

**Swanson - School Action Plan - 2023-24 to 2025-26**  
**Principal: Bridget Loft**

<b>Goal #1</b>	<b>Math - Opportunity Gaps - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	Spring 2023 Math SOL pass rates Pass % (opp. gap%): Black - 45% (32%) Hispanic - 43% (34%) EL - 22% (55%) SWD - 41% (36%) Econ. Disadv - 41% (36%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
MATH SOL By 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  Black - Increase pass rate from (Spr. 2023 pass rate) 45% to at least 66%, reducing the gap from 24% to 17% Hispanic - Increase pass rate from (Spr. 2023 pass rate) 43% to at least 66%, reducing the gap from 25% to 17% EL - Increase pass rate from (Spr. 2023 pass rate) 22% to at least 61%, reducing the gap from 38% to 22% SWD - Increase pass rate from (Spr. 2023 pass rate) 41% to at least 66%, reducing the gap from 31% to 18% Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 41% to at least 66%, reducing the gap from 27% to 19%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  Black - Increase pass rate from 45% to at least 55%, reducing the gap from 32% to 24% Hispanic - Increase pass rate from 43% to at least 54%, reducing the gap from 34% to 25% EL - Increase pass rate from 22% to at least 41%, reducing the gap from 55% to 38% SWD - Increase pass rate from 47% to at least 57%, reducing the gap from 31% to 24% Econ. Disadv. - Increase pass rate from 41% to at least 52%, reducing the gap from 36% to 27%		
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  Black - Increase pass rate from 55% to at least 62%, reducing the gap from 24% to 19% Hispanic - Increase pass rate from 54% to at least 62%, reducing the gap from 25% to 20% EL - Increase pass rate from 41% to at least 53%, reducing the gap from 38% to 29% SWD - Increase pass rate from 57% to at least 64%, reducing the gap from 23% to 18% Econ. Disadv. - Increase pass rate from 52% to at least 60%, reducing the gap from 27% to 21%		

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<b>Annual Performance Goal Year 3 (2025-26)</b>	<p>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 62% to at least a 66%, reducing the gap from 19% to 17%</p> <p>Hispanic - Increase pass rate from 62% to at least a 66%, reducing the gap from 19% to 17%</p> <p>EL - Increase pass rate from 53% to at least a 61%, reducing the gap from 28% to 22%</p> <p>SWD - Increase pass rate from 61% to at least a 66%, reducing the gap from 19% to 18%</p> <p>Econ Disadv. - Increase pass rate from 60% to at least a 66%, reducing the gap from 21% to 19%</p>		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		
<b>Action Steps</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
<p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>* Implement Mathematics curriculum utilizing county provided curriculum and curricular resources.</li> <li>* Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students.</li> <li>* Teacher will begin to use math workshop structures within each unit.</li> <li>* Every student will be required to meet regularly with the teacher in targeted small group.</li> <li>* Targeted groups are differentiated to meet each student's needs. Provide just-in-time support to help students access grade level curriculum.</li> </ul>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>* Collaborative planning including EL and SpEd teachers to target identified needs.</li> <li>* Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges.</li> <li>* Ensure that students have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall.</li> <li>* Additional targeted small group weekly using best instructional strategies, progress monitoring, and document progress.</li> </ul>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>* Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.</li> <li>* Use very straight-forward, explicit instruction by breaking down mathematical concepts into smaller, more manageable steps. Clearly explain each step, provide guided practice, and offer opportunities for students to practice independently.</li> </ul>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	

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<b>Professional Learning:</b> Ensure that all Math teachers are trained to implement number sense routines and games and short, targeted practice in choice/station activities.		Sept - June, ongoing	Administrators, Math Coach
Progress Monitoring			
<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SS-3- Math SOLs	<b>Results of Progress (End of Year)</b>	Math SOL
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
School level- NWEA - MAP Growth  Teacher/CLT/Grade -VGA -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level NWEA - MAP Growth  Teacher/CLT/Grade -VGA -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth  Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions"

Goal #2	Reading - Opportunity Gaps - SOL		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	Spring 2023 Reading SOL pass rates Pass % (opp. gap%): Black - 56% (26%) Hispanic - 56% (26%) EL - 20% (62%) SWD - 44% (38%) Econ. Disadv - 54% (28%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	Level 2 performance rating on VDOE school quality indicator, English: Achievement Gaps
3 Year Performance Goal			

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#### READING SOL

By 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- Black - Increase pass rate from (Spr. 2023 pass rate) 56% to at least 70%, reducing the gap from 26% to 18%
- Hispanic - Increase pass rate from (Spr. 2023 pass rate) 56% to at least 70%, reducing the gap from 26% to 18%
- EL - Increase pass rate from (Spr. 2023 pass rate) 20% to at least 60%, reducing the gap from 62% to 26%
- SWD - Increase pass rate from (Spr. 2023 pass rate) 44% to at least 66%, reducing the gap from 38% to 21%
- Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 54% to at least 69%, reducing the gap from 28% to 17%

#### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2023-24)</b>	<p>By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> <li>Black - Increase pass rate from 56% to at least 63%, reducing the gap from 26% to 21%</li> <li>Hispanic - Increase pass rate from 56% to at least 63%, reducing the gap from 26% to 20%</li> <li>EL - Increase pass rate from 20% to at least 40%, reducing the gap from 62% to 43%</li> <li>SWD - Increase pass rate from 44% to at least 55%, reducing the gap from 38% to 29%</li> <li>Econ. Disadv. - Increase pass rate from 54% to at least 62%, reducing the gap from 28% to 22%</li> </ul>
<b>Annual Performance Goal Year 2 (2024-25)</b>	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> <li>Black - Increase pass rate from 63% to at least one 67%, reducing the gap from 20% to 18%</li> <li>Hispanic - Increase pass rate from 63% to at least 67%, reducing the gap from 20% to 18%</li> <li>EL - Increase pass rate from 40% to at least 52%, reducing the gap from 43% to 33%</li> <li>SWD - Increase pass rate from 55% to at least 62%, reducing the gap from 28% to 23%</li> <li>Econ. Disadv. - Increase pass rate from 62% to at least 66%, reducing the gap from 21% to 19%</li> </ul>
<b>Annual Performance Goal Year 3 (2025-26)</b>	<p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> <li>Black - Increase pass rate from 67% to at least 70%, reducing the gap from 18% to 16%</li> <li>Hispanic - Increase pass rate from 67% to at least 70%, reducing the gap from 18% to 16%</li> <li>EL - Increase pass rate from 52% to at least 60%, reducing the gap from 33% to 26%</li> <li>SWD - Increase pass rate from 62% to at least 66%, reducing the gap from 23% to 21%</li> <li>Econ. Disadv. - Increase pass rate from 66% to at least 69%, reducing the gap from 19% to 17%</li> </ul>

#### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

#### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
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<b>Tier 1:</b> * Explicit vocabulary Instruction-all content areas * Utilize strategies from Aspire Training and Staff Development in adolescent reading * Access strategies- partner reading, choral reading, turn and talk, get the gist routine, culminating questions	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,, ELA and Reading teachers, EL and special ed teachers	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Tier 2:</b> * Core phonics in Reading Strategies Class * Lexia powerup / (Lexia English for EL 1 & 2)	Sept-June, ongoing	Admin, ELA and Reading teachers, EL and special ed teachers Reading Specialist,	
<b>Tier 3:</b> * Teach students routines they can use to decode multisyllabic words * Immersive Reader, ed tech access for read aloud/translations	Sept-June, ongoing	Admin, ELA and Reading teachers, EL and special ed teachers, Reading Specialist,	
<b>Professional Learning</b> Provide ELA, EL and special education teachers who teach sheltered or self-contained Reading and ELA classes with training on how to implement the NWEA Map Reading screener and how to interpret the results of the screener.	Sept-June, ongoing	Admin, ELA, Reading, EL and special ed teachers, Reading Specialist,	

### Progress Monitoring

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SS-1- Reading SOLs	<b>Results of Progress (End of Year)</b>	Reading SOL
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>

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<b>School Level</b> -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th----BOY in 8th, only MOY & EOY if below proficient on BOY)	<b>Teacher/CLT/Grade-</b> -End of Unit Assessments [Mastery Connect] -Writing performance task embedded in curriculum	<b>School Level</b> -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th----BOY in 8th, only MOY & EOY if below proficient on BOY)	<b>School Level</b> -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th----BOY in 8th, only MOY & EOY if below proficient on BOY)
<b>Teacher/CLT/Grade-</b> -End of Unit Assessments [Mastery Connect] -VGA -Writing performance task embedded in curriculum		<b>CLT/Teacher</b> -End of Unit Assessments [Mastery Connect] -VGA -Writing performance task embedded in curriculum	<b>CLT/Teacher</b> -End of Unit Assessments [Mastery Connect] -Writing performance task embedded in curriculum

<b>Goal #3</b>	<b>Student Well-Being</b>		
<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
<b>Baseline Data</b>	44% of students responded "never" to the question, "How often do you feel that you are treated poorly by other students because of your race, ethnicity, gender, family's income, religion, disability or sexual orientation?" on the 2022 Your Voice Matters survey.	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By June 2026, at least 76% of students will respond "never" or "almost never" to the question, "How often do you feel that you are treated poorly by other students because of your race, ethnicity, gender, family's income, religion, disability or sexual orientation?" on the 2026 Your Voice Matters survey.			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, at least 66% of students will respond "never" or "almost never" to the question, "How often do you feel that you are treated poorly by other students because of your race, ethnicity, gender, family's income, religion, disability or sexual orientation?" on the 2024 Your Voice Matters survey.		
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, at least 71% of students will respond "never" or "almost never" to the question, "How often do you feel that you are treated poorly by other students because of your race, ethnicity, gender, family's income, religion, disability or sexual orientation?" on a site-based generated survey.		
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, at least 76% of students will respond "never" or "almost never" to the question, "How often do you feel that you are treated poorly by other students because of your race, ethnicity, gender, family's income, religion, disability or sexual orientation?" on the 2026 Your Voice Matters survey.		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.		

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<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SWB-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 - Responsive Advisory lessons that address respect and value for diverse perspectives (Leverage SEL leads to identify lessons)	Sept-June, Ongoing	Admin, RA Teachers, Counselors	Principal & AP's will monitor by conducting walk-through observations of RA lessons being delivered
Action 2 - Bullying prevention counselor delivered lessons	Sept-June, Ongoing	Admin, RA Teachers, Counselors	Principal & AP's will monitor by conducting walkthrough observations of counselor conducted bullying prevention lessons and check-in meetings with Director of Counseling
Action 3 -Peace Circles parts 1, 2, 3	Sept-June, Ongoing	Admin, RA Teachers, Counselors	Principal & AP's will monitor by conducting walkthrough observations of student engagements in Peace Circles 1, 2 and 3
Action 4 - Restorative practices in response to disciplinary referrals for students who engage in this behavior.	1-2) August for initial training, Sept-June, Ongoing	Admin, RA Teachers, Counselors	Principal will monitor through check-in meetings with AP's, RA teachers and counselors regarding implementation of restorative practices and through review of student generated bullying reports re name calling
Progress Monitoring			
<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	<b>Results of Progress (End of Year)</b>	Spring 2024 & 2026 YVM
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
SEL Survey	School Survey (based on YVM Question)	SEL Survey	YVM

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<b>Goal #4</b>	<b>Engaged Workforce</b>		
<b>Strategic Plan Goal Area</b>	Engaged Workforce		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
<b>Baseline Data</b>	52% of staff responded "extremely well", "quite well", or "somewhat well" to "Overall, how well does site-base professional learning meet your needs?" on 2022 Your Voice Matters survey. 97% of staff responded "extremely well", "quite well", or "somewhat well" to "Overall, how well does site-base professional learning meet your needs?" on 2023 site-based generated exit survey. Your Voice Matters survey.	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
During the 25-26 school year, Swanson's Instructional Leadership Team will collaborate to provide focused, staff-influenced Responsive Advisory and Responsive Classroom professional learning opportunities that meet the evolving needs of our staff. As a result, at least 80% of Swanson staff will respond favorably ("quite well or extremely well") to school-based professional learning opportunities in the 2026 Your Voice Matters survey.			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	During the 23-24 school year, Swanson's Instructional Leadership Team will collaborate to provide focused, staff-influenced Responsive Advisory and Responsive Classroom professional learning opportunities that meet the evolving needs of our staff. As a result, at least 70% of Swanson staff will respond favorably ("somewhat well, quite well or extremely well") to school-based professional learning opportunities in the 2024 Your Voice Matters survey.		
<b>Annual Performance Goal Year 2 (2024-25)</b>	During the 24-25 school year, Swanson's Instructional Leadership Team will collaborate to provide focused, staff-influenced Responsive Advisory and Responsive Classroom professional learning opportunities that meet the evolving needs of our staff. As a result, at least 75% of Swanson staff will respond favorably ("quite well or extremely well") to school-based professional learning opportunities to a site-based developed survey that mirrors relevant questions in the 2024 Your Voice Matters survey.		
<b>Annual Performance Goal Year 3 (2025-26)</b>	During the 25-26 school year, Swanson's Instructional Leadership Team will collaborate to provide focused, staff-influenced Responsive Advisory and Responsive Classroom professional learning opportunities that meet the evolving needs of our staff. As a result, at least 80% of Swanson staff will respond favorably ("quite well or extremely well") to school-based professional learning opportunities in the 2026 Your Voice Matters survey.		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		



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<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 - Prioritize practice-supportive materials over principles and precepts	Sept- June, ongoing	Instructional Lead Team, administrators, T- and A-scale staff	Principal will monitor by reviewing Exit tickets after professional learning offerings, observation of RA meetings and instruction with RA and RC look-fors
Action 2 - Identify resources (time, human, competing priorities) necessary to adequately implement professional learning	Sept- June, ongoing	Instructional Lead Team, administrators, T- and A-scale staff	
<b>Progress Monitoring</b>			
<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-EW-9- Staff feedback on PL activities	<b>Results of Progress (End of Year)</b>	YVM
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
Exit tickets after professional learning offerings, observation of RA meetings and instruction with RA and RC look-fors	Exit tickets after professional learning offerings, observation of RA meetings and instruction with RA and RC look-fors	Exit tickets after professional learning offerings, observation of RA meetings and instruction with RA and RC look-fors	YVM

<b>Goal #5</b>	<b>Student Well-Being</b>		
<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
<b>Baseline Data</b>	The results of the Spring SEL Survey indicate that 66% of students in grades 6-8 reported favorably related to the four measured areas of social emotional skills: self-management, social awareness, growth mindset, and self-efficacy.	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
3 Year Performance Goal			

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By 2026, at least 90% of students will report favorably on the spring SEL survey that they feel confident that they have the skills, knowledge, and understandings related to self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

#### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, at least 75% of students will report favorably on the spring SEL survey that they feel confident that they have the skills, knowledge, and understandings related to self-awareness and self-management.
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, at least 83% of students will report favorably on the spring SEL survey that they feel confident that they have the skills, knowledge, and understandings related to self-awareness, self-management, relationship skills and responsible decision-making.
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, at least 90% of students will report favorably on the spring SEL survey that they feel confident that they have the skills, knowledge, and understandings related to self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

#### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

#### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 - Students and staff will participate in SEL activities, mindfulness, and other similar strategies during the school day.	August-June	Responsive Advisory meeting advisors	Principal & AP's, with Office of Student Services staff, will monitor by conducting walkthroughs and observations of RA meetings.
Action 2 - Responsive Advisory teachers will facilitate RA meetings with fidelity four times a week throughout the school year.	August-June, weekly	Responsive Advisory meeting advisors	Principal & AP's, with Office of Student Services staff, will monitor by conducting walkthroughs and observations of RA meetings.
Action 3 - Share information about Responsive Advisory meeting themes weekly with families.	September-June, weekly	Principal	Principal will send weekly messages to families.

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Action 4 - Provide regular professional learning sessions for T- & A-scale staff focused on Responsive Advisory meetings and Responsive Classroom strategies.	August-June, monthly	Instructional Leadership Team	Principal & AP's will observe the facilitation of faculty developed and presented professional learning sessions.
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**Progress Monitoring**

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	<b>M-SWB-9- YVM Student: Social, Emotional, and</b>	<b>Results of Progress (End of Year)</b>	
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
SEL Survey	School survey (based on selected questions from SEL surveys)	SEL Survey	School survey (based on selected questions from SEL surveys)