

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School  
(Check all that apply)

Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Mr. Bobby Alfred

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Washington Elementary School

(As it should appear in the official records)

School Mailing Address 511 E. Lee

(If address is P.O. Box, also include street address.)

Sapulpa

City

Oklahoma

State

74066-4633

Zip Code+4(9 digits total)

County Creek

State School Code Number\* 140

Telephone (918) 224-5521

Fax (918) 224-0041

Web site/URL www.wash.sapulpa.k12.ok.us

E-mail balfred@sapulpa.k12.ok.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Name of Superintendent Dr. Joe Crowder

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Sapulpa Public Schools

Tel. (918) 224-3400

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature) \_\_\_\_\_

Name of School Board

President/Chairperson Mr. Larry Thayer

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature) \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind—Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 5 Elementary schools  
 \_\_\_\_\_ 1 Middle schools  
 \_\_\_\_\_ 1 Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ 1 Other  
 \_\_\_\_\_ 9 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 6011  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 6461

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located  
 Urban or large central city  
 Suburban school with characteristics typical of an urban are  
 Suburban  
 Small city or town in a rural are  
 Rural
4. \_\_\_\_\_ 17 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	26	28	54	7			0
K	22	18	40	8			0
1	26	15	41	9			0
2	16	29	45	10			0
3	21	26	47	11			0
4	23	19	42	12			0
5	24	32	56	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>325</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 3  | % American Indian or Alaska Native |
| 21 | % Asian or Pacific Islander        |
| 8  | % Black or African American        |
| 4  | % Hispanic or Latino               |
| 64 | % White                            |

**100 % TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 13 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	27
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	15
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	42
<b>( 4 )</b>	Total number of students in the school as of October 1	325
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.13
<b>( 6 )</b>	Amount in row (5) multiplied by 100	13

8. Limited English Proficient students in the school: 4 %
- |    |   |
|----|---|
| 13 | Total Number Limited English Proficient |
|----|---|
- Number of languages represented 2
- Specify languages: Indian Creek  
Spanish

9. Students eligible for free/reduced-priced meals 71 %
- Total number students who qualify: 230

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %  
34 Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>12</u>	Specific Learning Disabilit
<u>5</u>	Emotional Disturbanc	<u>15</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>1</u>
Special resource teachers/specialist	<u>6</u>	<u>7</u>
Paraprofessionals	<u>7</u>	<u>1</u>
Support Staff	<u>2</u>	<u>7</u>
Total number	<u>32</u>	<u>16</u>

12. Average school student-classroom teacher ratio, that is, the number of 20 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	93 %	93 %	93 %	96 %	94 %
Daily teacher attendance	95 %	96 %	95 %	93 %	96 %
Teacher turnover rate	22 %	18 %	26 %	7 %	28 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

## PART III - SUMMARY

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Washington Elementary's establishment in 1903 predates Oklahoma statehood. Our present building (erected in 1937) is situated on Route 66, in historic midtown Sapulpa, a small suburban city, approximately 14 miles southwest of Tulsa, in northeastern Oklahoma. Washington is one of five elementary schools in Sapulpa and is currently the smallest with 325 students in grades Pre-Kindergarten through 5th. We are recognized in the community as a landmark for our classic three-story architecture, but more importantly, for our civic contribution - educating Sapulpa's citizenry for over a century. In 1996, we were the first Sapulpa elementary school to be accredited by NCA (North Central Accreditation). While our facility's exterior may be vintage, our curriculum, instructional methods, materials, and technology are research-based, innovative, developmentally-appropriate, and data-driven. From our rich, historic past to our exciting and challenging future, we will continue to strive for educational excellence for all students.

Our mission statement is truly put into practice daily: 'Washington Elementary Faculty and Staff are providing every child an enthusiastic, safe, and orderly learning environment, where school pride is fostered and acceptance for all students is given. Within this environment, we care for, guide, and support, our students and each other in order to fulfill the maximum potential of all.' We subscribe to the belief that every child has the ability and right to learn; therefore every opportunity is utilized.

In accord with our namesake, George Washington, our school motto is, 'We are Number 1'. It is prominently displayed everywhere. The principal and faculty reiterate this continually to students, parents, community, and one another to reinforce our school's positive learning climate, student self-image, and our shared achievement goals. Visitors to our school often comment regarding the friendly and supportive atmosphere Washington exudes.

Continuous assessment within our curriculum yields student performance and need. This information determines our goals and strategies for continuous progress and improvement. We analyze results collaboratively, pooling ideas and resources to reteach, reinforce, or extend specified skills.

Our curriculum is developed around the PASS (Priority Academic Student Skills) document, a framework of state objectives which sets forth student skills for each grade level and subject area. Every lesson we teach at Washington is tied to a specific objective with a desired, measurable outcome.

We measure proficiency through an array of informal and formal assessments. These include Target Teach periodic benchmark assessments, quarterly Progress Reports and Report Cards, SAT 10 (Stanford 10 Achievement Test) for 2nd grade, CogAt (a cognitive ability test) for 1st and 4th grades, OCCT (Oklahoma Core Curriculum Tests) state-mandated for 3rd, 4th, and 5th grades, DIBELS (Dynamic Indicators of Basic Early Literacy Skills), STAR, San Diego Quick Assessment, and Literacy First's PA (Phonics Assessment) and PAST (Phonological Awareness Skills Test).

In 2004, for the first time, our total API of 843 dipped below the mandate. We quickly began working to remedy this, by applying new instructional strategies and implementing Target Teach, a supplemental curriculum to better prepare our students for the state OCCT.

With the help and support of our principal, Title I Reading Specialist, and the administration, we saw our school's total API rise from 1079 in 2005 to 1390 in 2006. This was the second highest API among all Sapulpa schools. Our Reading API (for all students) increased from 734 in 2005 to 1155 in 2006. Our Math API increased from 959 in 2005 to 1282 in 2006. Our principal, faculty, and students are very pleased and proud of the significant progress we have made in closing the achievement gap and are striving for higher achievement in the future.

Washington is a Title I school, with 71% of our student population receiving free or reduced meals, which translates to 230 of our 325 students being economically disadvantaged. Our minority student population is 36% and consists of multiracial, American Indian, African American, and Hispanic groups. We have 34 students who receive special education services for disabilities which include: autism, emotional disturbance, mental retardation, specific learning disability, and speech or language impairment.

Our faculty consists of 30 highly-qualified professionals who go over and above in their service to

students and commitment to their profession. Twenty-six percent of our faculty have advanced degrees and 10% are Nationally Board Certified. Our faculty has a balanced mix of recent graduates and veteran teachers who continuously learn from one another. Twenty percent have 30 or more years of teaching experience. The average years taught is 17. While the state requires 15 staff development hours, Washington teachers have an average of 38 hours per year.

Washington students greatly benefit from a state of the art computer lab, multitude of educational programs, and high-speed internet. In addition, each individual classroom has two computers for student and teacher use. We have two technology representatives who train and assist fellow teachers with new programs and concerns. Our webmaster has created a school web site with parent, student, and teacher tools. It is seasonal and updated monthly. Nonfiction content reading online quizzes are added weekly. Programs utilized via our computers are AR, STAR, Destination Success, TeacherEase, Edhelper, United Streaming, and Target Teach.

Washington is very fortunate to have active and supportive Partners in Education: Reasors Food Warehouse, the Sapulpa Chapter of Kiwanis, and the Benevolent and Protective Order of Elks. Their financial assistance and service benefit our students tremendously. We are particularly proud of our latest accomplishment - the formation of a Kiwanis Kids' Club Chapter in conjunction with Sapulpa Kiwanis. This volunteer student organization focuses its efforts on community service projects such as conducting a pet food and supplies drive for a local no-kill animal shelter, and a book drive to establish a library at a shelter for children who are entering the foster care program. Additional assistance is given by local church volunteers and mentors, and our parent organization (TAPS). Partnerships are strengthened through inclusion of Family Reading Nights and Principal/Parent/Teacher/Student Contracts. Philanthropic grants from the Bartlett Foundation fund Saturday School, Books for Bucks (a 5th grade reading incentive), and teacher classroom enrichment grants.

Our building serves as a community center hosting scout meetings, basketball and cheer practices, etc. Recently, Washington celebrated the opening of a time capsule sealed behind its cornerstone with artifacts dating from 1903 and 1937. It was a huge community event complete with marching band, media, former students and teachers, and Sapulpa dignitaries. We added additional items and resealed the capsule to be opened and viewed by future generations. Washington School continues to be a beacon of hope, breaking the cycle of illiteracy and poverty through education. Our instructional methods will continue to evolve, to meet the needs of our students in an ever-changing world.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

In 2001, the No Child Left Behind (NCLB) federal legislation was enacted and mandated that all schools demonstrate adequate yearly progress (AYP). Washington Elementary participates in the Oklahoma School Testing Program which provides evidence of each school/district performance. The OCCT is administered to each student in 3rd, 4th, and 5th grades. It provides data related to mastery of reading and math skills. The performance levels of this test are: Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory. An Academic Performance Index (API) is used to determine the performance level in each of these areas. Information regarding the state assessment system can be found at [www.sde.state.ok.us](http://www.sde.state.ok.us).

Washington students have shown dramatic improvement in reading and math. The 2002 API for reading of 622 consistently increased to 1233 in 2007. The 2002 math API of 648 significantly improved to 1358 in 2007.

The data from OCCT reflects that 100% of the Washington student population is administered the test each year. The 2003 data reflecting the percentage of students meeting or exceeding state standards in reading were as follows: 3rd grade - 69%, 4th grade - 73%, and 5th grade - 57%. However the 2007 data reflects dramatic improvement: 3rd grade - 85%, 4th grade - 93%, and 5th grade - 89%.

Washington's OCCT data reflects the same trend in math. In 2003 data reflecting the percentage of students meeting or exceeding state standards in math were as follows: 3rd grade - 73%, 4th grade - 84%, and 5th grade - 49%. The 2007 data reflected improvement at all grade levels: 3rd grade - 80%, 4th grade - 91%, and 5th grade - 94%. The most significant improvement occurred at the 5th grade level.

Washington had one group that met the criteria to be considered a subgroup, Economically Disadvantaged. The scores in the Economically Disadvantaged subgroup were consistent with the regular education group. The data for the comparison of this group was compiled from the last three years of OCCT. The data reflects the percentage of students in this subgroup who met or exceeded the state standards in 2004 for reading: 3rd grade - 85%, 4th grade - 75%, and 5th grade - 50%. In 2007, the data showed that the percentages for this subgroup were as follows: 3rd grade - 84%, 4th grade - 93%, and 5th grade - 92%.

The following data reflects the percentage of students in this subgroup who met or exceeded the state standards in 2004 for math: 3rd grade - 77%, 4th grade - 62%, and 5th grade - 60%. In 2007, the data showed that the percentages for this subgroup were as follows: 3rd grade - 80%, 4th grade - 93%, and 5th grade - 92%.

At Washington, ongoing assessments guide our instruction in reading and math. The Target Teach Program provides benchmark testing in reading and math in two to three week intervals. Since implementing this program, the percentage of proficient students has steadily increased. This program is also used in the 1st and 2nd grades to ensure mastery of the skills that are necessary for higher level skills.

In Kindergarten and 1st grade, DIBELS, (administered three times yearly) and Literacy First PAST and PA guide instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension. The rate at which the students at Washington are mastering the skills on the Literacy First tests has improved over the past four years.

### 2. Using Assessment Results:

At the beginning of each year, teachers view test results and chart their current students into proficiency categories according to their OCCT scores: Advanced, Satisfactory, Limited Knowledge, and Unsatisfactory. This helps teachers determine each student's instructional level upon entry. Students who fall in the Limited Knowledge and Unsatisfactory categories receive extra support from the Title I Reading Specialist and Math instructor. The OCCT results are not the only assessments that we use to guide our instruction. Washington Elementary also uses the Target Teach program which breaks our Reading and Math state objectives into nine units. At the end of each unit, a test is given to see which students have mastered the skill, and which students need remediation. Other assessments used to track student progress include the quarterly STAR test, San Diego Quick Assessment, Literacy First tests, DIBELS, Stanford, and Houghton Mifflin leveled passages.

### **3. Communicating Assessment Results:**

Each year Washington hosts a Back to School Night to allow the parents and their children to meet the teachers. Teachers convey expectations, classroom/school procedures, curriculum criteria, and means of assessment to ensure success. Parents can access grades daily through the online TeacherEase program. Formal Progress Reports and Report Cards are sent home quarterly. Teachers update parents frequently to share any instructional or behavioral successes and concerns. Teachers use a weekly folder which consists of graded daily assignments, tests, and announcements to keep parents informed of student progress. Parent conferences occur a minimum of twice yearly to involve parents in their child's education and to encourage student achievement. The Target Teach program allows us to send home benchmark test results in a parent report. This report informs the parent of the child's reading and math proficiency. Parents receive a state report card annually informing them of our school's OCCT performance. In addition, API scores are listed in the local newspapers.

### **4. Sharing Success:**

The Sapulpa Public School District provides its schools the opportunity to collaborate with fellow teachers on successful strategies. At the start of every year, each grade level meets to examine and discuss state test scores. Each school plots their results for each category on a bar graph. Graphing the data makes it easy to see each school's strengths and weaknesses. The meetings then shift to finding ways to improve areas of weakness, noting successful teaching techniques. Washington Elementary teachers have been able to share methods and curriculum that have worked well in raising our test scores. Devoting a larger time block to reading and math, using Target Teach to guide our instruction, and allowing time for remediation have all been suggestions that have been offered during these meetings.

The district grade level meetings are not the only opportunities that Washington teachers have to share success. A majority of the teachers have served on core curriculum committees which are responsible for developing pacing calendars and aligning curriculum. Our school website is updated monthly and includes current projects and activities in which students have participated. As a faculty, we believe in working together toward a common goal - fulfilling the maximum potential of all our students. Our teachers are more than willing to share ideas and suggestions to help fellow schools.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Our curriculum is structured around developmentally-appropriate practices which build upon the students' previous learning to enable them to connect new concepts and skills. All learning styles and rates are accommodated. Extension, remediation, and enrichment activities are provided to promote the participation, engagement, and learning of all students. A literacy-rich environment in all academic areas fosters total development - intellectual, language, physical, and social-emotional. Our instruction is based on the knowledge of content, best-practices, and student learning and development. It is our duty to close the achievement gap; therefore we meet our students at their individual levels and challenge them to learn. We value education, believing that knowledge is power, and strive to produce literate, productive citizens.

Washington's curriculum is developed around a framework of state objectives (PASS), which detail specific student skills for each grade level and subject area. We measure mastery of these skills through both formal and informal assessments including: Target Teach benchmark testing in reading and math, classroom observation and assessments, OCCT, DIBELS, San Diego, STAR, and Literacy First assessments. Immediate feedback is provided to students, teachers, and parents regarding the proficiency level of each student for each skill group. Reteaching and reinforcement are provided. Substantial gains have been made in reading and math evidenced by increased performance on criterion referenced tests and increased achievement on informal assessments. Students are exposed to the state testing format every two to three weeks and seem to feel more relaxed and confident with each exposure. Future goals and strategies will be determined and driven by student proficiency and performance.

The Houghton Mifflin Reading Series and Target Teach test preparatory program provide whole group and guided reading instruction in the five components of a balanced literacy program: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Classroom teachers provide students with instructional and independent reading practice during a 120 minute reading block. Washington students may receive additional instruction from our Title I reading specialist.

The Harcourt Math series and Target Teach test preparatory program provide the essential components of a balanced mathematics program. To supplement the program, teachers use Rocket Math, Hands on Algebra, Number Masters, PAL (Parent Assisted Learning) packets, and several other teacher generated activities. Students are immersed daily in challenging math lessons to insure mastery of the PASS objectives. A Title 1 math teacher provides additional reinforcement of math skills.

Social Studies is integrated throughout Washington's curriculum. It is taught using traditional methods such as textbooks, maps, charts, graphs, and current event activities, but our teachers have enriched the Social Studies experience in many other nontraditional ways. Hands on simulations offer our students a chance to work in groups and use their knowledge of historical accounts to solve problems of a specific time period, such as Colonial America. Our students also receive a variety of cultural experiences through our Indian Education program. We have collaborated with our local ROTC to provide presentations on the subjects of Veteran's Day and flag etiquette. To give our students an advantage in technology, weekly online quizzes are created focusing on current events or historical events. This gives our students practice using the internet, and important resource for information.

Our school recently adopted a new Science curriculum which gave us the needed supplies to take a more inquiry based approach to Science. We use the traditional textbook as a reading tool, but now we are able to provide our students with experiences focusing on higher level thinking skills to form hypotheses, collect data, and perform experiments to prove their ideas. This approach allows our students to apply different mathematical skills with scientific concepts to have a clear understanding of the world around them. Again, weekly online quizzes are used for reinforcement and research. Individual students are required, as an annual culminating activity, to participate in the school Science Fair. This is always a highlight for the students and parents.

Our Language Arts program focuses on two major components - grammar and writing. Listening, thinking, and speaking skills are also incorporated and taught. We use the Macmillan/McGraw - Hill Language Arts textbook and ancillary materials. We teach six comprehensive units during the school year. Featured in each unit is one grammar concept paired with one particular type of writing. Grammar concepts include sentences and parts of speech. Writing concepts include: personal narrative, comparative, persuasive, explanatory, story, and expository writing. To reinforce the textbook, we use the 'Write Reflections' program

in all grades. We provide leveled practice, multiple assessments, writing rubrics, and cross-curricular activities. Technology reinforces our program. Numerous writing opportunities through guided prompts and daily journaling give students practice and confidence, as they develop writing skills. Sharing writing with others enhances students' thinking, speaking, and listening skills. As educators, we know the importance of language mastery, as the public's perceptions of us are strongly influenced by our oral and written skills. We want our students to be able to function in today's society and competitive job market.

The Physical Education program at Washington offers a variety of life skill opportunities. Skills in team sports are incorporated so that the students experience teamwork. Sportsmanship and camaraderie are natural results of these activities. A Health component is built in to our P.E. program. During this time, students are taught the benefits of good health, human body systems, nutrition, and safety.

Media is integrated into the Washington curriculum through the use of a Library Media Specialist. Library instruction is used to reinforce PASS objectives for all grades and teacher needs using a variety of library materials which enhance the love and great need of reading.

The music curriculum uses instructional practices that actively engage students in the learning process. This includes the regular application of Orff, Kodaly, and Dalcroze music methods. Students learn to sing, play, compose, and improvise through group and individual movement. Cross-curricular activities incorporate math, geography, history, culture, and traditions through music. Students can apply knowledge and skills to real world situations.

## **2a. (Elementary Schools) Reading:**

Washington's Vision Statement 'Recognizing individual learning styles and rate, each student will make measurable progress in math and reading,' is the guidepost for our reading program. The Houghton Mifflin Reading Series provides whole group and guided reading group instruction in the five components of a balanced literacy program: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

With the implementation of the Target Teach Program, the reading textbook was aligned to the state PASS objectives. Target Teach has been added to the reading program to provide focus and additional instruction stressing the PASS objectives. Specified objectives become the focus of the reading instruction for two to three week intervals. During this time, 120 minutes of direct instruction is provided daily by the classroom teacher. At the end of this focused instruction, an assessment to determine mastery is administered to each student. To ensure mastery for all students, those who did not attain mastery receive additional instruction from the classroom teacher or the reading specialist. The students receive 40 minutes of daily instruction from the reading specialist.

Houghton Mifflin leveled passages are administered to assess the fluency and comprehension skill of 4th and 5th grade students. An individualized PEP (Personal Education Plan) is implemented for each student reading below grade level. These students receive additional instruction in comprehension skills and fluency. Specific parent and student reading activities are suggested and encouraged.

Literacy First and DIBELS assessments guide classroom instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension in grades K-3. Students experiencing difficulty in mastery are provided with classroom teacher and specialist instruction with research based materials. Recently, the Thinking Skills Program has been implemented in 1st grade to provide instruction and development of cognitive thinking skills.

A Saturday School Program, available to all students, provides additional reading instruction in a small group setting by highly qualified teachers.

The Accelerated Reader program is an important part of our reading program. Students are rewarded each nine week period for independent reading. Technology supports the reading program with Destination Success, Accelerated Reader, Read to Succeed, weekly on-line reading content quizzes, and internet research opportunities.

Washington's reading curriculum encourages parental involvement through incorporation of Principal/Teacher/Parent/Student Contracts, Family Reading Nights, and the use of Target Teach PAL packets which reinforce specific reading skills.

### **3. Additional Curriculum Area:**

Washington teachers use Target Teach math lessons. This curriculum is aligned with the Oklahoma PASS objectives. To supplement the program, we use the Harcourt Math series, Hands on Algebra, Rocket Math, Number Masters, and other teacher generated programs to ensure that our students are immersed in challenging math instruction daily.

Target Teach is a program that provides lessons for each of the PASS objectives. Each grade level receives a set of PASS objectives to be mastered during a three week period. Teacher directed lessons are provided for most objectives. During this three week period, teachers supplement the Target Teach program with lessons from a variety of resources to assure student mastery of each objective. Students are tested at the end of the period. Classroom mastery is achieved at 60%. Students not mastering an objective receive additional instruction during small groups with our Title I teachers. This additional small group instruction provides our students increased opportunities for success on difficult concepts.

The information received from our Target Teach testing provides our teachers with crucial information used to provide our students with resources that help ensure their future success in mathematics instruction. The program also provides PAL packet lessons to get the parents of our students involved in their child's math instruction. The lessons are designed to be fun activities for students and parents to share. This type of instruction encourages students to want to participate in math instruction. An eagerness to learn new concepts provides an environment that promotes student learning.

Technology supports the math program with Destination Success, on-line math programs accessible through our school web site, and Harcourt Math.

### **4. Instructional Methods:**

Washington Elementary teachers recognize that children have different learning styles and rates. Each teacher takes into account their students' learning styles, as well as, recognizing the different ways each student demonstrates his/her intellectual ability (multiple intelligences). Therefore, Washington teachers utilize a variety of instructional methods to reach visual, auditory, and kinesthetic learners. Graphic organizers, overhead transparencies, and modeling are a few techniques used to reach the visual learners. To reach the auditory learners, teachers put students into cooperative or small groups to orally share responses and develop concepts. In addition, teachers use jingles, raps, chants, songs, and mnemonic devices. For the kinesthetic learners, teachers encourage relevant physical activities during instructional time. This allows these students to be actively engaged in learning.

Technology is a resource used at all grade levels to improve student learning. A computer lab and classroom computers complement skills being taught. Each class uses programs such as STAR, AR, and Destination Success to increase and measure student progress.

Washington teachers incorporate the state format in the teaching of their daily lessons. Objectives are posted and stated at the beginning of each lesson. Teachers emphasize the relevance of stated objectives by relating them to real world situations. During instruction, teachers are monitoring and adjusting to ensure objectives are being met. After independent practice, reteaching occurs when indicated. Teachers know the importance of students learning to think for themselves and encourage higher level thinking using the Bloom's Taxonomy model. Moving students from answering lower level questions based on knowledge and comprehension to higher level questioning such as synthesis and evaluation is our goal. Professional Development is encouraged to keep the teachers up-to-date with the latest research in instructional methods to improve student learning.

As teachers we are mindful to incorporate enjoyable, creative, and innovative components into our instruction to keep students motivated. In this pursuit, we also utilize cooperative learning, and behavior and learning incentives, such as earned weekly reward activities and periodic reward programs and games.

### **5. Professional Development:**

A district staff development committee determines our Professional Development calendar and options for the year. Our district provides the five state mandated days per year for teachers to attend in-service programs. Teachers are required to accrue 15 hours of staff development, however, Washington teachers acquire many more. On average, our teachers attend approximately 38 hours of annual staff development. Washington teachers attend workshops on specified days, after school, in the summer, and on weekends. Teachers are also given release time for professional development. Title I and district funds

are used to allow teachers to participate in these professional development opportunities. These presentations provide our teachers with instructional methods and materials that are used to enrich our classrooms. The benefits to our students are reflected in our assessments.

Training sessions include, but are not limited to: TeacherEase, AdvancEd, Rocket Math, Renaissance Learning, Destination Success, Great Expectations, A+ Learning, Write Reflections, DIBELS, Hands on Algebra, and various textbook presentations. Every teacher has received training in Literacy First. This program is used to assess and instruct phonemic awareness and phonics, which is the baseline for good reading instruction. Teachers in grades 1-5 have been immersed in the Target Teach program. The data from this research-based program drives our reading and math curriculum.

# PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 2 Test Stanford 10  
 Edition/Publication Year 2003 Publisher Harcourt

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	56	78	60	56	
% "Exceeding" State Standards					
Number of students tested	59	55	59	55	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	66	82	60	57	
% "Exceeding" State Standards					
Number of students tested	59	55	59	55	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	85	89	80	55	69
% "Exceeding" State Standards	0	0	8	10	22
Number of students tested	34	44	36	32	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	2	8	5
Percent of students alternatively assessed	1	1	1	2	1
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	84	83	85		
% "Exceeding" State Standards	0	0	8		
Number of students tested	25	29	26		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	80	77	77	72	73
% "Exceeding" State Standards	15	16	19	10	18
Number of students tested	34	44	36	32	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	2	8	5
Percent of students alternatively assessed	1	1	1	2	1
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	80	69	77		
% "Exceeding" State Standards	12	7	19		
Number of students tested	25	29	26		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	93	93	79	81	73
% "Exceeding" State Standards	2	9	11	21	4
Number of students tested	44	45	44	63	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	8	0	1
Percent of students alternatively assessed	1	1	2	0	1
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	93	94	75		
% "Exceeding" State Standards	3	3	8		
Number of students tested	29	34	24		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	91	93	73	89	84
% "Exceeding" State Standards	23	29	9	27	8
Number of students tested	44	45	44	63	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	8	0	1
Percent of students alternatively assessed	1	1	2	0	1
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	93	95	62		
% "Exceeding" State Standards	14	21	8		
Number of students tested	29	34	24		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	89	72	48	53	57
% "Exceeding" State Standards	19	13	2	0	6
Number of students tested	37	46	48	40	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	10	0	2	2
Percent of students alternatively assessed	1	3	0	1	1
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	92	66	50	53	64
% "Exceeding" State Standards	21	7	3	0	5
Number of students tested	24	27	30	19	22
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	94	87	60	60	49
% "Exceeding" State Standards	43	37	10	5	4
Number of students tested	37	46	48	40	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	10	0	2	2
Percent of students alternatively assessed	1	3	0	1	1
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	92	78	60	58	55
% "Exceeding" State Standards	38	37	10	5	5
Number of students tested	24	27	30	19	22
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					