

DISTRICT IMPROVEMENT PLAN

2026-2028

SOUTH HADLEY PUBLIC SCHOOLS

EXECUTIVE SUMMARY: School and District Improvement Plans (DIPs) are tools to help design a future not yet realized for students. South Hadley’s District Improvement Plan builds upon the previous DIP while pulling directly from the Superintendent Entry Findings and the Strategy for District Improvement developed over the last year.

This two-year plan is intended to turn the district’s five-year strategy into clear, actionable steps. It focuses the district’s work on the highest-leverage priorities that will improve teaching, learning, support systems, school climate, and services. While not every elementary of the five-year strategy can be completed in the first two years, this plan identifies the foundational work needed to move the district forward with coherence, accountability, and shared purpose.

The District Improvement Plan is organized around the four strategic “big rocks”:

- Instructional Coherence, Curriculum, and Rigor
- MTSS, Student Supports, and Readiness
- Climate, Safety, Belonging, and Student Voice
- Special Education Coherence, Compliance, and Inclusive Access

Together, these goals are designed to the instructional core, improve student access to timely supports, create safer and more inclusive learning environments, and ensure all students receive consistent, high-quality services across all schools.



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.

MISSION STATEMENT: 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.

DISTRICT IMPLEMENTATION APPROACH:

- **2026-27: BUILD & BASELINE:** Develop essential frameworks, establish baseline data, address compliance priorities, and pilot selected practices, with the most intensive work focused on inclusive Tier 1 instruction, PK-12 MTSS, and special education compliance and service delivery.
- **2027-28: IMPLEMENT & REFINE:** Implement priority systems consistently across schools, monitor fidelity and outcomes, and refine based on evidence. Other objectives will advance at a pace aligned with district capacity.
- **2028-30: EXPAND & SUSTAIN:** Expand curriculum, executive-functioning systems, restorative practices, student and family systems, and inclusive practices once foundational systems are established.

This will be the next District Improvement Plan Cycle.

Goal #1: Instructional Coherence, Curriculum, and Rigor

South Hadley Public Schools will strengthen PK-12 instructional coherence so that every student experiences consistent grade-level learning, aligned curriculum, clear expectations for rigor, and high-quality tiered instruction across schools, subjects, and transition points.

Objective 1.1: Establish a shared district instructional framework.

Action Step	Persons Responsible	Timeline	Measurable Outcome
Develop a shared district definition of rigor.	Superintendent and Assistant Superintendent - Leads; Administrative Team - Support	By October 2026	District definition of rigor is finalized and communicated to instructional staff by October 2026 and incorporated into the district instructional framework.
Identify common expectations for inclusive Tier 1 instruction: rigor, differentiation, inclusion, student engagement, checks for understanding, and access for students with disabilities/English learners.	Superintendent and Assistant Superintendent - Leads; Administrative Team - Support	October-December 2026; finalized by December 4, 2026	District Tier 1 expectations are documented and approved by December 4, 2026, with clear indicators for rigor, differentiation, inclusion, engagement, checks for understanding, and access.
Create common grade-span classroom look-fors aligned to rigor and Tier 1 expectations.	Superintendent and Assistant Superintendent - Leads; Administrative Team - Support	By October 2026	Grade-span look-for tools are completed by October 2026 and used for administrator calibration and baseline walkthroughs in 100% of schools by June 2027.
Introduce the instructional framework to staff and provide phased professional development.	Superintendent and Assistant Superintendent - Leads; Principals/APs and instructional leaders - Support	Initial introduction/PD April 2027; follow-up August 2027, November 2027, April 2028	100% of instructional staff participate in the initial framework introduction/PD or a documented make-up opportunity by June 2027 and in required 2027-28 follow-up professional learning by April 2028.
Establish baseline implementation data and monitor growth through district and school walkthroughs.	Superintendent, Assistant Superintendent, Principals, Assistant Principals	Baseline Fall 2026 through June 2027; growth review June 2028	Baseline walkthrough data are established in 100% of schools by June 2027. By June 2028, at least 85% of reviewed classroom observations demonstrate the applicable grade-span instructional look-fors.

Overall Measures of Success

By June 2027	By June 2028
- District definition of rigor, Tier 1 expectations, and grade-span look-fors are finalized by the established deadlines. 100% of administrators participate in calibration and 100% of schools establish baseline walkthrough data. 100% of instructional staff participate in the initial framework introduction/PD or a documented make-up opportunity by June 2027.	100% of instructional staff participate in required 2027-28 framework professional learning by April 2028. - At least 85% of reviewed classroom observations demonstrate the applicable grade-span instructional look-fors by June 2028. - Student survey and district/common standards-based results are compared with the 2026-27 baseline and reported by June 2028.

Objective 1.2: Develop aligned PK-12 curriculum review cycles and standards-based assessments.

Action Step	Persons Responsible	Timeline	Measurable Outcome
Establish a simple district curriculum-review protocol and five-year curriculum-review calendar.	Assistant Superintendent - Lead; Superintendent - Oversight; Principals, content leaders, coaches, and teacher teams - Support	Develop during 2026-27; begin use 2027-28	Protocol and five-year calendar completed by June 2027; cycle begins in 2027-28.
Implement and refine ELA curriculum work already underway in Grade 5 and Grades 6-8, while identifying priority K-12 ELA transition/alignment gaps.	Assistant Superintendent - Lead; Building Administrators, ELA teachers/content teams, coaches - Support	Implement 2026-27; refine/address priority gaps 2027-28	100% of identified Grade 5 and Grades 6-8 ELA classrooms implement the adopted curriculum by June 2027; priority K-12 alignment gaps are documented and actions on priority gaps are recorded by June 2028.
Implement and refine mathematics curriculum work in Grade 5, while identifying priority K-12 mathematics transition/alignment gaps.	Assistant Superintendent - Lead; Building Administrators, Math teachers/content teams, coaches - Support	Implement 2026-27; refine/address priority gaps 2027-28	100% of identified Grade 5 mathematics classrooms implement the district curriculum by June 2027; priority K-12 alignment gaps are documented and actions on priority gaps are recorded by June 2028.
Pilot the Grades 6-8 mathematics curriculum, with full implementation in 2027-28 supported by professional learning, pacing guidance, and common assessments.	Assistant Superintendent; Middle School Administration; Math Department/Teachers	Pilot 2026-27; implement 2027-28	100% of identified Grades 6-8 mathematics classrooms participate in the 2026-27 pilot and implement the selected curriculum with PD, pacing guidance, and common assessments by June 2028.
Review Grades 6-8 Science curriculum needs, including standards alignment, instructional needs, implementation requirements, professional development, and cost.	Assistant Superintendent - Lead; Middle School Administration; Science teachers/content team - Support	Review 2026-27; implementation 2027-28	Grades 6-8 Science review is completed and a curriculum identified by June 2027; implementation begins in 2027-28 and status is documented by June 2028.
Pilot at least one selected Social Studies module in Grades 6-7 during 2026-27; implement that module in 2027-28; and pilot/implement at least two selected modules in Grades 3-4 during 2027-28.	Assistant Superintendent - Lead; Social Studies teachers/content leaders - Support	Grades 6-7 pilot 2026-27; Grades 6-7 implementation and Grades 3-4 pilot/implementation 2027-28	At least one selected Social Studies module is piloted in Grades 6-7 by June 2027 and implemented by June 2028; at least two selected modules are piloted/implemented in Grades 3-4 by June 2028.
Establish a common understanding of standards-based assessment, develop common assessments at key instructional points such as the end of modules, units, or chapters, and use results to address priority gaps and refine instruction.	Principals and Teacher Teams - Leads; Department/Content Leaders - Support	Expectations 2026-27; assessments developed/refined and results used 2027-28	By June 2028, 100% of applicable grades/courses administer at least one common assessment per unit/module/chapter and document resulting instructional responses.

Overall Measures of Success

By June 2027	By June 2028
- Curriculum-review protocol/five-year calendar are completed by June 2027. 100% of identified Grade 5 and Grades 6-8 ELA classrooms and Grade 5 mathematics classrooms implement the adopted curriculum; priority alignment gaps are documented. 100% of identified Grades 6-8 mathematics classrooms participate in the pilot. - Grades 6-8 Science review identifies a curriculum; at least one Social Studies module is piloted in Grades 6-7. - Common standards-based assessment expectations are established.	100% of identified Grades 6-8 mathematics classrooms implement the selected curriculum with PD, pacing guidance, and common assessments. - Grades 6-8 Science implementation begins; at least one Social Studies module is implemented in Grades 6-7 and at least two selected modules are piloted/implemented in Grades 3-4. 100% of applicable grades/courses engaged in curriculum work administer at least one common assessment per unit/module/chapter and document instructional responses. - Actions on identified priority ELA/mathematics alignment gaps are documented by June 2028.

Objective 1.3: Strengthen family-facing academic communication.

Action Step	Persons Responsible	Timeline	Measurable Outcome
Use existing district/school websites and established platforms to provide major learning topics, family support resources, assessment calendars, and clear guidance on where academic information is located.	Principals/APs and curriculum staff - Leads; Teachers - Content Support	Initial resources 2026-27; annual update	By June 2027, each school provides major learning topics, family support resources, assessment calendars, and clear platform guidance through its established communication tools; resources are reviewed annually.
Review grade/progress communication routines and establish reasonable minimum expectations that are useful to families without creating unnecessary staff workload.	Principals/APs - Leads; Teacher representatives - Support; Superintendent/Assistant Superintendent - Oversight	Review 2026-27; refine 2027-28	Written minimum grade/progress communication expectations for K-5, 6-8, and 9-12 are established by June 2027 and reviewed for implementation in 2027-28.
Establish systems and structures for proactive communication when students show a pattern of not meeting grade-level/course expectations.	Principals/APs - Leads; Teachers/Student Support Teams - Implementation	Develop 2026-27; implement/monitor 2027-28	By June 2027, schools establish a process requiring family communication within 10 school days after a documented pattern of not meeting grade-level/course expectations is identified. Implementation compliance is monitored and reported by June 2028.
Gather family feedback and use it to refine academic communication.	Superintendent/Assistant Superintendent - Oversight; Principals/APs - School response	Baseline 2026-27; follow-up 2027-28	Baseline family survey data are established in 2026-27. By June 2028, favorable responses increase by at least 5 percentage points in understanding what students are learning, progress, where to find information, and communication when students are struggling.

Overall Measures of Success

By June 2027	By June 2028
- Each school provides major learning topics, family support resources, assessment calendars, and platform guidance through established tools. - Written minimum grade/progress communication expectations are established for K-5, 6-8, and 9-12. - A process requiring family communication within 10 school days of an identified pattern of academic concern is established. - Baseline family survey data are collected.	- Implementation of the 10-school-day academic-concern communication standard is monitored and the compliance rate is reported by June 2028. - Favorable family survey responses increase by at least 5 percentage points from baseline in the identified academic-communication measures. - Each school documents at least one communication refinement based on family feedback or implementation data by June 2028.

Goal #2: MTSS, Student Supports, and Readiness

South Hadley Public Schools will build a coherent PK-12 system of academic, behavioral, social-emotional, executive-functioning, and transition supports so that students receive timely intervention, develop the skills needed to succeed, and are consistently monitored as they move between supports, grades, and schools.

Objective 2.1: Develop a shared PK-12 MTSS framework.

Action Step	Persons Responsible	Timeline	Measurable Outcome
Develop a districtwide PK-12 MTSS framework that defines Tier 1, Tier 2, and Tier 3 across academic, behavioral, attendance, social-emotional, and executive-functioning supports and explicitly connects MTSS to strong inclusive Tier 1 instruction.	Assistant Superintendent and Director of Student Services - Co-Leads; Superintendent - Oversight; Administrative Team/designated staff - Support	Fall 2026-Winter 2027	Written PK-12 MTSS framework defining Tier 1, Tier 2, and Tier 3 expectations is completed by Winter 2027.
Establish school MTSS teams, minimum membership, roles/responsibilities, and predictable school/district meeting schedules.	Principals/APs - School Leads; Assistant Superintendent/Director of Student Services - District Oversight	By Winter 2026-27; pilot routines Spring 2027	100% of schools identify an MTSS team and pilot every-other-week review routines by Spring 2027; district MTSS leadership meets monthly.
Develop a common referral, intervention-planning, and documentation process with required intervention-plan components and entry, continuation, change/intensification, and exit criteria.	Assistant Superintendent and Director of Student Services - Co-Leads; School MTSS Teams and relevant specialists - Support	Develop Winter-Spring 2027; pilot Spring 2027	Common process is completed/piloted by June 2027; by June 2028, at least 90% of reviewed Tier 2/Tier 3 plans contain all required components.
Clarify the relationship between MTSS and special education referral/evaluation.	Assistant Superintendent and Director of Student Services - Co-Leads; School Administrators/MTSS Teams - Implementation	Concurrent with 2026-27 framework	Written procedures are completed by June 2027 confirming MTSS may occur concurrently with special education referral and may not delay/deny evaluation when disability is suspected.
Establish common progress-monitoring, intervention-timeliness, and family-communication expectations for full implementation in Year 2.	Assistant Superintendent/Director of Student Services - Co-Leads; Principals/APs - Support	Develop 2026-27; implement 2027-28	District expectations require progress monitoring at least every two weeks, intervention start within 10 school days unless documented otherwise, and family communication at identified intervention points.
Pilot the common MTSS process at every school, gather implementation feedback, and establish baseline data for intervention timeliness, student response, referral/access patterns, and equity.	Principals/APs and School MTSS Teams - Implementation; Assistant Superintendent and Director of Student Services - Oversight; District MTSS Team - Support	Spring 2027; baseline established by June 2027; systematic review 2027-28	100% of schools complete the Spring 2027 pilot, submit implementation feedback, and provide baseline timeliness, student-response, referral/access, and equity data by June 2027.

Overall Measures of Success

By June 2027	By June 2028
- Common PK-12 MTSS framework, team structures, referral/intervention process, required plan components, and MTSS-special education guidance are completed. 100% of schools complete the Spring 2027 pilot, submit implementation feedback, and provide baseline data. - District expectations establish two-week progress monitoring, a 10-school-day intervention-start standard, and required family communication points.	100% of schools use the common MTSS process and established review routines. - At least 90% of reviewed Tier 2/Tier 3 plans contain all required components. - At least 90% of identified interventions begin within 10 school days unless a documented circumstance prevents implementation. - Student-response and access/referral results are reported against the 2026-27 baseline by June 2028.

Objective 2.2: Create and strengthen data-team routines and intervention monitoring.

Action Step	Persons Responsible	Timeline	Measurable Outcome
Establish consistent school and district data-review routines, common Fall/Winter/Spring review windows, and a manageable district dashboard/reporting format using existing MTSS, PLC, grade-level, and department structures.	Assistant Superintendent and Director of Student Services - Co-Leads; Principals/APs - Implementation; Superintendent - Oversight; Administrative Team - Support	Design/pilot 2026-27; full implementation/refinement 2027-28	By June 2028, 100% of schools use every-other-week MTSS review routines, grade/content teams review student data monthly, and district MTSS leadership reviews system data monthly using the common reporting format.
Use the common MTSS intervention plan and multiple data sources to document student needs and decisions.	School MTSS Teams, Grade/Content Teams, Principals/APs	Pilot 2026-27; full implementation 2027-28	Formal intervention decisions use at least two relevant data sources and are documented in the common MTSS intervention plan.
Progress-monitor Tier 2 and Tier 3 interventions at least every two weeks and document formal review decisions.	School MTSS Teams; Principals/APs; District Co-Leads - Oversight	Full implementation 2027-28	Tier 2/Tier 3 progress is reviewed at least every two weeks and each formal review documents a continue, modify, intensify, fade, exit, or additional-evaluation/support decision.
Communicate with families across the intervention cycle.	Principals/APs - Leads; Teachers, Interventionists, MTSS Teams - Implementation	Full implementation 2027-28	By June 2028, at least 90% of reviewed Tier 2/Tier 3 plans document required family communication at intervention initiation, formal review/significant change, and exit.
Monitor students for 6-8 instructional weeks after exiting intervention and allow prompt re-entry when regression occurs.	School MTSS Teams; Principals/APs; District Co-Leads	Implement 2027-28	Post-exit procedures require monitoring for 6-8 instructional weeks with at least two checks. The percentage of reviewed exits meeting the procedure is reported by June 2028.
Monitor fidelity, student response, access/referral patterns, and longer-term intensity-of-support trends.	Assistant Superintendent/Director of Student Services; District MTSS Team; Principals/APs	Baseline 2026-27; systematic monitoring 2027-28; trends continue 2028-30	By June 2028, at least 90% of reviewed active plans have current progress data and documented decisions; student-response, access/referral, and intensity-of-support trends are reported against baseline and used for refinement.

Overall Measures of Success

By June 2027	By June 2028
- Common review routines, Fall/Winter/Spring windows, and a district reporting format are established and piloted. - The common intervention plan is used during the pilot and baseline data are established for student response, family communication, and post-exit procedures.	100% of schools implement the established data-team/intervention-monitoring routines. - At least 90% of reviewed active Tier 2/Tier 3 plans contain timely progress data and documented decisions. - At least 90% of reviewed Tier 2/Tier 3 plans document required family communication at initiation, formal review/significant change, and exit. - Formal intervention decisions use at least two relevant data sources. - Post-exit monitoring compliance and student-response trends are reported against baseline by June 2028.

Objective 2.3: Strengthen executive-functioning, study-skills, and transition supports.

Action Step	Persons Responsible	Timeline	Measurable Outcome
Inventory current executive-functioning/study-skills practices, resources, curricula, and significant gaps across K-5, 6-8, and 9-12.	Assistant Superintendent/Director of Student Services - Co-Leads; Principals/APs and relevant staff - Support	2026-27	100% of schools contribute to a K-5, 6-8, and 9-12 inventory of executive-functioning/study-skills practices, resources, and priority gaps by June 2027.
Continue and evaluate the middle school executive-functioning curriculum pilot with a focus on the WIN block.	Middle School Principal/AP - Leads; District Co-Leads - Oversight; Teachers/Support Staff - Implementation	Pilot 2026-27; refine 2027-28	A written evaluation of the middle-school WIN pilot is completed by June 2027 using identified student/staff feedback and implementation data; the approach is refined during 2027-28 based on findings.
Establish and implement minimum transition expectations for elementary-to-middle school, Grade 8-to-9, and high school-to-postsecondary transitions, and identify students who require additional or individualized transition support.	Assistant Superintendent and Director of Student Services - Co-Leads; Principals/APs, Counselors, Special Educators, School MTSS Teams, and relevant staff - Implementation	Define 2026-27; implement 2027-28	By June 2028, 100% of applicable schools/grade spans implement the district minimum transition protocol, and 100% of students identified as needing additional transition support have documented support history and individualized actions transferred to the receiving team.
Establish baseline student experience/outcome measures related to executive-functioning needs and major transitions.	District Co-Leads; Principals/APs - Implementation	Baseline 2026-27; follow-up 2027-28	By June 2027, baseline student survey data and at least two available objective indicators related to transition/readiness are documented. Follow-up results are compared with baseline and reported by June 2028.
Identify priorities for broader PK-12 executive-functioning/study-skills instruction, common tools, high-school readiness supports, and family resources in the 2028-30 DIP.	Assistant Superintendent/Director of Student Services - Co-Leads; Administrative Team - Support	Scope during 2027-28; expand 2028-30	A sequenced 2028-30 plan for broader PK-12 executive-functioning/study-skills instruction, common tools, high-school readiness supports, and family resources is completed by June 2028.

Overall Measures of Success

By June 2027	By June 2028
100% of schools contribute to the executive-functioning/study-skills inventory by June 2027. - A written evaluation of the middle-school WIN pilot is completed using student/staff feedback and implementation data. - Minimum transition expectations are established for the three identified transition points. - Baseline student survey data and at least two objective transition/readiness indicators are documented.	100% of applicable schools/grade spans implement the minimum transition protocol. 100% of identified students needing additional transition support have support history and individualized actions transferred to receiving teams. - Follow-up student experience/outcome indicators are compared with baseline and reported by June 2028. - A sequenced 2028-30 executive-functioning/study-skills plan is completed by June 2028.

Goal #3: Climate, Safety, Belonging, and Student Voice

South Hadley Public Schools will create predictable, inclusive, and responsive school environments so that students feel safe, known, respected, and able to fully engage in rigorous learning, while concerns are addressed through clear follow-through and visible action.

Objective 3.1: Establish consistent safety, behavior, and restorative response expectations.

Action Step	Persons Responsible	Timeline	Measurable Outcome
Review current safety, behavior, discipline, bullying-prevention, restorative, reporting, communication, documentation, and follow-through practices and establish baseline data.	Superintendent and Assistant Superintendent - Co-Leads/Oversight; Principals/APs - School Leads	Fall 2026-Winter 2027	100% of schools complete the current-practice review and establish baseline behavior/safety data by Winter 2027.
Develop a common district behavior/response framework distinguishing classroom-managed and administrator-managed concerns and establishing common principles/ranges of response.	Superintendent and Assistant Superintendent - Co-Leads; Principals/APs - Development Team	Fall 2026-Spring 2027	A common district behavior/response framework distinguishing classroom- and administrator-managed concerns and common response principles is completed by June 2027.
Clarify DESE-required bullying reporting/investigation procedures and coordinate bullying, behavior/safety, and general concern reporting pathways, including student/family education, two-school-day acknowledgment, and follow-through/closure communication.	Superintendent and Assistant Superintendent - Oversight; Principals/APs and designated staff - Development/Implementation	Develop 2026-27; education and implementation begin 2027-28	Bullying/general-concern procedures, forms, timelines, and reporting pathways are documented by June 2027 and include the two-school-day acknowledgment standard and follow-through expectations.
Maintain restorative practice as a district philosophy and continue selected restorative responses where appropriate without requiring comprehensive districtwide restorative-practice redesign in this cycle.	Superintendent/Assistant Superintendent - Oversight; Principals/APs - School Implementation	2026-28; broader expansion considered 2028-30	Selected restorative responses are explicitly included in the district behavior/response framework by June 2027; comprehensive districtwide restorative-practice fidelity is not a target in this cycle.
Develop role-specific professional development materials and train all staff on the common behavior/safety/reporting framework.	Superintendent/Assistant Superintendent - Co-Leads; Principals/APs - Support/Reinforcement	Develop 2026-27; train August 2027; reinforce 2027-28	100% of staff participate in role-appropriate behavior/safety/reporting training or a documented make-up opportunity by September 30, 2027.
Review behavior and safety data regularly at schools and monthly at the district level, including disproportionality, and use findings to monitor and refine the common behavior/safety framework.	Principals/APs - School Leads; Superintendent and Assistant Superintendent - District Leads/Oversight; Administrative Team - Participants	Baseline 2026-27; ongoing implementation, monitoring, and refinement 2027-28	100% of schools conduct documented monthly behavior/safety data reviews and district leadership conducts monthly reviews in 2027-28. By June 2028, favorable student climate responses increase by at least 5 percentage points from baseline in safety, fairness, belonging, trusted adults, and confidence in adult response.

Overall Measures of Success

By June 2027	By June 2028
100% of schools complete the practice review and establish baseline behavior/safety data. - The common behavior/response framework and clarified bullying/general-concern procedures are completed by June 2027. - Student/family education and role-specific staff training materials are completed.	100% of staff participate in role-appropriate training or a documented make-up opportunity by September 30, 2027. 100% of schools and district leadership conduct documented monthly behavior/safety data reviews. - Favorable student climate responses increase by at least 5 percentage points from baseline in the identified measures. - Selected restorative responses remain embedded in the framework; any comprehensive expansion is scoped for 2028-30.

Objective 3.2: Create a common concern-reporting and response protocol.

Action Step	Persons Responsible	Timeline	Measurable Outcome
Review current concern-response practices and establish one common district protocol for general non-specialized concerns.	Superintendent/Assistant Superintendent - Oversight; Principals/APs - School Leads	Fall 2026-Winter 2027	One district protocol for general non-specialized concerns, including the distinction from specialized/legal processes, is completed by June 2027.
Establish closest-level-first guidance, a clear escalation pathway, and a common online non-bullying concern form with routing/ownership procedures; anonymous submissions are not permitted.	Superintendent and Assistant Superintendent - Oversight; Principals/APs and appropriate district staff - Development/Implementation	Develop 2026-27; launch/implement 2027-28	Closest-level-first guidance, escalation, the online non-bullying form, and routing/ownership procedures are completed by June 2027 and launched for 2027-28; 100% of formal submissions are assigned to an identified owner.
Establish response timelines: acknowledgment within two school days, substantive response/next step/status update within five school days after acknowledgment, and continued updates through conclusion when needed.	Principals/APs - Leads; Superintendent/Assistant Superintendent - Oversight	Procedures 2026-27; implement 2027-28	By June 2028, at least 90% of formal concerns receive acknowledgment within two school days and at least 90% receive a substantive response/next step/status update within five school days after acknowledgment; extended matters receive ongoing updates through conclusion.
Develop one common tracking system/categories for formal submissions and track them through closure.	Superintendent/Assistant Superintendent - Oversight; Principals/APs/assigned administrators - Implementation	Develop 2026-27; operational 2027-28	By June 2028, 100% of formal submissions are entered in the common tracking system with category, owner, acknowledgment, actions, status, follow-up, and closure/disposition recorded.
Publish family/student guidance and incorporate the protocol into August 2027 staff training.	Superintendent/Assistant Superintendent - Leads/Oversight; Principals/APs - Reinforcement	Develop 2026-27; publish/train 2027-28	Family/student guidance is published before the start of the 2027-28 school year and the protocol is included in August 2027 staff training.
Review aggregate concern data to identify response delays, recurring themes, and systemic issues and refine procedures.	Superintendent/Assistant Superintendent - District Leads; Principals/APs - School Leads; Administrative Team - Review	Beginning 2027-28	Beginning in 2027-28, school and district aggregate concern data are reviewed monthly; recurring themes, response delays, or systemic issues generate documented follow-up actions.

Overall Measures of Success

By June 2027	By June 2028
- The districtwide general concern protocol, online form/routing process, communication standards, tracking categories, and family/student guidance are completed by June 2027. - Staff training materials are ready for August 2027 implementation.	100% of formal submissions are entered in the tracking system and assigned a status/disposition. - At least 90% receive acknowledgment within two school days and at least 90% receive a substantive response/next step/status update within five school days after acknowledgment. - School and district aggregate concern data are reviewed monthly and recurring themes generate documented follow-up. - Extended matters receive ongoing updates through conclusion.

Objective 3.3: Increase student voice and belonging across schools.

Action Step	Persons Responsible	Timeline	Measurable Outcome
Review/refine the existing student climate/belonging survey and administer it twice each school year.	Superintendent/Assistant Superintendent - Oversight; Principals/APs/appropriate staff - Support	Review Fall 2026; administer Fall/Spring annually	The district climate/belonging survey is administered twice each school year and results are reported by school/level for the identified measures.
Establish or continue developmentally appropriate student voice opportunities at each level with flexibility in structure and frequency.	Principals/APs - School Leads; Superintendent/Assistant Superintendent - District Oversight	2026-28	Each school documents at least two student voice/listening opportunities per school year using a developmentally appropriate structure.
Expand the established high-school student-to-student listening group to include each grade level and use high-school student leaders with younger students when feasible.	High School Principal/APs/designated staff; Principals/APs at younger levels - Support	2026-27; refine 2027-28	By June 2027, the high-school student-to-student listening structure includes representation/opportunities across all four high-school grade levels; implementation is reviewed in 2027-28.
Establish a representative Superintendent Student Advisory Group.	Superintendent - Lead; Assistant Superintendent/Principals/APs - Support	2026-27; ongoing	A representative Superintendent Student Advisory Group is established in 2026-27 and meets at least quarterly thereafter.
Use survey/listening data to identify one school-level climate/belonging priority annually and implement one or two visible actions in response to student feedback using a simple "You Said - We Heard - We Did" process.	Principals/APs - Leads; Student Voice Groups, Students, and School Teams - Partners/Support	Priority identified after Fall data each year; visible action-response implementation 2027-28	Each school identifies one climate/belonging priority annually and, during 2027-28, completes one or two documented actions in response to student feedback and communicates the response through a feedback-to-action process.

Overall Measures of Success

By June 2027	By June 2028
- The climate/belonging survey is administered twice and baseline/Spring results are reported. - Each school documents at least two student voice/listening opportunities during the year. - The high-school listening structure includes all four grade levels and the Superintendent Student Advisory Group is established and meets at least quarterly. - Each school identifies one climate/belonging priority based on student feedback.	- Climate/belonging survey data are collected twice annually and favorable responses increase by at least 5 percentage points from baseline in the identified measures. - Each school documents at least two student voice/listening opportunities and completes one or two actions tied to its identified priority. - The Superintendent Student Advisory Group meets at least quarterly and school responses to feedback are communicated to students.

Goal #4: Special Education Coherence, Compliance, and Inclusive Access

South Hadley Public Schools will strengthen special education coherence, compliance, and inclusive practice so that students with disabilities receive timely services, consistent IEP implementation, meaningful progress monitoring, and full access to instruction and belonging across all schools.

Objective 4.1: Complete an internal special education audit and use the findings to guide improvement in compliance, service delivery, communication, staffing, and inclusive practice.

Action Step	Persons Responsible	Timeline	Measurable Outcome
Finalize the audit framework and analyze stakeholder evidence, including caregiver, staff, Extended School Year family/staff survey data and additional stakeholder/student feedback.	Superintendent and Assistant Superintendent - Leads; Director and Assistant Director of Student Services and School Staff - Support	September-October 2026	A written audit framework is completed by October 2026 and identifies review areas, evidence sources, stakeholder groups, record-review methodology, timeline, and deliverables; stakeholder themes are documented.
Conduct the compliance, service-delivery, record/IEP, and MTSS-special education alignment review.	Superintendent and Assistant Superintendent - Leads; Director of Student Services - Support	Fall 2026	The Fall 2026 review includes approximately 10% of district IEPs across schools/grade spans and 100% of identified IEPs involving missed or compensatory services in the prior three years, plus the identified compliance, service-delivery, communication, staffing/program, inclusion, and MTSS-special education areas.
Identify financial, staffing, scheduling, and program implications of findings and recommendations.	Superintendent and Assistant Superintendent - Leads; Director of Student Services/appropriate district staff - Support	Fall 2026	By December 2026, each initial recommendation is categorized as immediate/compliance-critical, requiring additional planning/resources, or longer-term redesign, with identified financial, staffing, scheduling, or program implications as applicable.
Present audit findings, baseline data, and initial recommendations to the School Committee.	Superintendent and Assistant Superintendent - Leads; Director of Student Services - Support	December 2026	Audit findings, baseline data, strengths/gaps, initial recommendations, and immediate corrective actions/next steps are publicly presented to the School Committee in December 2026.
Develop detailed action plans for recommendations requiring additional analysis or implementation planning.	Superintendent and Assistant Superintendent - Leads; Director of Student Services - Support	January-June 2027	By June 2027, 100% of prioritized recommendations have a documented owner, implementation timeline, action steps, resource implications, evidence of completion, and measurable outcome.
Lead operational implementation of approved recommendations and action items.	Director of Student Services - Operational Lead; Assistant Director/appropriate staff - Implementation; Superintendent and Assistant Superintendent - Oversight	Beginning January 2027 and ongoing through 2027-28	Approved recommendations are reviewed monthly. 100% of compliance-critical or immediately actionable items are tracked against approved deadlines; any item not completed by its deadline has a documented status, corrective action, and revised deadline.
Provide twice-yearly School Committee progress updates, conduct a formal follow-up review, reassess family/staff perceptions, and identify 2028-30 carryover.	Superintendent and Assistant Superintendent - Leads; Director of Student Services - Support/Implementation Reporting	Twice yearly; formal follow-up and perception review Spring 2028	Two School Committee progress updates are provided each year and a formal follow-up review occurs in Spring 2028. By Spring 2028, favorable family and staff survey responses on identified audit measures increase by at least 5 percentage points from the 2026-27 baseline.

Overall Measures of Success

By June 2027	By June 2028
- Audit findings, baseline data, and initial recommendations are publicly presented in December 2026. - The review includes approximately 10% of district IEPs and 100% of identified missed/compensatory-service cases from the prior three years. 100% of prioritized recommendations have an owner, timeline, action steps, resource implications, evidence of completion, and measurable outcome by June 2027.	- Approved recommendations are reviewed monthly and all overdue compliance-critical/immediate items have documented corrective action and a revised deadline. - Two School Committee progress updates are provided each year and a formal follow-up review is completed in Spring 2028. - Favorable family and staff survey responses on identified audit measures increase by at least 5 percentage points from the 2026-27 baseline. - Completion status for all high-priority recommendations due in this cycle is reported by June 2028; unfinished items have documented next steps and deadlines.

Objective 4.2: Improve IEP implementation, service tracking, timeline compliance, and missed-service procedures across all schools.

Action Step	Persons Responsible	Timeline	Measurable Outcome
Develop a common district system and procedures for tracking required, scheduled, delivered, missed, make-up, and compensatory services, including common definitions, family notification, repeated missed-service review, and compensatory-service consideration.	Director of Student Services - Lead; Assistant Director, Case Managers, and Providers - Implementation Support; Superintendent and Assistant Superintendent - Oversight; Principals - Support	Develop 2026-27; full implementation 2027-28	The common service-delivery/missed-service system and procedures are developed in 2026-27 and used across 100% of schools in 2027-28.
Develop and use a monthly special education compliance/service-delivery dashboard and review data monthly within Student Services, assigning corrective follow-up.	Director and Assistant Director of Student Services - Leads; Superintendent and Assistant Superintendent - Oversight	Develop 2026-27; monthly review thereafter	A compliance/service-delivery dashboard is completed in 2026-27 and reviewed monthly thereafter; overdue items, repeated concerns, and compliance risks are assigned an owner and tracked to resolution.
Clarify principal/AP support responsibilities and review school schedules before each school year for IEP service-delivery capacity.	Director of Student Services - Lead; Principals/APs - Support; Superintendent/Assistant Superintendent - Oversight	Clarify 2026-27; annual schedule review before school	Before each school year, school schedules are reviewed for IEP service-delivery capacity. 100% of identified schedule/service-capacity conflicts have a documented resolution or mitigation plan.
Clarify IEP implementation responsibilities and a reasonable acknowledgment/access process for all responsible staff.	Director of Student Services - Lead; Assistant Director - Support; Principals/APs - Reinforcement	Develop 2026-27; implement/refine 2027-28	A district IEP implementation/access process is established by June 2027 so responsible staff have documented access to relevant IEP components without duplicative daily paperwork; implementation is monitored in 2027-28.
Provide role-specific South Hadley special education procedure training, including new-hire training.	Director of Student Services - Lead; Assistant Director - Support; Superintendent/Assistant Superintendent - Oversight; Principals/APs - Support	Targeted Spring 2027; comprehensive August 2027; ongoing/new hires 2027-28	Role-specific district procedure training is provided in Spring/August 2027. Beginning in 2027-28, 100% of newly hired staff requiring the training receive South Hadley-specific special education procedure training within 30 calendar days of employment.
Monitor legal timelines and IEP service-delivery fidelity and use audit findings to refine systems.	Director/Assistant Director of Student Services - Leads; Superintendent/Assistant Superintendent - Oversight; Principals - Support	Baseline 2026-27; monthly/systematic 2027-28	By June 2028, at least 90% of monitored legal/procedural requirements are completed within timelines, at least 95% of reviewed IEP services are documented as delivered as required, and 100% of identified missed services have documented follow-up/corrective action.

Overall Measures of Success

By June 2027	By June 2028
- Districtwide service/missed-service tracking, procedures, and a monthly compliance/service-delivery dashboard are developed. - IEP implementation roles and access procedures are clarified and school schedules are reviewed for service-delivery capacity. - Baseline data are established for timeline compliance, service delivery, missed/make-up services, and compensatory cases.	- The common tracking system is used across 100% of schools and the dashboard is reviewed monthly. - At least 90% of monitored legal/procedural requirements are completed within timelines. - At least 95% of reviewed IEP services are documented as delivered as required and 100% of identified missed services have documented follow-up/corrective action. 100% of identified schedule/service-capacity conflicts have a documented resolution or mitigation plan. 100% of newly hired staff requiring district procedure training receive it within 30 calendar days of employment.

Objective 4.3: Strengthen family communication, IEP progress monitoring, concern response, and post-exit follow-up.

Action Step	Persons Responsible	Timeline	Measurable Outcome
Develop, implement, monitor, and refine a Special Education Family Communication & Progress Standard covering minimum proactive case-manager/liaison communication, IEP progress-report schedules, data-based/family-friendly reporting, language access, and missed/delayed-service communication.	Director of Student Services - Lead; Assistant Director and Principals - Implementation Support; Superintendent and Assistant Superintendent - Oversight	Develop 2026-27; implement, monitor, gather family feedback, and refine 2027-28	The district standard is completed by June 2027 and establishes proactive case-manager/liaison communication at least once per month, required IEP progress-report schedules, data-based/family-friendly reporting, language access, and missed/delayed-service communication. Implementation is audited during 2027-28 and the compliance rate is reported by June 2028.
Establish a Student Services-specific concern/escalation/tracking process with district response timelines.	Director and Assistant Director of Student Services - Leads; Superintendent and Assistant Superintendent - Oversight	Develop 2026-27; implement/monitor 2027-28	By June 2028, at least 90% of formal special education concerns receive acknowledgment within two school days and a substantive response/next-step/status update within five school days after acknowledgment; longer matters receive ongoing updates through closure.
Establish timely internal communication expectations for significant IEP/service changes and district-level family communication.	Director of Student Services - Lead; Assistant Director, Principals/APs, Case Managers, and Staff - Implementation/Support; Superintendent/Assistant Superintendent - District Coordination	Develop 2026-27; ongoing	Beginning in 2027-28, significant IEP/service changes and relevant district-level family communication are shared with the liaison/case manager and appropriate staff within two school days; implementation compliance is monitored and reported by June 2028.
Establish post-exit monitoring and transfer to MTSS for students no longer eligible for special education.	Director/Assistant Director of Student Services - Leads; Case Manager/Liaison and School MTSS Team - Implementation	Develop 2026-27; implement 2027-28	Post-exit procedures require 6-8 instructional weeks of monitoring with at least two checks and transfer of support history/strategies to MTSS. The implementation rate is reported by June 2028.

Overall Measures of Success

By June 2027	By June 2028
- The Special Education Family Communication & Progress Standard is established, including at least monthly proactive case-manager/liaison communication. - The Student Services concern process is established with two-day/five-day communication standards. - A two-school-day internal communication standard for significant IEP/service changes and post-exit monitoring procedures are established. - Baseline family survey data are collected.	- Implementation rates for monthly proactive communication, two-school-day internal communication, and post-exit monitoring are audited and reported by June 2028. - At least 90% of formal special education concerns meet the two-day acknowledgment and five-day substantive response/status standards. - Favorable family survey responses increase by at least 5 percentage points from baseline in understanding services/progress, timeliness, contact clarity, follow-through, and meaningful participation.

Objective 4.4: Strengthen inclusive practices and shared ownership.

Action Step	Persons Responsible	Timeline	Measurable Outcome
Define districtwide expectations for inclusion/shared ownership and clarify individualized placement/least restrictive environment guidance.	Assistant Superintendent and Director of Student Services - Co-Leads; Superintendent - Oversight; Principals/APs - Implementation	2026-27	Districtwide inclusion/shared-ownership and individualized LRE guidance is completed by June 2027.
Inventory current inclusion/co-teaching and inclusive service-delivery practices, establish baseline access/placement/progress data, identify planning/structural barriers, and select 1-2 school priorities.	Assistant Superintendent and Director of Student Services - Co-Leads; Principals/APs - School Leads; School Teams - Support	Review/inventory 2026-27; targeted improvement 2027-28	By June 2027, 100% of schools complete the inclusion/co-teaching/service-delivery inventory, establish baseline access/placement/progress data, identify planning/structural barriers, and select 1-2 school priorities.
Continue and strengthen existing secondary co-teaching professional development/support, including purposeful use of parallel teaching and quality-focused walkthrough indicators.	Assistant Superintendent/Director of Student Services - Co-Leads; Secondary Principals/APs/Co-Teaching Teams - Implementation	Continue 2026-27; targeted coaching/monitoring 2027-28	A 2026-27 walkthrough baseline is established for agreed co-teaching indicators. By June 2028, at least 80% of observed co-taught classrooms demonstrate the agreed indicators for shared instructional responsibility, purposeful parallel teaching, differentiation, student engagement, and grade-level access.
Establish and provide paraprofessional/ETA role-specific training and ongoing support that promotes student access and independence.	Director of Student Services - Lead; Assistant Director, Principals/APs, Special Educators - Support/Implementation	Develop 2026-27; implement/support 2027-28	Role-specific paraprofessional/ETA training is developed in 2026-27 and 100% of paraprofessionals/ETAs participate in the training or a documented make-up opportunity by June 2028.
Implement selected school inclusion priorities, monitor student access, academic/IEP progress, and belonging, and use audit/implementation data to scope any major co-teaching, staffing, program, or comprehensive PK-12 inclusion redesign for 2028-30.	Assistant Superintendent and Director of Student Services - Co-Leads; Superintendent - Oversight; Principals/APs and School Teams - Implementation	Implement/monitor 2027-28; major redesign, if needed, 2028-30	By June 2028, 100% of schools complete at least one documented action tied to each selected inclusion priority and compare student access, academic/IEP progress, and belonging data with baseline; any major redesign requiring additional capacity is documented for 2028-30.

Overall Measures of Success

By June 2027	By June 2028
- Districtwide inclusion/shared-ownership and LRE guidance is completed. 100% of schools complete the current-state inventory, establish baseline data, identify barriers, and select 1-2 inclusion priorities. - A co-teaching walkthrough baseline is established and paraprofessional/ETA training is developed.	- At least 80% of observed co-taught classrooms demonstrate the agreed co-teaching indicators by June 2028. 100% of paraprofessionals/ETAs participate in role-specific training or a documented make-up opportunity by June 2028. 100% of schools complete at least one documented action tied to each selected inclusion priority and compare access/progress/belonging data with baseline. - Any comprehensive redesign requiring significant additional capacity/resources is documented for the 2028-30 cycle.