



2025-26 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 the 2025-26 school year 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">• Attendance Data• Credits Earned Data• Graduation Data• OSPI Report Card Data• School Demographic Data	<ul style="list-style-type: none">• Panorama Survey Data• Healthy Youth Survey Data• Suicide Risk Assessment Data	<ul style="list-style-type: none">• Student/Teacher Conversations• Parent/Staff Conversations

2024-27 Racial and Educational Justice Framework

For the 2025-26 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 who they are. We will honor students' identity, which gives them support to continue to develop their 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
<u>Goal 2</u> Responsible, Resilient, Empathetic Learners <i>Equity Means: Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs, and contributions of others.</i>	Increase the percentage of students with at least 95% average school attendance and minimize the loss of instruction due to mandated testing.
<u>Goal 3</u> Growth for Every Student, Elimination of Outcome and Opportunity Gaps <i>Equity Means: Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i>	Minimum annual academic growth rate of one year for students at/above grade level and more than one year for students below grade level.
<u>Goal 5</u> Ready for Lifelong Success after Graduation <i>Equity Means: Each student receives equitable access to experiences crucial</i>	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)



School Goals	Measure
<i>for success in college and beyond, and meets or exceeds Washington state's college-&-career readiness graduation requirements.</i>	

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, make Advisory time more relevant and implement regular attendance check-ins with advisory teachers, then students will buy-in and increase their attendance because they will better see the connection between school success and their attendance.

Objective

During the 2025-26 school year, SAS students will increase their attendance towards a 95% attendance rate for 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:

- Implement our new structure of Advisories with fidelity
- Explain to students "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
- Regular check-ins, in advisory, with students about their attendance.
- 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)
- Emphasis on Danielson Framework Criterion 2B: Fostering a Culture for Learning

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, 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 2025-26 school year ALL students at SAS will be working towards the goal of being at grade level based upon both overall credit (ex: an incoming junior should have 14 or fewer



credits left to graduate), and core class credit (ex: a senior should be done with US History - a junior-year requirement).

Instructional Practices & Equity Strategies

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

- Notifying students and parents, advisory teacher, and academic teacher offering specific credit, when credit is earned.
- Place students in credit retrieval courses were appropriate
- Friday activities for either the specific credit needed or Credit Achievement Time (CAT) for makeup work.
- Regular conversations between teachers and students to ensure maximum academic growth
- Teaching students how to track their credits and progress towards graduation and revisiting this often in Advisory
- Flexibility within a student's schedule to change classes when credit is completed
- Emphasis on Danielson Framework Criterion 3C: Engaging students in Learning and Criterion 1B: Knowing and Valuing Students

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 2025 and May 2026, all SAS students will have the opportunity to explore post high school career possibilities and develop ideas around the next steps needed to achieve their post high school goals.

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 in Senior Social Studies classes
- Career focused visits/Field Trips with local businesses
- Potential internships opportunities
- Advisory lessons around potential career interests
- Participation in our annual Career Fair with a focus on former students as presenters.
- Emphasis on Danielson Framework Criterion 1B: Knowing and Valuing Students and 2C: Maintaining Purposeful Environments

OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress at least four times during the school year for each of our goals according to the identified assessments/standards outlined Goals. 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 adjustments.

Measures	Metrics	Dates of Data Review
GOAL 2: Responsible, Resilient, Empathetic Learners		
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"> • Daily personal phone calls/emails for students marked absent from school • Conversation with kids who miss school, weekly 	
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level	<ul style="list-style-type: none"> • Students using Friday sessions to advance their credits earned beyond the 7 per year • Monthly progress report conferences in advisory • CAT lists where student have to make up credit not earned from previous PR 	
GOAL 5: Ready for Lifelong Success after Graduation		
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)	<ul style="list-style-type: none"> • Field trips for students to experience different trades • Conversations around high school and beyond • Work in senior social studies on SAS High School and Beyond Plan • Advisory lessons around next steps after high school • Survey of students at the end of their senior year about plans for the following year 	

PROFESSIONAL DEVELOPMENT



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

- Danielson Framework revision
- MTSS Framework
- Continued REJ work
- Restorative Discipline
- SEL curriculum delivery

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
- WaNic and Satellite Courses

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