



2020-21 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 of our efforts to ensure exceptional levels of student learning are rooted in our commitment to equitable access and outcomes for students. For the 2020-21 school year, we will build off of what we learned from our work on 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, of the [Northshore School District Equity Handbook](#). We will continue to keep key aspects of Domain 1 in mind while also incorporating strategies related to Domain 2. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 2 of the [Northshore School District Equity Inventory](#).

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 are able to understand the issues we must address.

During Spring 2020, we reviewed the following data:

- Attendance Records
- Climate Surveys
- Demographic Information
- Discipline Data
- End of Course Grades
- Graduation Rates
- SBAC Scores
- Course Enrollment



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 voice, students requested a later start time, and asked for more opportunities for small group and one-on-one connection.
- Teachers and our librarian reviewed curriculum and books. We need to implement more reading from different cultural perspectives and regions, written by multi-cultural 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.

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

- Not being in proximity to one another and connecting with families to provide interventions that would normally have taken place.
- Students are struggling with mental health, loneliness, and isolation.
- Students of color feeling invisible, unheard, and treated unfairly.
- Lack of access to resources.

The analysis of our school data leads us to the development of our goals for the 2020-21 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
--------------	--------------	---------------------



<p>Goal 2 Responsible, Resilient, Empathetic Learners</p> <p>Each student will feel safe as a responsible and persistent learner, open to and accepting of diverse cultures and perspectives, and empowered to advocate for and pursue own educational passions.</p>	<p>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contribution of others.</p>	<p>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</p>
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p>	<p>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</p>	<p>Increase enrollment and completion rates for traditionally underrepresented student-groups in advanced placement and specialized programs.</p>
<p>Goal 5 Ready for Lifelong Success after Graduation</p> <p>Each student will graduate from high school with the habits for post-secondary success, productive citizenship, and lifelong learning.</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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 2020-21 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 among all students as measured by the results of the Healthy Youth Survey.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will focus on relationship 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: <ul style="list-style-type: none"> ● Building and Maintaining Relationships
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies
To ensure equity focus to our work on this goal, we will focus on: 2B Students and families from diverse backgrounds are listened to and their opinions are valued	The equity strategies we will employ: <ul style="list-style-type: none"> ● Create pathways for students to voice their concerns and opinions, and take ownership over their own learning (ie: give students opportunities to be leaders, facilitators, creators, developers, agents of change, etc.) ● Build student-centered capacity in the classroom or building (ie: make sure



	<p>that students' skills, interests, diverse identities, etc. are honored and included)</p> <ul style="list-style-type: none"> • Pave avenues for students to speak up and out about individual and collective interests that matter to them • Foster and support student ideas and creativity • Advisory 5 days a week, with one on one meetings with advisory teacher weekly for check in for academic and emotional support
--	---

GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps

Equity Means

Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.

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 be more likely to graduate on time and continue on to successful endeavors.

SMART Goal

Our specific, measurable, attainable, relevant, and time-bound goal to address Goal 3 is as follows:

During the 2020-21 school year, the percentage of students who graduate on time will increase among the senior class, by 2%.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we have developed milestones connected to the Strategic Plan for fall, winter, and spring.	Our instructional strategy relates to: <ul style="list-style-type: none"> • Building and Maintaining Relationships
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies
To ensure equity focus to our work on this goal, we will focus on: 2A Educators have the ability to meaningfully and respectfully interact with students, peers, and families from diverse backgrounds.	The equity strategies we will employ: <ul style="list-style-type: none"> • Take the time to get to know students and their families • Provide students with opportunities to share about their own backgrounds, experiences, and identities • Take the time to get to learn about student and family cultural customs and norms



	<ul style="list-style-type: none"> • Use acquired knowledge about student and family cultures to help inform interpersonal interactions
--	--

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 2020-21 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
<p>To make progress, toward our specific goal, we will help students understand all of the college and career opportunities that are available to them (universities, colleges, community colleges, technical colleges, trade schools, institutes, etc.</p> <p>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.</p>	<p>Our instructional strategy relates to</p> <ul style="list-style-type: none"> • Structuring Collaborative Learning Experiences
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on:</p> <p>21 Educators have high expectations for all students regardless of their background or differences.</p>	<p>The equity strategies we will employ:</p> <ul style="list-style-type: none"> • Help students succeed by applying culturally responsive practices to instruction, activities, and events • Challenge students, but also meet them where they are at to help them each grow



	<ul style="list-style-type: none"> • Teach students about strategies for success and what to do when they feel overwhelmed • Help students write out plans for themselves for when they feel overwhelmed so they can practice how to show grit and resilience during those tasks • Convey to students that you believe in them and that they can and should believe in themselves • Set clear and high expectations, and be transparent about them
--	--

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.

Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
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.	Monthly (end of each Progress Report)



<p>Missing in action task force meets regularly to find students who are excessively absent and connect with them to help them reengaged in learning.</p>	<p>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.</p>	<p>Monthly (end of each Progress Report)</p>
<p>Daily advisory to connect with every student</p>	<p>Mentor and Advocate for Students: Support high standards for learning and social behavior for all students by developing a mentor and advocate initiative.</p>	<p>Monthly (end of each Progress Report)</p>
<p>Weekly staff meetings</p>	<p>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.</p>	<p>Monthly (end of each Progress Report)</p>
<p>Provide access to mental health services for all students in need</p>	<p>Mentor and Advocate for Students: Support high standards for learning and social behavior for all students by developing a mentor and advocate initiative.</p>	<p>Monthly (end of each Progress Report)</p>
<p>One on one meetings between staff and students</p>	<p>Student Voice and Ownership: Create opportunities for student voice and ownership by integrating students'</p>	<p>Monthly (end of each Progress Report)</p>



	<p>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.</p>	
<p>GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps</p>		
<p>Continue Social and Educational Justice training</p>	<p>Culturally Competent Instruction: Strengthen cultural competence of teachers, leaders, and staff by providing cultural competence training, and ensuring it is embedded in professional development systems focused on effective practices, deep knowledge of content, and collaborative professional inquiry.</p>	<p>October – June Racial & Educational Justice Department</p>
<p>Advisory teachers and counselor meets with students to identify obstacles to success and brainstorm solutions</p>	<p>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.</p>	<p>Weekly</p>
<p>Work with all students to create and review 4-year plans for graduation, create interventions, and provide professional development for teachers to help close the opportunity gap</p>	<p>Personalized Learning Pathways with Proactive Supports: Proactively identify the needs of students to accelerate Connection to Strategic Plan: Personalized Learning Pathways with Proactive Supports. Proactively identify the needs of students to accelerate</p>	<p>October - June</p>



GOAL 5: Ready for Lifelong Success after Graduation		
Increase on time graduation rate	<p>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.</p>	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.	<p>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).</p>	Fall, winter and spring
Encourage students to cross enroll and pursue further education	<p>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.</p>	Fall, winter and spring
Provide a staff mentor to each student who cross enrolls to ensure success	<p>Mentors and Advocates: Provide community members, teachers, parents, peers, or other mentorship opportunities to assist students in acquiring the knowledge, skills, and dispositions for</p>	Monthly



	successful transition into life after high school graduation.	
Promote post high school options in classes and advisories	Student Advisory: Implement a student advisory program that ensures every middle school and 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: 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).	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



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 Secondary Academy for Success meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2020-21 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.
- Increase the capacity and utilization of effective instructional practices by developing a deeper understanding of remote learning through staff meetings and department meetings.
- 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.
- Provide opportunities for our teachers to learn about innovative schools and create time for staff to invent future learning opportunities.
- Staff may participate in optional book clubs to read *White Fragility* by Robin DiAngelo, *How To Be An Anti-Racist* by Ibram X. Kendi and meet monthly to discuss the books.

COMMUNITY PARTNERSHIP

Finally, we know that we cannot do this work alone. Your partnership and support is greatly appreciated. Here are the ways we will involve you and the rest of our Northshore community this year:

- 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 to help prepare students for their next steps
- 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
- We will continue partnering with King County Green Schools Program and 21 Acres Sustainable Farm in our work to be a sustaining green school.



Thank you for being part of your student's education and for partnering with us!