U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mr. Harry Petty

Official School Name: Gilchrist Elementary School

School Mailing Address: 1108 Happy Jack Road
Cheyenne, WY 82009-8053

County: Laramie State School Code Number: 1101014
Telephone: (307) 771-2285 E-mail: pettyh@laramie1.org

Fax: (307) 771-2287 Web URL: http://gilchrist.laramie1.org

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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Mark Stock Superintendent e-mail: stockm@laramie1.org

District Name: Laramie County School District #1 District Phone: (307) 771-2100

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Brian Farmer

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.

_____ Date _____
(School Board President's/Chairperson's Signature)

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

11WY2

PART I - ELIGIBILITY CERTIFICATION

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 2010-2011 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 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

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

1. Number of schools in the district: 28 Elementary schools
   (per district designation) 3 Middle/Junior high schools
   4 High schools
   0 K-12 schools
   35 Total schools in district

2. District per-pupil expenditure: 12928

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural

4. Number of years the principal has been in her/his position at this school: 2

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	8	6	14
K	4	10	14		7	0	0	0
1	7	11	18		8	0	0	0
2	10	6	16		9	0	0	0
3	10	9	19		10	0	0	0
4	8	9	17		11	0	0	0
5	9	10	19		12	0	0	0
							Total in Applying School:	117

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
0 %	Asian
0 %	Black or African American
2 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
81 %	White
17 %	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 2009-2010 school year: 15%

This rate is 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, 2009 until the end of the school year.	10
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1, 2009	118
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 38%

   Total number of students who qualify: 44

   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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 18%

    Total number of students served: 21

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

0	Autism	0	Orthopedic Impairment
0	Deafness	8	Other Health Impaired
0	Deaf-Blindness	1	Specific Learning Disability
0	Emotional Disturbance	12	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	7	0
Special resource teachers/specialists	1	4
Paraprofessionals	2	2
Support staff	1	3
Total number	12	9

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: 16:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	95%	96%	96%
Daily teacher attendance	92%	93%	93%	94%	94%
Teacher turnover rate	6%	0%	0%	0%	6%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Teacher attendance rates are mostly influenced due to the smallness of the staff and a long term substitute situation.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

PART III - SUMMARY

Gilchrist Elementary School is a rural school located fourteen miles west of Cheyenne Wyoming on Happy Jack Road. The school has an enrollment of 118 students and all the students are bused to the school. The original Gilchrist Elementary school opened its doors in 1961 just a short distance from where the current school sits which was open in 1985. Prior to this time other rural schools in the area served students from ranch families. The growth in the area of families moving to the rural area and new housing developments created a need for Gilchrist to come into existence. The schools serve students in grades Kindergarten through the sixth grade. The aesthetically pleasing facility features a passive solar design and serves as a focal point for the local community.

Gilchrist is one of twenty-six elementary schools in Laramie County School District Number One, which is the largest school district in the State of Wyoming and encompasses the city of Cheyenne and the surrounding area. The district is comprised of three comprehensive high schools, one alternative high school, a Community Based Occupational Education Center, and Adolescent Day Treatment Program, three junior high schools and twenty-six elementary schools. The district is very progressive and has outstanding leadership and direction.

The school is a one section school offering one section of each grade level grades Kindergarten through sixth grade. We have several partnerships throughout the community with businesses, organizations, volunteer and service groups. We have a very active Parent-Teacher Organization. We offer tutoring to our students before and after school and have intervention opportunities during recesses for students who are at risk of not being proficient on standards as measured by multiple assessments.

The school offers a wide variety of school activities including enrich programs after school, sports, academic competitions, and leadership activities. Students can further take advantage of district sponsored enrichment and remedial offerings during summer school and summer programs.

The mission of Gilchrist is to develop all students into self-directed life-long learners and productive citizens. We will accomplish this by providing a safe, nurturing environment where a positive, professional staff will ensure a challenging and relevant curriculum. Our Vision is Greatness. To become great we will 1) Commit; 2) Live it; 3) Coach it; and 4) Celebrate. We developed this mission and vision in 2007 as we committed to becoming a Professional Learning Community School. We revisit the mission, vision and core values each fall.

The core values of our school are that we believe: All students can learn; In high expectations for all students, faculty and staff; in the value of life-long learning; in modeling the “human connection” by treating everyone with dignity and respect; In providing a safe and nurturing environment for all students; Every individual needs to be responsible for their actions; And in educating the whole child (physically, mentally, socially).

Student engagement is the focus of our school. Learning is best achieved when students are engaged in the teaching and learning process. Students are coached and accept responsibility for their learning and the use of data notebooks by every student and goal setting for their learning is a part of our developing culture. Gilchrist has maintained a tradition and culture of high expectations and high achievement in everything thing we do. We have been fortunate to have a supportive community and actively involved parents. Students are assessed using teacher developed, district, and state assessments. Any student who enters the school that is at-risk of not achieving proficiency on standards and on assessments is quickly brought to the Professional Learning Community team for the grade level and interventions are planned and implemented. If the student still struggles, then they are referred to a building-wide team for assistance and additional interventions. The most extreme cases are then assessed for learning disabilities.

Research is clear that student engagement in a relevant and challenging curriculum taught by effective teachers using researched-based instructional strategies can significantly increase student achievement. Staff at Gilchrist Elementary is embedded into a culture of Professional Learning Communities where using data to drive decision making about teaching and learning is the normal operating protocol. Continuous professional growth on the part of instructional staff to improve instructional skills is an expectation. Working together as a team with all stakeholders to address and provide opportunities for student achievement is our culture.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

High achievement and success on state, district, and school developed assessments have been a pattern for Gilchrist Elementary. At the third, fourth, fifth and sixth grade, over the past five years, the school has exceeded state and district averages on the Performance Assessment of Wyoming Students (PAWS) which is the state assessment. The school exceeds state and district averages at all grade levels on the PAWS for percent of students that are proficient as well as for the percent of students advanced proficient in math, reading and writing.

In Wyoming, AYP determination includes a formula that incorporates writing and reading together to in order to determine proficiency rates in Language Arts. Gilchrist has been fortunate to exceed state and district averages with the combined scores as well as individual content areas. Over the past five years, the school has consistently meet AYP and exceeded the target goals.
Performance classifications are determined by the State of Wyoming based on applying the appropriate scale score cuts established from the PAWS standard setting activities set in 2006 and reviewed in 2009. Descriptions of each performance level provide specific information about the skills and abilities that students at that performance level are typically capable of demonstrating. Detailed information about the PAWS assessment can be found at the Wyoming Department of Education website at: http://edu.wyoming.gov/Programs/statewide_assessment_system/paws.aspx.

Assessment results would indicate that Gilchrist is doing well in student performance on state assessments and is consistently high performing. However, there is always room for improvement and the culture at Gilchrist is such that staff has high expectations for themselves and for students to always be growing and improving. Using data to increase opportunities for success is a cultural norm.
In analyzing the data, using not just state assessment results, but using Measures of Academic Progress (MAP) testing, and district developed assessments, the staff has set school improvement goals to support keeping current results high as well as further increasing opportunities and results of all students. Goals are set based on analysis of assessment results.

Our current goals focus in three areas: Improving in written expression in all curricular areas; Improving in math problem solving skills; and increasing achievement of all students in the area of science. We have developed action plans to address improvement in these goal areas and interventions as well as professional development is being implemented to close the achievement gap.

Assessment results are used at an individual student level to close the achievement gaps of students at-risk of not being proficient in language arts and math. Students results are examined and students who fall in the below basic or basic performance levels of the PAWS are identified for interventions to close the achievement gap. The Measures of Academic Progress assessment (MAP) results are used as well in identifying at risk students. The PLC teams examine assessments and uses designed reports for predicting success on the PAWS. Those students identified are provided a tiered approach to interventions to increase their achievement. This approach consists of differentiated classroom instruction, intensive small group instruction, one on one instruction provided in after-school tutoring, and then finally referral to the Building Intervention Team (BIT) for additional ideas and possible assessment for disabilities.
Data provides a plethora of instructional information if it is used and analyzed by those delivering curriculum. It guides instruction and student learning. To increase student engagement in owning their learning more, Gilchrist has spent the past two years developing a deeper understanding of the research on teaching and learning. From the research, we have implemented student developed data notebooks in which the students from grades kindergarten through sixth grade examine and analyze their own performance and data. They look at their strengths and weaknesses and then set short and long term learning goals charting their own progress throughout the year. Students celebrate when they achieve a goal and remediation is provided when they fall short of a goal.

A trend of high achievement on assessments is certainly worthy of celebration but it also presents a unique challenge and that is how to continually improve the performance of students and to continually raise the bar for achievement? Staff at Gilchrist has recognized that challenge and are working to reach our vision of Greatness!

2. Using Assessment Results:

Gilchrist has divided the school staff into four Professional Learning Communities that meet formally on regular basis of at least once every two weeks to discuss instructional issues. Examining assessment data is part of those instructional issues. Each group has a unique role in the culture of the school but being purposeful about addressing the needs of students and developing strategies for address those needs is the focus. Every other week then the entire staff meets as a whole and the PLC groups bring to the staff proposals, information, trend data, ideas, and research to support proposals. As a staff and in PLCs we examine not just performance statistics but look at actual student work.

Gilchrist examines PAWS data and looks for specific trends that may indicate an area of improvement. Specific examples include our work in the area of writing over the past five years where the data indicated that our students could perform better in writing and specifically in written expression. Efforts were made to improve teaching strategies and develop a better understanding of the writing process. The school adjusted schedules to devote additional time to writing, and efforts to examine student writing and to publish student work has been implemented.

Staff has worked together to further bring consistency and continuity to the writing instruction in the school and along with decisions about specific staff development, input into the Guaranteed and viable curriculum as well as essential skills have made. Decisions on instructional materials to be used were influenced by data and the allocation of available financial resources as well.

In Math, data has influenced the amount of instructional time devoted to teaching and practicing math. We increased scheduled math instructional time. It impacted our school and district level the resources we use to instruct math. We adapted Everyday Math as our primary resource, and then at Gilchrist we use additional supplemental resources to reinforce problem solving and skill development. Renaissance Learning Place and Study Island are specific supplemental resources that we implemented as a result of examining data. Using data further assisted us on the focus of math instruction. Although our math assessments scores are very good by all measures, we did notice a trend in the area of problem solving and thus have a school improvement goal that focuses around improving problem solving skills of all students.

3. Communicating Assessment Results:

Reporting of assessment results is done very intentionally and systemically at Gilchrist Elementary. In the fall we send home PAWS results with a letter of information on how to interpret results and what they mean. The Principal, Mr. Petty then talks about the results with parent groups and other stakeholders at parent teacher organization meetings. Information is further reported at the district level and to the media. Individual data from the PAWS is reported and reviewed with every parent at fall parent teacher conferences along with information from MAP assessments and district assessments. All assessment results are sent home with a letter explaining them every year and throughout the year when they are available and following testing completion. Instructional staff is coached on what to cover and how to answer questions.

Results from all assessments are provided to individual students. Instructional staff takes time to review results with students and talk to students about what they mean. Students are then guided through a goal setting process by instructional staff for each of the assessments, PAWS, MAP, accelerated math and reading, as well as other district and school developed assessments. Students set learning goals for achievement on each of the assessments and then identify strategies and learning that they need to achieve

those goals. This information is then placed in their data notebooks. Students then reference their data, their goals, and track or chart progress towards achieving their goals.

Results of assessments are placed on a common folder on a teacher shared drive on the network as well as all analysis and other pertinent information to access as desired. Additional information and data is provided per requests and as appropriate. Assessment results are provided and presented on each student who is referred to BIT. Finally, as appropriate, school results are analyzed and presented and information provided to stakeholders.

4. Sharing Lessons Learned:

Gilchrist shares successful strategies with other interested individuals and parties upon requests and as opportunities become available. In the fall of the year, as part of our accreditation process, all our schools from each triad get together to review school improvement plans, improvement goals, action plans, and strategies. Rationale including data and research, behind the selection of goals, strategies, and action plans are part of the shared information. Results or data from progress monitoring of available is presented. Schools are then allowed to provide feedback to each other and questions are asked and answered. Following the triad meetings, the process is then repeated with the other two triads in the district.

Strategies and information is shared with other schools and districts from around the state per request. We have presented information at professional conferences and organizational meetings. Because the Wyoming Department of Education post general PAWS achievement data from each district and then each school in the state, other districts have an opportunity to follow and see who in the state is having success with student achievement. Because Wyoming is a small state in terms of population and we are very collegial, we share information readily upon request.

Through the AdvancED accreditation process, teams comprised of educators from around the state of Wyoming visit schools to assess them for accreditation. During that process, individuals often review assessment results and school improvement process. The team interviews everyone from the school including various stakeholder groups to learn as much about the culture and the implementation of improvement strategies as possible.

Finally, sharing of ideas, a strategy, having conversations and reflective practice is done through list serves, and interactive blogs on the internet.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

In Wyoming, the core curriculum is defined in statutory law. Under law, Wyoming's core curriculum consists of nine content areas. Standards have been developed in each content area by districts and are aligned to the state standards from each content area. Districts are also required to, under the law; develop a K-12 assessment system for measuring student performance and for determining a student's performance level in each content area. The assessment system must identify the means and process by which a student becomes proficient in that content area. The first standards were developed in 1997 with a revision in 2003 and then again in 2008 and are currently under revision again. Wyoming recently, as we did in our district, adopted the Common Core Standards in math and language arts.

In our math program, we have adopted the resources from Everyday Math. This is then supplemented using accelerated math from Renaissance Learning. Precision teaching resources are used for skill development and in the fourth grade we use Study Island to supplement. The district in the spring of 2010 adapted the Common Core State Standards for Mathematics then aligned available resources to the standards. Students are monitored in progress on a very frequent basis so that instruction can be focused to meet individual student needs. On-line support for the Everyday Math series along with home activities and online games further support the area of math.

In language arts we are a Balanced Literacy district. We use the balanced literacy approach for the teaching of reading, writing, speaking, and listening. Skill development is the focus at the primary grades while fluency, comprehension, and application are the focus at intermediate grades. Guided Reading is the strategy used with students who are grouped according ability and progress monitoring of students is constant. Students are monitored at least once per week and often, in the primary grades, much more frequent. Students are diagnosed for placement using district assessments. Each teacher has access to a plethora of materials and resources for teaching. We are now incorporating Lucy Calkins writing and Thinking Strategies into the workshop model of Balanced Literacy.

Social studies and science are integrated in reading and language arts at the primary grades and then taught as content at intermediate grades. Fine and Performing Arts are taught by specialists who follow state and district standards and assess using district developed performance assessments. Physical Education, health, and nutrition are taught by the physical education teacher. Foreign language is currently required to be introduced in primary grades. All content areas have district developed assessments to measure student performance. In math, reading, and language usage, the Measures of Academic Performance (MAP) assessments are used.

Instruction is delivered using researched-based best practices. Teachers at Gilchrist Elementary are master teachers who are continually improving in their skills in the delivery of instruction. Hands-on activity based instruction that engages students in learning activities are the norm. Classrooms are structured, orderly and teachers often integrate the use of technology into instruction. Every classroom has an interactive whiteboards, digital projectors, computers, and document cameras or overheads.

Instruction is differentiated to meet the needs of every student. Instructional staff has the luxury of small teacher to student ratios so the instructor can individualize instruction for every student and can individual learning activities. Teachers are able to provide more specific feedback and progress monitoring is done on a continual basis. Activities are designed to engage all students and to develop independent learners. Instructional staff has recently been studying What Works in Classroom Instruction for the past two years and we are implementing and monitoring the use of research-based instructional practices using the McREL Power walk through tools.

High expectations for achievement and behavior are a part of the culture at Gilchrist. When students enter the school, we insist on and reinforce high expectations. Students are expected to engage and participate actively in their learning. Students are coached and expected to take an active part in setting learning goals and teachers hold students accountable to those goals. A combination of cooperative learning, independent learning, direct instruction, and problem-solving is emphasized for all students.

Teachers at Gilchrist excel in the art and science of teaching and learning and we strive to provide opportunities for all students to succeed. We are fortunate to have an outstanding staff at the school with supportive parents.

2. Reading/English:

Laramie County School District #1 has an adapted language arts curriculum which was revised in the spring of 2010. At that time, the district adapted the common core standards which align to the Wyoming State Standards. District curriculum is available for viewing at our district website at http://www.laramie1.org.

Delivery of curriculum is done through the Balanced Literacy Framework. The Balanced Literacy Framework is a research-based workshop approach for the instruction of language arts. It uses the Readers' Workshop and Writers' Workshop for the delivery of content.

At the primary level, grades K-2, the readers' workshop consist of strategies including read-aloud, shared reading, guided reading, and independent reading, and word work, phonological awareness, spelling, listening, and speaking. At the intermediate level, grades 3-6, readers' workshop includes read-aloud, shared reading, guided reading, and independent reading, and word work, spelling, listening, and speaking.

Writers' workshop at the primary level consists of modeled writing, shared writing, interactive writing, guided writing, independent writing, word work, phonological awareness, Spelling, handwriting, and listening. At the intermediate grades, writers' workshop consists of modeled writing, shared writing, interactive writing, guided writing, independent writing, word work, Spelling, handwriting, and listening.

Students are grouped based on a diagnostic assessment to determine reading level which then drives the grouping for writing. Instruction is very intentional and purposeful and at the primary level is focused on the acquisition of foundational skills. At the intermediate level, focus is on developing and mastery of foundational skills, fluency, and comprehension, reflective process, improving upon reading and writing skills. A complete detailed description of the language arts balanced literacy framework can be accessed through our district website at http://www.laramie1.org.
Because of the structure of the balanced literacy framework, teachers are able to differentiate instruction to address the individual needs of students. The small group approach or workshop format provides for more effective direct instruction and it allows for the use of a variety and diverse resources for instruction. The model includes the tight connection and integration for reading and writing and has frequent formative assessment for continual progress monitoring. Each teacher has access to a plethora of materials and resources for teaching. This year, we begin implementing and incorporating Lucy Calkins writing and Thinking Strategies to the workshop model of Balanced Literacy. Students identified as at-risk of not being proficient are referred to the CLIP one on one reading intervention at first grade, and one-on-one tutoring at all other grades. Accelerated reading through Renaissance Learning is used to supplement and build comprehension strategies. Gilchrist blocks a minimum of two hours of language arts instructional time per day at every grade level

3. Mathematics:

The District in the spring of 2010 adapted the Common Core State Standards for Mathematics then aligned available resources to the standards. The Common Core State Standards were also adopted by the

State of Wyoming in the revision of state standards. Laramie County School District #1 then aligned resources and assessments to the newly adopted standards.

Everyday Mathematics was adopted in the fall of 2010 by the District as the core resources for math. The district adopted the program based on the research behind the program. Gilchrist was a school that had been using *Everyday Mathematics* in several grade levels for the past five years with positive results. The program provides engaging activities, home support, interventions, and online support which include activities and games. The program is being fully implemented and feedback has been positive.

Gilchrist supplements it core program with the use of accelerated math from Renaissance Learning. Renaissance Learning provides additional skill development, progress monitoring, and diagnostic assessment for addressing areas of concerns. Precision Teaching activities are used to increase math fluency, problem solving, and increase performance on math skills. In fourth grade in order to ramp up math development and exposure, we further supplement math with Study Island which is an online program that provides students additional exposure and skill development to content to increase student performance.

Everyday Math provides the core program for math in our school. Accelerated Math which diagnoses students' strengths and weaknesses allows for interventions and enrichments for all students to enhance math learning and better meet needs. Study Island provides additional enrichments and remedial opportunities and is closely aligned to the PAWS assessment and adds an addition opportunity for students to be better prepared for the state assessment. Because both Accelerated Math and Study Island provide a diagnostic component, instruction can be focused on addressing specific individual needs.

Frequent progress monitoring using district and teacher developed formative assessments helps the instructional staff to provide useful and descriptive feedback to students on their progress. Students use this information in setting learning goals and in their data notebooks. Math instruction is scheduled for 1½ hours per day.

4. Additional Curriculum Area:

Science curriculum was revised in the District during the summer of 2010. The district aligned it to the work being done on the revisions of the state standards. Laramie County School District #1 does not have an adopted resource for the delivery of science curriculum. Teachers use the standards to plan science lessons and then integrate science into the language arts and math as much as possible. Science lessons dealing with specific topics and content are developed by classroom teachers who plan across the district with grade level colleagues. At the intermediate grades, supplementary science resources are available for teachers to use in instruction along with district provided hands-on materials.

Gilchrist is very fortunate in that we have a school partner who comes in to every grade level throughout the year to provide activities and hands-on learning in the area of science. Because this partner is from a firm that uses science in its industry, the activities are application focused and relate easily to careers within the region that use science.

Each grade level focuses science from different learning content. One grade level deals with life and biological sciences while another will focus on physical science and still another on outdoor education. Integration allows and encourages non-fiction reading materials to be read along with fictional materials. The school promotes and provides opportunity for students to learn about science by having a science fair every year and having it required for intermediate students to participate.

Science activities and exploration demand that student use essential skills and knowledge from language arts such as reading comprehension and writing as well as from math such as measurement and math calculations. It supports the vision of enhancing learning opportunities and because of the economic nature of Wyoming, is an essential area for students to be exposed to in planning for their future.

5. Instructional Methods:

Having excellent teachers is an asset for Gilchrist. The school has dedicated, hard-working, and committed professionals who desire to have every student successful. Teachers and especially quality teachers can have significant impact on the achievement of students. Differentiating instruction is a challenge for even the most veteran instructional staff. Our school is fortunate to have excellent staff that is very good at differentiating instruction.
Differentiating instruction first means understanding where each student is academically and the needs of those students. Teachers determine placement of students and needs of students as a result of various assessments, both formative and summative. Once student level of performance is determined then that student and the teacher work together to form learning goals. The student then monitors his/her learning goals.

Each student is exposed to the general curriculum. Students who struggle with the general curriculum are provided a variety of interventions including small group instruction, one-on-one instruction, before and after school tutoring, summer school, and if appropriate, special services. At risk students are referred to a Building Intervention Team (BIT) where a group of dedicated educational experts work with student, parents, and staff to find instructional opportunities and strategies to assist the student with their academic needs.

An example of how the teachers and school differentiate instruction is in the instruction of language arts. Students are diagnosed for placement in ability groups. Ability groups are small groups of 3-6 students who are reading or writing at comparable levels. Students in that group then received appropriate instruction for their level of performance. They are assessed frequently and the groups are fluid. This workshop approach allows instruction to directly address the needs of each small group at their appropriate instructional level

Use of accelerated programs, which serves as a skill development intervention, is an example of individualized instruction to differentiate for the benefit of improving student learning. Students take a diagnostic assessment which places the students at an appropriate skill level and learning level. They then get instruction and practice at that appropriate assessment followed by assessments to monitor progress. As the student reaches proficiency, then they move up in difficulty. This approach allows for remediation as well as provides for enrichment.

The use of researched based instructional practices is promoted, encouraged, and monitored at Gilchrist Elementary. Training in Classroom Instruction that Works strategies based on research studies done by Dr. Robert Mazano and colleagues at McREL and all the related relevant publications, is being provided in an ongoing professional development program.

6. Professional Development:

The primary approach to professional development and our professional development program grows out of the professional learning communities' model. We select topics for professional development that support our school vision, mission, and core values and topics that mostly meet school improvement goals. The district provides us with two part-time instructional coaches that support the implementation of district initiatives. They serve as a resource for instructional staff to request and utilize for a variety of learning and planning activities. The instructional coaches provide focused staff development classes to staff for the improvement of instruction.

The district provides focused professional development to support the core instructional programs. In math as an example in this introductory year, the district has provided training, follow up training, and profession support for Everyday Math. Classes in implementing balanced literacy framework are ongoing and were revised this year to incorporate Lucy Calkins and Thinking Strategies. Classes specific to the Lucy Calkins writers' workshop and specific to the Thinking Strategies are offered as well.

Professional development aimed at improving instruction is also provided. At the school level, on-going professional development in utilizing researched-based instructional strategies from Classroom Instruction that Works is ongoing also. This is supported by McREL's Power Walk Through training and observation tools as well as leadership training for administrators, coaches, and teacher leaders in McREL Balanced Leadership.

On-going training to support Professional Learning Communities including opportunities for staff to attend national and regional professional development is provided. Training in Positive Behavior Instructional Support, Response to Interventions, Bully Prevention, Content area opportunities, training in a variety of technology applications, standards and assessments, and support for new teachers are also a part of the professional development program.

The focus of the professional development program for the school is to support our school improvement initiatives and to support teaching and learning in the classrooms. The Collaborative Decision Making (CDM) of our school meets every spring with the instructional coaches and plans for professional development for the upcoming year based on the data coming from our PLC teams and goals of our school improvement plan. The purpose of building the plan and its implementation is to improve and support teacher performance in the classroom in order to provide opportunity to increase student achievement.

7. School Leadership:

Leadership of Gilchrist Elementary is shared. We have a PLC team we refer to as the Collaborative Decision Making team (CDM) and we meet once every month to discuss cultural and administrative issues of the school. Topics discussed include resource allocation, school initiatives, how to increase student achievement, pyramid of interventions, staffing issues, scheduling, professional development, and leadership items. The team consists of representation from all the other PLCs, a parent representative and the principal. They serve as an advisory committee to the principal and work to support the leadership functions of the school.

The leadership philosophy in the school is facilitative and collaborative. The principal is a true instructional leader. He facilitates learning in the classroom. His focus is engagement, visibility, and reflective practices. He is supportive of staff and students. He uses data to support decision making and sets the tone for high expectations for all staff and students in terms of academic achievement and behaviors. He promotes the use of researched-based instructional strategies, and the use of data for monitoring student progress and to narrow the focus of what is being taught. He is visible every day in every classroom, in the halls, and at recess. He is supportive of new ideas and encourages staff to be risk takers to find ways to continue to increase student achievement. He supports continuous professional growth of every staff member and is very knowledgeable in all areas of administration and schools, but has focused expertise in the areas of curriculum, assessment, and instruction. Although he is only in his second year as principal of Gilchrist, he brings 29 years of experience in education of which 18 years is in administration.

The principal serves to set the tone of the culture of the school. His presence and focus is always on student achievement, effective instruction, safe and orderly environment, parental involvement, and student engagement. He is very well versed in all the latest trends in education and follows educational issues closely. He has quiet but very high expectations for staff and students and remains at all times respectful of all stakeholders.

McREL points out that research indicates that school leadership is critical in having high achieving schools. Leadership consisting of not just a strong instructional leader in the principal role but also a distributive approach to the leadership where it is shared and collaborative so that the school programs, culture, mission and vision is not dependent on just one leader but on the organization. Gilchrist is fortunate to have such as culture and approach to it school leadership

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Performance Assessment of Wyoming Students

Edition/Publication Year: 2009 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Percent Proficient and Advanced	95	95	100	100	95
Percent Advanced	53	53	71	81	17
Number of students tested	19	19	14	21	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
2. African American Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
4. Special Education Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
5. English Language Learner Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
6.					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
NOTES:					

11WY2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Performance of Wyoming Students

Edition/Publication Year: 2009 Publisher: Pearson Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Percent Proficient and Advanced	90	90	94	95	80
Percent Advanced	5	5	50	19	20
Number of students tested	19	19	14	21	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
2. African American Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
4. Special Education Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
5. English Language Learner Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
6.					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
NOTES: The Performance Assessment of Wyoming Students (PAWS) Reading Scores.					

11WY2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Performance Assessment of Wyoming Students

Edition/Publication Year: 2009 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Percent Proficient and Advanced	93	93	77	82	89
Percent Advanced	43	43	14	41	6
Number of students tested	14	14	22	17	18
Percent of total students tested	100	100	100	95	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
2. African American Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
4. Special Education Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
5. English Language Learner Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
6.					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
NOTES: Performance Assessment of Wyoming Students (PAWS).					

11WY2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Performance Assessment Of Wyoming Students

Edition/Publication Year: 2009 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Percent Proficient and Advanced	86	86	95	100	73
Percent Advanced	57	57	36	39	6
Number of students tested	14	14	22	18	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
2. African American Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
4. Special Education Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
5. English Language Learner Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
6.					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
NOTES: Performance Assessment of Wyoming Students (PAWS) Reading scores.					

11WY2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Performance Assessment of Wyoming Students

Edition/Publication Year: 2009 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Percent Proficient and Advanced	96	96	94	100	82
Percent Advanced	53	53	61	47	41
Number of students tested	19	19	18	17	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
2. African American Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
4. Special Education Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
5. English Language Learner Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
6.					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
NOTES: Performance Assessment of Wyoming Students (PAWS).					

11WY2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Performance Assessment of Wyoming Students

Edition/Publication Year: 2009 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Percent Proficient and Advanced	95	95	94	100	76
Percent Advanced	11	11	17	24	18
Number of students tested	19	19	18	17	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
2. African American Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
4. Special Education Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
5. English Language Learner Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
6.					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
NOTES: Performance Assessment of Wyoming Students (PAWS) Reading scores.					

11WY2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Performance Assessment of Wyoming Students

Edition/Publication Year: 2009 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Percent of Proficient and Advanced	100	100	88	94	100
Percent of Advanced	82	82	71	50	48
Number of students tested	17	17	17	18	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Percent of Proficient and Advanced					100
Percent of Advanced					40
Number of students tested					10
2. African American Students					
Percent of Proficient and Advanced					
Percent of Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Percent of Proficient and Advanced					
Percent of Advanced					
Number of students tested					
4. Special Education Students					
Percent of Proficient and Advanced					
Percent of Advanced					
Number of students tested					
5. English Language Learner Students					
Percent of Proficient and Advanced					
Percent of Advanced					
Number of students tested					
6.					
Percent of Proficient and Advanced					
Percent of Advanced					
Number of students tested					
NOTES:					

11WY2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: Performance Assessments of Wyoming Students

Edition/Publication Year: 2009 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Percent Proficient and Advance	100	100	76	100	87
Percent Advanced	82	82	65	50	35
Number of students tested	17	17	17	18	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Percent Proficient and Advance					80
Percent Advanced					20
Number of students tested					10
2. African American Students					
Percent Proficient and Advance					
Percent Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Percent Proficient and Advance					
Percent Advanced					
Number of students tested					
4. Special Education Students					
Percent Proficient and Advance					
Percent Advanced					
Number of students tested					
5. English Language Learner Students					
Percent Proficient and Advance					
Percent Advanced					
Number of students tested					
6.					
Percent Proficient and Advance					
Percent Advanced					
Number of students tested					
NOTES: Performance Assessment of Wyoming Students (PAWS) reading scores.					

11WY2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Percentage Proficient and Advanced	96	96	90	94	92
Percentage Advanced	58	58	54	55	31
Number of students tested	69	69	71	73	78
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Percentage Proficient and Advanced	95	95	88	97	84
Percentage Advanced	63	63	73	46	16
Number of students tested	17	17	22	25	33
2. African American Students					
Percentage Proficient and Advanced					
Percentage Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Percentage Proficient and Advanced	100	100			
Percentage Advanced	63	63			
Number of students tested	10	10			
4. Special Education Students					
Percentage Proficient and Advanced	92	92			
Percentage Advanced	37	37			
Number of students tested	12	12			
5. English Language Learner Students					
Percentage Proficient and Advanced					
Percentage Advanced					
Number of students tested					
6.					
Percentage Proficient and Advanced					
Percentage Advanced					
Number of students tested					
NOTES:					

11WY2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Percent Proficient and Advanced	93	93	90	100	83
Percent Advanced	39	39	42	33	23
Number of students tested	69	69	71	74	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Percent Proficient and Advanced	95	95	86	100	82
Percent Advanced	30	32	42	19	18
Number of students tested	17	17	22	25	33
2. African American Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Percent Proficient and Advanced	100	100			
Percent Advanced	25	25			
Number of students tested	10	10			
4. Special Education Students					
Percent Proficient and Advanced	100	100			
Percent Advanced	8	8			
Number of students tested	10	10			
5. English Language Learner Students					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
6.					
Percent Proficient and Advanced					
Percent Advanced					
Number of students tested					
NOTES:					

11WY2