



2020-21 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 INQUIRY PROCESS

Supporting student performance not only requires a safe, caring, and mutually respectful environment, but also a careful consideration of the Northshore Strategic Plan goals that align with our students' needs. Identifying Strategic Plan goals and actions to meet the chosen goals requires that we engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

[Equity Inventory](#)

All of our efforts to ensure exceptional levels of student learning are rooted in our commitment to equitable access and outcomes for students. For the 2020-21 school year, we will build off of what we learned from our work on Domain 1 of the [Northshore School District Equity Handbook](#).

- Educators continuously self-reflect while they learn more about equity related issues.
- Educators follow a strength-based model in thinking about, assessing, instructing, and interacting with diverse students with positive results.
- Educators attempt to evaluate and improve their own discipline policies and practices.
- Schools and departments attempt to adhere to the district's equity policy
- Schools and departments attempt to explain policies and procedures to students and families in languages that they can understand
- Educators become aware of current school policies and procedures that impact the delivery of services to students from diverse backgrounds.
- New policies and procedures are implemented with sensitivity toward the diverse learning needs of students.

We will continue to keep key aspects of Domain 1 in mind while also incorporating strategies related to Domain 2. To inform this work, our Racial and Educational Justice



School Team and SDLT Team completed an initial review of Domain 2 of the [Northshore School District Equity Inventory](#) and identified instructional strategies we can implement to support student growth.

Specific actions our school will take toward this goal include:

- REJST meet 1 hour per month
- Hold Courageous Conversations about Identity and Race among staff members
- Disseminate learning and lead PD for all staff
- Meet with Chris Bigelow and Ayva Thomas bi monthly
- Attend all REJST PD by Chris Bigelow and Ayva Thomas
- Start a student REJST headed by a member of our staff REJST
- Partner with PTA
- Connect to our community to increase our partnerships and organizations
- Offer book clubs to staff to continue self reflection and learning
 - Summer 2020: So you want to talk about race by Ijeoma Oluo
 - Fall 2020: How to be an Antiracist by Ibram X. Kendi

The work of our Racial and Educational Justice Team helps us cultivate and nurture a learning environment where all students feel seen, heard, valued, and cared for.

In addition to our work on Domain 1, Arrowhead has committed to a scaffolded and vertically-aligned set of learning targets for our students' understanding of racial justice and the history of racism. These learning targets are aligned to Washington State Standards for Civics and Social Studies.

Kindergarten:

Each child will demonstrate a positive social identity & and an understanding of fairness/justice

Students will feel good about themselves and their ideas. Students will understand that fairness and justice makes everyone feel safer.

1st Grade:

Each child will express comfort and joy with human diversity, accurate vocabulary for human differences, and a deep, caring human connection.

Students explore the various ways that people are different, including, race, ability, gender, gaining positive and/or neutral language for discussing differences.



2nd Grade:

Each child will increasingly recognize the unfairness of prejudging, have language to describe unfairness, and understand that unfairness hurts everyone.

Students will learn the specific unfairness of individuals prejudging, learning specifically about the dangers of stereotyping others based on differences in race, ability, gender.

3rd Grade:

Each child will increasingly recognize society's history of prejudging, and develop a deep, caring human connection that enables them to recognize the unfairness and injustice of this history.

Students will learn about various ways that our country has erred and also made progress towards its democratic ideals.

4th Grade:

Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

Students will learn about key democratic principles and laws towards an understanding of their individual rights and responsibilities. Students will analyze these rights as fought for by key historical figures and events.

5th Grade Year Goals:

Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

Students will practice the skills of evidence based advocacy while studying current movements for social justice.

Understanding Our Students' Needs

Part of 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, student and family inventories/surveys, and various student achievement measures, we are able to understand the issues we must address.



During Spring 2020, we lacked access to traditional assessments such as iReady or SBA, but we reviewed the following data

- Attendance Records
- Classroom Based Assessment Results
- Parent / Family input on student growth
- Student Interviews or Surveys

Based on our data review, and the results of our Equity Inventory, we have identified the following gaps in student outcomes or access that require our attention:

- 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 this gap in student outcomes is 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.

The analysis of our school data leads us to the development of our goals for the 2020-21 school year and their related measures for success are listed below. These goals and measures are aligned with Northshore's Strategic Plan.



School Goals	Equity Means	Measures of Success
<u>Goal 1</u> Success in the Early Years	Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.	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.
<u>Goal 3</u> Growth for Every Student, Elimination of Outcome and Opportunity Gaps	Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.	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.

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). These are outlined below.

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

Equity Means

Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.

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
<p>To make progress, toward our specific goal, we will structure collaborative learning experiences during math in 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>Our instructional strategy relates to Structuring Collaborative Learning Experiences</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. Structuring Collaborative Learning Experiences</p> <p>Encouraging Higher Order Thinking & Asking Higher Order Questions</p> <p>Part of our collaborative learning experiences will be using student groupings to create small instructional groups, and leveraging asynchronous</p>



	learning times to meet with small groups and deliver targeted instruction based on need.
Domain Two: Climate, Culture, and Self Reflection	Equity Strategies
To ensure equity focus to our work on this goal, we will: <ul style="list-style-type: none">(2D) modify and differentiate instructional practices so that students from diverse backgrounds will have an equal opportunity to learn.(2G) help students and each other appreciate, honor, and respect historical and current events from multiple perspectives.	(2D) Small group instruction with ELL kids to help with vocabulary. Using curricular materials that reflect the students and their families in accurate and positive ways. Build relationships with families and ensuring school communications are translated if necessary so families can partner with staff to support student learning. Pre-teach concepts and social justice issues so that all students can access teaching. Delivering information by visual, oral, kinesthetic and textual/visual methods. (2G) Ensure school wide communication with families shares our focus on equity and racial justice. Represent student's home languages in the classroom. Share students' traditions and celebrations. Use the concept of "Mirrors and Windows" in reading to build community and honor identity.



<ul style="list-style-type: none"> • 2J Educators continuously self-reflect while they learn more about equity related issues. 	<p>Intentionally use instructional materials that represent BIPOC students.</p> <p>Build a library of resources aligned by grade level that are available to staff and families.</p> <p>(2J) Teachers will engage in school or district training/book groups to grow their own understanding of equity in education. When appropriate, teachers will share learning with their teams and apply to their instructional practices.</p> <p>Teachers reflect with their teams when they teach social justice issues and share their experiences (how students responded, how families responded, what they would change or add).</p> <p>Create a list/guidance for having courageous conversations amongst staff and with families (when to involve Kristin, etc.).</p> <p>Use a unified school reflection tool to aid with ongoing evaluation of our school's goals.</p>
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GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps
Equity Means

Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.

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.</p> <p>Staff will work collaboratively to re-sequence 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> <p>Part of our collaborative learning experiences will be using student groupings to create small instructional groups, and leveraging asynchronous learning times to meet with small groups and deliver targeted instruction based on need.</p>
<p>Domain Two: Climate, Culture, and Self Reflection</p>	<p>Equity Strategies</p>
<p>To ensure equity focus to our work on this goal, we will:</p> <ul style="list-style-type: none"> • 2D modify and differentiate instruction practices so that students from diverse backgrounds will have an equal opportunity to learn. 	<p>(2D) Teachers will create opportunities for students to collaborate and refine their reasoning skills by playing math games with peers.</p> <p>Teachers will use diagnostic feedback to partner with students in their learning. Feedback will help students track their</p>



- 2G Educators help students and each other appreciate, honor, and respect historical and current events from multiple perspectives.

own progress and exercise choice in how they meet their own learning goals.

(2G)

Teachers will use a variety of anchor texts that challenge the master narrative and offer multiple perspectives.

When appropriate, teachers will design project-based learning opportunities for students to dive deeply into historical and current events.

Teachers will develop an open-ended questioning protocol so students can authentically discover and explore the complexity of historical and current events. For example:

- Whose voice are we hearing?
- Whose voice is missing?
- Who has the power here?
- What other factors or issues at play?
- Where/when have we seen similar issues or events? What does this remind you of?

Include virtual field trips to museums to supplement history teaching.

Teach Since Time Immemorial Curriculum (OSPI)

Build a library of resources aligned by grade level that are available to staff and families.



<ul style="list-style-type: none">• 2J Educators continuously self-reflect while they learn more about equity related issues.	<p>(2J) Teachers will engage in school or district training/book groups to grow their own understanding of equity in education. When appropriate, teachers will share learning with their teams and apply to their instructional practices.</p> <p>Teachers reflect with their teams when they teach social justice issues and share their experiences (how students responded, how families responded, what they would change or add).</p> <p>Create a list/guidance for having courageous conversations amongst staff and with families (when to involve Kristin, etc.).</p> <p>Use a unified school reflection tool to aid with ongoing evaluation of our school's goals.</p>
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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
 - 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.

Leading Data we will collect to monitor our efforts	Measure we will use to inform our work going forward	Date of Data Review
GOAL 3: Growth for Every Student, Elimination of Outcome & Opportunity Gaps		
iReady Math diagnostic	Winter iReady Assessment	June, 2020
Classroom-based Assessments	Ongoing and frequent formal and informal classroom based assessments.	June, 2020
Goal 1: Success in the early years.		
WAKIDS	Ongoing CBAs in K.	June 2020
iReady Math Diagnostic	Winter iReady Assessment	June, 2020
Classroom-based Assessments	Ongoing and frequent formal and informal	June, 2020



	classroom based assessments.	
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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 Elementary meeting regularly to learn together, review data, and make adjustments as needed, our work will not result in the outcomes we desire. During the 2020-21 school year, staff will participate in the following professional development as part of our individual and / or collective work:

- Ensuring Identity Safety for our students and honoring their authentic selves.
- 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.
- NSD REJ Trainings for REJST leads.
- Culturally Responsive Teaching and the Brain – Zaretta Hammond
- Responsive Classroom
- Teachers’ College Equity Trainings
- Bureau of Education and Research – Distance Learning in Kindergarten
- Focusing professional development on math instructional strategies.

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. (In-Person School)
- PTA exploring ways all children can equitably attend events and participate in extra-curricular opportunities (Online and In-Person).
- Woodinville Unitarian Universalist Church
- Northshore Schools Foundation



Arrowhead
Elementary
Home of the Hawks

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