

INFINITY CS

5405 Locust Lane

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

Infinity Mission Statement — Our mission is the creation, operation and maintenance of a world-class charter school in the Central Dauphin School District that addresses the intellectual, academic and social-emotional needs of mentally gifted children in grades K-12. Infinity was created because we believe intellectually and academically gifted students are under-identified and underserved in the regular public school. Because we believe each and every child is entitled to an education commensurate with her ability to learn, we have designed a school that is more responsive to the individual needs of students, rather than requiring the children to adapt to the administrative convenience of the school.

VISION STATEMENT

Infinity's overarching vision is to inspire, challenge and engage the hearts, minds and spirits of our students. We are committed to serving the whole child, and to finding ways to nurture in these individuals, as Carl Sandburg wrote, "...the deepest possible roots and the highest possible flowering..." By providing appropriate learning opportunities for each child through full-time instruction tailored to their special needs and abilities, we will strive to ensure that every child meets or exceeds state and national academic standards.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

We expect students to support our core values and take some responsibility for their own learning. We recognize learning does not begin or end with school. We want students to learn skills, which will allow them to continue to direct their own learning. The essence of this is independence and self-reliance.

STAFF

We expect staff to support our core values. At Infinity, education is our primary business. Activities that seek and support educational excellence shall be given priority over those which do not. The role of teachers is to help children learn. We, as parents and staff, are committed to serving as appropriate role models for our students. We need to demonstrate our values to our students on a daily basis in our own behavior. We can't reasonably expect from them that which we are not willing to do ourselves. We have adopted the Japanese philosophy of Kaizen or continuous improvement. We acknowledge and recognize effort, celebrate the achievement of benchmarks and milestones, and strive to get better each day.

ADMINISTRATION

We expect administration to support our core values. Administration is tasked with the job of supporting the staff by leading the implementation of the Mission and Vision of the school. As with staff, administration must engage in continuous improvement to serve as models for professional learning.

PARENTS

We expect parents to support our core values. We see parents as partners in the education of their children. We rely heavily on parent involvement. Parent involvement can take many forms - from volunteering in the school to reinforcing skills and concepts learned at school to supporting the schools mission, vision and core values.

COMMUNITY

We live in a diverse society. We understand students are more successful when they can see themselves in positive role models from the community. We want students to understand and respect differences, while seeking to find common ground. Students also need to understand and evaluate different opinions and intellectual perspectives. All of this is an integral part of our curriculum. By bringing community members into the school as guest speakers on a regular basis, we put this philosophy into action.

STEERING COMMITTEE

Name	Position	Building/Group
Suzanne Gausman	Administrator	Infinity Charter School
Tammy Geiger	Administrator	Infinity Charter School
Julia Isherwood	Staff Member	Infinity Charter School
Erin Doyle	Staff Member	Infinity Charter School
Misti Demko	Staff Member	Infinity Charter School
Faith Barrett	Staff Member	Infinity Charter School
Erin Confer	Staff Member	Infinity Charter School
Michelle Grey	Community Member	Infinity Charter School
Michelle Haring	Board Member	Infinity Charter School
Megan Mines-Hall	Parent	Infinity Charter School
Robert Rose	Community Member	CPI
Stacie Lejcar	Parent	Infinity Charter School
Eric Lejcar	Student	Infinity Charter School

Name

Position

Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
To better support students with educational and emotional needs/gaps we will implement a multi-tiered system of supports for academics and behavior.	Social emotional learning
We believe students are facing academic challenges in math partially because of pandemic-related changes in delivery of instruction. Although our math scores have traditionally been lower than our language arts scores, they have never been this low.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy

Personalized Learning

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
MTSS	By 2024, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social-emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Assess and analyze results to determine student needs in SEL.	2021-09-01 - 2024-06-05	School Administration	Administration, Title I teacher, classroom teachers, support staff
Develop flexible, small groups to implement needs-based instruction at personalized level.	2021-09-01 - 2024-06-05	School Administration	Administration, Title I teacher, classroom teachers, support staff
Collaborate to discuss instructional strategies to be used to meet students' individual needs in all subject areas.	2021-09-01 - 2024-06-05	School Administration	Administration, Title I teacher, classroom teachers, support staff

Anticipated Outcome

We anticipate an increase in student Social-Emotional well-being.

Monitoring/Evaluation

Decreased class disruptions and student office visits as an intervention for behavioral challenges.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2024, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social-emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. (MTSS)	Personalized Learning	Assess and analyze results to determine student needs in SEL.	09/01/2021 - 06/05/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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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

We do have community members that are willing to come into the school regularly.

We respond to student needs by analyzing interest surveys and offering lessons and educational experiences that align with student interests and strengths.

Guidance is a class, with time devoted to career readiness, bullying prevention, social/emotional learning, etc.

One of our core values is life-long learning, which is essential to career readiness, as some of the careers our students will engage in do not yet exist.

Our school is small, so students are unlikely to fall through the cracks

We have personnel whose sole job is to provide services to academically at-risk students and ELL students.

The small size of our school makes it likely that we will be able to identify students who have educational needs and provide appropriate interventions.

Challenges

Some of the careers our students will engage in do not yet exist.

With our curriculum geared toward gifted learners, it might be too fast-paced for ELL students and students with disabilities.

We are working toward developing as culturally responsive educators as our population grows and changes.

We want all students to feel part of our community and recognize this is an area for growth.

Our curriculum is designed to meet the needs of intellectually gifted students. It may be too rigorous and fast-paced for at-risk and ELL students. Modifications may be necessary for these students.

Because a lot of our instruction is group-based, it may be difficult for classroom teachers to easily set aside time for students needing extra help.

Implement an evidence-based system of schoolwide positive behavior interventions and supports.

Implement a multi-tiered system of supports for academics and

Strengths

We identify professional learning needs through analysis of a variety of data. We survey teachers to identify areas of need and design PD in response to needs.

We promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. As a result, we don't have a great need for positive behavior interventions. However, we are learning about and implementing a social-emotional curriculum in order to support our few struggling students.

We consistently analyze data to identify students with academic needs and have staff in place to support students who struggle academically.

Needs-based small groups are utilized in math instruction in all classrooms.

Individual tutoring and interventions are provided to students as needed.

Based on PSSA data, 88% of students scored proficient or advanced on the ELA testing section.

Students in all grade levels have adequate knowledge of phonological awareness.

Students in all grade levels have a good foundation of high-

Challenges

behavior.

Use multiple professional learning designs to support the learning needs of staff.

We do not currently have a formal intervention program to provide systematic supports to students demonstrating math needs.

The benchmarks we use may not be giving us useful data, since the students tend to rush through them.

Improve reading comprehension in both literature and non-fiction reading.

Improve instruction in writing so at least 75% of our students score proficient or advanced on open-ended response questions in reading.

Improve writing instruction in the area of standard English to improve in sentence structure, parts of speech, punctuation, and spelling. Improve spelling instruction so students have an understanding of spelling rules when writing.

Improve phonemic awareness instruction in grades K-2 to improve nonsense word decoding and phonemic segmentation.

Improve overall math performance on PSSAs so that at least 75% of students in grades 3-8 score proficient or advanced.

Strengths

frequency words when reading in text and in isolation.

Students have a good knowledge of vocabulary in reading literature text and informational text.

On all assessments, students have a good understanding of measurement and data.

Based on all assessments, students have a good understanding of geometry including shapes, area, volume, angles, and geometric figures.

Students have a good foundation of numbers and operations based on assessments.

Science is taught through an interdisciplinary model, combined with social studies, in grades K -5. In grades 6-8, science and social studies are coordinated.

Our strength in science contributes to our core value of lifelong learning. Perhaps the high science scores on assessments indicates true engagement in the content.

Challenges

Provide instruction in math as it relates to fractions to improve students' overall awareness of fraction understanding.

Provide explicit instruction for students in answering open-ended math questions so that at least 70% of students in grades 3-8 score above 60% in this area.

Continue to improve instruction in math so that at least 70% of students score at least at grade level or above on benchmark assessments.

In Reading, student comprehension scores in the area of informational text is lower than other areas. This could negatively impact comprehension of content.

Most Notable Observations/Patterns

Challenges

Discussion Point

Priority for Planning

In Reading, student comprehension scores in the area of informational text is lower than other areas. This could negatively impact comprehension of content.

Improve reading comprehension in both literature and non-fiction reading.

Improve instruction in writing so at least 75% of our students score proficient or advanced on open-ended response questions in reading.

Improve writing instruction in the area of standard English to improve in sentence structure, parts of speech, punctuation, and spelling. Improve spelling instruction so students have an understanding of spelling rules when writing.

Improve phonemic awareness instruction in grades K-2 to improve nonsense word decoding and phonemic segmentation.

We are working toward developing as culturally responsive

Challenges**Discussion Point****Priority for Planning**

educators as our population grows and changes.

Implement a multi-tiered system of supports for academics and behavior.

We have students with educational and emotional needs/gaps.

Use multiple professional learning designs to support the learning needs of staff.

Improve overall math performance on PSSAs so that at least 75% of students in grades 3-8 score proficient or advanced.

We believe some of the root cause of this is due to educational gaps due to the pandemic. Although our math scores have traditionally been lower than our language arts scores, they have never been this low.

Provide instruction in math as it relates to fractions to improve students' overall awareness of fraction understanding.

ADDENDUM B: ACTION PLAN

Action Plan: Personalized Learning

Action Steps	Anticipated Start/Completion Date
Assess and analyze results to determine student needs in SEL.	09/01/2021 - 06/05/2024

Monitoring/Evaluation	Anticipated Output
Decreased class disruptions and student office visits as an intervention for behavioral challenges.	We anticipate an increase in student Social-Emotional well-being.

Material/Resources/Supports Needed	PD Step	Comm Step
Administration, Title I teacher, classroom teachers, support staff	yes	no

Action Steps**Anticipated Start/Completion Date**

Develop flexible, small groups to implement needs-based instruction at personalized level.

09/01/2021 - 06/05/2024

Monitoring/Evaluation**Anticipated Output**

Decreased class disruptions and student office visits as an intervention for behavioral challenges.

We anticipate an increase in student Social-Emotional well-being.

Material/Resources/Supports Needed**PD Step****Comm Step**

Administration, Title I teacher, classroom teachers, support staff

no

no



Action Steps**Anticipated Start/Completion Date**

Collaborate to discuss instructional strategies to be used to meet students' individual needs in all subject areas.

09/01/2021 - 06/05/2024

Monitoring/Evaluation**Anticipated Output**

Decreased class disruptions and student office visits as an intervention for behavioral challenges.

We anticipate an increase in student Social-Emotional well-being.

Material/Resources/Supports Needed**PD Step****Comm Step**

Administration, Title I teacher, classroom teachers, support staff

yes

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By 2024, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social-emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. (MTSS)	Personalized Learning	Assess and analyze results to determine student needs in SEL.	09/01/2021 - 06/05/2024
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Effective Mathematics Teaching Practices	Teachers, instructional support teachers	Constructing goals for math learners, problem solving strategies, using math representations to solve problems, establishing mathematical discourse, building and using math assessments, and teaching procedural fluency.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers and instructional support teachers will demonstrate evidence of learning during observations.	09/01/2021 - 06/05/2024	Tammy Geiger

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
SEL Training	Faculty and Staff	Intro to SEL SEL curriculum launch Process to assess SEL needs among student population Process to implement SEL within MTSS framework

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Implementation of SEL curriculum

12/01/2021 - 06/05/2024

Tammy Geiger, Misti Demko

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By 2024, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social-emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. (MTSS)	Personalized Learning	Collaborate to discuss instructional strategies to be used to meet students' individual needs in all subject areas.	2021-09-01 - 2024-06-05

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Feedback Conferences	Teachers, instructional support teachers	Evidence of instructional practices to support personalized learning in all subject areas and SEL.
Anticipated Timeframe	Frequency	Delivery Method
09/01/2021 - 06/05/2024	monthly	Other
Lead Person/Position		
Tammy Geiger		

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

