



## 2024-25 Strategic Action Plan

At The Secondary Academy for Success, we motivate and support students' physical, social, emotional, and academic growth to prepare students for high school graduation and promote post high school skills training, career development education, and community citizenship opportunities. This Strategic Action Plan is the summary of the process we used to identify our goals; the identified goals; and the intended outcomes of student success.

### OUR INQUIRY PROCESS

Identifying Strategic Plan goals and actions to meet the chosen goals compels us to engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

#### Community Engagement

- Student/parent intake interviews throughout May, June, August of 2023 for prospective students
- Family phone calls regarding student contracts and updates
- Positive contacts home at the end of each progress report
- Teacher/parent contacts the first weeks of school
- Emails/Parent Square messages home

#### Examination of Student Data

Quantitative Data	Qualitative Data	Experiential Data
<ul style="list-style-type: none"> <li>• Attendance Data</li> <li>• Credits Earned Data</li> <li>• Graduation Data</li> <li>• OSPI Report Card Data</li> <li>• School Demographic Data</li> </ul>	<ul style="list-style-type: none"> <li>• Panorama Survey Data</li> <li>• Healthy Youth Survey Data</li> <li>• Suicide Risk Assessment Data</li> </ul>	<ul style="list-style-type: none"> <li>• Student/Teacher Conversations</li> <li>• Parent/Staff Conversations</li> </ul>

#### 2024-27 Racial and Educational Justice Framework

For the 2024-25 school year we will continue our REJ work to make SAS the most inclusive environment possible where students can be themselves and be celebrated for whom they are. We will honor students identity, which giving them support to continue to develop there understanding of themselves.

- Our throughline of focus this year will be **THROUGHLINE TWO: IDENTITY-AFFIRMING ENVIRONMENTS AND EXPERIENCES**



### Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for all of our students at SAS that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
Students making progress each progress report	Students not attending
Students having a path to careers after high school	Lack of exposure to non-college/non-university career options

### OUR GOALS & MEASURES

Based on our comprehensive data analysis, we have identified a specific measure for each of the Strategic Plan **goals** related to our school's level to focus on during the current school year. The goals and measures are described below.

School Goals	Measure
<p><b>Goal 2</b> Responsible, Resilient, Empathetic Learners</p> <p>Equity Means: <i>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs, and contributions of others.</i></p>	<p>Increased percentage of students who are invested in, and advocate for, their educational goals, and the supports to reach them.</p>
	<p><b>Increase the percentage of students with at least 95% average school attendance and minimize the loss of instruction due to mandated testing.</b></p>
<p><b>Goal 3</b> Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Equity Means: <i>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely,</i></p>	<p>Increase enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p>
	<p><b>Minimum annual academic growth rate of one year for students at/above grade level and more than one year for students below grade level.</b></p>

Revised March 2024



<i>targeted enrichment and intervention, and proactive social-emotional supports.</i>	
<p><b>Goal 5</b> Ready for Lifelong Success after Graduation</p> <p>Equity Means: <i>Each student receives equitable access to experiences crucial for success in college and beyond, and meets or exceeds Washington state's college-&amp;-career readiness graduation requirements.</i></p>	<p>Increase percentage of students who have access to, and successfully complete, multiple advanced high school classes or career and technical education classes.</p> <p><b>Increase percentage of students who have support in the transition to life after high school (e.g. support in the college application process, access to alternative career prep programs and apprenticeships)</b></p>

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

To address the Strategic Plan goals, measures and metrics, we have identified a theory of action and specific objectives to help us create the change we wish to see. Additionally, we have selected a specific set of instructional practices and equity practices we believe will make a positive difference for our students.

**Goal 2 - Responsible, Resilient, Empathetic Learners**

Theory of Action

Based on the data and root cause analysis, we believe that if we explain to students our goal and rationale, codify the attendance prize-drawing rules, and implement monthly attendance check-ins with advisory teachers, then students will buy-in and increase their attendance because they will know more about our goal and their own attendance.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 2 is as follows: During the 2024-25 school year, SAS students will increase their attendance towards a 95% attendance rate between each progress report, as measured by the district standard for absence.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- Involve students in the conversation about this goal. Explain to them WHY we care about attendance (building on prior learning, building community "when you aren't here, our community suffers")
- Set goals with students in advisory around student attendance
- We think that the drawings for prizes at the assemblies are good, but that it would be better to make the rules for those drawings more sturdy and award more of the students who meet the parameters
- Monthly check-ins in advisory with students about their attendance. Most of the time this is a quick check to acknowledge an attendance result the student already knows is happening, but sometimes it could be a surprise that spurs the student to change.



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- Continue to do state testing in a way that minimizes loss of instructional time and promotes students' readiness to test (outdoor physical activity, snacks) and minimizes stress (test with teachers they have for class, test in smaller environments)

### **Goal 3** - Growth for Every Student, Elimination of Outcome and Opportunity Gaps

#### Theory of Action

Based on the data and root cause analysis, we believe that if we identify students who are behind in credits early in the year or early in their time at SAS, and provide interventions and supports, then students will close the credit gap for graduation because students will know, understand, and be able to take advantage of the opportunities provided at SAS to make up credit.

#### Objective

During the 2024-25 school year ALL students at SAS will be at grade level based upon both overall credit (ex: an incoming junior should have 12 or fewer credits left to graduate), and core class credit (ex: a senior should be done with US History - a junior-year requirement). Students behind in overall credit and/or core class credit will be identified by the SAS counselor and flagged for intervention.

#### Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- Interventions include: Notifying student and parents, advisory teacher, and academic teacher offering specific credit; assigning Friday activities for either the specific credit needed or CAT for makeup work; conducting monthly follow up with advisory teacher and student to ensure maximum academic growth
- Using the "off campus" privilege and field trips as motivators to get work/credit made up

### **Goal 5** - Ready for Lifelong Success after Graduation

#### Theory of Action

Based on the data and root cause analysis, we believe that if we expose students to relevant and varied post high school opportunities, then students will have a better understanding of what to pursue after high school because they will connect and find a purpose in having a plan for after graduation.

#### Objective

Between September 2024 and May 2025, all SAS juniors and seniors will explore a post high school career possibility by visiting local companies and participating in job exploration activities and a Career Fair.

#### Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- High School and Beyond Plan
- Career focused visits
- Potential internships
- Advisory lessons around potential career interests

Revised March 2024



- Counselor visit to 10th and 11th grade advisories

## OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress at least six 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 our strategies appear to be working, we will continue to execute our plan 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.

Measures	Metrics	Dates of Data Review
<b>GOAL 2: Responsible, Resilient, Empathetic Learners</b>		
Increase the percentage of students who are invested in, and advocate for, their educational goals and the support to reach them.	Increase student engagement in opportunities such as: <ul style="list-style-type: none"> <li>• Clubs</li> <li>• Advisory Reps</li> <li>• Student Justice Collaborative</li> <li>• Student Justice Conference</li> <li>• Students see themselves represented in the curriculum and instructional materials</li> </ul>	
Increase the percentage of students with at least 95% average school attendance and minimize the loss of instruction due to mandated testing	<ul style="list-style-type: none"> <li>• Daily personal phone calls/emails for students marked absent from school</li> <li>• Conversation with kids who miss school, weekly</li> </ul>	
<b>GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps</b>		
Increase enrollment and completion rates for traditionally underrepresented student groups in advanced course	<ul style="list-style-type: none"> <li>• Number of students participating in advanced course sequences, specialized programs</li> </ul>	

Revised March 2024



<p>sequences and specialized programs</p>	<ul style="list-style-type: none"> <li>• Number of student participating in career preparatory experiences (ie. satellite classes and internships)</li> </ul>	
<p>Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level</p>	<ul style="list-style-type: none"> <li>• Students using Friday sessions to advance their credits earned beyond the 7 per year</li> <li>• Monthly progress report conferences in advisory</li> <li>• CAT lists where student have to make up credit not earned from previous PR</li> </ul>	
<p><b>GOAL 5:</b> Ready for Lifelong Success after Graduation</p>		
<p>Increase percentage of students who have access to and successfully complete multiple advanced high school classes or career and technical education classes.</p>	<ul style="list-style-type: none"> <li>• Enrollment in CTE Courses</li> </ul>	
<p>Increase percentage of students who have support in the transition to life after high school (e.g. support in the college application process, access to alternative career prep programs and apprenticeships)</p>	<ul style="list-style-type: none"> <li>• Field trips for students to experience different trades</li> <li>• Conversations around high school and beyond</li> <li>• Work in senior social studies on SAS High School and Beyond Plan</li> <li>• Advisory lessons around next steps after high school</li> <li>• Survey of students at the end of their senior year about plans for the following year</li> </ul>	

## PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at the Secondary Academy for Success, we will learn together, review data, and make adjustments as needed.

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During the current school year, we will participate in the following professional development activities as part of our work:

- MTSS Framework
- Continue the work around SIOP and the implementation of SIOP in our teaching
- Continued REJ work
- Restorative Discipline
- SEL curriculum delivery

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## **COMMUNITY PARTNERSHIP**

Student, family and community input was essential in our Strategic Action Plan design, and is essential to support our commitment of improving student outcomes. We are dedicated to involving you and the rest of our Northshore community this year as follows:

- Northshore Schools Foundation
- 21 Acres
- Washington Alliance for Better Schools (WABS)
- Partnerships with various companies within the community to explore post high school career opportunities
- Lake Washington Institute of Technology
- Digipen

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