



2022-23 Strategic Action Plan

At Arrowhead, we create resilient and empathetic learners who confidently navigate their world through being innovative, creative, critical thinkers.

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 2022-23 school year, we will build off of what we learned from our work over the last three years on Domains 1, 2, and 3.

2020-2021-

- (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.
- 2J Educators continuously self-reflect while they learn more about equity related issues.

2021-2023-

- 3B Educators are well informed of the diverse backgrounds of students and families
- 3D Students and families have the opportunity to be experts in the classroom, school, and district.
- 3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches.



We will continue to keep key aspects of what we have learned from Domains 1 and 2 in mind while further incorporating strategies related to Domain 3. To inform this work, our Equity Team and SDLT Team completed an initial review of Domain 3 of the [Northshore School District Equity Inventory](#).

While we are working toward the same Domain 3 goals as last year, we have incorporated student feedback and ideas into our instructional strategies for this year's work. You will see student language in our action plan under the "equity strategies" we will strive to use.

At Arrowhead we believe each child deserves to be a responsible and persistent learner, open to and accepting of diverse cultures and perspectives, and empowered to advocate for and pursue their own educational passions. To achieve this we scaffold the important social skills of racial and civic literacy from kindergarten to 5th grade and exit them prepared to be confident learners in the more complex social setting of middle and high school.

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

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.



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 2022, we reviewed the following data:

- ☐ Attendance Records
- ☐ Classroom Based Assessment Results
- ☐ Demographic Information
- ☐ Individual Running Records
- ☐ iReady Data in Math or Reading
- ☐ SBAC Scores

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:

- Our focused work on phonics instruction has resulted in strong iReady results in Phonological Awareness and Phonics, but we have seen a decrease in comprehension scores overall, particularly for our students furthest from educational justice.
- On the fall iReady:
 - Only 21% of students scored at grade level in vocabulary
 - Only 17% of students scored at grade level in comprehending literature
 - Only 21% of students scored at grade level in comprehending informational text
- In grades 3-5 the gap is greatest between students who are furthest from educational justice and students who have been historically well-served by public education.

We believe this gap in student outcomes is the result of the following root cause(s):



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- Being home-bound during the pandemic prevented students from the constant interaction and discourse with their peers. This resulted in improved skill with a home language and improved connections with family and their family's culture, but created a gap in mastery of English and development of academic English vocabulary.
 - Computerized assessments rely almost totally on visual and textual information, creating barriers for children who learn in kinesthetic, spatial and auditory ways.
 - Students' improved phonological skill results in being "delivered" texts with more complex language, increasing comprehension challenges.
 - The comprehension section of the iReady is the last section of a lengthy test. To accurately measure a student's comprehension skills classroom-based assessments should be used.
 - Because true fluency requires a child to know what they are reading, it is closely aligned with comprehension.

The analysis of our school data leads us to the development of our goals for the 2022-23 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
Goal 3 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 K-5 who have been identified as below grade level standards in reading fluency will make more than one year's growth in reading fluency as measured by fall and spring iReady, WA Kids and classroom based assessments.



Goal 4 Innovative, Creative, Critical Thinkers	Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.	Students in K-5 will confidently and effectively design a solution or response to an authentic real-world scenario as measured by classroom-based assessments that include student self-assessment and street data.
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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 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 3: Growth for every student, elimination of outcome and 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 improve student fluency by increasing our use of read alouds, collaborative reading and performance-based texts, then students will expand their vocabularies and experience better comprehension when reading independently.

SMART Goal



By June, students in grades K-5 who have been identified as below grade level standards in reading fluency will make more than one year's growth in reading fluency as measured by fall and spring iReady, WA Kids and classroom based assessments.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will create collaborative learning opportunities. This means that staff will use formative assessments to create groupings that support accelerated and individualized learning opportunities for students who are below standard in fluency. We will also use Project Based Learning to integrate content areas and create real-world learning experiences for children.	<ul style="list-style-type: none">Our instructional strategy relates to Structuring Collaborative Learning Experiences by using student groupings to create small instructional groups and leveraging asynchronous learning times to meet with students and deliver targeted instruction based on need.
Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies
<p>To ensure equity focus to our work on this goal, we will focus on 3B, 3D and 3G.</p> <p>3B Educators are well informed of the diverse backgrounds of students and families</p> <p>3D Students and families have the opportunity to be experts in the classroom, school, and district.</p> <p>3G Educators are knowledgeable about creative, innovative, and equitable instructional approaches.</p> <p>.</p>	<p>We asked students to provide input and suggest instructional strategies and learning opportunities aligned with our three Equity Goals. These are their suggestions.</p> <p>3B Strategies: For this goal, we thought that teachers could have each student create an “All About Me” identity poster with their family that tells about the meaning of the student’s name, why their grown ups chose it, the meaning of their last name, along with any other important information.</p>



We also thought that it would be really helpful to have a big world map in each classroom or in the office and each student could place a pin showing what part of the world their family is from.

We had the idea to make a calendar with drawings from students and every holiday celebrated by Arrowhead students would be marked on the calendar.

3D Strategies:

For this goal, we thought that it would be really fun if grownups could zoom in and read a traditional story from their culture in the language they speak at home. If they can't join in for a live zoom, then they could record a video of themselves reading a story and send it to the teacher so it could be played for the



whole class. We thought it would be interesting if the family member reading the story could tell us a little bit about their culture as well. We also thought it would be great if grownups from the community could read a book in their home language at the library, during specialist time for different grade levels.

We came up with the idea of creating a whole school cookbook, where each family sends in their favorite recipe from their culture and we could print copies of the cookbook and sell it at the art fundraiser night.

We also thought it would be great to have a Multicultural Carnival, where we combine the Arrowhead Carnival with multicultural night and learn about different cultures and eat food from all over the world while playing fun



	<p>games, games from this country and other countries, and winning prizes.</p> <p>3G Strategies: Ask community members to come into Arrowhead with a “traveling museum” that they have created, to help us learn about different cultures, holidays, and history of different countries.</p> <p>We also came up with the idea to go on virtual field trips to important museums or locations, like the Holocaust Museum or the Civil Rights Museum.</p>
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GOAL 4: Innovative, Creative Thinkers

Equity Means

Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.

Theory of Action

Based on the data and root cause analysis we completed, we believe that if we give children the opportunity to collaboratively learn about and design the solution or response to an authentic real-world scenario, then students will accurately and



effectively interpret information through a variety of sources and be able to communicate their ideas and knowledge in ways that exceed their ability to do so on a standardized test.

SMART Goal

By June, students in K-5 who were identified as feeling unconfident or ineffective at solving real world problems on fall self and classroom-based assessments will confidently and effectively design the solution or response to an authentic real-world scenario as measured by classroom-based assessments that include student self-assessment and street data.

Instructional Strategy	Instructional Practice
To make progress, toward our specific goal, we will create collaborative learning opportunities. This means that staff will elevate student voice and integrate content areas to create authentic scenarios and topics for children to explore.	<p>Our instructional practice for goal 4 is consistent with our strategies for goal 3G in our REJ work and will be executed through Project Based Learning. Instructional staff will:</p> <ul style="list-style-type: none">• Make connections between curriculum content and local and global happenings, such as social justice movements like BLM or events of global concern like human rights and climate change• Give students opportunities to share local and global knowledge• Make connections to students' identities and cultures• Build community and sense of belonging in the classroom• Foster empathy in the classroom through discussions, activities, and lessons• Break down stereotypes AND promote acceptance of diverse identities



	<ul style="list-style-type: none">• Bring people, organizations, and programs from the community into the classroom, and bring students into the community
Domain Three: Teaching, Learning, and Self Reflection	Equity Strategies
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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 for each of our goals according to the identified assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims. As we collect data, we will determine the efficacy of our work. If, according to the data, our strategies appear to be working, we will continue to execute our SAP as designed. On the other hand, if the data indicates that there is no impact, we will re-examine our work and make critical adjustments. 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		
Fall iReady	Winter iReady	June 2023

Revised 10/31/22



Comprehension Scores		
Classroom Based Assessments	Winter classroom Based Assessments	Spring 2023
WaKids (K)	Spring SBA (3-5)	Spring 2023 and fall of 2023
Goal 4: Innovative, Creative, Critical Thinkers		
Student self assessment	Student self assessment	June 2023
Observational data	Observational data	Spring 2023
Street data via stories, projects, performance, group presentations	Continued use of street data as both formative and cumulative assessment of student progress	Spring 2023

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 make adjustments as needed, our work will not result in the outcomes we desire. During the 2022-23 school year, we will participate in the following professional development as part of our work:

- Ongoing collaborative practice and skill development with Project Based Learning via PLCs
- Monthly training on the science of reading and Into Reading Curriculum
- Monthly collaboration on research-based interventions for Tier II interventions via PLCs
- Building staff capacity for discourse-rich learning opportunities and access to resources with monthly school-wide SEL and social justice themes, texts, and assemblies



COMMUNITY PARTNERSHIP

We are committed to creating a safe, caring, and mutually respectful environment within our school where all students, families and staff feel welcomed, valued and affirmed. Your support in this endeavor is greatly valued and critically important, and to achieve this we will involve you and the rest of our Northshore community this year as follows:

- Watch Dogs
- Art Docents
- Library Assistants
- Classroom volunteers
- Parent experts who share their knowledge in classroom presentations
- Field trip volunteers
- PTA
- Northshore schools foundation
- student supplies and needs
- Nature Vision
- Tulalip tribal leaders at the Hibulb Cultural Center

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