

Infinity CS

Charter School Plan

07/01/2017 - 06/30/2020

Charter School Profile

Demographics

51 Banks Street
Suite 1
Penbrook, PA 17103
(717)238-1880

AYP Status:	Not Provided
CEO:	Suzanne Gausman
Date of Local Chartering School Board/PDE Approval:	7/1/2012
Length of Charter:	5 years
Opening Date:	8/26/2003
Grade Level:	K-8
Hours of Operation:	8:30 am - 3:15 pm
Percentage of Certified Staff:	100.00 %
Total Instructional Staff:	12
Student/Teacher Ratio:	10:1
Student Waiting List:	86
Attendance Rate/Percentage:	96.00 %
Enrollment:	124
Per Pupil Subsidy:	\$8,951
Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:	12.40 %
Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:	5

Student Profile

Group	Student Count
American Indian/Alaskan Native	0.00
Asian/Pacific Islander	8.00
Black (Non-Hispanic)	13.00
Hispanic	9.00
White (Non-Hispanic)	84.00
Multicultural	7.00

Instructional Days and Hours

Number Of	K (AM)	K (PM)	K (FT)	Elementary	Middle	Secondary
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Instructional Days	0.00	0.00	168.00	168.00	168.00	0.00
Instructional Hours	0.00	0.00	1008.00	1008.00	1008.00	0.00

Planning Process

Infinity is committed to using data to make decisions regarding student and staff development needs. PSSA scores are reviewed to determine instructional needs. The staff also meets to formally discuss professional education needs. Using student data, the committee attempted to identify staff development needed to improve student achievement and to achieve the academic standards as well as meet additional Infinity needs.

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.

Shared Values

The following Core Values have been published in our Charter Application and are shared, annually, with our parent body in the Parent Handbook and at Back-to-School Night.

Infinity's Core Values

Education First	Respect
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Quality	Personal Responsibility
Hard Work	Responsibility to Others
Life-long Learning	Role Models
Love of Learning	Diversity
Self-esteem	Continual Improvement

Education First

At Infinity, education is our primary business. Activities that promote and support educational excellence shall be given priority over those which do not. The basic role of teachers is to help children learn.

Quality

Beginning in Kindergarten and continuing through their school experience, the subject of quality, and how it relates to school work, is discussed with students. Students, parents and teachers challenge students to do their very best. It is not our goal to have students merely completing assignments without attempting to produce a quality product.

Hard Work

Creating high quality work is not always easy. We are committed to making learning interesting, exciting and fun, as much as possible. However, we recognize, and want parents and students to recognize, while learning is not always easy, it is fundamental.

Life-long Learning

We recognize learning does not begin, or end, with school. We want students to learn skills that will allow them to direct their own learning. The essence of this is independence and self-reliance.

Love of Learning

Children need to learn to love learning as its own reward. We encourage students to focus on internal rewards and motivations, rather than being dependent on external rewards.

Self-esteem

We believe self-esteem is built upon competence. We can, and do, praise children appropriately, but we do not engage in false praise. We actively assist and encourage children in their journey towards competency. We want them to take pride in what they do well. We also want our students to believe they can make a difference in the world.

Respect

We strive to create a climate of mutual respect among students, parents, staff and community

members. Students are expected to show respect to others, and can, in turn, expect to be treated with respect by others.

Personal Responsibility

We expect students to take personal responsibility for their own learning. We cannot teach them anything if they are determined not to learn. We also expect them to take personal responsibility for their actions and to be willing to accept the consequences.

Responsibility to Others

Any member of a community has some responsibilities to his neighbor. Our students have some special abilities that carry with them greater opportunities to serve. We want students to understand the contributions they can make to society and to act *responsively*.

Role Models

We have high expectations for our students. 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 cannot reasonably expect from them that which we are not willing to do ourselves.

Diversity

We live in a diverse society. Students need 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.

Continual Improvement

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 and every day.

Educational Community

Infinity Charter School is a small K-8 school located in the Central Dauphin School District near Harrisburg, Pennsylvania. The 2013-14 school year is Infinity's eleventh year of operation. Currently, we have 124 students enrolled K-8. Students are divided into six multi-age classes. In addition to the core subject, we also offer Art, Foreign Language, Music, Physical Education, and Guidance in all grade levels. We have a diverse student body, in terms of racial/ethnic groups, socio-economic levels, and academic performance levels. Although most of our students are residents of the Central Dauphin School District, we currently have students from fourteen area school districts.

Board of Trustees

Name	Office	Address	Phone	Email
Matthew Blaylock	Treasurer	6509 Blue Ridge Ave, Harrisburg, PA 17112	717-657-8016	mblaylock@infinityschool.org
Michelle Coleman	President	5087 Sue Ann Drive, Harrisburg, PA 17112	717-545-8288	mcoleman@infinityschool.org
Michelle Haring	Member	257 Susquehanna Avenue, Enola, PA 17025	717-732-8527	mharing@infinityschool.org
Megan Mines-Hall	Member	500 Gale Road, Camp Hill, PA 17011	717-737-5105	mmines-hall@infinityschool.org
Joseph Schell	Secretary	1327 Ridge Road, Grantville, PA 17028	717-469-0424	jschell@infinityschool.org
Alexis Schrock	Vice President	185 Lee Drive, Marysville, PA 17053	570-854-6221	aschrock@infinityschool.org

Board of Trustees Professional Development

All members and potential members of the Infinity Charter School Board of Trustees are to review the "Orientation Packet for New Board Members." This packet includes information about the school, governance activities and requirements (including the Sunshine Law), School By-laws, and so on. The Board members have been provided information on the Pennsylvania Ethics or Public Officials Act.

In addition, the Board of Trustees is currently investigating additional Board training through Pennsylvania School Boards Association (PSBA).

Governance and Management

The Board of Trustees meets monthly. Following is the 2013-2014 **Infinity Charter School Board of Trustees Schedule of Meetings.**

Scheduled ICS Board Meeting

Date & Time of Meeting

ICS Board Meeting – July

July 12, 2016 @ 3:30 p.m.*

ICS Board Meeting – August

August 9, 2016 at 3:30 p.m.*

ICS Board Meeting – September	September 13, 2016 at 3:30 p.m.
ICS Board Meeting – October	October 11, 2016 at 3:30 p.m.
ICS Board Meeting – November	November 8, 2016 at 3:30 p.m.
ICS Board Meeting – December	December 13, 2016 at 3:30 p.m.
ICS Board Meeting – January	January 10, 2017 at 3:30 p.m.
ICS Board Meeting – February	February 14, 2017 at 3:30 p.m.
ICS Board Meeting – March	March 14, 2017 at 3:30 p.m.
ICS Board Meeting – April	April 4, 2017 at 3:30 p.m.
ICS Board Meeting – May	May 9, 2017 at 3:30 p.m.
ICS Board Meeting – June	June 12, 2017 at 3:30 p.m.

* Met as scheduled

All Board Meeting dates for the 2016 -2017 school year were approved by the Board on July 12, 2016. Additional meetings may be held as required.

Infinity currently has a very good relationship with our charter's granting Board of School Directors. Infinity's Board of Trustees works to ensure Infinity follows all state and federal guidelines and laws, in order to preserve this positive relationship. In the past, the Superintendent of the Central Dauphin School District (our charter's granting district) visited and met with our Director.

Student Enrollment

According to 1723-A (a) of the Charter School Act, all resident children in this Commonwealth qualify for admission to a charter school within the provisions of subsection (b).

When a parent/guardian is interested in having his/her child attend Infinity, s/he is required to submit a completed copy of the Infinity Enrollment/Registration Form, a Home Language Survey, the PDE Charter School Student Enrollment Notification Form, proof of residency, proof of student's date of birth, and a copy of required student immunizations, and if applicable, verification of a sibling already enrolled at Infinity. This information is put into a file for each student and kept until the next lottery. In order to

complete the application process, potential parents are also required to attend an information meeting or tour.

Section 1723 – A (b) of the Charter Act states, “If more students apply to the charter school than the number of attendance slots available in the school, then students must be selected on a random basis from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the deadline established by the charter school...” Therefore, if there are more applicants than spaces available, Infinity conducts an annual lottery of students whose applications are complete. (See details below.) If there is only one applicant for an open space, that applicant is accepted.

Section 1723-A (b) (2) states, “A charter school shall not discriminate in its admission policies or practices on the basis of intellectual ability, except as provided in paragraph (2), or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language or any other basis that would be illegal if used by a school district.”

Therefore, there are no requirements for admission to Infinity, other than those noted above. Despite our mission, admission decision at Infinity are not based on intellectual or academic ability.

Infinity has an Information Packet that is sent to anyone expressing an interest in enrolling his/her child in the school. Most of the information contained in that packet is also available on our web site. In addition, Infinity holds school information meetings/tours for interested parents. There was one lottery conducted at Infinity for the 2013-14 school year. It was held on April 26, 2013, and parents were notified of the results by mail within ten (10) days.

Parent Communication

Communications to parents regarding registration procedures, dates, and when applicable, a description of the lottery process.

No files have been uploaded.

Registration Policy

Registration Policy

No file has been uploaded.

Intent to Enroll Form

Intent to Enroll Form (English and all other languages)

No file has been uploaded.

Student Enrollment History

Enrollment History—Part I

School Year	Number of Students at the Beginning of the School Year	Number of Students at the End of the School Year	Number of Students Expelled	Reasons Students Withdrew During the Year	Number of Students Retained
2004	82	80	0	Return to neighborhood school, Transfer to a different charter school	0
2005	107	105	0	Return to neighborhood school, Move out of state, Move out of town, Transfer to private school, Homeschool	0
2006	118	113	0	Return to neighborhood school, Move out of state, Transfer to private school	1
2007	120	111	0	Return to neighborhood school, Move out of state, Homeschool, Transfer to cyberschool,	0
2008	122	111	0	Return to neighborhood school, Transfer to Cyberschool, Transfer to	1

				private school	
2009	104	95	0	Return to neighborhood school, Transfer to cyberschool, Transfer to private school, Move out of state	0
2010	117	112	0	Return to neighborhood school, Transfer to private school	0
2011	122	119	0	Return to neighborhood school, Transfer to cyberschool, Move out of state	1
2012	118	117	0	Transfer to neighborhood school	3
2013	121	121	0	Transfer to neighborhood school	0
2014	124	122	0	Transfer to neighborhood school	0
2015	148	148	0	Transfer to neighborhood school	2
2016	151	151	0	Transfer to neighborhood school, Moved out of the country	5

Enrollment History—Part 2—Enrollment by Grade by School Year

S c h o o l	K	1	2	3	4	5	6	7	8	9	10	11	12
2004	2	9	1	1	1	9	8	0	0	0	0	0	0
2005	2	2	1	1	1	1	1	1	0	0	0	0	0
2006	2	1	2	1	1	9	1	1	9	0	0	0	0
2007	2	1	1	2	1	1	1	1	9	0	0	0	0
2008	2	1	1	1	2	1	1	1	9	0	0	0	0
2009	2	1	1	1	1	1	1	1	7	0	0	0	0
2010	2	1	1	1	1	9	1	1	1	0	0	0	0
2011	2	1	1	1	1	1	1	1	1	0	0	0	0

1																													
1																													
2	1	9	1	2	1	1	1	1	1	0	0	0	0																
0	1		5	0	7	2	2	1	1																				
1																													
2	1	9	1	1	1	1	1	1	9	0	0			0	0														
0	1		3	6	9	8	4	2																					
1																													
3																													
20		22		24		14		10		1	1	1	1	1	0	0	0	0											
14										6	8	5	6	3															
2015										11		25		24	1	1	1	1	1	1	0	0	0	0					
															8	2	5	6	5	5									
2016															6		23		22	2	1	1	1	1	1	0	0	0	0
																				1	9	5	5	7	2				

Planning Committee

Name	Role
Not Applicable 1	High School Teacher - Regular Education
Not Applicable 2	High School Teacher - Regular Education
Sarah Arnold	Ed Specialist - School Counselor
Dawn Brotherton	Parent
Erin Doyle	Middle School Teacher - Regular Education
Shelly Fredericks	Administrator
Suzanne Gausman	Administrator
Michelle Grey	Community Representative
Michelle A. Haring	Business Representative
Keri Hess	Elementary School Teacher - Special Education
Julia Isherwood	Elementary School Teacher - Regular Education
Melissa Kohr	Elementary School Teacher - Regular Education
Elizabeth Kostoff	Ed Specialist - School Nurse
Heath Lettich	Middle School Teacher - Regular Education
Megan Mines-Hall	Parent
Robert Rose	Business Representative
Joe Schell	Community Representative
Cynthia Walker	Middle School Teacher - Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Infinity currently does not have any students enrolled who are in need of Alternate Academic Content Standards for Reading or Math. Should any students with such needs enroll at Infinity, we would seek assistance from the Capital Area Intermediate Unit to appropriately meet their educational needs.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing

Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Accomplished
Science and Technology and Engineering Education	Developing	Accomplished
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Infinity currently does not have any students enrolled who are in need of Alternate Academic Content Standards for Reading or Math. Should any students with such needs enroll at Infinity, we would seek assistance from the Capital Area Intermediate Unit to appropriately meet their educational needs.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs	Needs

	Improvement	Improvement
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Infinity currently does not have any students enrolled who are in need of Alternate Academic Content Standards for Reading or Math. Should any students with such needs enroll at Infinity, we would seek assistance from the Capital Area Intermediate Unit to appropriately meet their educational needs.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Non Existent	Non Existent
Economics	Non Existent	Non Existent
Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Infinity is a K-8 school; and does not enroll at the high school level.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

Since we have not developed, expanded or improved the standards (except to allow students to progress at their own rate....and meet them earlier), this section was left blank. Standards are implemented, though.

Curriculum***Planned Instruction*****Elementary Education-Primary Level**

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

While objectives of our curricula are identified, materials and activities are malleable and change with the needs of the students and goals of the team. In addition, each team continually identifies and documents the relationship between the curricula and academic standards. Each team meets with the school director/CEO on a weekly basis. Staff meetings are also held weekly, and curriculum development discussion is regularly on the agenda.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

While objectives of our curricula are identified, materials and activities are malleable and change with the needs of the students and goals of the team. In addition, each team continually identifies and documents the relationship between the curricula and academic standards. Each team meets with the school director/CEO on a weekly basis. Staff meetings are also held weekly, and curriculum development discussion is regularly on the agenda.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

While objectives of our curricula are identified, materials and activities are malleable and change with the needs of the students and goals of the team. In addition, each team continually identifies and documents the relationship between the curricula and academic standards. Each team meets with the school director/CEO on a weekly basis. Staff meetings are also held weekly, and curriculum development discussion is regularly on the agenda.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Non Existent
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Non Existent
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Non Existent
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Non Existent

Processes used to ensure Accomplishment:

This narrative is empty.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

We are a K-8 school and do not enroll students at the high school level.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Infinity currently employs a full-time Learning Support Teacher/Learning Specialist to work with identified special education students. This individual is also responsible for referral and identification of special needs students, scheduling and conducting initial and reevaluation IEP and 504 meetings, maintaining the appropriate paperwork, notifying parents of meetings of their rights, and ensuring that appropriate services are provided to students.

Infinity also contracts for services from the Capital Area Intermediate Unit to provide some special education coaching to the school, as well as other special education services to students, such as speech and language, occupational therapy, psychological evaluations, and so on.

Infinity's IEP students work with trained special education professionals in the areas indicated on their IEPs. Infinity's professional staff makes accommodations in the classrooms, as indicated in the IEPs or 504 plans, to assist students in making maximum academic progress.

In general, instructional strategies for educating both special education and gifted students at

Infinity start with assessing present levels of educational performance. Once these levels are established, classroom teachers provide direct instruction to students in flexible ability groups. This enables the student to receive instruction geared to his/her performance levels. This also allows for competency-based progress, in which students are able to advance based on achieving mastery of content or skills, rather than after an arbitrary amount of seat time. In addition, classroom teachers utilize differentiated instruction strategies with all students. General instructional strategies might include adjustments in:

- Seating arrangements
- Modality or learning style in which the lesson is presented
- Pace of instruction
- Complexity, depth, and levels of abstraction of instruction and assignments
- Length of assignments
- Time allowed to complete assignments
- Amount of assistance from others

Students may also receive additional instruction from the Learning Specialist that is even more specifically tailored to their learning needs. This instruction is provided within the regular education classroom, and/or outside of the classroom, as specified in the IEP.

Further specific instructional strategies are implemented by professional staff as prescribed in the IEP, or 504 plan, or are utilized by trained specialists contracted by Infinity through the Capital Area Intermediate Unit.

Ultimately, the instructional strategies used with special education and/or gifted students needs to be tailored to their individual needs.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

Regular Lesson Plan Review

- Administrators

Provide brief explanation of LEA's process for incorporating selected strategies.

Selected strategies were incorporated based on state requirements and the decisions of the previous administration.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

At this time teachers have not received any training on peer evaluation or instructional coaching. Nevertheless, teachers will be surveyed to determine their level of interest in these strategies and, after appropriate staff development, we will begin to incorporate them. We do, however, ensure standards aligned instruction and consistency between classrooms; grades; subjects; and/or programs through open and honest discussion of curriculum at weekly staff meetings. In addition, the director/CEO meets weekly with each teacher/grade level team to discuss curriculum and ensure consistency.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

Part of our mission includes meeting every student's individual learning needs. We have implemented differentiated grouping since our school opened in 2003.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

Part of our mission includes meeting every student's individual learning needs. We have implemented differentiated grouping since our school opened in 2003.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

Part of our mission includes meeting every student's individual learning needs. We have implemented differentiated grouping since our school opened in 2003.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

If necessary, provide further explanation. (Required explanation if column selected was

Our school is K-8; therefore, we do not have high school students.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

Due to our full implementation of differentiated instruction, we have very few students below proficiency. We employ a full-time learning specialist (special education) and part time Title I teacher. Both are trained to remediate low-performing students and assist at-risk students in very small groups.

Assessments

Local Graduation Requirements

Course Completion	SY 17/18	SY 18/19	SY 19/20
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities						
Career Education and Work						
Civics and Government						
PA Core Standards: English Language Arts						
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects						
PA Core Standards: Mathematics						
Economics						
Environment and Ecology						
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education						
Alternate Academic Content Standards for Math						
Alternate Academic Content Standards for Reading						
World Language						

Graduation Requirement Specifics

- We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: Not Applicable. Our LEA does not offer High School courses.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
i-Ready	X	X	X	
Study Island			X	
Teacher Made Pre/Post Tests	X	X	X	
Keystone Exams			X	
PSSA		X	X	
Projects	X	X	X	

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
QRI	X	X		
i-Ready	X	X	X	
CAIU Grade Level Assessments	X	X	X	
Study Island	X	X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Think-Pair-Share	X	X	X	
Exit Slips		X	X	
Teacher-Made Assessments	X	X	X	

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
i-Ready	X	X	X	
QRI	X	X		
Study Island	X	X	X	
CDT			X	

Validation of Implemented Assessments

Validation Methods	EEP	E EI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	
Building Supervisor Review	X	X	X	
Department Supervisor Review				
Professional Learning Community Review	X	X	X	
Instructional Coach Review				
Teacher Peer Review	X	X	X	

Provide brief explanation of your process for reviewing assessments.

We are a very small school, with only seven classrooms. Teachers meet with the Director weekly, to review lesson plans, assessments, etc. In addition, teachers and the Director meet weekly for a staff meeting. In addition to ongoing staff development during these weekly staff meetings, the staff discusses curriculum, evaluation of students, remediation of at-risk students, etc. While not called a Professional Learning Community, these staff meetings often function in this manner.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

n/a

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Infinity is committed to using data to make decisions regarding student assessment results. Since we are so small (150 students, K- 8) collecting and analyzing assessment data is a task shared by all classroom teachers. PSSA scores are reviewed at several of our weekly staff meetings to determine instructional needs. Using student data, the teachers attempt to identify staff development needed to improve student achievement and to achieve the academic standards as well as meet additional Infinity goals.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

At Infinity, PSSA results are central in developing annual measurable goals and targets. It is our intention to meet or exceed state targets each year. If our students are not meeting these targets, we take steps to adjust instruction to improve student performance.

If we have individual students, who are having difficulty, we will take one or more of the following steps:

- Have those students work with our Learning Specialist or Title I teacher, to get additional instruction, and to learn additional strategies;
- Meet with parents to discuss how they can help their child at home;
- Assign additional work on i-Ready or Student Island for the student to work on at home;

If we have a group of students, who are having difficulty, we will work with their teachers to make changes to instructional strategies, such as regrouping or provide additional and/or different resources.

If, as a school, we see a deficit in a particular content area, or academic standard, we would:

- Provide different resources;
- Provide professional development in this area; and/or
- Increase the amount of time spent on this content.

Once a classroom teacher identifies (either through test results or through observations) students who demonstrate difficulties with concepts and/or skills, s/he may regroup these students with other peers who are having similar difficulties. In this way, the teacher has the ability to gear instruction to these students' needs. This may include a change in pace, level of complexity, amount of review and practice, and so on.

Parents and teachers meet quarterly to discuss strategies and student progress. They may meet more often, as needed. Progress is monitored through the review of student assignments, post-tests, and observations.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create	X	X	X	

and/or identify instructional strategies likely to increase mastery.				
Instructional practices modified or adapted to increase student mastery.	X	X	X	

Provide brief explanation of the process for incorporating selected strategies.

Using i-Ready, individual performance results are printed. This allows teachers to review the standards-aligned learning objectives and adjust instructional practices in order to promote student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

n/a

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	
Individual Meetings	X	X	X	
Letters to Parents/Guardians	X	X	X	
Local Media Reports				
Website				
Meetings with Community, Families and School Board				
Mass Phone Calls/Emails/Letters				
Newsletters	X	X	X	
Press Releases				
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

Because we are a charter school, the public often seeks us. We find that persons calling with questions about Infinity have often already reviewed the PDE website and are quite familiar with our test scores. However, if someone calls with questions regarding our PSSA scores, we direct them to the PDE website.

The Director/CEO shares test results with parents in a weekly parent letter. In addition, parents receive individual student letters. A link to our School Performance Profile is on our school's website.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

We find that the methods we use for sharing information is adequate at this time.

Safe and Supportive Schools

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	
School-wide Positive Behavioral Programs				
Conflict Resolution or Dispute Management	X	X	X	
Peer Helper Programs				
Safety and Violence Prevention Curricula	X	X	X	
Student Codes of Conduct	X	X	X	
Comprehensive School Safety and Violence Prevention Plans	X	X	X	
Purchase of Security-related Technology	X	X		
Student, Staff and Visitor Identification Systems	X	X	X	
Placement of School Resource Officers				
Student Assistance Program Teams and Training				
Counseling Services Available for all Students	X	X	X	
Internet Web-based System for the Management of Student Discipline				

Explanation of strategies not selected and how the LEA plans to address their incorporation:

Infinity is a small (approx 150 students) charter school, with seven multi-grade classrooms. Because we are small, all teachers know all students. As a result, students do not "fall through the cracks." Student concerns, as appropriate, are discussed at weekly faculty meetings, attended by the seven classroom teachers, learning specialist, director, Title I teacher and counselor. We have found this to be an informal version of a student assistance program. While we do not have a school-wide positive behavior program, we do have core values, which are continually reinforced. As the school grows, we are creating a school culture that includes the values, symbols, beliefs and shared meanings among parents, students, staff and the Board. The more understood, accepted and cohesive the culture is, the better the school community is able to move towards achieving its mission, vision and goals. The following are the core values embraced by the Infinity learning community:

1.

Education First

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.

2. Quality

Beginning in Kindergarten and continuing through school, the subject of quality and how it relates to schoolwork is discussed with students. Students, parents and teachers will challenge students to do their very best. It is not our goal to have students merely completing assignments without attempting to produce a quality product.

3. Hard Work

Creating high quality work is not always easy. Our staff is committed to making learning interesting, exciting, and even fun, as much as possible. However, we recognize, and want parents and students to recognize, that learning, while necessary, is not always easy.

4. Life-long 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.

5. Love of Learning

Children need to learn to love learning as its own reward. We work to encourage students to rely on internal rewards and motivations, while acknowledging some external rewards may be necessary.

6. Self-esteem

We believe self-esteem is built upon competence. We can, and will, praise children appropriately, but we will not engage in false praise. We will actively assist and encourage children in their journey toward competency. We want them to take pride in what they do well. We also want them to believe they can make a difference in the world.

7. Respect

We strive to create a climate of mutual respect among students, parents, staff and community members. Students will be expected to show respect to others, and can, in turn, expect to be treated with respect by others.

8. Personal Responsibility

We expect students to take personal responsibility for their own learning. We cannot teach them anything, if they are determined not to learn. We also expect them to take personal responsibility for their actions and to be willing to accept the consequences.

9. Responsibility to Others

Any member of a community has some responsibility to his neighbor. Our students have some special abilities that carry with them greater opportunities to serve. We want students to understand the contributions they can make to society and to act responsibly.

10. Role Models

We have high expectations for our students. 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.

11. Diversity

We live in a diverse society. Students need 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.

12. Continual Improvement

We have adopted the Japanese philosophy of *Kaizen* or continuous improvement. We acknowledge and recognize effort, celebrate the achievement of benchmarks and milestones,

Over the past thirteen years, we have found that constant focus on these core values has minimized discipline problems. A small amount of time is spent on discipline; therefore, an internet-based system for the management of discipline isn't needed.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	
Attendance Monitoring	X	X	X	
Behavior Management Programs	X	X	X	
Bullying Prevention	X	X	X	

Career Awareness	X	X	X	
Career Development/Planning	X	X	X	
Coaching/Mentoring	X	X		
Compliance with Health Requirements –i.e., Immunization	X	X	X	
Emergency and Disaster Preparedness	X	X	X	
Guidance Curriculum	X	X	X	
Health and Wellness Curriculum	X	X	X	
Health Screenings	X	X	X	
Individual Student Planning	X	X	X	
Nutrition			X	
Orientation/Transition	X	X	X	
RTII/MTSS				
Wellness/Health Appraisal	X	X	X	

Explanation of developmental services:

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	
Administration of Medication	X	X	X	
Assessment of Academic Skills/Aptitude for Learning	X	X	X	
Assessment/Progress Monitoring	X	X	X	
Casework				
Crisis Response/Management/Intervention	X	X	X	
Individual Counseling	X	X	X	
Intervention for Actual or Potential Health Problems	X	X	X	
Placement into Appropriate Programs	X	X	X	
Small Group Counseling-Coping with life situations	X	X	X	
Small Group Counseling-Educational planning	X	X	X	
Small Group Counseling-Personal and Social Development	X	X	X	
Special Education Evaluation	X	X	X	
Student Assistance Program				

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	ML	HS
Alternative Education				
Case and Care Management				
Community Liaison	X	X	X	
Community Services Coordination (Internal or External)	X	X	X	
Coordinate Plans				
Coordination with Families (Learning or Behavioral)	X	X	X	
Home/Family Communication	X	X	X	
Managing Chronic Health Problems				
Managing IEP and 504 Plans	X	X	X	
Referral to Community Agencies	X	X	X	
Staff Development	X	X	X	
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	
System Support				
Truancy Coordination	X	X	X	

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	E EI	ML	HS
Course Planning Guides				
Directing Public to the PDE & Test-related Websites				
Individual Meetings				
Letters to Parents/Guardians				
Local Media Reports				
Website	X	X	X	
Meetings with Community, Families and Board of Directors				
Mass Phone Calls/Emails/Letters	X	X	X	
Newsletters	X	X	X	
Press Releases				
School Calendar	X	X	X	
Student Handbook				

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	ML	HS
Individual Meetings				
Individual Screening Results	X	X	X	

Letters to Parents/Guardians	X	X	X	
Website	X	X	X	
Meetings with Community, Families and Board of Directors				
Newsletters	X	X	X	
School Calendar				
Student Handbook	X	X	X	

Health and Safety

Health and Safety	Answer
Are all students required to be fully immunized in accordance with the requirements of the Commonwealth of Pennsylvania and the requirements of local jurisdictions in order to be admitted to the Charter School?	Yes
Is a certified school nurse on the Charter School staff?	Yes
Are physical health records and dental records kept according to requirements of the State of Pennsylvania?	Yes
Does the Charter School comply with all regulations concerning the dispensation of medicines?	Yes
May Charter School students possess any prescription or non-prescription medication?	Yes
Are students/parents required to turn over all prescription and non-prescription medication to a Charter School nurse with descriptions regarding dissemination provided according to a required Charter School format, and are the medications provided in the original containers with accurate content and dosage information on the labels?	Yes
Is the Charter School in compliance with all pertinent code and license requirements related to Fire Prevention and Fire Drill procedures?	Yes
Are Fire Drill procedures posted in each classroom and are Fire Drills held at least once a month?	Yes
Does the Charter School participate in the Federal Free and Reduced Lunch Program?	No
Are all students eligible to participate in Federal Breakfast and Lunch programs?	NA
Are all claims and reports associated with Federal Breakfast and Lunch programs submitted as required?	NA

Description of the responsibilities of the Charter School nurse(s)

The school nurse's responsibilities are as follows:

- Assess, document and manage the health care needs of all children in the school
- Communicate with parents regarding their child's health
- Compile and maintain all required health records

- Conduct all required health screenings, as appropriate
- Promote a safe and healthy positive school environment, keeping the school community aware of all applicable state and federal health and safety regulation
- Manage and control acute and chronic disease (includes monitoring of immunization status)
- Appropriately delegate ancillary staff in the performance of procedures and care
- Obtain necessary K-I pills and manage records for distribution
- Recognize symptoms and consequences of safety and environmental factors
- Communicate with School Physician, as needed
- Maintain confidentiality with privileged information
- Participate directly in multi-disciplinary team evaluations and individual education program meetings for exceptional students with medical or developmental problems, as applicable
- May supplement health instruction in classes
- Function as a team member with instructional staff
- May provide school-wide staff development
- Other duties as assigned

Infinity employs a Registered Nurse, who is here on a daily basis. In addition, we employ a Certified School Nurse, who oversees the RN and assists with screenings and paperwork. She is not here on a daily basis.

Food Service Program

Describe unique features of the Charter School meal program

We currently do not have a meal program.

Safety and Security

Describe the essential Charter School policies, procedures, and practices that are implemented to provide security and safety for Charter School students, staff, and visitors:

All external doors are locked during school hours. Access to the school is granted only via one monitored door. Visitors are required to ring a doorbell and identify themselves, before access is permitted. (The secretary controls the remote lock, and, through CCTV can see who is at the

door.)

All visitors are required to report to the office, sign in, and wear a visitor's badge for the duration of their visit. When they leave, they must sign out.

Parent volunteers must have child abuse clearances and are only permitted to work with children once clearances are obtained. (We verify volunteers using all of the checks: Child Abuse, Criminal, and FBI/fingerprint)

We hold monthly fire drills and periodic intruder and severe weather drills.

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

Wellness Policy

The school wellness policy

DOCX file uploaded.

Health Reimbursement Policy

The school policy regarding Health Reimbursement

DOCX file uploaded.

Current School Insurance Coverage Policies and Programs

Current Insurance Accord

The school's current Insurance Accord

PDF file uploaded.

Certificate of Liability

The school's Certificate of Liability

PDF file uploaded.

Insurance Coverage Details

Description of the details of the school's insurance coverage and/or copies of pertinent insurance policies

Files uploaded:

- Current School Insurance Coverage.docx

Transportation

Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program: Describe the requirements students must meet in order to be eligible for free transportation.

In accordance with Section 1725-A of the Charter Act, school districts of residence provide transportation for Infinity students. Names and addresses of the Infinity students are provided to each applicable district's transportation department, busing assignments are made by the district, and then are communicated by the district to the parents, or to Infinity. When Infinity is notified directly by the district, we then notify the parents. In those cases where no district transportation is provided, either because the district is outside transportation boundary limits, or the district does not provide transportation for its own students, Infinity may work with the parents to arrange possible carpooling.

Special Education Students: Infinity does not have any special education students enrolled in the school, who required special transportation arrangements.

Free Transportation Eligibility Requirements

The requirements students must meet in order to be eligible for free transportation (optional if described in the narrative)

No file has been uploaded.

Student Conduct

Charter School's Code of Student Conduct	Answer
Are the expectations of students, parents, school staff members, and the Board of Trustees delineated by the Code of Student Conduct?	Yes
Are the rules of conduct explained in student friendly-language?	Yes
Are the consequences of violations of rules of conduct explained in student-friendly language?	Yes
Does the Code of Student Conduct apply on school grounds during the school day as well as immediately before and after school hours?	Yes
Does the Code of Student Conduct apply on school grounds at any other time when a school group is using the school?	Yes
Does the Code of Student Conduct apply off school grounds and the immediate perimeter of the school building, including any school activity, function, or event?	Yes
Does the Code of Student Conduct apply during travel to and from school, including actions on any school bus, van, or any other public conveyance?	Yes
Does the Code of Student Conduct apply off school grounds where the misconduct may reasonably be expected to undermine the proper disciplinary authority of the school, the safety of students or staff, or cause disruption within the school?	Yes
Does the Code of Student Conduct require that students who are found in possession of illegal drugs, firearms, or other dangerous weapons, or those who commit acts of misconduct, which disrupt the school's educational process, be suspended immediately and face possible expulsion?	No
Does the Code of Student Conduct specify that If a student becomes aware that a fellow student is in possession of illegal substances, firearms, weapons or any items that could endanger his/her safety or the	Yes

safety of others, that student has a duty to inform an adult such as a parent, teacher, counselor, director or staff member?	
Do all disciplinary actions for misconduct include a conference between the teacher and/or administrator, student, and parents followed by written notification to the parent or guardian?	Yes

If necessary, provide further explanation.

This narrative is empty.

Code of Student Conduct

The school's Code of Student Conduct

DOCX file uploaded.

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- Never

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

By utilizing a combination of standardized and non-standardized, direct and indirect assessments, we use assessment measures to guide and improve student learning, as well as to provide documentation for accountability purposes.

Initially, diagnostic testing/pre-testing in both reading and math enables Infinity's staff to form flexible ability groups for instructional purposes. By working with small groups with similar performance levels, the teacher can tailor instruction to more effectively meet their learning needs.

Once a classroom teacher identifies (either through test results or through observations) students who demonstrate difficulties with concepts and/or skills, s/he may regroup these students with other peers, who are having similar difficulties. In this way, the teacher has the ability to gear instruction to these students' needs. This may include a change in pace, level of complexity, amount of review and practice, and so on.

When a student requires further assistance, the teacher/s and parent/s (and usually, the Learning Specialist) meet to discuss and create an individualized learning plan targeting the specific areas of weakness. Using data collected through direct observation of the student, formal and informal assessments of the student and anecdotal information provided by the teacher and the parent, the Learning Specialist makes recommendations for strategies and adaptations to be used by the teacher and the student within the regular classroom. Parents are also given ideas and strategies to use at home to help build skills and to reinforce the school's interventions. The teacher may make arrangements for the student to receive additional one-on-one or small group instruction.

If the student is making insufficient progress, the Title I may provide additional help to him/her. This approach is scheduled during the normal classroom instructional time for that subject, and lessons are developed in coordination with the regular education teacher's instructional goals. These lessons provide additional direct instruction, as well as extra review and practice. In addition, the Learning Specialist may address time management and/or organization management strategies with the student/s, as needed.

Parents and teachers meet quarterly to discuss strategies and student progress. They may meet more often, as needed. Progress is monitored through reviewing student assignments, post-tests, and observations.

If there continue to be concerns about a student's learning difficulties or rate of progress, the Learning Specialist will be consulted and that child may be referred for a special education evaluation. Infinity contracts with the Capital Area Intermediate Unit for such assessments and services, as needed.

Community and Parent Engagement

Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

Community Resources Coordinator

Infinity's commitment to creating a symbiotic relationship with the community is also reflected in our staffing. Our Community Resources Coordinator is an integral part of the educational program at the school. This individual is primarily responsible for assisting classroom teachers to enhance the educational experience by coordinating speakers, field trips (including overnight programs), assemblies, and other resources in the community. The CRC is also responsible for arranging community service activities.

Parent Volunteers

Volunteers contributed an estimated 1250 athours of service to Infinity during the 2012-2013 school year. Volunteers were involved in working in classrooms, offering hot lunches, coordinating fundraising, producing the school yearbook, driving for field trips, presenting to students, painting, renovating and cleaning the facility, organizing school spirit activities, as well working on committees, leading academic competition teams, and so on.

Class/School Picnics

In the summer, before school starts each year, Infinity has class and/or whole school get-togethers, so that parents, students, and staff can get to know each other in an informal setting.

New Parent Ice Cream Social

This informal meeting is held prior to the start of school for families, who are new to Infinity. New parents have said it helped them feel a part of the Infinity community from the start.

Back-to-School Night

Infinity has a special evening event in the fall for parents of students attending the school. The staff is introduced, educational programs are described, and opportunities for being involved in the school are discussed.

Partnership Picnic

Infinity held its annual Partnership Picnic in June 2011. This social get-together reinforces Infinity's philosophy that it takes both parents and staff working together to accomplish the most for the children.

Infinity Volunteer Organization (IVO) The Infinity Volunteer Organization (IVO) was established during the 2010-2011 school year. It's mission is "to organize and mobilize Infinity Families in support of the Infinity Mission, strengthening the productive partnership between home and school, and deepening the roots of Infinity student learning." This parent organization offers support of student activities, school spirit activities, communication, and fundraising.

We know Infinity would not be as successful as it is, without the commitment and efforts of our parents.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Infinity does not offer before or after school programs. However, we lease space in a former Central Dauphin School Building from the Penbrook United Methodist Church. The church runs a day care in part of this building, the Penbrook Learning Center. The school has an excellent relationship with Penbrook Learning Center. Several of our families use PLC for before and after school care.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

We currently do not coordinate with agencies that serve preschool age children with disabilities, nor do we operate any pre-kindergarten programs.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Infinity's curriculum is NOT textbook-driven. Instruction is driven by the curriculum and student proficiency checklists, which are aligned with PA Core. As a non-textbook based school, we have a huge amount of resources to assist educators in creating appropriate lessons and delivering standards-aligned instruction.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Infinity's curriculum is NOT textbook-driven. Instruction is driven by the curriculum and student proficiency checklists, which are aligned with PA Core. As a non-textbook based school, we have a huge amount of resources to assist educators in creating appropriate lessons and delivering standards-aligned instruction.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Infinity's curriculum is NOT textbook-driven. Instruction is driven by the curriculum and student proficiency checklists, which are aligned with PA Core. As a non-textbook based school, we have a huge amount of resources to assist educators in creating appropriate lessons and delivering standards-aligned instruction.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Non Existent
A robust supply of high quality aligned instructional materials and resources available	Non Existent
Accessibility for students and teachers is effective and efficient	Non Existent
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Non Existent

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Infinity is a K-8 school. We do not have any high school level students.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of

	district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

We currently are not employing any alternate academic content standards for math or reading. While our main focus is on traditional content area, less time is spent on the early childhood education area of SAS. We currently contract with our local intermediate unit for ELL students at Infinity, and are unsure whether the SAS site is used by them. Finally, because our school climate has not been perceived as an area of need, we have spent little time in this section.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable

American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Not Applicable
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

We currently are not employing any alternate academic content standards for math or reading. We currently do not have any ELL students at Infinity, therefore, no time is spent in this area. Finally, because our school climate has not been perceived as an area of need, we have spent little time in this section.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms

Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Full Implementation
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Not Applicable
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Level of Implementation is Unknown
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

We currently are not employing any alternate academic content standards for math or reading. We currently do not have any ELL students at Infinity, therefore, no time is spent in this area. Finally, because our school climate has not been perceived as an area of need, we have spent little time in this section.

High School Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable

PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

We are a K-8 school, and do not have any high school students at Infinity.

Fiscal Solvency Policies

Describe policies and procedures that have been established to ensure and monitor fiscal solvency.

The following procedures are utilized to maintain fiscal solvency.

Budget Preparation:

Infinity's annual General Fund budget is prepared by the Business Manager, in conjunction with the CEO and Board Treasurer, and is presented annually to the Board of Trustees for approval. The goal is to prepare a balanced budget, using a lower revenue figure than expected, combined with higher expenses than anticipated. For example, if Infinity is expecting 120 students to be enrolled for a particular school year, the revenue might be based on ADM revenue from 115 students. However, the expenses would be calculated on an enrollment of 120 students. This provides a "cushion," which can absorb changes in enrollment, if needed.

Budgetary reserves are also held to offset possible cash flow problems, due to such things as delays or reductions in ADM payments from sending districts, increased student services' expenses, delays in funding due to state budget issues, or state budget cuts.

Budget Transfers:

The Board of Trustees approves all transfers between budgeted line items to reallocate monies from one account to another.

Financial Reports:

The Business Manager prepares a financial report for each Board meeting. This monthly report includes details of revenue received, and expenses incurred, by account. The budget figures are

also provided to allow for regular monitoring of actual year-to-date expenses in comparison with budgeted expenses. A list of checks and deposits is presented for Board review. The Board Treasurer reviews the reconciled bank statements each month.

ICS uses an accrual basis of accounting, which conforms to generally accepted accounting principles (GAAP). All financial reports are prepared on an accrual basis.

Contracts

: Contracts over \$2500 are approved by the Board of Trustees before being entered into.

Purchases:

Efforts are made to purchase goods and services at low prices, and the school utilizes the PEPPM education technology bid/buy program when available. Property, plant and equipment purchases are capitalized if they meet the requirements of the school's Capitalization and Depreciation policy. Infinity utilizes the EasyProcure education procurement card for all credit card purchases. Pre-defined limits on each of the cards restrict overspending by the cardholder, which improves purchasing control for the business office. The program is sponsored by PASBO, PASA, PSBA, and PSDLAF.

Investments:

The ICS Board has directed the Business Manager to invest the bulk of the previous years' carryover with the Pennsylvania School District Liquid Asset Fund (PSDLAF). This money will remain available to Infinity for use with future facility plans, or other special needs. The PSDLAF is a well-respected fiscal fund that is used by many Pennsylvania School Districts for their investments. The fund's investment focus is safety of principal, liquidity and yield. This focus matches the strategies recommended by Infinity's audit firm—to maximize the school's interest earnings and to protect the school's assets. Additional funds are held in a money market account at a local bank.

Audit:

An annual audit is performed on the school's accounts and financial transactions. The audit is conducted in accordance with generally accepted auditing standards and is initiated as soon as all income and expenditures for the fiscal year are entered, typically within a month after the end of the fiscal year. At the completion of the audit, the Board receives a copy of the audit report and the audit firm's management letter, which may provide recommendations for additional internal control practices to improve the efficiency of the accounting and financial reporting functions for the school. The Board then reviews the audit and recommendations, and takes action, as it sees fit.

Accounting Systems

Explain what accounting system the charter school uses.

Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

In the past year, Infinity Charter School upgraded to QuickBooks 2013 Pro for its accounting system. All budget and financial reports that are submitted to the Pennsylvania Department of Education use PDE's standard chart of accounts.

Professional Education

Characteristics

Charter School's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	
Empowers educators to work effectively with parents and community partners.	X	X	X	

Charter School's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	
Instructs the leader in managing resources for effective results.	X	X	X	

Provide brief explanation of your process for ensuring these selected characteristics.

Infinity is committed to using data to make decisions regarding student and staff development needs. The staff also meets to formally discuss professional education needs. Using student data, the committee attempted to identify staff development needed to improve student achievement and to achieve the academic standards as well as meet additional Infinity goals. Currently, we feel that our educators are empowered educators to work effectively with parents and community partners, and feel confident in doing so. It is also a topic addressed through our

induction process.

In addition, the Director/CEO has completed the National Institute for School Leadership (NISL) / Pennsylvania Inspired Leadership (PIL) program, which encompasses the characteristics for administrators.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

n/a

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/25/2015

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
8/26/2015 Online training through Eduplanet

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

This section was not answered.

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.

- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Provide brief explanation of your process for ensuring these selected characteristics.

Infinity is committed to using data to make decisions regarding student and staff development needs. The staff also meets to formally discuss professional education needs. Using student data, the committee attempted to identify staff development needed to improve student achievement and to achieve the academic standards as well as meet additional Infinity goals.

Education Options

As mandated by Act 48 of 1999, all certified educators must complete six college credits, six credits of continuing professional education courses, 180 clock hours of continuing professional education, or any combination of collegiate studies, continuing education courses or learning experiences equivalent to 180 hours every five years. For the purposes of calculating hours and credit, one credit of collegiate studies or continuing professional education courses is equivalent to 30 hours of continuing professional education. The following programs and activities will provide the professional educator with options to maintain active certification as described in Act 48 Professional Education Plan Guidelines. Professional development is based on meeting the needs of our students and is designed to enhance teacher's content knowledge as well as improve teaching skills. Each activity is research-based and meets the state standards for Professional Education Criteria.

In order to receive Continuous Education Credit, the provider is obligated to provide PDE with the number of hours for the professional educator, including assessment and record keeping.

Act 48 requires that school entities and other approved providers notify the Pennsylvania Department of Education and the professional educator of the successful completion of professional education hours. The Department is notified through the electronic Professional Education Reporting Management System (PERMS) at <https://secure.ed.state.pa.us/ces>.

The options listed below offer an opportunity for professional educators to maintain active certification. Each option must be completed, related to areas of assignment, meet Professional Education Criteria and certification or potential certification.

Programs/Activities/Courses/Educational Experiences

1. Collegiate Studies - A formal program or course of study at an institution of higher education approved by the Pennsylvania Department of Education. This may be done as part of a degree program or for credits required for maintaining certification with reimbursement of credits as per the district professional staff contract.
2. PDE Approved In-service Courses - Courses approved for credit by the Pennsylvania Department of Education as initiated by a local area in-service council or intermediate unit. Continuous education hours will be determined by time-on-task for the options listed below.
3. Non-credit Workshops - Intermediate Units, ICS, professional associations and private

agencies offer workshops on topics related to instructional, curricular and professional needs. Faculty members may seek approval to attend these workshops, which do not carry credit.

4. Infinity In-service Days - Presentations offered on topics related to enhancing teachers' content area knowledge and pedagogical skills.
5. Conferences, Seminars - This option includes educationally-related meetings, seminars, or workshops which may be sponsored by companies, professional organizations, institutions or higher learning, or similar agencies. Approval for attendance is granted by the supervisor, based on the available budget or in conjunction with ICS's Staff Development, Act 48 initiatives.
6. Out-of-District Visitations - Visits to other districts, schools, or industry that are aligned with district goals to observe programs, collect data and report back are encouraged.
7. Curriculum Development Work - ICS-sponsored individual/group work related to curriculum development. Curriculum committees are formed to participate in curriculum development activities including, but not limited to, curriculum mapping, development of standards-based planned courses of study, selecting instructional resource materials, writing learning-focused units, differentiating instructional strategies for diverse learners, developing assessments, and coordinating the score and sequence of Infinity's K-8 curriculum.

Limited English/ESL

At this time, Infinity does not have any limited English proficient students. When LEP students do enroll, we will provide professional education for the staff, who work with them. We would anticipate being able to work with the staff at the Capital Area Intermediate Unit #15, to provide this.

CPR Training

Infinity has offered CPR on site as part of its Staff Development Program. We plan to continue this program in the future. In the past, it has been offered by the Visiting Nurses Association or independent pediatric first aid instructors.

Gifted Education Training

In-service education is provided for teachers, administrators, and support staff through summer staff development opportunities at ICS. In addition, Infinity builds one day into the school calendar, so that teachers and administrators can attend the annual PAGE (Pennsylvania Association of Gifted Education) State Conference each spring.

Professional Education Providers

Pennsylvania Department of Education approved workshops & conferences

Pennsylvania Association of Intermediate Units (including Capital Area Intermediate Unit 15,
 Lincoln Intermediate Unit 12, and Lancaster Lebanon IU 13)
 The Pennsylvania Training and Technical Assistance Network (PATTAN)
 Accredited colleges and universities (Shippensburg, Penn State, Indiana University of
 Pennsylvania, Millersville, York College, Gettysburg College, Messiah College, etc.)
 Organizations that are approved under the Act 48 Continuing Professional Education Provider
 Guidelines
 Other approved LEAs, consultants and organizations approved by the Act 48 Committee and
 PDE, including, but not limited to, the following:
 PSBA (Pennsylvania School Boards Association)
 PASA (Pennsylvania Association of School Administrators)
 PASCD (Pennsylvania Association for Supervision and Curriculum Development)
 ASCD (Association for Supervision and Curriculum Development)
 PSEA (Pennsylvania State Education Association)
 PASESSP (Pennsylvania Association of Elementary and Secondary School Principals)
 NAESSP (National Association of Elementary and Secondary School Principals)
 PCTM (Pennsylvania Council of Teachers of Mathematics)
 NCTM (National Council of Teachers of Mathematics)
 PCTE (Pennsylvania Council of Teachers of English)
 NCTE (National Council of Teachers of English)
 PSTA (Pennsylvania Science Teachers Association)
 NSTA (National Science Teachers Association)
 KSRA (Keystone State Reading Association)
 IRA (International Reading Association)
 Pennsylvania Association of Federal Program Coordinators
 Capital Area Math/Science Alliance
 Capital Area Institute for Mathematics and Science
 Hershey Medical Center
 The Society for Developmental Education
 Pennsylvania School Counselor Association
 Pennsylvania Middle School Association
 Pennsylvania Psychological Association, Association of School Psychologists of Pennsylvania, and
 the National Association of School Psychologists
 Pennsylvania Leadership Development Center
 Council for Exceptional Children
 Council for Public Education
 Research for Better Schools
 BERI
 Pennsylvania Music Education Association
 Patriot-Newspaper in Education Program
 Pinnacle Health Systems
 Advancing Science
 Whitaker Center for Science and the Performing Arts
 University of Virginia
 University of Northern Colorado
 University of Connecticut
 William and Mary College/Center for Gifted Education
 Pennsylvania Department of Environmental Protection

Pennsylvania County Cooperative Extension Offices
 Wildwood Nature Center
 Red Cross
 Visiting Nurses Association
 Pennsylvania Emergency Management Agency and the Federal Emergency Management Agency
 Learning Focused Schools
 Asset, Inc. (Science: It's Elementary)
 Similar organizations as approved by the CEO/Director

Requests to participate in workshops sponsored by the above organizations may be denied if the program topic does not correlate with this professional education plan.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

While we have used data to determine need, we are just beginning to use disaggregated student data to determine educators' learning priorities. We plan to incorporate this in the future as we become more familiar with the data.

In addition, although we have an implementation evaluation, it is currently not based upon specific expectations related to changes in teacher practice, but it is used to validate the overall effectiveness of the professional development initiative.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Differentiating instruction for gifted, regular and special needs learners
- Student assessment
- Integrating technology
- Working with students, parents and the community

Provide brief explanation of your process for ensuring these selected characteristics.

Infinity's induction program is designed to assist new teachers to:

- feel supported by colleagues
- stay in the teaching profession
- increase their skills in:
 - using instructional practices that improve student achievement
 - using state curriculum frameworks
 - assigning appropriately challenging work to diverse student populations
 - communicating with parents and students

We would expect inductees to improve in the following competencies:

- developing performance objectives
- implementing instructional strategies
- using instructional equipment
- implementing instructional materials and resources
- providing a physical climate for learning
- providing a positive learning environment through student/teacher interaction
- presenting instruction
- providing for individual differences
- developing lesson plans
- preparing evaluation instruments
- evaluating student achievement

- improving instructional competence
- developing curriculum

Since teachers progress through developmental stages, just as students do, it is possible to predict some needs that are likely to be shared by all the inductees. Due to the small number of inductees at the school, inductees will be asked what they perceive their needs to be by their mentors and the program coordinators.

Mentors may also report other needs, based on their interactions with their inductees, to the program coordinators. In future years, the council may develop a survey for inductees to complete. Evaluation of the program may also reveal additional needs.

Mentors were and will be selected based on:

- Outstanding work performance
- Mentor training and/or previous experience
- Models continuous learning and reflection
- Knowledge of district/school policies, procedures and resources
- Similar certification and assignment
- Ability to work with students and other adults
- Willingness to accept additional responsibility

Mentor responsibilities include:

- Facilitating a good start to the year
- Meeting with the inductee regularly, for a total minimum of 3 hours
- Modeling good instructional practices
- Observing the inductee
- Making suggestions for improvement
- Providing professional and personal support
- Maintaining a confidential relationship with the inductee

Mentor training will include:

- The purpose of the induction program and the role and responsibilities of a mentor
- Communication skills

- Listening skills
- Coaching and conferencing skills
- Effective instructional skills
- Problem solving
- Knowledge of adult learning and development

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

n/a

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Provide brief explanation of your process for ensuring these selected characteristics.

The induction program coordinators will collect copies of the following documents and store them at the school.

- Mentor log of contacts with the inductee
- Inductee log of contacts with the mentor
- Induction record form
- Agendae for monthly meetings, with handouts
- Attendance record for monthly meetings
- Final evaluation form completed by inductee
- Final evaluation form completed by mentor
- Certificate of completion for the inductee
- Certificate of appreciation for the mentor

In summary, the Infinity Charter School Induction Plan is designed to support new employees in making the transition to becoming effective teachers and a successful ICS team member. This program provides Infinity first-year teachers with a substantive orientation to the ICS workplace, assists them in refining their knowledge, skills and attitudes in order to provide a high quality education to their students, and supports them in becoming valuable contributors to our education team.

Student test data is reviewed at staff meetings. Staff is surveyed informally, and ongoing communication is essential to the success of the program. Since we are such a small school, with only six full-time teachers, we are able to effectively do this.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

n/a

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills,

coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

Since our school is so small, with only seven full-time teachers, selection of mentors who qualify is relatively easy. The director, with the help of the committee, reviews the list of characteristics and suggests one or two possible mentors to the board, before approaching potential mentors.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

n/a

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments				X		
Best Instructional Practices				X		
Safe and Supportive Schools					X	
Standards		X				
Curriculum	X	X				
Instruction			X			
Accommodations and Adaptations for diverse learners			X			
Data informed decision making	X				X	
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

We are a non-textbook-based school. As a result, materials and resources for instruction are continually reviewed.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The induction will be evaluated annually by the induction council, and will include input from all of the participants related to the program goals, objectives, and competencies. The induction council will be responsible for monitoring the induction program and approving recommended changes based on inductee needs. A final program evaluation form will be filled out by the inductees, the mentors and the building administrator. The responses from these forms will be

compiled by the induction coordinators and reviewed by the council. Changes will be made, as necessary. The coordinators will also explore other induction programs and make suggestions based on their research.

If an inductee and a mentor are having difficulties during the course of the year, they will be instructed to report their concerns to the program coordinators, who will try to resolve any problems.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Assurances

Brick and Mortar Charter Schools

The physical charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school's Board of Trustees and contractors of the school meet the requirements of the "Public Works Contractors' Bond Law of 1967," all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the "Pennsylvania Prevailing Wage Act," and the "Steel Products Procurement Act." (in compliance with §17-1715-A (10))
- The school's administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))
- The school's Trustees do not serve on a local board of school directors of a school entity located in the member's district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))

- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))
- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Free transportation is provided to students according to the parameters of §17-1726-A (Transportation) of the Charter School Law (in compliance with §17-1726-A (a))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1732-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1732-A (a))

Cyber Charter Schools

The cyber charter school has verified the following Assurances:

- The school is accountable to the parents of its students, the public and the Commonwealth and that strategies have been developed and implemented that generate meaningful parent and community involvement (in compliance with §17-1715-A (2))
- The school does not unlawfully discriminate in admissions, hiring or operation (in compliance with §17-1715-A (3))
- The school is nonsectarian in all operations (in compliance with §17-1715-A (4))
- The school does not provide any religious instruction, nor are religious objects or symbols displayed on the premises (in compliance with §17-1715-A (5))
- The school does not advocate unlawful behavior (in compliance with §17-1715-A (6))
- The school participates in the Pennsylvania State Assessment System in the manner in which the school district in which the school is located is scheduled to participate (in compliance with §17-1715-A (8))
- The school will provide a minimum of 180 days of instruction or 900 hours per year of instruction at the elementary level, or 990 hours per year of instruction at the secondary level (in compliance with §17-1715-A (9))
- The school’s Board of Trustees and contractors of the school meet the requirements of the “Public Works Contractors’ Bond Law of 1967,” all regulations related to the letting of contracts for the erection, construction and alteration of public buildings, the “Pennsylvania Prevailing Wage Act,” and the “Steel Products Procurement Act.” (in compliance with §17-1715-A (10))
- The school’s administrators (CEO and all other employees who exercise management or operational oversight responsibilities) do not receive compensation from another charter school or from a company that provides management or other services to another charter school (in compliance with §17-1715-A (12))
- The school’s Trustees do not serve on a local board of school directors of a school entity located in the member’s district (in compliance with §17-1716-A (b))
- The school will select students on a random basis from a pool of qualified applicants when the number of attendance slots available is less than the number of applicants (in compliance with §17-1723-A (a))
- The school gives first preference to students who reside in the district or districts and will consider giving preference to a child of a parent who has actively participated in the

development of the school and to siblings of students presently enrolled (in compliance with §17-1723-A (a))

- The school will only establish reasonable criteria to evaluate prospective students if the criteria are outlined in the school's charter (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language, or any other basis that would be illegal if used by a school district (in compliance with §17-1723-A (b))
- The school does not discriminate in its admission policies or practices on the basis of intellectual ability but does reserve the right to limit admission to a particular grade level or to targeted population groups composed of at-risk students or students with a special interest in academic areas such as mathematics, science or the Arts (in compliance with §17-1723-A (b))
- 75% of the professional staff members hold appropriate State certifications (in compliance with §17-1724-A (a))
- All professional staff members who do not hold appropriate State certification have provided evidence that they have demonstrated satisfactorily a combination of experience, achievement, and qualifications as defined in the charter school application in basic skills, general knowledge, professional knowledge and practice, and subject matter knowledge in the subject area in which an individual will teach (in compliance with §17-1724-A (b))
- There are no tuition charges for any resident or nonresident student (in compliance with §17-1725-A (a))
- All donations, gifts or contributions are given freely and voluntarily; i.e. the trustees and any other person affiliated in any way to the school will not demand or request, directly or indirectly, any gift, donation or contribution of any kind from any parent, teacher, employee or any other person affiliated with the school as a condition for employment or enrollment and/or continued attendance (in compliance with §17-1725-A (e))
- Discounts or payments waived are not extended to any school district for any student (in compliance with §17-1743-A (a))
- Funds are not provided to a school entity except as compensation for the provision of specific services (in compliance with §17-1743-A (a))
- The following will be made available upon request to each student's school district of residence: copy of the charter, copy of the cyber charter application, copy of all annual reports prepared by the cyber charter school, and a list of students enrolled in the cyber charter school from that school district (in compliance with §17-1743-A (c))

- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: brief description of each of the student's courses of instruction, description of the lessons and activities offered on and offline, the manner in which attendance will be reported and work authenticated, and a list of all standardized tests the student will be required to take and the place where the tests will be administered (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: the school's address and contact information for the CEO and other school personnel including the student's teachers, meetings to be held between parents and professional staff members, the manner in which parents will be notified of meetings, and a list of any extracurricular activities provided by the school (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: a list of all student services to be provided and copies of policies related to computer security and privacy, truancy, absences, discipline, and withdrawal or expulsion of students (in compliance with §17-1743-A (d))
- The following will be made available to a parent or guardian upon request and prior the student's first day in the school: the school calendar, including but not limited to the time frame that will constitute a school year and a school week, holidays, and term breaks (in compliance with §17-1743-A (d))
- Each student will be provided with all instructional materials, all equipment including a computer, monitor, and printer, and will be provided with or reimbursed for all technology and services necessary for the on-line delivery of the curriculum and instruction (in compliance with §17-1743-A (e))
- Ongoing access to all records and facilities will be provided to PDE that the Department deems necessary (in compliance with §17-1743-A (g))
- The school adheres to the requirements of all 123 sections, chapters and acts listed in §17-1749-A (Provisions applicable to charter schools) of the Charter School Law (in compliance with §17-1749-A (a))

Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))

- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

Charter School Accomplishments

Accomplishment #1:

Our students continue to score above the state average in all areas of the PSSA.

Accomplishment #2:

On the Spring 2016 PSSA tests, 100% of our students scored proficient or advanced in science.

Accomplishment #3:

On the Spring 2016 PSSA tests, 93% or more of students in grades 3 - 8 scored proficient or advanced in reading.

Charter School Concerns

Concern #1:

Infinity student performance on the PSSA writing section of the ILA assessments has not been as strong as we would like, particularly in the area of text-dependent analysis.

Concern #2:

Student scores in the Mathematics section of the PSSA have dropped since 2014. The drop may be due to the change in test; however, we are concerned that while we believe we teach the concepts adequately, we may not be addressing students' needs to be prepared for the style of the test questions. Students may be confused by the 'trickiness' of the test questions.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

Infinity student performance on the PSSA writing section of the ILA assessments has not been as strong as we would like, particularly in the area of text-dependent analysis.

Student scores in the Mathematics section of the PSSA have dropped since 2014. The drop may be due to the change in test; however, we are concerned that while we believe we teach the concepts adequately, we may not be addressing students' needs to be prepared for the style of the test questions. Students may be confused by the 'trickiness' of the test questions.

Charter School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Written curriculum

Specific Targets: PSSA scores in Reading and Math will improve

Strategies:

Online Learning Opportunities

Description: On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education).

<http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

SAS Alignment: Instruction, Materials & Resources

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum

mapping: <http://webserver3.ascd.org/handbook/demo/mapping2.html>
 Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Materials & Resources

PA Core Standards Implementation

Description:

"The State Board approved the final Chapter 4 regulations on September 12, 2013. The Independent Regulatory Review Commission (IRRC) approved the final regulation on November 21, 2013. With publication of Chapter 4 in the Pennsylvania Bulletin, the new regulations took effect on March 1, 2014. As part of the new regulations, Pennsylvania's Core Standards offer a set of rigorous, high-quality academic expectations in English Language Arts and Mathematics that all students should master by the end of each grade level. The PA Core Standards are robust and relevant to the real world and reflect the knowledge and skills our young people need to succeed in life after high school, in both post-secondary education and a globally competitive workforce." (Source: <http://www.pdesas.org/standard/PACore>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Curriculum Framework

Using Student Achievement Data to Support Instructional Decision Making - Article

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

High Quality Professional Development for Teachers

Description:

"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source: <https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf>) Jenny DeMonte July 2013. Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Work to improve writing scores by improving writing strategies.

Description:

Infinity student performance on PSSA writing assessments has not been as strong as we would like. We will provide training for staff to improve their writing instruction, which should be reflected in an improvement in student performance.

Start Date: 7/1/2014 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- Online Learning Opportunities
- Using Student Achievement Data to Support Instructional Decision Making - Article
- High Quality Professional Development for Teachers

Align our curriculum with the Standards Aligned System

Description:

Align each of our year-long interdisciplinary themes with the Standards Aligned System. Teachers will work together with the curriculum assistant to do this. Standards will be listed in the curriculum, for ease of use.

Start Date: 7/1/2013 **End Date:** 6/30/2016

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping
- PA Core Standards Implementation

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.	Strategy #1: Online Learning Opportunities Strategy #2: Using Student Achievement Data to Support Instructional Decision Making - Article Strategy #3: High Quality Professional Development for Teachers
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2014	6/30/2020	Work to improve writing scores by improving writing strategies.	Infinity student performance on PSSA writing assessments has not been as strong as we would like. We will provide training for staff to improve their writing instruction, which should be reflected in an improvement in student performance.	Director/CEO	2.0	3	10	Unsure	School Entity	Yes

Teachers will learn the following:

Effective writing practices

Knowledge

- Writing strategies:** Explicitly teach students strategies for planning, revising, and editing their written products. This may involve teaching general processes (e.g., brainstorming or editing) or more specific elements, such as steps for writing a persuasive essay. In either case, we recommend that teachers model the strategy, provide assistance as students practice using the strategy on their own, and allow for independent practice with the strategy once they have learned it.

- **Summarizing text:** Explicitly teach students procedures for summarizing what they read. Summarization allows students to practice concise, clear writing to convey an accurate message of the main ideas in a text. Teaching summary writing can involve explicit strategies for producing effective summaries or gradual fading of models of a good summary as students become more proficient with the skill.
- **Collaborative writing:** Allow students to work together to plan, write, edit, and revise their writing. We recommend that teachers provide a structure for cooperative writing and explicit expectations for individual performance within their cooperative groups or partnerships. For example, if the class is working on using descriptive adjectives in their compositions, one student could be assigned to review another's writing. He or she could provide positive feedback, noting several instances of using descriptive vocabulary, and provide constructive feedback, identifying several sentences that could be enhanced with additional adjectives. After this, the students could switch roles and repeat the process.
- **Goals:** Set specific goals for the writing assignments that students are to complete. The goals can be established by the teacher or created by the class themselves, with review from the teacher to ensure they are appropriate and attainable. Goals can include (but are not limited to) adding more ideas to a paper or including specific elements of a writing genre (e.g., in an opinion essay include at least three reasons supporting your belief). Setting specific product goals can foster motivation, and teachers can continue to motivate students by providing reinforcement when they reach their goals.
- **Word processing:** Allow students to use a computer for completing written tasks. With a computer, text can be added, deleted, and moved easily. Furthermore, students can access tools, such as spell check, to enhance their written compositions. As with any technology, teachers should provide guidance on proper use of the computer and any relevant software before students use the computer to compose independently.
- **Sentence combining:** Explicitly teach students to write more complex and sophisticated sentences. Sentence combining involves teacher modeling of how to combine two or more related sentences to create a more complex one. Students should be encouraged to apply the sentence construction skills as they write or revise.

- **Process writing:** Implement flexible, but practical classroom routines that provide students with extended opportunities for practicing the cycle of planning, writing, and reviewing their compositions. The process approach also involves: writing for authentic audiences, personal responsibility for written work, student-to-student interactions throughout the writing process, and self-evaluation of writing.
- **Inquiry:** Set writing assignments that require use of inquiry skills. Successful inquiry activities include establishing a clear goal for writing (e.g., write a story about conflict in the playground), examination of concrete data using specific strategies (e.g., observation of students arguing in the playground and recording their reactions), and translation of what was learned into one or more compositions.
- **Prewriting:** Engage students in activities prior to writing that help them produce and organize their ideas. Prewriting can involve tasks that encourage students to access what they already know, do research about a topic they are not familiar with, or arrange their ideas visually (e.g., graphic organizer) before writing.
- **Models:** Provide students with good models of the type of writing they are expected to produce. Teachers should analyze the models with their class, encouraging students to imitate in their own writing the critical and effective elements shown in the models.

Evidence-based practices for teaching writing include:

- Teaching strategies for planning, revising, and editing
- Having students write summaries of texts
- Permitting students to write collaboratively with peers
- Setting goals for student writing
- Allowing students to use a word processor

Supportive Research

- Teaching sentence combining skills
- Using the process writing approach
- Having students participate in inquiry activities for writing
- Involving students in prewriting activities
- Providing models of good writing

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

Series of Workshops
School Whole Group Presentation

Participant Roles	Classroom teachers Supt / Ast Supts / CEO / Ex Dir Paraprofessional New Staff	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey Review of participant lesson plans Portfolio

Charter School Level Affirmations

We affirm that this Charter School Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 49 and Article 711. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the Charter School offices and in the nearest public library until the next regularly scheduled meeting of the Board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

President, Board of Trustees

Affirmed by Suzanne Gausman on 9/19/2016

Superintendent/Chief Executive Officer

Affirmation for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the “Ethics Act”) was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Infinity CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the “Ethics Act”) and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the “Ethics Act” is available on the Ethics Commission’s website at: <http://www.ethics.state.pa.us/>

No signature has been provided

President, Board of Trustees

Affirmed by Suzanne Gausman on 9/19/2016

Superintendent/Chief Executive Officer