or changed
- Greater access to inclusive instruction and school experiences

Our Initial 2026-2028 Focus

- Complete and respond to the internal special education audit
- Strengthen IEP implementation and service-tracking systems
- Improve family communication and progress monitoring
- Establish consistent expectations for inclusion and shared ownership

This Work Also Includes

Missed-service procedures; timeline compliance; proactive service communication; post-exit monitoring; co-teaching; internal collaboration; and shared responsibility between general and special educators.

Measures We Will Monitor

- Student progress data
- IEP progress-monitoring information
- Service-delivery and implementation data
- Family experience and communication data





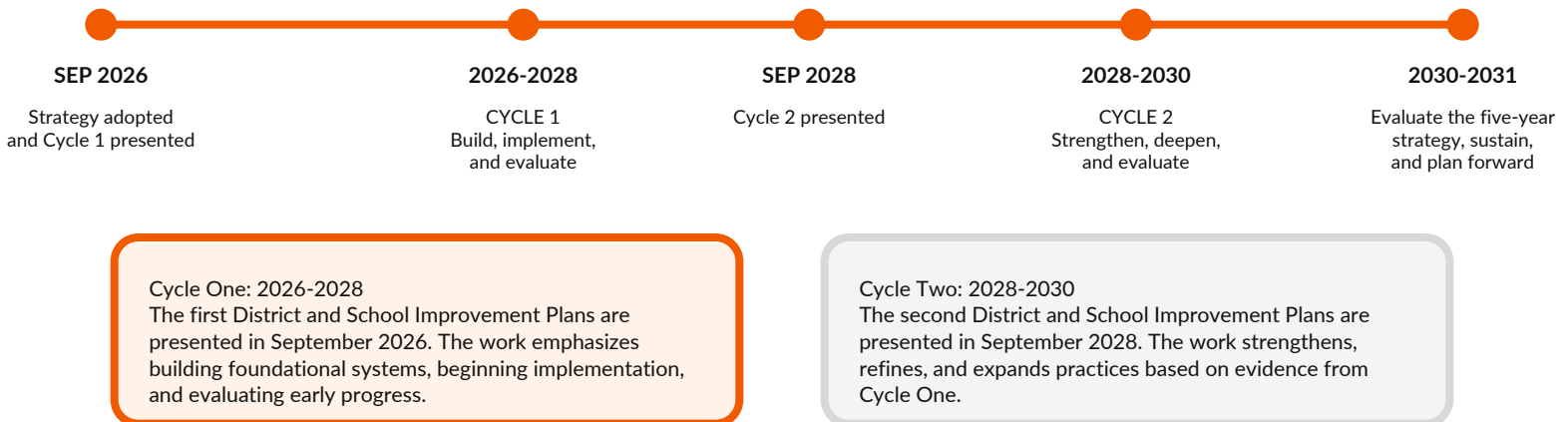
Implementation, **Measurement,** and Accountability



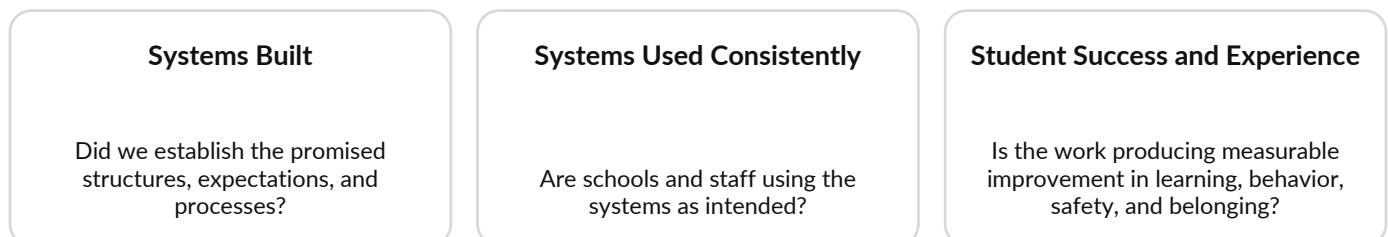
1 From Strategy to Action

The Strategy for Student Success establishes South Hadley Public Schools' direction from 2026 through 2031. Two successive two-year District Improvement Plan and School Improvement Plan cycles will translate the strategy into specific actions, responsibilities, timelines, resources, and measures of success.

2 Two Improvement-Plan Cycles



3 How We Will Measure Progress



4 Public Reporting

