

## Comprehensive Progress Report

**Mission:** Our mission, at Gillespie Park Elementary school, is to ensure our students perform at or above expected academic potential, to equip our students to compete for successful careers and college readiness, and to inspire our students to engage in community service that leaves a positive impact.

**Vision:** Gillespie Park will be a school dedicated to removing barriers to learning and equipping ALL Gators for success-while ensuring every Gator is safe and healthy.

**Goals:**

By June 30, 2025, Gillespie Park Elementary will increase overall EOG proficiency by at least 3 percentage points from 27.4 to 30.4.

By June 30, 2025, Gillespie Park Elementary will decrease chronic student absences by 5 or more percentage points from 36.8% to 31.8%.

By June 30, 2025 teachers will assess student progress using DIBELS, EOG, BOY, IA, and MAP data resulting in 95% or more students having testing result data. (FAM-S)

By June 30, 2025, Gillespie Park Elementary will reduce the number of lost instructional days resulting from discipline referrals by 10% from 62.55 in 23-24 to 52.55 in 2025.



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>			<b>Domain 1: Turnaround Leadership</b>		
<b>Effective Practice:</b>			<b>Practice 1A: Prioritize improvement and communicate its urgency</b>		
		<b>A2.01</b>	<b>Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<i>Initial Assessment:</i>			Currently Gillespie Park meets once a month for SLT meetings. Gillespie Park will include Data, Grade Level, and/or MTSS meetings.	Limited Development 06/29/2022	
<i>How it will look when fully met:</i>			GPES will meet twice monthly and record meeting minutes into Indistar as documentation. These meetings will include monthly SLT meeting, Grade Level meeting, Data meetings, and/or MTSS meetings.		<b>Tara Bracy</b>
<b>Actions</b>				<b>1 of 2 (50%)</b>	
	10/19/22	Restart funding flexibility will be used to help pay MCL salary differentials.		Complete 07/01/2024	Trina Bethea
<i>Notes:</i>					
	9/9/22	Minutes will be recorded and posted to school website. Minutes will be included in Title 1 Plan.			Tara Bracy
<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:			Currently, the team does consist of required representation and meets monthly to discuss and progress monitor school improvement efforts. Minutes and agendas are archived on the school website and available for community review.	Limited Development 05/19/2016		
			Priority Score: 2                      Opportunity Score: 3                      Index Score: 6			
How it will look when fully met:			The leadership team consists of the Principal, MCLs, 1 Instructional Assistant, EC Chair, one community partners, one parent, Guidance Counselor, Social Worker, 1 K-2 representative, 1 3-5 representative and Media Specialist. The leadership team meets every month to assess and monitor plan progress. Indistar school improvement objectives are reviewed, building level needs and next steps are shared and the team finalizes the calendar and completes a data check on the building's progress toward meeting their target goals. The Instructional Leadership Team will consist of the Principal and MCLs. This group will meet weekly to monitor instructional fidelity, review student data, identify instructional resources, identify PD needs and update the walk through visit focus and calendar to meet school improvement goals.		Trina Bethea	06/10/2026
Actions				3 of 4 (75%)		
	9/19/17	The SBLT will meet monthly as a full body to monitor progress in regard to the School Improvement Plan.		Complete 06/10/2022	Rachael Curtis	06/10/2022
Notes:		The SBLT Chair will be responsible for this task.				
	9/19/17	SBLT will conduct an annual needs assessment with parent, teachers and student and determine next steps. Information will be used to update plan during a SBLT summer virtual planning meeting.		Complete 06/10/2022	Rachael Curtis	06/10/2022
Notes:						
	9/19/17	The Instructional Leadership Team will meet weekly to monitor plan implementation, finalize PLC PD focus and data checks.		Complete 06/10/2022	Trina Bethea, Tara Bracy, Rachel Curtis, and Marci	06/10/2024
Notes:						
	10/9/24	SBLT will re-assess indicator during the 2025-2026 school year			Trina Bethea	06/12/2026
Notes:						
Implementation:				09/09/2022		

<b>Evidence</b>			9/9/2022			
<b>Experience</b>			9/9/2022 The School and Improvement Team and ILT consistently monitor, discuss, and make adjustments according to the SIP.			
<b>Sustainability</b>			9/9/2022 ILT will continue to meet weekly to monitor SIP goals.			
	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:			Grade level PLCs (Professional Learning Community) meet weekly. Responsibilities include reviewing student data, developing common formative assessments, solidifying the upcoming week's lesson plans, and receiving targeted professional development with next steps for implementation.	Limited Development 05/19/2016		
			Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:			Teachers will plan collaboratively. The instructional team will unpack standards and weekly grade level I can statements and essential questions will be generated. We will use district pacing guides for standards-based instruction. We will develop pre and post-test items. We will use the county-developed interim benchmarks. District coaches will meet with teachers in PLCs during predetermined coaching dates. They will collaborate to identify instructional strategies, obtain web-based and other resources, and provide targeted PD aligned to the content area. District assessment coaches will assist in pre- and post-test development, as well as the analysis of benchmark scores and planning of the next steps. PLCs will meet weekly.		Tara Bracy	06/10/2026
Actions				3 of 5 (60%)		
	9/27/16	Weekly PLC agendas and a calendar.		Complete 06/10/2022	Tara Bracy and Rachael Curtis	06/10/2022
		Notes: The Multi-Classroom Leaders were hired (2020-21). They will facilitate this process-going forward.				
	10/19/22	Title I funds will be used to pay for subs to allow teachers extended time to plan for units and lessons that are rigorous and engaging. Teachers will also review data and plan for small groups during this time.		Complete 06/10/2024	Tara Bracy	06/30/2024
		Notes:				
	10/19/22	Used 22-23 Restart calendar flexibility to provide additional student days. In 21-22 the calendar flexibility was used to provide extra PL (UnboundEd and all the offerings during the designated Restart PL days) and school based days for planning and parent meetings.		Complete 06/09/2023	Trina Bethea	06/30/2024

<i>Notes:</i>				
4/30/18	PLC and grade level minutes will be shared with teachers weekly.		Tara Bracy	06/10/2025
<i>Notes:</i> This will be a course added into Performance Matters.				
10/8/20	Use the Dufour Model to structure and guide highly effective PLCs		Tara Bracy	06/10/2025
<i>Notes:</i>				
<b>Implementation:</b>		09/27/2019		
<b>Evidence</b>	9/27/2019 PLC meetings were held weekly.			
<b>Experience</b>	9/27/2019 Teachers were provided with weekly PLC meetings			
<b>Sustainability</b>	9/27/2019 Continue with PLC's to address classroom/academic concerns.			

<b>Core Function:</b>			<b>Domain 1: Turnaround Leadership</b>			
<b>Effective Practice:</b>			<b>Practice 1B: Monitor short-and long-term goals</b>			
	<b>KEY</b>	<b>B3.03</b>	<b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			Currently, the principal visits classrooms regularly throughout the week and completes instructional walk-throughs and/or formal/informal NCEES observations. Walk-through forms are shared with teachers pre-and post-observation conferencing and are completed as applicable and NCEES documentation is entered subsequently.	Limited Development 05/19/2016		
			Priority Score: 3                      Opportunity Score: 3                      Index Score: 9			
<b>How it will look when fully met:</b>			Principal will set expectations for instructional planning and pacing in weekly Bethea's Bullentin. Principal will visit classrooms to conduct instructional walkthroughs weekly. Principal will meet with PLCs to provide observation and feedback. Principal will provide teachers with walkthrough feedback in writing. ILT will develop a lesson plan template and review lesson plans with the instructional coaches weekly. Principal will follow the NCEES evaluation calendar and provide time sensitive feedback. Professional development plans will be aligned to school wide instructional goals for every certified employee. Evidence will be walk through feedback forms, PLC agendas, weekly Gator Guides, Evaluation Containers.		<b>Trina Bethea</b>	<b>06/10/2025</b>
<b>Actions</b>				<b>2 of 4 (50%)</b>		
11/17/16	Post-conferences will be provided for formal and informal observations.			Complete 06/10/2022	Trina Bethea	06/10/2022

<i>Notes:</i> Post conferencing documentation samples will be uploaded quarterly.				
9/24/17	The principal participate in a New Leaders facilitate New Leaders Community of Practice. This will include 2 or more learning walks and monthly professional development and action planning.	Complete 06/10/2022	Trina Bethea	06/10/2022
<i>Notes:</i>				
10/7/20	As a restart school, Gillespie will secure a formal partnership with Opportunity Culture to provide personalized leadership coaching for the Instructional Leadership Team to provide consistent, explicit and on-going feedback to teachers.		Trina Bethea	06/10/2025
<i>Notes:</i> Coaching Conversations with MCLs, the ILT will conduct regular walk-through visits, hold regular 10 day coaching cycles and use observational data to determine next steps for mini-PDs.				
11/17/16	Meet with PLC weekly to give feedback and collaborate to identify strategies to address areas of growth observed in instruction during walk-throughs.		Trina Bethea	06/10/2025
<i>Notes:</i> Minutes will indicate areas and strategies addressed.				
<b>Implementation:</b>		09/27/2019		
<b>Evidence</b>	9/27/2019 Ms. Washington attended monthly principal meetings. Regular walk throughs of classrooms were done. Documentation was left with teacher to review about the observations.			
<b>Experience</b>	9/27/2019 The principal attended monthly meetings and brought the information back to the school.			
<b>Sustainability</b>	9/27/2019 Continue with monthly meetings and address the needs of students.			

	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			Defined Instructional Priorities by engaging stakeholders (teachers, administrators, parents) to establish clear instructional goals and identifying key areas of focus based on student needs, curriculum standards, and assessment data. Created a resource allocation plan by developing a plan that aligns budgetary and physical resources with instructional priorities. Allocate funds and resources to initiatives that directly support student learning and achievement.	Limited Development 10/09/2024		
<b>How it will look when fully met:</b>			Defined Instructional Priorities: Engage stakeholders (teachers, administrators, parents) to establish clear instructional goals. Identify key areas of focus based on student needs, curriculum standards, and assessment data. Assess current resources (staff, materials, technology, budget). Evaluate how these resources are currently being utilized and their effectiveness in supporting instructional goals. Develop a plan that aligns budgetary and physical resources with instructional priorities. Allocate funds and resources to initiatives that directly support student learning and achievement. Foster ongoing communication among staff to discuss resource needs and instructional strategies. Involve teachers in decision-making to ensure that resource allocation supports their instructional methods. Monitor and Evaluate regularly review the effectiveness of resource allocation in achieving instructional goals. Use data from assessments and feedback from teachers to adjust allocations as needed. Professional Development provide training and support for staff to maximize the use of allocated resources. Encourage collaboration and sharing of best practices among teachers. Regularly revisit and refine resource allocation strategies based on changing needs and outcomes and remain flexible and responsive to new data, instructional trends, and student needs.		Trina Bethea	06/10/2026
<b>Actions</b>				<b>0 of 4 (0%)</b>		
	10/14/24	Title Budget is allocated for Teacher Salary, Subs for Teacher PD/Planning, PD for Leaders, and Promethean Boards			Trina Bethea	06/10/2026
	<i>Notes:</i>					
	10/14/24	Title I Budget is allocated to support Curriculum Nights and Field Trips			Trina Bethea	06/10/2026
	<i>Notes:</i>					
	10/9/24	SBLT will re-assess indicator during the 2025-2026 school year.			Trina Bethea	06/12/2026
	<i>Notes:</i>					

10/14/24	Title I and Restart funding is allocated to MCL 3 position		Trina Bethea	06/26/2026
<i>Notes:</i> This was also done in 2023-24. Mrs. Bracy will support teachers in grades 3-5. MCL III will serve grades 3-5 for the 2024-2025 school year.				

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>			<p>It is the policy of the Guilford County Board of Education that a continuous system of recruitment and selection of personnel be maintained in order to assure competent candidates for vacancies as needed. The district attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The district regards a personnel evaluation plan as a critical and essential part of professional growth. The Board acknowledges that the most important aspect of attaining excellence in education is the quality of the teaching staff and the administrative staff. The Board therefore adopts as policy and states its determination to strive for such excellence, and further declares its intent to employ and reemploy only those teachers and administrators who possess, have exhibited, and continue to strive for excellence in their preparation for, performance of, and contribution toward the educational process. Achievement of a proficient rating on the North Carolina Teacher or Administrator summative evaluation is the minimum acceptable standard of performance for teachers and administrators in this school system. However, proficient performance shall not constitute any assurance to any teacher or administrator of rights to or consideration for employment or reemployment. The Board of Education holds all personnel accountable for striving for a summative rating of distinguished on all performance. Guilford County Schools has Board approved procedures and protocols for recruiting i.e., (Say Yes to Education sponsored recruitment fairs, partnerships with NC universities to sponsor hiring fairs, in house transfer/hiring fairs, student teacher targeted in house hiring fairs, early contracts for Priority School principals to hire Highly Qualified individuals); evaluating i.e., (NCEES); and replacing staff through a county wide data bank called Applitrack. Mission possible grant for rewarding faculty and staff working in high needs schools will be ending June 2016.</p>	Limited Development 05/19/2016		

	Priority Score: 1	Opportunity Score: 1	Index Score: 1		
<b>How it will look when fully met:</b>	Teachers will be given incentives to pay for 75% graduate school course. Community partners are providing incentives for teachers who meet monthly goals. We are a host site for Dudley High School Early Childhood Development Interns We have a partnership with Greensboro College to provide student teaching and practicum opportunities. The Principal is mentoring an administrative intern as well as providing shadowing opportunities for NCATT admin interns. Beginning Teacher cohort meetings are held monthly with stipends provided. Lunch monitors have been assigned in the form of Specialist and Student Support Staff. Specialists push into classes to provide support during Guided Reading and Guided Math. A Night with the Principal offered to teachers who have 94% attendance and have met benchmark goals. This will be the opportunity to have an evening out with the principal. Evidence: Master Schedule			<b>Trina Bethea</b>	<b>06/15/2026</b>
<b>Actions</b>			<b>8 of 9 (89%)</b>		
7/17/18	Provide a pay incentive of \$3000.00 to highly qualified teachers who accept an offer to teach at Gillespie Park, annually.		Complete 06/11/2019	District	06/08/2019
<i>Notes:</i> District Budget					
9/12/18	New teachers will be represented on the School Leadership Team and The School Instructional Leadership Team.		Complete 06/11/2019	Lei Washington	06/30/2020
<i>Notes:</i>					
9/19/17	Teachers who serve as mentors will be allowed a monthly jean pass, a monthly early bird leave pass and one summer PD opportunity.		Complete 02/16/2018	Lei Washington	06/30/2020
<i>Notes:</i> Monthly for the passes, and the dress down. The PD is once annually.					
7/17/18	Teachers will receive bonus pay for showing high value added data in grade K-5. This will be determined once the official EVAAS data is available.		Complete 06/11/2019	District	06/30/2020
<i>Notes:</i> Budget Line Item-3-5330-050-183-385					
9/19/17	The school will have an interviewing team that will consist of the SBLT Chair, an administrator or designee, a member of the Instructional Leadership Team and an EC Department Representative		Complete 02/28/2018	Tisha Douglas	06/30/2020
<i>Notes:</i> The team will convene in the event of a vacancy and screen applications, interview candidates, facilitate mock lessons for finalists and provide input into the final decision.					

7/17/18	The school will sponsor a new teacher orientation annually to support new teachers and new teachers to Gillespie Park.	Complete 06/11/2019	Tara Bracy	08/28/2020
<i>Notes:</i> Budget Line Item-3-5330-050-125-385				
9/19/17	Teachers that have perfect attendance will receive recognition and their names will be placed in a monthly drawing for incentives (i.e. duty free lunch, an extra planning period, one pass to submit lesson plans on Sunday evening, etc.).	Complete 06/11/2019	Roynetta Capers	06/30/2021
<i>Notes:</i>				
10/7/20	Multi Classroom Leaders will receive incentive pay annually and Expanded Impact Teachers who teach more students than their colleagues will also receive incentive pay.	Complete 10/08/2020	Roynetta Capers	06/11/2022
<i>Notes:</i> This funded through several budgets:  Those codes are: 3-5330-050-181-385  and Local Budget Personnel				
10/9/24	SBLT will re-assess indicator during the 2025-2026 school year.		Trina Bethea	06/10/2026
<i>Notes:</i>				
<b>Implementation:</b>		09/09/2022		
<b>Evidence</b>	9/27/2019 During the 2018-2019 school year returning teachers received a stipended. Teachers who also met or exceded their EVASS data received a bonus. New teachers were active members on the SBLT and ILT. New teachers also received oreintation/training prior to beginning of the school year. There was no perfect attendance for the 2018-2019 school year.			
<b>Experience</b>	9/27/2019 Teachers have received recognition of their hard work and continued service at Gillespie Park			
<b>Sustainability</b>	9/27/2019 To support new and returning teachers with classroom management and curriculum implementation.			

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
		C1.01	The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.(5152)	Implementation Status	Assigned To	Target Date
Initial Assessment:			GPES Principal has implemented a mentor/mentee program. Professional Development is aligned with teacher needs and areas of growth.	Limited Development 08/28/2023		
How it will look when fully met:			Teachers will consistently participate in Professional Development to address areas of improvement, build skills, and knowledge of instructional best practices. Mentors will meet regularly with mentees to build a relationship of support and encouragement to strengthen teacher confidence.		Trina Bethea	06/10/2025
Actions				0 of 2 (0%)		
	8/28/23	Teachers will attend required district Professional Development sessions to build teacher knowledge and capacity.			Trina Bethea	06/10/2025
Notes:						
	8/28/23	GPES teachers will participate in Teacher Tuesdays, a professional development series developed to address teacher instructional needs and student growth needs.			Tara Bracy	06/10/2025
Notes:						

	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
<b>Initial Assessment:</b>			Guilford County Schools looks regularly at school performance data. The ILT is currently reviewing the previous year's EOG data to determine instructional direction and needs for the current year. This included moving personnel to more effective assignments as well as the hiring of new staff to fill vacant positions. Performance Matters benchmark data is used to determine instructional needs in the tested grades. DIBELS/NWEA data is used to form instructional groups and intervention groups as necessary in K-5. We use attendance data and social history to determine service delivery and eligibility for students with unique learning needs.	Limited Development 05/19/2016		
<b>How it will look when fully met:</b>			Attendance data for students will be monitored by social worker and teacher attendance will be monitored by principal. Discipline data will be entered into Educators Handbook and monitored by principal. ILT and teachers will use Power BI to analyze and monitor school wide data. Classroom observation data will be reported in NCEES.		<b>Michelle Brewington</b>	<b>06/10/2025</b>
<b>Actions</b>				<b>0 of 4 (0%)</b>		
	9/19/17	Data Analysis will take place during PLCs. Information identified will be used to plan unit instruction for the upcoming quarter. Student Targets will be monitored throughout the year and interventions and enrichment will be developed using the data trends identified. Observation data will be used to identify patterns and PD will be provided in alignment to patterns observed monthly from observation snapshots and formal observations..			Trina Bethea	06/10/2025
Notes:						
	11/4/21	According to our FAM-S Indicators we will use attendance, behavior, social-emotional, and academic data to analyze and hypothesize reasons students are not meeting expectations across all tiers.			Denee Tinsley	06/10/2026
Notes:						
	11/4/21	Based on our FAM-s indicators we will use Data-based problem solving including regular analysis of performance of diverse groups across all tiers in each area.			Sharon Harris	06/10/2026
Notes:						

9/24/17			At the end of each quarter, data will be analyzed by teachers in a half day planning. In this session, unit plans will be developed and small group needs will be identified.		Sharon Harris	06/20/2026
Notes:						
		D2.08	All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5312)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers will utilize blended learning to support Tier II and III instruction, hold parent meetings and provide daily instruction. Teachers will have all completed a Digital Competency course by June 2021.	Limited Development 10/07/2020		
			Priority Score: 3                      Opportunity Score: 2                      Index Score: 6			
How it will look when fully met:			Teachers will utilize blended learning to support Tier II and III instruction, hold parent meetings and provide instructional support daily. Teachers will have all completed a Digital Competency course by June 2022.	Objective Met 08/31/23	Tara Bracy	06/10/2024
Actions						
10/8/20		Multi-Classroom Leaders and Administration will complete a digital literacy course through the Friday Institute-self-paced and virtually.		Complete 06/10/2020	Tara Bracy and Rachael Curtis	06/10/2020
Notes:						
10/8/20		4th and 5th grade Teachers at Gillespie Park will become Microsoft Innovative Educators		Complete 06/01/2020	Starnasia Howard, Christie Mello and Rachael Curti	06/30/2020
Notes:						
10/8/20		Classroom Teachers will use Microsoft Teams and Canvas to teach virtually on remote learning days.		Complete 06/01/2020	Classroom Teachers	06/10/2024
Notes: When the remote learning model is active.						
9/18/21		Teachers will receive PD on the TPACK model to support technology integration during asynchronous and face to face instruction.		Complete 06/01/2020	Tara Bracy and Rachael Curtis	06/10/2024
Notes:						
10/8/20		Students will receive personalized Tier II and Tier III support asynchronously through the use of online supplemental curriculums- Haggerty, Waterford, In-Sync, Zearn and Number Worlds.		Complete 06/01/2020	Classroom Teachers and District Funded	06/12/2024

Notes: Programs for schools at the district level Curriculum and Instruction Department.

Implementation:		08/31/2023		
Evidence	8/31/2023			
Experience	8/31/2023			
Sustainability	8/31/2023			

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2C: Set clear performance expectations			
		C3.05	The LEA/School has a system for performance-based incentives that is transparent and fair.(5169)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Gillespie Park currently celebrates staff members for accomplishments, birthdays, etc. Teachers are rewarded for perfect attendance on non-student work days.	No Development 10/06/2022		
			Priority Score: 3                      Opportunity Score: 2                      Index Score: 6			
How it will look when fully met:			Faculty and Staff will receive Retention and Attendance Bonuses. The school will partner with community organizations to provide incentives for Faculty and Staff.	Objective Met 09/13/24	Trina Bethea	06/10/2024
Actions						
	10/6/22	Attendance Bonus-an increase of 15 anticipated staff (to be paid and attendance incentive after each quarter at \$330 (441.05 including FICA & Retirement). This is an increase from the avg of 10 staff members that received incentive in 2022-23. Faculty and Staff can miss no more than 1 day each quarter. Staff must sign in and out daily and must work 7 1/2 hours. FMLA is not eligible. An additional \$1137.07 will be given to staff who have perfect attendance. If there is more than one person that has perfect attendance the amount will be divided.		Complete 06/10/2024	Trina Bethea	06/10/2024
Notes: Funded By PRC 195						
Implementation:				09/13/2024		
Evidence			9/13/2024 Payroll Statements show the retention bonus distribution			
Experience			9/13/2024 Teachers who received the bonus felt very accomplished and proud to achieve such a task, especially with the many challenges faced throughout the school year.			
Sustainability			9/13/2024 Continuing the community partnerships that assist with incentives and events for Faculty and Staff			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs			
		A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
Initial Assessment:			ALL GPES teachers will assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results. (FAM-S)	Limited Development 08/31/2022		
How it will look when fully met:			Teachers will meet weekly during a PLC cycle that addresses ELA, Math, and Data goals in accordance with the school improvement plan.  MCLs will conduct 10 day coaching cycles that include coaching, modeling, co-teaching, and feedback.  Teachers will use Power BI, Dibels, CFAs, NWEA, IA, Topic Quizzes, Mid and Post Module assessments to drive whole and small group instruction.		Trina Bethea	06/10/2026
Actions				1 of 3 (33%)		
	10/10/23	GPES will use Title I funds to hire a MTSS Coordinator.		Complete 07/01/2023	Trina Bethea	06/10/2024
Notes:						
	8/31/22	Ongoing Weekly PLC Cycles (ELA, Math, and Data) and lesson planning			Trina Bethea	06/10/2025
Notes:						
	8/31/22	Create effective teams to collect and analyze data to identify academic trends and behavior.			Trina Bethea	06/10/2025
Notes:						

		A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Gillespie Park currently uses the FAM-S Cross Walk to monitor the SIP and support the MTSS structure.	Limited Development 10/06/2022		
			Priority Score: 3                      Opportunity Score: 2                      Index Score: 6			
How it will look when fully met:			Gillespie Park will continue the work of MTSS by implementing afterschool support to increase student achievement. Teachers will be compensated for their participation in afterschool tutoring support. Gillespie Park will monitor and measure the growth of students.	Objective Met 09/13/24	Trina Bethea	06/10/2024
Actions						
	10/6/22	Identified students will stay after school at least 2 days a week to receive support skills and strategies that not been mastered. 1 hour x 2 days per week for 34 weeks @ 53.56 per hour (including FICA & Retirement) Funded by PRC 195.		Complete 07/10/2024	Trina Bethea	06/10/2024
Notes: Funded by PRC195						
	7/25/23	Eight additional days were added to the calendar at the start of the school year using Restart calendar flexibility.		Complete 08/15/2022	Trina Bethea	06/30/2024
Notes:						
Implementation:				09/13/2024		
Evidence			9/13/2024 Teachers were compensated for after school tutoring.			
Experience			9/13/2024 Students received one-to-one or small group instruction by certified teachers in the content areas of reading and math.			
Sustainability			9/13/2024 The school will continue to be innovative in its approach to providing tutoring for students. The school will hire a tutor for high-dosage tutoring during the regular school day.			

		A3.05	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			GPES will use data from EVASS, MAP, Dibels, informal and formal assessments to identify students with low probabilities of proficiency as a focus. GPES will also use this data to make informed decisions regarding best instructional practices at the CORE, Supplemental, Intensive, and Enrichment levels.	Limited Development 08/31/2023		
<b>How it will look when fully met:</b>			GPES teachers and leadership teams will review, analyze, and evaluate data on a consistent basis to make informed decisions regarding best instructional practices at Core, Supplemental, Intensive, and Enrichment levels. Data teams will meet to analyze and track academic trends among student groups.		Nia Flowers	06/08/2026
<b>Actions</b>				<b>0 of 2 (0%)</b>		
	10/10/23		Teachers will submit weekly Progress Monitoring Data. Teachers will use the PM Data for small group instruction		Trina Bethea	06/10/2025
<i>Notes:</i>						
	8/31/23		MTSS Team, Classroom Teachers, and EC Department will progress monitor weekly.		Nicole Partee	06/08/2026
<i>Notes:</i>						
	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
<b>Initial Assessment:</b>			Lesson plans will be developed weekly during PLC. Instruction includes teacher directed reading, teacher directed math, small group reading and math, and integration for science and social studies. Common formative assessments are designed during PLCs and student outcome data is used to chart upcoming weeks intervention and enrichment.	Limited Development 05/19/2016		
			Priority Score: 3                      Opportunity Score: 2                      Index Score: 6			

<p><b>How it will look when fully met:</b></p>	<p>Tier I students receive instruction planned collaboratively in PLCs weekly with the support of MCLs and instructional coach. Tier One instruction will include total participation techniques, district curriculum, and evidence of technology integration. Learning Area instructional Coaches will meet with the Data and Assessment and the ILT to analyze student data and offer research based strategies design to increase student mastery through the use instructional strategies and models. The ILT will meet quarterly to analyze assessment data (IA, NWEA, mClass) to develop flexible skills groups (i.e. enrichment, target and intervention groups for Tier II instruction within the classroom). The ILT will work with teachers to identify resources needed for instructional best practices and to support teachers in meeting the Tiered instructional needs of students. The ILT will conduct targeted walkthroughs, assess observation data, and schedule administrative feedback conferences with teachers when applicable. Professional development is offered at the building level to increase instructional capacity and support instructional effectiveness. Tier II instruction will be offered within the classroom during RIME Time. Teachers will maintain Tier II data folders on student progress toward mastering deficit Interim Assessments, Dibels and NWEA K-5 standards and (inclusion of Science for 5th). Data folders will be monitored regularly to assess if students are progressing, need more support, or need referral to the Multi-Tiered Student Support Team for further evaluation. Tier 3 students will receive Tier I and II instructional within the classroom and MTSS Team and Tier III instruction within a pullout and/or inclusion model with EC dept. EC resource and AG teachers will use curriculum aligned to regular education curriculums adopted by Guilford County Schools to include Inspire, Eureka and CKLA Intervention materials that support mastery of the student's IEP goals and building level curriculum. The Multi-Tiered Student Support model will be supported by a team including the school MTSS Coordinator, Psychologist, Guidance Counselor, Tutors and the MCL. The MTSS Coordinator will support teachers in being consistent with Tier II instruction by checking on student progress regularly with teachers and work with teachers to complete Multi-Tiered Support System Team referrals on students needing increased support. The MTSS Coordinator will submit a list of those students being referred to the School Based Leadership Team monthly for documentation. Teachers and MTSS Team will progress monitor and/or assess Tier II students bi-monthly and Tier III students will be progress monitored and/or assessed weekly using district's Standard Treatment Protocol. Students will be celebrated for growth and achieving their goals on grade level at the Tier I, II and III in ALL classrooms.</p>		<p>Tara Bracy</p>	<p>06/10/2026</p>
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Actions		8 of 13 (62%)		
10/7/20	All certified teachers will complete a two course in MTSS Implementation. The course will be offered as a CEU credit.	Complete 06/30/2021	Marica Williams	06/11/2021
Notes: Update as of 11/30/2020: MTSS Module 1 and 2 have been completed and the school has launched and approved an MTSS Course through Performance Matters that will allow teachers to get CEUs for the module work completion.				
4/29/18	ILT will host school-wide curriculum events to include Book-A-Ween, Black History Program, Honors Days and Dibels and EOG Olympics etc	Complete 06/10/2022	Bethea, Bracy, Curtis, Williams	06/10/2022
Notes: This will be funded through Title I Parent Engagement Funds:  Budget Line Item 3-5880-050-311-385-000-00				
9/19/17	The school hired a certified MTSS interventionist to work with students receiving Tier I and II instruction who continue to not meet grade level standards mastery levels.	Complete 07/01/2022	Trina Bethea	09/15/2022
Notes:				
4/29/18	The MCL will conduct survey with Teachers quarterly about their on-going PD needs. The survey will be conducted Microsoft Forms and results will be share with the PLC.	Complete 06/10/2024	Tara Bracy	06/10/2024
Notes:				
10/11/22	GPES will continue to update library resources that support SEL, Culturally Relevant Books, and Technology	Complete 06/10/2023	Annie Benson	06/10/2024
Notes: Title I funds will be used to purchase culturally relevant books for students.				
10/19/22	An MTSS Coordinator will be hired using Title I funds to provide interventions for Tier III students in reading and math. The MTSS Coordinator will work with small groups of students and assist teachers with data tracking and data analysis.	Complete 08/01/2023	Trina Bethea	06/30/2024
Notes:				
10/19/22	An Instructional Assistant will be hired using Title I funds to work with small groups of students and provide interventions to students in Tier I and Tier II	Complete 08/01/2023	Nicole Partee	06/30/2024
Notes:				
9/19/17	The School will have a Multi-tiered Student Support System in place facilitated by the MTSS Coordinator. The IPS team will attend meetings and analyze data from classroom teacher of the referred student.	Complete 06/10/2024	Nicole Partee	10/01/2024

<i>Notes:</i> Title I Funded the hire of IA to support small groups of students and provide interventions to students in Tier I and Tier II.				
9/23/17	Teachers will offer small group (Tier II) instruction daily. Small group is evident in the teacher's plan and is vetted for quality tasks and progress monitoring using district's STP. Data will be accessed via district's data platform (Power Bi)		Nia Flowers	06/01/2026
<i>Notes:</i> The Master Scheduled includes building wide RIME Time. This time is dedicated to Tier II instruction and corrective instruction of deficit standards to target students.				
9/24/17	Teachers will be provided access to monthly professional development via Guilford County's Performance Matters presented by the building level instructional leaders.		Trina Bethea	06/10/2026
<i>Notes:</i> Monthly presentations will be offered via Performance Matters.				
4/29/18	EC plans will be reviewed throughout school year and support will be provided to teachers (as needed) to ensure that both inclusion and pull out instructional focus is clear and observable in the plans.		Melanie Jones	06/10/2026
<i>Notes:</i>				
9/3/18	Use Zearn, Eureka 2 resources, Heggerty, 95% and district's STP to structure Tier II instruction so it aligns to Eureka and CKLA .		Melanie Jones	06/10/2026
<i>Notes:</i>				
4/29/18	The Instructional Leadership Team will develop a walk through observation document that will be used by the principal and Instructional coaches to assess instruction.		Melanie Jones	06/12/2026
<i>Notes:</i>				
<b>Implementation:</b>		09/26/2019		
<b>Evidence</b>	9/26/2019 Plans have been submitted through Canvas. If link was broken plans were emailed to principal.			
<b>Experience</b>	9/26/2019 Plans were submitted using Canvas or emailing.			
<b>Sustainability</b>	9/26/2019 Maintain Canvas links			

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>				
<b>Effective Practice:</b>		<b>Practice 3B: Provide rigorous evidence-based instruction</b>				
	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

<b>Initial Assessment:</b>	Teachers are building positive school wide community in daily Gator Circles/Chat (a Restorative Practice strategy). All classrooms have the Gator Guidelines posted and refer to them throughout the day. The students repeat the Gator Guidelines daily as a part of their morning routine. At the beginning of year, grade level discipline chats with principal are held.	Limited Development 09/01/2017		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	<p>Teachers will facilitate Gator Positive Support lessons aligned to the GPS goals. The Comprehensive Guidance program will teach SEL strategies to students in regard to appropriate behaviors to exhibit and effective responses to execute in times of social and emotional crisis. The school counselor will develop <b>lesson plans to include GPS character trait focus weekly. The GPS Team will meet regularly to monitor school-wide implementation of GPS, Class Dojo and host conflict resolution sessions with parents, students and faculty to resolve building level academic and/or behavior issues . Documentation will be submitted to the School Improvement Team monthly. All classrooms will employ GPS Protocol/ Practice strategies to redirect student behavior. More specifically, all classrooms will have social contracts posted, a school wide progressive discipline plan posted that includes rewards and consequences. All classrooms will have a cool down/conflict resolution area with conversation stems and a reflection activity. Teachers will teach appropriate behaviors during daily routines. The MTSS team and the Student Services department will regularly receive, investigate and host regular education conferences at the faculty's request to collaborate and develop plans to support students in overcoming issues that may impede the learning process. Quarterly, one classroom K-2 and one classroom 3-5 will be celebrated by the cafeteria manager and the specialists within the building, for outstanding behavior in the cafeteria, in PE class, in the Media Center and in the Art and Music classes.</b></p>			<b>Denee Tinsley</b>	<b>06/10/2026</b>
<b>Actions</b>			<b>2 of 4 (50%)</b>		
9/24/17	Monthly and Quarterly Celebrations for students who meet their academic and behavioral goals.		Complete 06/10/2024	Denee Tinsley and Michelle Brewington	11/16/2024
	<p><i>Notes:</i> Gillespie Park uses Class Dojo Points to celebrate positive behavior for students monthly. They have a goal of 100 points. Academic celebrations ill be held quarterly and facilitated primarily by the classroom teacher.</p> <p>As of 2/9/22 we have already completed two celebrations. Positive support pizza party celebration in October 14th, Dojo school store celebration in December. We have another Dojo school store celebration in March.</p>				
4/28/18	GPS will conduct monthly celebrations for character focus topic given by the Student Services monthly that will align to the Character Education Focus.		Complete 06/10/2024	Denee Tinsley	11/16/2024

<i>Notes:</i>				
In 2021, a new Guidance Counselor hired at Gillespie Park. She continues to monitor the implementation of Morning Meetings.				
9/18/21	Gillespie Park will continue Data Teams for the school year. Data Teams is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. Data Teams create schools where all students succeed.		Denee Tinsley	06/01/2026
<i>Notes:</i>				
11/1/19	The school will continue a school wide positive behavior support program that is under the umbrella of MTSS initiatives. The program focuses will be on the three major initiatives building wide. 1) Class Dojo and 2) Gator Positive Support. 3) Students will be celebrated quarterly for 1. Achievement 2. Attendance and 3. Attitude		Denee Tinsley	06/02/2026
<i>Notes:</i> The Title I Budgets used to support this initiative are:				
Supplies and Materials-3-5330-050-411-385				
November 11/30/2020 Updates: Gator Positive Support held a celebration at the end of the first quarter to celebrate students who reached their Dojo behavior goals. It was a drive through and students received an award and a slice of pizza individually wrapped to ensure social distancing and safety protocols. On 12/15/2020- teachers will celebrate students who met their academic goals in the first quarter of school in a contactless celebration drive through.				
<b>Implementation:</b>		09/27/2019		

<b><i>Evidence</i></b>	<p>9/27/2019</p> <p>Gillespie park has implemented several objectives to meet this goal in the 2018-2019 school year. W have implemented gator celebrations for academics and for behavior quartely. This is sponsered by our community partners. We also practiced a behavior guidlines and restorative practice with the Energy Bus. Classroom Gator circles were also implemented within the each classroom to discuss character education. This was also supported by Guidance Curriculum that focused on good character traits. To minimize instructional time lost due to behaviors we had a reset classroom. Within the classroom students were taught replacement behavior strategies and continued with academic instruction. After visiting the reset classroom their behavior was monitored.</p>			
<b><i>Experience</i></b>	<p>9/27/2019</p> <p>The school is still striving to meet the needs of students with character education and behavior support.</p>			
<b><i>Sustainability</i></b>	<p>9/27/2019</p> <p>We will need to continue to adapt and change to the growing needs of our students</p>			

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			We use Guilford County Schools pacing guides and Curriculum Units. Grade levels collaborate during weekly PLCs with MCL's, Academic Coach, and the Principal. Plans are reviewed by the ILT team and feedback is given during PLCs when applicable.	Limited Development 05/19/2016		
			Priority Score: 3                      Opportunity Score: 2                      Index Score: 6			
<b>How it will look when fully met:</b>			The Instructional Leadership Team will meet weekly to review the GPES instructional practices. Teachers, will meet weekly in a professional learning community with a Multi-Classroom Teacher Leaders and the Academic Coach to review current student outcomes, plan and rehearse whole group lesson plans, identify curriculum resources designed to ensure active student engagement (both virtually and hands-on-while adhering to CDC guidelines). PLCs will follow the Dufour 4 PLC model. Teachers will analyze current student outcomes, solidify small group focus and determine Tier II intervention support using supplemental programs purchased by the district along with standards based teacher small group support . Lesson plans will be developed by teachers and instructional coaches each week. Standards and a kid friendly I can statement will be embedded in lesson plans weekly and clear learning targets posted to the boards daily. Content Standards based Assessments will be administered weekly along with lesson plans. All teachers will use the district's scope and sequence to plan lessons that are on pace. All teachers will analyze and monitor data via (Power BI) with on-going artifacts to support instructional decisions and interventions applied.		Tara Bracy	06/10/2026
<b>Actions</b>				<b>1 of 15 (7%)</b>		
	10/5/16	Lesson Plans will submitted weekly using Canvas.		Complete 06/10/2023	Tara Bracy	06/10/2022
		<b>Notes:</b> Lesson Plans will be uploaded weekly. ILT will ensure plans are submitted by Thursday of each week. Teachers will receive yearly access to Canvas training . As of October 11, 2021 all teachers have access to GPES Lesson Plan Canvas Course.				
	10/7/20	Multi-Classroom Teachers Leaders will utilize the Get Better Faster Indicators and See It, Name It, Do It to prepare coaching cycle goals for all teachers on their teams according to their student outcomes and observational data.			Tara Bracy	06/01/2026

	Notes: As a part of the Restart Plan, Multi-Classroom Leaders will develop quarter coaching focuses for each teacher on their team based on student outcomes and observational data.			
4/18/21	Use Restart Flexibility funding to secure Substitutes so that Multi-Classroom Teachers and Academic Coach can facilitate quarterly data digs with their teachers to identify standard deficits and build R.I.M.E. Time schedule to support student outcomes.		Trina Bethea	06/10/2026
	Notes: Title I/Restart funding used to secure substitutes for 1/2 or whole day planning for each grade level.			
9/18/21	MCLs and Academic Coach will participate in weekly meetings with principal to support mission and academic goals of school		Trina Bethea	06/10/2026
	Notes:			
10/5/16	The ILT will receive, check, and give feedback on lesson plans weekly in Canvas and check alignment to the teacher's Unit Plan and question rigor on the common formative assessments.		Trina Bethea, Tara Bracy	06/10/2026
	Notes: Lesson Plan feedback will be given on Canvas.			
10/5/16	Weekly CFA's will be given to check mastery levels of the students and data will be analyzed to formulate Tier II instruction Quarterly district interim assessments will be administered as post tests and data analyzed to chart instructional focus for the upcoming quarter. Grade level data will be analyzed to identify deficit standards by students and corrective instruction calendars will be planned so that corrective instruction opportunities can be planned to ensure students get deficit standards support. The will identify grade level celebrations and challenges, identify students needing additional support and submit that report to the School Based Leadership Team to identify next steps quarterly. Use Restart Flexibility funding.		Tara Bracy	06/10/2026
	Notes: The Academic Coach will lead Data and Assessment Analysis.			
10/5/16	A bi-monthly coaching cycle guides our observation of instructional fidelity to the core curriculums, district scope and sequencing and building initiatives.		Tara Bracy	06/10/2026
	Notes: In 2020, Gillespie became a Opportunity Culture School and began to implement the coaching cycle using the Defour Model for PLCs, Get Better Faster, and See it, Name it, Do it for instructional feedback.			
10/5/16	A bi-monthly coaching support cycle schedule will be created and updated based on requests submitted by teachers who expressed a need for coaching support.		Tara Bracy	06/10/2026

*Notes:* ILT will use observational data and coaching conversations to determine cycle focuses.

10/23/16 Instructional Planning meetings will be offered to teachers in grades K-5 to support successful implementation of the newly adopted , CKLA and Eureka curriculums. Professional Development will focus on Technology Integration, Eureka Insync and Equip, CKLA (K-5) and Opportunity Culture Coaching, Small Group (RIME TIME) and parent engagement strategies.

Tara Bracy

06/10/2026

*Notes:* Additional Coaching Days have been added by the district for Eureka, CKLA and to support all teachers in ensuring the new curriculums are taught with fidelity.

ILT conducted a PD on Teaching the Standards during PLC on Monday Oct. 4, 2021.

10/5/16 K-5 teachers will meet weekly in Grade level Professional Learning Communities to:  
1. develop lessons that are aligned to the district's units of instruction and pacing guides so as to teach standard-aligned units during the upcoming week;  
2. Analyze data and develop small group instruction.  
Minutes and a sign-in sheet will be compiled and submitted to the SBLT for documentation.

Tara Bracy

06/12/2026

*Notes:* Grade Levels will submit weekly PLC agendas, minutes and sign-in sheets to ILT weekly for archiving and uploading to Indistar.

Teachers have planned and scheduled weekly Grade Level Meetings to be fully implemented by 2nd quarter.

Nov 1, 2021 MCL's and Teachers began the process for backwards planning in ELA and Math. Teachers left the planning session with a better knowledge of standards based instruction, best instructional practices, assessments, and planning outline for upcoming weekly plans.

10/9/24 SBLT will re-assess indicator during the 2025-2026 school year

Trina Bethea

06/12/2026

*Notes:*

10/5/16 K-5 classrooms will display, annotate, and reference kid friendly I can statements that are aligned to instructional standards.

Tara Bracy

06/12/2026

*Notes:*

11/2/21	<p>MCLs hold weekly coaching conversations with their teacher team to focus on the individual needs of each teacher. Coaching cycles and action steps are reviewed with the principal on a weekly basis. MCLs are doing model lesson and co-teaching with teachers on a regular basis, this makes a tremendous difference for our BTs and lateral entry teachers.</p> <p>MCLs facilitate weekly PLCs to ensure the use of data driven instruction from the teams common assessments. As a result of the PLCs we have seen a more focused approach to lesson planning and alignment to content standards.</p>		Tara Bracy	06/12/2026
<i>Notes:</i> Ongoing from 20-21				
10/19/22	Restart Flexibilty funds will be used to help pay MCL salary differentials.		Trina Bethea	06/30/2026
<i>Notes:</i> For the 2023-24 school year MCL served grades K-5. For 2024-25 MCL I will serve grades 1-2 and MCL III serves grades 3-5.				
10/19/22	Title I Funds will be used to pay for EEAs for teachers to plan for units and lessons during the summer.		Tara Bracy	06/30/2026
<i>Notes:</i>				
<b>Implementation:</b>		09/27/2019		
<b>Evidence</b>	<p>9/27/2019</p> <p>During the 2020 school year. Teachers had a weekly PLC where they were trained, guided, and provided feedback. Teachers were asked to do weekly CFA's and that these be included on their weekly lesson plans. Teachers were also trained on SWBAT (Students will be able to) I Can statement and this was implemented in every classroom and specials. These statements were changed on a regular basis to meet target goal.</p>			
<b>Experience</b>	<p>9/27/2019</p> <p>Several PLC's were held to address lesson plan formates, documentation, progress monitoring, and classroom learning targets.</p>			
<b>Sustainability</b>	<p>9/27/2019</p> <p>We will continue to implement and use learning targets and adjust lesson plans to meet the need for the 2019-2020 school year.</p>			

Core Function:			Domain 3: Instructional Transformation			
Effective Practice:			Practice 3C: Remove barriers and provide opportunities			
		D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Even though the indicators for social distancing are constantly needing adjustment, we have: socially distanced classrooms; contactless attestation forms, temperature check stations at the front and back of the building, hybrid models of work schedules for those needing reasonable accommodations and all who enter are required to wear face coverings and use blended models to communicate in ways other than face to face when working onsite. PPE is currently available in the form of gloves, gowns, face shields and hand sanitizer. We have water station throughout the building, plexi-glass shields in areas where two way contact is necessary and staggered entry points throughout.	Limited Development 10/29/2020		
			Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>			Even though the indicators for social distancing are constantly needing adjustment, we have: socially distanced classrooms; and all who enter are required to wear face coverings and use blended models to communicate in ways other than face to face when working onsite. PPE is currently available in the form of gloves, gowns, face shields and hand sanitizer. We have water station throughout the building, plexi-glass shields in areas where two way contact is necessary and staggered entry points throughout. Every student desk will be protected; at a minimum student small group areas will be protected by plexi-glass, safe vaccines will be provided through Guilford County Schools in partnership with the County Health Department, a full time nurse will be available to provide monitoring of student symptoms and to oversee the Covid Quarantine room. Hallways and Walls will have kid friendly sensory pathway signage that is socially distanced.	Objective Met 06/29/22	Trina Bethea	06/10/2022
<i>Actions</i>						
	11/3/20	Asynchronous learning opportunities is available for students that may need to quarantine when experiencing COVID-19 symptoms for 2-10 with administrative approval.		Complete 06/10/2022	Trina Bethea	06/10/2022
<i>Notes:</i> GCS District Protocol						
	11/3/20	Synchronous and asynchronous learning models are utilized to ensure social distancing within the classroom.		Complete 06/10/2022	Trina Bethea	06/10/2022

<i>Notes:</i>				
11/3/20	ALL teachers are issued proper PPE to include wipes, gloves, mask, and hand sanitizers.	Complete 06/10/2022	Trina Bethea	06/10/2022
<i>Notes:</i> District Maintenance Department and/or principal designee				
11/3/20	Create a kid-friendly social distancing environment to include socially distanced sensory pathways, 3 Ws signs and social distance signage throughout the school.	Complete 06/10/2022	Trina Bethea	06/10/2022
<i>Notes:</i> Local Budget Instructional Budget				
11/3/20	Plexi-glass barriers will be placed in all areas requiring face to face contact regularly.	Complete 06/10/2022	Trina Bethea	06/10/2022
<i>Notes:</i> This will occur as supplies are able to be secured through the district maintenance department.				
11/3/20	Build a Master Schedule that reduces cohort cross-contamination among cohorts.	Complete 06/10/2022	Trina Bethea	06/10/2022
<i>Notes:</i> Schedule may be subject to change based on health guidelines and/or student learning outcomes.				
11/3/20	Staff meetings include professional development link to safety and health protocols monthly.	Complete 06/10/2022	Lei Washington, SBLT and the Instructional Leaders	06/15/2022
<i>Notes:</i>				
<b>Implementation:</b>		06/29/2022		
<b>Evidence</b>	6/29/2022 PPE distributed and used to all staff and students. All signage was displayed and followed. Classrooms enforced social distancing protocols and procedures.			
<b>Experience</b>	6/29/2022 GCS provided proper safety protocols, procedures, guidelines, and equipment for safe, social distanced learning environment. GPES followed all set COVID protocols and procedures.			
<b>Sustainability</b>	6/29/2022 GCS has lifted all COVID mandates for in person classroom learning.			
<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>		
<b>Effective Practice:</b>		<b>Practice 4A: Build a strong community intensely focused on student learning</b>		

	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
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<b>Initial Assessment:</b>	We have implemented school wide behavior guidelines. We have implemented Instructional Days Lost Data Team using the Multi-tier System of Support (MTSS) model that monitors and when applicable develops academic and behavior plans to enable students to be successful.	Limited Development 05/19/2016		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<b>How it will look when fully met:</b>	Morning meetings will be held to reflect SEL, academic, and behavior goals. Students who follow the Gator guidelines will be celebrated. Social Worker will monitor attendance and make calls daily and home visits as necessary to ensure attendance as well as provide celebrations to students who are faithful in attendance. The social worker will also develop attendance plans to provide support to parents whose children are at risk of truancy. Guidance Counselor and social worker hold weekly focus groups to support the success of students and SEL. Classroom citizenship will be celebrated weekly and at the building level monthly. Partnerships will be formed with North Carolina A & T, local fraternities/sororities, and other community partners to provide mentoring for students. ALL teachers will use Gator Positive Support guidelines and Restorative Practices to monitor, redirect, and celebrate student behavior. Every classroom will have an area where students can go to reset their mindset. ALL teachers at Gillespie Park will receive professional development in Gator Positive Support. Teachers will be offered district level professional development in responsive teaching classrooms, and SEL. New faculty and staff will receive professional development as a part of their employment. ALL teachers will have classroom behavior interventions in place prior to completing an office referral for Level I offenses. Interventions will include a warning, a student conference, a parent contact and a classroom level re-entry contract. During the first week of school, the first day back from winter and spring break, lessons will include a designated time to teach and refresh students on school wide behavioral expectations. At the beginning of school, students will receive training in expectations, rules, policies, and goal setting. The student needs assessment will be conducted each spring in classroom guidance.		<b>Michelle Brewington</b>	<b>01/01/2026</b>
<b>Actions</b>		<b>8 of 13 (62%)</b>		
9/27/16	Morning Announcements will be established to the daily tone of the building.	Complete 06/10/2022	Mary Webb, Trina Bethea	06/10/2022

	<i>Notes:</i> Morning announcements will include daily SEL and/or motivational quote. Students will say the Pledge of Allegiance and recite the Gator Guidelines. Quarterly livestreams of the morning announcements will be submitted to the SBLT for archiving monthly for uploading into Indistar.			
4/29/18	ALL teachers will select Dojo Scholar weekly as ambassadors for the monthly character education trait. Student names will be sent weekly to the Guidance Counselor.	Complete 06/10/2022	Denee Tinsley	06/10/2022
	<i>Notes:</i> The program format has changed to aligned to the school's usage of Class Dojo and PBIS initiative.			
10/29/20	The PBIS Team will review grade level Dojo points and PBIS Initiatives to determine effective engagement practices and identify ways to allow teachers success to be celebrated and share their knowledge.	Complete 06/10/2022	Trina Bethea	06/10/2022
	<i>Notes:</i> Community Partners will offer Teacher incentives. The Administration will allow teachers to be apart of the monthly staff meeting agenda to share.			
9/18/21	Leadership team voted to implement PBIS as a schoolwide behavior initiative to collect data and identify behavioral patterns within the school culture	Complete 06/10/2022	Trina Bethea	06/10/2022
	<i>Notes:</i>			
10/24/16	Beginning teachers will meet monthly with the Lead Building mentor to receive tiered professional development, voice specific concerns and receive building support for action planning.	Complete 06/10/2022	Tara Bracy	06/20/2022
	<i>Notes:</i>			
9/27/16	Provide professional development for selected staff to support the initial implementation of PBIS at Gillespie Park.	Complete 01/09/2023	Trina Bethea, Denee Tinsley	06/10/2023
	<i>Notes:</i> As new teachers come to Gillespie Park, they will receive necessary professional development. All teachers will have access to professional development offered through district platforms			
9/27/16	Social worker will make calls to help improve absences, tardies and truancy. Message reports will be submitted to the processing manager by the Social Worker monthly. The School Improvement Team will monitor monthly school wide attendance to monitor the impact of this task on attendance.	Complete 06/11/2024	Michelle Brewington	06/10/2024
	<i>Notes:</i> Weekly attendance updates are communicated via Class Dojo.			
10/29/20	The school will hold monthly meetings (Teacher Tuesday) dedicated to receiving professional development designed to build teacher capacity in implementing best practices at all three tiers.	Complete 06/10/2024	Tara Bracy	06/10/2024

	<p><i>Notes:</i> Professional Development Materials will be purchased as needed to support the professional development sessions monthly.</p> <p>Local Staff Development Budget.</p> <p>Update as of 11/30/2020:</p> <p>The Master Calendar Includes this training. January's Calendar is attached as documentation.</p>			
10/20/22	Title I funds will be used to purchase culturally relevant library books for our students		Annie Benson	06/30/2025
	<i>Notes:</i>			
4/30/18	Students will participate in an annual discipline and whole school expectation principal chat. Students will participate in goal setting, learn best practices for positive student interaction and how to reset utilizing school wide reset areas.		Trina Bethea	06/10/2026
	<i>Notes:</i> The principal will conduct these Principal Chats.			
9/12/18	Business partnership will provide incentives for our students throughout the year to support their continued success throughout the year.		Trina Bethea	06/10/2026
	<i>Notes:</i>			
9/27/16	Social worker monitor attendance and truancy. Attendance Team will decide on strategies to increase student attendance and incentives		Michelle Brewington	06/10/2026
	<i>Notes:</i> After the 3 day letter goes out, the Social Worker will conduct an attendance conference. The school wide goal is 95%.			
10/23/16	Teachers will maintain safe and orderly classrooms that are culturally relevant by using the Gator Guidelines. Teachers will distribute Gator Guidelines, ensure that students participate in the daily Gator Guideline pledge. The Gator Guidelines and PBIS initiatives should be used to govern student behavior in and outside of the classroom and throughout the main areas of the building. Monthly, discipline reports will be shared with teachers and classes experiencing high levels of off tasks behavior. The PBIS Team will report quarterly to the Instructional Leadership Team.		Denee Tinsley	06/10/2026
	<i>Notes:</i> Title I funded the hire of a SEL Instructional Assistant to support students emotional state, guide students in managing their emotions and provide support with interventions.			
<b>Implementation:</b>		10/09/2020		

<i>Evidence</i>	9/26/2019			
<i>Experience</i>	9/26/2019			
<i>Sustainability</i>	9/26/2019			

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4C: Engage students and families in pursuing education goals</b>
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	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
<i>Initial Assessment:</i>			Currently we communicate via Class Dojo, School Website, School Social Media Sites, and Connect Ed Voice Calls to all stakeholders updating them on current events and encouraging their participation in engagement opportunities. The principal sends out a monthly newsletter to update parents as to opportunities to stay connected. This newsletter also has the monthly menu from the cafeteria and all school events for the upcoming month. Before all parent engagement opportunities, a reminder is sent home with all students for their parents and communicated via Gillespie's communication channels listed above. The social worker makes contact with parents of students who were absent or tardy and follows up with home visits when applicable. The EC department notifies parents of upcoming IEP/504 or AG meetings in writing at least 7 days prior to the meeting. Follow up phone calls are made when parents do not respond to the written invitation.	Limited Development 05/19/2016		
			Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>			There is consistent communication between the school, home, and community regarding school updates and events. Attendance is monitored and addressed by our social worker and the attendance team. The EC and AIG department ensures all parents receive invitation and communication regarding meetings for their student within a timely manner.		Michelle Brewington	06/10/2026





















<b>Actions</b>		<b>5 of 12 (42%)</b>		
9/12/18	School will purchase a banners and signs to support our mission statement, core values and to announce school events to be placed on the school fence to advertise parents and school wide events.	Complete 06/11/2019	Media Specialist	06/15/2019
<i>Notes:</i> Budget Code(s)  2-5110-061-411-385-000-00				
10/14/21	GPES will hold it's annual Book-a-ween in collaboration with community partners on Oct. 21, 2021.	Complete 10/21/2021	Mary Webb	11/15/2021
<i>Notes:</i> Hot Dog Central food truck will be present and community partners will participate in Trunk or Treat.				

9/27/16	Create newsletter monthly with Title I information, literacy article and C and I article and additional information as necessary. Small calendar to reflect current and upcoming events. Monthly newsletters will be uploaded into the Indistar system monthly at the building leadership team meeting.	Complete 06/01/2022	Lisa Bond and Mary Webb	06/10/2022
<i>Notes:</i> The ILT and PTA representative will submit article information to input and document will be printed by Lisa Bond, General Assistant. S'more will be used as to make the newsletter more interactive for parents.				
9/27/16	Monthly calendar with PTA, Performances, awards, presentation, field trips, lunch and learns, Grits for Grandparents, Muffins for Moms, Poetry with Pops. etc. will uploaded to Indistar before our building leadership team meeting. At the Full body meeting the upcoming month's calendar will be reviewed by the body, finalized and uploaded. Meetings held both virtually and face to face as social distancing protocols allow.	Complete 06/10/2022	Kia McMillan and Alayna Bingham and Media Speciali	06/10/2022
<i>Notes:</i>				
9/12/18	The school will sponsor The Gathering. This event will offer parents the opportunity to give faculty and staff input on how to improve home-school communication and overall relations. Parents will communicate their needs so that the school can cater their service delivery to its families needs.	Complete 06/01/2019	April Parker	06/10/2022
<i>Notes:</i>				
10/23/16	The school will submit parent sign in after Parent Engagement Activities. Leadership Team will upload those documents at the building leadership team meetings. Teachers will conduct two parent conferences annually. The sign in sheets from the conferences will be submitted to the processing manager for uploading.		Michelle Brewington	06/10/2025
<i>Notes:</i> Gifts for Grandparents- September Students present their grandparents with art projects and cards written and designed by them in Art Class. Multicultural night-November-Virtual Presentations Half-Time Stats -January Parent Conferences Virtual and Face to Face Black History Expo - February 4th Quarter Game Check In- March Parent Conferences Virtual and Face to Face Poetry Jam on Zoom - April The Gathering- May				

10/23/16	The school will offer Parent Literacy Nights and submit sign in sheets, parent event evaluations and handouts to the Leadership Team		Michelle Brewington	06/10/2025
<i>Notes:</i> Title I will fund Catered Grab and Go meals or light refreshments for Parent Literacy/Curriculum Nights.				
9/12/18	Certified letters will be sent to families when contact information is incorrect. Social Worker will conduct follow up home visits.		Michelle Brewington	06/10/2026
<i>Notes:</i> Title funds will be used for postage and paper for written parent communication.				
9/27/16	Teachers will obtain updated Parent Contact information quarterly. Data Manager will ensure information is updated to Power School. All student information should include the most current e-mail addresses and be uploaded into powerschool.		Michelle Brewington	06/10/2026
<i>Notes:</i>				
9/27/16	Social worker will make weekly contact with parents to address absences and tardies. Information will be reported to the MTSS team and Admin team.		Michelle Brewington	06/10/2026
<i>Notes:</i>				
9/27/16	EC department/Counselor and AG department will develop a monthly system of parent notification, i.e., calendar for scheduled meetings.		Michelle Brewington	06/10/2026
<i>Notes:</i>				
9/12/18	Parents will serve on school committees. Parents serving on the school committees will meet monthly as the Parent Advisory Team to determine support parents can offer in completing their School Improvement Goals. The Chair of the Parent Advisory Committee will serve on the School Based Leadership Team and as the school's Title I Parent Representative.		Michelle Brewington	06/10/2026
<i>Notes:</i>				
<b>Implementation:</b>		09/27/2019		
<b>Evidence</b>	9/27/2019 During the 2018-2019 school year the PTA and community partners supported the efforts put forth at Gillespie Park. Monthly PTA meetings were held at night once a month and on a Friday morning once a month. The PTA and Gillespie park staff worked together to keep the community informed by sending home flyers, automated phone calls, and class DOJO through the teachers. For off campus PTA meetings transportation was offered and utilized at the Children's Museum event. It was offered at the Civil Rights museum event but not utilized. Banner's and Signs were purchased and displayed to announce upcoming events.			

<b>Experience</b>	9/27/2019 Parent and Community involvement has definitely increased.			
<b>Sustainability</b>	9/27/2019 Continue to work with supporting the community.			