



Principal: Michelle D. Pete ~ Assistant Principal: Kelly J. Fay

August 2026

**Updated 9-8-26*

School Summary: Mosier Elementary School is a public school located in South Hadley, Massachusetts, serving students in grades 2-4. The school has an enrollment of approximately 375 students, with a student-to-teacher ratio of 13.4 to 1.

Mosier services a diverse student population. Approximately 72.8% of students identify as White, 18.4% as Hispanic or Latino, and 5.1% as multi-racial. The school community includes a significant number of students with varying academic, social-emotional, and economic needs. 51.5% of students are identified as high needs, while 34.9% are from low income households, 26.7% are students with disabilities, and 5.1% are English language learners.

Mission Statement: At Mosier Elementary, we believe every child has the potential to thrive and deserves to feel valued, respected, included, and empowered to succeed. We celebrate the diversity, identities, strengths, and experiences that make each member of our school community unique, while fostering a culture grounded in social justice, educational equity, compassion, empathy, and belonging.

Through meaningful collaboration with students, families, educators, and our broader town community, we work to ensure that every child has access to the opportunities, support, and resources needed to reach their full potential. We hold high expectations for all students at Mosier, while recognizing that equity means providing each learner with what they need to be successful.

Through innovative teaching, a rich and engaging curriculum, and intentional opportunities to develop self-awareness, self-regulation, empathy, resilience, and responsible decision-making, we teach our students not only how to learn, but how to navigate challenges, understand and manage their emotions, advocate for themselves and others, and contribute positively to an ever-changing world.

Our goal is to develop confident, compassionate, resilient, and socially conscious learners who are prepared to achieve their goals, embrace differences, stand up for what is right, and make both South Hadley and our world a better place.

Core Values:

- ♥ **Belonging** - Everyone matters at our school.
- 🤝 **Respect** - We value ourselves, others, and our differences.
- 🌍 **Equity** - Everyone gets what they need to succeed.
- 🧠 **Regulation** - We manage our emotions and make expected choices.
- 🌱 **Growth** - Each day we learn, persevere, and accomplish our goals.
- ⚖️ **Lead** - We use our voice and actions to make a difference.

Strategic Priorities, Goals & Objectives

Priority #1 - Instructional Coherence, Curriculum and Rigor

Goal: Mosier will strengthen instructional coherence across grades 2-4, by developing a shared understanding of grade-level rigor, aligning curriculum and instructional expectations, and establishing consistent learning experiences across classrooms.

Objective(s)	Action Steps	Staff Responsible	Timeline	Measures of Success
Objective #1: Define and Establish a Shared Understanding of Rigor By the end of the 2026-2027 school year, Mosier staff will develop a shared understanding of what grade-level rigor looks like across grades 2-4 and establish common expectations for high-quality,	• Engage grade-level PLCs in defining what rigor means at Mosier and identifying characteristics of appropriately rigorous learning tasks. • Examine current instructional tasks, students work, assessments, and classroom practices to determine whether students are consistently engaging in grade-level thinking and learning. • Develop common language	Administration, Teaching Staff, Special Education Staff	By January 2027, a greater level of alignment will be witnessed/ documented through walkthrough data.	• Walkthrough data showing increased evidence of grade-level tasks, academic discourse, and higher-level thinking. • Grade-level teams can articulate common expectations for rigor and describe what those expectations look like in their classrooms or at their grade level. • Student work samples

standards-based instruction.	and look-fors for rigorous instruction across grades 2-4. • Conduct regular collaborative learning walks and/or peer observations focused on rigor, student engagement, academic discourse, and grade-level expectations. • Use staff meetings and grade level PLCs to share examples of rigorous tasks and student work and identify opportunities for increased challenge.			demonstrating increased levels of complexity and alignment to grade-level standards.
Objective #2: Strengthen Curriculum Alignment and Consistency Across Classrooms By the end of the 2026-2027 school year, grades 2-4 will establish greater alignment in essential standards, instructional priorities, pacing, and assessment practices so that students receive a consistent, high-quality learning experience regardless of classroom	• Identify and prioritize essential standards and learning outcomes for each grade level. • Collaboratively examine curriculum resources and pacing to identify gaps, redundancies, and areas where additional alignment is needed. • Develop or refine common grade-level expectations for priority standards. • Analyze student work and assessment data during PLCs to determine whether students are meeting grade-level expectations and adjust instruction accordingly. • Strengthen vertical articulation between grades 2, 3, and 4 to	Administration, Teaching Staff, Special Education Staff & Support Staff	Ongoing through June 2028	• Each grade level has identified essential standards and clear learning expectations. • Common assessments/performance tasks are implemented for identified priority standards. • PLC documentation demonstrates regular analysis of student work and instructional response to data. • Curriculum maps/pacing guides demonstrate increased vertical alignment across grades 2-4. • Walkthrough and observation data demonstrate greater

assignment.	ensure that skills and expectations intentionally build from one grade to the next. Identify instructional practices that should be consistently experienced by students across classrooms while still allowing teachers appropriate professional autonomy.			consistency in instructional expectations across classrooms. Student/family survey data reflects increased consistency in students' learning experiences across classrooms.
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Priority #2 - MTSS, Student Supports and Readiness

Goal: Mosier will work to strengthen MTSS to ensure that every student receives the support they need to thrive.

Objective(s)	Action Steps	Staff Responsible	Timeline	Measures of Success
Objective #1: Strengthen MTSS and Student Readiness Through Consistent Tiered Instruction and Intervention By the end of the 2027-2028 school year, we will have strengthened our Mutli-Tiered System of Supports (MTSS) to ensure that students receive timely, responsive, and increasingly targeted academic support based on individual needs, while	- Establish consistent schoolwide expectations for Tier 1 instruction, Tier 2 interventions, and Tier 3 supports across grades 2-4. - Use benchmark and classroom assessment data to identify students who may need additional academic, behavioral, or social-emotional support. - Strengthen the use of data meetings during PLCs to identify student needs, select appropriate interventions, monitor progress, or adjust supports. - Develop clear intervention	Administration, Teaching Staff, Special Education Staff & Support Staff	By January 2027, we will have established an ongoing list of MTSS supports and/or interventions to be used by staff to better support their students.	- Increased percentage of students meeting or exceeding benchmark expectations on universal screening and benchmark assessments throughout the year. - Increased percentage of students demonstrating expected growth following targeted interventions. - Documentation demonstrating consistent implementation of the MTSS problem-solving process, including identification, intervention, progress monitoring, and adjustment.

maintaining access to rigorous, grade-level instruction.	pathways and progress-monitoring expectations so that students receive timely support rather than waiting for significant gaps to develop. - Utilize WIN Blocks/Interventions strategically to provide targeted instruction and intervention while protecting access to grade-level core instruction. - Monitor student readiness for the next grade level by identifying essential skills and addressing gaps before students transition to the next grade.			- Increased percentage of students successfully exiting Tier 2 interventions as a result of demonstrated growth. - Increased consistency in Tier 1 instructional practices and intervention delivery across grades 2-4. - Student achievement data, including grade 3 and grade 4 MCAS results, demonstrates improved readiness and academic growth over the two year cycle.
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Priority #3 - Climate, Safety, Belonging and Student Voice

Goal: Mosier will strengthen schoolwide systems that promote a culture of self-regulation, accountability, expected behaviors, and belonging.

Objective(s)	Action Steps	Staff Responsible	Timeline	Measures of Success
Objective #1: Establish Consistent Schoolwide Language & Expectations By the end of the 2026-2027 school year, Mosier will implement and	- Develop and clearly define a set of schoolwide behavioral expectations that align with Mosier's mission statement and core values. - Establish common language for expected and unexpected behaviors and explicitly teach	All Building Staff	By January 2027, the use of consistent schoolwide language and expectations will be seen/heard, resulting in	100% of staff receive training and access to the schoolwide expectations and common language. - Walkthrough data demonstrates increasing consistency in staff use of schoolwide language and

consistently use schoolwide behavioral expectations and common language across all settings, with all staff- regardless of position - using shared language and expectations when interacting with students.	students what these behaviors look and sound like. • Introduce and consistently reinforce common language across all school settings. • Provide professional learning for all staff, including teachers, paraprofessionals, ETAs, related service providers, and any other adults who interact with students. • Create visuals, posters, student-friendly resources, and staff reference materials to reinforce common expectations. • Incorporate schoolwide expectations into classroom instruction, morning meetings, community-building activities, and PBIS/Tiger Buck systems.		increased expected behavior(s) throughout the building.	expectations. • Students can articulate the schools' behavioral expectations and identify examples of expected and unexpected behaviors. • Student survey data demonstrates an increase in the percentage of students who report that they know what is expected of them at school. • Office discipline referrals and repeated behavioral incidents show a reduction over the course of the school year, with data examined by grade level, location, time of day, and student group to identify and address inequities.
Objective #2: Build Student Capacity for Self-Regulation By the end of the 2026-2027 school year, Mosier students will develop a common understanding of emotions and self-regulation strategies through the	• Introduce Zones of Regulation schoolwide and establish consistent language for discussing emotions, regulation, and coping strategies. • Provide staff professional development and ongoing support to ensure Zones language is used consistently and appropriately. • Explicitly teach students how to identify emotions, recognize	Administration, All School Staff	By January 2027, Behavior Referrals will have decreased due to students' ability to self-regulate and students will be able to identify expected vs. unexpected behaviors.	• 100% of classrooms implement Zones of Regulation language and age-appropriate strategies. • Students demonstrate increased ability to identify and communicate their emotional state and select appropriate regulation strategies. • Student surveys demonstrate increased student

implementation of Zones of Regulation language and practices.	their own regulation needs, and select strategies or tools that can help them return to a state where they are ready to learn without interrupting learning. • Develop classroom and common-area regulation tools and visual supports. • Incorporate regulation check-ins and strategies into classroom routines, morning meetings, morning check-ins, transitions, and other appropriate times throughout the day. • Teach students that being in any Zone is okay and that the goal is to develop the skills to recognize their emotions and choose strategies or tools that support themselves and others around them. • Connect self-regulation instruction to academic engagement, problem-solving, peer relationships, and conflict resolution.			confidence in their ability to manage emotions and handle challenging situations. • Staff observations and walkthroughs demonstrate consistent use of Zones language. • Behavioral data demonstrates a reduction in repeated incidents associated with difficulty regulating emotions or managing conflict. • Increased percentage of students successfully returning to learning following a behavioral or emotional challenge.
Objective #3: Shift Behavioral Responses Toward Reflection, Accountability, and	• Consistently utilize reflection sheets and reflection processes following unexpected behaviors. • Use reflection sheets as a	Administration Building Staff	By January 2027, Behavior Referrals will have decreased due to students'	• A consistent reflection process is implemented schoolwide. • Staff demonstrate increased use of reflection and

Restoration By the end of the 2026-2027 school year, Mosier will implement developmentally appropriate reflection and restorative practices that help students understand the impact of their choices, distinguish between expected and unexpected behavior, and take responsibility for repairing harm.	teaching and accountability tool, rather than simply as a consequence. • Teach students to reflect on: ◦ What happened? ◦ What was I feeling? ◦ What choice did I make? ◦ Who did it affect? ◦ Was my behavior expected or unexpected? ◦ What could I do differently next time? ◦ What can I do to repair the situation/damage? • Implement restorative conversations or practices when developmentally appropriate and when they can meaningfully support learning and relationship repair. • Train staff in restorative approaches and establish clear guidelines for when restorative practices are appropriate. • Establish clear follow-through so students understand that behavioral concerns will be addressed consistently and respectfully. • Communicate any unexpected behaviors and restorative practices or consequences to grown-ups.		ability to self-regulate and students will be able to identify expected vs. unexpected behaviors. June of 2028	restorative practices when appropriate. • Documentation demonstrates that students are being provided opportunities to reflect, problem-solve, and repair harm. • Student survey data shows an increase in students reporting that adults help them understand how to make better choices. • Repeat behavioral incidents decrease for students participating in reflection/restorative interventions. • Discipline data is reviewed quarterly for patterns and disparities, with adjustments made when data indicates that particular students or groups are experiencing disproportionate responses. • Students increasingly demonstrate the ability to explain why a behavior was unexpected and what they can do differently in the future.
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Priority #4 - Special Education Coherence, Compliance and Inclusive Access <u>Goal:</u> Strengthen the ACCESS program through a cohesive, inclusive, and collaborative model aligned with the district's special education audit and priority actions.				
Objective(s)	Action Steps	Staff Responsible	Timeline	Measures of Success
Objective #1: Strengthen the Sub-Separate Program Through Programmatic Support & Staff Capacity By the end of the 2026-2027 school year, Mosier will restructure its ACCESS program to create a more cohesive, programmatic model in which all staff are knowledgeable about and responsible for supporting all students, rather than assigning ETA support primarily on a 1:1 basis. Through increased staff training, collaboration, and shared responsibility,	- Restructure the ACCESS program model so that ETAs are assigned to the program and its students rather than to individual students, whenever appropriate. - Develop clear roles, responsibilities, and communication structures for teachers, ETAs, related service providers, and administrators. - Ensure all staff working within the program are familiar with the IEPs, accommodations, modifications, communication needs, behavioral supports, and instructional needs of all students in the program. - Provide ongoing professional development focused on: - Inclusive practices - Disability-specific instructional strategies (i.e.	Administration, ACCESS Staff, Related Service Providers, and Special Education Leadership	By January 2027, the new programmatic support & staff capacity will result in a more cohesive & collaborative environment for both students and staff.	100% of staff assigned to the ACCESS program receive training on program expectations, student needs, and inclusive practices. - Staff can demonstrate knowledge of the needs and supports of students across the program rather than only the student(s) they previously supported. - ETA assignments increasingly reflect a programmatic model rather than a person-to-person model, when appropriate. - Staff survey data demonstrates increased confidence in supporting a wider range of students. - Walkthrough and observation data

students will experience greater consistency, flexibility, and access to appropriate instruction and supports.	- discrete trials) - De-escalation and self-regulation - Behavior as communication - AAC Devices - Create consistent program routines, expectations, and systems so students experience predictability regardless of which staff member is supporting them. - Collaborate with special education leadership and related service providers to ensure that program practices align with student IEPs and district expectations.			demonstrates consistent implementation of student supports across staff and settings. - IEP accommodations, modifications, and services are implemented consistently and documented appropriately. - Student progress-monitoring data demonstrates progress toward IEP goals and increased access to grade-appropriate learning experiences. - Decreased reliance on individual adults as the sole source of support for particular students, when such reliance is not required by the student's needs or IEP.
Objective #2: Support the district special education audit and priority actions.	- Provide accurate evidence. - Engage stakeholders - Implement high-priority district audit recommendations with clear ownership	Administration, Teaching Staff, ETAs & Related Service Providers (RSPs)		