



TSI Title 1 Comprehensive Plan | 2024 – 2027

28-Day Review

Profile and Plan Essentials

LEA Type		AUN
Charter School		129544907
Address 1		
915 Howard Ave.		
Address 2		
City	State	Zip Code
Pottsville	PA	17901
Chief School Administrator		Chief School Administrator Email
Nicolle Hutchinson		nhutchinson@gillinghamcharterschool.org
Single Point of Contact Name		
Jill Kulbitsky		
Single Point of Contact Email		
jkulbitsky@gillingham.school		
Single Point of Contact Phone Number		Single Point of Contact Extension
570-955-3830		117
Principal Name		
Nicolle Hutchinson		
Principal Email		
nhutchinson@gillinghamcharterschool.org		
Principal Phone Number		Principal Extension
570-955-3830		103
School Improvement Facilitator Name		School Improvement Facilitator Email
Nicolle Hutchinson		nhutchinson@gillinghamcharterschool.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Nicolle Hutchinson	Principal	Gillingham CS	nhutchinson@gillingham.school
Carolyn Ranck	Title 1 Coordinator	Gillingham CS	cranke@gillingham.school
Michelle Aungst	Staff Member	Gillingham CS	maungst@gillingham.school
Marsha Chwastiak	Board Member	Gillingham CS	mchwastiak@gillinghamcharterschool.org
Robert Draper	Student	Gillingham CS	rdraper@wolfpack.school
Dean Troutman	Community Member	Gillingham CS	dean71cb@gmail.com
Jenna Troutman	Lower School Teacher	Gillingham CS	jtroutman@gillingham.school
Nickrova Jack	Parent	Gillingham CS	whatsyourpain@gmail.com

LEA Profile

Gillingham Charter School (GCS) is a state-funded and tuition-free K-12 school which serves 250+ students from Schuylkill County and surrounding counties. GCS follows the Charlotte Mason Relational Education teaching philosophy, which emphasizes that students are born persons, with innate ability, a desire to learn, and who deserve respect and the opportunity to rise to meet the responsibilities of academic and community life. Our teachers must respectfully educate students and provide intentional recognition to students' positive actions and choices. Additionally, they integrate living ideas, living books, and living things in daily study, which consists of rich academic ideas, learning materials, and experiences. Students engage in cross-curricular learning experiences as part of the core curriculum, including learning subjects such as Spanish, Latin, nature studies, Shakespeare, physical education, and music studies. Students also all take college-level courses, write narrations, play instruments, care for the building, compete in a sport, and intern at local businesses. GCS emphasizes use of alternative assessments of progress over standardized testing and engages students in "grand conversation" of material explored. Students do not receive "traditional" homework; however, students will complete homework of unfinished classwork and/or will engage in nightly reading. GCS employs Restorative Practices schoolwide to build responsibility to the community and shared materials, and to restore trust when persons in the community cause harm. The congruent use of the Nurtured Heart Approach deemphasizes negative choices, recognizes positive choices, and sets clear limits and immediate consequences (such as a "reset") when rules are broken. Relational Leadership encourages shared responsibility, and helps all faculty, staff, and adult community members to participate as leaders and followers to build the educational community. A large percentage of the student population receives special education services. We are in the Community Eligibility Program, all of our students receive free meals. Our vision at GCS is that students will be proud of who they are, from whence they come, and for what they will do for this community (Schuylkill County) and beyond.

Mission and Vision

Mission

Gillingham is the only public school offering a non-sectarian relational education based on the philosophy and practices of Charlotte Mason, a British Educator. Gillingham is accredited by the Charlotte Mason Institute. Gillingham's mission statement is as follows: "For the children's sake, Gillingham Charter School cultivates a respectful learning organization upon the belief that children are, foremost, persons. The nourishment of relationships, habits and ideas through a Relational Education not only prepares students for future education but fosters within them an avid desire for a life of learning, enabling them to author their own lives confidently and resiliently."

Vision

Gillingham's vision statement is as follows: "Our students will be proud of who they are, from whence they came, and for what they will do in this community and beyond." Through Relational Education, we are a school where students come to feed their minds and souls, love to learn and have the opportunity to learn to live a full life, rich in relationships with self, others, nature, and ideas. Students will leave the school knowing how to live, not just exist, and be prepared for college and for whatever their heart desires for the future. All persons of the learning organization respectfully and collaboratively engage in discipline, empathy, synthesizing, ethical living, and creativity. As a result, children and adults increasingly discover the depth of their personhood, the satisfaction and joys of their heritage, and the heights they can reach in this community. This learning environment is grounded in the following critical success factors: The child is a person and must be respected. The child reasons, compares, imagines, dreams and works. Academic excellence goes hand in hand with "how much he cares" to prepare the learner as a whole person, fit for any future vocation. Our teachers are masters of the "best practice" of respect, who depend upon the nurture of their relationship with each student for distinguishing effectiveness in small schools with intimate classes. Recognizing the learner as ultimately in charge of his own education, they seek to engage the child's whole self: body, mind and spirit, in the pursuit of knowledge, wisdom and virtue. Children are educated through the restoration of Right Relationships. Our school ethos is of primary concern. In humility we work to foster for each member of the community: board, staff, student, and families, right relationship to ideas and each other. We recognize that all creativity and maturity proceeds from a foundation of discipline. Order and Beauty are cultivated by good habits and appropriate understanding of authority and responsibility. True education is a life devoted to examining ideas and growing in understanding. The whole community of Gillingham Charter School models and supports this openness to continuous learning in the broad realms of the arts, humanities, mathematics and sciences. Children are part of families and wider communities and cultures that all have stories. Hence, History is an organizing principle of Gillingham Charter School, integrating all that is good and true and beautiful in our past

with discernment for the present and creative approaches and inspiration for the future. We serve families and do not undermine them. We are a school of "human scale" aware of our local, national and global community. Children relate naturally to story and retelling. As a learning community, we feed our minds with ideas through a rich, rigorous curriculum that drives us into a deep understanding of our subject matter. A child's natural propensity for language is enriched and developed with the use of the best literary works and artifacts of our traditions. Ultimately we encourage each student to add his or her individual voice to "The Great Conversation," imaginative and hopeful about the future. To that end, our studies are ordered, diverse, integrated, chronological and delightfully diligent. Children's futures are dependent on a healthy understanding of their natural environment and of themselves as persons. An innovative discipline of nature study and science throughout the years inspiring "awe and wonder" supports our solid commitment to gathering learners who are committed to creative and imaginative approaches to local, national and global environmental concerns. Nourishing physical habits and training undergird our aspiration of engaging the whole child. Children are assessed through organic and living means thereby allowing the teacher to see what a child knows. In an intimate environment where learner and teacher relationships are highly valued, "kid watching" is a constant behavior of teachers. This daily assessment is combined with summative, end-of-term assessments designed for children to tell what they know rather than be caught in what they don't know. Our practice results in an atmosphere of supportive encouragement, joyful study and learners prepared to take risks. Teachers are persons, too; therefore professional growth is fostered by "living training" that is relational, transformative, doable and ennobling. Gillingham Charter School relies on the transforming power of ideas and an atmosphere of interactive personal discussion to foster teacher growth. Daily practice is examined, reviewed and challenged in a relational context that encourages and allows teachers to be ever more whole, thoughtful, and effective.

Educational Values

Students

Gillingham is a respectful learning organization based upon the belief that children are, foremost, persons. Because we teach the "whole child" and respect the child as a person, all that we do is based on natural law of learning. We believe that children can learn a great deal, there is much potential, and children love to learn. They can learn to do all kinds of things, and they need to use language to learn. Our curriculum is full of living books, living things, and living ideas, tailored to meet PA state standards, in all subjects. Children narrate (tell back) in all of their classes. We offer a rigorous, challenging curriculum using whole books instead of traditional textbooks in all subjects except Math. Mathematics at Gillingham emphasizes understanding mathematical concepts and ideas instead of rote memorization of equations and formulas. Students not only cover the core curriculum required by the state, but they go on to truly understand math and its applications in real life. The school and class sizes are intentionally small, helping us to uphold a true Relational Education. Students learn the habit of attention, as well as other soft skills, through the methods and strategies of a Mason Education. Students and teachers are co-

learners, and the atmosphere of the school is warm and home-like, creating a relaxed alertness necessary for real learning. In order for students to uphold the mission and vision, it is our expectation that they rise to these challenges, as engaging in a new endeavor is never easy. They are offered multitudes of support, and with the use of Restorative Practices, experience working through a new education with their teachers and administrators and are not expected to figure it out on their own.

Staff

Teachers are responsible for delivering a “banquet of learning” in which whole books and source materials are presented through engaging, multisensory, cross-curricular learning experiences and tailored to meet PA state standards in all subject matters. Teachers facilitate discussion and provide ample opportunity for students to express their knowledge through projects and through oral language (narration or “tell back”) across subjects. Teachers and administrators work together to analyze and improve the rigorous, challenging curriculum, maintaining use of whole books instead of traditional textbooks in all classes except math. Teachers and staff model appropriate social-emotional skills and “soft skills” and instill those skills in their lessons and in the atmosphere of the school. Teachers and students are co-learners and maintain the warm, home-like atmosphere of the school, resulting in a relaxed alertness necessary for real learning. Teachers and staff members are expected to take an interest in the lives of the students, offering support and guidance when needed to reinforce their academic and social-emotional development. Teachers and staff are encouraged to be both leaders and followers in the formation of the GCS learning community. They are given the opportunity and encouraged to openly communicate with administration to shape and improve the learning environment and create an atmosphere of collaboration in the Relational Leadership model. Part of this atmosphere maintenance involves the use of Restorative Practices and the Nurtured Heart Approach. This mutual emphasis on high positive recognition and interaction allows for more productive and cooperative workmanship between all parties. Faculty and staff are expected to employ these philosophies with students and with each other through community-building and working to restore relationships when trust has been broken. Staff members who are not teachers are expected to engage with the children through attending homeroom or assemblies as time allows or by experiencing educational immersions with the teachers.

Administration

Administration engages with the school community and provides guidance, modeling, and support to maintain adherence to the school's Charlotte Mason and Relational Education philosophy. Administration supports teachers and families through practicing and upholding open lines of communication with stakeholders and engaging in discussion to assess and meet the needs of the school community. Administrators model the co-learning element of relational education through participation in the continuing education process with faculty and staff, which creates an environment where stakeholders feel respected and heard. GCS employs Relational governance, encouraging staff members to come forth with ideas and criticisms which must be gracefully taken into consideration in order to maintain open

communication and a collaborative community atmosphere. Administrators and teachers work together to analyze and improve the rigorous, challenging curriculum, maintaining use of whole books instead of traditional textbooks in all classes except math. Administrators and staff model appropriate social-emotional skills and “soft skills” and work to instill those skills in the atmosphere of the school. Administration is expected to participate in all philosophies in addition to upholding them with all other employees. They are required to conduct Restorative Practices when there is conflict between employees and with each other.

Parents

needs grammatical edits and clearer expectations, not just opportunities Gillingham offers many opportunities throughout the year for parents to play an active role in the school community. The Gillingham Parent Association (GPA) meets throughout the year to volunteer and assist in facilitating various events and community partnership activities. Parents also participate in activities to build their knowledge of teaching practices and ways to help their children be successful. Parents are asked to participate in the review and revision of school plans and policies, and their feedback and input are requested regularly through the use of surveys. Teachers reach out to parents at least once per month to maintain positive contact and update them on the progress of their child towards their social-emotional and academic goals. Parents are given the resources to freely contact faculty and staff who serve their child to ask questions and discuss their child’s progress at any point. Gillingham's expectation of parents is that they will accept the opportunity to attend their child's conferences and school events. Parents are expected to help their child take proper care of items that belong to the school, make sure the child attends school, and helps to uphold academic expectations for their child.

Community

All members of the school community are offered opportunities to engage in the wider community to participate in rich experiences that allow them to apply academic and social-emotional skills that are taught at Gillingham Charter School. Community partners are encouraged to engage with the school community through various events throughout the year, such as Saturday Service projects, “Howl”-o-ween weekend, and participation in community-run events such as the Art Walk, John O’Hara’s Birthday Celebration, and Winterfest. Through community partnerships with local businesses, students engage in skill-building activities and events such as job internships, musical concerts, theatrical performances, and literary contests. Additionally, positive community interactions have included speakers for career night. Expectations of the community is that they’ll work with our students to make them aware of opportunities for growth and learning. Through "friend-raising" and community partnerships, our students experience school lunches by a locally-run shop (Bake Shop VI) and participate in fundraisers and internships with other local businesses, like Pressed Coffee and Books, Ember Marketing, and Skook House of Jerky.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	True 6
True 7	True 8	True 9	True 10	True 11	True 12	

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
In 2022.23 ELA, the All Student Group Meets the Standard Demonstrating a Growth score of 77.8, surpassing the state average score of 75.4	
In 2022.23 science, All Student Group Meets the Standard Demonstrating a Growth score of 78.7, surpassing the state average score of 74.7	
In 2022.23 math, the All Student Group Meets the Standard Demonstrating a Growth score of 74.5, nearly equal to the state average score of 74.9	
22.23 percentage of proficient and advanced scores: 60%, surpassing the state average of 58.9%	
PDE calculations show that Gillingham's attendance data of students who were not "chronically absent" in 2021.22 school year increased from 35% to 30%. The school's 2023.24 attendance data indicates that the percentage of students who were chronically absent decreased to 28%.	
When looking at the proficient and advanced achievement levels on the 2023 and 2024 PSSA tests, Gillingham had a marginal increase in Math.	

Challenges

Indicator	Comments/Notable Observations
22.23 ELA 35.8% proficient and advanced scores	
22.23 math 14% proficient and advanced scores (though increased from prior year's 12%)	
When looking at the proficient and advanced achievement levels on the 2023 and 2024 PSSA tests, Gillingham had a marginal decrease in student proficiency in English and did not improve in Science.	It is important to note that the drastic change in the Science proficiency percentage is a result of a stark increase from 2022 to 2023 (42.4% to 56.1%); the large gain from last year resulted in a large loss this year, especially since Gillingham CS has such a small testing population for Science.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

<p>Indicator 2022.23 ELA, the white student group demonstrated a growth score of 82.3</p> <p>ESSA Student Subgroups Economically Disadvantaged</p>	<p>Comments/Notable Observations</p>												
<p>Indicator 2022.23 ELA Economically Disadvantaged student group demonstrated a 73 growth score</p> <p>ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>												
<p>Indicator 2022.23 math Economically Disadvantaged student group demonstrated a 76 growth score, higher than the whole student group</p> <p>ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>												
<p>Indicator 22.23 science proficient and advanced percentage scores for economically disadvantaged students was 59.9%</p> <p>ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>												
<p>Indicator Third and sixth grade English and fifth and sixth grade math are showing great improvement in proficiency from 2023 to 2024.</p> <p>ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td>ELA Math</td> <td>3rd Grade</td> <td>18%</td> <td>2%</td> <td>5th Grade</td> <td>-8%</td> </tr> <tr> <td>11%</td> <td>6th Grade</td> <td>12%</td> <td>6%</td> <td>7th Grade</td> <td>-5%</td> </tr> </table>	ELA Math	3rd Grade	18%	2%	5th Grade	-8%	11%	6th Grade	12%	6%	7th Grade	-5%
ELA Math	3rd Grade	18%	2%	5th Grade	-8%								
11%	6th Grade	12%	6%	7th Grade	-5%								

Challenges

<p>Indicator 31.4% of economically disadvantaged students scored proficient or advanced in ELA but this was growth from last year</p> <p>ESSA Student Subgroups</p>	<p>Comments/Notable Observations</p>
<p>Indicator 11.9% of economically disadvantaged students scored proficient or advanced in math but this was growth from last year</p>	<p>Comments/Notable Observations</p>

ESSA Student Subgroups																									
Indicator Fourth grade and eighth grade are not showing growth in proficiency in ELA, math or science. Fifth is not showing growth in proficiency in ELA, and seventh grade is not showing growth in proficiency in math.	Comments/Notable Observations <table border="0" style="width: 100%; text-align: center;"> <tr> <td>ELA</td> <td>Math</td> <td>Science</td> <td>4th Grade</td> <td>-13%</td> <td>-8%</td> <td>-13%</td> <td>5th</td> </tr> <tr> <td>Grade</td> <td>-8%</td> <td>11%</td> <td>-6th Grade</td> <td>12%</td> <td>6%</td> <td>-7th Grade</td> <td>2%</td> </tr> <tr> <td></td> <td>-5%</td> <td>-8th Grade</td> <td>-13%</td> <td>0%</td> <td>-17%</td> <td></td> <td></td> </tr> </table>	ELA	Math	Science	4th Grade	-13%	-8%	-13%	5th	Grade	-8%	11%	-6th Grade	12%	6%	-7th Grade	2%		-5%	-8th Grade	-13%	0%	-17%		
ELA	Math	Science	4th Grade	-13%	-8%	-13%	5th																		
Grade	-8%	11%	-6th Grade	12%	6%	-7th Grade	2%																		
	-5%	-8th Grade	-13%	0%	-17%																				
ESSA Student Subgroups Indicator 22.23 achievement in math and ELA combined scores: Economically Disadvantaged - 17.76%	Comments/Notable Observations TSI Designation for 23.24																								
ESSA Student Subgroups Economically Disadvantaged																									

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which had the most impact in improving your most pressing challenges.

In 2022.23 ELA, the All Student Group Meets the Standard Demonstrating a Growth score of 77.8, surpassing the state average score of 75.4. In 2022.23 math, the All Student Group Meets the Standard Demonstrating a Growth score of 74.5, nearly equal to the state average score of 74.9. In 2022.23 science, All Student Group Meets the Standard Demonstrating a Growth score of 78.7, surpassing the state average score of 74.7
2022.23 ELA Economically Disadvantaged student group demonstrated a 73 growth score
Third and sixth grade English are showing great improvement in proficiency from 2023 to 2024.
Fifth and sixth grade math are showing great improvement in proficiency from 2023 to 2024.
When looking at the proficient and advanced achievement levels on the 2023 and 2024 PSSA tests for 3rd-8th grades, Gillingham had a marginal increase in Math.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

In 22.23, 31.4% of economically disadvantaged students scored proficient or advanced in ELA, but this was growth from previous year
In 22.23, 11.9% of economically disadvantaged students scored proficient or advanced in math, but this was growth from last year
In 23.24, fourth grade and eighth grade are not showing growth in proficiency in ELA, math or science. Fifth is not showing growth in proficiency in ELA, and the seventh grade is not showing growth in proficiency in math.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
23.24 Lower school Aimsweb K-7 benchmarking	According to the lower school teachers, the data from 1st-2nd did not truly reflect the students' learning and growth since they did not do well with the online testing.
CDTs 8th-12th benchmarking	CDT data was not really helpful or incomplete

English Language Arts Summary

Strengths

In the national percentile ranks reading analysis, all tested grades, K to 7, had more than 50% of their students improve their national percentile ranking in the aimswebPlus reading tests. As far as their placement, four grade levels had half or more than half of their students performing above the 50th percentile by winter 2024—K, 4th, 5th, and 6th, which reflects a similar performance to national grade level peers overall.
In the Reading composite score analysis, we found that the majority of tested students in grades K to 7 improved their scores from fall to winter, with a high of 83% improvement in grades K and 4. Grades showing most improvement in Reading were K, 1, 2 and 4. In Math, the majority of the tested students in grades K, 1, 2, 3, 5, 6 and 7 improved their scores from fall to winter.

Challenges

In regard to the analysis, the aimswebPlus analysis could not be completed because a spring benchmark was not administered as a result of state testing and exam conflicts. Also, there was missing or incomplete data for the composite scores and percentile rankings, which results in a smaller sample size and lower validity. This is especially true for eighth grade reading; no analysis could take place since there was no winter reading scores in the system for winter 2024.
CDT data was not really helpful or incomplete
In their feedback about the benchmarking in 23.24, teachers noted that the Aimsweb online testing system did not reflect the learning. Students were not used to the system because students in the grade level do not take tests electronically.

Mathematics

Data	Comments/Notable Observations
23.24 Lower school Aimsweb K-7 benchmarking	According to the lower school teachers, the data from 1st-2nd did not truly reflect the students' learning and growth since they did not do well with the online testing.
CDTs 8th-12th benchmarking	CDT data was not really helpful or incomplete

Mathematics Summary

Strengths

In math, grades K to 3, 5 and 7 had more than 50% of their students improving on the aimswebPlus tests more than their peers nationally with a high of 100% relative improvement in Kindergarten from fall to winter. With this, Kindergarten was the only grade with more than half of its students performing above the 50th percentile in winter 2024 (100%).

Grades showing most improvement in Math performance were K with 100% and 2nd with 94%.

Challenges

CDT data was not really helpful or incomplete

In regard to the analysis, the aimswebPlus analysis could not be completed because a spring benchmark was not administered as a result of state testing and exam conflicts. Also, there was missing or incomplete data for the composite scores and percentile rankings, which results in a smaller sample size and lower validity. This is especially true for eighth grade reading; no analysis could take place since there was no winter reading scores in the system for winter 2024.

In their feedback about the benchmarking in 23.24, teachers noted that the Aimsweb online testing system did not reflect the learning. Students were not used to the system because students in the grade level do not take tests electronically.

We need targeted interventions to boost grade level skills in grades 4 and 8 math. The majority of students in every grade, from 1st to 8th, would also benefit from additional math interventions. Possible options include after school tutoring or summer tutoring, or additional time with skill-building software oriented toward developing grade-level skills (e.g., iXL, Study Island, iReady).

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
NA	NA
NA	NA

Science, Technology, and Engineering Education Summary

Strengths

NA

NA

Challenges

NA

NA

Related Academics

Career Readiness

Data	Comments/Notable Observations
22.23 PA Career Standards Benchmark	In 22.23 Gillingham's full-time career counselor successfully implemented a plan that resulted in a score of 95% in the career readiness benchmark, which exceeds the state 80% benchmark for career readiness. In 23.24, Gillingham scored 100%!

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

In 22.23 Gillingham's full-time career counselor successfully implemented a plan that resulted in a score of 95% in the career readiness benchmark, which exceeds the state 80% benchmark for career readiness. In 23.24, Gillingham scored 100%!

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

During the 22.23 school year, students who attend alternative schools did not always submit their career readiness artifacts which stifles our ability to reach 100%.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
2023.24 Attendance	Gillingham's 2 EL students averaged a 94.5% attendance rate.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
2023.24 Attendance	
Keystone	

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
2023.24 Attendance	

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
2 or More Races	2023.24 Attendance
Hispanic	

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Gillingham's 2 EL students averaged a 94.5% attendance rate.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

23% of the 79 students who were chronically absent in 23.24 were Hispanic or multi-racial.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	NA
Title 1 Program	This is our Title I plan.
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	NA

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

The special education plan aims to increase the scores of students with disabilities.
The Title I plan aims to increase the scores of economically disadvantaged students.
The Title I plan aims to increase the attendance rate of economically disadvantaged students.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

The truancy rate of students of combined races is higher than other races.
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Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Exemplary
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Exemplary

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Exemplary
Use multiple professional learning designs to support the learning needs of staff	Exemplary
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Identify professional learning needs through analysis of a variety of data
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
We notched up our systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Continuing to find ways to better engage parents and the community to meet our students' needs.
It will be an adjustment this year to switch from Aimsweb benchmarking in the lower grades to the CDTs, but we think we'll have better data that isn't as confusing to decipher.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
In 2022.23 ELA, the All Student Group Meets the Standard Demonstrating a Growth score of 77.8, surpassing the state average score of 75.4. In 2022.23 math, the All Student Group Meets the Standard Demonstrating a Growth score of 74.5, nearly equal to the state average score of 74.9. In 2022.23 science, All Student Group Meets the Standard Demonstrating a Growth score of 78.7, surpassing the state average score of 74.7	True
2022.23 ELA Economically Disadvantaged student group demonstrated a 73 growth score	False
Third and sixth grade English are showing great improvement in proficiency from 2023 to 2024.	False
In the national percentile ranks reading analysis, all tested grades, K to 7, had more than 50% of their students improve their national percentile ranking in the aimswebPlus reading tests. As far as their placement, four grade levels had half or more than half of their students performing above the 50th percentile by winter 2024—K, 4th, 5th, and 6th, which reflects a similar performance to national grade level peers overall.	True
In math, grades K to 3, 5 and 7 had more than 50% of their students improving on the aimswebPlus tests more than their peers nationally with a high of 100% relative improvement in Kindergarten from fall to winter. With this, Kindergarten was the only grade with more than half of its students performing above the 50th percentile in winter 2024 (100%).	False
Fifth and sixth grade math are showing great improvement in proficiency from 2023 to 2024.	False
In the Reading composite score analysis, we found that the majority of tested students in grades K to 7 improved their scores from fall to winter, with a high of 83% improvement in grades K and 4. Grades showing most improvement in Reading were K, 1, 2 and 4. In Math, the majority of the tested students in grades K, 1, 2, 3, 5, 6 and 7 improved their scores from fall to winter.	False
Grades showing most improvement in Math performance were K with 100% and 2nd with 94%.	False
When looking at the proficient and advanced achievement levels on the 2023 and 2024 PSSA tests for 3rd-8th grades, Gillingham had a marginal increase in Math.	False
NA	False
In 22.23 Gillingham's full-time career counselor successfully implemented a plan that resulted in a score of 95% in the career readiness benchmark, which exceeds the state 80% benchmark for career readiness. In 23.24, Gillingham scored 100%!	False

The special education plan aims to increase the scores of students with disabilities.	False
The Title I plan aims to increase the scores of economically disadvantaged students.	True
The Title I plan aims to increase the attendance rate of economically disadvantaged students.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Gillingham's 2 EL students averaged a 94.5% attendance rate.	False
NA	False
Identify professional learning needs through analysis of a variety of data	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
We notched up our systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
In 22.23, 31.4% of economically disadvantaged students scored proficient or advanced in ELA, but this was growth from previous year	False
In 22.23, 11.9% of economically disadvantaged students scored proficient or advanced in math, but this was growth from last year	True
In 23.24, fourth grade and eighth grade are not showing growth in proficiency in ELA, math or science. Fifth is not showing growth in proficiency in ELA, and the seventh grade is not showing growth in proficiency in math.	False
In regard to the analysis, the aimswebPlus analysis could not be completed because a spring benchmark was not administered as a result of state testing and exam conflicts. Also, there was missing or incomplete data for the composite scores and percentile rankings, which results in a smaller sample size and lower validity. This is especially true for eighth grade reading; no analysis could take place since there was no winter reading scores in the system for winter 2024.	True
CDT data was not really helpful or incomplete	True
CDT data was not really helpful or incomplete	False

In their feedback about the benchmarking in 23.24, teachers noted that the Aimsweb online testing system did not reflect the learning. Students were not used to the system because students in the grade level do not take tests electronically.	False
In regard to the analysis, the aimswebPlus analysis could not be completed because a spring benchmark was not administered as a result of state testing and exam conflicts. Also, there was missing or incomplete data for the composite scores and percentile rankings, which results in a smaller sample size and lower validity. This is especially true for eighth grade reading; no analysis could take place since there was no winter reading scores in the system for winter 2024.	False
In their feedback about the benchmarking in 23.24, teachers noted that the Aimsweb online testing system did not reflect the learning. Students were not used to the system because students in the grade level do not take tests electronically.	False
23% of the 79 students who were chronically absent in 23.24 were Hispanic or multi-racial.	False
NA	False
During the 22.23 school year, students who attend alternative schools did not always submit their career readiness artifacts which stifles our ability to reach 100%.	False
The truancy rate of students of combined races is higher than other races.	False
It will be an adjustment this year to switch from Aimsweb benchmarking in the lower grades to the CDTs, but we think we'll have better data that isn't as confusing to decipher.	False
Continuing to find ways to better engage parents and the community to meet our students' needs.	False
NA	False
We need targeted interventions to boost grade level skills in grades 4 and 8 math. The majority of students in every grade, from 1st to 8th, would also benefit from additional math interventions. Possible options include after school tutoring or summer tutoring, or additional time with skill-building software oriented toward developing grade-level skills (e.g., iXL, Study Island, iReady).	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Attendance rates directly impacts students scores, and we need to determine from the data from the 23.24 state testing scores if the areas we notched up made a difference in the various student groups.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In 22.23, 11.9% of economically disadvantaged students scored proficient or advanced in math, but this was growth from last year		True
In regard to the analysis, the aimswebPlus analysis could not be completed because a spring benchmark was not administered as a result of state testing and exam conflicts. Also, there was missing or incomplete data for the composite scores and percentile rankings, which results in a smaller sample size and lower validity. This is especially true for eighth grade reading; no analysis could take place since there was no winter reading scores in the system for winter 2024.		True
CDT data was not really helpful or incomplete		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
In 2022.23 ELA, the All Student Group Meets the Standard Demonstrating a Growth score of 77.8, surpassing the state average score of 75.4. In 2022.23 math, the All Student Group Meets the Standard Demonstrating a Growth score of 74.5, nearly equal to the state average score of 74.9. In 2022.23 science, All Student Group Meets the Standard Demonstrating a Growth score of 78.7, surpassing the state average score of 74.7	
In the national percentile ranks reading analysis, all tested grades, K to 7, had more than 50% of their students improve their national percentile ranking in the aimswebPlus reading tests. As far as their placement, four grade levels had half or more than half of their students performing above the 50th percentile by winter 2024—K, 4th, 5th, and 6th, which reflects a similar performance to national grade level peers overall.	
The Title I plan aims to increase the scores of economically disadvantaged students.	
The Title I plan aims to increase the attendance rate of economically disadvantaged students.	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	
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Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Implement interventions such as iXL to target students and bubble students (those who are on the verge of moving from below to proficient).
	Find better benchmarking assessment tools to monitor the growth of the lower school students.

Goal Setting

Priority: Implement interventions such as iXL to target students and bubble students (those who are on the verge of moving from below to proficient).

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Using PDE’s calculations, Gillingham’s attendance by 2026/27 will improve to 80% for students who who attended school 90% of the time and were enrolled with GCS for more than 90 days.			
Measurable Goal Nickname (35 Character Max)			
80% attendance rate			
Target Year 1	Target Year 2	Target Year 3	
Using PDE’s calculations, Gillingham’s attendance in 2024.25 will improve to 70% for students who who attended school 90% of the time and were enrolled with GCS for more than 90 days.	Using PDE’s calculations, Gillingham’s attendance in 2025.26 will improve to 75% for students who who attended school 90% of the time and were enrolled with GCS for more than 90 days.	Using PDE’s calculations, Gillingham’s attendance by 2026/27 will improve to 80% for students who who attended school 90% of the time and were enrolled with GCS for more than 90 days.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Using PDE’s calculations, Gillingham’s attendance in 2024.25 will improve to 70% for students who who attended school 90% of the time and were enrolled with GCS for more than 90 days.	Using PDE’s calculations, Gillingham’s attendance in 2024.25 will improve to 70% for students who who attended school 90% of the time and were enrolled with GCS for more than 90 days.	Using PDE’s calculations, Gillingham’s attendance in 2024.25 will improve to 70% for students who who attended school 90% of the time and were enrolled with GCS for more than 90 days.	Using PDE’s calculations, Gillingham’s attendance in 2024.25 will improve to 70% for students who who attended school 90% of the time and were enrolled with GCS for more than 90 days.
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Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students' proficient or advanced math scores on the PSSA and Keystone state testing will improve by 12%, an average growth of 2.5% a year.			
Measurable Goal Nickname (35 Character Max)			
12% increase of math proficient or advanced scores over 5 years			
Target Year 1	Target Year 2	Target Year 3	
2.5% increase of proficient or advanced scores in math	another 2.5% increase of proficient or advanced scores in math	Students' proficient or advanced math scores on the PSSA and Keystone state testing will improve by 12%, an average growth of 2.5% a year.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Benchmarking will be completed and students are placed in flexible math groups.	Benchmarking demonstrates increase in proficient and advanced scores. Students not showing progress are targeted with interventions.	Students are participating in and are monitored in flexible math groups and targeted intervention groups.	2.5% increase of proficient or advanced scores in math

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Students' proficient or advanced ELA scores on the PSSA and Keystone state testing will improve by 12%, an average growth of 2.5% a year.			
Measurable Goal Nickname (35 Character Max)			
12% increase of ELA proficient or advanced scores over 5 years			

Target Year 1	Target Year 2	Target Year 3	
2.5% increase of proficient or advanced scores in ELA	another 2.5% increase of proficient or advanced scores in ELA	Students' proficient or advanced ELA scores on the PSSA and Keystone state testing will improve by 12%, an average growth of 2.5% a year.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Benchmarking will be completed and students are placed in flexible reading groups.	Benchmarking demonstrates increase in proficient and advanced scores. Students not showing progress are targeted with interventions.	Students are participating in and are monitored in flexible math groups and targeted intervention groups.	2.5% increase of proficient or advanced scores in ELA

Priority: Find better benchmarking assessment tools to monitor the growth of the lower school students.

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
Consistent annual Implementation of the CDTs for 1-11th benchmarking in math and ELA			
Measurable Goal Nickname (35 Character Max)			
Benchamarking assessment tool			
Target Year 1	Target Year 2	Target Year 3	
Learn how to assess and analyze data from 1st-8th CDT benchmarking to inform instrucion in math and ELA	Consistently implement CDTs in 1st-11th and analyze data to inform instruction in ELA and math	Consistent annual Implementation of the CDTs for 1-11th benchmarking in math and ELA	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
During inservice learn how to administer the CDTs in 1st-8th and how to create flexible math and reading groups and intervention groups	Instruct students in flexible reading and math groups and implement interventions for targeted students and bubble kids	after 2nd benchmarking analyze data to create flexible groups and intervention groups	Learn how to assess and analyze data from 1st-8th CDT benchmarking to inform instrucion in math and ELA

Action Plan

Measurable Goals

80% attendance rate	12% increase of math proficient or advanced scores over 5 years
12% increase of ELA proficient or advanced scores over 5 years	Benchmarking assessment tool

Action Plan For: Data-Based Decision Making in Inclusive Education

Measurable Goals:
<ul style="list-style-type: none"> Consistent annual Implementation of the CDTs for 1-11th benchmarking in math and ELA Students' proficient or advanced ELA scores on the PSSA and Keystone state testing will improve by 12%, an average growth of 2.5% a year. Students' proficient or advanced math scores on the PSSA and Keystone state testing will improve by 12%, an average growth of 2.5% a year.

Action Step		Anticipated Start/Completion Date	
Training by School Frontiers and Title I coordinator to analyze PSSA/Keystone 23.24 scores and the 24.25 CDT math and ELA benchmarking data to inform instruction, targeted intervention groups and inclusive education		2024-08-26	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Nicolle Hutchinson, Director of Education	Data, coaching from School Frontiers team members	Yes	No
Action Step		Anticipated Start/Completion Date	
Title I coordinator and School Frontiers consultants Math analyzes data with teachers to collaborate on flexible reading and math groups and targeted intervention groups		2024-08-26	2024-09-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Carol Ranck and Mario Guterrez	data, specialized schedules	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Teacher directed groupings based on their students' data; flexible groupings in which children move around in their groups according to their progress	The school's director of education and interventionists will meet monthly with the consultants, School Frontiers, to monitor the screens and benchmarking data and compare them to the teachers flexible groups. the groupings.
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Action Plan For: Incentives

Measurable Goals:
<ul style="list-style-type: none"> Using PDE's calculations, Gillingham's attendance by 2026/27 will improve to 80% for students who who attended school 90% of the time and were enrolled with GCS for more than 90 days. Students' proficient or advanced ELA scores on the PSSA and Keystone state testing will improve by 12%, an average growth of 2.5% a year. Students' proficient or advanced math scores on the PSSA and Keystone state testing will improve by 12%, an average growth of 2.5% a year.

Action Step		Anticipated Start/Completion Date	
Develop an incentive plan to provide outward motivation for students who struggle to motivate themselves to attend school regularly and to improve their effort and growth in ELA and math, especially the targeted students and bubble kids.		2024-08-19	2024-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Nicolle Hutchinson, Director of Education (DOE)	Attendance data, funding for activities such as a special trip	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
75% more students take effort to attend school and improve their state testing and bechmarking scores	DOE, Title I Coordinator, Math Teacher, ELA Teachers, Attendance Team, analyze the data each trimester

Action Plan For: Student Self-Monitoring

Measurable Goals:
<ul style="list-style-type: none"> Using PDE’s calculations, Gillingham’s attendance by 2026/27 will improve to 80% for students who who attended school 90% of the time and were enrolled with GCS for more than 90 days. Students' proficient or advanced ELA scores on the PSSA and Keystone state testing will improve by 12%, an average growth of 2.5% a year. Students' proficient or advanced math scores on the PSSA and Keystone state testing will improve by 12%, an average growth of 2.5% a year.

Action Step		Anticipated Start/Completion Date	
Create and implement and monitor a process that includes tools to teach students how to analyze and monitor their scores and growth so that they can set goals to improve attendance and learning in math and LEA		2024-08-26	2025-04-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Nicolle Hutchinson, DOE	student self-reflection tools, scheduling for student conferencing with their teachers	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will be aware of their ELA and math scores as well as their attendance records and will then improve in their attendance and math and ELA knowledge and skills	DOE, Title I coordinator, math and reading teachers, Attendance Team, Student Coach (for attendance)

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Homeless set-aside	<ul style="list-style-type: none"> Incentives 	Supplies & Property	1	200
Total Expenditures				200

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Other Expenditures	<ul style="list-style-type: none"> Data-Based Decision Making in Inclusive Education 	Partial Salary for Title I Coordinator, Carol Ranck	3,400

Other Expenditures	<ul style="list-style-type: none"> Incentives 	Partial salary for Student Coach, Heather Nelson	31,684
Other Expenditures	<ul style="list-style-type: none"> Incentives 	Partial benefits for Student Coach, Heather Nelson	5,409
Instruction	<ul style="list-style-type: none"> Data-Based Decision Making in Inclusive Education 	Partial salary for math interventionist	30,872
Instruction	<ul style="list-style-type: none"> Data-Based Decision Making in Inclusive Education 	Partial Benefits for Math Interventionist	5,762
Total Expenditures			74

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data-Based Decision Making in Inclusive Education	Training by School Frontiers and Title I coordinator to analyze PSSA/Keystone 23.24 scores and the 24.25 CDT math and ELA benchmarking data to inform instruction, targeted intervention groups and inclusive education
Student Self-Monitoring	Create and implement and monitor a process that includes tools to teach students how to analyze and monitor their scores and growth so that they can set goals to improve attendance and learning in math and LEA

Data Analysis

Action Step		
<ul style="list-style-type: none"> Training by School Frontiers and Title I coordinator to analyze PSSA/Keystone 23.24 scores and the 24.25 CDT math and ELA benchmarking data to inform instruction, targeted intervention groups and inclusive education 		
Audience		
ELA and math teachers		
Topics to be Included		
Analyzing data, Data-Based Decision-Making		
Evidence of Learning		
Teacher generated evaluations of data; teacher designed student groupings based on data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Nicolle Hutchinson, Director of Education	2023-09-01	2024-04-26

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Student Self Monitoring

Action Step

<ul style="list-style-type: none"> Create and implement and monitor a process that includes tools to teach students how to analyze and monitor their scores and growth so that they can set goals to improve attendance and learning in math and LEA 		
Audience		
ELA and math teachers		
Topics to be Included		
Student self-reflection and monitoring, student goal setting and monitoring		
Evidence of Learning		
Creation of age appropriate student self reflection and goal setting tools; student completion of self-reflection and goal setting tools		
Lead Person/Position	Anticipated Start	Anticipated Completion
Nicolle Hutchinson, director of education	2024-08-26	2024-08-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	1x for initial collaboration and trimester check ins
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Inform stakeholders about the incentive, self-reflection tools and role of Title I coordinator and and School Frontiers to train about the benchmarking to improve student motivation and learning and attendance					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Title I coordinator and School Frontiers consultants Math analyzes data with teachers to collaborate on flexible reading and math groups and targeted intervention groups Develop an incentive plan to provide outward motivation for students who struggle to motivate themselves to attend school regularly and to improve their effort and growth in ELA and math, especially the targeted students and bubble kids. Create and implement and monitor a process that includes tools to teach students how to analyze and monitor their scores and growth so that they can set goals to improve attendance and learning in math and LEA 	Parents, teachers, students, stakeholders	Role of the interventionists, the goals we're trying to reach, how they will assist students, how they will assist teachers	Nicolle Hutchinson	09/01/2023	10/06/2023
Communications					
Type of Communication			Frequency		
Newsletter			3x		
Other			Assembly with students 1-3x		

