

**Swanson - School Action Plan - 2024-25 to 2026-27**  
**Principal: Bridget Loft**

<b>Goal #1</b>	<b>Math - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success		
<b>Strategic Plan Performance Objectives</b>	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
<b>Baseline Data</b>	Spring 2024 Math SOL pass rates Pass % (opp. gap%): Black - 58% (23%) Hispanic - 55% (26%) EL - 31% (50%) SWD - 49% (32%) Econ. Disadv - 54% (27%)	<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 2027, 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. 2024 pass rate) 58% to at least 71%, reducing the gap from 23% to 15% Hispanic - Increase pass rate from (Spr. 2024 pass rate) 55% to at least 69%, reducing the gap from 26% to 17% EL - Increase pass rate from (Spr. 2024 pass rate) 31% to at least 63%, reducing the gap from 50% to 23% SWD - Increase pass rate from (Spr. 2024 pass rate) 49% to at least 68%, reducing the gap from 32% to 18% Econ. Disadv. - Increase pass rate from (Spr. 2024 pass rate) 54% to at least 69%, reducing the gap from 27% to 17%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  Black - Increase pass rate from 58% to at least 65%, reducing the gap from 23% to 18% Hispanic - Increase pass rate from 55% to at least 62%, reducing the gap from 26% to 21% EL - Increase pass rate from 31% to at least 46%, reducing the gap from 50% to 37% SWD - Increase pass rate from 49% to at least 58%, reducing the gap from 32% to 25% Econ. Disadv. - Increase pass rate from 54% to at least 62%, reducing the gap from 27% to 21%		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 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 65% to at least 68%, reducing the gap from 18% to 17% Hispanic - Increase pass rate from 62% to at least 66%, reducing the gap from 21% to 19% EL - Increase pass rate from 46% to at least 55%, reducing the gap from 37% to 28% SWD - Increase pass rate from 58% to at least 65%, reducing the gap from 25% to 20% Econ. Disadv. - Increase pass rate from 62% to at least 65%, reducing the gap from 21% to 19%		

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<b>Annual Performance Goal Year 3 (2026-27)</b>	<p>By June 2027, 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 68% to at least a 71%, reducing the gap from 17% to 15%          Hispanic - Increase pass rate from 66% to at least a 69%, reducing the gap from 19% to 17%          EL - Increase pass rate from 56% to at least a 63%, reducing the gap from 29% to 23%          SWD - Increase pass rate from 65% to at least a 68%, reducing the gap from 20% to 18%          Econ Disadv. - Increase pass rate from 65% to at least a 69%, reducing the gap from 20% to 17%</p>
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### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SAGS 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<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>* Teachers will begin to use math workshop structures within each unit.</li> <li>* Targeted groups are differentiated to meet each students' 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's and Math Coach 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 Low Average and Low 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	
<p><b>Professional Learning:</b></p> <p>Ensure that all Math teachers are trained to implement number sense routines and short, targeted practice in choice/station activities.</p>	Sept - June, ongoing	APS Math Office, Administrators, Math Coach	

**Swanson - School Action Plan - 2024-25 to 2026-27**  
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**Progress Monitoring**

<b>Strategic Plan Measures To determine if goal was achieved</b>	LGI-SAGS-1.3-Math SOLs	<b>Strategic Plan Key Performance Indicators</b>	KPI-SAGS-1.4-% of students passing the 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 -SOL Quick Checks (Just in time Quick Checks for a -Progress Monitoring Data from Interventions	Teacher/CLT/Grade -SOL Quick Checks (Just in time Quick Checks for applicable standards) -Progress Monitoring Data from Interventions	School level NWEA - MAP Growth  Teacher/CLT/Grade -SOL Quick Checks (Just in time Quick Checks for applicable standards) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth  Teacher/CLT/Grade -SOL Quick Checks (Just in time Quick Checks -Progress Monitoring Data from Interventions"

<b>Goal #2</b>	<b>Reading - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success		
<b>Strategic Plan Performance Objectives</b>	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
<b>Baseline Data</b>	Spring 2024 Reading SOL pass rates Pass % (opp. gap%): Black - 61% (20%) Hispanic - 64% (29%) EL - 50% (68%) SWD - 65% (31%) Econ. Disadv - 66% (30%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			

# Swanson - School Action Plan - 2024-25 to 2026-27

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### READING SOL

By 2027, 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. 2024 pass rate) 61% to at least 72%, reducing the gap from 20% to 15%
- Hispanic - Increase pass rate from (Spr. 2024 pass rate) 64% to at least 68%, reducing the gap from 29% to 18%
- EL - Increase pass rate from (Spr. 2024 pass rate) 50% to at least 58%, reducing the gap from 68% to 28%
- SWD - Increase pass rate from (Spr. 2024 pass rate) 65% to at least 69%, reducing the gap from 31% to 18%
- Econ. Disadv. - Increase pass rate from (Spr. 2024 pass rate) 66% to at least 69%, reducing the gap from 30% to 17%

### Annual Performance Goals

<b>Annual Performance Goal Year 1 (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 61% to at least 65%, reducing the gap from 20% to 18%</li> <li>Hispanic - Increase pass rate from 52% to at least 60%, reducing the gap from 29% to 23%</li> <li>EL - Increase pass rate from 13% to at least 36%, reducing the gap from 68% to 47%</li> <li>SWD - Increase pass rate from 50% to at least 59%, reducing the gap from 31% to 24%</li> <li>Econ. Disadv. - Increase pass rate from 51% to at least 59%, reducing the gap from 30% to 23%</li> </ul>
<b>Annual Performance Goal Year 2 (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 65% to at least 68%, reducing the gap from 18% to 16%</li> <li>Hispanic - Increase pass rate from 60% to at least 64%, reducing the gap from 23% to 20%</li> <li>EL - Increase pass rate from 36% to at least 50%, reducing the gap from 47% to 35%</li> <li>SWD - Increase pass rate from 59% to at least 65%, reducing the gap from 24% to 20%</li> <li>Econ. Disadv. - Increase pass rate from 59% to at least 66%, reducing the gap from 24% to 19%</li> </ul>
<b>Annual Performance Goal Year 3 (2026-27)</b>	<p>By June 2027, 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 68% to at least 72%, reducing the gap from 17% to 15%</li> <li>Hispanic - Increase pass rate from 64% to at least 68%, reducing the gap from 21% to 18%</li> <li>EL - Increase pass rate from 50% to at least 58%, reducing the gap from 35% to 28%</li> <li>SWD - Increase pass rate from 65% to at least 69%, reducing the gap from 20% to 18%</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-SAGS-2.1-Implement science of reading strategies and curriculum resources to grow all readers, particularly those below proficiency.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
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<p><b>Tier 1:</b></p> <ul style="list-style-type: none"> <li>* Explicit vocabulary Instruction-all content areas</li> <li>* Utilize strategies from Aspire Training, training related to the Virginia Literacy Act's training requirements in adolescent reading</li> <li>* Access strategies- partner reading, choral reading, turn and talk, get the gist routine, culminating questions</li> <li>*When possible, reduce class size, which allows for more small group work and the provision of meaningful feedback and remediation</li> </ul>	<p>Sept-June, ongoing</p>	<p>Admin, All Teachers, Reading Specialist,, ELA and Reading teachers, EL and special ed teachers</p>	<p>Principal &amp; APs will support with ATSS, ELA, SPED &amp; EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li>* Core phonics in Reading Strategies Class</li> <li>* Lexia powerup / (Lexia English for EL 1 &amp; 2)</li> </ul>	<p>Sept-June, ongoing</p>	<p>Admin, ELA and Reading teachers, EL and special ed teachers Reading Specialist,</p>	
<p><b>Tier 3:</b></p> <ul style="list-style-type: none"> <li>* Teach students routines they can use to decode multisyllabic words</li> <li>* Immersive Reader, ed tech access for read aloud/translations</li> </ul>	<p>Sept-June, ongoing</p>	<p>Admin, ELA and Reading teachers, EL and special ed teachers, Reading Specialist,</p>	
<p><b>Professional Learning</b></p> <p>Provide all content, EL and special education teachers with training on how to interpret the results of the NWEA Map Reading screener and how to use student performance data on this assessment to inform instruction. Schoolwide PACT training and implementation.</p>	<p>Sept-June, ongoing</p>	<p>Admin, content lead teachers, Instructional Lead Teacher, ELA, EL and special ed teachers, Reading Specialist, content teachers</p>	

### Progress Monitoring

<p style="text-align: center;"><b>Strategic Plan Measures To determine if goal was achieved</b></p>	<p>LGI-SAGS-1.1-Reading SOLs</p>	<p style="text-align: center;"><b>Strategic Plan Key Performance Indicators</b></p>	<p>KPI-SAGS-1.2-% of students passing the Reading SOL</p>

## Swanson - School Action Plan - 2024-25 to 2026-27

### Principal: Bridget Loft

Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
<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 -Writing performance task embedded in curriculum	<b>Teacher/CLT/Grade-</b> -End of Unit Assessments -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>CLT/Teacher</b> -End of Unit Assessments -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>CLT/Teacher</b> -End of Unit Assessments -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-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
<b>Baseline Data</b>	24-25 SAP Baseline Data: 12% of students responded favorably to the YVM question, "How often do you have important, structured conversations about ethnicity and culture-related topics even when they may be uncomfortable?"	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By June 2027, at least 82% of students will respond "sometimes", "frequently" or "almost always" to the question, "How often do you have important, structured conversations about ethnicity and culture-related topics even when they may be uncomfortable?" on YVM			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, at least 70% of students will respond "sometimes", "frequently" or "almost always" to the question, "How often do you have important, structured conversations about ethnicity and culture-related topics even when they may be uncomfortable?" on YVM		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, at least 80% of students will respond "sometimes", "frequently" or "almost always" to the question, "How often do you have important, structured conversations about ethnicity and culture-related topics even when they may be uncomfortable?" on YVM		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, at least 82% of students will respond "sometimes", "frequently" or "almost always" to the question, "How often do you have important, structured conversations about ethnicity and culture-related topics even when they may be uncomfortable?" on YVM		
<b>Strategic Plan Strategies</b>			

## Swanson - School Action Plan - 2024-25 to 2026-27

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<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-1.1-Implement evidence-based, culturally responsive curriculum materials and strategies that help build resilience and support students maintain and/or improve their physical, social, emotional, and mental health, with a deliberate focus on Black, Hispanic, Students with Disabilities, English Learners and other historically marginalized student groups, (c) Explicit SEL strategies that can be incorporated into core instruction
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<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	
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#### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 - Facilitate Peace Circle discussions focused on the responsibility of each member of the Swanson community to be aware of the impact of the use of negative stereotypical terms on other members of the community as well as the expectation that students call in and call out in response to classmates' use of negative stereotypes.	Sept-June, Ongoing	Admin, STAR Teachers, DEI Coordinator, Peace Circle committee	Principal & AP's will monitor by conducting walkthrough observations of student engagements in Peace Circles 1, 2 and 3
Action 42- Restorative practices in response to disciplinary referrals for students who engage in this behavior.	Sept-June, Ongoing	Admin, STAR 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 To determine if goal was achieved</b>	LGI-SWB-4.1-YVM Student: School Climate	<b>Strategic Plan Key Performance Indicators</b>	KPI-SWB-1.2-% students responding favorably to YVM category Student Well-Being: School Climate: 4th – 5th & 6th – 12th

Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
Peace Circle 1 exit tickets	Peace Circle 2 exit tickets	Peace Circle 3 exit tickets	YVM

**Swanson - School Action Plan - 2024-25 to 2026-27**  
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<b>Goal #4</b>	<b>Engaged Workforce</b>		
<b>Strategic Plan Goal Area</b>	Student Centered Workforce		
<b>Strategic Plan Performance Objectives</b>	PO-SCW-2-By 2030, at least 75% of APS staff will report a positive workplace climate and staff engagement		
<b>Baseline Data</b>	In the 2024 YVM survey, -35% of T-scale staff and 62% of other staff responded favorably to the survey question, "How connected do you feel to other adults at your school?" -55% of T-scale staff and 77% of other staff responded favorably to the survey question, "Overall, how much do you feel like you belong at your school?".	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
On the 2027 YVM survey, at least 82% of staff will respond favorably to the survey questions, "How connected do you feel to other adults at your school?" and "Overall, how much do you feel like you belong at your school?".			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	On 2025 YVM, at least 70% of staff will respond favorably to the survey questions, "How connected do you feel to other adults at your school?" and "Overall, how much do you feel like you belong at your school?".		
<b>Annual Performance Goal Year 2 (2025-26)</b>	On the 2026 YVM survey, at least 80% of staff will respond favorably to the survey questions, "How connected do you feel to other adults at your school?" and "Overall, how much do you feel like you belong at your school?".		
<b>Annual Performance Goal Year 3 (2026-27)</b>	On the 2027 YVM survey, at least 82% of staff will respond favorably to the survey questions, "How connected do you feel to other adults at your school?" and "Overall, how much do you feel like you belong at your school?".		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SCW-4.2-Create and maintain a culture of trust and relationships (staff, families, and administration) where concerns are reported (students, staff, families, and administration) and addressed.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SCW-2.5-Develop systems to gather feedback from teachers and staff to inform continuous improvement efforts.		



## Swanson - School Action Plan - 2024-25 to 2026-27

### Principal: Bridget Loft

#### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 - Organize and facilitate choice-based affinity and advocacy groups in which staff will participate.	Sept- June, monthly	SEL Coordinating Committee, administrators	SEL Coordinating Committee and administrators will monitor by reviewing feedback provided by staff after affinity/advocacy group meetings.
Action 2 - Limit/reduce the tasks outside of planning for classes in the first month of the school year to allow teachers and staff time and space to set a positive, welcoming tone with one another and establish routines to connect.	Sept 2024	Administrators	

#### Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	Strategic Plan Key Performance Indicators	Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
LGI-SCW-2.1-YVM Staff: Workplace Climate	KPI-SCW-2.2-% staff responding favorably to YVM category Engaged Workforce: Workplace Climate	Staff feedback after monthly affinity/advocacy group meetings.	Staff feedback after monthly affinity/advocacy group meetings.	Staff feedback after monthly affinity/advocacy group meetings.	YVM

Goal #5	Student Well-Being		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
Baseline Data	The results of the 2024 Spring SEL Survey indicate that 67% of students in grades 6-8 reported favorably about their social awareness skills.	Identify if goal is required based on state or federal requirements, or other guidelines	
<b>3 Year Performance Goal</b>			

## Swanson - School Action Plan - 2024-25 to 2026-27

### Principal: Bridget Loft

24-25 SAP Goal: On the 2027 SEL survey, at least 80% of students will respond favorably on the survey category Social Awareness.

#### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, at least 70% of students will report favorably on the spring SEL survey related to their social awareness skills.
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, at least 75% of students will report favorably on the spring SEL survey related to their social awareness skills.
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, at least 80% of students will report favorably on the spring SEL survey related to their social awareness skills.

#### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-1.2-Identify and train school and division staff on: (a)Evidence-based universal SEL curriculum that includes opportunities for student-student and student-staff dialogue and discussion, (b) Evidence-based social-emotional and behavioral interventions
<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	SEL Coordinating Committee, SEL Leads, STAR advisors	Principal & AP's, with Office of Student Services staff, will monitor by conducting walkthroughs and observations of Responsive Advisory (RA) meetings.
Action 2 - Responsive Advisory teachers will facilitate RA meetings with fidelity three times a week throughout the school year.	August-June, weekly	STAR 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.
Action 4 - Provide resources for STAR teachers focused on Responsive Advisory meetings and learning during STAR.	August-June, monthly	SEL Coordinating Committee, SEL Leads, STAR advisors	Principal & AP's will support the development RA and STAR resources.

**Swanson - School Action Plan - 2024-25 to 2026-27**  
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**Progress Monitoring**

<b>Strategic Plan Measures To determine if goal was achieved</b>	LGI-SWB-1.4-SEL Survey: Self-Management	<b>Strategic Plan Key Performance Indicators</b>	KPI-SWB-1.5-% students responding favorably to SEL survey category Self-Management: 3rd-5th & 6th-12th
	LGI-SWB-4.1-YVM Student: School Climate		KPI-SWB-1.2-% students responding favorably to YVM category Student Well-Being: School Climate: 4th – 5th & 6th – 12th
<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 survey (based on selected questions from SEL surveys)	School survey (based on selected questions from SEL surveys)	School survey (based on selected questions from SEL surveys)	SEL Survey