



School Action Plan

SECTION 1: THE BACKGROUND

School Name: Arrowhead

Year: 2026-27

The Central Vision: (North Star) At Arrowhead, every Hawk belongs, builds strong relationships, experiences joy, and meaningful academic challenge while developing the confidence, skills, and agency to succeed.

Focus Population: (Who is the furthest from racial and educational justice?) Students reporting lower academic self-efficacy, with particular attention to historically underserved student groups to ensure current equity gains are sustained

Learning Problem: (Big Picture) The gap between how welcomed students feel and how **capable** they feel leading to a decline in academic self-efficacy schoolwide

SECTION 2: THE SYSTEMIC NARRATIVE

ROOT CAUSE

The central node or pattern that connects your academic, behavioral, and cultural challenges.

The Holistic Inquiry	Response
The Surface Symptoms <i>(What data points are flashing red?)</i>	Schoolwide academic self-efficacy declined from approximately 61% favorable to 51% favorable. This means only about half of students are reporting confidence in their ability to succeed with challenging academic work.
The Systemic Root <i>(What are the causes? Are they interconnected and how?)</i>	• There is a gap between students' strong sense of belonging and their confidence in themselves as learners. • Students need regular opportunities to: ○ Take on challenging academic work. ○ Work through productive struggle. ○ Recognize their own growth. ○ Experience and celebrate success. • Staff identified math fact fluency as an area of focus.

	● Strengthening fact fluency can help students: ○ Build confidence and automaticity with foundational math skills. ○ Use more of their thinking for complex math and problem solving. ○ See and recognize their own progress. ○ Experience success as mathematicians. ● The goal is to protect Arrowhead’s strong academic foundation while increasing students’ confidence in themselves as capable learners.
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SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION

If we build automatic fact fluency grounded in number sense, conceptual understanding, and confidence-building practices—and pair this work with opportunities for students to successfully engage in genuinely challenging mathematics—then students will increasingly experience themselves as capable mathematicians and learners.

As a result, academic self-efficacy will increase while Arrowhead maintains its strong achievement, equity gains, supportive relationships, and sense of belonging

SYSTEMIC GOAL:

Increase academic self-efficacy by creating consistent opportunities for students to experience growth, productive struggle, and success in mathematics while protecting Arrowhead’s strong achievement, belonging, and equity outcomes

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction <i>(Instructional & Academic)</i>	Activity: ● Implement short, consistent opportunities for fact-fluency development	Resources: ● Delta Math ● Grade-level PLC collaboration

	across K–5. • Ground fluency instruction in number sense rather than speed or memorization alone. • Use subitizing, place value, concrete models, math games, and multiple computation strategies. • Provide small-group instruction based on student need. • Use Delta Math and Amplify data to monitor progress and adjust instruction. • Provide students opportunities to engage in challenging grade-level mathematics and productive struggle. • Intentionally help students notice, name, and celebrate their own mathematical growth and success	• Existing MTSS structures • Universal screening data • Tier II supports • Professional learning/collaboration time • Staff expertise and shared instructional practices
Culture (<i>Cultural & Emotional</i>)	Activity: • Explicitly connect mathematical growth and productive struggle with student confidence. • Normalize mistakes, multiple strategies, perseverance, and revision as parts of learning. • Celebrate growth, strategy use, effort, and successful engagement with challenging work rather than speed alone. • Continue identity-affirming practices that contribute to Arrowhead’s strong belonging and supportive-relationship	Resources: • Existing strong relational culture • Student voice/Panorama data • SEL practices and resources • Staff collaboration • Leadership Team/SDLT • Family and community partnerships

	data. • Use student voice and brief self-efficacy checks to understand students' experiences as learners. • Continue building a “Team Arrowhead” culture grounded in belonging, relationships, safety, joy, and courageous collaboration.	
Structure (Structural & Policy)	Activity: • Establish agreed-upon K–5 expectations for fact-fluency practice while allowing grade-level teams flexibility in implementation. • Develop schoolwide benchmarks and/or progress measures using Delta Math and Amplify. • Build regular data review into PLC and Leadership Team structures. • Use existing MTSS systems to identify students needing additional support without unnecessarily removing students from core instruction or belonging-building experiences. • Regularly examine academic and experience data by student group to ensure the new focus strengthens rather than disrupts current equity gains	Resources: • PLC structures • Leadership Team/SDLT • Existing assessment calendar • MTSS systems • Intervention resources • Staff meeting/ER Wednesday collaboration time

SECTION 4: THE RIPPLE EFFECT SCAN

SYSTEMS THINKING

Holistic leaders anticipate consequences. Before acting, scan for how this plan might unintentionally hurt another part of the system.

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
A focus on fact fluency could unintentionally become focused on speed, timed testing, or memorization, creating anxiety and decreasing confidence for some students.	Establish shared expectations that fluency is grounded in number sense, flexibility, strategy use, and automaticity—not speed alone. Use games, multiple strategies, concrete models, and growth-focused feedback.	Instruction + Culture: Instructional practices directly influence students' mathematical identity and self-efficacy.
Increased attention to fluency could narrow mathematics instruction or reduce time spent on conceptual understanding and complex problem solving.	Position fluency as a foundation for—not a replacement for—grade-level conceptual mathematics, reasoning, problem solving, and productive struggle.	Instruction: Automaticity should increase students' capacity to engage in complex mathematics.
Adding a new schoolwide focus could create additional workload or initiative fatigue for staff	Build from the focus staff themselves selected and embed the work within existing math instruction, PLCs, assessments, and MTSS structures rather than creating a separate initiative.	Structure + Culture: Staff ownership and manageable systems support collective efficacy and sustainability.
Focusing attention on a new instructional priority could unintentionally result in less attention to the practices responsible for Arrowhead's strong belonging and equity outcomes.	Continue monitoring belonging, supportive relationships, achievement, and subgroup outcomes as explicit "protect" metrics alongside fluency and self-efficacy measures.	Culture + Structure: New work must extend rather than displace the practices already producing positive student experiences and equitable outcomes.

SECTION 5: MONITORING THE WHOLE

LEAD INDICATORS

Don't just measure the test score (Lagging). Measure the health of the change (Leading).

Metric Type	Indicator Description	Frequency of Review
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The Process Metric <i>(Are we doing it?)</i>	Evidence that K–5 students are receiving consistent fact-fluency opportunities grounded in number sense, strategy development, and confidence-building practices; PLC review of Delta Math/Amplify progress.	<i>Monthly</i>
The Experience Metric <i>(How does it feel?)</i>	Brief student academic self-efficacy pulse checks, with particular attention to whether students believe they can successfully engage in challenging mathematics and schoolwork. Data will be examined by student group to ensure equity gains are sustained.	<i>Quarterly</i>
The Outcome Metric <i>(Did it work?)</i>	Growth toward schoolwide fact-fluency benchmarks using Delta Math and Amplify; improvement in academic self-efficacy; maintenance of strong i-Ready/SBA achievement, belonging, supportive relationships, and subgroup equity outcomes	<i>Semester/Yearly</i>

Summary of the Changes

(How has the work articulated in the SAP changed the learning experience for your focus population? What are the next logical steps to address your learning problem?)