

Goal: To increase student ability to explain their mathematical thinking in writing as evidenced by increased scores on trimesterly WASL released items.

Strategy: Through high levels of teamwork, effective leadership, and a concise vision, instructional practice in communicating mathematical thinking will increase.

Rationale: WASL test scores in the area of “communicating understanding” is significantly lower than state average. Teacher observation supports the need to focus on communication.

How did staff participate in setting this strategy? Staff meetings, Grade Band Meetings, BLT

What data identifies the need that leads us to this goal? WASL and classroom observations

Alignments/Special Populations

| School Board Goal(s) | Superintendent Focus Area(s) | 5 Year Plan Benchmarks | 9 Characteristics of High Performing Schools | Title I School-wide Plan |
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| <ol style="list-style-type: none"> To improve the effectiveness and relevance of instructional and support services for all students. To eliminate the achievement gap. Manage resources and set priorities using principles of equity and sustainability. | <ol style="list-style-type: none"> Literacy K-12 across the curriculum Mathematics and Science Professional Development | <p>8. The “achievement gap” in reading and mathematics will be eliminated by 2009-10. The “gap” will be decreased by 10 percent in 2005-06.</p> | <ol style="list-style-type: none"> Clear and shared vision High standards and expectations Effective leadership – instructional and administrative High levels of teamwork Aligned curriculum/instruction with state standards Closely monitor student and teacher progress Emphasize professional development that is focused | |
| AYP Target Area (Specify) | Special Education | Bilingual/ELL | Advanced Learning | Community Learning Center |

| Activities: What actions will occur? | Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity? | Timeline: When will this strategy or action begin and end? | Resources: What are the existing and new resources that will be used to accomplish the activity? | Responsibility: Who is responsible? Who is involved? Who will provide the leadership? Who will do the work? | Monitoring effectiveness: What ongoing criterion referenced measures have you identified to gather evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle? |
|--|--|---|--|--|---|
| <p>What classroom activities will occur to achieve this goal?</p> <ul style="list-style-type: none"> Teachers will score students’ mathematical explanations trimesterly Teachers will continue Problem of the Week Weekly explicit mini-lessons on explaining mathematical thinking Teachers will use NUA strategies to support student mathematical explanations Implementation of CMP2 | <p>PD on using assessment to inform instruction</p> | <p>Sept - June</p> | <p>PCP time to score explanations</p> <p>Weekly collaboration Time</p> <p>Problem of the Week curriculum</p> | <p>Math team</p> | <p>Trimesterly WASL-type math prompts scores</p> <p>Collaborative teacher meetings three times a year to share student thinking</p> <p>Increase in WASL scores</p> |

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| What building activities will occur to achieve this goal? <ul style="list-style-type: none"> • Trimester buddy math • Trimesterly team reviews of student WASL like math prompts • Identify students who are below standard or at level 1 on the WASL and create LAP • Each math teacher will write a personal math goal related to increasing mathematical thinking. • Monthly developmentally appropriate mathematical thinking homework packets. | Monthly math focused PD/staff meeting Analyze monthly math homework as a whole staff | Sept - June | GLE's SSD math specialists WASL released items Time to review District purchased or teacher created monthly mathematical thinking homework packets | Teachers and SSD math specialists BLT (to provide time) Math Teacher Leaders | WASL-like math prompts will show increased student ability to explain their mathematical thinking. |
| How will parents and the community participate in supporting this goal? Workshop for parents and Blazing Trails representative to learn how to support students at home with math homework and explanation of mathematical thinking | | | What additional assistance will you seek from supporting organizations such as district services and departments, the ESD and outside consultants and trainers? We will need support and assistance from SSD math specialists and DMI support and training. | | |
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Goal: Increase students' comprehension and fluency as measured by increased scores on trimesterly reading responses
Strategy: Through high levels of collaboration among teachers Reader's Workshop will be implemented building wide.
Rationale: Assessment data indicated that not all students are meeting district and state benchmarks in reading comprehension
How did staff participate in setting this strategy? Staff Meetings, Grade Band Meetings, BLT
What data identifies the need that leads us to this goal? DRA, CBA's, and WASL
Alignments/Special Populations

| School Board Goal(s) | Superintendent Focus Area(s) | 5 Year Plan Benchmarks | 9 Characteristics of High Performing Schools | Title I School-wide Plan |
|---|--|--|--|----------------------------------|
| <ol style="list-style-type: none"> 1. Improve the effectiveness and relevance of instructional and support services for all students. 2. Eliminate the achievement gap. 3. Eliminate all systemic barriers to student achievement. | <ol style="list-style-type: none"> 1. Literacy – K-12 across the curriculum | <ol style="list-style-type: none"> 6. Sixty-five percent of third graders will read at or above state standards in 2005-06. Each year of the plan thereafter, the number of students meeting the standard will increase by 5 percentage points. 7. The “achievement gap” in reading and mathematics will be eliminated by 2009-10. The “gap” will be decreased by 10 percent in 2005-06. | <ol style="list-style-type: none"> 1. Clear and shared vision 2. High standards and expectations 3. High levels of teamwork 4. Aligned curriculum and instruction 5. Focused Professional Development | |
| AYP Target Area (Specify) | Special Education | Bilingual/ELL | Advanced Learning | Community Learning Center |

| Activities: What actions will occur? | Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity? | Timeline: When will this strategy or action begin and end? | Resources: What are the existing and new resources that will be used to accomplish the activity? | Responsibility: Who is responsible? Who is involved? Who will provide the leadership? Who will do the work? | Monitoring effectiveness: What ongoing criterion referenced measures have you identified to gather evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle? |
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| What classroom activities will occur to achieve this goal? <ul style="list-style-type: none"> • Teachers will continue Reader's Workshop. • Teachers will assess each student's oral fluency and comprehension at least once a month • Each classroom will have a portion of their classroom library leveled according to district leveled reading system • Daily explicit Mini-lessons • Daily independent reading • Trimesterly WASL-like reading responses | PD of district leveled reading system Continuation of staff meeting PD time dedicated to Reader's Workshop Continuation of Mosaic of Thought book study | October Sept- June | Directed grade Band staff meeting time Dedicated time for scoring of trimesterly reading responses | Literacy Team Teacher Leaders Classroom Teachers Principal | Reviewing schedules, walk-throughs, peer observations, and grade band meetings will accomplish the implementation monitoring. Collaborative teacher meetings three times a year, (Oct, Feb, and May) to share student reading levels according to district developmental reading levels, DRA K-3 and WASL-like reading responses. Increased DRA and WASL scores |
| What building activities will occur to achieve this goal? <ul style="list-style-type: none"> • PD of district developmental reading levels • Continue a Literacy Team • Trimesterly Mini-lesson review • Continues PD on Reader's Workshop • Finish reading Mosaic of Thought | PD of district leveled reading system Trimesterly grade band meetings Continuation of staff meeting PD time dedicated to Reader's Workshop | Octobert Sept - June | Dedicated Early Release Days Directed grade Band staff meeting time Collaboration time | Literacy Team Teacher Leaders Classroom Teachers District Instructional Coach Principal | Reviewing schedules, walk-throughs, peer observations, and grade band meetings will accomplish the implementation monitoring. Collaborative teacher meetings three times a year, (Oct, Feb, and May) to share student reading levels according to district developmental reading levels, DRA K-3 and WASL-like reading responses. Increased DRA and WASL scores |

| Activities: What actions will occur? | Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity? | Timeline: When will this strategy or action begin and end? | Resources: What are the existing and new resources that will be used to accomplish the activity? | Responsibility: Who is responsible? Who is involved? Who will provide the leadership? Who will do the work? | Monitoring effectiveness: What ongoing criterion referenced measures have you identified to gather evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle? |
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| How will parents and the community participate in supporting this goal? We will continue to promote and participate in the "Read to Achieve" program and hold Family Literacy Night. | | | What additional assistance will you seek from supporting organizations such as district services and departments, the ESD and outside consultants and trainers? This plan requires the assistance of a District Instructional Coach to work with the Principal and Literacy Teacher Leader to facilitate PD. | | |

2006-2009 Action Plan Writing

School: Pathfinder K-8

Goal: Increase student understanding and application of the writing process as measured by increased WASL scores. At least a 20% increase in 4th grade and at least a 14% increase in 7th grade.

Strategy: Alignment of Writer’s Workshop will be achieved through high levels of building wide collaboration.

Rationale: Writer’s Workshop has shown to be effective in providing an organized approach to writing.

How did staff participate in setting this strategy? Staff Meetings, Grade Band Meetings, BLT

What data identifies the need that leads us to this goal? CBA’s and WASL

Alignments/Special Populations

| School Board Goal(s) | Superintendent Focus Area(s) | 5 Year Plan Benchmarks | 9 Characteristics of High Performing Schools | Title I School-wide Plan |
|---|---------------------------------------|--|---|----------------------------------|
| <ol style="list-style-type: none"> 1. Improve the effectiveness and relevance of instructional and support services for all students. 2. Eliminate the achievement gap. 3. Eliminate all systemic barriers to student achievement. | Literacy – K-12 across the curriculum | <ol style="list-style-type: none"> 8. Sixty-five percent of third graders will read at or above state standards in 2005-06. Each year of the plan thereafter, the number of students meeting the standard will increase by 5 percentage points. 9. The “achievement gap” in reading and mathematics will be eliminated by 2009-10. The “gap” will be decreased by 10 percent in 2005-06. | <ol style="list-style-type: none"> 6. Clear and shared vision 7. High standards and expectations 8. High levels of teamwork 9. Aligned curriculum and instruction 10. Focused Professional Development | |
| AYP Target Area (Specify) | Special Education | Bilingual/ELL | Advanced Learning | Community Learning Center |

| Activities: What actions will occur? | Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity? | Timeline: When will this strategy or action begin and end? | Resources: What are the existing and new resources that will be used to accomplish the activity? | Responsibility: Who is responsible? Who is involved? Who will provide the leadership? Who will do the work? | Monitoring effectiveness: What ongoing criterion referenced measures have you identified to gather evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle? |
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| What classroom activities will occur to achieve this goal? Teachers will continue daily writing <ul style="list-style-type: none"> • Explicit Mini-lessons • Writer’s Workshop • Trimesterly writing prompts | PD on Writer’s Workshop for Middle School Teachers Principal to attend New York City training on using Writer’s Workshop with Middle School students. PD on WASL writing scoring Teacher Team to New York City to observe Writer’s Workshop | October October Sept – June March | Grade band and staff meetings Lucy Caulkens’ Writer’s Workshop curricula Early release days District Curriculum Specialist | Literacy Team Teacher Leaders Principal District Curriculum Specialist | Reviewing schedules, walk-throughs, peer observations, and grade band meetings will accomplish the implementation monitoring. Collaborative, formal teacher meetings three times a year, (Oct, Feb, and May) to share student scored writing responses and writing levels according to the 6-traits. Increased scores on trimesterly writing prompts |

| Activities: What actions will occur? | Professional Development: How will staff acquire the necessary skills and attitudes to implement the activity? | Timeline: When will this strategy or action begin and end? | Resources: What are the existing and new resources that will be used to accomplish the activity? | Responsibility: Who is responsible? Who is involved? Who will provide the leadership? Who will do the work? | Monitoring effectiveness: What ongoing criterion referenced measures have you identified to gather evidence to show this activity is making a difference in student outcomes? What is the projected measurement cycle? |
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| What building activities will occur to achieve this goal? <ul style="list-style-type: none"> • Continuation of a Young Author's Program • School-wide scoring of trimesterly prompts • Trimesterly team reviews of 6-trait writing mini-lessons • Implementation of Writer's Workshop at the Middle School level. | PD on Writer's Workshop, 6-trait writing, journal writing, and WASL scoring Monthly grade band meetings will share/review Mini-lessons | Sept - June Sept - June | Young Author's websites Evaluation and critique of last year's Young Author's Program Collaborative time dedicated to scoring and analyzing student writing | Literacy Team Teacher Leaders Principal District Curriculum Specialist PTSA | 90% participation in Young Author's Conference Reviewing schedules, walk-throughs, peer observations, and grade band meetings will accomplish the implementation monitoring. Increased scores on trimesterly writing prompts |
| How will parents and the community participate in supporting this goal? .Parents and community members will help sponsor and run the Pathfinder Publishing Center. | | | What additional assistance will you seek from supporting organizations such as district services and departments, the ESD and outside consultants and trainers? This plan requires the assistance of a District Instructional Coach to work with the Principal and Literacy Teacher Leader to facilitate PD. | | |

2006-2009 Action Plan Writing

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Strategy: Alignment of Writer’s Workshop will be achieved through high levels of building wide collaboration.

Rationale: Writer’s Workshop has shown to be effective in providing an organized approach to writing.

How did staff participate in setting this strategy? Staff Meetings, Grade Band Meetings, BLT

What data identifies the need that leads us to this goal? CBA’s and WASL

Alignments/Special Populations

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| 4. Improve the effectiveness and relevance of instructional and support services for all students. 5. Eliminate the achievement gap. 6. Eliminate all systemic barriers to student achievement. | Literacy – K-12 across the curriculum | 10. Sixty-five percent of third graders will read at or above state standards in 2005-06. Each year of the plan thereafter, the number of students meeting the standard will increase by 5 percentage points. 11. The “achievement gap” in reading and mathematics will be eliminated by 2009-10. The “gap” will be decreased by 10 percent in 2005-06. | 11. Clear and shared vision 12. High standards and expectations 13. High levels of teamwork 14. Aligned curriculum and instruction 15. Focused Professional Development | |
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| What classroom activities will occur to achieve this goal? Teachers will continue daily writing <ul style="list-style-type: none"> • Explicit Mini-lessons • Writer’s Workshop • Trimesterly writing prompts | PD on Writer’s Workshop for Middle School Teachers Principal to attend New York City training on using Writer’s Workshop with Middle School students. PD on WASL writing scoring Teacher Team to New York City to observe Writer’s Workshop | October October Sept – June March | Grade band and staff meetings Lucy Caulkens’ Writer’s Workshop curricula Early release days District Curriculum Specialist | Literacy Team Teacher Leaders Principal District Curriculum Specialist | Reviewing schedules, walk-throughs, peer observations, and grade band meetings will accomplish the implementation monitoring. Collaborative, formal teacher meetings three times a year, (Oct, Feb, and May) to share student scored writing responses and writing levels according to the 6-traits. Increased scores on trimesterly writing prompts |

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| How will parents and the community participate in supporting this goal? .Parents and community members will help sponsor and run the Pathfinder Publishing Center. | | | What additional assistance will you seek from supporting organizations such as district services and departments, the ESD and outside consultants and trainers? This plan requires the assistance of a District Instructional Coach to work with the Principal and Literacy Teacher Leader to facilitate PD. | | |
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Goal: To create a safe climate where all students and families have a sense of belonging that nurtures and fosters the academic achievement of all students.

Strategy: Implement anti-bullying curriculum across grade levels and whole school activities.

Rationale: When students and families feel threatened by other students or staff, the student’s ability to learn is inhibited because they are focused on maintaining their personal safety.

How did staff participate in setting this strategy? Members of the staff have participated in professional development provided by the school anti-bullying committee. Representatives for each grade band, as well as the principal, were trained by coordinators from the Olweus Program, Steps to Respect, and Second Steps during the summer of 2004.

What data identifies the need that leads us to this goal? School Climate Surveys, Student Absences, Student Referrals, Student Suspensions

Alignments/Special Populations

| School Board Goal(s) | Superintendent Focus Area(s) | 5 Year Plan Benchmarks | 9 Characteristics of High Performing Schools | Title I School-wide Plan |
|---|--|---|--|----------------------------------|
| 3. Eliminate all systemic barriers to student achievement. 4. Build leadership capacity for accountability, inclusivity, and effectiveness. 5. Manage resources and set priorities using principles of equity and sustainability. | 1. Literacy- K-12 across curriculum 2. Mathematics and Science 3. Professional Development 4. Cultural Competence | 9. The “disproportionality gap” in discipline, as measured by rates of suspensions and expulsions, between white students and students of color will be reduced by 20 percent each year beginning in 2005-06. 12. The average rate of student attendance will increase by 1 percentage point each year. 13. The average truancy rate of students at every school level will be reduced by 10 percent each year. 14. The annual middle and high school dropout rates will be reduced by 10 percent each year. 15. There will be a one-tenth of a point increase in the indices of a positive school environment as reported in the annual student and staff climate surveys each year. | 1. Clear and shared vision. 5. Effective leadership is provided in both instructional and administrative areas. 6. School has high levels of collaboration. 6. School closely monitors teaching and student progress. 8. School has a supportive learning environment. | |
| AYP Target Area (Specify) | Special Education | Bilingual/ELL | Advanced Learning | Community Learning Center |

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| What classroom activities will occur to achieve this goal? <ul style="list-style-type: none"> • Class meetings will be held at least once per week in each classroom. • Anti-bullying rules will be posted and reviewed in each classroom. • Buddy clans will meet at least one time per month to strength cross-age relationships. • Each classroom will teach a bully prevention program. (K-3 Second Step, 4-5 Steps to Respect, 6-8 Olweus) | No formal PD currently planned This is a continuation of last year's activities | Ongoing | Steps to Respect Olweus Second Steps Coordinating Committee | Organize/present: Coordinating Committee and principal Implement: All classroom teachers, tutors, playground supervisors, and afterschool providers. Implement: Students and families Monitor: Principal and Coordinating Committee | Student Climate Surveys Attendance Records # of suspensions due to bullying related incidences from 2005-2006 compared with those of 2006-2007 Parent survey in September and June Reviewing schedules, walk-throughs, peer observations, and grade band meetings will accomplish the implementation monitoring. |
| What building activities will occur to achieve this goal? <ul style="list-style-type: none"> • Continuation of anti-bullying policies and current curricula • Parent training focused on anti-bullying and harassment. • School Spirit Days • Middle School Positive Student Recognition Program • Realigned Middle School Discipline Plan | No formal PD currently planned This is a continuation of last year's activities | Ongoing | Steps to Respect Olweus Second Steps Coordinating Committee | Principal and Coordinating Committee Classroom teachers | Student Climate Surveys Attendance Records # of suspensions due to bullying related incidences from 2005-2006 compared with those of 2006-2007 Parent survey in September and June Reviewing schedules, walk-throughs, peer observations, and grade band meetings will accomplish the implementation monitoring. |
| How will parents and the community participate in supporting this goal? The PTSA and Blazing Trails After School Care have been active participants in all aspects of our school climate.. The after school program has adopted the same rules around anti-bullying as the whole school community. These rules are followed and posted in the Blazing Trails portable. | | | What additional assistance will you seek from supporting organizations such as district services and departments, the ESD and outside consultants and trainers? Anti-bully program trainers continued support Health Education Office support, guidance, and guest speakers | | |
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