

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Mr. Jared Hoadley

Official School Name: Colbert Elementary School

School Mailing Address:  
4526 E Greenbluff Road  
Colbert, WA 99005-9654

County: Spokane State School Code Number\*: 3562

Telephone: (509) 465-6300 Fax: (509) 465-6320

Web site/URL: www.mead354.org/page.cfm?p=103 E-mail: jhoadley@mead.k12.wa.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Tom Rockefeller

District Name: Mead Tel: (509) 465-6000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

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

Name of School Board President/Chairperson: Mr. Ron Farley

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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.

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

1. Number of schools in the district:
- |           |                     |
|-----------|---------------------|
| 8         | Elementary schools  |
| 2         | Middle schools      |
| 0         | Junior high schools |
| 2         | High schools        |
| 2         | Other               |
| <b>14</b> | <b>TOTAL</b>        |
2. District Per Pupil Expenditure: 9000

Average State Per Pupil Expenditure: 8700

### 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 area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. 6 Number of years the principal has been in her/his position at this school.
- 0 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
<b>PreK</b>	0	0	0	<b>7</b>	0	0	0
<b>K</b>	45	37	82	<b>8</b>	0	0	0
<b>1</b>	37	38	75	<b>9</b>	0	0	0
<b>2</b>	48	39	87	<b>10</b>	0	0	0
<b>3</b>	30	43	73	<b>11</b>	0	0	0
<b>4</b>	32	37	69	<b>12</b>	0	0	0
<b>5</b>	54	61	115	<b>Other</b>	0	0	0
<b>6</b>	46	45	91				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							592

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
1 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
93 % White  
2 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 11 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	27
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	37
(3)	Total of all transferred students [sum of rows (1) and (2)].	64
(4)	Total number of students in the school as of October 1.	589
(5)	Total transferred students in row (3) divided by total students in row (4).	0.109
(6)	Amount in row (5) multiplied by 100.	10.866

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 4

Number of languages represented: 2

Specify languages:

Russian and Swahili

9. Students eligible for free/reduced-priced meals: 17 %

Total number students who qualify: 99

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 free and reduced-price school meals 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: 13 %

Total Number of Students Served: 74

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>4</u> Autism	<u>          </u> Orthopedic Impairment
<u>1</u> Deafness	<u>18</u> Other Health Impaired
<u>          </u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>          </u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>          </u> Hearing Impairment	<u>          </u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>          </u> Visual Impairment Including Blindness
<u>5</u> Multiple Disabilities	<u>13</u> Developmentally Delayed

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>25</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>2</u>
Paraprofessionals	<u>16</u>	<u>0</u>
Support staff	<u>0</u>	<u>0</u>
Total number	<u>46</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 24 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	96%	1%	1%
Daily teacher attendance	96%	96%	1%	1%	1%
Teacher turnover rate	3%	9%	3%	6%	3%

Please provide all explanations below.

Colbert has checked and double checked, but some data for both student and teacher attendance is not available due to software changes in Human Services and Student Services. We tried to put NA and zero, but a numerical value greater than zero was requested.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
<b>Total</b>	<u><b>100</b></u> %

## PART III - SUMMARY

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Colbert is a suburban elementary school founded in 1965, that has kept its small-town heart. Located in the community of Mead, against the northeastern boarder of the larger city of Spokane, Washington; Colbert Elementary serves a student population of 587, and a community that is educated, sophisticated, distinctly – and self-determinedly -- rural. Gentleman farmers and commuting professionals mingle and support a community in which people know their neighbors, and citizens are active participants in school programs.

At Colbert Elementary, we believe that all children learn when provided with a safe, supportive, caring, and loving environment, which develops self-esteem, self-motivation, and a sense of responsibility. We strive to provide every opportunity for maximum student achievement, and to recognize and stimulate special talents.

Our major goal is to prepare students so that they become responsible, happy citizens with positive feelings of self-worth, who will take their places as viable and caring members of the community.

The Colbert environment and teaching strategies are designed to assist students in meeting state standards. Every effort is made to provide a program that will be meaningful to each student, so that it stimulates growth and a feeling of success.

The highest possible education of children can only be accomplished by a cooperative effort between home, community and school. We encourage and welcome parental involvement. We hold our commitment to building a thriving school community to be critical to our success.

At Colbert Elementary, we shape our learning strategies around the core beliefs that:

- All children can learn.
- Children learn in different ways and at different rates.
- When children are actively involved, learning is meaningful and interesting.
- Children learn when they have a sense of belonging and community within their school.

Colbert Elementary embraces a style of learning that holds a strong sense of community as the hub of school philosophy. Throughout planning, development, implementation and assessment of school programs, Colbert parents are active partners in student learning. One example of such community participation includes a host of volunteers who serve on the school's Volunteer Academic Support Team (VAST). Members of this team work with students in supporting the school's primary academic focus--developing strong readers. Parents and community work one-on-one with students at learning stations set up outside of classroom doors throughout the school to tutor students in reading. Both students and VAST volunteers have found that the relationship between student and tutor is as important as the reading skills.

One example of integral parental leadership is the Colbert Council for Learning Improvement (CLI), a group of parent-volunteers who focus on the improvement of student learning. The council meets a minimum of six times a year with staff representatives and parents to develop and assess student-learning objectives. Members also serve on necessary task forces, critical study programs, and help review the annual school performance report.

Another central component to our high achievement is leadership provided by all school constituents. There is constant collaboration and communication between and among the highly experienced and skilled teachers at all grades. Everybody is involved and connected to solve problems and create solutions.

We take great pride in our test scores, without question. But we count as our greatest achievement that students want to come to school. Both our attendance rates and our level of enthusiasm and participation in school activities reflect a climate that is not accidentally linked to high achievement.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The performance of Colbert Elementary students on the state assessments in reading and mathematics is increasingly impressive. Our students consistently score well above the state average. Students in Washington State are held accountable to common learning standards for grades K-10 expressed in the form of Essential Academic Learning Requirements (EALRS). The state assessment is known as the Washington Assessment of Student Learning, or WASL. Since 1997, all fourth grade students in Washington have taken the WASL. Grades 3, 5 and 6 began being assessed with the WASL in 2006. The WASL is a criterion-referenced test that enables students to demonstrate their knowledge in each of the state's standards. Students generally have to achieve a score that represents approximately 60 to 65 percent of the points possible on each test to pass. A student's performance on the reading and math WASL are reported using "scale scores." Scale scores are three-digit numbers that are used to place the student into one of four levels: Advanced (Level 4), Proficient (Level 3), Basic (Level 2) and Below Basic (Level 1). A scale score of 400 is designated as just barely meeting the state standard; this score is at the lower end of Level 3. Students scoring in Level 4 are said to have exceeded the state standard. Students with scores in Level 1 or Level 2 have not met standard. Performance level descriptors give teachers, parents/guardians, and students more information about students' strengths and areas for improvement. More detailed information about Washington State's assessment system may be found at [www.k12.wa.us/assessment](http://www.k12.wa.us/assessment).

Colbert's WASL results have steadily improved over the past five years. Specifically, fourth grade reading scores have moved from 78 percent in 2004, to 94 percent in 2008; fourth grade math scores have moved from 74 percent in 2004, to 87 percent in 2008; and fourth grade writing scores have moved from 74 percent in 2004, to 85 percent in 2008. Similarly, third grade reading scores have moved from 74 percent meeting the standard in 2006 (the first year for testing third grade), to 88 percent in 2008; third grade math scores have moved from 71 percent in 2006, to 93 percent in 2008. Fifth grade reading scores have moved from 85 percent in 2006, to 88 percent in 2008; fifth grade math scores have moved from 64 percent in 2006, to 77 percent in 2008; and fifth grade science scores have moved from 38 percent in 2006, to 46 percent in 2008. Finally, our sixth grade assessment results demonstrate the same upward trajectory: sixth grade reading scores moved from 89 percent in 2006, to 98 percent in 2008; and sixth grade math scores moved from 76 percent in 2006 to 83 percent in 2008. Further information may be obtained by accessing the "School Report Card" at [www.k12.wa.us](http://www.k12.wa.us).

With the support and involvement of the school's Council for Learning Improvement, assessment results are reviewed, discussed, and analyzed each year. This team of administrators, faculty and parent representatives identify areas where improvement is warranted. From there, a plan is developed to promote and ensure improvement in the identified area. In this way, the entire Colbert community sets learning priorities, creates plans for improvement, and is accountable for the results of learning improvement based on assessment data. By focusing efforts and resources on one or two key areas each year, Colbert has made steady headway in improving assessment results. Colbert believes this philosophy has been key to our gradual success. We look at student work all day long and monitor our instruction for students as needed. We make small, incremental adjustments quickly, and continue moving forward to have each student reach state standard.

### 2. Using Assessment Results:

Assessment results guide every instructional decision made at Colbert Elementary. Teachers conduct on-going diagnostic, formative and summative evaluations in their classrooms that guide learning on a daily, ongoing basis.

Every August we analyze grade-level and individual WASL scores, and consider why scores have gone up or down. We employ a dual-building collaborative assessment system. First, we use curriculum teams where each

teacher represents his/her grade level on a math, writing, or reading teams. These curriculum teams examine state and district assessments and identify areas of concern.

We also use grade-level collaborative teams, which meet each week to discuss student progress. These grade-level teams consist of teachers, the special education teacher, and the learning assistance program specialist. Every five to six weeks, the grade-level teams discuss and track individual student progress through the use of “learning walls.” Each student’s name is placed on a post-it note, and his or her progress is tracked across large boards of paper, or ‘walls’ for reading, writing and math.

The assessment teams review each student’s progress against grade-level expectations set by the state. In this way, Colbert faculty are able to monitor student progress and develop plans for specialized learning opportunities for students who are not moving toward meeting the standard at an acceptable rate. Additionally, one-on-one and small group tutoring has shown some of the greatest results for improving learning among students who struggle.

Finally, the Colbert Elementary allocates resources and faculty with assessment benchmarks in mind. These decisions and goals are built into a School Improvement Plan that outlines and details areas of focus. This plan is updated annually, and guides every collaboration session and staff development day throughout the school year.

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

A cooperative relationship between the home and school is closely linked to high performance. At Colbert, this relationship is nurtured as the school works to provide timely, accurate and easy to understand information on each child’s progress. Teachers meet with families twice each year during designated parent/teacher conferences to discuss each child’s progress, review assessment results, and look at samples of the student’s work. In preparation for parent conferences, teachers meet with each student’s prior-year teacher to track student progress and develop an improvement plan for every student who did not make state standard. Colbert has found that this cross-year communication has helped students successfully transition from one grade level to another.

Colbert Elementary proudly shares our assessment results with our community in several ways. The state of Washington publishes assessment results, and provides information to the media about test scores. Beyond what is done by the state, print and electronic media play a large role in communicating with families and the community. The Colbert Purr newsletter is an expected means of communication sent home to parents each month. Assessment results are highlighted when appropriate and detailed explanations are provided when needed. Results are shared at CLI meetings, PTO (Parent Teacher Organization) meetings, and at school-wide open houses held at the beginning of each school year. At parent open houses, teachers share state standards for each grade level and parents are given samples of student work that meet state standards. Some teaching strategies are shared, but most of all parents see and hear about the high expectations Colbert has for each student. Parents leave with a better understanding of what their child is expected to know and be able to do.

Colbert believes that on-going communication with parents is critical for student success and teachers continually communicate student progress through email, phone calls, or notes. Some parents arrange regular additional meetings to check on their child’s progress.

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

Schools within the Mead School District cultivate a collaborative culture, where sharing and learning from one another represents the norm. Mead provides a learning community across the district where best practice is a celebrated part of business. District-wide there are grade-level teams where building representatives meet regularly to share their most effective practices and learn from one another. At the individual building level,

teams share these new insights, learned skills, and strategies with their colleagues at grade-level collaborative time, staff meetings, curriculum team meetings, and academic conferences.

Colbert fosters a warm and inviting atmosphere, where parents and visitors are encouraged to witness instructional strategies taking place in classrooms. Teachers at Colbert are accustomed to visitors and welcome the opportunity to work with others to improve teaching and learning for all children.

Within the school setting, Colbert teachers organize book-study sessions to continue to improve their facility with industry best practices. Through this process, the school continues to expand its learning community while sharing ideas and successes with one another. Colbert teachers are eager participants in improving their craft.

If Colbert becomes a Blue Ribbon School, we will enthusiastically share our success with other educators. Further, we feel that there is still much to do and learn, and we hope that others will continue to share with us, too, so we can continue to improve. All schools are in this business of education together, and we can help each other continue to enhance student learning.

# PART V - CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

Colbert Elementary holds as elemental the concept that every child can learn and succeed. Teachers work collaboratively to determine the most effective methods for helping each child reach identified standards. Teachers involve students in their own learning by explaining the standard they are working towards, and then giving quality examples. As students work toward mastering each standard, they evaluate their own progress. In order to build on a sense of success and confidence, students focus on what they can do using “I can” statements. Students write their own “I can” statements and continually add to their own lists of accomplishments toward meeting grade-level standards. In this way, the school curriculum is organized around student success in core curriculum areas.

Colbert uses numbers, colors, and target dittos to help students monitor their progress. We believe that self-evaluation puts students in the driver’s seats of their own learning. It also provides us with an ability to differentiate instruction, while maintaining high expectations and standards for both students and ourselves.

Reading: Our K-2 reading focus is on developing word recognition skills (phonemic awareness & phonics), vocabulary, and basic comprehension. In grades 2-3 we focus on more complex word recognition skills, fluency, vocabulary and deepening comprehension skills. We continue those reading skills in grades 4-6 with an emphasis in word analysis strategies, vocabulary, and high-level comprehension as well as written responses to reading.

Assessment results are analyzed by grade-level about every six weeks to determine the changing needs of students and appropriate instruction and/or intervention. Reading materials include a variety of publishers as well as numerous teacher-created materials.

Writing: Writing is a vital part of Colbert’s curriculum. The skills and strategies found in writing instruction are integrated across all curriculum subject areas. Starting in kindergarten, students write every day and in every subject. Our instruction is research-based to include: Six Traits of Quality Writing, the use of graphic organizers, and Writers’ Workshop formats for instruction. Further, we lay a foundation for instruction with strategies from Lucy Calkins, Power Writing, and First Steps and then build upon that foundation with writing strategies from the Institute for Excellence in Writing.

Mathematics: All students receive math instruction through a variety of strategies and a multitude of resources. Our curriculum maps are directly aligned with the state standards. From our curriculum maps we create assessments to guide student learning. We have a foundation in Math Trailblazers using a 'spiraling' approach, and we supplement the core program with additional hands-on materials and individualized strategies to assist students in reaching standard.

Science: Students use hands-on science kits to learn science by inquiry. Each grade level completes science units that are linked to the state standards in science. Science journals and tactile experiences are used to assist students in the acquisition of content in order to help students understand the principles and procedures of the scientific method.

Physical/Health Education: A credentialed Physical Education (PE) specialist provides curriculum to students based on state standards. Students learn skill development, endurance, movement patterns, aerobic activities, and the principle that physical activity is critical to the development and maintenance of good health.

Visual and Performing Arts: The visual and performing arts are integrated into the curriculum using forms of reader’s theater, plays, and choral readings. Art is integrated through all subject areas as evidenced by the displays in teachers' classrooms and by special projects coordinated by parents and community volunteers.

Music: Music is enjoyed through songs and instruments taught by a credentialed music teacher twice a week to every class. Instruction includes: movement and dance, listening lessons, note reading, singing, and instrument instruction. This knowledge is celebrated in grade level concerts, talent shows, and holiday concerts.

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

Long before NCLB, Colbert Elementary teachers made a passionate commitment to making certain all students became skilled, competent, motivated readers. We believe reading is the foundation of success for all other academic areas and know that by helping our students develop confidence and a love of reading, they have a great chance to be happy, well adjusted, high-achieving members of our community and the larger society in which they live.

Evidence of this is our continuing search for methods, approaches, and materials that meet the needs of all our students. We began working towards what is now called differentiation in grades 1-3 in 1992 with the adoption of a classroom intervention program designed for struggling students. This model holds classroom teachers as the primary instructors for all children, thus requiring them to be highly trained in approaches that work with children meeting on-level targets, as well as those who are not.

We continue to research and implement literacy methods and approaches that have proven to be successful for all students. We look to the National Reading panel's essential components, Washington State EALRs & GLEs, and Washington state K-12 Reading Model to chart our direction. Using these recommendations we commit ourselves across grade levels to apply proven comprehension strategies that strengthen our students level of understanding texts. These "Thinking Strategies" help students comprehend text more deeply and provide the foundation for them to think at higher levels.

In grades 4-6, our materials focus on quality children's literature, utilizing graphic organizers and strategies to build engaged, analytical readers. These materials also include strategies that directly link to instruction in content areas, which we believe to be a primary responsibility of middle-grade teachers.

We believe our literacy program to be a well-researched, differentiated, engaging model that has enabled our students to succeed on district and state tests, and as readers in our modern world.

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

Colbert Elementary believes that our foremost function is to prepare students so that they become responsible, happy citizens with a positive feeling of self-worth, who will take their places as viable and caring members of the community. We believe this is in complete alignment with the Washington State's Social Studies Standards, and within the standards we build knowledge about civics, economics, geography, history, and social studies skills. Through these, students learn to make sound judgments and to actively contribute in a democratic society, to provide stewardship of the natural environment, and to be involved and aware of issues in their own communities.

At Colbert Elementary we often use social studies units as a vehicle for assimilating learning from other core areas, and encouraging students to comprehend deeply and apply what they have learned. A typical social studies unit will engage students in using their reading and comprehension skills to gather information about a topic. Students study written text materials and learn from teacher lessons historical facts and references that are grade-level appropriate. Students are asked to reflect on the materials and identify points they feel are important from what they have read and heard. There is a strong emphasis on oral and written communication, on cooperative learning and modeling. Working through the process in pairs, small groups, or full-class discussions, students participate in the class projects engaged in hands-on learning, writing and ongoing problem solving. They develop artifacts to share what they have learned with one another, parents, and the greater school community.

This comprehensive method of study engages all students across the curriculum, and enables students who are at grade-level or above to be challenged with higher order thinking and problem-solving skills to reach beyond their current academic levels. Further, displaying the final products from such lessons instills a great sense of pride and accomplishment for all members of the school community.

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

Mead School District selects all curriculum based on its alignment with Washington State standards, and based upon its adherence to research-based teaching methods found most effective with student populations similar to our own.

Colbert Elementary employs a variety of instructional methods. We have found that the use of direct, systematic instruction is most effective, particularly in the areas of reading and writing. Our student achievement has increased as we have incorporated more lessons with predictable format, built in one-on-one instruction and tutoring, and assessed regularly. Teachers regularly plan lessons that require students to be actively engaged, through the use of partners, choral responses in order to increase the likelihood that all students will be engaged in learning.

As a school team, we believe in fitting programs to children, rather than fitting children into programs. The Colbert staff strives to provide the educational and social success of all students.

What sets Colbert apart from other schools is its approach to meeting the needs of special education students. These efforts are coordinated through our K-6 Developmental Learning Center, which provides individually designed instruction for students with mild to severe developmental disabilities.

Through the center, the special education teacher and the classroom teacher work through lesson plans together and decide which activities would be best for a successful experience. The classroom teacher shares the lessons and then the special education teacher shares a specific student's "I can" list. A time in the lesson is intentionally found for the student to be integrated into the classroom. Rather than just placing special needs students into a classroom, we intentionally develop opportunities for each student to have meaningful and successful experiences. This process requires time and energy, but the student engagement and feelings of success are worth it. This approach is beneficial to the general education population as a whole; teaching compassion, empathy, diversity, and tolerance.

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

Mead School District offers a rich professional development program to all staff that includes waiver days from the state of Washington. These days are spent in two ways. First, these days have been spent on campus in intensive staff development. Professional development days are also used to attend specific training sessions and/or conferences for professional improvement.

Colbert works together as a family of learners and educators. Together we identify areas where professional development is needed through the work within our building teams. Our faculty members serve on district-level teams where they both share their expertise and gain deeper understanding of current practices and future trends in education, which they bring back to our school community. We analyze industry best practices, consider state standards and learning goals, and evaluate student achievement. Together we plan and engage in professional development with the goal of incrementally improving school curricula and always nurturing a positive school climate.

Professional development activities present an opportunity for teachers to collaborate and look globally at what all children are missing and then focus on methods and key-components needed to enhance those areas. We employ the use of faculty book-studies where we learn together and share ideas about an identified topic. The staff selects a topic, and meets every two weeks to share our learning. Participating in a book study brings new

ideas to the table, and allows us to share our personal expertise with each other. Currently, we have chosen the topic of standard based grading and are reading various pieces of literature and will begin a book study shortly.

Teachers also attend technical workshops to bolster their own capabilities, as well and enhance student learning. Again, it is about just taking on one or two items of change at a time and evaluating each piece. Slowly, we increase our knowledge and abilities about improving student learning.

## **6. School Leadership:**

The leadership structure at Colbert Elementary is noticeably collaborative. The school principal is strategically a generalist, and classroom teachers serve as the resident teaching experts. The school develops clear goals, and the administrative structure provides the means and the flexibility for getting the job done. The school adopts a practice and a philosophy of slow and steady progress, where a limited number of critically chosen goals are identified and addressed each year. In this way, Colbert has made steady progress toward a goal of 100 percent achievement results.

Colbert provides community leadership in a style that puts a focus on relationships, both within the school and throughout the greater community. Good relationships with students has garnered amazing results and created a climate where students look forward to going to school.

Further evidence of the success of our collaborative relationship approach to school leadership is found in a 2007 Educational Effectiveness Survey and reflected in the following statistics:

- 85 percent of those surveyed were “almost always” willing to work at changing their school for the better.
- 89 percent of those surveyed felt that the school “almost always” encourages parent involvement.
- 96 percent of teachers and 93 percent of all staff felt that the school is orderly and supports learning.
- 96 percent of teachers and 89 percent of all staff felt that students are engaged in learning.
- 96 percent of teachers and 89 percent of all staff felt that staff members “go the extra mile” for others.

At Colbert the most central components of school leadership are team and partnership. The school focuses on fostering community, parent, staff, faculty and student involvement in all aspects of school business. The entire community works together to reach 100 percent agreement on common goals and ensure student success and fulfillment.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Washington Assessment of Student Learning

Edition/Publication Year: Spring  
2008/2007/2006

Publisher: Washington State

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Meets and Exceeds Standard	88	89	74		
Met Standard	24	31	33		
Number of students tested	73	102	89		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2				
Percent of students alternatively assessed	3				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets and Exceeds Standard	50	88	50		
Met Standard	30	44	25		
Number of students tested	10	16	20		
<b>2. Racial/Ethnic Group (specify subgroup): NA</b>					
NA					
NA					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
Meets and Exceeds Standard		54	55		
Met Standard		54	46		
Number of students tested		13	11		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Third Grade State Reading Assessment began in 2006-2007 school year.

We do not have enough students in any one Racial/Ethnic group (more than 10) to have valid data, please see <http://www.k12.wa.us/assessment/>.

Washington State allows some special education students to pass at a level 2. Since this does meet NCLB standards, we have chosen not to include those students as passing.

We do not have enough students in any one Racial/Ethnic group (more than 10) to have valid data,

please see <http://www.k12.wa.us/assessment/>.

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WAAS – The Washington Alternate Assessment System is designed for and administered to students with disabilities, whom even with accommodation would not be able to take the Washington Assessment of Student Learning. More information can be found online at <http://www.k12.wa.us/assessment/>.

Subject: Reading

Grade: 3 Test: Washington Assessment of Student Learning

Edition/Publication Year: Spring  
2008/2007/2006

Publisher: Washington State

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Meets and Exceeds Standard	88	89	74		
Met Standard	24	31	33		
Number of students tested	73	102	89		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2				
Percent of students alternatively assessed	3				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets and Exceeds Standard	50	88	50		
Met Standard	30	44	25		
Number of students tested	10	16	20		
<b>2. Racial/Ethnic Group (specify subgroup): NA</b>					
NA					
NA					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
Meets and Exceeds Standard		31	36		
Met Standard		23	36		
Number of students tested		13	11		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Third Grade State Reading Assessment began in 2006-2007 school year.

We do not have enough students in any one Racial/Ethnic group (more than 10) to have valid data, please see <http://www.k12.wa.us/assessment/>.

Washington State allows some special education students to pass at a level 2. Since this does meet NCLB standards, we have chosen not to include those students as passing.

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Subject: Mathematics  
 Edition/Publication Year: Spring  
 2008/2007/2006/2005/2004

Grade: 4 Test: Washington Assessment of Student Learning  
 Publisher: Washington State

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets and Exceeds Standard	88	75	83	86	74
Met Standard	25	28	36	26	19
Number of students tested	101	92	93	90	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3				
Percent of students alternatively assessed	3				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets and Exceeds Standard	75	50	60	91	55
Met Standard	38	30	40	27	27
Number of students tested	16	20	10	11	11
<b>2. Racial/Ethnic Group (specify subgroup): NA</b>					
NA					
NA					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
Meets and Exceeds Standard	50	38		46	21
Met Standard	40	25		46	16
Number of students tested	10	16		11	19
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

We do not have enough students in any one Racial/Ethnic group (more than 10) to have valid data, please see <http://www.k12.wa.us/assessment/>.

Washington State allows some special education students to pass at a level 2. Since this does meet NCLB standards, we have chosen not to include those students as passing.

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Subject: Reading  
Edition/Publication Year: Spring  
2008/2007/2006/2005/2004

Grade: 4 Test: Washington Assessment of Student Learning  
Publisher: Washington State

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets and Exceeds Standard	95	90	90	93	78
Met Standard	34	54	50	29	34
Number of students tested	102	93	93	90	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3				
Percent of students alternatively assessed	3				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets and Exceeds Standard	81	86	70	91	36
Met Standard	38	67	60	46	27
Number of students tested	16	21	10	11	11
<b>2. Racial/Ethnic Group (specify subgroup): NA</b>					
NA					
NA					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
Meets and Exceeds Standard	50	56		64	21
Met Standard	50	38		46	16
Number of students tested	10	16		11	19
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

We do not have enough students in any one Racial/Ethnic group (more than 10) to have valid data, please see <http://www.k12.wa.us/assessment/>.

Washington State allows some special education students to pass at a level 2. Since this does meet NCLB standards, we have chosen not to include those students as passing.

WAAS – The Washington Alternate Assessment System is designed for and administered to students with disabilities, whom even with accommodation would not be able to take the Washington Assessment of Student Learning. More information can be found online at <http://www.k12.wa.us/assessment/>.

Subject: Mathematics  
 Edition/Publication Year: Spring  
 2008/2007/2006

Grade: 5 Test: Washington Assessment of Student Learning  
 Publisher: Washington State

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Meets and Exceeds Standard	77	74	64		
Met Standard	32	32	30		
Number of students tested	87	104	101		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	3				
Percent of students alternatively assessed	3				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets and Exceeds Standard	59	50	44		
Met Standard	29	25	28		
Number of students tested	17	12	18		
<b>2. Racial/Ethnic Group (specify subgroup): NA</b>					
NA					
NA					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
Meets and Exceeds Standard	31		25		
Met Standard	25		17		
Number of students tested	16		12		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State testing did not occur until the 2005-2006 school year.

We do not have enough students in any one Racial/Ethnic group (more than 10) to have valid data, please see <http://www.k12.wa.us/assessment/>.

Washington State allows some special education students to pass at a level 2. Since this does meet NCLB standards, we have chosen not to include those students as passing.

WAAS – The Washington Alternate Assessment System is designed for and administered to students with disabilities, whom even with accommodation would not be able to take the Washington Assessment of Student Learning. More information can be found online at <http://www.k12.wa.us/assessment/>.

Subject: Reading  
Edition/Publication Year: Spring  
2008/2007/2006

Grade: 5 Test: Washington Assessment of Student Learning  
Publisher: Washington State

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Meets and Exceeds Standard	89	80	85		
Met Standard	36	40	45		
Number of students tested	87	104	101		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	3				
Percent of students alternatively assessed	3				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets and Exceeds Standard	82	50	67		
Met Standard	47	25	33		
Number of students tested	17	12	18		
<b>2. Racial/Ethnic Group (specify subgroup): NA</b>					
NA					
NA					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
Meets and Exceeds Standard	56		42		
Met Standard	50		17		
Number of students tested	16		12		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State testing did not occur until school year 2005-2006.

We do not have enough students in any one Racial/Ethnic group (more than 10) to have valid data, please see <http://www.k12.wa.us/assessment/>.

Washington State allows some special education students to pass at a level 2. Since this does meet NCLB standards, we have chosen not to include those students as passing.

WAAS – The Washington Alternate Assessment System is designed for and administered to students with disabilities, whom even with accommodation would not be able to take the Washington Assessment of Student Learning. More information can be found online at <http://www.k12.wa.us/assessment/>.

Subject: Mathematics  
Edition/Publication Year: Spring  
2008/2007/2006

Grade: 6 Test: Washington Assessment of Student Learning  
Publisher: Washington State

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Meets and Exceeds Standard	83	76	76		
Met Standard	38	39	33		
Number of students tested	88	101	89		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1		1		
Percent of students alternatively assessed	1		1		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets and Exceeds Standard		70	58		
Met Standard		50	33		
Number of students tested		20	12		
<b>2. Racial/Ethnic Group (specify subgroup): NA</b>					
NA					
NA					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
Meets and Exceeds Standard		33	9		
Met Standard		25	0		
Number of students tested		12	11		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Sixth grade state testing did not occur until the 2005-2006 school year.

We do not have enough students in any one Racial/Ethnic group (more than 10) to have valid data, please see <http://www.k12.wa.us/assessment/>.

Washington State allows some special education students to pass at a level 2. Since this does meet NCLB standards, we have chosen not to include those students as passing.

WAAS – The Washington Alternate Assessment System is designed for and administered to students with disabilities, whom even with accommodation would not be able to take the Washington Assessment of Student Learning. More information can be found online at <http://www.k12.wa.us/assessment/>.

Subject: Reading  
 Edition/Publication Year: Spring  
 2008/2007/2006

Grade: 6 Test: Washington Assessment of Student Learning  
 Publisher: Washington State

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Meets and Exceeds Standard	98	92	89		
Met Standard	29	37	50		
Number of students tested	88	101	89		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1		1		
Percent of students alternatively assessed	1		1		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets and Exceeds Standard		90	83		
Met Standard		45	42		
Number of students tested		20	12		
<b>2. Racial/Ethnic Group (specify subgroup): NA</b>					
NA					
NA					
Number of students tested					
<b>3. (specify subgroup): Special Education</b>					
Meets and Exceeds Standard		58	46		
Met Standard		42	36		
Number of students tested		12	11		
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Sixth grade state testing did not occur until the 2005-2006 school year.

We do not have enough students in any one Racial/Ethnic group (more than 10) to have valid data, please see <http://www.k12.wa.us/assessment/>.

Washington State allows some special education students to pass at a level 2. Since this does meet NCLB standards, we have chosen not to include those students as passing.

WAAS – The Washington Alternate Assessment System is designed for and administered to students with disabilities, whom even with accommodation would not be able to take the Washington Assessment of Student Learning. More information can be found online at <http://www.k12.wa.us/assessment/>.