

Strategic	Strategic Plan Performance	School Performance Goals	Strategic Plan Strategies- PRIMARY	Strategic Plan	School Actions	Timeline for	Responsible &	Strategic Plan	Baseline Data
Student Success	PO-SS-2-By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level.	By the end of 2022-23 school year, all EL 1-4 students will improve their reading proficiency scores by at least one year or grade level.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		-ELA, Reading and EL teachers will provide abundant access, time, choice, and community rituals regarding reading and literacy. -EL 1-4 students who are still learning to decode will have access to structured literacy instruction, in addition to language development. -ELA, Reading and EL teachers will build choice reading and teaching skills through student interest and building a love for reading. -All content and EL teachers will teach content-specific language and vocabulary so strategic team collaboration with teachers/counselor/admin will support student growth and achievement. -EL 1-4 students will practice test taking skills using a platform similar to TestNav.	Daily/weekly reading opportunities, county testing BOY/MY/EOY	EL teachers, ELA & Reading teachers, content teachers	M-SS-1- Reading SOLs or WIDA ACCESS or DIBELS (3/4)	NonEL SOL Reading passing rate was 93.9% in 2018-19, 92.8% in 20-21, 90.9% in 21-22 EL 1-4 SOL Reading passing rate was 28.2% in 2018-19, 8.5% in 2020-21, and 11.4% in 2021-22.
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By June 2023, at least 85% of students enrolled in a Pre-Algebra course will pass the Math 8 SOL assessment.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		-PreAlgebra 8 (PA8) teachers will engage in equitable grading strategies focused on student proficiency with Math 8 standards. -Pre-Algebra teachers will participate in weekly CLT meetings to address Math 8 standards, develop common formative and summative assessments and make instructional decisions informed by students' performance on these assessments. - Select PreAlgebra 8 students who demonstrate a need for tier 2 interventions will be offered the opportunity to enroll in a PA8 STAR taught by a PA8 teacher and/or an PA8 Strategies course for additional practice and differentiated interventions. - PA8 students who score Below Basic on the Math 8 Math Inventory will engage in ATSS interventions provided by PA8 teachers and the Math Coach.	Ongoing formative and summative assessments, BOY/MOY/EOY Math Inventory, MOY Math VGA	Pre-Algebra teachers, Math Coach, special education and EL paraeducators and co-teachers	M-SS-3- Math SOLs	Math 8 pass rate for 17-18 - 79%, 18-19 - 90%, 20-21 - 60.2%, 21-22 - 79.6%
Engaged Workforce	PO-EW-1-By 2024, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey.	During the 22-23 and 23-24 school year, Swanson's Instructional Leadership Team will collaborate to provide focused, staff-influenced professional learning opportunities that meet the evolving needs of our staff. As a result, 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.	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		-Continually assess learning needs of T- and A-scale staff. -Provide choice offerings for professional learning based on identified T- and A-scale staff needs. -Ensure there is an explicit connection of design of site-based professional learning strategies to adult learning theory. - Incorporate professional learning into faculty meetings and site-based early release days and use exit ticket data to differentiate and align professional learning offerings to staff need and feedback. -Designate time between faculty meetings and site-based early release days for staff to implement and reflect on the efficacy of new strategies learned during site-based professional learning sessions.	Ongoing implementation of opportunities for professional learning during monthly faculty meetings and two site-based early release days during the 22-23 and 23-24 school year.	Instructional Lead Team	M-EW-6- YVM Staff: Engagement Results	In the 2022 Your Voice Matters survey, Swanson staff responded in the following ways regarding whether school-based professional learning offerings met their learning needs: -Not well at all 22% -Slightly well - 26% -Somewhat well - 25% -Quite well - 23% -Extremely well - 5%

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Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	By May, 2023, at least 60% of students will report favorably on the spring SEL survey that they feel confident that they have the skills, knowledge, and understandings to make positive choices about their social-emotional engagement.	S-SWB-2-Establish and promote a culture of safety, social, emotional, and mental health wellness.		-Tier 1 - Deliver 30 minute SEL focused lessons a once a week during STAR with explicit identification of the SEL skills, knowledge and understandings students will gain. -Tier 2 - Launch a peer mentoring program in which 7th/8th graders will mentor 6th graders. -Tier 1 - Embed the SEL Signature Practices (welcoming rituals, engaging strategies & optimistic closures) in STAR curriculum. -Tier 1 -Use the researched based SEL curriculum for SEL lessons. Tier 1 - Winter 2022 & Spring 2023 Schoolwide Community Day The Swanson Code and Way -Tier 1 - Grade level safety assemblies on first day of school Availability of and staff response to online bullying report form -Staff response to behavior referral form submissions -Tier 2 - Grade level Game Clubs at lunch -Tier 3- Small group interventions such as Lego Club, Coping Cat -Tier 3 - Delivery of Counseling As a Related Service to eligible students.	Ongoing SEL signature practices, ongoing weekly SEL lesson, peer mentor by Spring 2023, Winter 2022 & Spring 2023 Schoolwide Community Day, Fall 2022 and Spring 2023 APS SEL survey	SEL Lead, STAR teachers, Counseling Services, administrators	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	For a majority of reporting groups in the Your Voice Matters surveys, favorable social-emotional mental health indicators decreased from an average of 56.5% in 2020 to 53.5%.

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Partnerships	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.	By May, 2023, 90% of Swanson families who are new to APS and who enrolled in Swanson in August 2022 and later during the 22-23 school year will respond favorably to a survey regarding student and family engagement in Swanson school community.	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		-Identify and survey new families and students. -Provide welcome packets (hard copy and/or digital in English, Spanish and all languages represented at Swanson) to new students and families. -Conduct individual orientation sessions with new students when they enroll. -Facilitate a variety of ongoing activities for new students. -Ensure that BFL/Volunteer & Partnership Coordinator is fully engaged with welcome process.	Ongoing, from October 2022 to May 2023.	Purple Frog club and sponsor school registrar Counselors DOC BFL/Volunteer & Partnership Coordinator Activities Coordinator	M-P-4- Feedback from participants in school-based family learning events	<p>Responses to "pre-survey" by 60 families who are new to Swanson as of October, 2022:</p> <p>1. Before arriving at Swanson, how well did the staff communicate with you?</p> <ul style="list-style-type: none"> <li>- Average score 3.8</li> <li>- 77% responded positively (either 4 or 5)</li> </ul> <p>2. Since arriving at Swanson, how well has the staff communicated with you?</p> <ul style="list-style-type: none"> <li>- Average Score 4.6</li> <li>- 100% responded positively (either 4 or 5)</li> </ul> <p>3. Before arriving at Swanson, how supportive was the school in preparing your student to start school?</p> <ul style="list-style-type: none"> <li>- Average Score 3.5</li> <li>- 62% responded positively (either 4 or 5)</li> </ul> <p>4. Since arriving at Swanson, how supportive has the school been in addressing your student's needs when you've asked for help?</p> <ul style="list-style-type: none"> <li>- Average score 4.7</li> <li>- 92% responded positively (either 4 or 5)</li> </ul> <p>5. Before arriving at Swanson, was there someone at the school that you considered a point of contact for your family? Did you know who to contact if you needed something? If yes, who?</p> <ul style="list-style-type: none"> <li>- 46% Yes, 54% No</li> </ul> <p>6. Since arriving at Swanson, is there someone at the school that you consider a point of contact for your family? Do you know who to contact if you need something? If yes, who?</p> <ul style="list-style-type: none"> <li>- 92% Yes, 8% No</li> </ul>