

Comprehensive Progress Report

Mission: Our mission as a school community is to ensure all children feel loved, respected and encouraged to develop to their fullest potential.

Vision: Gibsonville Elementary will establish a culture where all students have the opportunity to succeed with the support of our teachers, staff, parents and community. Students will become critical thinkers, well-rounded responsible citizens, and proficient learners.

Goals:

By June 2025, Gibsonville Elementary School will increase its reading proficiency by at least 3 percentage points from 44.4% to 47.4% as measured by the NC Reading End of Grade test.

By June 2025, Gibsonville Elementary School will increase its math proficiency by at least 3 percentage points from 49% to 52% as measured by the NC Math End of Grade test.

By June 2025, Gibsonville Elementary School will increase its science proficiency by at least 3 percentage points from 66.3% to 69.3% as measured by the NC Science End of Grade test.

By June 2025, Gibsonville Elementary School will decrease lost instructional days, due to discipline, by 10% from 47.7 days to 42.93 days or less.

By June 2025, Gibsonville Elementary School will decrease the 2023-24 percentage of students who were chronically absent by 5 percentage points from 25.5% to 20.5% or less.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan. Implementation of MTSS was impacted by Covid-19 pandemic.	Limited Development 08/22/2021		
<i>How it will look when fully met:</i>		The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making trans-formative work to increase student achievement in the district. The school's leadership team will use FAM-s to create SIP action steps to connect MTSS implementation to SIP goals. PLCs will help teachers with MTSS implementation by reviewing supplemental progress monitoring data, making decisions for grouping students, and making decisions about next steps for individual students.		Karen Partridge, CF	06/30/2025
Actions			4 of 5 (80%)		
	8/22/21	Quarterly PLC meeting to review supplemental/ progress monitoring data.	Complete 05/03/2022	Samantha Escobar, 4th Grade	06/30/2022
	<i>Notes:</i>				
	5/3/22	Team will meet in August to review and add new action steps.	Complete 08/17/2022	Jill Moore	09/28/2022
	<i>Notes:</i>				
	8/18/22	Staff will be provided data on MTSS implementation and student outcomes at all tiers through regularly scheduled PLC meetings.	Complete 06/01/2023	Karen Partridge, CF	06/01/2023
	<i>Notes:</i> Aligned to FAM-S #19				
	9/27/23	Staff will be provided data on MTSS implementation and student outcomes at all tiers through regularly scheduled PLC meetings.	Complete 05/31/2024	Karen Partridge, CF	06/01/2024
	<i>Notes:</i>				
	6/18/24	Team will create new action steps for this indicator in August/September 2024		Shervawn Sockwell	10/01/2024
	<i>Notes:</i>				

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Gibsonville has an SBLT and instructional teams that meet twice a month to review data and implementation of practices. Administration initiated an instructional team comprised of grade level and content area representatives to focus on content alignment grade to grade. Teacher leaders conduct observations to identify patterns and provide feedback on instructional practices.	Limited Development 08/22/2021		
How it will look when fully met:			<p>In addition to above, an MTSS team will meet to discuss and analyze data and intervention practices to determine the effectiveness of student's response and next steps in the MTSS process.</p> <p>The following teams currently make up our MTSS teams:</p> <ul style="list-style-type: none"> • SBLT • IPS • PLCs • PBIS • Science Instructional Team 		Brian Maloney	06/30/2025
Actions				4 of 5 (80%)		
	8/22/21	MTSS team will analyze data and discuss response to interventions.		Complete 05/20/2022	Karen Partridge, CF	06/30/2022
<i>Notes:</i>						
	5/26/22	Team will meet in August to review and add new action steps.		Complete 08/17/2022	Karen Partridge, CF	09/28/2022
<i>Notes:</i>						
	8/18/22	MTSS team will analyze data and discuss response to interventions.		Complete 06/02/2023	Sophia McDougal	06/30/2023
<i>Notes:</i> Aligned with FAM-s #19 MTSS implementation.						
	9/27/23	MTSS team will analyze data and discuss response to interventions.		Complete 05/31/2024	Laura Coffey - 4th Grade	06/01/2024
<i>Notes:</i>						
	6/18/24	Instructional leadership team will be developed and meet twice a month to discuss instructional needs based on data from standards based instruction.			Keotia Casterlow	02/28/2025

Notes:

KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers participate in weekly PLC's to discuss data and curriculum implementation. Teachers will work on aligning and incorporating science content in grades K-5 using standards map as a guide. A school level instructional team was created with grade level teacher leaders to ensure that the align with standards and support the development of critical thinking skills.	Limited Development 08/19/2021		
How it will look when fully met:		Teachers participate in weekly PLC's to discuss data and curriculum implementation. Teachers will align and incorporate science and social studies content in grades K-5 using standards map as a guide. There are representatives of all grade levels on all school committee's. A science committee has been created for vertical team planning.		Megan Hummel	06/30/2026
Actions			5 of 8 (62%)		
8/19/21	All teachers receive 45 minutes of instructional planning.		Complete 10/05/2021	Jessica Bohn	10/05/2021
<i>Notes:</i> Built into the daily classroom schedule for all grade levels and specialists.					
8/19/21	All teachers participate in PLC's weekly with the curriculum facilitator.		Complete 05/03/2022	Samantha Escobar, 4th Grade	06/30/2022
<i>Notes:</i> Evidence: PLC minutes/agenda					
8/19/21	Create a science committee for vertical team planning.		Complete 05/20/2022	Samantha Davis, 3rd Grade	06/30/2022
<i>Notes:</i> Evidence: Agendas from Science PLC meetings					
5/26/22	Team will meet in August to review and add new action steps.		Complete 08/17/2022	Tammy Martin, 1st Grade	09/28/2022
<i>Notes:</i>					
8/18/22	Science committee will meet regularly for vertical team planning.		Complete 06/01/2023	Brian Maloney, 4th Grade	06/01/2023
<i>Notes:</i>					
9/27/23	Science committee will meet regularly for vertical team planning.			Brian Maloney, 5th Grade	06/01/2025
<i>Notes:</i>					

9/30/24	Teachers will take part in vertical team meetings for ELA and Math once monthly to discuss the standards addressed in each grade level. They will discuss standards change in what students must be able to do to meet mastery.		Morgan Langone	06/01/2025
<i>Notes:</i>				
9/30/24	Teachers will participate in weekly data team PLCs with their grade levels to discuss current trends and goals.		Shervawn Sockwell	06/01/2025
<i>Notes:</i>				

Core Function:	Domain 1: Turnaround Leadership
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Effective Practice:	Practice 1B: Monitor short-and long-term goals
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KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Colleagues provide frequent ongoing feedback to one another through a consistent protocol of instructional observations based on data analysis of strengths and areas of need.	Limited Development 08/19/2021		
<i>How it will look when fully met:</i>		The Administrative Team provides updates regularly with instructional focus. The Administrative Team comments on lesson plans and gives timely feedback when doing walkthroughs in classrooms. Instructional leadership team members provide frequent observations and feedback on instructional practices with follow-up to ensure improvement.		Karen Partridge, CF	06/30/2025
Actions			2 of 3 (67%)		
8/19/21	Administration will conduct walkthroughs on a regular basis, monitor instruction and provide feedback by leaving notes or otherwise communicating positive points and things to consider.		Complete 06/02/2023	Sophia McDougal	06/30/2023
<i>Notes:</i>					
9/27/23	Administration will conduct walkthroughs on a regular basis, monitor instruction and provide feedback by leaving notes or otherwise communicating positive points and things to consider.		Complete 05/31/2024	Karen Partridge, CF	06/01/2024
<i>Notes:</i>					
6/18/24	Administrative team will provide monthly data from formal and informal observations and classroom visits.			Karen Partridge, CF	11/01/2025
<i>Notes:</i>					

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are evaluated via the Teacher Observation Tool on their required cycle. Walk through observations are completed by administration. Teachers provide suggestions and guidance during peer observations. Opportunities are provided for teachers to participate in the candidate selection process. Teacher are recognized for their hard work throughout the building.	Limited Development 08/19/2021		
<i>How it will look when fully met:</i>		This year, we will be utilizing an interventionist position and tutors from GCS to help provide support for teachers to meet students level of needs. Mentors will work closely with beginning teachers to help develop and implement their PDP goals set at BOY. We will provide teachers with various leadership opportunities.		Nakia Herbin, Kinder	06/30/2025
Actions			7 of 9 (78%)		
9/16/21	An Intervention teacher position will be added to help provide support to teachers in planning and implementing supplemental and intensive intervention support through the MTSS process.	Complete 05/03/2022	Samantha Davis, 3rd Grade	06/01/2022	
<i>Notes:</i> Title 1 funds will be used to fund this new position.					
9/16/21	Tutors provided by GCS will work with students in grades 3-5 in math instruction to help close learning gaps.	Complete 05/03/2022	Deborah Marshall, 5th grade	06/01/2022	
<i>Notes:</i> Tutoring logs will be provided as evidence.					
8/19/21	Mentors will coach BT teachers in classroom management and instructional practices.	Complete 05/03/2022	Jessica Bohn	06/30/2022	
<i>Notes:</i> Mentors will provide online logs as evidence of coaching meetings.					
5/3/22	Team will meet in August to review and add new action steps.	Complete 08/17/2022	Deborah Marshall, 5th grade	09/28/2022	
<i>Notes:</i>					
8/18/22	An Intervention teacher position will be used to help provide support to teachers in planning and implementing supplemental and intensive intervention support through the MTSS process.	Complete 06/01/2023	Sandra Teglas, Specialist	06/30/2023	
<i>Notes:</i> Title 1 funds will be used to fund this interventionist position.					
8/18/22	Mentors will coach BT teachers in classroom management and instructional practices.	Complete 06/01/2023	Samantha Davis, 3rd Grade	06/30/2023	

<i>Notes:</i> Mentors will provide online logs as evidence of coaching meetings.				
9/27/23	An Intervention teacher position will be used to help provide support to teachers in planning and implementing supplemental and intensive intervention support through the MTSS process.	Complete 05/31/2024	Nakia Herbin, Kinder	06/01/2024
<i>Notes:</i> Title 1 funds will be used to fund this interventionist position.				
8/18/22	Title I funds will be used to support additional after school curriculum coaching.		Shervawn Sockwell	06/30/2025
<i>Notes:</i>				
9/27/23	Mentors will coach BT teachers in classroom management and instructional practices.		Nakia Herbin, Kinder	06/01/2026
<i>Notes:</i>				

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The Principal/Curriculum Facilitator provides weekly updates with instructional focus. Lesson plans are periodically reviewed and timely feedback is given when doing walkthroughs in classrooms. Teachers track the learning of every student using multiple measures to determine individualize student goals and plans. Teachers will engage in deliberate practices using CKLA, and Eureka with grade level colleagues.	Limited Development 08/19/2021		
How it will look when fully met:		The school has set procedures and protocols for the analysis of data and the development of next steps. Trained staff will effectively develop rigorous performance tasks that assess mastery that meet state, college and career readiness standards. Staff regularly participate in formalized reflective protocols that inform the need and direction of created performance tasks.		Jen Musser, 2nd Grade	06/30/2025
Actions			7 of 8 (88%)		
8/19/21	PLC meetings with CF to discuss data in ELA and Math in order to make instructional decisions.	Complete 05/03/2022	Tammy Martin, 1st Grade	06/30/2022	
<i>Notes:</i> Aligned with FAM-S #19-Communication					
8/19/21	PBIS team reviews CICO and Educator's Handbook to make school-wide decisions.	Complete 05/03/2022	Jen Musser, 2nd Grade	06/30/2022	
<i>Notes:</i> Aligned with FAM-S # 36-Behavior.					
8/19/21	Admin will work with teachers on analyzing progress monitoring data for Tier 2 and Tier 3 students.	Complete 05/03/2022	Karen Partridge, CF	06/30/2022	
<i>Notes:</i> Aligned with FAM-S #36 Data Evaluation.					
5/3/22	Team will meet in August to review and add new action steps.	Complete 08/17/2022	Jen Musser, 2nd Grade	09/28/2022	
<i>Notes:</i>					

8/18/22	PLC meetings with CF and Curriculum Coaches to discuss data in ELA and Math in order to make instructional decisions (i.e. small group instruction, standard-based instruction, students in text, etc.)	Complete 06/01/2023	Karen Partridge, CF	06/01/2023
<i>Notes:</i> Aligned with FAM-S #19				
8/18/22	PBIS team will review CICO and Educator's Handbook to make school-wide decisions to help reduce the number of ISS and OSS.	Complete 06/01/2023	Jen Musser, 2nd Grade	06/01/2023
<i>Notes:</i> Aligned with FAM-S #36				
9/27/23	Teachers will participate in data PLCS and keep data notebooks that include data analysis and planning for all tiers of instruction.	Complete 05/31/2024	Karen Partridge, CF	06/01/2024
<i>Notes:</i>				
6/18/24	PBIS/SEL lead teacher and team will review CICO and Educator's Handbook data to make decisions about additional small group support for students needing Tier 2 and Tier 3 supports for behavior.		Tabitha Coble	06/01/2025
<i>Notes:</i> Title I funds used to support 0.2 of teacher for this position (Simpson).				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Gibsonville utilizes classroom and assessment data, as well as observations to provide targeted instruction. This information also allows them to identify students who may need to work with a tutor or a referral to IST/MTSS. New teachers attend training for transition to MTSS. Teachers engage in student work analysis with their grade levels and under the guidance of the curriculum facilitator to determine best next steps and instructional strategies. Vertical planning opportunities are implemented for content collaboration. Teachers utilize intervention time into daily schedule.	Limited Development 08/19/2021		
<i>How it will look when fully met:</i>		Evidence of completion will show classroom teachers are implementing effective teaching practices and aligning them to standards and pacing across grade levels. Intervention practices that include MTSS processes, classroom observations, and lesson plan feedback will demonstrate full implementation.		Tammy Martin	06/30/2026
Actions			10 of 12 (83%)		
10/12/21	An Intervention teacher position will be used to help provide support to teachers in planning and implementing supplemental and intensive intervention support through the MTSS process.	Complete 05/03/2022	Sophia McDougal	06/01/2022	
<i>Notes:</i> Title 1 funds used to purchase this position.					
10/12/21	Tutors provided by GCS will work with students in grades 3-5 in math instruction to help close learning gaps.	Complete 05/03/2022	Deborah Marshall, 5th grade	06/01/2022	
<i>Notes:</i>					
9/17/21	Teachers will provide asynchronous work to students via Canvas.	Complete 05/03/2022	Leah Cottle, Kinder	06/01/2022	
<i>Notes:</i>					
10/12/21	Teachers will progress monitor Tier 2 and Tier 3 students.	Complete 06/02/2023	Tammy Martin, 1st Grade	06/30/2023	
<i>Notes:</i> Aligned with FAM-S #36 Data Evaluation.					
10/12/21	Teachers will identify students at risk in ELA and in Math that do not meet the Tier 2/Tier 3 criteria and provide weekly review sessions based on interim assessment data.	Complete 06/02/2023	Tammy Martin, 1st Grade	06/30/2023	

<i>Notes:</i> Aligned to FAM-s 27 diverse groups.				
8/18/22	An Intervention teacher position will be used to help provide support to teachers in planning and implementing supplemental and intensive intervention support through the MTSS process.	Complete 03/07/2023	Sandra Teglas, Specialist	06/30/2023
<i>Notes:</i> Title 1 funds used to purchase this position.				
8/18/22	Teachers will provide asynchronous work to students via Canvas.	Complete 06/02/2023	Nakia Herbin, Kinder	06/30/2023
<i>Notes:</i>				
8/19/21	Teachers will use GCS standard protocols to identify students needing supplemental and intensive support.	Complete 06/02/2023	Tammy Martin, 1st Grade	06/30/2023
<i>Notes:</i> Aligned with FAM-S #33				
9/27/23	Teachers will participate in data PLCs weekly to identify students at risk and plan for Tier 1, Tier 2, and Tier 3 supports.	Complete 05/31/2024	Karen Partridge, CF	06/01/2024
<i>Notes:</i>				
8/18/22	Tutors provided by GCS will work with students in grades K-5 in reading and math instruction to help close learning gaps.	Complete 05/31/2024	Deborah Marshall, 5th grade	06/30/2024
<i>Notes:</i>				
6/18/24	Team will create new action steps for this indicator in August/September 2024		Karen Partridge, CF	11/01/2024
<i>Notes:</i>				
9/30/24	An additional day for PE specialist will be used to support teacher data conversations for Tier 1,2 and 3 each week to support planning and best instruction for most at risk students.		Tabitha Coble	06/01/2025
<i>Notes:</i> Title I funds used to purchase the additional day position.				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
A1.06		ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Gibsonville utilizes classroom and assessment data, as well as observations to provide targeted instruction. This information also allows them to identify students who may need a Personal Strategy Plan, work with a tutor, or a referral to IST/MTSS. Teachers attend training for transition to MTSS. Teachers engage in student work analysis with their grade levels and under the guidance of the curriculum facilitator to determine best next steps and instructional strategies. Vertical planning opportunities are implemented for content collaboration. Teachers utilize intervention time into daily schedule.	Limited Development 11/01/2020		
<i>How it will look when fully met:</i>		Evidence of completion will show classroom teachers are implementing effective teaching practices and aligning them to standards and pacing across grade levels. Intervention practices that include MTSS processes, classroom observations, and lesson plan feedback will demonstrate full implementation.		Megan Hummel	06/15/2025
Actions			6 of 8 (75%)		
11/1/20	Teachers will be trained on MTSS for specific reading interventions.		Complete 05/24/2021	Melissa Cole, EC/AG/ESL/SW	06/15/2021
<i>Notes:</i> Evidence: Training notes/materials, Sign-in sheets from trainings **Extended another year due to Covid-19 and need for additional MTSS training**					
5/24/21	Analyze EOY data from 2020-2021 to create new action step for this 2021-2022 SIP indicator that connects to both school goals and FAM-s items.		Complete 09/16/2021	SBLT	09/01/2021
<i>Notes:</i>					
9/16/21	Teachers will use GCS standard protocols to identify students needing supplemental and intensive support.		Complete 05/20/2022	Tammy Martin, 1st Grade	06/01/2022
<i>Notes:</i>					
5/26/22	Team will meet in August to review and add new action steps.		Complete 08/17/2022	Tammy Martin, 1st Grade	09/28/2022
<i>Notes:</i>					

8/18/22	Teachers will use GCS standard treatment protocols to identify students needing supplemental and intensive support.	Complete 05/31/2024	Tammy Martin, 1st Grade	06/01/2024	
<i>Notes:</i>					
10/23/23	Teachers use promethean boards to support rigorous instruction and use of technology in the classroom.	Complete 05/31/2024	Karen Partridge	06/01/2024	
<i>Notes:</i> Title I funds used to support teacher use of technology and to purchase additional promethean boards.					
9/3/24	Teachers will take part in standards based instruction and grading coaching/planning days once per quarter.		Morgan Langone	06/30/2025	
<i>Notes:</i> Title I funds used to support this action.					
6/18/24	Teachers will work with grade level and subject area teams to create standards based instruction and rubrics.		Shervawn Sockwell	06/30/2026	
<i>Notes:</i>					
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Discipline incident data is collected through Educator's Handbook in correlation with PBIS expectations. Data from these databases was used to examine needs for classroom management support. PBIS lessons are provided to teachers and staff for modeling schoolwide PBIS behaviors.	Limited Development 08/19/2021		
<i>How it will look when fully met:</i>		Effective classroom management will be evident when all teachers are explicitly teaching/modeling expectations and behaviors through PBIS protocols/lessons and other classroom practices/management systems. Evidence of completion will also show the modeling of expected behaviors by all staff. Consistent classroom rewards are provided for exhibiting positive behavior and feedback/trends are monitored to track areas of concern.		Jen Musser, 2nd Grade	06/30/2026
Actions			3 of 4 (75%)		
8/19/21	The PBIS team will meet to create classroom and/or school wide systems of support.	Complete 05/03/2022	Jen Musser, 2nd Grade	06/30/2022	
<i>Notes:</i> Evidence: Meeting agendas, link to school-wide lessons					
5/3/22	Team will meet in August to review and add new action steps.	Complete 08/17/2022	Sophia McDougal	09/28/2022	
<i>Notes:</i>					

	8/17/22	PBIS team will develop a school-wide incentive plan for positive behavior.	Complete 06/09/2023	Jen Musser, 2nd Grade	06/20/2023	
	<i>Notes:</i>					
	9/27/23	PBIS team will develop and implement a school-wide incentive plan for positive behavior.		Jen Musser, 2nd Grade	06/10/2026	
	<i>Notes:</i> Title I funds will be used to purchase incentives for all students for PBIS					
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>		Teachers at Gibsonville are currently using the following district mandated instructional resources with support provided by the county: Eureka math in grades K-5, Heggerty K-2 and CKLA reading program in grades K-5. Teachers work together with their grade level teams, vertical teams, and administration to develop plans for instruction based on these programs.	Limited Development 08/19/2021		
	<i>How it will look when fully met:</i>		The school Master Schedule includes a structured PLC once per week where teachers collaborate and calibrate instruction to standards and pacing guides using data to drive instruction. Feedback is provided to teachers on lesson plans and observations which will provide evidence of instructional alignment. Walk-through and observation data will show consistency and continuity to pacing and level of instructional rigor.		Nakia Herbin, Kinder	06/30/2026
	Actions			7 of 9 (78%)		
	9/17/21	Teachers will participate in professional development that is differentiated to meet their needs.	Complete 05/03/2022	Karen Partridge, CF	06/01/2022	
	<i>Notes:</i> Professional Development will include but is not limited to PLC meetings, Eureka and CKLA coaching visits, Training Tuesdays (monthly and after school), etc.					
	8/19/21	Lessons plans posted in Canvas by Sunday at 11pm and printed in clear bins in teachers' classrooms.	Complete 05/20/2022	Karen Partridge, CF	06/30/2022	
	<i>Notes:</i>					
	5/26/22	Team will meet in August to review and add new action steps.	Complete 05/20/2022	Karen Partridge, CF	09/28/2022	
	<i>Notes:</i>					
	5/26/22	Team will meet in August to review and add new action steps.	Complete 08/17/2022	Melissa Cole, EC/AG/ESL/SW	09/28/2022	
	<i>Notes:</i>					

8/18/22	Teachers will participate in professional development that is differentiated to meet their needs.	Complete 09/27/2023	Jessica Bohn	06/01/2023
	<i>Notes:</i> Professional Development will include but is not limited to PLC meetings, Eureka and CKLA coaching visits, Training Tuesdays (monthly and after school), etc.			
8/18/22	Teachers will be provided feedback on instructional practices.	Complete 06/01/2023	Jessica Bohn	06/01/2023
	<i>Notes:</i> Feedback will occur throughout the year via lesson plans, feedback notebooks, coaching visits, etc.			
9/27/23	Teachers will participate in instructional coaching visits.	Complete 05/31/2024	Karen Partridge, CF	06/01/2024
	<i>Notes:</i>			
9/3/24	Teachers will take part in standards based instruction and grading coaching/planning days once per quarter.		Morgan Langone	06/30/2025
	<i>Notes:</i> Title I funds will be used to support this action step.			
6/18/24	Teachers will take part in standards based instruction and grading coaching/planning days once per quarter.		Karen Partridge, CF	09/01/2026
	<i>Notes:</i>			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Administration continues the process of implementation of an instructional team comprised of grade level and content area representatives to focus on content alignment grade to grade. Goal level data from EOG results indicated a need for alignment of content across all grades. Instructional Leadership team will begin the work of aligning curricular and content vocabulary and manipulative use across grade levels.	Limited Development 08/19/2021		
<i>How it will look when fully met:</i>		Instructional/Vertical team will meet monthly for grade to grade transitional planning. Evidence of completion would be teacher alignment of lesson plans and long term planning across grade levels and the development of school wide instructional priorities from grade-to-grade. This would include providing students with workbooks, textbooks, technology, etc. as needed for instruction to transition to the next grade.		Jacqueline Hudson	06/30/2025
Actions			6 of 7 (86%)		
9/16/21		The school will use Title 1 funds to purchase instructional materials/resources that includes supplemental texts to support CKLA and technology needed for students to access content and improve teacher delivery of instruction.	Complete 05/20/2022	Jessica Bohn	06/01/2022
		<i>Notes:</i> Technology may include but are not limited to, Epson smart projectors, Promethean boards, hot spots, Swivl, computer applications/programs, etc.			
8/19/21		Vertical Team (Instructional Leadership Committee) will meet monthly to assess instructional gaps from grade to grade.	Complete 05/03/2022	Deborah Marshall, 5th grade	06/30/2022
		<i>Notes:</i>			
8/19/21		Curriculum Facilitator will meet regularly with content area vertical teams for tested grades.	Complete 05/03/2022	Deborah Marshall, 5th grade	06/30/2022
		<i>Notes:</i>			
5/26/22		Team will meet in August to review and add new action steps.	Complete 08/17/2022	Samantha Davis, 3rd Grade	09/28/2022
		<i>Notes:</i>			

8/18/22	The school will use Title 1 funds to purchase instructional materials/resources that includes supplemental texts to support CKLA and technology needed for students to access content and improve teacher delivery of instruction.	Complete 06/02/2023	Jessica Bohn	06/30/2023
<i>Notes:</i> Promethean Boards will be purchased with Title I funds.				
8/18/22	Curriculum Facilitator will meet regularly with content area vertical teams to assess instructional gaps from grade to grade and work collaboratively to make instructional decisions focused on closing learning gaps.	Complete 06/02/2023	Karen Partridge, CF	06/30/2023
<i>Notes:</i>				
9/27/23	Vertical Team (Instructional Leadership Committee) will meet monthly to assess instructional gaps from grade to grade.		Samantha Davis, 3rd Grade	06/01/2025
<i>Notes:</i>				

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers build relationships with their students. Students with high behavior and emotional needs are assigned a coach to discuss their day-to-day activities. The counselor provides services as needed, in addition to weekly character lessons to all students and informs them of services available to them. Students in need of additional supports are referred through the MTSS process. Provide school/community based mentor opportunities.	Limited Development 08/22/2021		
<i>How it will look when fully met:</i>		In addition to the above mentioned, the guidance counselor will work with PBIS team to identify and provide supplemental and intensive support to students using MTSS protocols. Gibsonville staff will establish a check-in/check-out (CICO) system as support for students identified as needing supplemental social emotional and/or behavioral support.		Megan Hummel	06/30/2027
Actions			7 of 8 (88%)		
10/13/21	All students will receive core SEL instruction weekly.		Complete 05/03/2022	Sandra Teglas, Specialist	06/10/2022
<i>Notes:</i>					

8/22/21	Select students will participate in check-in and check-out (CICO) system as part of MTSS supplemental intervention.	Complete 05/03/2022	Jen Musser, 2nd Grade	06/30/2022
<i>Notes:</i> Aligned with FAM-S #33				
10/12/21	The PBIS team will meet to create classroom and/or school wide systems of support.	Complete 05/03/2022	Jen Musser, 2nd Grade	06/30/2022
<i>Notes:</i>				
5/3/22	Team will meet in August to review and add new action steps.	Complete 08/17/2022	Sandra Teglas, Specialist	09/28/2022
<i>Notes:</i>				
8/18/22	Students needing supplemental support with behavior will participate in check-in/check-out (CICO) system as part of MTSS and PBIS	Complete 06/01/2023	Megan Hummel, EC/AG/ESL/SW	06/01/2023
<i>Notes:</i> Aligned to FAM-S #33				
8/18/22	PBIS team will develop a school-wide incentive plan for positive behavior.	Complete 06/01/2023	Jen Musser, 2nd Grade	06/01/2023
<i>Notes:</i>				
9/27/23	Students needing supplemental support with behavior will participate in check-in/check-out (CICO) system as part of MTSS and PBIS	Complete 05/31/2024	Megan Hummel, EC/AG/ESL/SW	06/01/2024
<i>Notes:</i> Title I funds will be used to purchase materials for check in /check out and PBIS prizes.				
6/18/24	All classrooms will hold morning meeting with a focus on social/emotional learning.		Keotia Casterlow	09/01/2025
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Systems and procedures are in place that engage families on a daily, weekly, and monthly basis about their students' performance. Gibsonville staff communicate regularly with parents via ConnectEd, website/social media, weekly newsletters, 1st and 3rd quarter conferences, quarterly report cards, quarterly interims (progress reports), and parent conferences as needed. Parent engagement activities are planned throughout the year.</p> <p>To make this goal sustainable we are adding a school wide Class Dojo account for consistency and communication.</p>	Limited Development 08/19/2021		
How it will look when fully met:		In addition to current implementation stated above, teachers and staff will utilize Dojo school-wide to communicate with parents.		Raymond Mietus - Specialist	06/30/2025
Actions			16 of 20 (80%)		
	12/6/21	Teachers will be trained on MTSS for specific reading interventions.	Complete 05/20/2022	Melissa Cole, EC/AG/ESL/SW	06/05/2022
	<i>Notes:</i> Evidence: PD Sign-In sheet				
	12/6/21	Teachers will use GCS standard treatment protocols to identify students needing supplemental and intensive support.	Complete 05/20/2022	Melissa Cole, EC/AG/ESL/SW	06/05/2022
	<i>Notes:</i>				
	10/12/21	Implement school-wide Dojo account to communicate with parents.	Complete 05/20/2022	Hinkle Denise, TA	06/10/2022
	<i>Notes:</i>				
	10/12/21	Title 1 meetings will occur throughout the school year.	Complete 05/20/2022	Hinkle Denise, TA	06/10/2022
	<i>Notes:</i>				
	10/12/21	Home-Connect letters will go home after each Dibels assessment window.	Complete 05/20/2022	Graeme Roberts, TA	06/10/2022
	<i>Notes:</i>				

10/12/21	The school will inform families regarding student attendance via phone calls and/or letters.	Complete 05/20/2022	Sophia McDougal	06/30/2022
<i>Notes:</i>				
5/26/22	Team will meet in August to review and add new action steps.	Complete 08/17/2022	Hinkle Denise, TA	09/28/2022
<i>Notes:</i>				
8/18/22	Implement school-wide Dojo account to communicate with parents.	Complete 06/01/2023	Graeme Roberts, TA	06/01/2023
<i>Notes:</i>				
8/18/22	Title 1 meetings will occur throughout the school year.	Complete 06/01/2023	Jessica Bohn	06/01/2023
<i>Notes:</i>				
8/18/22	Home-Connect letters will go home after each Dibels assessment window.	Complete 06/01/2023	Karen Partridge, CF	06/01/2023
<i>Notes:</i>				
8/18/22	Family engagement activities will be scheduled throughout the school year (e.g. Fall Festival, Family Coding Night, Curriculum Night, etc.)	Complete 06/01/2023	Keotia Casterlow	06/01/2023
<i>Notes:</i> Title 1 funds will be used to provide resources for these events.				
8/18/22	The school will inform families regarding student attendance via phone calls and/or letters.	Complete 06/01/2023	Sophia McDougal	06/01/2023
<i>Notes:</i>				
9/27/23	Utilize school-wide Dojo account to communicate with parents.	Complete 05/31/2024	Raymond Mietus - Specialist	06/01/2024
<i>Notes:</i>				
9/27/23	Title 1 meetings will occur throughout the school year.	Complete 05/31/2024	Raymond Mietus - Specialist	06/01/2024
<i>Notes:</i> Title I funds used to purchase materials for parent engagement				
9/27/23	Home-Connect letters will go home after each Dibels assessment window.	Complete 05/31/2024	Karen Partridge, CF	06/01/2024
<i>Notes:</i>				
10/23/23	Family engagement activities will be scheduled throughout the school year (e.g. Fall Festival, Family Coding Night, Curriculum Night, etc.)	Complete 05/31/2024	Keotia Casterlow	06/01/2024
<i>Notes:</i> Title I funds will be used for family night materials				
9/30/24	Conduct monthly parent/family engagement activities to invite families into the school setting to increase awareness and support both academically and social/emotionally		Keotia Casterlow	06/01/2025
<i>Notes:</i> Title I funds will be used to support parent/family monthly events				

9/30/24	Weekly/Monthly Newsletter from Administration sent home to families in English and Spanish.		Shervawn Sockwell	03/01/2026	
<i>Notes:</i> Title I funds will be used to purchase SMORE newsletter					
6/18/24	All teacher/staff will use Class Dojo for schoolwide point system to monitor, communicate and reward positive student behavior.		Karen Partridge, CF	05/30/2026	
<i>Notes:</i>					
9/30/24	Schoolwide monthly PTA newsletter will be sent home to all families.		Tracey Reynolds, parent rep	06/01/2026	
<i>Notes:</i>					
	E1.10	The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home.(5186)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school encourages nightly reading, families have access to e-books, students have access to checking books out weekly, author visits occurred, and other reading events.	Limited Development 08/19/2021		
<i>How it will look when fully met:</i>		Full implementation will include the items listed above, in addition to: <ul style="list-style-type: none"> • Home Connect Letters from Dibels 8th Edition • Teacher newsletters include home reading strategies • School wide Dojo reminders about reading nightly and reading logs • K-5 access to the Amplify program online • Reading resource center video 		Julie Syzchowicz, TA	06/30/2025
Actions			4 of 5 (80%)		
9/17/21	The school will inform families regarding student attendance via phone calls and/or letters.	Complete 05/20/2022	Sophia McDougal	06/01/2022	
<i>Notes:</i> Evidence will be quarterly spreadsheet/report.					
8/19/21	Home-Connect letters will go home after each Dibels assessment window.	Complete 05/20/2022	Sophia McDougal	06/30/2022	
<i>Notes:</i>					
5/26/22	Team will meet in August to review and add new action steps.	Complete 08/17/2022	Ballou	09/28/2022	
<i>Notes:</i>					
8/18/22	Home-Connect letters will go home after each Dibels assessment window that provide reading strategies based on student performance.	Complete 06/01/2023	Karen Partridge, CF	06/30/2023	

Notes:

8/18/22 Implement a school wide parent-teacher book study using Title I funds for parent engagement.

Keotia Casterlow

06/30/2025

Notes: Title I funds used to purchase materials for parent engagement