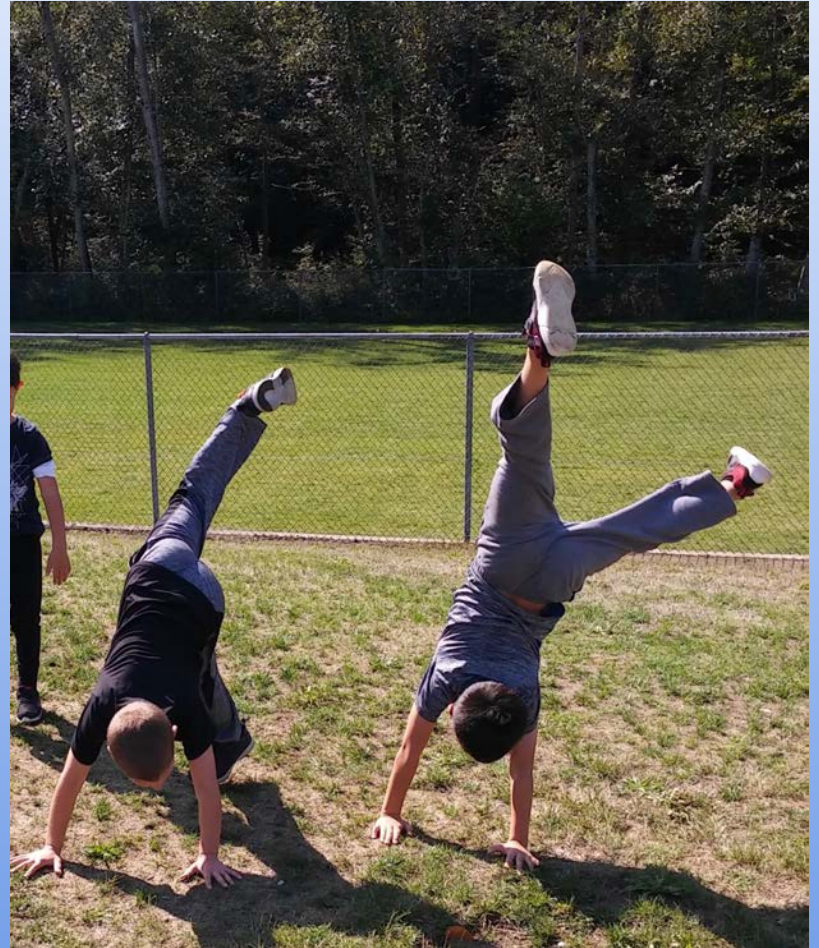
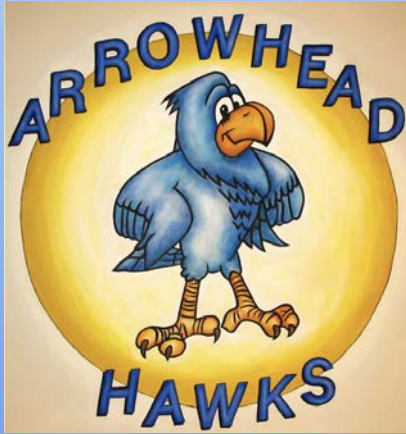


Arrowhead Elementary

January 21, 2020



Agenda

- School Overview: Who we are and what we're about.
- Assessment Data
- School-based data: What informed our chosen journey?
- SAP Goals, rationale and strategy
- Classroom Visits
- Return for Questions

Outcome: To familiarize you with our community, academic culture and plans moving forward.

Arrowhead Pillars

- Low turnover / High investment
- Arrowhead Hawks are Safe, Kind and Responsible.
 - SOAR Tickets
 - Culturally-responsive practices
 - Recognize and interrupt implicit bias
 - Consistent and cohesive classroom lessons on expectations - signage
 - Trauma-informed approach and team-support for students exhibiting distress
 - Guidance Team referral and support process
 - Give grace, engage in respectful discourse
- At Arrowhead, we create curious, caring citizens who can confidently navigate their future.

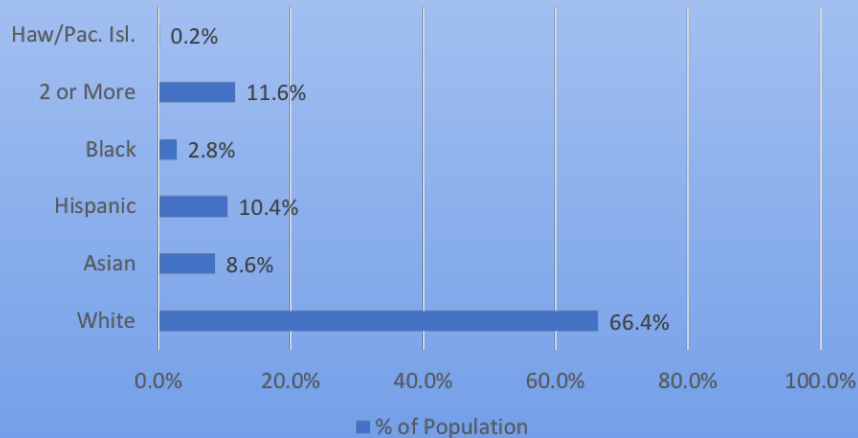


Student Demographics

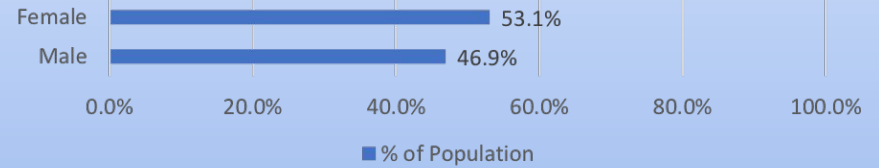
Enrollment

431 (2018-19 School Year)
402 (1/16/20 count)

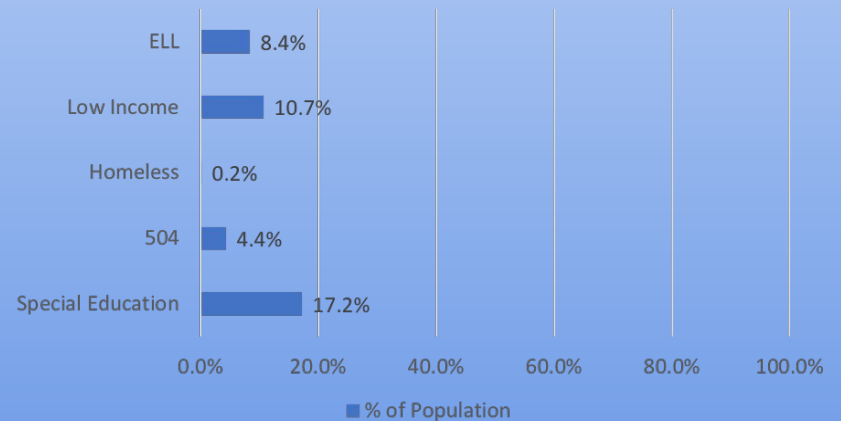
Race/Ethnicity



Gender



Special Populations

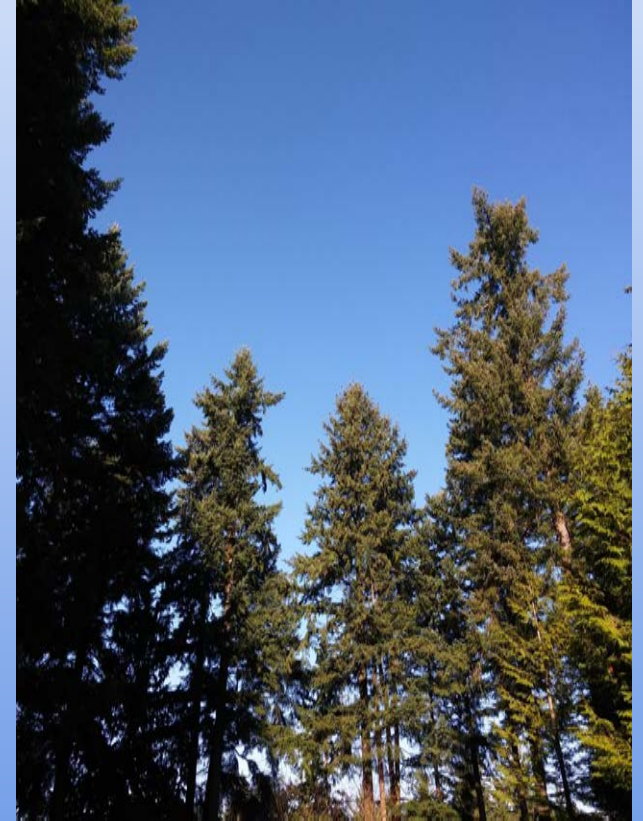


Programs Unique to School

Special Services

Mid Level Blended

Learning Center



Summer Reading Program Pilot

Grade	June IRR	Sept IRR
1	C (early 1)	D
1	B (mid K)	C
2	G (late 1)	G
2	I (early 2)	J
2	G (late 1)	J
2	G (late 1)	H
3	L (late 2)	M
3	H (late 1)	I

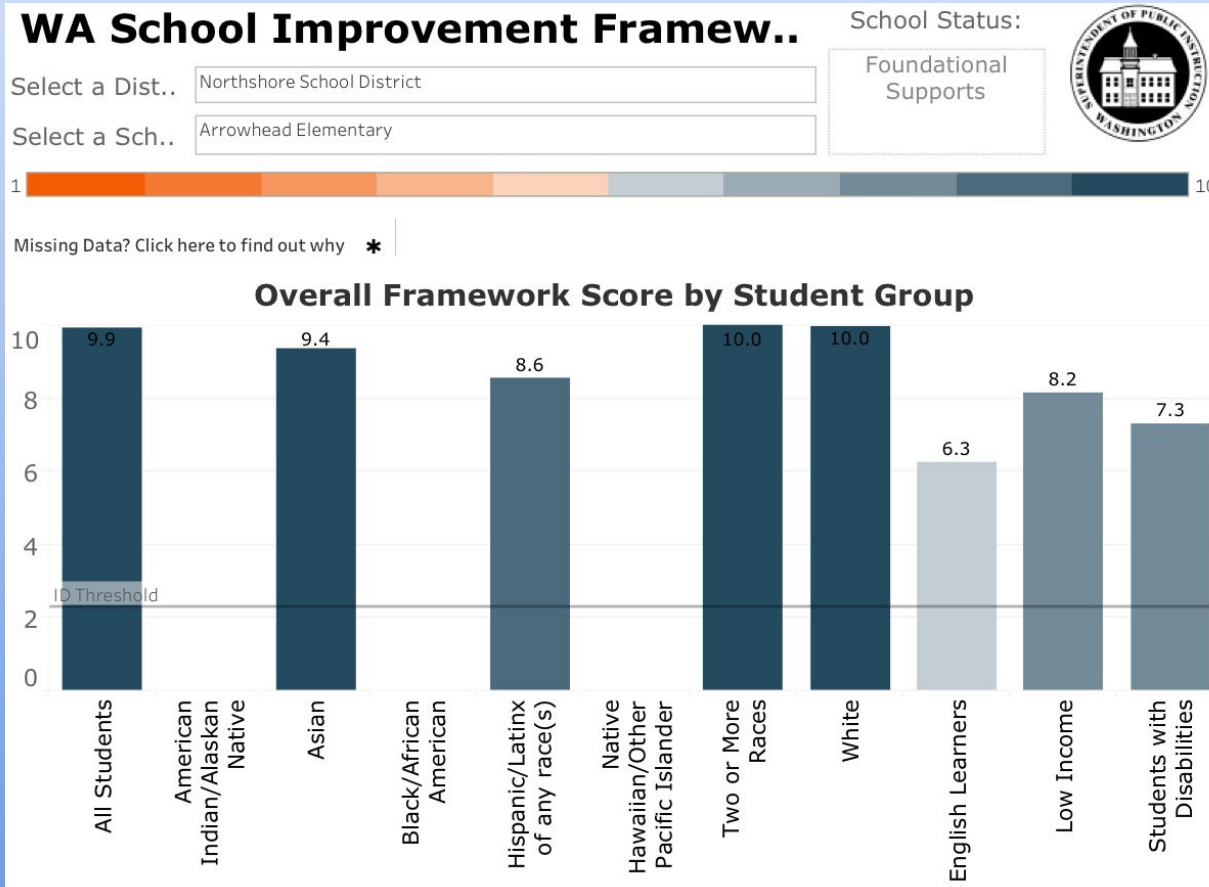
Schools Can't Do It Alone



- Watch D.O.G.S
- Community Serve Day
- UW Women's Basketball
- Arrowhead PTA
- Arrowhead Art Docent / Clay Docent Program
- Kenmore Fire Department
- Nature Vision
- Sound Soccer
- Parent volunteer - reading and math

State Assessment Data

Washington School Improvement Framework



Washington School Improvement Framework

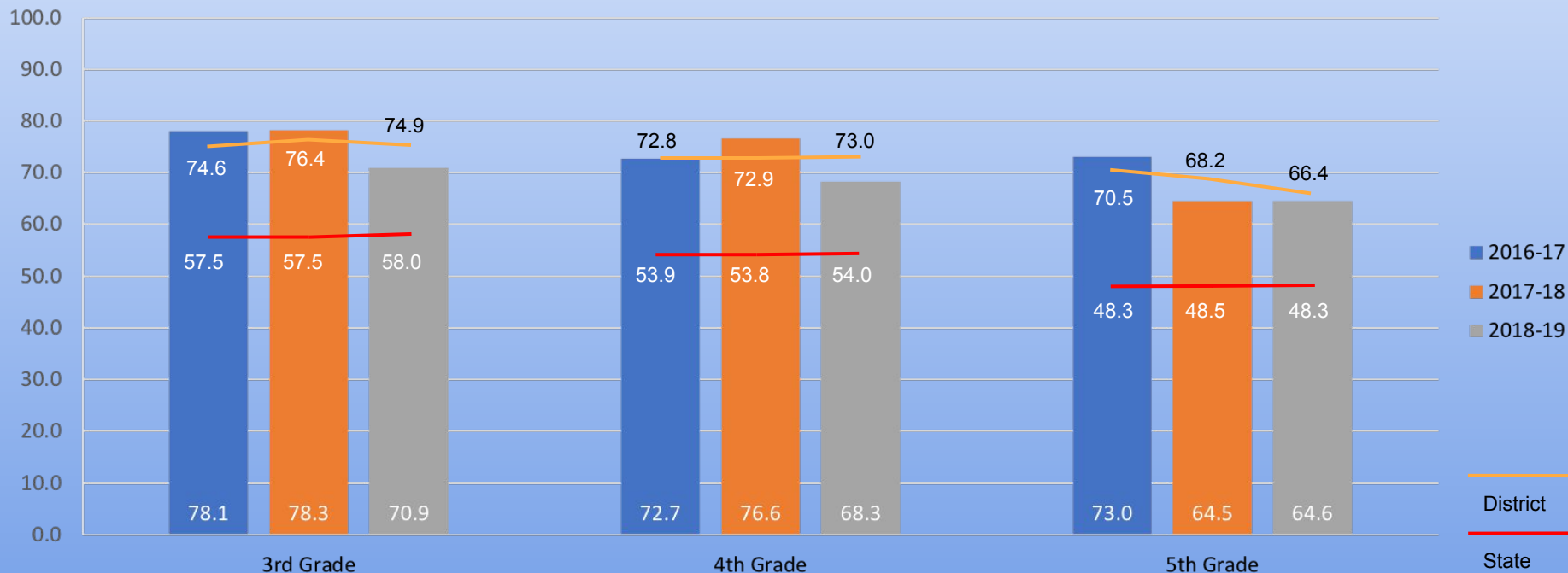
Measures by Student Group

	All Students	American Indian/Alaskan Native	Asian	Black/African American	Hispanic/Latinx of any race(s)	Native Hawaiian/Other Pacific Islander	Two or More Races	White	English Learners	Low Income	Students with Disabilities
ELA Proficiency Rate	79.3%		69.4%		69.0%			81.3%	34.8%	57.6%	42.4%
Math Proficiency Rate	74.9%		71.0%		58.6%			76.6%	31.9%	44.0%	35.5%
ELA Median SGP	63		61		56		71	63	55	66	61
Math Median SGP	67		75		69		79	65	75	66	64
Graduation Rate											
EL Progress Rate*	80.8%										
Regular Attendance Rate			94.9%		92.9%				89.8%	87.1%	93.8%
Ninth Grade On Track Rate											
Dual Credit Rate											

*The EL Progress measure only applies to students who are English Learners

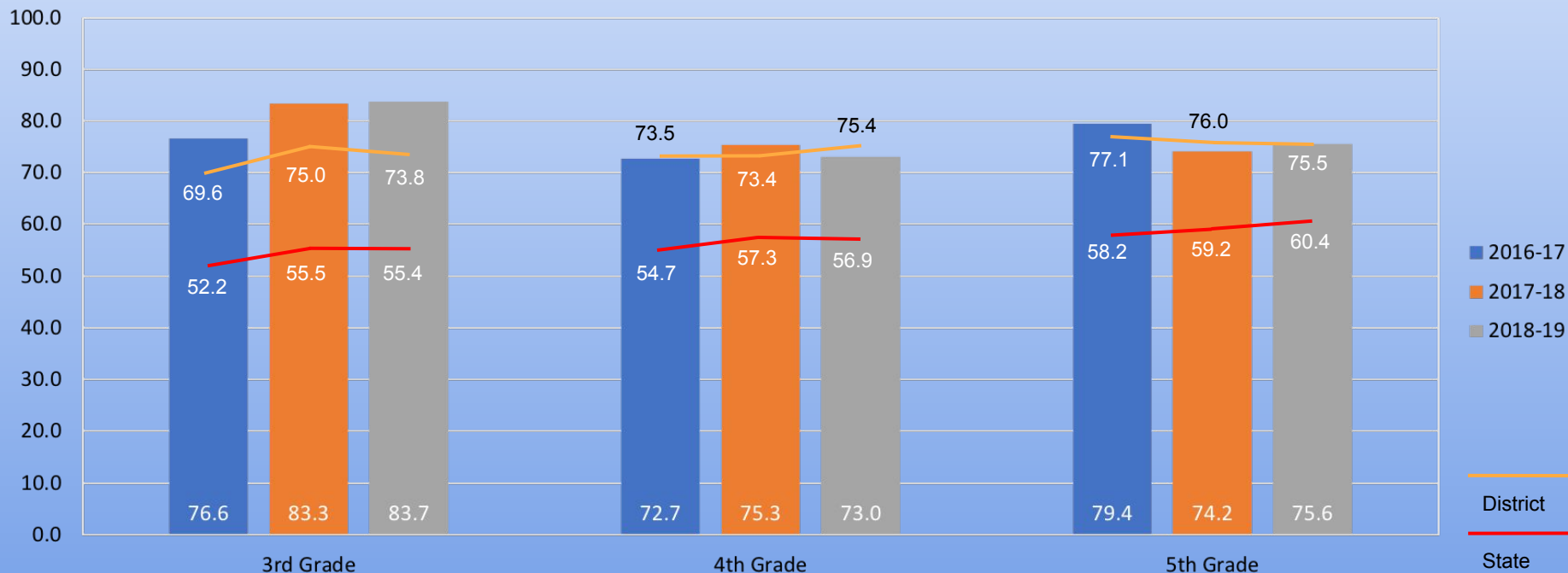
Smarter Balanced Results - Math

Percent Proficient - Math



Smarter Balanced Results - ELA

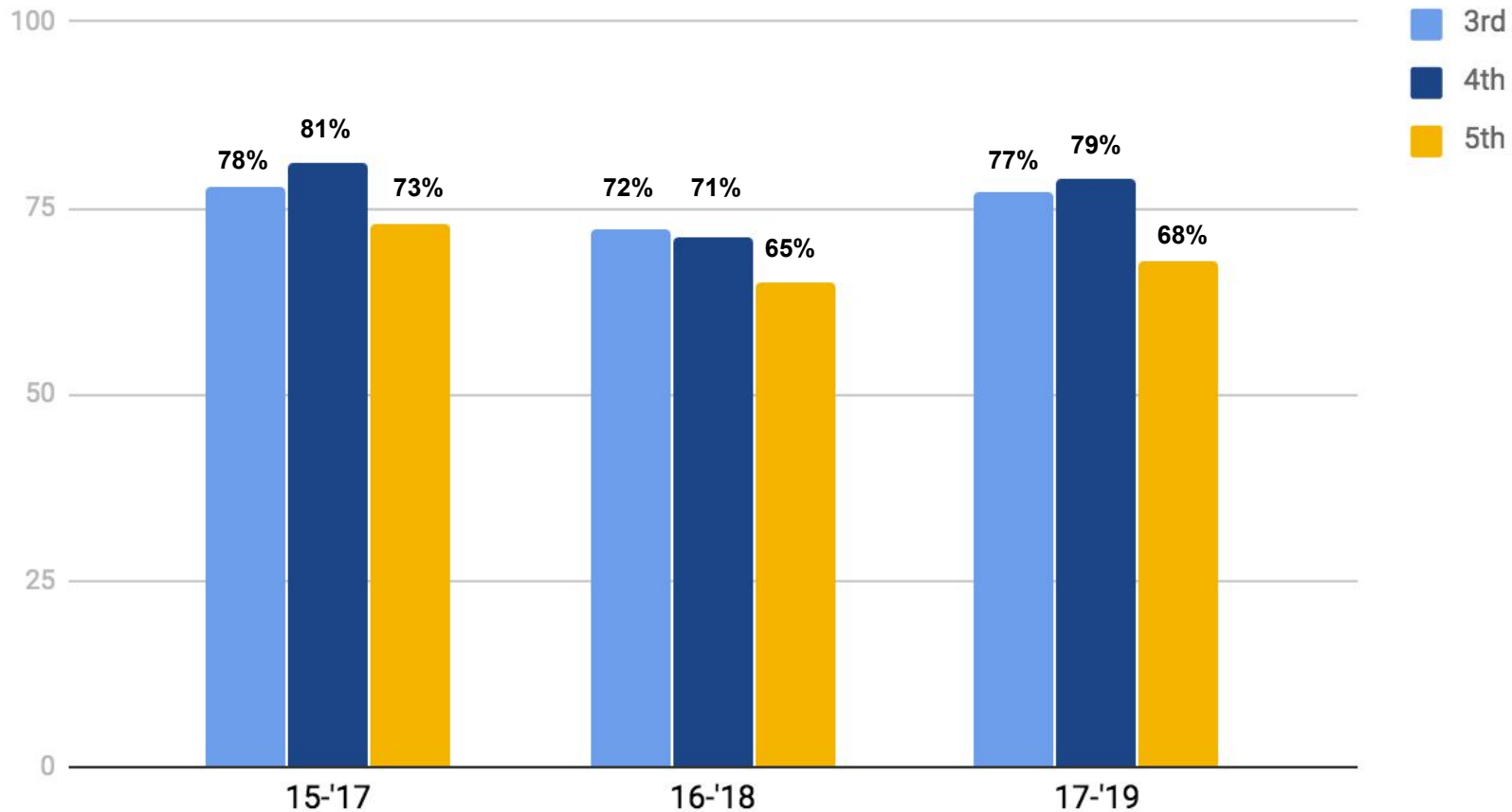
Percent Proficient - ELA



School Based Data

Percentage at Standard in Math by Cohort

SBA Data



Why Math K-5?

Data showed students who met or exceeded standard on the 5th grade math SBA were At or Above Standard in Concepts and Procedures on the 3rd grade math SBA.

Students who performed below standard on the 5th grade math SBA were also Approaching or Below standard in Concepts and Procedures on the 3rd grade math SBA.

Theory:

For students to enter middle school at or above grade level standard in math, they need to enter 3rd grade with strong skills in numbers and operations.

SAP goals

Goal 1 - Success in Early Years

Students in grades K-2 who performed below standard / working toward standard in numbers and operations on fall math assessments (WAKIDS for K) will make more than one year's growth in numbers and operations as measured by spring math assessments.

Goal 3 Growth for Every Student, Elimination of Outcomes and Opportunity Gaps

Students in grades 3-5 who performed below standard / working toward standard in numbers and operations on the previous spring's SBA and fall math assessments will make more than one year's growth in numbers and operations as measured by spring math assessments.

SBA Concepts and Procedures Standards Grade 3	SBA Concepts and Procedures Standards Grade 5
<p>Represent and solve problems involving multiplication and division.</p> <p>Understand properties of multiplication and relationship between multiplication and division.</p> <p>Multiply and divide within 100.</p> <p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>Use place value understanding and properties of arithmetic to perform multi-digit arithmetic.</p>	<p>Write and interpret numerical expressions.</p> <p>Analyze patterns and relationships.</p> <p>Understand place value system.</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p>
<p>Develop understanding of fractions as numbers.</p>	<p>Use equivalent fractions as a strategy to add and subtract fractions.</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p>
<p>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p> <p>Understand concepts of area and relate area to multiplication and to addition.</p> <p>Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p>	<p>Convert like measurement units within a given measurement system.</p> <p>Represent and interpret data.</p> <p>Understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Graph points on the coordinate plane to solve real world and mathematical problems.</p>

Progress Monitoring

- Students who are below standard in numbers and operations based on fall iReady and/or previous spring's SBA identified
- Targeted interventions
- Ongoing formal and informal assessments – iReady / Math Expressions
- SDLT-directed math PLCs in grade level bands to analyze data and plan individualized instruction
- Winter iReady assessments to measure growth and inform instruction
- Spring iReady and SBA to assess student mastery

Focus Students

Grade	Measurement Tools	Total	Supports / Services
K	WAKIDs / iReady Math Expressions	6	Special Services - 2 EL - 0 Low Income - 1
1	iReady / Math Expressions	8	Special Services - 0 EL - 1 Low Income - 1
2	iReady / Math Expressions	9	Special Services - 5 EL - 1 Low Income - 2
3	iReady / Math Expressions	15	Special Services - 3 EL - 2 Low Income - 3
4	iReady / SBA Math Expressions	14	Special Services - 6 EL - 2 Low Income - 3
5	iReady / SBA Math Expressions	6	Special Services - 4 EL - 1 Low Income - 1

Instructional shifts in Math

Instructional Strategy	Instructional Practice
<p>Collaborative learning</p> <p>Experiential learning</p> <p>Authentic application of skills</p> <p>Encouraging innovation</p>	<ul style="list-style-type: none">- Structuring Collaborative Learning Experiences- Integrate mathematical thinking with PE, music, art, literacy, science, history, and social / emotional learning- Build a child's sense of themselves as a mathematician - honor exploration, failure, and divergent ways of thinking- Offer student choice and create time for small group instruction- Manipulate Math Expressions units of study to meet student needs

Race and Equity - Equity Goals vertically aligned K-5

- Each child will demonstrate self-awareness, confidence, family pride and positive social identity.
- Each child will express comfort and joy with human diversity, accurate language for human differences, and a deep, caring human connection.
- Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.
- Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

Equity Goal Work

1. Explore our identity and understand our racial socialization / Recognize and interrupt implicit bias
2. Intentionally create identity safety in every learning environment
3. Intentional recruitment and hiring practices to increase diversity of staff
4. Create scaffolded curriculum to support student understanding of identity, race and racism
5. Exit students who can ***demonstrate empowerment and the skills to act, with others or alone, against prejudice and / or discriminatory actions.***



Classroom Visits - Math



“Knowledge is only a rumor until it lives in the muscle.”

- Asaro tribe of Indonesia and Papua New Guinea

Wonders, observations, insights...

- Student discourse
- Inclusion and collaboration
- Exploration and experimentation
- The mathematical mind
- Confident mathematicians