Profile and Plan Essentials

LEA Type		AUN	
Charter School		115220001	
Address 1			
5405 Locust Lane			
Address 2			
City	**State**	**Zip Code**	
Harrisburg	PA	17109	
Chief School Administrator		**Chief School Administrator Email**	
Mrs Tamala S Geiger		tgeiger@infinityschool.org	
Single Point of Contact Name			
Tamala S. Geiger			
Single Point of Contact Email			
tgeiger@infinityschool.org			
Single Point of Contact Phone Number		**Single Point of Contact Extension**	
7172381880			
Principal Name			
Tamala S. Geiger			
Principal Email			
tgeiger@infinityschool.org			
Principal Phone Number		**Principal Extension**	
7172381880			
School Improvement Facilitator Name		**School Improvement Facilitator Email**	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Tammy Geiger	Administrator	Infinity Charter School	tgeiger@infinityschool.org
Julia Isherwood	Staff Member	Infinity Charter School	jisherwood@infinityschool.org
Erin Doyle	Staff Member	Infinity Charter School	edoyle@infinityschool.org
Erin Confer	Staff Member	Infinity Charter School	econfer@infinityschool.org
Michelle Grey	Community Member	Infinity Charter School	mgrey@infinityschool.org
Michelle Haring	Board Member	Infinity Charter School	michelle@thecupboardmaker.com
Robert Rose	Community Member	CPI	rrose@cpitech.com
Stacie Lejcar	Parent	Infinity Charter School	slejcar@infinityschool.org
Stacey Orth	Staff Member	Infinity Charter School	sorth@infinityschool.org
Andreja Rocknage	Board Member	Infinity Charter School	arocknage@infinityschool.org

Infinity Charter School is a K-8 charter school whose Mission and Vision (see below) is designed to meet the intellectual, academic, and social-emotional needs of mentally gifted children. Currently, 256 students in grades K-8 are enrolled. Our students live in 12 different school districts. Our student body is culturally diverse.

While the number of students who qualify for English Language Learners has only increased slightly, we believe the number of families who speak another language at home has increased. In addition, when the school started, Infinity enrolled a high percentage of students who would be considered intellectually gifted. In the past five years, that number has decreased, and more ability levels are represented.

We employ a Community Resource Coordinator, whose main goal is to provide access to the community and persons in the community, who support our curriculum. We utilize guest speakers, who are experts in their field, from local universities, hospitals, businesses, etc.

Mission Statement
The mission of Infinity Charter School is to operate and maintain a world-class charter school in the Central Dauphin School District that addresses the intellectual, academic, and social-emotional needs of mentally gifted children.

Vision
The "vision" of Infinity Charter School is to inspire, challenge, and engage the hearts, minds, and spirits of gifted children in Central Pennsylvania. It speaks to our belief in, and commitment to, serving the whole child, and of finding ways to give these individuals, as Carl Sandburg said, "… the deepest possible roots and the highest possible flowering…"

Mission and Vision

Mission

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

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

Educational Values

Students

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

Staff

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

Administration

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

Parents

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

Community

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

Other (Optional)

Future Ready PA Index

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

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

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA PSSAs	All student groups met or exceeded Academic Growth Expectations in English Language Arts/Literatures

Challenges

Indicator	Comments/Notable Observations
Math PSSAs	All student groups did not meet the statewide goal in Mathematics

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

Strengths

Indicator In Math our score of 75.9 fell above the statewide average of 38.3. **ESSA Student Subgroups** Asian (not Hispanic), White, Economically Disadvantaged	**Comments/Notable Observations**
Indicator Our score of 75.9 exceeded the 2033 Goal/Improvement Target of 71.8. **ESSA Student Subgroups** Asian (not Hispanic), White, Economically Disadvantaged	**Comments/Notable Observations**
Indicator Needs-based small groups are utilized in math instruction in all classrooms. **ESSA Student Subgroups**	**Comments/Notable Observations** Flexible groups are utilized for teaching.

Indicator	Comments/Notable Observations
Indicator Small group and some individual interventions are provided to students as needed. **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator We have implemented a formal intervention program to provide systematic supports to students demonstrating math needs. **ESSA Student Subgroups**	**Comments/Notable Observations**

Challenges

Indicator	Comments/Notable Observations
Indicator Our Math/Algebra score of 66.7 for combined ethnicity was below the Statewide Goal of 71.8. **ESSA Student Subgroups** Multi-Racial (not Hispanic)	**Comments/Notable Observations**
Indicator We have just begun to administer formal benchmark assessments to measure math growth throughout the year. **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**
Indicator **ESSA Student Subgroups**	**Comments/Notable Observations**

Summary

Strengths

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

Needs-based small groups are utilized in math instruction in all classrooms.
Small group and some individual interventions are provided to students as needed.
We have implemented a formal intervention program to provide systematic supports to students demonstrating math needs.

Challenges

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

We have just begun implementing formal benchmarking to assess student math needs throughout the year.
The benchmarks we use may not be giving us useful data, since the students tend to rush through them.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA	In grades 3-8, students demonstrated a need to strengthen non-fiction comprehension. In grades 3-6, vocabulary scores dropped slightly.
DIBELS	K-5 students demonstrate strengths in decoding and word reading skills.
i-Ready Diagnostics	In grades 3-8, students demonstrated a need to strengthen non-fiction comprehension. In grades 3-6, vocabulary scores dropped slightly.

English Language Arts Summary

Strengths

Based on PSSA data, 93% of students scored proficient or advanced on the ELA testing section, an increase of 4 percentage points.
i-Ready and DIBELS data show students in all grade levels have adequate knowledge of phonological awareness.
i-Ready and DIBELS shows students in all grade levels have a good foundation of high-frequency words when reading in text and in isolation.

Challenges

Improve instruction in writing so at least 75% of our students score proficient or advanced on open-ended response questions in reading.
Improve writing instruction in the area of standard English to improve in sentence structure, parts of speech, punctuation, and spelling.
Improve instruction in non-fiction comprehension skills.

Mathematics

Data	Comments/Notable Observations
PSSA	Open-Ended math questions was the weakest area in all grade levels.
PSSA	In grades 3-5 the main area of concern was fractions.
PSSA	In grades 6-8 the main area of concern was statistics and probability.
i-Ready	Students in grades 3-5 demonstrate a need for increased instruction in Algebra and Algebraic Thinking.

Mathematics Summary

Strengths

i-Ready data shows a strength in measurement and data.
Based on all assessments, students have a good understanding of geometry including shapes, area, volume, angles, and geometric figures.
Students have a good foundation of numbers and operations based on assessments.

Provide instruction in math as it relates to fractions to improve students' overall awareness of fraction understanding.
Provide explicit instruction for students in answering open-ended math questions so that at least 70% of students in grades 3-8 score above 60% in this area.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Scores	96.4% of students scored Proficient or Advanced on PSSAs, well above the state average of 58.9%
Teacher- created assessments	These assessments are aligned with what's taught.

Science, Technology, and Engineering Education Summary

Strengths

Science is taught through an interdisciplinary model, combined with social studies, in grades K -5. In grades 6-8, science and social studies are coordinated.
Our strength in science contributes to our core value of lifelong learning. Perhaps the high science scores on assessments indicates true engagement in the content.

Challenges

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

Related Academics

Career Readiness

Data	Comments/Notable Observations
Counselor-created career interest surveys	Understanding students' goals will help us create lessons that interest students and motivate them to learn.
Student response to guest speakers	In addition to sharing knowledge in their area of expertise, guest speakers are role models from the local community and give students insight into careers.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Summary

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

We do have community members that are willing to come into the school regularly.
We respond to student needs by analyzing interest surveys and offering lessons and educational experiences that align with student interests and strengths.
Guidance is a class, with time devoted to career readiness, bullying prevention, social/emotional learning, etc.
One of our core values is life-long learning, which is essential to career readiness, as some of the careers our students will engage in do not yet exist.

Challenges

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

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

Equity Considerations

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

Data	Comments/Notable Observations
Family language survey	We are noticing an increase in families who do not speak English at home, whether or not their children qualify for ELL services.

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

Data	Comments/Notable Observations
Diagnostic screenings	We want to identify students with disabilities without over-identifying these students.

Students Considered Economically Disadvantaged
True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity
True This student group is not a focus in this plan.

Summary

Strengths

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

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

Challenges

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

With our curriculum geared toward gifted learners, it might be too fast-paced for ELL students and students with disabilities.
We are working toward developing as culturally responsive educators as our population grows and changes.
We want all students to feel part of our community and recognize this is an area for growth.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	NA
Title I Program	This is a new initiative in our school.
Student Services	NA
K-12 Guidance Plan (339 Plan)	NA
Technology Plan	NA
English Language Development Programs	Based on need, we hired a part-time ELL teacher. In the past we contracted for ELL services through our local intermediate unit.

Strengths

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

We have personnel whose sole job is to provide services to academically at-risk students and ELL students.
The small size of our school makes it likely that we will be able to identify students who have educational needs and provide appropriate interventions.

Challenges

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

Our curriculum is designed to meet the needs of intellectually gifted students. It may be too rigorous and fast-paced for at-risk and ELL students. Modifications may be necessary for these students.
Because a lot of our instruction is group-based, it may be difficult for classroom teachers to easily set aside time for students needing extra help.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

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

We identify professional learning needs through analysis of a variety of data. We survey teachers to identify areas of need and design PD in response to needs.
We promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. As a result, we don't have a great need for positive behavior interventions. However, we are learning about and implementing a social-emotional curriculum in order to support our few struggling students.
We consistently analyze data to identify students with academic needs and have staff in place to support students who struggle academically.

Challenges

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

Implement an evidence-based system of schoolwide positive behavior interventions and supports.
Implement a multi-tiered system of supports for academics and behavior.
Use multiple professional learning designs to support the learning needs of staff.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Needs-based small groups are utilized in math instruction in all classrooms.	False
Small group and some individual interventions are provided to students as needed.	False
We have implemented a formal intervention program to provide systematic supports to students demonstrating math needs.	True
Based on PSSA data, 93% of students scored proficient or advanced on the ELA testing section, an increase of 4 percentage points.	True
i-Ready and DIBELS data show students in all grade levels have adequate knowledge of phonological awareness.	False
i-Ready and DIBELS shows students in all grade levels have a good foundation of high-frequency words when reading in text and in isolation.	False
	False
We do have community members that are willing to come into the school regularly.	False
We respond to student needs by analyzing interest surveys and offering lessons and educational experiences that align with student interests and strengths.	False
Guidance is a class, with time devoted to career readiness, bullying prevention, social/emotional learning, etc.	True
One of our core values is life-long learning, which is essential to career readiness, as some of the careers our students will engage in do not yet exist.	False
Our school is small, so students are unlikely to fall through the cracks	False
We have personnel whose sole job is to provide services to academically at-risk students and ELL students.	True
The small size of our school makes it likely that we will be able to identify students who have educational needs and provide appropriate interventions.	True
We identify professional learning needs through analysis of a variety of data. We survey teachers to identify areas of need and design PD in response to needs.	False
We promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. As a result, we don't have a great need for positive behavior interventions. However, we are learning about and implementing a social-emotional curriculum in order to support our few struggling students.	True
Based on all assessments, students have a good understanding of geometry including shapes, area, volume, angles, and geometric figures.	True
Our strength in science contributes to our core value of lifelong learning. Perhaps the high science scores on assessments indicates true engagement in the content.	False

Science is taught through an interdisciplinary model, combined with social studies, in grades K -5. In grades 6-8, science and social studies are coordinated.	False
Students have a good foundation of numbers and operations based on assessments.	False
i-Ready data shows a strength in measurement and data.	False
We consistently analyze data to identify students with academic needs and have staff in place to support students who struggle academically.	True

Challenges

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

Strength	Check for Consideration in Plan
The benchmarks we use may not be giving us useful data, since the students tend to rush through them.	True
We have just begun implementing formal benchmarking to assess student math needs throughout the year.	True
Improve instruction in writing so at least 75% of our students score proficient or advanced on open-ended response questions in reading.	True
Improve writing instruction in the area of standard English to improve in sentence structure, parts of speech, punctuation, and spelling.	True
Some of the careers our students will engage in do not yet exist.	False
Provide instruction in math as it relates to fractions to improve students' overall awareness of fraction understanding.	True
	False
With our curriculum geared toward gifted learners, it might be too fast-paced for ELL students and students with disabilities.	False
We are working toward developing as culturally responsive educators as our population grows and changes.	True
We want all students to feel part of our community and recognize this is an area for growth.	False
Our curriculum is designed to meet the needs of intellectually gifted students. It may be too rigorous and fast-paced for at-risk and ELL students. Modifications may be necessary for these students.	False
Because a lot of our instruction is group-based, it may be difficult for classroom teachers to easily set aside time for students needing extra help.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	True
Implement a multi-tiered system of supports for academics and behavior.	True
Use multiple professional learning designs to support the learning needs of staff.	True
Improve instruction in non-fiction comprehension skills.	True
In Reading, student comprehension and vocabulary scores in the area of informational text is lower than other areas. This could negatively impact comprehension of content.	True
	False

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

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The benchmarks we use may not be giving us useful data, since the students tend to rush through them.		False
Provide instruction in math as it relates to fractions to improve students' overall awareness of fraction understanding.		False
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	Strengthen our tier 2 and tier 3 interventions for behavior.	True
Implement a multi-tiered system of supports for academics and behavior.	We have students with educational and emotional needs/gaps. We will prioritize implementation of a multi-tiered system of supports for behavior within the next 3-4 years.	True
Use multiple professional learning designs to support the learning needs of staff.		False
Improve instruction in writing so at least 75% of our students score proficient or advanced on open-ended response questions in reading.	Due to lower scores in open-ended response questions in reading, staff has implemented the RACES strategy to teach students how to cite evidence to support their reasoning in answering open ended questions.	True
Improve writing instruction in the area of standard English to improve in sentence structure, parts of speech, punctuation, and spelling.		False
Improve instruction in non-fiction comprehension skills.		False
We are working toward developing as culturally responsive educators as our population grows and changes.		False
In Reading, student comprehension and vocabulary scores in the area of informational text is lower than other areas. This could negatively impact comprehension of content.		False
We have just begun implementing formal benchmarking to assess student math needs throughout the year.		False
Provide explicit instruction for students in answering open-ended math questions so that at least 70% of students in grades 3-8 score above 60% in this area.	Due to lower scores in open ended math questions, staff developed a problem solving strategy and implemented it this year. We will continue to use the strategy to strengthen students' problem solving skills with higher level math problems.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Based on PSSA data, 93% of students scored proficient or advanced on the ELA testing section, an increase of 4 percentage points.	
We have personnel whose sole job is to provide services to academically at-risk students and ELL students.	
The small size of our school makes it likely that we will be able to identify students who have educational needs and provide appropriate interventions.	By identifying students with educational needs, we can ensure they receive additional academic supports.
Guidance is a class, with time devoted to career readiness, bullying prevention, social/emotional learning, etc.	The skills and strategies students learn in guidance can enable them to persist when faced with academic challenges, advocate for themselves, and manage stress appropriately.
We promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. As a result, we don't have a great need for positive behavior interventions. However, we are learning about and implementing a social-emotional curriculum in order to support our few struggling students.	
We consistently analyze data to identify students with academic needs and have staff in place to support students who struggle academically.	We will continue to use our data analysis process to identify students with academic needs and support them through RTI.
Based on all assessments, students have a good understanding of geometry including shapes, area, volume, angles, and geometric figures.	
We have implemented a formal intervention program to provide systematic supports to students demonstrating math needs.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Key staff will attend training in SPBIS and train full staff on its implementation.
	To better support students with educational and emotional needs/gaps we will implement a multi-tiered system of supports for academics and behavior.
	Due to less than 75% of students score proficient or advanced on open-ended response questions in reading, staff will teach students to use a standardized, organized process for answering open-ended questions (RACES). Teachers will collaborate to flesh out components of RACES to strengthen its instruction.
	Due to less than 70% of students scoring 60% or higher on open-ended response questions in math, staff will teach students to use a standardized, organized process for answering open-ended questions (RIDES). Teachers will collaborate to flesh out components of RIDES to strengthen its instruction.

Goal Setting

Priority: To better support students with educational and emotional needs/gaps we will implement a multi-tiered system of supports for academics and behavior.

Outcome Category
Social emotional learning
Measurable Goal Statement (Smart Goal)
By 2027, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social-emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students.
Measurable Goal Nickname (35 Character Max)
MTSS

Target Year 1	Target Year 2	Target Year 3
By 2025, develop consensus and infrastructure for MTSS implementation, utilize existing PLC structures to support data-based decision making, begin universal screening practices using evidence-based assessments, hold data dialogues to plan behavioral interventions for students who fall below grade-level expectations.	By 2026, begin implementation of behavioral MTSS practices, use existing PLC structures to support data-based decision making, continue universal screening practices using evidence-based assessments, hold data dialogues to plan interventions, and directly teach behavioral expectations with interventions provided to students who fall below grade-level expectations.	By 2027, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social-emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students.

Priority: Key staff will attend training in SPBIS and train full staff on its implementation.

Outcome Category
Social emotional learning
Measurable Goal Statement (Smart Goal)
By 2027, all staff will be trained in and implementing schoolwide positive behavioral supports within all classrooms across campus.
Measurable Goal Nickname (35 Character Max)
Schoolwide Positive Behavioral Supports

Target Year 1	Target Year 2	Target Year 3
By 2025, key staff will be trained in SPBiS.	By 2026, all staff will be trained in SPBIS and key staff will provide coaching and feedback.	By 2027, all staff will be trained in and implementing schoolwide positive behavioral supports within all classrooms across campus.

Priority: Due to less than 75% of students score proficient or advanced on open-ended response questions in reading, staff will teach students to use a standardized, organized process for answering open-ended questions (RACES). Teachers will collaborate to flesh out components of RACES to strengthen its instruction.

Outcome Category

English Language Arts		
Measurable Goal Statement (Smart Goal)		
By 2027 75% or more students will score proficient or advanced on open-ended response questions in reading.		
Measurable Goal Nickname (35 Character Max)		
Reading open-ended		
Target Year 1	**Target Year 2**	**Target Year 3**
By 2025, students will learn and utulize a standardized, organized process for answering open-ended questions (RACES)	By 2026, students will receive differentiated instruction in the specific components of RACES that individual students need to become proficient in answering open-ended questions in reading.	By 2027 75% or more students will score proficient or advanced on open-ended response questions in reading.

Priority: Due to less than 70% of students scoring 60% or higher on open-ended response questions in math, staff will teach students to use a standardized, organized process for answering open-ended questions (RIDES). Teachers will collaborate to flesh out components of RIDES to strengthen its instruction.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By 2027, 70% of students will score 60% or higher on open-ended response questions in math.		
Measurable Goal Nickname (35 Character Max)		
Math Open-Ended Questions		
Target Year 1	**Target Year 2**	**Target Year 3**
By 2025, students will learn and utulize a standardized, organized process for answering open-ended questions (RIDES).	By 2026, students will receive differentiated instruction, based on data, in the specific components of RIDES that individual students need to become proficient in answering open-ended questions in math.	By 2027, 70% of students will score 60% or higher on open-ended response questions in math.

Action Plan

Measurable Goals

MTSS	Schoolwide Positive Behavioral Supports
Reading open-ended	Math Open-Ended Questions

Action Plan For: Data Analysis

Measurable Goals:
• By 2027, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social-emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. • By 2027, all staff will be trained in and implementing schoolwide positive behavioral supports within all classrooms across campus. • By 2027 75% or more students will score proficient or advanced on open-ended response questions in reading. • By 2027, 70% of students will score 60% or higher on open-ended response questions in math.

Action Step		**Anticipated Start/Completion Date**	
Assess and analyze results to determine needs for behavioral MTSS, SPBIS, and Reading and Math open-ended questions.		2024-09-01	2027-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
School Administration	Administration, Title 1 Teacher, Classroom Teachers, Learning Support Teachers, Support Staff	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Develop flexible, small groups to implement needs-based instruction at personalized level in MTSS, PSBIS, Reading/Math Open-Ended Questions.		2024-09-01	2027-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
School Administration	Administration, Title 1 Teacher, Classroom Teachers, Learning Support Teachers, Support Staff	Yes	No
Action Step		**Anticipated Start/Completion Date**	
Collaborate to discuss instructional strategies to be used to meet students' individual needs in MTSS, PSBIP, Math and Reading Open-Ended Questions.		2024-09-01	2024-06-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
School Administration	Administration, Title 1 Teacher, Classroom Teachers, Learning Support Teachers, Support Staff	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**

Small needs-based groups will be implemented in the areas of MTSS, SPBIS, and Reading/Math Open-Ended Questions to increase student performance in these areas.	PLC groups, weekly collaboration, test results

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data Analysis	Assess and analyze results to determine needs for behavioral MTSS, SPBIS, and Reading and Math open-ended questions.
Data Analysis	Develop flexible, small groups to implement needs-based instruction at personalized level in MTSS, PSBIS, Reading/Math Open-Ended Questions.
Data Analysis	Collaborate to discuss instructional strategies to be used to meet students' individual needs in MTSS, PSBIP, Math and Reading Open-Ended Questions.

Implementation of MTSS and SPBIS for behavioral needs

Action Step		
• Collaborate to discuss instructional strategies to be used to meet students' individual needs in MTSS, PSBIP, Math and Reading Open-Ended Questions.		
Audience		
Administration, Title 1 Teacher, Learning Support Teachers, Instructional Staff		
Topics to be Included		
What is MTSS, SPBIS? How can we use MTSS and SPBIS to support instruction in behavior, math, reading? What data do we have? How do we analyze data to form small, needs-based groups?		
Evidence of Learning		
Staff will be able to define MTSS and SPBIS in the context of our school and identify how its implementation will enhance students' abilities to demonstrate academic growth in Reading/Math.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Tammy Geiger	2024-09-01	2027-06-05

Learning Format

Type of Activities	Frequency
Inservice day	once
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Professional Learning Communities

Action Step
• Assess and analyze results to determine needs for behavioral MTSS, SPBIS, and Reading and Math open-ended questions.
• Develop flexible, small groups to implement needs-based instruction at personalized level in MTSS, PSBIS, Reading/Math Open-Ended Questions.

Audience		
Administration, Instructional Staff, Title 1 Teacher, Learning Support		
Topics to be Included		
Using data, how do we create flexible small groups to implement needs-based instruction in MTSS, PSBIS, Reading/Math open ended questions?		
Evidence of Learning		
PLC teams will enhance behavior and success in answering reading/math open ended questions through continuous data analysis and flexible grouping.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Tammy Geiger/Director	2024-09-01	2027-06-05

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	weekly
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Data Analysis	Collaborate to discuss instructional strategies to be used to meet students' individual needs in MTSS, PSBIP, Math and Reading Open-Ended Questions.

Schoolwide PLC

Action Step		
Audience		
Instructional and support staff		
Topics to be Included		
Discuss the actions of each grade band's PLC to enhance schoolwide collaboration and support. Identify what is working and what is not working. Develop next steps schoolwide.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Tammy Geiger	2024-08-22	2027-06-30

Communication

Type of Communication	Frequency
Other	3x per year

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
School Improvement Facilitator Signature	**Date**