



2026-27 Skyview Middle School Strategic Action Plan

SECTION 1: THE BACKGROUND

School Name: Skyview Middle School - Home of the Eagles

Year: 2026-27

The Central Vision:

All students, especially those furthest from racial and educational justice, will experience rigorous, grade-level instruction with equitable access to supports, resulting in improved literacy, mathematical reasoning, and a strong sense of belonging.

At Skyview Middle School, we believe in collaboratively educating and supporting students as they develop into lifelong learners by providing a nurturing environment where academic and personal excellence are achieved for all students. We know Skyview Eagles can contribute to this vision by (RISE-ing) demonstrating respect, integrity, safety and empathy through classroom collaboration, teamwork, being open to exploring new skills, inspiring each other and meeting our highest expectations to become life long learners.

Focus Population:

Students receiving special education services in grades 6–8 who are below grade level in multiple categories, including informational reading and Algebra.

Learning Problem (Big Picture):

Students receiving special education services are not consistently accessing grade-level Tier 1 instruction due to gaps in reading comprehension and mathematical reasoning, compounded by inconsistent Tier I supports, resulting in disengagement and disproportionate discipline outcomes.

SECTION 2: THE SYSTEMIC NARRATIVE

ROOT CAUSE

The central node or pattern that connects your academic, behavioral, and cultural challenges.

The Holistic Inquiry	Response
The Surface Symptoms <i>(What data points are flashing red?)</i> 3-year trend of low performance on iReady reading informational text, vocabulary and Algebra domains - Disproportionate discipline referrals for	A lack of coherent MTSS implementation across academics and behavior – combined with inconsistent Tier 1 instructional practices, specifically in reading and math, and insufficient alignment of structures (time, staffing, intervention models) – is limiting student access to rigorous instruction and

multilingual learners and students with IEPs • Inconsistent implementation of Tier 1 reading strategies and academic vocabulary across content areas • Limited access to effective Tier II interventions	contributing to disengagement and inequitable outcomes. Staff collaboration around the infraction process has led to the development of a new consistent infraction process focused on restorative practices and family collaboration. Professional development and resources for staff around MTSS and UDL has been paired with the A-List (academic vocabulary).
The Systemic Root (What are the causes? Are they interconnected and how?) <i>Student and family voice data indicates that many students do not feel instruction is accessible or relevant, and intervention systems feel fragmented rather than supportive. As students get older and more socially aware of learning gaps, the more shame they feel that diminishes their learner identity, which results in less risk taking</i> Students voiced that they need multiple pathways to understanding, flexibility, differentiation, and strong engagement in order to achieve academic and personal success.	<i>e.g., A lack of student agency and belonging in the classroom is causing both disengagement (behavior) and passivity (academics).</i> Panorama data shows overall student belonging in Spring 2024 at a 46% and jumping to 55% in the Spring 2026. Our students receiving SPED services went from 40% to 52%. <i>A disconnect between Tier 1 instruction and student relevance is rooted in a lack of culturally responsive and student-centered pedagogical practices, that extends to relevant intervention experiences that maintain student agency and sense of belonging through their learning.</i> Reference Material: Spring Strategic Plan Vision Work for SMS collection of Student Experience Data

SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION

By strengthening Tier 1 core classroom teaching with inclusive practices, both UDL and SIOP, and using student data and feedback to deliver timely Tier 2 support, then students receiving special services will make progress towards grade-level standards, feel included, and get the targeted help they need to succeed alongside their peers.

IF WE...

- **Strengthen Tier 1 instruction** through consistent reading strategies, academic vocabulary, UDL/SIOP, and grade-level access.
- **Expand targeted Tier II support** in reading and Algebra using student data to identify needs and monitor progress.
- **Use MTSS as the connecting system** for academic, behavioral, and student support rather than adding separate initiatives.

- **Increase student voice and engagement** by using student feedback alongside academic, attendance, and discipline data.
- **Monitor implementation and impact** through classroom practice, access to interventions, student experience, i-Ready growth, and discipline data.
- **Adjust instruction and supports based on evidence**, with teams regularly identifying what is working, what is not, and what needs to change.

THEN...(what you said in the TOA section) and then this last sentence???

The goal is greater consistency: students receiving special education services experience rigorous, grade-level learning with the right supports, alongside their peers, while building belonging and confidence as learners.

SYSTEMIC GOAL:

Improve and strengthen Tier 1 instruction for all students

Increase equitable access to grade-level instruction by strengthening Tier 1 practices and ensuring at least 80% of identified students receive effective, data-driven Tier II supports in reading and Algebra within a coherent MTSS framework.

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction <i>(Instructional & Academic)</i>	Activity: <i>e.g., Training staff on "Universal Design for Learning" (collaborative problem solving).</i> ● Implement schoolwide Tier 1 reading strategies (academic vocabulary, informational text) across all content areas ● Develop and implement Tier II intervention plans for reading and Algebra serving at least 25% of identified students ● Standardize research-based intervention models within Skyview that align with district recommendations and supports ● Monitor fidelity of implementation using iReady, classroom data, and structured staff input ● Build teacher capacity through ongoing professional learning	Resources: <i>e.g., Professional Development Days, Math Coach time.</i> ● Professional Development time in: ● August Back to School Days ● iReady diagnostic and progress monitoring tools ● Professional learning days (Wednesdays PD) ● Collaborative team time (Grade Level and Content Team meetings, MTSS meetings) ● Monthly Staffulty Meetings ● Observations (formal and drop by) - instructional coaching cycles ● Panorama Data ● Student and Family Surveys

	aligned to MTSS, UDL, SIOP and content-specific comprehension strategies	Intervention curriculum and structured protocols
Culture <i>(Cultural & Emotional)</i> - Advisory - SDLT - Various SMS Committees (REJ, Advisory, Integration, etc.) - Early Release Wednesdays - Celebrations/Recognition - Round Tables - Family input - Student input	Activity: <i>e.g., Advisory lessons on "Growth Mindset" & Student-Led Conferences.</i> - Facilitate staff learning on Continuum of Supports (SEL + MTSS + Danielson + REJ) - Analyze discipline and referral data with staff to reduce disproportionality - Strengthen family communication using ParentSquare and translation services - Engage students, staff and families in monitoring and feedback cycles	Resources: <i>e.g., SEL Curriculum, Scheduling time for conferences.</i> - SEL curriculum and professional learning - Family engagement platforms + translation services - Staff collaboration time for equity-focused data inquiry - Google Survey Tools, Focus Group Protocols, and Advisories

SECTION 4: THE RIPPLE EFFECT SCAN

SYSTEMS THINKING

Holistic leaders anticipate consequences. Before acting, scan for how this plan might unintentionally hurt another part of the system.

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
	<i>e.g., Interventions will be scheduled during "WIN Time" (What I Need) so no electives are missed.</i> - Create master schedule prioritizing intervention and inclusive practices (intervention time, co-teaching) - Resource map staffing and time to ensure Tier II interventions reach $\geq 25\%$ of students - Establish consistent MTSS team structures for	<i>Which multi-dimensional system does this connect to? How and what is the implication?</i> - Scheduling committee and leadership team planning time - Staffing allocations (interventionists, specialists, co-teachers) - MTSS data systems and protocols - District guidance and leadership support

	progress monitoring and adjustment Align policies and practices to support inclusive service delivery (IEPs, ELLPs, co-teaching)	
Students miss electives due to interventions	Schedule interventions for some students during advisory time Include an intervention block in the building schedule	A "whole-child" experience in middle school recognizing that students have the right to be literate and numerate while having creative outlets, electives, and high-interest activities as essential drivers for student identity, motivation, and daily attendance.
Teacher overwhelm from multiple initiatives	Remove competing initiatives; align all work under MTSS. Invite staff to scaffold implementation steps and build up to expectation over the year Connect and continue this year's work into next year	We value staff wellness and professional efficacy so by committing to collaborate on the work outlined in the MTSS Framework we believe we will protect educators from initiative fatigue.
Inconsistent implementation across teams	Use coaching + common walkthrough tools Engage in vertical teaming structures Identify shared success criteria	We are working towards a collective efficacy culture. We will work on shared success criteria, practices, and vertical alignment.
Families feel disconnected from instruction and interventions	Increase communication access via Parent Square and translation services Build in common agreements and common talking points or scripts for teachers Partner with families to problem-solve	We believe in family agency and open communication, because student success is dependent on a strong connection between the classroom and home.
Structure <i>(Structural & Policy)</i>	Activity: <i>e.g., Changing the Master Schedule to create longer blocks for deep work; Revising the</i>	Resources: <i>e.g., Scheduling Committee, School Board approval.</i>

	<i>grading policy.</i> • Building in common planning time • Co teach, push-in, and para-supported models • Use of Advisories with Special Education case managers • Informational Text and Ac Vocab Efforts • Hallway teams • Balancing caseloads in all classes • Adjusting FTE allocation • Blending SPED programs • Various Teaming Structures • Integration of Science and Social Studies	• Master Schedule • Support with paraeducators • Grade level team leaders • Hallway teams • Quarterly resource mapping • Classrooms adjacent to content areas for small groups and focused work • TOSAs • Family partnerships •
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SECTION 5: MONITORING THE WHOLE

LEAD INDICATORS

Don't just measure the test score (Lagging). Measure the health of the change (Leading).

Metric Type	Indicator Description	Frequency of Review
The Process Metric <i>(Are we doing it?)</i>	% of classrooms implementing Tier 1 reading strategies with fidelity	Monthly
	% of identified students receiving Tier II interventions (goal: ≥25%)	Every 6 weeks
The Experience Metric <i>(How does it feel?)</i>	Student survey: "I can access and understand my learning."	Quarterly
	Staff confidence in MTSS and intervention practices	Quarterly
The Outcome Metric <i>(Did it work?)</i>	Growth in iReady reading and Algebra domains	Semester
	Reduction in discipline disproportionality	Quarterly

Summary of the Changes

(How has the work articulated in the SAP changed the learning experience for your focus population? What are the next logical steps to address your learning problem?)

Our work is shifting from identifying gaps to building **consistent, connected systems of support** for students receiving special education services.