HOWARD GARDNER MULTIPLE INTELLIGENCE CS

1615 East Elm Street

Schoolwide Title 1 Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

The Mission of Howard Gardner Multiple Intelligence Charter School is to provide an approach to K-8 grade education that cultivates the potential of each student through the development of his/her Multiple Intelligences (MI). By focusing on project-based experiences and real-world applications of knowledge, we aim to empower our young people to become independent, self-directed learners, who proactively problem-solve to positively change the world.

VISION STATEMENT

Howard Gardner Multiple Intelligence Charter School will be a leading center of excellence in primary education in Northeastern Pennsylvania, attracting students from across the region in offering authentic, transformative experiences rooted in Gardner's Multiple Intelligences Theory. The School will be a major resource for student growth and an innovative model for teacher development and family engagement.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

All students will be engaged in learning experiences to realize their full potential.

STAFF

Staff will serve as facilitators to promote the HGMICS culture for both students and parents and extend that culture into classrooms and all other learning opportunities. Staff will provide students with real-world opportunities that will engaged their multiple intelligences and promote their development as self-directed learners.

ADMINISTRATION

Administrators will engage all stakeholders in collaborative partnerships to empower parents, staff and students to advance the mission and vision of the school. Administrators advance public awareness of the many accomplishments of the school.

PARENTS

Parents will support their students learning and engage in the life of the school.

COMMUNITY

The community will serve as participants of the School's culture specifically serving as a connection from the school to real-life applications.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Marie George	CEO	Howard Gardner MI Charter
TreeAnne McEnery	Principal	Howard Gardner MI Charter
John Ezbiansky	Business Representative	Howard Gardner MI Charter School
Jeri McNulty	Learning Support	Howard Gardner MI Charter School
Pamela Kobiericki	Parent	Howard Gardner MI Charter School
Edward J Murphy	Middle School Teacher	Howard Gardner MI Charter School
Dr. Sunny Weiland	Ed Specialist/Professor	Howard Gardner MI Charter School
L Llewellyn Miller	Community Member	Howard Gardner MI Charter School
Holly Zahradnik	Elementary School Teacher	Howard Gardner MI Charter School
Sara Wintermute	Elementary School Teacher	Howard Gardner MI Charter School
Kimberly Hoskins	Middle School Science Teacher	Howard Gardner MI Charter School
Dr. Fran Langan	Trustee	Howard Gardner MI Charter School
Amanda Conti	Middle School Math Teacher	Howard Gardner MI Charter School

Name	Position	Building/Group
Sarah Shoener	Parent	Howard Gardner MI Charter School

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The student subgroup considered economically disadvantaged is not making as much academic progress in ELA and Math. The targeted subgroup will be identified and additional support and interventions planned in ELA and Math	Professional learning
The cycle in which the science curriculum is being taught currently needs to be adjusted to allow for a deeper and lasting understanding. Departmentally focused curricular goals will be developed and opportunities for faculty collaboration and co-teaching explored.	STEM
Grades 3-8 indicate low achievement and performance in text-dependent analysis. A culture of reading will be promoted and students' ability to analyze concepts developed.	English Language Arts
Mathematics early indicators of success in math is significantly low for grade 7, reflective of lower earlier scores. Early indicators will be identified for students struggling with math at the K-3 grade levels and evidence based interventions developed and assessed on a regular basis.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy
OGAP Implementation

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Grade 7 Early Indicator for Mathematics	2023-2024 Future Ready PA Index, early indicators of success in grade 7 mathematics for all student groups increased from 40% to 50%.
Economically disadvantaged subgroup: Math and ELA	By 2023-2024 PSSA achievement scores in Math and English Language Arts will increase for the economically disadvantaged subgroups by 10%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Grades K-8 Mathematics teachers will implement the OGAP Mathematics Framework.	2021-06-21 - 2023-06-26	TreeAnne McEnery, Principal Amanda Conti, Department Chair	OGAP framework training in all four modules, all program materials, and annual on-site coaching.

Anticipated Outcome

The anticipated output of implementing the OGAP framework is that students will gain a greater and applicable understanding of mathematics development.

Monitoring/Evaluation

As a formative assessment framework, OGAP implementation will increase student achievement and preparedness in early indicator outcomes.

Evidence-based Strategy
Implementation of American Reading Company Core Curriculum

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Grade 7 Early Indicator for Mathematics	2023-2024 Future Ready PA Index, early indicators of success in grade 7 mathematics for all student groups increased from 40% to 50%.
Grades 4-8, English Language Arts Text-Dependent Analysis	2023-2024 PSSA results for grades 4-8 for English Language Arts Text-Dependent Analysis standards increased by a total of 11%.
Economically disadvantaged subgroup: Math and ELA	By 2023-2024 PSSA achievement scores in Math and English Language Arts will increase for the economically disadvantaged subgroups by 10%.
PVAAS Science	In 2023-2024, all student groups increased demonstration of growth in science/biology from 77.5% to 80%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Grades K-8 English Language Arts teachers will either implement the American Reading Company (ARC) Core curriculum or the IRLA reading level tool and library.	2021-08-16 - 2023-08-26	TreeAnne McEnery, Principal Holly Zahradnick, ELA Chair	ARC curriculum units and research labs, ARC classroom libraries, IRLA assessment tools.

Anticipated Outcome

Implementation of ARC will increase student achievement in all literacies standards, with an emphasis on developing a culture of reading, research, and writing.

Monitoring/Evaluation

Student achievement will be evident in both local and state assessments for all students, including our economically disadvantaged.

Evidence-based Strategy

Implementation of STEAM education position in the science department

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Grades 4-8, English Language Arts Text-Dependent Analysis	2023-2024 PSSA results for grades 4-8 for English Language Arts Text-Dependent Analysis standards increased by a total of 11%.
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PVAAS Science	In 2023-2024, all student groups increased demonstration of growth in science/biology from 77.5% to 80%.
Economically disadvantaged subgroup:	By 2023-2024 PSSA achievement scores in Math and English Language Arts will increase for the economically disadvantaged subgroups by 10%.

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math and ELA	

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The school will increase the staffing in the science department by adding a STEAM education teacher for grades 3-8.	2021-08-26 - 2023-08-26	Marie George, CEO TreeAnne McEnery, Principal	Human Resources, STEAM curriculum development, and coaching.
Science curriculum developed with increased STEAM content and project-based learning.	2021-08-26 - 2023-08-26	STEAM and Art Instructors	Curriculum Development Resources

Anticipated Outcome

Increasing the staffing in the science department to include an individual to focus solely on science and technology will provide students in grades 3-8 opportunities to apply and integrate science standards of learning.

Monitoring/Evaluation

Student science PVAAS scores will increase, as well as mathematics achievement and growth, will increase.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
2023-2024 Future Ready PA Index, early indicators of success in grade 7 mathematics for all student groups increased from 40% to 50%. (Grade 7 Early Indicator for Mathematics) By 2023-2024 PSSA achievement scores in Math and English Language Arts will increase for the economically disadvantaged subgroups by 10%. (Economically disadvantaged subgroup: Math and ELA)	OGAP Implementation	Grades K-8 Mathematics teachers will implement the OGAP Mathematics Framework.	06/21/2021 - 06/26/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that this plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Includes **at least one evidence-based strategy that meets one of the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student outcomes**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we request the Pennsylvania Department of Education grant formal approval to implement this plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Implement evidence-based strategies to engage families to support learning
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Partner with local businesses, community organizations, and other agencies to meet the needs of the school *
Align curricular materials and lesson plans to the PA Standards	Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Collectively shape the vision for continuous improvement of teaching and learning	Provide frequent, timely, and systematic feedback and support on instructional practices
Foster a culture of high expectations for success for all students, educators, families, and community members	Mathematics is a challenge for the Economically disadvantaged
Early Indicator, Grade Three Reading indicates a strong core curriculum, K-3	Mathematics early indicators of success in math is significantly low for grade 7, reflective of lower earlier scores.
Growth and Proficient/Advanced Outcomes in Science is significant	Science scores not as high as previous cohorts
Student attendance supports high student achievement	Economically disadvantaged not meeting target in ELA
Phonics has a strong performance in kindergarten	Grades 3-8 indicate low achievement and performance in text-dependent analysis

Strengths	Challenges
Grades 1-8 indicate strong performance in close reading	Grades 1-8 indicate low performance in reading comprehension
Grades 1-8 indicate strong performance in vocabulary acquisition and use in informational text	Grades 3-8 indicate low performance in vocabulary acquisition and use in literature
Grades K-6 indicate strong results in fraction concepts. As a whole, the percentages of student proficiency rise within the student cohort and the grade through the years.	Place Value: As a whole, the percentages of student proficiency drop both within the student cohorts as well as the grades throughout the year. **Though these are only technically listed as standards for grades 3-5 6-8 have noted struggled in this area as well.
Data: As a whole, the percentages of student proficiency rise within the student cohort and the grade through the years.	Geometry: Older Grades (7th & 8th) student proficiency drops within the student cohort as well as the grades through the years
Patterns: As a whole, the percentages of student proficiency rise within the student cohort and the grade through the years.	Equations/Computations: Through looking at many different standards that correspond with both computation (3-5) as well as evaluating equations (6-8) the percentages of student proficiency drops within the student cohorts as well as the grade through the years.
The natural environment in which our school is situated allows for students to make real-world connections to the curriculum through outdoor education time.	The cycle in which the curriculum is being taught currently needs to be adjusted to allow for a deeper and lasting understanding
Multigrade grouping and peer tutoring	The need for more STEM/STEAM to be integrated into the curriculum cycle as well as professional development in this area.
Curriculum provided pre and post assessments allow for the instructors to gauge areas of concern or difficulty prior to starting and finishing the curriculum	
Strong engagement in Career Readiness activities grades K-8.	

Strengths	Challenges
School committed to addressing students that are considered academically disadvantage through Title I Schoolwide Program	The amount of time in which the 5-6th grade students receive Science content should be increased from 45 minutes 3x's a week.
	Integrate more community engagement to address Career Readiness.
	The student subgroup considered economically disadvantaged is not making as much academic progress in ELA and Math.

Most Notable Observations/Patterns
Mathematics and ELA are a challenge for economically disadvantaged

Challenges	Discussion Point	Priority for Planning
Implement evidence-based strategies to engage families to support learning		
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *		

Challenges	Discussion Point	Priority for Planning
Mathematics is a challenge for the Economically disadvantaged		
Mathematics early indicators of success in math is significantly low for grade 7, reflective of lower earlier scores.	Targeted support at the early grades particularly as provided through the Schoolwide Title I program and real-world applications involving math.	
Science scores not as high as previous cohorts		
Economically disadvantaged not meeting target in ELA		
Grades 3-8 indicate low achievement and performance in text-dependent analysis	Understanding content and meaning through increased time spent reading followed by written review, analysis, synthesis; develop a culture of reading	
Grades 3-8 indicate low performance in vocabulary acquisition and use in literature		
Equations/Computations: Through looking at many different standards that correspond with both computation (3-5) as well as evaluating equations (6-8) the percentages of student proficiency drops within the student cohorts as well as the grade through the years.		
The cycle in which the curriculum is being taught currently needs to be adjusted to allow for a deeper and lasting understanding	Improved alignment, in multiple ways, between the pod level multi-age classrooms; development of departmental collaboration for	

Challenges	Discussion Point	Priority for Planning
	student achievement and success	
The need for more STEM/STEAM to be integrated into the curriculum cycle as well as professional development in this area.		
Integrate more community engagement to address Career Readiness.		
The student subgroup considered economically disadvantaged is not making as much academic progress in ELA and Math.	Early identification of targeted students through MTSS and Schoolwide programs. Improve family engagement and support and additional targeted instruction/tutoring/enrichment programming.	

ADDENDUM B: ACTION PLAN

Action Plan: OGAP Implementation

Action Steps	Anticipated Start/Completion Date
Grades K-8 Mathematics teachers will implement the OGAP Mathematics Framework.	06/21/2021 - 06/26/2023

Monitoring/Evaluation	Anticipated Output
As a formative assessment framework, OGAP implementation will increase student achievement and preparedness in early indicator outcomes.	The anticipated output of implementing the OGAP framework is that students will gain a greater and applicable understanding of mathematics development.

Material/Resources/Supports Needed	PD Step	Comm Step
OGAP framework training in all four modules, all program materials, and annual on-site coaching.	yes	yes

Action Plan: Implementation of American Reading Company Core Curriculum

Action Steps	Anticipated Start/Completion Date
Grades K-8 English Language Arts teachers will either implement the American Reading Company (ARC) Core curriculum or the IRLA reading level tool and library.	08/16/2021 - 08/26/2023

Monitoring/Evaluation	Anticipated Output
Student achievement will be evident in both local and state assessments for all students, including our economically disadvantaged.	Implementation of ARC will increase student achievement in all literacies standards, with an emphasis on developing a culture of reading, research, and writing.

Material/Resources/Supports Needed	PD Step	Comm Step
ARC curriculum units and research labs, ARC classroom libraries, IRLA assessment tools.	yes	yes

Action Plan: Implementation of STEAM education position in the science department

Action Steps	Anticipated Start/Completion Date
The school will increase the staffing in the science department by adding a STEAM education teacher for grades 3-8.	08/26/2021 - 08/26/2023

Monitoring/Evaluation	Anticipated Output
Student science PVAAS scores will increase, as well as mathematics achievement and growth, will increase.	Increasing the staffing in the science department to include an individual to focus solely on science and technology will provide students in grades 3-8 opportunities to apply and integrate science standards of learning.

Material/Resources/Supports Needed	PD Step	Comm Step
Human Resources, STEAM curriculum development, and coaching.	yes	yes

Action Steps	Anticipated Start/Completion Date
Science curriculum developed with increased STEAM content and project-based learning.	08/26/2021 - 08/26/2023

Monitoring/Evaluation	Anticipated Output
Student science PVAAS scores will increase, as well as mathematics achievement and growth, will increase.	Increasing the staffing in the science department to include an individual to focus solely on science and technology will provide students in grades 3-8 opportunities to apply and integrate science standards of learning.

Material/Resources/Supports Needed	PD Step	Comm Step
Curriculum Development Resources	yes	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
2023-2024 Future Ready PA Index, early indicators of success in grade 7 mathematics for all student groups increased from 40% to 50%. (Grade 7 Early Indicator for Mathematics) By 2023-2024 PSSA achievement scores in Math and English Language Arts will increase for the economically disadvantaged subgroups by 10%. (Economically disadvantaged subgroup: Math and ELA)	OGAP Implementation	Grades K-8 Mathematics teachers will implement the OGAP Mathematics Framework.	06/21/2021 - 06/26/2023
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
science/biology from 77.5% to 80%. (PVAAS Science)			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
OGAP Framework Training	K-8 Mathematics Teachers	Additive Framework. Multiplicative Framework. Fraction Framework. Proportional Framework.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will have planned instruction and formative assessment tools to apply to student learning, as well as support parent education.	06/21/2021 - 08/26/2024	Elizabeth Hulbert, Managing Partner, OGAP Math LLC TreeAnne McEnery, Principal Amanda Conti, Department Chair

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	
1b: Demonstrating Knowledge of Students	
1a: Demonstrating Knowledge of Content and Pedagogy	
3d: Using Assessment in Instruction	
1a: Demonstrating Knowledge of Content and Pedagogy	
4e: Growing and Developing Professionally	

Professional Development Step	Audience	Topics of Prof. Dev
American Reading Company (ARC)	K-8 English Language Arts Teachers and Title I Specialists	K-4 curricular implementation: Core and Research Lab Units, IRLA reading assessment.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will receive in-house training and coaching; their application of understanding will impact student reading and writing scores with local and state assessments.	08/16/2021 - 08/26/2024	TreeAnne McEnery, Principal Holly Zahradnik, ELA Department Chair

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	
1a: Demonstrating Knowledge of Content and Pedagogy	
3d: Using Assessment in Instruction	
3c: Engaging Students in Learning	
1b: Demonstrating Knowledge of Students	
4e: Growing and Developing Professionally	
1a: Demonstrating Knowledge of Content and Pedagogy	

Professional Development Step	Audience	Topics of Prof. Dev
STEAM Curriculum Development	Science Department	Science and Technology PA Standards, scope and sequence. Innovation. Interdisciplinary teaching and learning.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
STEAM curriculum developed and successfully implemented, which will impact the growth performance of HGS students.	08/16/2021 - 08/30/2024	TreeAnne McEnery, Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	
1c: Setting Instructional Outcomes	
1e: Designing Coherent Instruction	
1a: Demonstrating Knowledge of Content and Pedagogy	
3c: Engaging Students in Learning	

Professional Development Step	Audience	Topics of Prof. Dev
Mindfulness Based Stress Reduction for Educators Training (CALM)	K-8 instructional staff	Through mindfulness practice and discussion, teachers will learn the science of how the brain works and how to use simple and accessible tools to implement with students: • Reduce stress • Support emotional regulation and resilience • Improve focus and concentration through the cultivation of present moment attention • Develop the ability to respond thoughtfully, rather than react, and to make suitable choices, which do no harm to one's self or others. • Encourage empathy, compassion and sense of community • Provide skills for life • Communicate mindfully

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
80% or more staff will have completed the training.	07/01/2021 - 12/30/2024	Phillip Sallavanti, Calm of NEPA, on behalf of the NEIU 19 Jade Volcholff, School Counselor

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2a: Creating and Environment of Respect and Rapport 4a: Reflecting on Teaching 3a: Communicating with Students 1b: Demonstrating Knowledge of Students	

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
2023-2024 Future Ready PA Index, early indicators of success in grade 7 mathematics for all student groups increased from 40% to 50%. (Grade 7 Early Indicator for Mathematics) By 2023-2024 PSSA achievement scores in Math and English Language Arts will increase for the economically disadvantaged subgroups by 10%. (Economically disadvantaged subgroup: Math and ELA)	OGAP Implementation	Grades K-8 Mathematics teachers will implement the OGAP Mathematics Framework.	2021-06-21 - 2023-06-26
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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
science/biology from 77.5% to 80%. (PVAAS Science)			

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
OGAP Implementation	Math Department and Schoolwide Learning Support Staff	Orientation to Framework; Lesson Planning; Coaching Schedule

Anticipated Timeframe	Frequency	Delivery Method
06/07/2021 - 06/30/2024	Quarterly	Email

Lead Person/Position
Principal and Chair, Math Department

Communication Step	Audience	Topics/Message of Communication
American Reading Company	ELA Department and Schoolwide Learning Support	Orientation to framework, lesson planning, coaching schedule

Anticipated Timeframe	Frequency	Delivery Method
06/07/2021 - 06/30/2024	Quarterly	Email

Lead Person/Position
Principal and Chair, ELA Department

Communication Step	Audience	Topics/Message of Communication
STEAM Grades 3-8	Science Department, Art Instructor, and Schoolwide Learning Support	Curriculum Development

Anticipated Timeframe	Frequency	Delivery Method
06/07/2021 - 06/30/2024	quarterly	Email

Lead Person/Position
Principal and CEO

Communication Step	Audience	Topics/Message of Communication
Family Engagement	Parents and Guardians of Howard Gardner MI Charter School Students	Math, ELA and STEAM curricula

Anticipated Timeframe	Frequency	Delivery Method
09/01/2021 - 06/30/2024	Twice each school year	Presentation

Lead Person/Position
Principal and Department Chairpersons

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Comprehensive Plan's Public Review	Feedback on Draft Comprehensive Plan	Presentation, Web posting and feedback form	School Board, Community, Families	June 2021
Schoolwide Advisory Group	Develop plans for community and family education related to HGMICS 3-year Comprehensive Plan and Title I Schoolwide program.	Meetings, emails, and presentations	HGMICS Families	August 2021 - May 2022
HGMICS Staff	Implementation of HGMICS Title I Schoolwide Program	Meetings, documents, emails, and presentations	HGMICS Instructional, administrative, professional, and support staff	May 2021 - August 2021