



**Arrowhead Elementary
2019-20 Strategic Action Plan**

At Arrowhead, we create curious, caring citizens who can confidently navigate their future.

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 goals for the 2019-20 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore’s Strategic Plan.

| School Goals | Measures of Success |
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| <p>Goal 1 Success in the early years</p> | <p>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 as measured by spring math assessments.</p> |
| <p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> | <p>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.</p> |

EQUITABLE SCHOOL ENVIRONMENT

At Arrowhead, we firmly believe that the first step toward achieving our goals is creating an equitable school environment -- one where each student’s goals and needs are at the center of our thinking. An equitable school environment is one that is civil,



respectful, safe, and welcoming, and where every student knows they belong. Creating and nurturing this positive school environment means that the adults in our building engage in professional learning, and that we put into place strategies across the school and in every classroom that demonstrates we believe in every student. These strategies include:

- Explicit instruction in common, building-wide expectations for specific parts of the school day.
- Common signage, messaging and language to support safe, kind and responsible student behavior.
- Re-design of the Guidance Team from a gateway to Special Services to a group that supports in-class and school-setting Tier II interventions to support school-positive behaviors for struggling students.
- Intentional relationship building and partnering with families, particularly families of color, multilingual families and families who find it difficult to visit school.
- Use of data-gathering tools to measure student engagement, inclusion, and ownership.

The work of our Equity Team helps us cultivate and nurture a learning environment where all students feel a sense of belonging and where every student feels safe and ready to learn. During the 2018-2019 school year our Equity Team worked on identity and recognizing and interrupting implicit bias that perpetuated institutional racism in our public school. With the partnership of our PTA, we brought Delbert Richardson's The Unspoken Truths Traveling History Museum to Arrowhead for a full-day student workshop. Mr. Richardson returned the next morning to lead professional development with staff on identity, implicit bias and American History.

During the 2019-2020 school year Arrowhead's Equity Team will continue to guide our understanding of implicit bias and identity. We will be exploring the work of Erving Goffman to understand the intellectual burden "covering" places on our students, and we will intentionally identify and remove barriers to a child's ability to be her authentic self in the learning environment. We are partnering with Inglemoor High School to better understand the longitudinal impact of our work at the Elementary level. Our data show the same students who leave us less prepared for the rigors of secondary math go on to be credit deficient in high school. We take ownership of this and will focus on delivering math instruction that is innovative, engaging, rigorous and that results in our students of color reaching their full potential as mathematicians. To reach our math goals we will need to ensure each child experiences both powerful, effective math instruction and full identity safety in the classroom.



OUR INQUIRY PROCESS

Selecting and addressing our chosen Strategic Plan goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Understanding Our Students' Needs

The first step in 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, family and student inventories/surveys, and various student achievement measures, we are able to understand the issues we need to address.

During Spring 2019, we reviewed the following data

- Attendance Records
- Classroom Based Assessment Results
- Climate Surveys
- Demographic Information
- Family Inventories/Surveys
- Individual Running Records
- SBAC Scores
- Star Data in Math or Reading
- Student Interviews or Surveys

Based on our data review, we have identified the following areas for improvement (gaps) in student outcomes :

- Student performance in math declines between 3rd and 4th and 4th and 5th grades in the areas of numbers and operations and basic math fluency.
- Students who do not meet grade level standard in number sense when they leave 3rd grade experience greater challenges to meet grade level standard in math in grades 3-5, and their challenges increase exponentially from grades 3-5.
- Students who do not meet grade level standard in math when they enter 4th grade experience greater challenges to meet grade level standard in math at the end of grade 5.
- The group of students whose potential as mathematicians we are failing to reach identify as African American and Hispanic / Latino.



We believe these areas for improvement are the result of the following root cause(s)

- Without thoughtful revision, the current math curriculum is shallow and wide, resulting in coverage over mastery.
- Without thoughtful revision, the current math curriculum is predominantly a paper-pencil curriculum, ignoring the needs of our collaborative, kinesthetic and visual learners.
- Without thoughtful revision, the units in the current math curriculum are not in a sequence that spirals or scaffolds on student knowledge.
- Conceptual knowledge is needed before procedural knowledge - Without thoughtful revision the current curriculum does not allow time for students to master conceptual knowledge.

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) we have been developing. 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 1: Success in the Early Years

Theory of Action

Based on the data and root cause analysis we completed, we believe ensuring students have a solid conceptual understanding of number sense when exiting 2nd grade, will result in students performing at grade level standard in numbers and operations in math in grades 3-5.

SMART Goal

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 as measured by spring math assessments.

| Instructional Strategy | Instructional Practice |
|---|--|
| To make progress, toward our specific goal, we will structure collaborative learning experiences during math in | Our instructional strategy relates to Structuring Collaborative Learning Experiences |



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|--|---|
| <p>grades K-2, as well as resequencing the units of study in the math curriculum and building and designing authentic ways to measure student mastery of number sense.</p> | <p>Instruction will include collaborative work with manipulatives, math games, small group instruction, and a reordering of the math curriculum's unit of study to eliminate redundancy and create time for deeper practice of concepts and skills.</p> |
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GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we accelerate grade 3-5 student growth in numbers and operations then students will perform at or above grade level standard in math.

SMART Goal

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.

| Instructional Strategy | Instructional Practice |
|---|---|
| <p>To make progress, toward our specific goal, we will structure collaborative learning experiences in math. This means that staff will use formative assessments to create groupings that support accelerated student growth for students who are not at standard in numbers and operations. Staff will work collaboratively to resequence the units of study in the math curriculum and build and design authentic ways to measure student mastery of numbers and operations.</p> | <p>Our instructional strategy relates to Structuring Collaborative Learning Experiences using the iReady formative assessments to create small groups for students to work on math concepts including but not limited to iReady lessons and curriculum.</p> |

Monitoring Our Progress

Following a cycle of continuous improvement means that we will measure our progress at least three times during the school year.

- Baseline data is gathered with fall diagnostic assessments



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- iReady math diagnostic
 - WAKIDS (K)
 - Classroom-based assessments
 - Ongoing formative and summative assessments in the classroom (Math Expressions, iReady, IXL) to determine impact of differentiated instruction, effectiveness of groupings and individual needs for students.
 - Winter summative / formative assessments to determine both growth from fall and to inform instruction for spring.
 - Ongoing formative and summative assessments in the classroom (Math Expressions, iReady, IXL) to determine impact of differentiated instruction, effectiveness of groupings and individual needs for students.
 - Spring summative assessments to determine growth
 - iReady
 - SBA
 - Math Expressions
 - Classroom-based assessments

As we collect data, we will determine the efficacy of our selected instructional strategy. If, according to the data, our strategy appears to be working, we will keep that strategy intact and then layer on another. On the other hand, if the data indicates that there is no impact, we may stop using the originally selected strategy and try a new one. 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.

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 Arrowhead meeting regularly to learn together, review data, and adjust as needed, our work will not result in the outcomes we desire. During the 2019-20 school year, we will participate in the following professional development as part of our work:

- Implicit bias and how it impacts our decisions in the classroom
- Ensuring Identity Safety for our students and honoring their authentic selves.



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- Professional Learning Communities that measure student mastery of math concepts throughout the year as well as the impact of structural changes to the math curriculum and instruction on student mastery.
 - Effective PBIS strategies (restorative justice, trauma-informed instruction, culturally responsive instruction, effective Tier I/II strategies) as part of our Year I Implementation of PBIS
 - Weaving together the work of PBIS, the Equity and Diversity Team and the District's Strategic Plan as the lens through which we plan our time together as a learning community
 - Training on iReady assessment
 - Continued work across our feeder pattern for organizing math units in Math Expressions to make best use of instructional time and sequence instruction to maximize student understanding.

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:

- Partnering with WATCH D.O.G.S.
- PTA exploring ways all children can equitably attend events and participate in extra-curricular opportunities
- Partnering with such organizations as:
 - Northshore Utility District
 - Kenmore City Council
 - Friends of the Issaquah Salmon Hatchery
 - Northshore Watershed Nature Vision Program
 - UW Bothell Teacher Preparation Program
 - Parent-led Art Docent Program
 - Northshore Fire Department
 - Kenmore Police Department
 - Woodinville Fire Department
 - Science on Wheels
 - Fifth Avenue Theater
 - Missoula Children's Theater
 - Hopelink

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