**2022-23 Strategic Action Plan**

At the Secondary Academy for Success (SAS), we motivate and support students’ physical, social, emotional, and academic growth to prepare students for high school graduation and to promote post high school skills training, career development education and community citizenship opportunities.

Each year, we identify goals that guide the work we do to ensure each of our students learns at high levels and, ultimately, is prepared for success in career, college, and life.

**OUR INQUIRY PROCESS**

Supporting student performance not only requires a safe, caring, and mutually respectful environment, but also a careful consideration of the Northshore Strategic Plan goals that align with our students’ needs. Identifying Strategic Plan goals and actions to meet the chosen goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

**Equity Inventory**

All our efforts to ensure exceptional levels of student learning are rooted in our commitment to equitable access and outcomes for students. For the 2022-23 school year, we will build off of what we learned from our work over the last three years on Domains 1, 2, and 3: Domain 1: 1C New policies and procedures are implemented with sensitivity toward the diverse learning needs of students, 1E Educators evaluate and equitably improve their own discipline policies and practices and 1G Educators continuously self-reflect while they learn more about equity related issues, and Domain 2: 2B Students and families from diverse backgrounds are listened to and their opinions are valued, 2I Educators have high expectations for all students regardless of their background or differences, of the [Northshore School District Equity Handbook](https://www.boarddocs.com/wa/nsd/Board.nsf/files/BALKRD531AC6/$file/NSD%20Equity%20Handbook%20FINAL.pdf). We will continue to keep key aspects of what we have learned from Domains 1 and 2 in mind while further incorporating strategies related to Domain 3. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 3 of the [Northshore School District Equity Inventory](https://www.boarddocs.com/wa/nsd/Board.nsf/files/BALKRK531D0A/$file/NSD%20Equity%20Inventory%20FINAL.pdf).

**Understanding Our Students’ Needs**

Part of our inquiry process is an examination of data. By looking at a variety of data including attendance and discipline records, classroom-based assessments, demographic information, student and family inventories/surveys, and various student achievement measures, we can understand the issues we must address.

During Spring 2022, we reviewed the following data:

* Attendance Records
* Climate Surveys
* Demographic Information
* Discipline Data
* Credit Mapping
* End of Course Grades
* Graduation Rates
* SBAC Scores
* Course Enrollment
* Forefront Data

Based on our data review, and the results of our Equity Inventory, we have identified the following gaps in student outcomes or access that require our attention:

● It was identified one Learning Management System was needed for student and parent access, and access to devices and hot spots for all students.

● In listening to student voices, students requested a block schedule and club time, and asked for more opportunities for peer connection.

● Teachers and our librarian continue to review curriculum and books. We are still working on implementing more reading from different cultural perspectives and regions, written by multicultural authors around the world.

● Many of our students lack access to food and basic resources, so students will continue to get access to free food and gift cards through the work of our care team.

● Our Native American Club will continue to meet to make sure their voices are represented.

● To help students of color feel seen and heard, conversations around race and inequity will not be ignored. Instead, staff will lead the way in acknowledging inequities and racism.

● Based on staff reflection after meetings led by the REJ Team, our staff will develop protocols for racist incidents in our classrooms.

● To help our Multilingual Learners to be successful, students from non-English speaking families need to receive the same school communication as students from English speaking families, in their language.

We believe this gap in student outcomes is the result of the following root cause(s)

* Students are struggling with lack of mental health support, loneliness, and isolation.
* Lack of access to financial resources.
* Social and emotional struggles
* Students struggle with language barriers.
* Students struggling with food and housing insecurities

The analysis of our school data leads us to the development of our goals for the 2022-23 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore’s Strategic Plan.

| **School Goals** | **Equity Means** | **Measures of Success** |
| --- | --- | --- |
| **Goal 2**  Responsible, Resilient, Empathetic Learners | Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs, and contribution of others. | Increased percentage of students who feel safe, have a sense of belonging and personally meaningful friendships, and believe that their school is vibrant and inclusive, with rules that are fair and equitable |
| **Goal 5**  Ready for Lifelong Success after Graduation | Each student receives equitable access to experiences crucial for success in college and beyond and meets or exceeds Washington state’s college-&-career readiness graduation requirements. | Increased percentage of students who demonstrate acquisition of practical skills and dispositions for life after high schools (e.g., goal- orientation, self-responsibility, time management, teamwork, finances, insurance, and housing) · Increased percentage of students who graduate on time. Increased percentage of students involved in activities aligned to their college, career, or post-high school plan |

**Theory of Action, Instructional Practices & Strategies**

Our data review, identification of areas for improvement (gaps) in student outcomes, and hypothesis about root cause(s) leads us to believe that if we do certain things, then we will see positive changes. Therefore, for each of our chosen goals, we have developed a theory of action that has led us to choose to implement a specific instructional strategy that is linked to one of the five Northshore Instructional Practice(s). These are outlined below.

By focusing on the instructional strategy and being clear about our anticipated outcome, we will be able to determine whether our efforts will have the anticipated impact. Because we will measure student progress regularly, we will be able to adjust our approach as the school year advances.

**GOAL 2: Responsible, Resilient, Empathetic Learners**

Equity Means

Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs, and contribution of others.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we honor the diversity of our student body, then students will gain confidence, feel safe, and increase learning.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 2 is as follows:

During the 2022-23 school year, the percentage of students who feel safe, have a sense of belonging and personally meaningful friendships, and believe that their school is vibrant and inclusive, with rules that are fair and equitable will increase by 5% among all students as measured by the results of the Staff Connection Survey.

| **Instructional Strategy** | **Instructional Practice** |
| --- | --- |
| To make progress, toward our specific goal, we will focus on relationships first and foremost. This means that the entire staff will prioritize empathetic relationships at the center of everything we do. | Our instructional strategy relates to:   * Building and Maintaining Relationships |
| **Domain Three: Teaching, Learning, and Self Reflection** | **Equity Strategies** |
| To ensure equity focus to our work on this goal, we will focus on:  3B Educators are well informed of the diverse backgrounds of students and families | The equity strategies we will employ:  Look for ways to bring students’ stories into lessons and activities - Look for ways to bring families and their voices into the classroom (i.e.: they can come in to be a guest speaker, students can record their family member’s voice or take a video of them to bring into class, etc.)  Ask families and students about their diverse backgrounds and what they feel should be talked about to honor them in the classroom throughout the school year (ie: in-class surveys, take-home surveys, conversations, etc.)  Find out which religious and cultural observances students and their families celebrate throughout the school year and recognize them in class  Find out which national diversity days/months students and their families celebrate throughout the school year and recognize them in class |

**GOAL 5: Ready for Lifelong Success after Graduation**

Equity Means

Each student receives equitable access to experiences crucial for success in college and beyond and meets or exceeds Washington state’s college-&-career readiness graduation requirements.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we connect with every student, set high standards and provide choices then students will graduate on time and go on to pursue additional education.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 5 is as follows:

During the 2022-23 school year the percentage of students who graduate and then enroll in post high school education/training will increase among the senior class by 5% as measured by post high school enrollment.

| **Instructional Strategy** | **Instructional Practice** |
| --- | --- |
| To make progress, toward our specific goal, we will help students understand all the college and career opportunities that are available to them (universities, colleges, community colleges, technical colleges, trade schools, institutes, etc.    This means that teachers and our counselor will help students learn about choices and then apply for schools and scholarships to prepare for higher education. | Our instructional strategy relates to:   * Structuring Collaborative Learning Experiences |
| **Domain Three: Teaching, Learning, and Self Reflection** | **Equity Strategies** |
| To ensure equity focus to our work on this goal, we will focus on:  3E Educators understand the ways in which racial and intersectional diversity influences student behaviors and behavioral norms. | The equity strategies we will employ:  Learn about the different identities, cultures, and religions that are represented in the school or classroom, and help students learn about the same  Learn about the cultural norms and values of each represented identity, religion, etc. and help students learn about the same - Show value of interdependence and collaboration in the classroom or school |
|  |  |

**Monitoring Our Progress**

Following a cycle of continuous improvement means that we will measure our progress at least three times during the school year for each of our goals according to the identified assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims. As we collect data, we will determine the efficacy of our work. If, according to the data, our strategies appear to be working, we will continue to execute our SAP as designed. On the other hand, if the data indicates that there is no impact, we will re-examine our work and make critical adjustments. It is in this way -- through the continuous review and analysis of data, selection of strategies, and measurement of results -- that we will close our gaps and create success for our students.

| **GOAL 2: Responsible, Resilient, Empathetic Learners** | | |
| --- | --- | --- |
| Students participate in student/staff groups and leadership meetings to get their voices heard. | **Student Voice and Ownership**: Create opportunities for student voice and ownership by integrating students’ knowledge, culture and experience into instructional planning, classroom projects and assignments. Use multiple ways to assess student progress, and involvement in setting and adhering to classroom norms and school norms.  **Student Rep meeting during Advisory class:** Students are given a survey to take back to their class to determine student body needs, ideas, suggestions etc. | Monthly (end of each Progress Report)  Monthly meetings with Principal |
| The Care Team meets weekly to find students who are excessively absent and connect with them to help them re-engaged in learning. | **Home/School Communication**: Ensure school staff engage in two-way communication regarding each student’s academic and social emotional progress and collaborate with parents and caregivers about strategies for strengthening student motivation and resilience. Survey parents and make changes accordingly. | Weekly Meetings |
| Daily advisory to connect with every student, implement accountability practices and SEL lessons | **Mentor and Advocate for Students**: Support high standards for learning and social behavior for all students by developing a mentor and advocate initiative. | Monthly (end of each Progress Report) |
| Weekly staff meetings | **Data-Driven Continuous Improvement:** Implement structures to increase effective use of data to drive instructional decisions at the district, school, and classroom levels, and to promote consistent use of data by students to assess their own learning, define improvement opportunities collaboratively with their teachers and families, and continuously monitor their own progress. | Monthly (end of each Progress Report) |
| Provide access to mental health services for all students in need | **Mentor and Advocate for Students:** Support high standards for learning and social behavior for all students by developing a mentor and advocate initiative. | Monthly (end of each Progress Report) |
| One on one meetings between staff and students | **Student Voice and Ownership:** Create opportunities for student voice and ownership by integrating students’ knowledge, culture and experience into instructional planning, classroom projects and assignments. Use multiple ways to assess student progress, and involvement in setting and adhering to classroom norms and school norms. | Monthly (end of each Progress Report) |

| Each teacher and staff member selects one student as their “focus kid” for the year | Teacher and staff use multiple strategies to connect with student to help them be successful in school and life | Daily/weekly check-ins with student. Review each student quarterly as a group |
| --- | --- | --- |

| Dot Activity - gather data on the number of teacher/staff connections with each student | **Student Connections:** Find any student with less than 4 teacher/staff connections. | Review once every quarter |
| --- | --- | --- |

| **GOAL 5: Ready for Lifelong Success after Graduation** | | |
| --- | --- | --- |
| Increase on time graduation rate | **On-Track for High School Graduation:** Align the district’s early-identification processes to continuously screen and monitor the progress of high school students towards on-time high school graduation; and offer an array of opportunities and supports to ensure students meet graduation requirements. | **Monthly** |
| Work as a staff to prepare students for their next steps, help them enroll and sign up, and then assist them in their transition.    Work as a staff to reduce barriers for success after graduation | **College- and Career-Bound Systems:** Build systems to ensure counselors, career specialists and other staff provide support for all students to complete applications and scholarships for college, university, trades, and state agencies’ opportunities (e.g., Free Application for Federal Student Aid (FAFSA), College Bound, internships, DVR).    **Real-life experience:** Lead Friday Opportunities to help students learn how to ride public transportation, tours of local businesses, local colleges, and trade schools etc. | **Fall, winter, and spring**  **Fall, winter, and spring** |
| Encourage students to cross enroll and pursue further education | **Mentors and Advocates:** Provide community members, teachers, parents, peers, or other mentorship opportunities to assist students in acquiring the knowledge, skills, and dispositions for successful transition into life after high school graduation. | **Fall, winter, and spring** |
| Provide a staff mentor to each student who cross enrolls to ensure success | **Mentors and Advocates:** Provide community members, teachers, parents, peers, or other mentorship opportunities to assist students in acquiring the knowledge, skills, and dispositions for successful transition into life after high school graduation. | **Monthly** |
| Promote post high school options in classes and advisories | **Student Advisory:** Implement a student advisory program that ensures every high school student is known by name, strength, and need by at least one adult at the school. | **Quarterly** |
| Staff / SDLT meeting to identify students who could cross enroll or need support with their next steps. | **Transitional and Personalized Systems:** Ensure staff and parents learn about a variety of transitional and personal growth opportunities and pathways for students to progress successfully to on-time graduation. | **Meet fall, winter and spring** |
| **Teachers/Counselor will help students apply for scholarships.** | **College- and Career-Bound Systems:** Support for all students to complete scholarships for college, university, trades, and state agencies, | **Winter and Spring** |
| **Partner with local businesses and schools to give our students experiences that prepare them for the future.** | **Community/Work-Based Experiences:** Provide opportunities for students to participate in work-based internships, apprenticeships, and community-based learning prior to graduating from high school. | **Fall, winter, and spring** |
| **Mental Health Specialists will work with students, based on need, to prevent health from getting in the way of success. Assistant Director of Assessment will work with building to make sure all students are on track** | **On-Track for High School Graduation:** Align the district’s early-identification processes to continuously screen and monitor the progress of middle school and high school students towards on-time high school graduation; and offer an array of opportunities and supports to ensure students meet graduation requirements. | **Monthly check ins** |

**PROFESSIONAL DEVELOPMENT**

Selecting goals, developing theories of action, getting specific about our intended outcomes, and implementing instructional strategies that we believe will make a difference for our students are all important parts of our strategic work this year. However, without each of the adults at SAS meeting regularly to learn together, review data, and adjust as needed, our work will not result in the outcomes we desire. During the 2022-23 school year, we will participate in the following professional development as part of our work:

● Through the work of SDLT, provide frequent and ongoing cultural competence professional development to all staff.

● Provide opportunities for teacher professional development through areas such as peer observations of student work, collaborative teams, classroom observations, differentiated instruction, and technology instruction.

● Further develop Professional Learning Communities (PLCs) throughout all departments, focused on aligning curriculum, creating common assessments, and improving instruction through collegial sharing and accountability through MTSS and SIOP strategies.

● Provide opportunities for our teachers to learn about trauma sensitive classrooms and create time for staff to participate in future learning opportunities.

● Staff may participate in optional book clubs to read and meet monthly to discuss REJ books.

**COMMUNITY PARTNERSHIP**

We are committed to creating a safe, caring, and mutually respectful environment within our school where all students, families and staff feel welcomed, valued, and affirmed. Community support in this endeavor is greatly valued and critically important, and to achieve this we will involve our SAS families, local businesses, and the rest of our Northshore community this year as follows:

* At SAS we believe community involvement is imperative to the success of the school at large. Our success as a learning community is supported by our close connection with our community members who positively support and enhance our students’ educational experience.
* We will partner with AT&T and the Northshore Schools Foundation to help prepare students for their next steps by offering practical interviews and resume writing
* We will utilize AT&T and McKinstry resources to provide funds for experiential learning.
* We will continue partnering with King County Green Schools Program and 21 Acres Sustainable Farm in our work to be a sustaining green school.
* We have been building partnerships with the Bothell Kenmore Chamber of Commerce and local small businesses to help our students in their next steps
* We will continue to bring students to Students of Color Conference (SCCC) and other Racial & Equity Justice (REJ) events
* Our staff will continue to attend trainings with the Eastside Native American Education Program to learn about best practices for working with our Native American students
* Our staff will connect with our Alumni to utilize resources as well as their input to advise in our planning for future offering and guidance to show our current students the path to success.