

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 Dr. Jonathan Hires Grantham

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

Official School Name James M. Gilchrist School

(As it should appear in the official records)

School Mailing Address 1301 Timberlane Road

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

Tallahassee

City

Florida

State

32312-1711

Zip Code+4(9 digits total)

County Leon

State School Code Number* 0381

Telephone (850) 893-4310

Fax (850) 487-0959

Web site/URL http://www.gilchrist.leon.k12.fl.us

E-mail granthamj@mail.leon.k12.fl.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 Mr. John (Jackie) O Pons

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

District Name Leon County Schools

Tel. (850) 487-7100

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 Ms. Maggie B Lewis-Butler

(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

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: _____ 23 Elementary schools
 _____ 9 Middle schools
 _____ 0 Junior High Schools
 _____ 5 High schools
 _____ 11 Other
 _____ 48 TOTAL
2. District Per Pupil Expenditure: _____ 6863
 Average State Per Pupil Expenditure: _____ 8424

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. _____ 1 Number of years the principal has been in her/his position at this school.
 _____ 3 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	9	3	12	7	0	0	0
K	73	79	152	8	0	0	0
1	78	78	156	9	0	0	0
2	79	87	166	10	0	0	0
3	69	84	153	11	0	0	0
4	73	59	132	12	0	0	0
5	74	73	147	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							918

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 9 | % Asian or Pacific Islander |
| 14 | % Black or African American |
| 8 | % Hispanic or Latino |
| 69 | % 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 11 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	43
(2)	Number of students who transferred from the school after October 1 until the end of the year	58
(3)	Total of all transferred students [sum of rows (1) and (2)]	101
(4)	Total number of students in the school as of October 1	908
(5)	Total transferred students in row (3) divided by total students in row (4)	0.11
(6)	Amount in row (5) multiplied by 100	11

8. Limited English Proficient students in the school: 3 %
26 Total Number Limited English Proficient

Number of languages represented 5

Specify languages: Korean, Spanish, German, Chinese, Telagu

9. Students eligible for free/reduced-priced meals 16 %

Total number students who qualify: 151

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: $\frac{17}{158}$ %
 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>5</u>	Autism	<u>5</u>	Orthopedic Impairment
<u>1</u>	Deafness	<u>4</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>25</u>	Specific Learning Disabilit
<u>1</u>	Emotional Disturbanc	<u>111</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>4</u>	Mental Retardation	<u>1</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>2</u>	<u>0</u>
Classroom teachers	<u>45</u>	<u>0</u>
Special resource teachers/specialist	<u>19</u>	<u>1</u>
Paraprofessionals	<u>16</u>	<u>0</u>
Support Staff	<u>12</u>	<u>1</u>
Total number	<u>94</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of 21 : 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	96 %	95 %	97 %	95 %	96 %
Daily teacher attendance	96 %	95 %	97 %	95 %	96 %
Teacher turnover rate	9 %	16 %	15 %	16 %	12 %
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

Due to the growth of the northern section of Leon County, plans were drawn for an elementary school on Timberlane Road. On September 7, 1966, Timberlane School opened with 17 classrooms, one special area classroom, a cafetorium, administrative suite, physical education room, teachers' lounge, and three planning rooms. Mr. James M. Gilchrist ' for whom the school would eventually be named ' opened the school with 552 students attending during the first year of operation.

The continued growth of northern Leon County and a student enrollment of 710 students brought the need for additional classrooms and increased faculty. In 1979, Timberlane School was renamed Gilchrist Elementary in honor of retiring principal, James Gilchrist. Several dedicated and talented educators have followed in his footsteps. In June 2007, Dr. Jonathan Grantham was appointed to lead Gilchrist on its continued path of success.

Gilchrist Elementary has a tradition of providing exceptional education to Tallahassee children that spans 41 years, and Gilchrist's parent and teacher organization has been an integral partner in that success. A Parent Teacher Association was formed in October 1966, and was restructured as a Parent Teacher Organization in 2006. Through our PTO, a multitude of programs and projects are funded that further enhance the learning environment for Gilchrist Elementary students. The organization currently administers an exceptional volunteer program consisting of over 750 parents, grandparents, and community members logging over 13,000 volunteer hours annually in support of dozens of committees, programs, and projects at Gilchrist.

The 21st Century has brought a dramatic transition from an industrial orientation to an information and technology age. At the leading edge of this transition are those countries discovering and remaking themselves into learning societies. These 21st Century learning societies are transforming their educational systems. The Gilchrist vision embraces this global learning renaissance to create life-long learners. These life-long learners must be able to master, synthesize, and benefit from information and technology; quickly adapt and maintain flexibility; and engage in team and individual creative problem solving. Gilchrist is committed to creating a foundation for life-long learning by teaching individual skills in communicating ideas, making decisions, acting with integrity, and celebrating diversity.

Our school has experienced many changes in the past 41 years. Even though we have grown in size, we are still a close family. We now have grandchildren of some of the original students attending Gilchrist. This family continuity serves to strengthen our school community and further enhances our special connection to the community at large.

Gilchrist Elementary continues not only to meet, but exceed, state educational standards. As a school of distinction and excellence, Gilchrist has received an 'A' grade from the State of Florida for the past five years and has made Adequate Yearly Progress (AYP) for four consecutive years. In addition, Gilchrist also earned the top FCAT (Florida Comprehensive Assessment Test) score in Leon County in 2007 for the second straight year and ranked in the top 2% of schools statewide.

Today, Gilchrist Elementary serves 912 diverse students. In 1999, Gilchrist was designated as the English for Speakers of Other Languages (ESOL) magnet school for northeast Leon County. Additionally, our school has a top-rated Creative Academics track that provides academic challenges for gifted students in grades 1 through 5.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Florida Comprehensive Assessment Test (FCAT) is comprised of two parts. The FCAT-SSS (Sunshine State Standards) is designed to measure students' knowledge of writing, reading, mathematics, and science. The FCAT NRT (Norm-Referenced Test) is used to compare students' performance in reading and mathematics with performance of students nationwide.

These tests are used for data-driven decision making, identifying school strengths, goals for school improvement, and students' readiness for promotion. Subgroups are reported as percentages meeting high standards (Level 3 and above), percentages of students making learning gains, and the lower 25th percentile of students making learning gains. The criterion-referenced portion of FCAT-SSS provides each student's Scale Score, which is then assigned an achievement level from 1 to 5 (Level 1,2-limited success with standards, Level 3-partial success with standards, Level 4-success with standards, Level 5-success with MOST standards).

By providing differentiated instruction and remediation Gilchrist Elementary School continues to close the achievement gap among ALL subgroups, which is shown through analysis of reading and math scores over the past 5 years. For example, economically disadvantaged students increased their scores by 8% in reading and 18% in math. Additionally, students with disabilities increased their scores by 18% in reading, and 23% in math through 2006. Florida public schools are graded using a scale of 'A' to 'F'. Gilchrist Elementary School has received an 'A' grade for the past 5 years and has made Adequate Yearly Progress for the past four years.

2. **Using Assessment Results:**

Effective use of assessment data is a critical component in the school's efforts to monitor student performance and further academic success. It is vital that we as a school understand our strengths and needs as we strive to fulfill our school's mission of providing a quality learning environment, and a curriculum that will be the foundation for life-long learning. Once data has been collected and disaggregated, an individualized instructional plan is developed that incorporates student strengths and weaknesses. This data also provides direction for determining instructional needs, curriculum improvements, and future professional development for our staff at Gilchrist.

The school utilizes data from national and state assessments, such as SAT10-NRT, FCAT-NRT, and FCAT-SSS, to improve student performance. Analysis of these tests informs instruction, which provides teachers with information critical to student success. Additional data is collected from Pearson Success Maker, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Oral Reading Fluency Assessments, FCAT Explorer, Accelerated Reader (STAR), and benchmark assessments by grade levels. A school climate survey, as well as other parent, staff, and community input is used to develop the school improvement plan and evaluate the overall success and performance of the school.

Test data drives the school's and teachers' efforts to meet the individual needs of all students. Assessment data is utilized to provide programs, techniques, and modification strategies for each student in order to increase academic success. Some of the programs utilized are: Reading Mastery(reading fluency program), Math Masters (individualized math remediation program), HEART (afterschool reading tutoring and remediation program), Stretch Your Mind (varied afterschool enrichment and challenge programs), Tutor Train (weekly individualized tutoring), and Writing Remediation (addition writing instruction).

3. **Communicating Assessment Results:**

Individual student classroom performance is regularly communicated to parents through various means. Weekly folders are sent home each Friday/Monday with students' graded work, daily homework assignments, and upcoming tests/projects. As needed, mid-quarter progress alerts are sent to parents of students experiencing difficulty in academics, work-study skills, and/or behavior. Parent/teacher conferences are required and teachers also communicate with parents regularly via e-mail, phone, newsletters, websites, notes, weekly folders, and the report card each nine weeks.

Student performance data is shared with students, parents, and administrators on a regular basis. Individual standardized test results are sent home with students at the end of the school year or mailed via US Mail. School results are published on the district website, as well as provided to all parents and the

greater community through a document called the School Public Accountability Report. This report is available electronically on the school website and as a paper document. Annually, the School Advisory Council (SAC), comprised of teachers, staff, parents, and community members, adopts the school's School Improvement Plan (SIP). This plan is developed from communication and input with all stakeholders, analysis of assessment results, and information received through a public hearing process.

In Florida, all public schools are graded as part of the state's accountability system. School grades and test results are published by the local newspaper and are available through the Florida Department of Education website.

4. Sharing Success:

Gilchrist has always mentored a large population of student participants and interns from three our local universities (FAMU, FSU, and Flagler) and has been very successful in assisting these students as they become proficient beginning teachers. The administration routinely welcomes and shares the school's successes with visiting schools, as well as conducts monthly school tours for new families and visitors. Recently, Gilchrist hosted a one-day visit for a surrounding school district to experience our school's comprehensive professional development plan. Additionally, teachers serve as curriculum trainers and offer staff development training sessions at our school and the district office. School successes and best practices are shared at district meetings and curriculum fairs. Teachers and administrators have presented at national and state conferences, other schools, and district-level meetings. These opportunities encourage collegial conversations and sharing of best practices.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our school mission is to provide a quality learning environment, a state-of-the-art facility intertwined with smart-classrooms, and a curriculum that will be the foundation for life-long learning. Educational versatility and accountability are at the core of curriculum at Gilchrist Elementary School. The ability to adapt our curriculum to meet the needs of each and every student has led to our school's educational excellence. All curriculum areas are based on the Florida Sunshine State Standards (SSS) which serve as an outline for grade level expectations. Teachers use precise and targeted assessments to monitor continual individual progress for each student.

Language Arts-Our language arts curriculum encompasses reading, writing, listening, and communication skills. Throughout their elementary education, students are enveloped in print-rich environments that promote the reading and writing process. Melissa Forney's 'Razzle Dazzle' and 'Wow I am a Writer' writing techniques are used with all students and a writing coach is provided for students that need extra support. Students are in constant interaction with books, songs, and games that broaden their love of reading while strengthening creativity. Through formal reading instruction, students are learning phonemic awareness, phonics, fluency, vocabulary skills, and comprehension. From kindergarten to fifth grade, students broaden their writing skills with instruction in prewriting, drafting, revising, and editing. The importance of listening and communication skills is intertwined throughout the curriculum.

Mathematics-A spiraling mathematics curriculum includes five critical areas: number sense, measurement, probability, algebraic thinking, and geometry. Through the use of technology, programs, textbooks, and manipulatives, students are taught to think critically while applying math to real world situations. Students participate in a variety of mathematical programs that emphasizes math: Math Masters, Tutor Train, Morning Pearson, Stretch Your Mind, FCAT Explorer, and Mini Mu are a few programs that are offered to support math at Gilchrist.

Science-Gilchrist's science curriculum is designed to allow students to become scientists who use inquiry to make decisions, solve problems, and ask higher-order questions. With the use of textbooks, technology, and hands-on activities and experiments, students apply science to the world around them. While making predictions, forming hypotheses, conducting experiments, analyzing data, and developing conclusions, students are regularly engaged in the scientific process.

Social Studies-Social studies teachers stress the importance of exploring heritage, government, and significant world events in order to prepare our future leaders for what lies ahead. Through a variety of methods, students learn to examine their heritage, to appreciate the diversity of the world, and to become active players in democracy and government. Students are encouraged to participate in field trips such as the Goodwood Museum (housed in a local historic home) and the Agrirama (where students can participate in real-life experiences from the past).

The Arts-We believe that a well-rounded curriculum also includes the arts. **Music**-Students receive a wide variety of instruction, which includes singing, dancing, reading music, and playing instruments. Each year our students perform in the City of Tallahassee holiday Festival of Lights Ceremony, as well as the winter and spring choral concerts. **Art**-The Visual Arts curriculum develops the whole brain by providing a Comprehensive Arts-based approach including art criticism, art history, art production, and aesthetics. Children are exposed to a variety of media; painting, printmaking, drawing, ceramics, fibers, and construction to develop a love of learning, greater student dignity, enhanced creativity, and greater cultural awareness. Several student pieces are showcased at local city exhibits (the main public library and City Hall) and universities. Presently, Gilchrist is displaying the works of Eluster Richardson, a nationally renowned artist. We believe exposure to the Fine Arts furthers the development of our students and is an integral part of building better citizens.

Spanish/Brain Gym-Students are exposed to Spanish and Brain Gym to develop a greater mental development. Studying a foreign language and understanding brain research develops neurological networks that enhance brain capacity. When children can speak another language and use purposeful movements to integrate both sides of the brain, true learning takes place.

2a. (Elementary Schools) Reading:

The Gilchrist reading curriculum is guided by the implementation of the 90-minute reading block. Teachers provide 90 minutes of explicit, systematic, and uninterrupted reading instruction each day using the SRA Open Court Reading Program. Open Court is a research-based, direct instruction program that effectively incorporates the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Teachers also use a variety of instructional materials and strategies to ensure student success and mastery of the Sunshine State Standards (SSS). In addition to using the Open Court reading series, teachers incorporate small group instruction (workshops) to provide specific skill direction and remediation. Students participate in the Accelerated Reader program (AR), which is used both to motivate students to read and to provide independent reading practice. We have AR celebrations each grading period for students who have met their periodic reading goals as well as the Principal's Challenge at the end of the year for students who have met their yearly goals. Each year, fifth grade students are recognized with our Cooper plaque if they reach 200 AR points by the end of their fifth grade year. Students are also assigned daily homework which requires them to extend their reading at home for at least 15 minutes.

We use ongoing progress monitoring to determine the effectiveness of reading instruction in the classroom. In addition to the Open Court program assessments, we administer the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) three times a year to determine which students may need additional reading instruction. Administrators, teachers, and the school's reading coach meet regularly to review the data from these assessments. We work together to plan and provide individualized reading instruction. Students that are identified as reading below grade level receive remediation through our Reading Masters during school and the HEART (Helping Extend Academic Resource Time) program after school. Both of these programs provide individualized assistance and small-group instruction.

Gilchrist is dedicated to providing a balanced reading curriculum that includes direct instruction, independent practice, and ongoing assessment and monitoring. We know that quality reading instruction will ensure reading success for ALL our students across ALL subject areas.

3. Additional Curriculum Area:

In keeping with our school's mission to develop life-long learners, Gilchrist has made a concerted effort to strengthen science knowledge and enthusiasm both on a school-wide basis and in the individual classroom. Meshing Sunshine State Standards and strategies in the Scott Foresman curriculum, teachers have adopted an approach to teaching science that incorporates understanding of the scientific process and a multitude of hands-on activities. Administration and teachers have worked together across grade levels to develop a layered curriculum that enriches and expands student learning each year in the areas of life science, earth science, physical science, and space/technology. Both teachers and students are excited about this inquiry-based/problem-solving approach to science and our successes have been clearly demonstrated through our FCAT science scores which rank Gilchrist among the top three schools in the district.

Field trips take advantage of the community's excellent resources and include trips to the St. Marks Wildlife Refuge, FSU Super Scientific Circus, Jacksonville Zoo, and the Kennedy Space Center. Technology is an integral part of the science program and students have access to Brain Pop and United Streaming (science lessons and documentaries) as well as internet access for scientific research. Third-grade classes have teamed up as science buddies with fifth-grade classes and science activities are demonstrated on the school's internal broadcasting system.

Science educators are invited into the school on a frequent basis. Among these participants are naturalists from St. Francis of Assisi, marine biologists from Florida State University's See to Sea program, and scientists from the Mad Science program, Science on the Move, and the High Touch-High Tech Laboratory, all of whom help science come alive at Gilchrist.

Three school-wide efforts have been extremely successful. A school-wide recycling program results in over 6,000 pounds of office paper being recycled annually. Earth Day is celebrated with the release of butterflies which are grown in individual classrooms. In January, a Science Night features science educators from the National High Magnetic Field Laboratory and allows third-, fourth-, and fifth-grade students to experience four hands-on science labs.

4. Instructional Methods:

Many different methods of instruction are utilized to enhance the curriculum and improve student learning at Gilchrist Elementary School. From community partners and pull-out programs to the latest technology tools such as Smartboards and E-beams, Gilchrist provides a variety of venues for student instruction. Our Tutor Train program is a mentor program that provides one-on-one tutoring from volunteers within the community. Students from foreign countries benefit from our ESOL program that provides individualized instruction from an ESOL-certified teacher each day. An instructional aide serving as a translator is also provided. Every student spends time in one of two fully-equipped computer labs working through the individualized Successmaker Program in reading and math. Accelerated Reader, FCAT Explorer, Math Facts in a Flash, and Kidspiration are just a sampling of the software programs that enrich our curriculum.

At Gilchrist, technology is infused throughout our instructional programs. Classroom libraries, math manipulative kits, hands-on science materials, Alpha Smarts, listening centers, and special projectors assist teachers in delivery of curriculum to reach all modalities. Specialists in art, music, physical education, media, and technology provide instruction to all students. Through our Reading Masters and Math Masters programs, eligible students are provided additional instruction within a small group setting (six students per one certified teacher). Writing assistance is also provided to qualifying fourth graders (six students per one certified teacher). Our Exceptional Student Education (ESE) students receive daily small group assistance from an ESE-certified teacher and instructional aide. Identified gifted students attend our Creative Academics class and attend a district-wide gifted program each week. An after-school reading remediation program, HEART, continues learning opportunities for students in need. Our entire school participates in learning opportunities and celebrations throughout the year. The Gilchrist Olympics, quarterly Accelerated Reader celebrations, Grandparents Day, author visits, Fairytale Knowdown, Black History Month, Science Night, Share Nights, and Meet the Artist Day are representative of activities that motivate and extend the learning at Gilchrist.

5. Professional Development:

At Gilchrist Elementary School, the administration encourages the faculty and staff to participate in professional development that is consistent with goals in the School Improvement Plan (SIP). Opportunities are also provided for parents to participate in trainings. A needs assessment is conducted annually and standardized test results are analyzed to determine academic areas of focus for the entire school. This provides the framework for school-wide trainings each year.

Decisions concerning professional training offerings are influenced by several sources. In addition to School Improvement Plan (SIP) goals and annual school-wide assessments, teachers also develop Individualized Professional Development Plans. The goals in these plans are tied to student performance, both school-wide and for the individual teacher, and professional growth goals of each staff member. Staff development opportunities are advertised through a staff bulletin board, e-mail correspondence, conference flyers and communications with colleagues.

Staff development has positively impacted Gilchrist's test results in mathematics, writing, reading, and science. We have consistently ranked as one of the top-performing schools in Leon County and the state of Florida. There is a direct correlation between these achievement results and professional development training. One example of this correlation can be seen when comparing writing performance from past years. Beginning in 2002, our fourth and fifth grade teachers received training from Melissa Forney, a nationally recognized writing specialist. In August of 2007, Melissa Forney came to our site and trained our entire staff. The following data suggests a significant growth since 2002.

(see table)

Analysis of reading and math scores for Gilchrist Elementary School over the past 5 years shows continuous improvement. As evidenced in the chart above, writing scores indicate that in the school year 2003, the percentage of students meeting high standards shows 92% of the students in grades 3-5 scored 3.5 or above on a scale of 1-6 on the FCAT, while the 2007 results shows 97% scoring 3 or above. An even more dramatic score increase is evident with 88% of students scoring 3.5 and above in 2003 compared to 98% of student scoring 3.5 or above in 2007. Florida public schools are graded using a scale of 'A' to 'F'. Gilchrist Elementary School has received an 'A' grade for the past 5 years, as well as, making Adequate Yearly Progress for four of the past five years.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 3 Test Florida Comprehensive Achievement Test (FCAT)
 Edition/Publication Year 2003-2007 Publisher Florida Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting plus Exceeding	90	91	85	88	85
% "Exceeding" State Standards					
Exceeding	69	69	60	59	62
Number of students tested	143	121	142	143	148
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	81	91	50	72	53
% "Exceeding" State Standards					
Exceeding	53	45	25	34	24
Number of students tested	21	11	12	18	17
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	86	62		82	63
% "Exceeding" State Standards					
Exceeding	72	61		73	36
Number of students tested	14	13		11	11
3. Free or Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	78	76	65	65	68
% "Exceeding" State Standards					
Exceeding	57	57	39	39	37
Number of students tested	23	21	23	31	29
4. ESE not gifted					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	57	92	56	65	40
% "Exceeding" State Standards					
Exceeding	43	54	24	30	25
Number of students tested	21	13	25	17	20

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting plus Exceeding	93	94	92	91	86
% "Exceeding" State Standards					
Exceeding	72	62	64	64	63
Number of students tested	130	139	133	143	136
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	80	79	79	63	66
% "Exceeding" State Standards					
Exceeding	40	21	42	10	33
Number of students tested	10	14	19	19	15
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	87		100	75	90
% "Exceeding" State Standards					
Exceeding	60		75	42	70
Number of students tested	15		12	12	10
3. Free or Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	80	77	73	75	78
% "Exceeding" State Standards					
Exceeding	40	32	35	26	39
Number of students tested	20	22	26	24	18
4. ESE not gifted					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	80	78	75	63	60
% "Exceeding" State Standards					
Exceeding	40	23	37	27	25
Number of students tested	20	18	16	19	20

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting plus Exceeding	93	88	86	85	85
% "Exceeding" State Standards					
Exceeding	75	56	64	52	51
Number of students tested	145	132	139	152	145
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	73	71	74	74	77
% "Exceeding" State Standards					
Exceeding	33	24	27	16	31
Number of students tested	15	17	19	19	13
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	90	92	64	63	0
% "Exceeding" State Standards					
Exceeding	80	92	36	51	0
Number of students tested	10	12	11	16	0
3. Free or Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	83	71	76	67	75
% "Exceeding" State Standards					
Exceeding	55	29	52	20	15
Number of students tested	24	17	21	30	20
4. ESE not gifted					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	67	73	60	62	87
% "Exceeding" State Standards					
Exceeding	33	36	25	29	31
Number of students tested	12	11	20	21	16

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting plus Exceeding	92	86	82	76	83
% "Exceeding" State Standards					
Exceeding	76	66	64	54	60
Number of students tested	145	132	139	152	145
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	87	65	58	63	62
% "Exceeding" State Standards					
Exceeding	40	41	21	21	39
Number of students tested	15	17	19	19	13
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	100	92	82	81	0
% "Exceeding" State Standards					
Exceeding	90	91	63	75	0
Number of students tested	10	12	11	16	0
3. Free or Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	79	71	67	47	63
% "Exceeding" State Standards					
Exceeding	55	41	43	23	37
Number of students tested	24	17	21	30	19
4. ESE not gifted					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	42	55	50	43	56
% "Exceeding" State Standards					
Exceeding	41	36	30	29	50
Number of students tested	12	11	20	21	16

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting plus Exceeding	95	93	90	86	86
% "Exceeding" State Standards					
Exceeding	75	62	60	54	56
Number of students tested	129	140	132	142	137
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	80	71	67	58	47
% "Exceeding" State Standards					
Exceeding	70	28	50	10	20
Number of students tested	10	14	18	19	15
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	93		100	92	91
% "Exceeding" State Standards					
Exceeding	87		91	58	73
Number of students tested	15		12	12	11
3. Free or Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	85	82	76	63	72
% "Exceeding" State Standards					
Exceeding	65	27	36	29	28
Number of students tested	20	22	25	24	18
4. ESE not gifted					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	68	78	67	39	50
% "Exceeding" State Standards					
Exceeding	32	22	40	11	20
Number of students tested	19	18	15	18	20

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting plus Exceeding	93	93	89	85	79
% "Exceeding" State Standards					
Exceeding	79	66	61	59	50
Number of students tested	144	121	142	143	148
Percent of total students tested	100	100	99	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	81	73	67	56	41
% "Exceeding" State Standards					
Exceeding	67	36	25	39	12
Number of students tested	21	11	12	18	17
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	100	85		91	72
% "Exceeding" State Standards					
Exceeding	100	69		72	45
Number of students tested	14	13		11	11
3. Free or Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	83	86	78	61	58
% "Exceeding" State Standards					
Exceeding	70	43	43	26	27
Number of students tested	23	21	23	31	29
4. ESE not gifted					
% "Meeting" plus % "Exceeding" State Standard					
Meeting plus Exceeding	62	100	68	65	39
% "Exceeding" State Standards					
Exceeding	47	46	24	30	19
Number of students tested	21	13	25	17	21