

Swansfield Elementary School



https://www.hcpss.org/f/schools/profiles/prof_es_swansfield.pdf

SCHOOL IMPROVEMENT PLAN AT A GLANCE 2025-2026

Swansfield Elementary: To develop a community of lifelong learners among students, staff, and parents, where all learners are actively engaged, aware of others and themselves, and are critical problem solvers.

Vision: Every student and staff member embraces diversity and possesses the skills, knowledge and confidence to positively influence the larger community.

Mission: HCPSS ensures academic success and socioemotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps.

HCPSS EQUITY FRAMEWORK

Belonging: All students, staff, and families experience belonging; and each person's physical, social, and emotional needs are met.

Opportunity & Access: All students, staff, and families can access pathways that expose them to high-quality learning experiences.

Instructional Excellence: All students and staff are provided with the resources necessary to deliver and experience high-quality instruction.

SCHOOL STRATEGIES, COMMITMENTS, & ACTION STEPS

Reading Strategy:

Statement of Commitment: "We commit to implementing all components of literacy instruction while providing Tier 1 instruction so that students will have the optimum amount of instructional time with Tier 1 and Tier 2 or 3 support when necessary."

Action Steps:

- Implement all components and expectations for the ELA instructional block
- Ensure that the master schedule allows staff who provide supplemental support to students to access identified students with the frequency, duration, and group composition as outlined by the program requirements and central office expectations.
- Engage in collaborative planning to ensure consistency of literacy instruction and teaching the intent of the standards.
- Engage in professional learning with the literacy coach on the science of reading and effective instructional strategies. Apply learning to instructional practice.

Engaged & Inspired Learners: All students and staff are empowered to shape their teaching and learning experiences.

HCPSS PRIORITIES

To be a great school system for all, HCPSS will translate our mission and commitments into strategies and goals that are aligned with these five priority areas.

1. Strengthen Learning & Instruction



2. Cultivate Student Belonging & Well-being



3. Foster Staff Growth & Engagement



4. Enhance Systemic Planning & Process



5. Partner with Families & Community



- Use literacy walkthrough tools to assess the fidelity of implementation of literacy instruction and engage in team feedback and reflection to make adjustments to refine instructional practice.
- Use entrance and exit criteria to identify Tier 2 and 3 supports
- Include Multilingual Learner (ML) English language proficiency levels, student backgrounds, and time in the ELD programming as part of data meetings, discussions, and instructional decision making.

Mathematics Strategy:

Statement of Commitment: We commit to implementing a multi-tiered system of support for instruction and intervention so that students will have increased access and proficiency with grade/course-level standards.

Action Steps:

- Norm understanding and expectations regarding multi-tiered system of supports, with a strong focus on Tier 1 supports with fluency.
- Devise a plan for effectively implementing a multi-tiered system of supports for mathematics, including scheduling time for instructional and support staff to review data and develop support plans for students
- Use entrance and exit criteria to identify Tier 2 and 3 supports

Attendance Strategy:

Statement of Commitment: "We commit to consistently implementing the attendance policy and engaging in data conversations to gain a better understanding of why students are not attending school. We will connect students with appropriate resources so that students are more likely to come to school."

Action Steps:

- Use attendance team meetings to follow HCPSS [attendance](#)

[procedures](#) and identify students who require more individualized interventions. More meetings may be needed based on the volume of students needing additional support.

- Ensure the attendance team is analyzing attendance data for early identification of chronically absent students (e.g., Hoonuit attendance dashboards).
- Family Involvement Contact, BSAP Liaison and grade level admin will hold meeting with families to check in with them to see how we can better support the family with their students' attendance
- Host a family night focused on our special education families to discuss data specific to this student group (attendance).
- Have a primary and intermediate competition each quarter for the best attendance.
- Create and monitor attendance plans for students who meet the criteria per policy.
- Connect students with appropriate resources and supports (e.g., Chronic Health Impairment Program (CHIPs)/ Home & Hospital, School-Based Mental Health, Innovative Pathways Programming), etc., as appropriate.
- Develop programmatic solutions to recurring community concerns (e.g. food pantry, mentoring, etc.).
- Recommend students to the Central Attendance Team once other procedures were followed.

Discipline Strategy:

Statement of Commitment: "We commit to creating a positive school culture that prioritizes healthy relationships and grows a culture of belonging so that students will experience less exclusionary discipline as evidenced by overall suspension rates."

Action Steps:

- Extend the required monthly data protocol to include student level analysis for the focus disposition (suspension or ODR).
- Engage in professional learning with a focus on understanding disabilities and applying the student code of conduct for this student group.

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| | <ul style="list-style-type: none">• Engage in professional learning with a focus on the impact of racialized bias when applying the student code of conduct.• Deepen understanding of measures of positive school climate/culture. |
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