

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.

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 the end of school year 2025-26 students will be introduced to a wide variety of careers including emerging/future fields using activities that explicitly connect to students interests, talents, and classroom learning.

By the end of the school year 2025-26 a minimum of 90% of classroom teachers will attend weekly (30) PLC meetings with a focus on purposeful instruction and student engagement to improve teacher effectiveness and student achievement.

By the end of school year 2025-26, our school will achieve a rating of "Operationalizing (2)" on FAM-S item 21. We will reach this by ensuring All teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
	A2.01	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)	Implementation Status	Assigned To	Target Date
<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.		Jessica Falls	06/10/2026
Actions			1 of 2 (50%)		
	10/19/22	Restart funding flexibility will be used to help pay MCL salary differentials.	Complete 07/01/2024	Trina Bethea	06/30/2024
<i>Notes:</i>					
	9/9/22	Minutes will be recorded and posted to school website. Minutes will be included in Title 1 Plan.		Jessica Falls	06/10/2026
<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	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	
<i>Notes:</i>						
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	
<i>Notes:</i> The SBLT Chair will be responsible for this task.						
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	
<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>						
Implementation:				09/09/2022		

Evidence	9/9/2022			
Experience	9/9/2022 The School and Improvement Team and ILT consistently monitor, discuss, and make adjustments according to the SIP.			
Sustainability	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
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.		Jessica Falls	06/10/2026
Actions		3 of 4 (75%)		
9/27/16	Weekly PLC agendas and a calendar.	Complete 06/10/2022	Tara Bracy and Rachael Curtis	06/10/2022
	<i>Notes:</i> 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
	<i>Notes:</i>			
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.		Jessica Falls	06/10/2026
<i>Notes:</i> This will be a course added into Performance Matters.				
Implementation:		09/27/2019		
Evidence	9/27/2019 PLC meetings were held weekly.			
Experience	9/27/2019 Teachers were provided with weekly PLC meetings			
Sustainability	9/27/2019 Continue with PLC's to address classroom/academic concerns.			

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
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Initial Assessment:	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		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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How it will look when fully met:	Principal will visit classrooms to conduct instructional walkthroughs. 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. 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.		Trina Bethea	06/10/2026
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Actions		2 of 4 (50%)		
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11/17/16	Post-conferences will be provided for formal and informal observations.	Complete 06/10/2022	Trina Bethea	06/10/2022
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Notes: 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
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<i>Notes:</i>				
11/17/16	Feedback will be provided during PLCs and instructional strategies will be identified to address areas of growth observed in instruction during walk-throughs.		Trina Bethea	06/10/2026
<i>Notes:</i>				
10/7/20	As a restart school, Gillespie will secure formal partnerships with District Coaches to provide personalized coaching for the MCL to provide consistent, explicit and on-going feedback to teachers.		Jessica Falls	06/10/2026
<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.				
Implementation:		09/27/2019		
Evidence	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.			
Experience	9/27/2019 The principal attended monthly meetings and brought the information back to the school.			
Sustainability	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
<i>Initial Assessment:</i>			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		
<i>How it will look when fully met:</i>			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
Actions				0 of 4 (0%)		
	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
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Effective Practice:	Practice 2A: Recruit, develop, retain, and sustain talent
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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		
How it will look when fully met:	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			Trina Bethea	06/15/2026
Actions			8 of 9 (89%)		
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	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.				
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				

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>				
Implementation:		09/09/2022		
Evidence	9/27/2019 During the 2018-2019 school year returning teachers received a stipended. Teachers who also met or exceeded 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.			
Experience	9/27/2019 Teachers have received recognition of their hard work and continued service at Gillespie Park			
Sustainability	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
<i>Initial Assessment:</i>		GPES Principal has implemented a mentor/mentee program. Professional Development is aligned with teacher needs and areas of growth based on surveys and walkthrough data.	Limited Development 08/28/2023		
<i>How it will look when fully met:</i>		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	06/10/2026
Actions			0 of 2 (0%)		
	8/28/23	Teachers will attend required district Professional Development sessions to build teacher knowledge and capacity.		Trina Bethea	06/10/2026
<i>Notes:</i>					
	8/28/23	GPES teachers will participate in Teacher Tuesdays, a professional development series developed to address teacher instructional needs and student growth needs.		Jessica Falls	06/10/2026
<i>Notes:</i>					

	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
<i>Initial Assessment:</i>	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				
<i>How it will look when fully met:</i>	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.		Jessica Falls	06/10/2026		
Actions			0 of 3 (0%)			
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	06/10/2026		
<i>Notes:</i>						
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		
<i>Notes:</i>						
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.		Denee Tinsley	06/10/2026		

Notes:

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:		<p>Teachers will meet weekly during a PLC cycle that addresses ELA, Math, and Data goals in accordance with the school improvement plan.</p> <p>MCLs will conduct 10 day coaching cycles that include coaching, modeling, co-teaching, and feedback.</p> <p>Teachers will use Power BI, Dibels, CFAs, NWEA, IA, Topic Quizzes, Mid and Post Module assessments to drive whole and small group instruction.</p>		Trina Bethea	06/10/2026
Actions			1 of 2 (50%)		
	10/10/23	GPES will use Title I funds to hire a MTSS Coordinator.	Complete 07/01/2023	Trina Bethea	06/10/2024
	<i>Notes:</i>				
	8/31/22	Ongoing Weekly PLC Cycles (ELA, Math, and Data) and lesson planning		Jessica Falls	06/10/2026
	<i>Notes:</i>				

		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
<i>Initial Assessment:</i>			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		
<i>How it will look when fully met:</i>			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.		Jessica Falls	06/08/2026
Actions				0 of 2 (0%)		
	8/31/23		MTSS Team, Classroom Teachers, and EC Department will progress monitor weekly.		Denee Tinsley	06/08/2026
<i>Notes:</i>						
	10/10/23		Teachers will submit weekly Progress Monitoring Data. Teachers will use the PM Data for small group instruction		Denee Tinsley	06/10/2026
<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
<i>Initial Assessment:</i>			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		

How it will look when fully met:

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.

Tara Bracy

06/10/2026

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
<i>Notes:</i> 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
<i>Notes:</i> 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
<i>Notes:</i>				
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
<i>Notes:</i>				
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
<i>Notes:</i> 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
<i>Notes:</i>				
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
<i>Notes:</i>				
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)		Jessica Falls	06/01/2026
	<i>Notes:</i> The Master Scheduled includes building WIN 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.		Ebonie Lassiter	06/10/2026
	<i>Notes:</i>			
9/3/18	Use Zearn, Eureka 2 resources, Heggerty, Fast Bridge, 95% and district's STP to structure Tier II instruction so it aligns to Eureka and CKLA .		Jessica Falls	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.		Jessica Falls	06/12/2026
	<i>Notes:</i>			
Implementation:		09/26/2019		
Evidence	9/26/2019 Plans have been submitted through Canvas. If link was broken plans were emailed to principal.			
Experience	9/26/2019 Plans were submitted using Canvas or emailing.			
Sustainability	9/26/2019 Maintain Canvas links			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
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>		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 and feedback is given during PLCs when applicable.	Limited Development 05/19/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		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. 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.		Trina Bethea	06/10/2026
<i>Actions</i>			1 of 12 (8%)		
	10/5/16	Lesson Plans completed weekly	Complete 06/10/2023	Jessica Falls	06/10/2022
		<i>Notes:</i> 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.		Jessica Falls	06/01/2026

	<i>Notes:</i> 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.			
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
	<i>Notes:</i>			
10/5/16	During PLCs teachers will receive feedback on lesson plans and check alignment to the teacher's Unit Plan and question rigor on the common formative assessments.		Jessica Falls	06/10/2026
	<i>Notes:</i> Lesson Plan feedback will be during PLCs			
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. Teachers 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.		Jessica Falls	06/10/2026
	<i>Notes:</i> The MCL 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.		Jessica Falls	06/10/2026
	<i>Notes:</i> 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.		Jessica Falls	06/10/2026
	<i>Notes:</i> 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 (WIN TIME) and parent engagement strategies.		Jessica Falls	06/10/2026
<i>Notes:</i>				
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.		Jessica Falls	06/12/2026
<i>Notes:</i> 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.				
10/5/16	K-5 classrooms will display, annotate, and reference kid friendly I can statements that are aligned to instructional standards.		Trina Bethea	06/12/2026
<i>Notes:</i>				
11/2/21	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. 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.		Jessica Falls	06/12/2026
<i>Notes:</i>				

10/19/22	Restart Flexibility funds will be used to help pay MCL salary differentials.		Trina Bethea	06/30/2026
<p><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.</p>				
Implementation:		09/27/2019		
Evidence	<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>			
Experience	<p>9/27/2019</p> <p>Several PLC's were held to address lesson plan formats, documentation, progress monitoring, and classroom learning targets.</p>			
Sustainability	<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			
	A4.14	The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).(5132)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Gillespie Park has hosted several successful career fairs in the past.	Limited Development 09/18/2025		
<i>How it will look when fully met:</i>		K -5 students will rotate through short (8-12 minute) hands on activities led by community volunteers. Each station will target learning objectives such as "Identify two things people in this job do" or "Explain how this job uses reading/math/technology." Families are invited to attend or help and we will include local businesses, trades, public services and higher-ed representatives. 95% of our students will be encouraged to attend. Pre and post career surveys will be provided during classroom guidance to our students. There will be a diverse number of presenters including gender, race, ethnicity, tradesvs. professional. Completed surveys, attendance and partner feedback will be complied after the event.		Kaila Haith	03/31/2026
Actions			0 of 5 (0%)		
	9/18/25	Gillespie Park will host a Career Fair in March. The career fair will showcase a diverse panel of career pathways for our students		Kaila Haith	03/31/2026
<i>Notes:</i>					
	9/18/25	Gillespie Park will partner with the NASCAR pit crew throughout the school year to provide students with a unique, hands-on perspective into the world of professional sports, teamwork, and technical expertise.		Kaila Haith	06/13/2026
<i>Notes:</i>					
	9/18/25	Career exploration lessons will be provided through classroom guidance using Rubin Inspire as a resource.		Denee Tinsley	06/13/2026
<i>Notes:</i>					
	9/18/25	Gillespie park will secure at least 2 Guest speakers to showcase their career to our students.		Annie Benson	06/13/2026
<i>Notes:</i>					

9/18/25	Emerging/Future Fields Career Information provided during morning announcements		Annie Benson	06/13/2026
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Notes:

Core Function: Domain 4: Culture Shift

Effective Practice: Practice 4A: Build a strong community intensely focused on student learning

	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>	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		
<i>How it will look when fully met:</i>	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.		Michelle Brewington	01/01/2026					
Actions		8 of 12 (67%)							
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

Notes: Professional Development Materials will be purchased as needed to support the professional development sessions monthly.

Local Staff Development Budget.

Update as of 11/30/2020:

The Master Calendar Includes this training. January's Calendar is attached as documentation.

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

Notes: 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

Notes:

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

Notes: 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

Notes: 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.

Implementation:

10/09/2020

Evidence

9/26/2019

Experience

9/26/2019

<i>Sustainability</i>	9/26/2019			
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Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4C: Engage students and families in pursuing education goals
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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. Teachers send out a monthly newsletter to update parents as to opportunities to stay connected. 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/AG 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		
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How it will look when fully met:

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. We will continue to partner with community stakeholders.

**Michelle
Brewington**

06/10/2026

Actions

5 of 11 (45%)

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				
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>				
9/27/16	Create newsletter monthly with Title I information and additional information as necessary. Create small calendar to reflect current and upcoming events.	Complete 06/01/2022	Classroom Teachers	06/10/2025
<i>Notes:</i>				
10/14/21	GPES will hold it's annual Book-a-ween in collaboration with community partners on Oct. 31, 2025.	Complete 10/21/2021	Trina Bethea	11/01/2025
<i>Notes:</i> Community partners will participate.				
9/27/16	Teachers will obtain updated Parent Contact information quarterly. Data Manager will ensure information is updated to Infinite Campus. All student information should include the most current e-mail addresses and be uploaded into Infinite Campus.		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.		Denee Tinsley	06/10/2026
<i>Notes:</i>				
9/12/18	Parents will serve on the school's leadership team. Parents serving on the school committees will meet monthly to determine support parents can offer in completing their School Improvement Goals.		Michelle Brewington	06/10/2026
<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.		Jessica Falls	06/10/2026
<i>Notes:</i>				
10/23/16	The school will offer Parent Nights and submit sign in sheets, parent event evaluations and handouts.		Jessica Falls	06/10/2026
<i>Notes:</i> Title I will fund Catered Grab and Go meals or light refreshments for Parent Literacy/Curriculum Nights.				
Implementation:		09/27/2019		
Evidence	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.			
Experience	9/27/2019 Parent and Community involvement has definitely increased.			
Sustainability	9/27/2019 Continue to work with supporting the community.			