

The Secondary Academy for Success School Action Plan 2026-27



Section 1: The Background

School Name:	The Secondary Academy for Success (SAS)
Year:	2026 - 2027
The Central Vision (North Star):	Support students towards meeting graduation credits and being ready for life after high school
Focus Population (Who is further from Racial and Educational Justice?):	Due to our small size, our entire student population is our focus population.
Learning Problem (Big Picture):	Most of our students come to SAS because they have not been successful at their home schools and need a different learning environment.

Section 2: The Systemic Narrative

Root cause — the central node or pattern that connects your academic, behavioral, and cultural challenges.

The Holistic Inquiry	Student Engagement
The Surface Symptoms <i>What data points are flashing red?</i>	Inconsistent attendance and lack of classroom engagement and work completion create students not earning full credit for each progress report, thus being off track to meet graduation requirements.
The Systemic Root <i>What are the causes? Are they interconnected and how?</i>	Typically, our students have not found success in comprehensive middle or high schools, resulting in decreased attendance and academic engagement. Frequently, these struggles are driven by underlying traumatic experiences, and/or mental health challenges, which are amplified by the large student bodies at their home schools.

Section 3: The Interconnected Action Map

Theory of action — view your strategy through three multidimensional systems (Instruction, Culture, Structure) to ensure it is holistic.

Systemic goal: If we align our instructional practices with academic rigor and trauma-informed social-emotional supports while fostering a welcoming, nurturing culture rooted in authentic relationships, then our students will attend school more regularly, maintain their on-track status, or accelerate credit recovery if they are off track to meet graduation requirements..

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction <i>Instructional & academic</i>	Focus on a learning environment which works for the whole student, with a focus on Pedagogical Justice and removing individual barriers to student success Provide instruction that rigorous and approached through a trauma informed lens. Provide opportunities for student to retrieve credit for classes previous attempted but unsuccessful.	Ongoing professional development including conversation amongst colleagues around best practices, with a focus on Trauma informed practices. We will work with Eli Harwood this year on trauma informed practices, the goal will be to identify three practices we can use in our classrooms Calibrate what it means to provide high rigor as well as high support, through conversation amongst staff.
Culture <i>Cultural & emotional</i>	Activity: Continue our learning as a staff around Trauma informed practices, SEL lessons on Thursday during our advisory time. Focus on building relationships with our students and understanding their individual barriers to success. Providing fun whole school activities focused on building connections Monthly Progress Report assemblies where we celebrate student success	Resources: Continued work with Eli Harwood Look for a possible book to study as a staff.
Structure <i>Structural & policy</i>	Activity: Continue to adjust and calibrate staff around credit earning practices and help students increase ownership of their learning and credit earning. Engage in conversation and calibration around appropriate metrics for success along with KPIs.	Resources:

Section 4: The Ripple Effect Scan

Systems thinking — holistic leaders anticipate consequences. Before acting, scan for how this plan might unintentionally hurt another part of the system.

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
As we focus on the whole child we run the risk of putting too much focus on either the academic or social emotional needs of our students, instead of finding balance between the two.	Provide time in staff meetings and during conversation, including post observation conferences around the need to balance and provide feedback and collaboration about what is happening in the classroom.	This relates to our MTSS, REJ and our SEL work this year.
The secondary trauma potential of our staff working with and supporting students with high levels of trauma.	Find time and encourage staff to check in on each other and share their feelings. Encourage and find time for self care as well.	This relates to our MTSS work as we think through our support for kids.

Section 5: Monitoring the Whole

Lead indicators — don't just measure the test score (lagging). Measure the health of the change (leading).

Metric Type	Indicator Description	Frequency Of Review
The Process Metric <i>Are We Doing It?</i>	- Collegial conversation - Observation (pre and post) conversation	- Monthly - Bi-Annually
The Experience Metric <i>How Does It Feel?</i>	- Do our students report a sense of belonging at SAS - Do our student feel safe at SAS	- Bi-Annually - Bi-Annually
The Outcome Metric <i>Did It Work?</i>	- Do we see our students attendance improve - Do we see students staying off the CAT list - Do we see an increase in our students who are behind on credits, when they arrive at SAS, make their credits towards graduation.	- Weekly - Monthly - Annually

Summary Of The Changes

How has the work articulated in the SAP changed the learning experience for your focus population? What are the next logical steps to address your learning problem?

Because our initiatives focus on the entire student body, we expect them to positively impact everyone. We want students who are currently on track for graduation to stay on course, and those who are behind to make meaningful progress toward credit recovery.

To address our current learning challenges, our next step is to build on the foundation laid during our August in-service days. This includes scheduling more staff presentations with Eli Harwood and deepening our conversations around Pedagogical Justice.