

Swanson - School Action Plan - 2025-26 to 2027-28

Principal: Bridget Loft

Goal #1	Math - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	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.		
Baseline Data	Spring 2025 Math SOL pass rates Pass % (opp. gap%): Black - 51% (31%) Hispanic - 56% (26%) EL - 28% (54%) SWD - 43% (39%) Econ. Disadv - 52% (30%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
MATH SOL By June 2028, 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) 51% to at least 69%, reducing the gap from 31% to 18% Hispanic - Increase pass rate from (Spr. 2024 pass rate) 56% to at least 70%, reducing the gap from 26% to 17% EL - Increase pass rate from (Spr. 2024 pass rate) 28% to at least 62%, reducing the gap from 54% to 25% SWD - Increase pass rate from (Spr. 2024 pass rate) 43% to at least 65%, reducing the gap from 39% to 21% Econ. Disadv. - Increase pass rate from (Spr. 2024 pass rate) 52% to at least 68%, reducing the gap from 30% to 19%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	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 51% to at least 59%, reducing the gap from 31% to 24% Hispanic - Increase pass rate from 56% to at least 63%, reducing the gap from 26% to 21% EL - Increase pass rate from 28% to at least 45%, reducing the gap from 54% to 39% SWD - Increase pass rate from 43% to at least 54%, reducing the gap from 39% to 30% Econ. Disadv. - Increase pass rate from 52% to at least 60%, reducing the gap from 30% to 24%		
Annual Performance Goal Year 2 (2026-27)	By June 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 59% to at least a 66%, reducing the gap from 24% to 20% Hispanic - Increase pass rate from 63% to at least a 67%, reducing the gap from 21% to 19% EL - Increase pass rate from 45% to at least a 55%, reducing the gap from 39% to 30% SWD - Increase pass rate from 54% to at least a 62%, reducing the gap from 30% to 24% Econ Disadv. - Increase pass rate from 60% to at least a 64%, reducing the gap from 24% to 21%		

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Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 66% to at least a 69%, reducing the gap from 19% to 18% Hispanic - Increase pass rate from 67% to at least a 70%, reducing the gap from 19% to 17% EL - Increase pass rate from 55% to at least a 62%, reducing the gap from 30% to 25% SWD - Increase pass rate from 62% to at least a 65%, reducing the gap from 24% to 21% Econ Disadv. - Increase pass rate from 64% to at least a 68%, reducing the gap from 21% to 19%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	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.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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
Tier 1 * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students. * Teachers will begin to use math workshop structures to promote student discourse within each unit. * Targeted groups are differentiated to meet each students’ needs. Provide just-in-time support to help students access grade level curriculum. *Morning math help available before school and PAPER tutoring availble 24/7. *Use IXL diagnostic data to provide students access to targeted practice opportunities.	Sept - June, ongoing	Math teachers & EL & special ed co-teachers, Math Coach	Principal & APs will, with support from staff in Student Support, Math, OSE & EL offices - will monitor by conducting observations, attending CLT meetings and analyzing student
Tier 2 *Collaborative planning including EL and special ed teachers to target identified needs. *Implement math workshop protocols to provide time for small group/individual interventions. teacher provides targeted support in math classes in which EL1-2 students are assigned. *Targeted data chats with at-risk students informed by students’ performance on BOY & MOY NWEA Map assessments. * Identify target areas (power standards), to address with students still scoring in Basic and Below Basic ranges. * 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. * Additional targeted small group weekly using best instructional strategies, progress monitoring, and document progress.	Sept - June, ongoing	Math teachers & EL & special ed co-teachers, Math Coach	

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Tier 3 * 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. * 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. *EL teacher provides targeted support in SRC classes with dually identified students. *Math Strategies courses taught by a Math teacher in 6th and 7th grade. EL teacher who co-teaches with general ed Math teacher, teaches Math 7 Strategies and Math 8 Strategieshas classes to expose EL students to key concepts and vocabulary in advance of their Math classes. interventions and All-In Tutoring.		Sept - June, ongoing	Math teachers & EL & SpEd co-teachers, Math Coach	performance data
Professional Learning: Ensure that all Math teachers are trained to implement number sense routines and short, targeted practice in choice/station activities.		Sept - June, ongoing	APS Math Office, Administrators, Math Coach	
Progress Monitoring				
Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan Key Performance Indicators	KPI-SAGS-1.4-% of students passing the Math SOL	
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)	
School level- BOY NWEA MAP growth Teacher/CLT/Grade -SOL Quick Checks (Just in time Quick Checks for a -Progress monitoring data from interventions -Teacher SMART goal progress	Teacher/CLT/Grade -SOL Quick Checks (Just in time Quick Checks for applicable standards) -Progress monitoring data from MTSS Interventions & ALL-In Tutoring. -Teacher SMART goal progress	School level MOY NWEA MAP growth Teacher/CLT/Grade -SOL Quick Checks (Just in time Quick Checks for applicable standards) -Progress Monitoring data from MTSS Interventions & ALL-InTutoring -Teacher SMART goal progress	School level- EOY NWEA MAP growth, SOL results Teacher/CLT/Grade -SOL Quick Checks (Just in time Quick Checks -Progress monitoring data from interventions -Teacher SMART goal progress	

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Goal #2	Reading - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	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.		
Baseline Data	Spring 2025 Reading SOL pass rates Pass % (opp. gap%): Black - 55% (29%) Hispanic - 60% (24%) EL - 20% (64%) SWD - 48% (36%) Econ. Disadv - 57% (27%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
READING SOL By 2028, 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. 2025 pass rate) 55% to at least 69%, reducing the gap from 29% to 19% Hispanic - Increase pass rate from (Spr. 2024 pass rate) 60% to at least 71%, reducing the gap from 23% to 17% EL - Increase pass rate from (Spr. 2024 pass rate) 20% to at least 60%, reducing the gap from 64% to 28% SWD - Increase pass rate from (Spr. 2024 pass rate) 48% to at least 68%, reducing the gap from 64% to 21% Econ. Disadv. - Increase pass rate from (Spr. 2024 pass rate) 57% to at least 71%, reducing the gap from 27% to 18%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 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 55% to at least 62%, reducing the gap from 29% to 23% Hispanic - Increase pass rate from 60% to at least 64%, reducing the gap from 23% to 21% EL - Increase pass rate from 20% to at least 40%, reducing the gap from 64% to 46% SWD - Increase pass rate from 48% to at least 57%, reducing the gap from 36% to 28% Econ. Disadv. - Increase pass rate from 57% to at least 64%, reducing the gap from 27% to 22%		
Annual Performance Goal Year 2 (2026-27)	By June 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 62% to at least 66%, reducing the gap from 24% to 21% Hispanic - Increase pass rate from 64% to at least 68%, reducing the gap from 21% to 19% EL - Increase pass rate from 40% to at least 52%, reducing the gap from 46% to 35% SWD - Increase pass rate from 57% to at least 64%, reducing the gap from 28% to 23% Econ. Disadv. - Increase pass rate from 64% to at least 67%, reducing the gap from 22% to 20%		

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Annual Performance Goal Year 3 (2027-28)	By June 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 66% to at least 69%, reducing the gap from 21% to 19% Hispanic - Increase pass rate from 68% to at least 71%, reducing the gap from 19% to 17% EL - Increase pass rate from 52% to at least 60%, reducing the gap from 35% to 28% SWD - Increase pass rate from 64% to at least 68%, reducing the gap from 23% to 21% Econ. Disadv. - Increase pass rate from 67% to at least 71%, reducing the gap from 20% to 18%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-2.1-Implement science of reading strategies and curriculum resources to grow all readers, particularly those below proficiency.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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
Tier 1: * Library orientations for all students, access to virtual author talks *Explicit vocabulary Instruction-all content areas * Utilize strategies from training related to the Virginia Literacy Act's training requirements in adolescent reading * Access strategies- partner reading, choral reading, turn and talk, get the gist routine, culminating questions, sentence stems, graphic organizers, PACT (comprehension canopy, vocabulary, gist statements), exposure of students to grade-level texts and scaffolding to access complex texts *When possible, reduce class size, which allows for more small group work and the provision of meaningful feedback and remediation *Expose students to grade-level texts and offer scaffolds to access complex texts *All students participate in Drop Everything And Read (DEAR) during STAR every Wednesday and Thursday	Sept-June, ongoing	Admin, Content Teachers, Reading Specialist, ELA and Reading teachers, EL and special ed teachers	Principal & APs will, with support from staff in Student Support, ELA, OSE & EL offices - will monitor by conducting observations, attending CLT meetings and analyzing student performance data
Tier 2: * Core phonics in Structured Literacy classes * Lexia Powerup / (Lexia English for EL 1 & 2) *Reading and ELA teachers analyze MTSS Reading plan progress monitoring data to inform changes in practice *Identify target areas (power standards), to address with students still scoring in Basic and Below Basic ranges. * 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. * Additional targeted small group weekly using best instructional strategies, progress monitoring, and document progress.	Sept-June, ongoing	Admin, ELA and Reading teachers, EL and special ed teachers Reading Specialist	
Tier 3: * Teach students routines they can use to decode multisyllabic words * Immersive Reader and other educational technology access for read aloud/translations *Structured Literacy III/World Geography collaboration and frontloading content specific vocabulary *ALL-In Tutoring, targeted interventions during STAR	Sept-June, ongoing	Admin, ELA and Reading teachers, EL and special ed teachers, Reading Specialist	

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Professional Learning Provide all content, EL and special education teachers with training on how to interpret the results of the VALLSS and how to use student performance data on this assessment to inform instruction.		Sept-June, ongoing	ELA, EL and special ed teachers, Reading Specialist	
Progress Monitoring				
Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-1.1-Reading SOLs	Strategic Plan Key Performance Indicators		KPI-SAGS-1.2-% of students passing the Reading SOL
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)	
School Level -BOY NWEA MAP Growth for Reading -BOY VALLSS Teacher/CLT/Grade- -MTSS Reading Plan progress monitoring	Teacher/CLT/Grade- MTSS Reading Plan progress monitoring, All-In-Tutoring	School Level -MOY NWEA MAP Growth for Reading -MOY VALLSS CLT/Teacher MTSS Reading Plan progress monitoring All-In-Tutoring	School Level -EOY NWEA MAP Growth for ELA, Reading SOL CLT/Teacher MTSS Reading Plan progress monitoring, All-In-Tutoring	

Goal #3	English Learner Progress on ACCESS		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	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.		
Baseline Data	49.8% of EL student demonstrated progress on the 2025 WIDA ACCESS assessment.	Identify if goal is required based on state or federal requirements, or other guidelines	Yes
3 Year Performance Goal			

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By June 2026, at least 70% of EL students will demonstrate growth on the WIDA ACCESS assessment.

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By June 2026, at least 60% of EL students will demonstrate growth on the WIDA ACCESS assessment.
Annual Performance Goal Year 2 (2026-27)	By June 2026, at least 65% of EL students will demonstrate growth on the WIDA ACCESS assessment.
Annual Performance Goal Year 3 (2027-28)	By June 2026, at least 70% of EL students will demonstrate growth on the WIDA ACCESS assessment.

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	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.
Strategic Plan Strategies - Secondary	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring
Action 1 - Leverage professional learning in department meetings so that content teachers deploy access strategies to promote dialogue such as sentence stems, graphic organizers, word banks, PACT to build context. Action 2 - EL teachers utilize Kagan strategies and facilitate WIDA preparation sessions. Action 3 - Regular celebration of EL students' progress to promote EL students' understanding of how the WIDA assessment influences their course selection and placement.	Ongoing	Content lead teachers, Content teachers, EL teachers	Administrators, Instructional Lead Team
Action 4 - EL discourse, reading and writing strategies promoted in Weekly Memo, during department meetings and within content teachers' SMART goals.	Ongoing	Administrators, teachers	Administrators, EL content lead

Strategic Plan Measures to determine if goal was achieved	LGI-SAGS-2.2-Universal Literacy Screener	Strategic Plan Key Performance Indicators	KPI-SAGS-2.2-% of middle school and Gr. 9 students annually meeting defined growth targets in reading on the NWEA MAP Growth
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)

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Teacher gathered evidence of EL students' increase in speaking, reading and writing proficiency.	Teacher gathered evidence of EL students' increase in speaking, reading and writing proficiency. WIDA Language Charts	Teacher gathered evidence of EL students' increase in speaking, reading and writing proficiency. WIDA Language Charts	Teacher gathered evidence of EL students' increase in speaking, reading and writing proficiency. WIDA ACCESS
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Goal #4	Engaged Workforce		
Strategic Plan Goal Area	Student Centered Workforce		
Strategic Plan Performance Objectives	PO-SCW-2-By 2030, at least 75% of APS staff will report a positive workplace climate and staff engagement		
Baseline Data	2025 Your Voice Matters survey (61 responses from T-scale & support staff) “I feel I can communicate openly about concerns.” 80% agree or strongly agree “I often engage in intentional conversations with my colleagues about topics related to ethnicity and culture, including those that may be challenging or uncomfortable.” 65% agree or strongly agree	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
On the 2028 YVM survey, at least 90% of staff will respond favorably to the survey question, “I feel I can communicate openly about concerns.” On the 2027 YVM survey, at least 75% of staff will responde favorably to the survey question, “I often engage in intentional conversations with my colleagues about topics related to ethnicity and culture, including those that may be challenging or uncomfortable.”			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	On the 2026 YVM survey, at least 85% of staff will respond favorably to the survey question, “I feel I can communicate openly about concerns.”		

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Annual Performance Goal Year 2 (2026-27)	On the 2027 YVM survey, at least 90% of staff will respond favorably to the survey question, “I feel I can communicate openly about concerns.” On the 2027 YVM survey, at least 70% of staff will responde favorably to the survey question, ""I often engage in intentional conversations with my colleagues about topics related to ethnicity and culture, including those that may be challenging or uncomfortable."		
Annual Performance Goal Year 3 (2027-28)	On the 2028 YVM survey, at least 90% of staff will respond favorably to the survey question, “I feel I can communicate openly about concerns.” On the 2027 YVM survey, at least 75% of staff will responde favorably to the survey question, ""I often engage in intentional conversations with my colleagues about topics related to ethnicity and culture, including those that may be challenging or uncomfortable."		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	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.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SCW-2.5-Develop systems to gather feedback from teachers and staff to inform continuous improvement efforts.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 - Organize and facilitate choice-based affinity and advocacy groups (AAG’s) in which staff will participate.	Fall (2) and Spring (2)	Adult & Student SEL Coordinator, AAG facilitators, administrators	SEL Coordinating Committee, Adult & Student SEL Coordinator and administrators will monitor by reviewing feedback provided by staff regarding their experience participating in grade level and team meetings, CLT meetings, structured conversation groups and community-building activities
Action 2 - Organize and facilitate structured conversation groups in which staff will participate focused on constructive disagreement skills and strategies.	Midyear (2)	Adult & Student SEL Coordinator, administrators	
Action 3 - Organize and facilitate whole-group community-building activities in which staff will participate	Seasonally (3)	Adult & Student SEL Coordinator, administrators	
Action 4 - Create, implement, and revisit norms in grade-level teams and collaborative learning teams to implement and reinforce a system of emotionally intelligent practices.	Ongoing	Grade Level Leaders Collaborative Learning Team Members Administrators Coaches	Grade Level Leaders Collaborative Learning Team Members Administrators Coaches

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Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SCW-2.1-YVM Staff: Workplace Climate	Strategic Plan Key Performance Indicators	KPI-SCW-2.2-% staff responding favorably to YVM category Engaged Workforce: Workplace Climate
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)
Staff feedback regarding their experience participating in grade level and team meetings and CLT meetings	Staff feedback regarding their experience participating in grade level and team meetings and CLT meetings	Staff feedback regarding their experience participating in grade level and team meetings and CLT meetings, structured conversation groups and community-building activities.	Staff feedback regarding their experience participating in grade level and team meetings and CLT meetings Staff responses to Your Voice Matters survey questions about whether staff feel comfortable: sharing concerns with colleagues sharing concerns with supervisor

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 2025 Spring SEL Survey indicate that 71% 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	
3 Year Performance Goal			
By June 2028, at least 85% of students will report favorably on the spring SEL survey related to their social awareness skills.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, at least 75% of students will report favorably on the spring SEL survey related to their social awareness skills.		

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Annual Performance Goal Year 2 (2026-27)	By June 2027, at least 80% of students will report favorably on the spring SEL survey related to their social awareness skills.			
Annual Performance Goal Year 3 (2027-28)	By June 2028, at least 85% of students will report favorably on the spring SEL survey related to their social awareness skills.			
Strategic Plan Strategies				
Strategic Plan Strategies- PRIMARY	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			
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -				
Action Steps				
Action Steps		Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 - Students and staff will participate in SEL activities related to emotional regulation strategies (such as Zones of Regulation) frequently during STAR and Community Days.		Introduced in fall, extended each MP, review and reflection on Community Days (MP1, 2, 4)	SEL Coordinating Committee, SEL Leads, STAR teachers	Principal & AP's, with Office of Student Services staff, will monitor by conducting walkthroughs and observations of SEL lessons.
Action 2 - SEL lessons related to social awareness skills will be facilitated in 6th, 7th and 8th grade Health curriculum, SEL lessons during STAR, Community Day activities, cultural celebrations, Humanities assemblies		Ongoing	HPE teachers, STAR teachers, content teachers	Principal & AP's, with Office of Student Services staff, will monitor by conducting walkthroughs and and observations of SEL lessons.
Action 3 - Share information about social awareness lesson themes weekly with families with strategies for families to try at home.		Ongoing	Principal	Principal will send weekly messages to families.
Progress Monitoring				
Strategic Plan Measures To determine if goal was achieved	LGI-SWB-1.4-SEL Survey: Self-Management	Strategic Plan Key Performance Indicators	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	

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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)
- Lesson implementation calendar - Student work samples from Community Day -School survey (based on selected questions from SEL surveys)	- Lesson implementation calendar - Student work samples from Community Day -School survey (based on selected questions from SEL surveys)	- Lesson implementation calendar - Student work samples from Community Day -SEL survey	- Lesson implementation calendar - Student work samples from Community Day -School survey (based on selected questions from SEL surveys)