



INDUCTION PLAN

2021

The aim is to ensure that all teachers new to Gillingham, no matter how many years of teaching they have prior to joining Gillingham's team, learn the relational Charlotte Mason educational approach and develop strong relationships with their colleagues so that they join the community in way that embraces their contributions and includes them on the team.

PROCESSES, PROCEDURES & TOOLS

The school implements such evidenced-based practices as Professional Learning Community, effective teams, mentoring and coaching, Research Lesson Studies, co-teaching and book discussions.

Inductees participate in:

- The Relational Education Week two years in a row to immerse themselves in and to learn the practices of the relational education Charlotte Mason approach as well as the schoolwide Positive Behavior Supports: Restorative Practices and the Nurtured Heart Approach.
- All current training for schoolwide improvement initiatives
- Meetings and coaching sessions with their assigned mentors
- The Monthly Inductee Workshop with the Instructional Coach
- Co-teaching with the Instructional Coach
- IU29's Induction Program to earn their Level II Certification
- Mini-Workshops with the Director of Organizational Development's department for onboarding in Personnel, Record Keeping, and Safety.
- Two evaluations a year with the Director of Education
- Additional coaching or trainings in specific areas of need or subject matter or certification

ROLES

DIRECTOR OF EDUCATION

-Educator Induction Coordinator Duties:

- . Schedules and implement an appropriate induction program, as designed, and directed by the educator induction committee.
- . Chairs the educator induction committee.
- . Oversees the educator induction program.
- . Maintains adequate record keeping of educator induction program activities and participating educators.
- . Coordinates and oversee selection of mentors and assignment of inductees.

Oversees and provides ongoing training for new and veteran mentors.

- . Identifies and provides appropriate resources to support educator induction activities (i.e., time, scheduling, space, and funding).

-Instructional Leader Duties:

- . Includes a thorough introduction to the school and staff, policies and procedures, student information systems, and students.
- . Facilitates the mentor/mentee relationship, ensures reasonable working conditions, and formally evaluates inductees.
- . Collaborates with other administrators or support staff to give job-specific help to teachers and/or specialists.
- . Assigns teachers for instructional coaching.
- . Maintains and evaluates records on growth of inductees.
- . Formally evaluates inductees using qualitative and quantitative data.

INSTRUCTIONAL COACH

- . Schedules pre and post meetings with an inductee to prepare for the co-teaching experience
- . Observes the inductee in the classroom and debriefs for self-reflection and goal setting
- . Models instruction and/or other elements of teaching for the inductee and debriefs with the inductee and leads self-reflection and goal setting
- . Repeats this model of observing and modeling until both the inductee and coach see mastery of instruction in the classroom

MENTORS

Mentors are teachers who have successfully completed Gillingham's induction program and have successfully taught in a relational Charlotte Mason educational program for 4 or more years with satisfactory evaluations.

-Qualifications of a Mentor

A mentor demonstrates:

- . Similar certification and assignment as the inductee
- . Outstanding work performance
- . Continuous learning and reflection
- . Knowledge of district/school policies, procedures, and resources
- . Ability to work with students and adults
- . Willingness to accept additional responsibility
- . Mentor training or previous experience
- . Compatible schedules so the mentor and inductee can meet regularly
- . Training and experience in implementation of the Relational Education model based on the Charlotte Mason Framework
- . Training and experience in implementation of Restorative Practices and the Nurtured Heart Approach as well as other age or subject specific approaches such as Word Study or TPRS.
- . Understanding the concept of promoting further inquiry by asking open-ended questions and utilizing open-ended tasks and assessing through open-ended exams
- . Differentiated learning that supports higher order thinking skills and the development of metacognitive skills
- . Developing assessments that are based on standards and eligible content
- . Data analysis experience and use

-Duties, Responsibilities & Compensation

Mentors are those Gillingham educators recognized for instructional leadership and their ability to work collaboratively on development of job-embedded knowledge and skills. Being a mentor is an honor and mentoring provides the opportunity for leadership. They are trained in mentoring and coaching. Mentors note that they gain from the experience that refines their skills and enhances professional growth. Because it is a demanding responsibility, Gillingham compensates mentors with a stipend.

Specific Duties include:

a. Instructional support in these areas:

- . Classroom management
- . Standards-based instructional planning and implementation
- . Relational, standards-aligned teaching strategies
- . Differentiated instruction and supports for struggling and gifted students
- . Observations and conferencing with the beginning teacher
- . Modeling instruction
- . Instruction for diverse learners in inclusive settings, including English Learners and students with IEPs
- . Data-informed decision making

b. Professional support such as:

- . Information about school policies and procedures
- . Student formative and summative assessments and evaluation
- . Information about quality professional development opportunities

c. Personal support such as:

- . Introductions to other faculty and administrators
- . Personal encouragement within the context of a confidential relationship
- . Liaison to referral to other key people and resources

INDUCTEES

Gillingham inducts teachers for 2 years, whether they join the team experienced in teaching or not.

a. Inductee responsibilities include:

- . Attending the IU's induction program for Level II certification
- . Attending Relational Education Week training in August for 2 years
- . Attending all orientation activities
- . Seeking help when needed
- . Observing experienced teachers/specialists
- . Co-teaching with the instruction coach, Director of Education, mentor or other coach
- . Meeting regularly with mentors
- . Meeting with other inductees in the monthly Induction Workshop with the instructional coach to discuss experiences
- . evaluating the program

b. Inductees are expected to:

- . Actively participate in mentoring activities and relationships
- . Seek out help from colleagues
- . Accept and act upon constructive feedback through open communication with the mentor and instructional coach
- . Implement the relational approach
- . Schedule observation of experienced teachers at work
- . Schedule classroom observation by the mentor
- . Maintain and submit accurate records of induction activities (e.g., observations, training sessions, conferences) for the annual portfolio
- . Maintain a confidential relationship with the assigned mentor
- . Actively follow the expectations of the lesson observation form and evaluation form

Name	Title	Committee Role	Chosen/Appointed By
Cassandra Shive	Director of Education	Administrator	Administration Personnel
Nicolle Hutchinson	Charlotte Mason Instructional Coach	Administrator	Education Specialist
Candice Khan	Team Leader	High School Teacher	Teacher
Karen Shanoskie	3rd Grade Teacher	Elementary Teacher	Teacher
Deidra Herbert	Middle School Humanities Teacher	Middle School Teacher	Teacher
Patricia Setlock	Bake Shop VI	Local Business Representative	School Board of Directors
Mike Fannick	Retired Business Owner	Community Member	School Board of Directors
Tricia Brensinger	Parent	Parent of Child Attending	School Board of Directors

Professional Development Activity Name for Gillingham's School Improvement Plan	Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Start	Anticipated Completion	Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Math Workshops with Dr. Wertheimer and Suzanne Bazak		Faculty, paraprofessionals' directors, curriculum coordinator	Foundations of Math, Math Fact Fluency, Math Games, Teaching Math	Different instruction in the classroom, math games, higher math scores, math fact fluency scores	Director of Education	11/01/2021	05/31/2024	1. Workshop(s)	1x quarter	1. 1a: Demonstrating Knowledge of Content and Pedagogy 2. 1b: Demonstrating Knowledge of Students 3. 1c: Setting Instructional Outcomes	1. Teaching Diverse Learners in an Inclusive Setting
Math Pact Design Teams		All Gillingham employees	Math Pact book's suggestions; Math Pact template; Teams collaborate on a Math Pact draft; Whole team deliberates and finalized the Math Pact	Math Pact drafts and a finalized Math Pact for the school	Director of Education	11/01/2021	02/25/2023	1. Professional Learning Community (PLC)	1-2x month	1. 1a: Demonstrating Knowledge of Content and Pedagogy 2. 1b: Demonstrating Knowledge of Students	1. Teaching Diverse Learners in an Inclusive Setting
Research Lesson Studies		All Gillingham employees	math fact fluency games, strategies for teaching math facts, strategies to practice math facts, strategies to assess math fact fluency	math fact assessments, Research Lesson Study protocols and final analyses of each lesson study lesson, interleaving math games and worksheets, improved math scores	Instructional Coach	11/01/2021	06/02/2023	1. Lesson studies	2x month	1. 1c: Designing Coherent Instruction	1. Teaching Diverse Learners in an Inclusive Setting
Data Analysis Workshop		Faculty	How to analyze and use data to drive instruction	teacher goals for each student s' for math fact fluency	Director of Education	10/29/2021	11/26/2021	1. Workshop(s)			1. Teaching Diverse Learners in an Inclusive Setting

Professional Development Activity Required by PDE Regulations and PA Law	Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/ Position	Anticipated Start	Anticipated Completion	Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students PLC		faculty, educational specialists and educational support staff	Reading growth and small group instruction coaching	Altered lesson plans, team meeting minutes	Director of Education	10/08/2021	05/31/2024	1. Professional Learning Community (PLC)	1 team meeting/month	1. 3d: Using Assessment in Instruction 2. 1c: Setting Instructional Outcomes 3. 1a: Demonstrating Knowledge of Content and Pedagogy	1. Language and Literacy Acquisition for All Students
Act 18 Trauma-Informed Care Training		all Gillingham employees	6 principles of trauma-informed care; trauma-informed teaching	lesson plans	Director of Education	11/05/2021	05/27/2022	1. Workshop(s)	at least 1	1. 1b: Demonstrating Knowledge of Students	1. Trauma Informed Training (Act 18)
Act 44 School Safety Workshops		all employees	alcohol and other drugs; student mental health; trauma informed teaching, equity and inclusion; children internet safety; SEL strategies for children	certificates; lesson plans	Director of Education	10/08/2021	05/29/2026	1. Workshop(s)	at least 3 hours in 5 years	1. 2a: Creating and Environment of Respect and Rapport 2. 2b: Establishing a Culture for Learning	1. School Safety including Trauma-informed Education Awareness (Act
Act 16 Annual Fiscal Training (Contingency Funding for Significant Disproportionality IEPs)		Special Education Lead Teacher and Director of Education	application requirements, extraordinary educational needs, IREs, eligible expenditures	certificate; application (when necessary)	Director of Education	10/08/2021	05/27/2022	1. Seminar(s)	1x/year	1. 1d: Demonstrating Knowledge of Resources	1. Annual Fiscal (APSEM, Contingency, Act 16, Significant Disproportionality, IDEA-B) Training
Special Education State Plan Training for special education faculty and staff		Special Education Lead Teacher and Director of Education	School districts must submit a Special Education Plan every three years to PDE as required under 22 PA Code 14.104. This training will provide school districts with necessary information to develop and implement required special education plans.	Certificate	Director of Education	10/08/2021	05/24/2024	1. Workshop(s)	1x/3 years		1. Special Education State Plan Training
PASA Administration Training for special education faculty and staff		any special education teacher administering the PASA assessment	how to prepare to administer the PASA Assessment, how to administer the PASA Assessment	certificate; meeting agenda or minutes	Special Education Lead Teacher	02/04/2022	05/27/2022	1. Workshop(s)	1x/year	1. 4b: Maintaining Accurate Records	1. PASA Administration Training
Indicator 14 Pennsylvania Post School Outcomes Training		special education faculty and career counselor	what are post school outcomes, Pennsylvania Post-School Outcome Surveys	surveys	Special Education Lead Teacher	10/01/2021	05/29/2026	1. Workshop(s)	1x / 5 years		1. Indicator 14 Pennsylvania Post School Outcomes Training
Indicator 13 Effective Practices in Transition Training		Special education case managers and director of education	effective practices for secondary transition; post-school outcomes; outside agency and student involvement in the IEP; writing coordinated, measurable, annual Individualized Education Program (IEP) goals that will reasonably enable students ages 14 and above to meet their postsecondary outcomes	certificate; transition plans in IEPs	Director of Education	10/01/2021	05/31/2024	1. Action research	1x/year	1. 1d: Demonstrating Knowledge of Resources 2. 4c: Communicating with Families	1. Indicator 13 Effective Practices in Transition Training

1. Teacher and staff end-of-year checklist includes a survey for feedback and evaluation of the past school year's professional learning opportunities
2. The PD planning team analyzes those surveys.
3. The PD planning team analyzes student performance data correlated with the professional learning opportunities
4. The PD planning team evaluates any student learning (through student work and artifacts) that directly relate to the professional learning opportunities
5. The PD planning team analyzes the agendas of the various professional learning opportunities

Schoolwide Improvement Plan Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Cassandra Shive	Director of Education	Gillingham CS	cshive@gillingham.school
Dina Boyer	Title 1 Coordinator	Gillingham CS	dboyer@gillingham.school
Dawn Housel	Data Manager	Gillingham CS	dhousel@gillingham.school
Robert Homyak	Student	Gillingham CS	rhomyak@wolfpack.school
Patricia Setlock	Parent & Community Representative	Gillingham CS	dancepk@hotmail.com
Mike Fannick	Community Representative	Gillingham CS	mfannick@yahoo.com
Candice Khan	Middle/Upper School Teacher	Gillingham CS	ckhan@gillingham.school
Morgan Schreckengost	Lower School Teacher	Gillingham CS	mschreckengost@gillingham.school
Preston Charlesworth	Student Coach	Gillingham CS	pcharlesworth@gillingham.school
Nicolle Hutchinson	Administrator	Gillingham CS	nhutchinson@gillingham.school
Michelle McKee	Board Member	Gillingham CS	KorenM@gmail.com
Krista Bevan	Administrator	Gillingham CS	kbevan@gillingham.school

LEA Profile

Gillingham Charter School (GCS) is a state-funded and tuition-free K-12 charter school which serves 250+ students from Schuylkill County and surrounding counties. Gillingham is a schoolwide Title I school, and a large percentage of the student population receives free and reduced breakfasts and lunches. On average about 30% of our students have IEPs, so our school's special education population percentage often doubles our sending districts' special education population.

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. To see that happen, GCS follows the Charlotte Mason Relational Education philosophy, which emphasizes that students are born persons with the innate ability and desire to learn. The school is designed to respect students as persons. Our teachers respectfully educate students and provide intentional recognition to students' positive actions and choices. 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 a broad curriculum and cross-curricular learning and writing experiences as part of the core curriculum, including learning such subjects as Spanish, Latin, nature studies, Shakespeare, physical education, singing, music and instrumental lessons. All students narrate, write, care for the building, play and learn outdoors and supervise their individualized learning plans. Additionally, upper school students take college-level courses, care for the building, compete in a sport to graduate, and intern at local businesses. GCS emphasizes use of authentic assessments of progress (portfolios) 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 engage in nightly reading and math practice. GCS's PBSP employs Restorative Practices schoolwide to build community, social emotional awareness, and responsibility to the community and shared materials. RPs also 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 Governance practices are centered on shared leadership principles and learning organization frameworks. Thus, all faculty, staff, and adult community members participate as learning leaders and followers who build the educational community.

This past year, Gillingham families and staff created the Gillingham Foundation to support the school's students, growth and sustainability. The Foundation fundraises and offers consulting products and services to organizations who want to implement relational educational principles. The Foundation is currently supporting the Dogwood Charter School team in the Pittsburgh area as they have adopted Gillingham's model and hired the consulting services.

SIP 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." 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.

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. They will be magnanimous thinkers and doers.

SIP Educational Value Statements

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. Mathematics at Gillingham emphasizes understanding mathematical concepts and ideas, inquiry math instructional practices, and fluency in math facts. 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 students to learn alongside teachers and students they know and learn to trust. 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 that are 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 language across subjects. Students "narrate" to "know." Narration requires students to tell back what was read or observed or done, to ask questions during "student talk" and to discuss and evaluate ideas and content in the "grand conversation" with each other. Teachers and administrators work together to analyze and improve the rigorous, engaging curriculum. 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. They also make 10 or more positive home phone calls a month. Teachers and staff are encouraged to be both leaders and followers in the formation of the GCS shared leadership/learning community. They are given the opportunity and are encouraged to openly communicate with leaders and

administration to shape and improve the learning environment and create an atmosphere of collaboration in the Relational Governance model. This involves the use of Restorative Practices and the Nurtured Heart Approach with adults. This mutual emphasis on high positive recognition and positive community building 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 by attending homeroom or assemblies as time allows, and they all experience educational immersions with the teachers to experience the philosophy.

Administration

Administration engages with the school community and provides guidance, modeling, and support to maintain adherence to the school's Charlotte Mason Relational Education philosophy. Administration supports teachers, students 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, engaging curriculum. 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, holding everyone to high expectations while providing high support.

Parents

In the Schoolhouse Pact, Gillingham's parents are expected to support their students at home with any homework, to seek restoration when relationships are broken, to contact the correct person when issues arise, and to participate in activities, especially monthly evening collaboratives. Gillingham offers many opportunities throughout the year for parents to play an active role in the school community. Parents attend their children's "Student Led Conferences" 2x/year to support their children's learning and growth plans and to review their children's narrative report cards and portfolios. 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 parent 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 children 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.

Parents are expected to help their child take proper care of items that belong to the school, make sure the child attends school, and uphold academic expectations for their children

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 monthly Saturday Service projects and Evening Collaboratives, as well as 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 field studies, job shadowing/internships, musical concerts, theatrical performances, and literary contests. Additionally, positive community interactions have included speakers for career night and guest speakers in classrooms and at assemblies. 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.

Other (Optional)

NOTES: here is a link to Gillingham's LEA profile and educational values using the "about" page of our school website.

https://docs.google.com/document/d/1SMkRCzEMhuyao0cBvVspyWR1QeyTSQTUoOMp7k_Q5Oo/edit?usp=sharing

SIP Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Over 60% of the students met annual yearly progress in reading despite the pandemic and learning remotely.	No
Students who received small group/ 1-1 targeted intervention made significant progress.	Yes
PVAAS science scores demonstrate positive growth.	No
Special Education Plan/Cyclical Monitoring received good feedback from our PDE Spec Ed reps. Several students were exited from the Special Education program as having shown significant growth in academic areas and no longer needing IEP.	Yes
Student Attendance Improvement Plans gone through revisions to assist in the prevention of truancy.	Yes
339 Plan is constantly being tweaked to best serve the students and Career Counselor diligently collects appropriate models and artifacts of career evidence.	No
In 2019.20, Gillingham exceeded the college/ career readiness requirements and highly supported the class of 2020 in achieving postsecondary and career placement.	Yes
In 2019.20, the number of proficient and advanced scores in Math, ELA and Science increased from the previous year.	Yes
In 2019.20, all student groups met the improvement target in ELA for proficient and advances scores.	No
Over 50% of the upper school math students demonstrated yearly progress during the pandemic and remote schooling.	No
Met all career readiness requirements	No
Participated in health and safety grant and edited health curriculum	No
Met state future ready goals	No

Implementing an evidence-based system of schoolwide positive behavior interventions and supports by implementing the Nurtured Heart Approach and Restorative Practices	Yes
Building leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Yes
Identifying and addressing individual student learning needs	Yes
Using multiple professional learning designs to support the learning needs of staff	Yes
Fostering a culture of high expectations for success for all students, educators, families, and community members	Yes
In 2019.20, all student groups demonstrated growth in Math and Science, ELA was only .6 points away from meeting the goal form demonstrating growth, and in all 3 areas, the growth scores were higher than last year's growth scores (PVAAS).	Yes
In 2019.20, the Economically Disadvantaged group met the goal for the number of proficient and advanced scores in math at 20.3%; and their number of proficient and advanced scores increased from the previous year.	No

Challenges

Challenge	Consideration In Plan
The lower school grades did not make significant growth in math. We must analyze curriculum and delivery to support development of basic math skills to improve automaticity and fluency to increase math proficiency.	Yes
Clarify the career readiness skills continuum and apply the revised continuum to all grade levels	No
Using a variety of assessments (including diagnostic, formative, and summative) to monitor student learning in math and adjust programs and instructional practices	Yes
Providing frequent, timely, and systematic feedback and support on instructional practices for VETERAN teachers	Yes

Poor attendance significantly affects students' yearly progression in reading.	No
Are students of color making significant progress? Because the student number is so low compared to other districts, the Future Ready Index does not calculate that information for us. Our numbers are "insufficient."	Yes
Since attendance plays a critical role, we need to determine which student groups struggle with attendance.	Yes
Relying on one source of assessment of our science program is not enough.	No
Math computation and fluency did not show progress during the pandemic and remote schooling.	Yes
Implementing evidence-based strategies to engage families to support learning	Yes
Poor attendance significantly affects students' yearly progression in reading.	No
The Title I plan includes more math instructional support and interventions to address lack of growth in math during the Remote Learning.	Yes
3-5 and 8-12 need to grow their math fluency of grade level math facts.	Yes

Most Notable Observations/Patterns

The challenges are interconnected. Our math scores are affected by low math fluency of math facts, attendance plays a role and we need to narrow in on who needs more support, parent engagement can be notched up to help improve in certain areas such as attendance and math fluency, and we need to dig down to see if our small student groups of color are making enough progress and if attendance is a factor or not.

SIP Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
Students who received small group/ 1-1 targeted intervention made significant progress.	Can we find ways economically to notch this up even more?
Special Education Plan/Cyclical Monitoring received good feedback from our PDE Spec Ed reps. Several students were exited from the Special Education program as having shown significant growth in academic areas and no longer needing IEP.	Identifying specific student needs and growth can help engage families and parents because we are dedicated to their child as a person.
Student Attendance Improvement Plans gone through revisions to assist in the prevention of truancy.	This can be notched up and targeted to the students who are not progressing academically as they should.
In 2019.20, Gillingham exceeded the college/ career readiness requirements and highly supported the class of 2020 in achieving postsecondary and career placement.	This is attributed in part to consistent attendance and academic involvement. Also, when students are in school they are able to receive appropriate academic and behavioral interventions which can aid in their eventual success.
In 2019.20, the number of proficient and advanced scores in Math, ELA and Science increased from the previous year.	We are consistently showing growth each year. That is a good sign, and we need to determine what we're doing and what to notch up.
Implementing an evidence-based system of schoolwide positive behavior interventions and supports by implementing the Nurtured Heart Approach and Restorative Practices	The atmosphere is one of trust and high accountability, so the students are learning more because they are in a state of "relaxed alertness."
Building leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Building more leaders and ownership of the learning puts more responsibility on the teachers to give feedback and to receive feedback, which will impact educational programming and instruction.
Identifying and addressing individual student learning needs	Because we identify specific student needs and growth, our families are more apt to engage. If

	we notch this up and give more specific instructions and focus to parents, especially in math, then parents might be more apt to engage more.
Using multiple professional learning designs to support the learning needs of staff	We can focus on math instruction and math fact fluency and use the different strategies in our PLC to help teachers improve math fact fluency instruction and practice and to help our school develop a math culture.
Fostering a culture of high expectations for success for all students, educators, families, and community members	When expectations are clearly outlined, all stakeholders will rise to these expectations with the support we give. This may help students who might feel "singled out" with attendance issues, but can be clarified that this is our belief across the board and not specific to one area.
In 2019.20, all student groups demonstrated growth in Math and Science, ELA was only .6 points away from meeting the goal form demonstrating growth, and in all 3 areas, the growth scores were higher than last year's growth scores (PVAAS).	Knowing this information demonstrates to all stakeholders that our students are progressing, that our methods are strong, and that our efforts to continuously improve are paying off.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
The lower school grades did not make significant growth in math. We must analyze curriculum and delivery to support development of basic math skills to improve automaticity and fluency to increase math proficiency.		No	

Using a variety of assessments (including diagnostic, formative, and summative) to monitor student learning in math and adjust programs and instructional practices		No	
Providing frequent, timely, and systematic feedback and support on instructional practices for VETERAN teachers		No	
Are students of color making significant progress? Because the student number is so low compared to other districts, the Future Ready Index does not calculate that information for us. Our numbers are "insufficient."	The Future Ready Index does not calculate that information for us since we have "insufficient" numbers.	Yes	We do not know the progress and needs of specific student groups of color.
Since attendance plays a critical role, we need to determine which student groups struggle with attendance.	We need to determine which student groups struggle with attendance.	Yes	We need to compare attendance data and academic progress to discover which student groups struggle with consistent attendance.
Math computation and fluency did not show progress during the pandemic and remote schooling.		No	
Implementing evidence-based strategies to	This challenge appears to shift gear toward strength as we open communication and	No	

<p>engage families to support learning</p>	<p>include parents and families in our development of a remote learning school year. However, the root cause of this challenge can also be attributed to the low socioeconomic status of the majority of our families. Our parents have a wide variety of schedules and responsibilities, which can make it difficult to engage all of them. Because of the high level of socioeconomic disadvantage, we also run into the issue of transportation when the school does not provide it. This also proves to be a roadbump for after-school events. Involving family and parent input in many of our processes has helped to increase parent engagement.</p>		
<p>The Title I plan includes more math instructional support and interventions to address lack of growth in math during the Remote Learning.</p>		<p>No</p>	
<p>3-5 and 8-12 need to grow their math fluency of grade level math facts.</p>	<p>Though we added evidenced-based Singapore Math to K-8th, and though we use the evidenced based IMP program for 9-12, we still do not see the significant increase in math scores that we hoped to see. After analyzing it and getting consulting from a math professor, Dr. Wertheimer, we discovered 2 root causes: 1. we have a strong humanities culture but not a strong enough mathematics culture in the</p>	<p>Yes</p>	<p>The school culture is strong in humanities but not in mathematics and students math fact fluency is hindering their overall mathematics performance.</p>

	school, and 2. we need to dramatically notch up our instruction and practice of math facts fluency.		
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SIP Goal Setting

Priority: We do not know the progress and needs of specific student groups of color.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
School climate and culture	The school implements an action plan that was designed by stakeholders that addresses the progress and 3 specific needs of students of color at Gillingham.	Determine and Meet the Progress and Needs of Gillingham's Students of Color	Analysis of data on Gillingham's students of color	Action plan addresses the progress and 3 specific needs that our students of color have.	The school implements an action plan that was designed by stakeholders that addresses the progress and 3 specific needs of students of color at Gillingham.	Create a Data Team of stakeholders and set a "Team Charter" with measurable goals and a contract.	Collect existing data and survey parents and students.	Outline three or more specific needs of students and families of color.	Analysis of data on Gillingham's students of color

Priority: We need to compare attendance data and academic progress to discover which student groups struggle with consistent attendance.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Regular Attendance	Gillingham's attendance rate will meet the state average of 86%.	Meet or Exceed the 86% State Average Attendance Rate	Data team collects and analyzes data to determine the patterns of attendance in different student groups to develop and begin an action plan.	By implementing, monitoring and evaluating the Attendance Rate action plan, attendance rates will rise from 71% to 80%.	Gillingham's attendance rate will meet the state average of 86%.	Data team compares attendance rates of students with their academic performance.	Data Team determines patterns and interviews the student groups to understand the underlying factors contributing to poor attendance.	Data Team develops an action plan to support student attendance.	Data team collects and analyzes data to determine the effects of attendance on academic progress and develop and begin an action plan.

Priority: The school culture is strong in humanities but not in mathematics and students math fact fluency is hindering their overall mathematics performance.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	Gillingham's percentage of Proficient or Advanced scores on state tests will rise from 22% to 50% to exceed the state average of 45% to eventually meet and exceed the statewide target of 72%.	45% or Higher Mathematics Proficient and Advanced Scores on State Tests	Gillingham will reach 30% in math proficient and advanced scores.	Gillingham will reach 45% in math proficient and advanced scores.	Gillingham's percentage of Proficient or Advanced scores on state tests will rise from 22% to 50% to exceed the state average of 45% to eventually meet and exceed the statewide target of 72%.	Benchmarking scores will establish the current state of mathematics proficiency of all students to set attainable goals.	Students will know their scores and set individual goals of proficiency.	Analysis of math benchmarking scores will determine rate of growth and areas for instructional focus.	Gillingham will reach 30% in math proficient and advanced scores.

SIP Action Plan

Action Plan for: Research Based Lesson Studies						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Determine and Meet the Progress and Needs of Gillingham's Students of Color 45% or Higher Mathematics Proficient and Advanced Scores on State Tests 		Teachers teach a research lesson study lesson, teachers watch; staff conduct a lesson study for math engagement with students outside of class; math games			Data and math scores will be evaluated by the RLS teams and directors	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Conduct monthly Research Lesson Studies teams with all teachers and staff.	11/01/2021	05/31/2024	Director of Education and Instructional Coach	Dedicated time during Early Dismissal Fridays; RLS Program and Protocols	Yes	No

Action Plan for: Offer Structures to Listen to Families

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Determine and Meet the Progress and Needs of Gillingham's Students of Color Meet or Exceed the 86% State Average Attendance Rate 		Establish regular listening sessions with families and community members that represent our families. with various stakeholders and families; surveys; lead team lead team will analyze the data and feedback and surveys			lead team will analyze the data and feedback and surveys	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Establish regular listening sessions with families and community members that represent our families.	11/01/2021	05/31/2024	Executive Director and Director of Organizational Development	Dedicated time for meetings; community liaisons	No	Yes

Action Plan for: Strategic Action Planning

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Determine and Meet the Progress and Needs of Gillingham's Students of Color Meet or Exceed the 86% State Average Attendance Rate 45% or Higher Mathematics Proficient and Advanced Scores on State Tests 		Action Plan; effective team meetings			Team Facilitators will debrief with directors on progress and road bumps	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teams use the strategic action planning protocols to guide their research and action steps and final evaluations.	11/01/2021	05/31/2024	Team Facilitator	Action Plan Protocol; dedicated time for the teams to meet	No	Yes

Action Plan for: Team Charters for Effective Teams

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Determine and Meet the Progress and Needs of Gillingham's Students of Color Meet or Exceed the 86% State Average Attendance Rate 45% or Higher Mathematics Proficient and Advanced Scores on State Tests 		Team Charters for 3 of the goals, data collected by the teams			Directors meet with the teams and team facilitators to reflect on progress and road bumps	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Establish a lead team for each goal using a Team Charter to ensure that the team works as an effective team, not simply a "working group."	11/01/2021	05/31/2024	Directors	Team Charter Protocol, dedicated time for the teams to meet	No	Yes

Action Plan for: Math Pact

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> 45% or Higher Mathematics Proficient and Advanced Scores on State Tests 		A schoolwide Math Pact			Lead team meets with the various teams during EDFs to monitor and evaluate math benchmarking scores and state test math scores	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
The entire team will use Schoolhouse Development Meetings to discuss the book, The Math Pact, to develop a school-wide Math Pact that will build a schoolwide mathematics culture.	08/23/2021	05/27/2022	Director of Education	The Math Pact book for everyone, Math Pact template, dedicated time during Early Dismissal Friday, math benchmarking scores & state testing scores	Yes	Yes

Action Plan for: Interleaving

Measurable Goals	Anticipated Output	Monitoring/Evaluation
<ul style="list-style-type: none"> 45% or Higher Mathematics Proficient and Advanced Scores on State Tests 	A maths worksheet or activity includes both addition and subtraction problems, including some set within story contexts. Or a facts game includes practice with all four operations (addition, subtraction, multiplication, and division)	Directors and teachers together monitor and evaluate math data and the games/worksheets

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Teachers implement the interleaving method of practicing math facts for fluency in a rotating or variable order rather than starting with one skill and mastering it completely before moving on to another. https://medium.com/inspired-ideas-prek-12/a-research-based-approach-to-math-fact-fluency-that-also-promotes-a-love-of-mathematics-31f9d7e8099f	11/01/2021	05/24/2024	Director of Education or Instructional Coach	Grade Level Math Facts List; Math fact games and worksheets, dedicated time in EDF for teacher learning of interleaving, math data	Yes	No

Action Plan for: Master Math Teacher Level

Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> 45% or Higher Mathematics Proficient and Advanced Scores on State Tests 		Credentialed lower school "master math teachers"			Dr. Wertheimer and the directors monitor and evaluate the data and program with the teachers through the process; the Directors use the programs measurement protocol to grant credential	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Gillingham offers workshops, professional learning opportunities with math experts, observations and feedback, co-teaching, and data analysis to the Lower School math teachers to help them achieve Gillingham's "master math teacher" credential.	01/03/2022	05/31/2024	Instructional Coach and Director of Education	Credential Program; workshops; Professor Wertheimer; measurement protocol to grant credential	No	Yes

SIP Communications Action Steps

Evidence-based Strategy	Action Steps
Offer Structures to Listen to Families	<ul style="list-style-type: none">• Establish regular listening sessions with families and community members that represent our families.
Strategic Action Planning	<ul style="list-style-type: none">• Teams use the strategic action planning protocols to guide their research and action steps and final evaluations.
Team Charters for Effective Teams	<ul style="list-style-type: none">• Establish a lead team for each goal using a Team Charter to ensure that the team works as an effective team, not simply a "working group."
Math Pact	<ul style="list-style-type: none">• The entire team will use Schoolhouse Development Meetings to discuss the book, The Math Pact, to develop a school-wide Math Pact that will build a schoolwide mathematics culture.
Master Math Teacher Level	<ul style="list-style-type: none">• Gillingham offers workshops, professional learning opportunities with math experts, observations and feedback, co-teaching, and data analysis to the Lower School math teachers to help them achieve Gillingham's "master math teacher" credential.

SIP Professional Development Activities

Math Workshops with Dr. Wertheimer and Suzanne Bazak						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	teachers, paraprofessionals' directors, curriculum coordinator	Foundations of Math Math Fact Fluency Math Games Teaching Math	Different instruction in the classroom, math games, higher math scores, math fact fluency scores	Director of Education	11/01/2021	05/31/2024
Learning Formats						
Type of Activities	Frequency	Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings		
Workshop(s)	1x quarter	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 		Teaching Diverse Learners in an Inclusive Setting		

Math Pact Design Teams

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All Gillingham employees	Math Pact book's suggestions; Math Pact template; Teams collaborate on a Math Pact draft; Whole team deliberates and finalized the Math Pact	Math Pact drafts and a finalized Math Pact for the school	Director of Education	11/01/2021	02/25/2022

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	1-2x month	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 	Teaching Diverse Learners in an Inclusive Setting

Research Lesson Studies

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All Gillingham employees	math fact fluency games, strategies for teaching math facts, strategies to practice math facts, strategies to assess math fact fluency	math fact assessments, Research Lesson Study protocols and final analyses of each lesson study lesson, interleaving math games and worksheets, improved math scores	Instructional Coach	11/01/2021	06/02/2023

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Lesson studies	2x month	<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 	Teaching Diverse Learners in an Inclusive Setting

Data Analysis Workshop

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Faculty	How to analyze and use data to drive instruction	teacher goals for each student s' for math fact fluency	Director of Education	10/29/2021	11/26/2021

Learning Formats

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)			Teaching Diverse Learners in an Inclusive Setting

SIP Communications Activities

Parent Think Tanks					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	parents of color, community members who represent our families of color, Gillingham's lead team for "meeting the needs of students of color"	Purpose of the team, q&a about the way Gillingham is and is not meeting their needs, survey questions to ask our families, other steps we could take	Executive Director and Director of Organizational Development	11/01/2021	05/27/2022
Communications					
Type of Communication			Frequency		
Presentation			1x month		

Calling for Lead Team Members for 3 Projects

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All Gillingham employees	What the 3 teams are and their purposes, goals, and frequency.	Executive Director	11/01/2021	11/30/2021
Communications					
Type of Communication			Frequency		
Memorandum			1-2x		

Lead Team Expectations

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	all members of the 3 lead teams	Using the "Strategic Action Planning" protocol, using the "Team Charter" protocol, frequency of meetings, purposes, goals	Executive Director	12/10/2021	01/14/2022

Communications

Type of Communication	Frequency
Presentation	1-2x

Math Pact Project Overview

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	all Gillingham employees	purpose, goals, timeline and expectations for the Math Pact teams	Director of Education	11/01/2021	02/25/2022
Communications					
Type of Communication			Frequency		
Presentation			1x		

Master Math Teacher Presentation

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	lower school math teachers	Goals for math instruction at GCS, overview of the program, outline of steps to take, timeline	Instructional Coach	02/04/2022	02/11/2022
Communications					
Type of Communication			Frequency		
Presentation			2x		