

**Report of Strategic Plan Progress  
2007-2008**

SCHOOL: NORTHERN HEIGHTS	READING	2007-2008 REPORT
<p><b>School Goal:</b> By spring 2008, 90% of Northern Heights' students will comprehend text at or above grade level standards, as measured by the Washington Assessment of Student Learning (WASL) reading subtest and/or district reading assessments.</p>		
Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> <li>• Literacy blocks were implemented school-wide,</li> <li>• Phonemic awareness/phonics systematically taught in the primary grades,</li> <li>• Literacy support focused on grades K-3,</li> <li>• Additional in-class reading support was implemented for students in grades 4-5,</li> <li>• <b>Back Track On Track!</b> Reading Program was expanded to include 1<sup>st</sup> grade students.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of K-2 teachers implemented phonics as part of their balanced reading program,</li> <li>• 43 students were served through the primary literacy support program,</li> <li>• 20 grade 4-5 students were served through additional in-class support in reading,</li> <li>• 75 1<sup>st</sup> - 5<sup>th</sup> grade students were served in the Back On Track! Reading Program.</li> </ul>	<p>Spring 2007 WASL shows that 66.7% of 3<sup>rd</sup> grade students, 89.6% of 4<sup>th</sup> grade students and 71.2% of 5<sup>th</sup> grade students met or exceeded standard in reading. With the exception of 3<sup>rd</sup> grade, this represents a significant gain from previous year data. Spring 2008 data is not yet available. (data from current 4<sup>th</sup> and 5<sup>th</sup> grade students)</p> <p>Spring 2008 district reading data shows that 65% of current 4<sup>th</sup> grade and 81% of current 5<sup>th</sup> grade students met standard in reading. This represents a flat profile when comparing WASL 2007 cohort data.</p>
SCHOOL: NORTHERN HEIGHTS	WRITING	2007-2008 REPORT
<p><b>School Goal:</b> By spring 2008, 75% of Northern Heights' students will meet or exceed standards in writing as measured by the district third and fifth grade writing assessments and/or the 4<sup>th</sup> grade Washington Assessment of Student Learning (WASL) writing subtest.</p>		
Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> <li>• Implemented writing PLC's school wide,</li> <li>• 1:1 coaching and lesson study supported writing PD</li> <li>• Purchased <i>Lucy Calkins Units of Study</i> and implemented instructionally K-5.</li> <li>• Worked on curriculum alignment K-3</li> <li>• Provided parents with writing samples and rubrics three times/year to increase understanding of student progress</li> </ul>	<ul style="list-style-type: none"> <li>• PLC meetings were held on early release and monthly grade level meetings, agenda and minutes provide a summary of work,</li> <li>• Observed grade level planning, collaboration on lesson design and demonstration lesson delivered in classrooms (lesson study)</li> <li>• <i>Units of Study</i> content and lessons observable during Quick Visits</li> <li>• Each grade level has identified anchor papers and rubrics, representing student work fall, winter and spring. A library is established.</li> </ul>	<p>4<sup>th</sup> grade WASL data spring 2007 WASL shows a gain of 19% students meeting or exceeding standards as compared to the previous year. (71.2% met standard)</p> <p>Rubric assessment of writing samples based on <i>Units of Study</i> for grade K-3 provide evidence that 70% of students are scoring at level 3 or 4 (competent or advanced) on varied writing samples.</p>

SCHOOL: NORTHERN HEIGHTS	MATH	2007-2008 REPORT
<p><b>School Goal:</b> By spring 2008, 68% of Northern Heights' students will meet or exceed standards in number sense as measured by the Washington Assessment of Student Learning (WASL) math subtest.</p>		
Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> <li>• Implemented a math PLC with focus on Elmore's <i>How People Learn in Math</i>,</li> <li>• <i>iSucceed Math (formerly LarsonMath)</i> was implemented for intervention and enrichment in math, grades 3-5,</li> <li>• Implemented an extended day program for grades 4-5 as intervention in math,</li> <li>• Provided parents with math samples, rubrics and annotations to increase understanding of student progress.</li> </ul>	<ul style="list-style-type: none"> <li>• PLC meetings were held on early release and monthly grade level meetings, agenda and minutes provide a summary of work,</li> <li>• 45 students used the <i>iSucceed Math</i> program as in-class intervention/enrichment</li> <li>• 18 students attended an extended day math program that included small group direct instruction supported by <i>iSucceed Math</i>.</li> <li>• <i>Investigations</i> assessments, exemplars, and rubrics were identified and used to show how a student progresses. Library of exemplars is established.</li> </ul>	<p>Spring 2007 WASL shows that 52.7% of 3<sup>rd</sup> grade students, 72.7% of 4<sup>th</sup> grade students and 64.4% of 5<sup>th</sup> grade students met or exceeded standard in math. With the exception of 3<sup>rd</sup> grade, this represents a significant gain from previous year data. (21% gain at 4<sup>th</sup> grade, 18% gain at 5<sup>th</sup> grade) Cohort data also shows significant gains for grades 4 and 5. Spring 2008 data is not yet available. (this is data from current 4<sup>th</sup> and 5<sup>th</sup> grade students.</p> <p>51% of 3<sup>rd</sup> grade, 67% of 4<sup>th</sup> grade and 84% of 5<sup>th</sup> grade students met or exceeded standard based on spring 2008 administration of MAP. As compared to WASL cohort data, this reflects significant gain at 4<sup>th</sup> and 5<sup>th</sup> grade levels.</p>
SCHOOL:	LEARNING ENVIRONMENT	2007-2008 REPORT
<p><b>School Goal:</b> By Spring 2008 the attendance rate for Northern Heights will be 98% or greater and the unexcused absence rate will be 1% or less.</p>		
Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> <li>• Staff held open house and student progress conferences for the purpose of educating parents,</li> <li>• Staff developed a common structure and format for parent conferences,</li> <li>• A variety of print resources were provided for parents at conference and through the year.</li> <li>• New family orientations were held four times during the year.</li> <li>• A system for continuous monitoring and response to students with high absenteeism was refined.</li> </ul>	<ul style="list-style-type: none"> <li>• Open house planning and printed event schedule, conference records</li> <li>• We have an established protocol with support materials for each grade level to be used when conferencing with parents. Common expectations and practices are set.</li> <li>• A total of 56 parents attended new family orientations, including Kindergarten Orientation.</li> <li>• Office assistant flagged absences and forward to principal. Phone calls, conferences and Becca letters were sent. Nurse or ESSS were involved, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Open house attendance was 89%. Conference attendance was 98%.</li> <li>• Attendance data for the 2006-07 school year indicates: <ol style="list-style-type: none"> <li>1. Attendance rate in excess of 99%,</li> <li>2. The unexcused absence rate is .10, less than 1% as stated in the goal</li> <li>3. Becca letters were sent to families of five students, which represents .01% of our student population</li> </ol> </li> </ul>

**SCHOOL:****TECHNOLOGY****2007-2008 REPORT**

**School Goal:** By spring 2008, 92% of Northern Heights 2<sup>nd</sup>-5<sup>th</sup> grade students will effectively use technology for research, problem solving and decision-making.

**Strategies/Summary Statement**

- All students, grades P-5 had regular, ongoing access to computers in the classroom and/or lab.
- Students engaged in learning about the research cycle and corresponding projects, as appropriate to age and level of development.
- Grades 3-5 students completed online research modules integrated with social studies curriculum. Rubrics were used for assessment.
- We expanded our use of video technology to include a *real time* student produced weekly newscast.
- Instructional staff worked toward achieving technology tiers 2 and 3.

**Evaluation Strategies and/or Tools**

- Five of six 1<sup>st</sup> and 2<sup>nd</sup> grade teachers and 100% of the 3<sup>rd</sup>-5<sup>th</sup> grade teachers engaged students in research activities appropriate to age and developmental levels. This included introductory activities that taught basic elements of the research cycle at the primary level.
- Four-point rubrics for each on-line module were used to assess student performance in both process and presentation. A sampling of rubric data collected from online research modules indicates that:

<b>Grade Level</b>	<b>Process Rubric Average Score</b>	<b>Presentation Rubric Average Score</b>
3 <sup>rd</sup>	3.6	3.0
4th	3.0	3.2
5th	3.9	3.9

- Eleven teachers have completed the Internet Safety and Ethics class. Six teachers have achieved Tier 2, with an additional six teachers actively working toward that accomplishment.