



2023-24 Strategic Action Plan

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

This Strategic Action Plan is the summary of the process we used to identify our goals; the identified goals; and the intended outcomes of student success.

OUR INQUIRY PROCESS

Identifying Strategic Plan goals and actions to meet the chosen goals compels us to engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.

Community Engagement

At Arrowhead we prioritize community. We believe that a strong community where everyone is welcomed, supported, and feels like they belong is an essential foundation for joyful student growth. We intentionally build multiple pathways for parents to provide input and collaborate with educators.

- Family survey to gather data on family feedback on student community, adult community, communication strategies and community-building events.
- Families are welcome in classrooms as co-teachers for specific learning opportunities.
- Strong partnership between PTA and staff.
- Open door policy for conferences, chats and shared problem solving when it comes to student success.
- Multiple opportunities for families to engage with school during school, outside of school hours, and virtually.
- Ongoing teamwork with our feeder pattern middle and high schools as we work together to support families.

22-23 Examination of Student Data

Last year, we wanted Arrowhead Hawks to feel capable of solving small interpersonal or practical problems on their own. We wanted them to enjoy school and build resilience. We noticed students were fretful, more helpless, and less resilient when they returned to full-time, in-person school during the 21-22 school year and this helplessness continued into fall of 2022. Our SEL goals for the 22-23 year were that students learned to effectively solve real world problems on their own.

Quantitative Data	Qualitative Data	Experiential Data
Student behavior at recess included more interpersonal conflict, reporting of small issues, and an inability to solve problems.	Students were assessed in the winter and spring with a “problem solving” assessment that aligned with our School Action Plan goal	We designed and taught lessons on problem solving and developed school-wide structures, supports and systems for solving practical

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Student behavior in the classroom included less resilience for tackling challenging work, less academic confidence, and fewer solid strategies.	that students would be able to independently and successfully solve a real world problem.	and interpersonal problems. We observed increased independence in our students, higher resiliency and more student-led solutions.
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By spring of 2023, we had qualitative data gathered from classroom and recess observations and quantitative data gathered through our spring problem-solving assessment that showed students grew significantly in their confidence in solving problems as well as how effectively they solved problems.

For the 2023-2024 school year we are expanding on our 22-23 work by having students solve real-world problems through use of geometry, measurement, and informational texts. We will do this through our Project Based Learning instructional model, which asks students to work in collaborative teams to address real-world issues and present their work to an authentic audience.

Equity Work

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.

<p>Kindergarten:</p> <p><i>Each child will demonstrate a positive social identity & and an understanding of fairness/justice</i></p> <p><i>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.</i></p> <p><i>Each child will express comfort and joy with human diversity, accurate vocabulary for human differences, and a deep, caring human connection.</i></p> <p><i>Students explore the various ways that people are different, including, race, ability, gender, gaining positive and/or neutral language for discussing differences.</i></p>
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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.

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for our students performing below grade level standard that require our attention. These gaps are described below.

Access or Outcome Gap	Root Cause
Based on SBA ELA and iReady reading scores, students with IEPs and multilingual students are disproportionately more likely to be below grade level standard in reading comprehension, particularly with informational texts.	Students with IEPs require more instructional time devoted to decoding and fluency, reducing available instructional time for comprehension. Multilingual students are still acquiring the vocabulary necessary for comprehension of grade-level texts.
Based on SBA math and iReady math scores, students with IEPs and multilingual students are disproportionately more likely to be below grade level standard in math, particularly in geometry and measurement / data.	Students with IEPs require more instructional time devoted to numbers and operations, reducing available instructional time for geometry and measurement and data. Multilingual students face an additional learning challenge regarding the complex vocabulary involved in geometry.



OUR GOALS & MEASURES

Based on our comprehensive data analysis, we have identified a specific measure for each of the Strategic Plan goals related to our school’s level to focus on during the current school year. The goals and measures are described below.

School Goals	Measure
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Equity Means: <i>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely, targeted enrichment and intervention, and proactive social-emotional supports.</i></p>	<p>Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.</p> <p>Arrowhead students will master grade-standard elements of geometry and apply their knowledge to art, construction, biology, engineering, and other real-world vehicles for geometric theory.</p>
<p>Goal 4 Innovative, Creative, Critical Thinkers</p> <p>Equity Means: <i>Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.</i></p>	<p>Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.</p> <p>Arrowhead students will build their ability to comprehend informational texts, using such texts to better understand a real-world problem and collaboratively designing a solution to the problem.</p>

Theory of Action, Instructional Practices & Equity Strategies

To address the Strategic Plan goals, measures and metrics, we have identified a theory of action and specific objectives to help us create the change we wish to see. Additionally, we have selected a specific set of instructional practices and equity practices we believe will make a positive difference for our students.

Our theory of action is that it’s possible our traditional measurement tools - standardized tests - are ineffective at measuring the brilliance of our students furthest from educational justice. Instead of seeing “gaps” in our children and trying to get them to demonstrate mastery on individual, abstract assessments on a computer, we’re going to give our children real-world scenarios and collaborative learning experiences so they can work together to master content and then apply it in an authentic way. We feel this is a better way for children to show us what they know and can do.

We asked our fifth graders to inform the instructional strategies we will use to support Domain 3 of our Equity Goals. Multilingual learners overwhelmingly asked that we “Show the value of interdependence and collaboration in the classroom or school.” This aligns perfectly with our Project Based Learning approach and supports our theory of action.



Other equity instructional strategies children chose for their educators are:

- (3F) Take the time to get to know students' racial, cultural and ethnic backgrounds and provide them with opportunities to talk or write about them in lessons, activities, prompts and discussions (if they wish to share)
- (3D) Allow students to have opportunities to teach educators and each other about their backgrounds, cultures and identities
- (3B) Ask families and students about their diverse backgrounds and what they feel should be talked about to honor them in the classroom throughout the school year (i.e. in-class surveys, take-home surveys, conversations, etc..)
- (3E) Make small gadgets / toys / tools available for students to utilize during instructional time
- (3E) Make sure that sites of play are accessible to students

While we need to continue to use computerized standardized assessments and individual classroom assessments to measure individual student growth, we need to accept and act on the emerging reality that many of our students do not demonstrate content mastery in these inauthentic, individual ways. We need to build our ability to measure both qualitative and quantitative growth for our students with collaborative, authentic learning experiences.

GOAL 3: Growth for every student, elimination of outcome and opportunity gaps

Theory of Action

Based on the data and root cause analysis, we believe that if we use project based learning and collaborative learning experiences in math, then students will improve their ability to solve problems with geometry and measurement.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 3 is as follows: As measured by classroom based assessments and the spring iReady, 85% of Arrowhead students will be at or approaching standard in geometry and measurement.

GOAL 4: Innovative, Creative, Critical Thinkers

Theory of Action

Based on the data and root cause analysis, we believe that if we use project based learning and collaborative learning experiences in literacy, then students will improve their ability to comprehend informational texts because they will have an authentic reason to gather information from a text.

Objective

Our specific, measurable, attainable, relevant, and time-bound objective to address Goal 4 is as follows: As measured by classroom based assessments and the spring iReady, 85% of Arrowhead students will be at or approaching grade level standard in comprehension of informational texts.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:



- (3E) Show the value of interdependence and collaboration in the classroom or school
- (3F) Take the time to get to know students’ racial, cultural and ethnic backgrounds and provide them with opportunities to talk or write about them in lessons, activities, prompts and discussions (if they wish to share)
- (3D) Allow students to have opportunities to teach educators and each other about their backgrounds, cultures and identities
- (3B) Ask families and students about their diverse backgrounds and what they feel should be talked about to honor them in the classroom throughout the school year (i.e. in-class surveys, take-home surveys, conversations, etc..)
- (3E) Make small gadgets / toys / tools available for students to utilize during instructional time
- (3E) Make sure that sites of play are accessible to students

OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress as needed 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 our strategies appear to be working, we will continue to execute our plan 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.

Measures	Metrics	Dates of Data Review
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Increased enrollment and completion rates for traditionally underrepresented student groups in advanced course sequences and specialized programs.	<ul style="list-style-type: none"> • Number of students participating in advanced course sequences, specialized programs • Number of students directing line of inquiry in class or group discussions • Number of students taking leadership roles in clubs or student activities 	October February June
Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below	<ul style="list-style-type: none"> • iReady scores Fall-Spring • SBA scores for Grades 3-5 • Classroom based assessments, 	October February

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grade level.	particularly collaborative project activities	June
GOAL 4: Innovative, Creative, Critical Thinkers		
Increased percentage of students who apply learning to solve real-world, culturally relevant challenges in imaginative ways.	<ul style="list-style-type: none"> Taking a leadership role in groups, contributing ideas and making suggestions to teacher, confidently presenting work. 	October February June

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Arrowhead Elementary, we will learn together, review data, and make adjustments as needed. During the current school year, we will participate in the following professional development activities as part of our work:

- Emily Kircher-Morris PD on 2E learners
- Integrated Cluster Hi-Cap Instructional Delivery PD
- Root of Us Racial Equity PD
- REJST - directed Multilingual Learner Strategies PD
- Principal and SDLT - directed MTSS and racial equity PD
- PBL Coach
- LTRS
- STEM PBL
- Revised Danielson Framework for Teaching

COMMUNITY PARTNERSHIP

Student, family and community input was essential in our Strategic Action Plan design, and is essential to support our commitment of improving student outcomes. We are dedicated to involving you and the rest of our Northshore community this year as follows:

- Watch Dogs / HAWK Day - “Hawks Helping With Kids”
- Art Docents
- Library Volunteers
- Classroom volunteers



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- Parent experts who share their knowledge in classroom presentations
 - Field trip volunteers
 - PTA
 - The Root of Us
 - Northshore Schools Foundation
 - Nature Vision
 - Tulalip tribal leaders at the Hibulb Cultural Center
 - The Williams Family Carvers

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