

***Henry J. Skala School  
School Improvement Plan  
2026-2028***



## Executive Summary

Henry J. Skala School serves the youngest children in South Hadley. It has an integrated pre-school program comprising four classrooms, six full day kindergarten classrooms and six first grade classrooms. The current enrollment is 291 children. All teaching faculty are Highly Qualified by the Massachusetts Department of Elementary and Secondary Education and certified.

The following information is an overview of Henry J. Skala School's current demographic:

|                            |       |
|----------------------------|-------|
| African American           | 2.7%  |
| Asian                      | 1.1%  |
| Economically Disadvantaged | 36.7% |
| English Language Learners  | 8.7%  |
| Hispanic                   | 24.2% |
| Multi-race / Non-Hispanic  | 3%    |
| Native American            | 0%    |
| Students at Risk           | 49.6% |
| Students with Disabilities | 25%   |
| White                      | 68.9% |

Source: MA DESE profile (2025-2026 School Year data)

## Mission Statement

The mission at Henry J. Skala School is to foster a nurturing and inclusive environment where every child feels valued, supported, and encouraged to reach their full potential. We are committed to providing a high-quality education that promotes curiosity, creativity, and critical thinking, while instilling respect, responsibility, and kindness. Together in collaboration with students, staff, caregivers and the community, we strive to inspire lifelong learners who are multifaceted, embrace and demonstrate compassion, and actively contribute to a positive and thriving world.

## Core Values



### **GROW:**

**G – Gratitude:** We appreciate what we have and who we are with.

**R – Responsibility:** We take care of our learning and our actions.

**O – Openness:** We are curious, inclusive, and willing to try.

**W – Wonder:** We explore the world with excitement and joy.

We believe:

- In promoting excellence in education. We are committed to providing the necessary tools and level of challenge to ensure that each student achieves high standards and is prepared to meet the challenges of lifelong learning.
- In recognizing student achievement with the expectation that each student will use the resources available and strive to reach grade level standards and beyond.

- In a cooperative, responsive community, marked by the realization and respect of individual differences. All members of the Henry J. Skala School community will exhibit respect for themselves and others by demonstrating tolerance through what they say and do.
- In providing a safe environment which nurtures respect, curiosity, dignity and self-worth for each individual.

**Henry J. Skala's school improvement plan is aligned to the district improvement plan's four strategic "big rocks":**

**Goal #1: Instructional Coherence, Curriculum, and Rigor - ELA**

**Goal #2: MTSS, Student Supports, and Readiness - ELA**

Henry J. Skala School remains committed to aligning its English Language Arts (ELA) curriculum with the Massachusetts Curriculum Frameworks and Common Core State Standards, grounded in the principles of the Science of Reading. We will continue implementing **UFLI (University of Florida Literacy Institute)**, which provides explicit, systematic, and research-based phonics instruction. In addition, we have introduced **Bookworms**, a comprehensive, research-based ELA curriculum designed to support strong literacy development. This year marks our **second year of implementation**, allowing us to build upon our progress and further strengthen consistent, evidence-based literacy instruction across the school.

**Goal #1: Instructional Coherence, Curriculum, and Rigor**

**Goal #2: MTSS, Student Supports, and Readiness - Math**

Henry J. Skala School will prioritize strengthening mathematics instruction through a focused School Improvement Plan centered on the implementation of the new **Illustrative Mathematics** curriculum and the **Standards for Mathematical Practice (SMP)**. The SMP emphasizes the development of mathematical reasoning, problem-solving, communication, and conceptual understanding that students need to become confident and proficient mathematicians. The primary areas of instructional focus will include **Number Sense and Operations; Measurement and Data; Geometry; and Statistics and Probability**. Through the intentional implementation of Illustrative Mathematics and the integration of the Standards

for Mathematical Practice, we will work to deepen students' conceptual understanding, strengthen mathematical thinking, and promote consistent, high-quality mathematics instruction across the school.

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

Henry J. Skala School utilizes the **Sown to Grow** program to support the social-emotional development and overall well-being of our students. Through daily student check-ins and engaging, developmentally appropriate lessons, the program provides students with opportunities to reflect on their emotions, build self-awareness, develop positive coping strategies, and strengthen social-emotional skills. This intentional approach helps foster a supportive school environment in which students feel connected, valued, and equipped to thrive both academically and personally.

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

To ensure that students are appropriately identified and provided with the support they need, Henry J. Skala School educators and administrators will work to reduce unwarranted special education referrals by **15% by the end of the 2026–2027 school year**. This goal will be supported through a consistent, data-informed referral process that requires a formal **Student Assistance Team (SAT)** review for all non-emergency referrals. The SAT process will ensure that appropriate, evidence-based interventions and pre-referral strategies have been implemented, monitored, and evaluated prior to initiating a special education evaluation. This approach will promote early intervention, strengthen instructional supports, and ensure that referrals are made thoughtfully and based on student need and documented evidence.

## School Wide Goals:

### Goal #1: Instructional Coherence, Curriculum, and Rigor

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

### Goal #2: MTSS, Student Supports, and Readiness

- Create and strengthen data-team routines and intervention monitoring.

| Objectives                                                                                                                                                                                      | Action Steps                                                                                                                                                                                         | Person(s) Responsible                                                                                                                                                                                                                                                                                                                                        | Timeline        | Measurable Outcome                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A - To increase early literacy proficiency across all student cohorts.</p> <p>Target: 90% of students will be on grade level; 80% of Multilingual Language Learners (ML) on grade level.</p> | <ol style="list-style-type: none"><li>1. Participate in district wide professional development.</li><li>2. Protect uninterrupted ELA blocks.</li><li>3. Bookworms implementation - year 1.</li></ol> | <ul style="list-style-type: none"><li>• District Administration</li><li>• Principal / Assistant Principal</li><li>• Teachers</li><li>• Paraprofessionals</li><li>• Principal / Assistant Principal</li><li>• Teachers</li><li>• Principal / Assistant Principal</li><li>• Reading Specialists</li><li>• District ELA Team</li><li>• ELA Specialist</li></ul> | 9/2026 - 6/2027 | <p>Increased scores on the following:</p> <ul style="list-style-type: none"><li>• School based assessments - DIBELS and i-Ready - September, January and June</li><li>• Standards based assessments - DIBELS, phonics and i-Ready - September, January and June</li></ul> |

|  |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | <p>4. Participate in district scope and sequence creation with district leadership teams.</p> <p>5. Execute Year 3 fidelity checks for UFLI.</p> <p>6. Conduct monthly walkthroughs with ELA specialist.</p> <p>7. Review and utilize Tier 1 targeted supports</p> | <ul style="list-style-type: none"> <li>• Principal / Assistant Principal</li> <li>• ELA Specialist</li> <li>• District ELA Team.</li> </ul><br><ul style="list-style-type: none"> <li>• District administrative team</li> <li>• Principal / Assistant Principal</li> <li>• ELA Specialist</li> </ul><br><ul style="list-style-type: none"> <li>• Principal / Assistant Principal</li> <li>• ELA Specialist</li> </ul><br><ul style="list-style-type: none"> <li>• Principal / Assistant Principal</li> <li>• ELA Specialist</li> <li>• Data Team</li> <li>• SAT team</li> </ul> |  |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

|                                                                                                                                           |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                     |                 |                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                           | 8. Foster data cycle conversations through the use of assessments, collaboration and instructional support.                                                                                                                    | <ul style="list-style-type: none"> <li>Principal / Assistant Principal</li> <li>ELA Specialist</li> </ul>                                                                                                                                                                                                                                           |                 |                                                                                                                                                                                                                                                                                                                                                                        |
| <p>B - To deepen mathematical conceptual understanding via <i>Illustrative Math</i>.</p> <p>Target: 100% of students will make gains.</p> | <p>1. Participate in professional development for <i>Illustrative Math</i>.</p> <p>2. Implement Year 2 of <i>Illustrative Math</i>.</p> <p>3. Align district scope/sequence for Standards for Mathematical Practice (SMP).</p> | <ul style="list-style-type: none"> <li>Central office staff</li> <li>Principal / Assistant Principal</li> <li>Teachers</li> <li>Paraprofessionals</li> <li>Principal / Assistant Principal</li> <li>Teachers</li> <li>Math specialist</li> <li>District Administration</li> <li>Principal / Assistant Principal</li> <li>Math specialist</li> </ul> | 9/2026 - 6/2027 | <p>Increased scores on the following:</p> <ul style="list-style-type: none"> <li>Measurable growth in mathematical conceptual understanding, as evidenced by <i>Illustrative Math</i> assessments, student work, and common formative assessments.</li> <li>Standards based math assessments - Universal Screener and i-Ready - September, January and June</li> </ul> |

|                                                                                                                                                                                   |                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                            |                 |                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                   | <p>4. Analyze and review math data.</p> <p>5. Deliver targeted Tier 1 and 2 math interventions.</p> <p>6. Establish a new math PLC calendar for teachers.</p>             | <ul style="list-style-type: none"> <li>• Principal / Assistant Principal</li> <li>• Teachers</li> <li>• Math Specialist</li> </ul><br><ul style="list-style-type: none"> <li>• Principal / Assistant Principal</li> <li>• Teachers</li> <li>• Math Specialist</li> </ul><br><ul style="list-style-type: none"> <li>• Principal / Assistant Principal</li> <li>• Math Specialist</li> </ul> |                 |                                                                                                                                                          |
| <p>C - To ensure high-quality, fully compliant IEP creation and progress tracking.</p> <p>Target: 100% of special education and general education teachers will implement and</p> | <p>1. August PD</p> <p>2. Staff meetings to focus on writing IEPs.</p> <p>3. Require current baseline data at all IEP meetings.</p> <p>4. Audit IEP progress reports.</p> | <ul style="list-style-type: none"> <li>• District Administration</li> <li>• Principal</li> <li>• Assistant Principal / ECC</li> <li>• Director / Assistant Director of Student Services</li> <li>• Special Education Teachers and Support Staff</li> </ul>                                                                                                                                 | 8/2026 - 6/2027 | <ul style="list-style-type: none"> <li>• 100% compliance adhering to IEP guidelines</li> <li>• Mid-year data check on progress - January 2027</li> </ul> |

|                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                             |                 |                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| write education plans to each student's needs, ensuring compliance with legal requirements, and tracking progress.                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                             |                 |                                                                                                                                                                                                                                                                                                                                                                       |
| D - MTSS - To strengthen implementation of the MTSS framework to ensure all students receive timely academic and behavioral interventions. | <ol style="list-style-type: none"> <li>1. MTSS - whole systems approach: A - all can have flexible minds; B - belong to the whole building; and C - can do this.</li> <li>2. Interventionists in ELA and Math as Tier II as well as Tier III.</li> <li>3. Interventions used to benefit student's academic, social and behavioral outcomes.</li> <li>4. Improve instruction and curriculum alignment across the school, both general and special education.</li> <li>5. Continue to enhance Tier I instruction at all</li> </ol> | <ul style="list-style-type: none"> <li>• District Administration</li> <li>• Principal / Assistant Principal</li> <li>• Teachers</li> <li>• Paraprofessionals</li> <li>• SAT team</li> </ul> | 9/2026 - 6/2027 | <ul style="list-style-type: none"> <li>• 100% of students identified through the MTSS process as needing additional academic or behavioral support will receive timely, evidence-based interventions, with progress monitored regularly and documented through data-driven intervention plans and team reviews.</li> <li>• SAT grid review every 6-8 weeks</li> </ul> |

|                                                                                            |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                     |                 |                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                            | <p>levels, including the effective use of DCAP to assist Tier I learning objectives for all students.</p> <p>6. Provide general education teachers with classroom interventions/strategies to assist in addressing student needs in ELA and math.</p>                                                        |                                                                                                                                                     |                 |                                                                                                                                                                                                                                       |
| E - To accelerate language acquisition for 100% of our Multilingual Learner (ML) students. | <ol style="list-style-type: none"> <li>1. Professional development of instructional rounds in ELA classrooms.</li> <li>2. Differentiation of instruction and assessments for all students.</li> <li>3. Use of sentence frames and all SEI strategies.</li> <li>4. Embed visual supports, sentence</li> </ol> | <ul style="list-style-type: none"> <li>• ELA and Math specialists</li> <li>• EL teacher</li> <li>• Teachers</li> <li>• Paraprofessionals</li> </ul> | 9/2026 - 6/2027 | <ul style="list-style-type: none"> <li>• Measurable growth in English language proficiency, as evidenced by language proficiency assessments, progress monitoring data, and classroom performance.</li> <li>• WIDA results</li> </ul> |

|  |                                                   |  |  |  |
|--|---------------------------------------------------|--|--|--|
|  | frames and differentiate rubrics across ELA/Math. |  |  |  |
|--|---------------------------------------------------|--|--|--|

**Goal #3: Climate, Safety, Belonging and Student Voice:** Henry J. Skala School will continue to foster constructive school and district wide partnerships for the purposes of enriching the learning environment for students.

| Objectives                                                                                        | Action Steps                                                                                                                                                             | Person(s) Responsible                                                                                                                                                                                                                                                               | Timeline        | Measurable Outcome                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A - To improve and sustain communication and engagement with families and the community at large. | <ol style="list-style-type: none"> <li>1. Inform families of building happenings / Class Dojo for all.</li> <li>2. Sown to Grow second year of implementation</li> </ol> | <ul style="list-style-type: none"> <li>• Principal / Assistant Principal</li> <li>• Teachers</li> <li>• Support staff</li> <li>• Parents</li> <li>• District Mental Health Coordinator</li> <li>• Principal / Assistant Principal</li> <li>• School Adjustment Counselor</li> </ul> | 9/2026 - 6/2027 | <ul style="list-style-type: none"> <li>• Track percentage of families and community members who report feeling informed, heard and meaningfully engaged as evidenced by Class Dojo data.</li> <li>• Number of families attending events throughout the year</li> <li>• Parent surveys</li> </ul> |

|                                                                                                                            |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                |                 |                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                            | <p>3. Math/ELA literacy nights where families engage with academic work.</p> <p>4. Embrace and cultivate the belief that all are committed to initiating and supporting policies, practices and pedagogies that promote social justice, diversity and inclusion.</p> | <ul style="list-style-type: none"> <li>Principal / Assistant Principal</li> <li>Teachers</li> <li>Paraprofessionals</li> </ul><br><ul style="list-style-type: none"> <li>Principal / Assistant Principal</li> <li>PTA Teacher Representative</li> <li>PTA President</li> </ul> |                 |                                                                                                                                                                                                                                  |
| <p>B - Intervention Systems - Sown to Grow</p> <p>To build classroom teacher capacity to deliver targeted academic and</p> | <p>1. August professional development training</p> <p>2. Sown to Grow training</p> <p>3. Expand District Curriculum Accommodation</p>                                                                                                                                | <ul style="list-style-type: none"> <li>District Administration</li> <li>Director of Mental Health Services</li> <li>Principal / Assistant Principal</li> <li>Teachers</li> <li>ETAs /</li> </ul>                                                                               | 9/2026 - 6/2027 | <ul style="list-style-type: none"> <li>Students increase their understanding and appreciation for diverse perspectives and cultures by providing targeted instruction and opportunities for discussion and reflection</li> </ul> |

|                                                                                                                               |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                           |                 |                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| behavioral interventions.                                                                                                     | <p>Plan (writing and usage)</p> <p>4. Provide staff training on evidence-based interventions used within the building</p>                                                                                                                               | <p>paraprofessionals</p>                                                                                                                                                                                                                  |                 | <p>which will improve mood and behavior for all students.</p> <ul style="list-style-type: none"> <li>Grade 1 to consider on-line reporting.</li> </ul>                                                                                       |
| C - To increase 100% of staff and students' sense of belonging.                                                               | <ol style="list-style-type: none"> <li>Activities offered by PTA will be chosen with a community lens.</li> <li>Survey students at the beginning of the year and at the end of the year on feelings of inclusivity at Henry J. Skala School.</li> </ol> | <ul style="list-style-type: none"> <li>District Administration</li> <li>Director of Mental Health Services</li> <li>Principal / Assistant Principal</li> <li>Teachers</li> <li>ETAs / paraprofessionals</li> <li>PTA president</li> </ul> | 9/2026 - 6/2028 | <ul style="list-style-type: none"> <li>End of the year, school climate and belonging surveys, with measurable growth from baseline data - 90% reporting that they feel valued, respected, included, and connected by 6/2027.</li> </ul>      |
| D - To promote the physical, social-emotional, and environmental wellness of all students by implementing schoolwide wellness | <ol style="list-style-type: none"> <li>Schedule monthly wellness days and school assemblies.</li> <li>Develop and maintain a school garden with the school nurse's recent grant.</li> <li>Implement garden lessons into</li> </ol>                      | <ul style="list-style-type: none"> <li>Principal / Assistant Principal</li> <li>School Nurse</li> <li>Teachers</li> <li>ETAs / paraprofessionals</li> </ul>                                                                               | 9/2026 - 6/2028 | <ul style="list-style-type: none"> <li>Measurable improvement in students well-being, social-emotional skills, positive school culture, environmental responsibility, and student leadership, as evidenced by participation data,</li> </ul> |

|                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--------------------------------------------------------------------------------------|
| <p>initiatives that support student well being, social-emotional learning, environmental stewardship, student leadership and a positive school culture.</p> | <p>classroom instruction.</p> <ol style="list-style-type: none"> <li>4. Launch a schoolwide recycling program.</li> <li>5. Celebrate environmental awareness events; i.e., Earth Day, Waste-Free Lunch Day, etc.</li> <li>6. Install Student Idea Box in a highly accessible area; i.e., cafeteria.</li> <li>7. Implement Kindness Challenges amongst the classroom and/or grade levels.</li> </ol> |  |  | <p>student surveys, behavioral data, and school climate indicators by June 2027.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--------------------------------------------------------------------------------------|

**Goal #4: Special Education Coherence, Compliance, and Inclusive Access** - Henry J. Skala School will strengthen tiered classroom interventions, empowering educators to meet diverse student needs effectively and decreasing special education referrals by 20%.

| Objectives                                                                                                                                                                                                                                                                                                                                         | Action Steps                                                                                                                                                                                                                                                                                                                                                         | Person(s) Responsible                                                                                                                                                                                                                                                                                                                                | Timeline        | Measurable Outcome                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| By the end of the school year, 100% of students will have access to and participate in schoolwide wellness initiatives, with measurable improvement in student well-being, social-emotional skills, positive school culture, environmental responsibility, and student leadership, as evidenced by participation data, student surveys, behavioral | <ol style="list-style-type: none"> <li>1. Create classroom based intervention strategies/resources.</li> <li>2. Creation of SAT intake form as well as problem solving note taking form.</li> <li>3. Staff training around new SAT processes/forms. SAT process involves goals that are data driven, through the collection of baseline data and progress</li> </ol> | <ul style="list-style-type: none"> <li>• Principal / Assistant Principal</li> <li>• Special Education Teachers</li> <li>• SAC</li> <li>• School psychologist</li> <li>• Interventionists</li> <li>• Principal/Assistant Principal</li> <li>• SAC</li> <li>• Principal / Assistant Principal</li> <li>• School Psychologist</li> <li>• SAC</li> </ul> | 9/2026 - 6/2028 | <ul style="list-style-type: none"> <li>• Morning announcements end of year data with classes who had participated</li> <li>• Log entries in PowerSchool data</li> <li>• Behavioral data - referrals and chronic absenteeism</li> <li>• Student participation in wellness activities data</li> <li>• Data from SAT meetings</li> <li>• Sown to Grow data</li> </ul> |

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                     |  |  |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <p>data, and school climate indicators.</p> | <p>monitoring.</p> <p>4. SAT meetings are scheduled and necessary members are invited.</p> <p>5. SAT leader ensures baseline data is turned in with intake form.</p> <p>6. SAT team meets with classroom teacher on student, discusses baseline data and need, then determines intervention and data collection points.</p> <p>7. Classroom teacher implements classroom intervention strategy and collects data.</p> <p>8. Progress meetings are held 6-8 weeks after classroom</p> | <ul style="list-style-type: none"> <li>• Assistant Principal and SAC</li> <li>• Assistant Principal and SAC</li> <li>• Principal / Assistant Principal</li> <li>• SAC</li> <li>• Classroom teacher</li> <li>• SPED/service providers as needed</li> <li>• Classroom teacher</li> <li>• Paraprofessional / ETA</li> <li>• Principal / Assistant Principal</li> </ul> |  |  |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

|  |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | <p>based interventions and data collection has occurred.</p> <p>9. Data is reviewed in progress meetings to determine next steps alongside Special Education and necessary service providers.</p> <p>10. A decision to continue on with intervention or move to the referral process is made.</p> | <ul style="list-style-type: none"> <li>• SAC</li> <li>• Classroom teacher</li> <li>• SPED/support staff as needed</li> </ul><br><ul style="list-style-type: none"> <li>• Principal / Assistant Principal</li> <li>• SAC</li> <li>• Classroom teacher</li> <li>• SPED/support staff as needed</li> </ul><br><ul style="list-style-type: none"> <li>• Principal / Assistant Principal</li> <li>• SAC</li> <li>• Classroom teacher</li> <li>• SPED/support staff as needed</li> </ul> |  |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|