

# **Alfred Adler Charter School SIP**

## **Mission Statement of School**

Our mission is to provide each student with the tools that he/she will need in an ever more complex society in order to be a successful, contributing member. We will create a model micro-community, which supports not only high academic standards, but encourages and guides students in the areas of problem solving, communication and the decision-making process. We will provide the context in which one can learn how to be a member of a greater community. Parents, students teachers, administrators and guidance counselors as well as support staff are all an integral part of our school environment and therefore, as part of our mission we will train and educate every member of this community to create a team based approach to learning and teaching. Every member has an opportunity to contribute as well as learn. In line with today's strong emphasis on character building we believe that with academic excellence comes a great responsibility to one's community. Giving students the guidance and opportunities to be contributing members in a supportive environment is invaluable. As John Dewey first emphasized, learning must be an extension of a child's home life. As our communities are becoming more transient and students often are going to schools outside of their neighborhoods, it has become even more critical for the schools to model and provide a sense of community for the child and their family. We are convinced that an approach of early, constant, and multi-sensory stimulation, together with an Adlerian philosophy that concentrates on building strong social and interpersonal skills, fashions students of exceptional academic power and exceptional emotional versatility-achievements that are possible not only for the gifted child, not only for the child of means, but for all children. We feel that with our model, which follows these principles and guidelines set forth by Alfred Adler and with the support of local and national Adlerian organizations we can successfully meet the needs of our students and their families.

## Academic Data (last three years)

### Reading

District Number	District Name	School Number	School Name	Subgroup	Preliminary School Grade 2014	Percent Tested Reading	Reading % Scoring Satisfactory 2011	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	Reading % Scoring Satisfactory 2014	Learning Gains Points for Low 25% Reading, 2013-14 (School & District)	Learning Gains Progress Met for Low 25% Reading (School & District)
00	STATE LEVEL	0000	STATE LEVEL	ALL STUDENTS		98	57	57	58	58		
52	PINELLAS	0000	DISTRICT LEVEL	ALL STUDENTS	C	98	56	56	57	57	59	Y
52	PINELLAS	7201	ALFRED ADLER SCHOOL	ALL STUDENTS	D	98	77	69	49	62	43	NA

# Math

District Number	District Name	School Number	School Name	Subgroup	Preliminary School Grade 2014	Percent Tested Math	Math % Scoring Satisfactory 2011	Math % Scoring Satisfactory 2012	Math % Scoring Satisfactory 2013	Math % Scoring Satisfactory 2014	Learning Gains Points for Low 25% Math, 2013-14 (School & District)	Learning Gains Progress Met for Low 25% Math (School & District)
00	STATE LEVEL	0000	STATE LEVEL	ALL STUDENTS		98	55	58	59	61		
52	PINELLAS	0000	DISTRICT LEVEL	ALL STUDENTS	C	98	50	53	55	55	59	Y
52	PINELLAS	7201	ALFRED ADLER ELEMENTARY SCHOOL	ALL STUDENTS	D	98	38	45	34	42	85	Y

# Writing

District Number	District Name	School Number	School Name	Subgroup	Preliminary School Grade 2014	Writing % Satisfactory 2013	Writing % Satisfactory 2014	Writing Target Met? (≥ 90% Satisfactory, or ≥ 1% Improvement)
00	STATE LEVEL	0000	STATE LEVEL	ALL STUDENTS		59	58	N
52	PINELLAS	0000	DISTRICT LEVEL	ALL STUDENTS	C	61	56	N
52	PINELLAS	7201	ALFRED ADLER ELEMENTARY SCHOOL	ALL STUDENTS	D	12	9	N

## **Student achievement objectives included in the charter contract or most recent sponsor approved school improvement plan; NA**

### **Analysis of Student Performance Data.**

The previous year's results show a significant jump in both reading (13 percentage points) and math (8 percentage points). These are the result of a self-initiated and ongoing improvement plan that was initiated in 2013-14. (detailed below)

The main reasons for Alfred Adler's D grade were the 9% Writing proficiency and the Reading gains for the low 25% being under 50% for the 2013-14 year, standing at 43%. Although Adler's math proficiency was 42% it was improved from 34% the year prior and learning gains overall (66%) was acceptable, and among the low 25% learning gains(85%) was strong.

Science was also down 20% from last year from 51% to 31%

The main challenge for the coming year is that Writing is integrated into ELA. It will help the grade in that there will not be a separate Writing component, but could depress the ELA proficiency if not addressed

### **Detailed Plan for Addressing Identified Deficiencies in Student Performance,**

The first steps in this improvement plan have already occurred and the improvements shown. The previous year's results show a significant jump in both reading (13 percentage points) and math (8 percentage points). This ongoing improvement plan has seen the following steps implemented.

- In 2013-14, the school day was extended from 8:30-2:30 to 8:30-2:45.
- In 2014-15, the school day was again extended to 8:00 to 2:45.
- In 2013-14, instructional staff switched to an 11 month schedule. Activities through the summer months focused on improving and strengthening their lessons and lesson planning. We have looked at both what worked the previous year, and what needed improvement. Through team meetings and targeted trainings as well as incorporating research based, sound, pedagogical practices into everyday curriculum lesson plans, we have continued to improve each year.
- In 2013-14, we began hiring new teachers in December, and having them work as externs in the classroom. They are then able to learn the routines and get training in curriculum instruction as well as classroom management from the lead teacher. The students are able to benefit from having an additional trained person helping those who are new to the school and requiring to catch up academically. Those students are able to receive one on one targeted instruction and remediation.

- Our school has extremely high attendance, demonstrating that students are interested in learning, engaged and excited to come to school. The fact that they are eager to learn and come to school each day is creating life-long learners who will be successful in the future.
- Alfred Adler has provided family education seminars to its parents since its inception, with over 220 units delivered in both the past two years. These have primarily focused on building cooperative and supportive relationships between parents and students. This year we will be addressing skills specific to working with their students in Math and Reading. This format will be introduced at the September 19 Family Education Night.
- Upgrade Pearson Success Maker Software to latest version 7. This is a web-based application, that is fully aligned with the new common core. Some of the new abilities of this version include:
  - Strategic Course Selection with Intervention courses to help bring students up to grade level
  - New custom course options that align to the standards *and* help transition students to the habits, practices and ways of thinking they'll need to be successful
  - The AdapTutor Learning Model to automatically adapt instruction to meet each learner's unique needs just like a personal tutor.
  - Smart Scheduling Implementation Model providing every student with personalized intervention or on-level, standards-driven instruction in 15-20 minute one-on-one computer sessions.
  - Web Based Hosting allows students to access anytime, anywhere. This feature will allow students to do additional work at home.
  - Students will be assessed by the Pearson software in September, and all students below grade level will continue in this program with continuous monitoring of progress toward meeting grade level requirements.
  - Using Pearson tutorial and ongoing assessments helps teachers get daily reports on student's progress and red flag any skills and strands that are not meeting grade level requirements.

The Pearson software upgrade has already been purchased, and the migration of student information started. Expected completion date 9/12/14. Person responsible-Greg DeCosmo.

- With our center based and project based curriculum and instruction we will increase writing time by including writing across all subjects, fine tuning our rubrics to meet core standards. This center/small group instruction model also allows addressing in-class interventions with students who are new each year and come to our school below grade level. Person Responsible – Emily Kesmodel Completion Date Initial Writing Rubric review-10/1/14. Integration into curriculum – ongoing.
- We will request, paper-based versions of District common assessments in science to be received after administration of electronic versions by District personnel. These will be administered to our students and used to determine mastery of subject area standards.

**Identification of each component of school's approved educational program that has not been implemented as described in the school's approved charter application or charter contract; None**

**Other Barriers to Student Success. None Identified.**

**Specific Student Achievement Outcomes to be Achieved.**

1. Maintain ELA proficiency above the district average (last year district 57 Adler 62)
2. Achieve Reading Gains for the Low 25% above the district average (59% last year for district)
3. Maintain math gains and continue to improve math proficiency
4. Math gains 65% or above
5. Math gains for low 25% at 60% or above
6. Math proficiency above 42%
7. Improve Science proficiency - Target: proficiency above district average (last year district 55% for 5th grade and Adler 31%)
8. Perform trial run of a student assessment that measures critical student success metrics that have been omitted in the current battery of standardized assessments. The metrics will include both student social skills such as communication, cooperation, responsibility, engagement, self-control; as well as the acquisition of developmental assets by our students. This was begun in 2013-14 with the following steps completed. Identified two Strengths-Based, Norm-Referenced tools. Identified a qualified resource willing to administer tool on a pro-bono basis. University of South Florida Interdisciplinary Center for Evaluation and Intervention. We will complete a base-line run in 2014-15.
9. Implement a student satisfaction survey with a response rate of 95% and a rating of 3.5 on a 4 point scale.
10. Provide over 200 units of parent workshop attendance.
11. Achieve 100% participation in Parent-Teacher-Student Conferences. Each student will have at least one parent in attendance for their conference.

## Appendix A – Florida Statutes and Florida Administrative Code Requirements Regarding Charter School SIP.

### [Are all public schools in Florida required to have a school improvement plan \(SIP\)?](#)

Yes. Section 1001.42, Florida Statutes (F.S.), requires districts to annually approve, and require implementation of, a SIP for each school in the district (including virtual schools and alternative centers such as DJJ or ESE). Charter schools are exempt from this requirement, pursuant to [section 1002.33\(16\)](#), Florida Statutes, unless they have a grade of D or F, in which case they must follow the requirements of [Rule 6A-1.099827](#), Florida Administrative Code.

*Note: Regardless of school grade, all Title I schools (charter included) that operate a schoolwide program must have a school improvement plan (a.k.a. schoolwide plan) that addresses the 10 components of a schoolwide program required under No Child Left Behind (NCLB). See Title I sub-category.*

Last Updated: 08/29/2014

### [Are all public schools in Florida required to use the department's SIP template?](#)

No. Some school districts require their schools to complete the department's SIP. Otherwise, only schools categorized for Differentiated Accountability (DA) support, which are those that received a D or F in the most recent grades release or have received a grade of F within the last three years (i.e., "Former F" schools), are required to complete the department's template. Charter schools are not categorized for DA and must follow the requirements of Rule 6A-1.099827, F.A.C.

Last Updated: 07/24/2014

### [Do schools that are not in DA \(i.e., charter, A, B, C, or non-graded schools\) need to submit a waiver if they do not plan to use the department's SIP template?](#)

No. However, each school district is required to sign assurances at the end of each school year stating all its schools are in compliance with statutes related to the SIP.

Last Updated: 05/30/2014

## **6A-1.099827 Charter School Corrective Action and School Improvement Plans.**

### **(1) Required Plans.**

(a) A charter school that receives a school grade of “D” or “F” pursuant to Section 1008.34(2), F.S., must develop and submit a school improvement plan to its sponsor.

(b) A charter school that earns three (3) consecutive grades of “D”, two (2) consecutive grades of “D” followed by a grade of “F”, or two (2) nonconsecutive grades of “F” within a three (3) year period must submit to its sponsor a school improvement plan that includes one of the corrective actions listed in subsection (6) of this rule.

### **(2) Notifications.**

(a) Upon release of school grades the Department of Education will publish a list of charter schools that meet the criteria in subsection (1) of this rule. The list will be published at [http://www.floridaschoolchoice.org/Information/Charter\\_Schools/](http://www.floridaschoolchoice.org/Information/Charter_Schools/). Upon publication of the list by the Department of Education, a sponsor shall notify, in writing, each charter school in its district that is required to appear before the sponsor and submit a school improvement plan pursuant to subsection (1) of this rule. The notification shall include the following:

1. The date, time, and location of the publicly noticed meeting that the director and a representative of the Charter School Governing Board shall appear before the sponsor. For the purposes of this rule the term “Director” shall mean charter school director, principal, chief executive officer or other management personnel with similar authority. The appearance shall be no earlier than thirty (30) calendar days and no later than ninety (90) calendar days after notification is received by the school;

2. The date by which the school must submit its proposed school improvement plan to sponsor staff for review which shall be no earlier than thirty (30) calendar days after notification is received by school; and

3. Whether the school is required to select a corrective action pursuant to paragraph (1)(b) of this rule.

(b) Notifications may be delivered electronically with proof of receipt.

### **(3) Appearances.**

(a) Upon receipt of notification pursuant to subsection (2) of this rule, the director and a representative of the governing board shall appear before the sponsor at the publicly noticed meeting.

(b) The director and governing board representative shall present to the sponsor a school improvement plan that includes, at a minimum, the components identified in subsection (4) of this rule.

### **(4) School Improvement Plans.**

(a) A charter school that receives a school grade of “D” or “F”, but is not subject to corrective action pursuant to paragraph (1)(b) of this rule, shall submit to its sponsor a school improvement plan that includes, at a minimum, the following components:

1. Mission statement of school;

2. Academic data for most recent three (3) years, if available;

3. Student achievement objectives included in the charter contract or most recent sponsor approved school improvement plan;

4. Analysis of student performance data including academic performance by each subgroup;

5. Detailed plan for addressing each identified deficiency in student performance, including specific actions, person responsible, resources needed, and timeline;

6. Identification of each component of school’s approved educational program that has not been implemented as described in the school’s approved charter application or charter contract;

7. Detailed plan for addressing each identified deficiency noted in subparagraph (4)(a)6. of this rule, including specific actions, person responsible, resources needed, and timeline;

8. Identification of other barriers to student success, with a detailed plan for addressing each barrier including specific actions, person responsible, resources needed, and timeline; and

9. Specific student achievement outcomes to be achieved.

(b) A charter school that improves at least one (1) letter grade is not required to submit a new school improvement plan but must continue to implement the strategies identified in the approved school improvement plan and continue to report annually to the sponsor pursuant to paragraph (7)(b) of this rule.

(c) A charter school that is subject to corrective action pursuant to paragraph (1)(b) of this rule shall submit to its sponsor a school improvement plan that includes, at a minimum, each of the components listed in paragraph (4)(a) of this rule and the following:

1. Governing board resolution selecting one of the corrective action options pursuant to subsection (6) of this rule;

2. A detailed implementation timeline; and

3. A charter school may submit as part of its school improvement plan a request to waive the requirement to implement a corrective action. The waiver request must include information that demonstrates that the school is likely to improve a letter grade if additional time is provided to implement the strategies included in the school improvement plan.

(5) Approvals.

(a) A sponsor shall approve or deny a school improvement plan submitted pursuant to subsection (4) of this rule. The sponsor shall notify the charter school in writing within ten (10) calendar days of its decision to approve or deny the school improvement plan.

(b) A sponsor may deny a school improvement plan if it does not comply with subsection (4) of this rule. If denied, the sponsor shall provide the charter school, in writing, the specific reasons for denial and the timeline for resubmission.

(c) A charter school or sponsor may request mediation pursuant to Section 1002.33(6), F.S., if the parties cannot agree on a school improvement plan.

(6) Corrective Actions.

(a) Upon meeting one of the conditions in paragraph (1)(b) of this rule and receiving notification pursuant to subsection (2) of this rule, a charter school governing board shall select one of the following corrective actions for implementation the following school year:

1. Contract for educational services to be provided directly to students, instructional personnel, and school administrators, as follows:

- a. The charter school may select a state approved provider of Supplemental Education Services, pursuant to paragraph 6A-1.039(2)(f), F.A.C., to provide services to students.

- b. The charter school may select an Education Management Organization or Academic Management Organization to provide services to charter school students, teachers, and administrators, including services such as, but not limited to, instructional coaching, curriculum review and alignment, and data literacy.

2. Contract with an outside entity that has a demonstrated record of effectiveness to operate the school;

3. Reorganize the school under a new director or principal who is authorized to hire new staff;

4. Voluntarily close.

(b) The selection of the corrective action shall be made by the governing board and is not subject to sponsor approval.

(c) A charter school is no longer required to implement a corrective action if it improves by at least one (1) letter grade, but must continue to implement the strategies identified in the school improvement plan.

(d) A charter school implementing a corrective action that does not improve by at least one (1) letter grade after two (2) full school years of implementation must select a different corrective action to be implemented in the next school year unless the sponsor determines that the charter school is likely to improve a letter grade if additional time is provided.

(7) Monitoring.

(a) Sponsors shall monitor the implementation of school improvement plans.

(b) Annually, the sponsor shall notify, in writing, each charter school implementing a school improvement plan of the requirement to appear before the sponsor to present information regarding the progress of the approved school improvement plan. The notification shall include the date, time, and location of the publicly noticed meeting at which the director and a representative of the charter school shall appear.

(8) Waivers of Termination.

(a) The State Board of Education may waive termination for a charter school that has received two (2) consecutive grades of "F" if the charter school demonstrates that the learning gains of its students on statewide assessments are comparable to or better than the learning gains of similarly situated students enrolled in nearby district public schools. The waiver is valid for one (1) year and may only be granted once.

(b) No later than fifteen (15) days after the Department's official release of school grades, the governing board of a charter school that has received two (2) consecutive grades of "F" may submit a request to the State Board of Education for a waiver of termination. Charter schools that have been in operation for more than five (5) years are not eligible for a waiver.

(c) The charter school shall submit ten (10) hard copies of the waiver request to the Agency Clerk for the Department of Education, 325 West Gaines Street, Room 1520, Tallahassee, Florida 32399-0400.

(d) The charter school shall certify that it has provided the district school board a copy of the waiver request as provided herein by filing a certificate of service with the Agency Clerk stating the person and address to which the copy was provided and the date of mailing or other transmittal.

(e) The waiver request shall not exceed five (5) pages. Information provided beyond the five (5) page maximum will not be discussed nor considered by the State Board of Education. The waiver request shall be on 8 1/2 x 11 inch paper, double spaced, except quoted material and footnotes. Typewritten text, including footnotes must be no smaller than ten (10) pitch spacing, and there must be no more than twenty-six (26) lines of text per paper. Margins shall be no less than one (1) inch at the top, bottom, left and right.

(f) The waiver request must include the name of the school, the Master School Identification Number, and the physical address of the school. The waiver request must be signed by the chair of the charter school governing board and include a certification that the governing board voted at a duly noticed public meeting to support the submission of the waiver request.

(g) In determining whether to grant a waiver the State Board of Education shall review student achievement data provided by the Department of Education and shall provide such data to the charter school and the sponsor no later than seven (7) calendar days prior to the State Board meeting at which the waiver request is to be considered. Analysis of student learning gains data must be based on comparisons between students enrolled in the charter school and similarly situated students enrolled in nearby district public schools and may include such factors as prior performance on state assessments, disability status, and English language learner status. Nearby district public schools shall include the three (3) geographically closest district public schools with similarly situated students. If three such schools do not exist within the school district the comparison may include less than three.

(h) The State Board of Education shall approve or deny the request.

(i) The filing of a timely waiver request under this rule that complies with the requirements in paragraphs (8)(b), (d), and (f) of this rule shall automatically stay any pending termination of the charter school requesting the waiver until such time as the State Board of Education has ruled on the waiver request.

*Rulemaking Authority 1002.33 FS. Law Implemented 1002.33(9) FS. History--New 8-21-12, Amended 10-22-13.*

## **Alfred Adler Charter School**

**4515 38<sup>th</sup> Avenue North  
St Petersburg, FL 33713  
727-329-9545**

September 21, 2014

Pinellas County School Board  
301 Fourth St. SW  
Largo, FL 33770

Re: Alfred Adler SIP addendum/clarification

Dear Esteemed Board Members:

Thank you for the opportunity to share information about Alfred Adler Charter School on September 16, 2014. More importantly, thank you for the opportunity to address areas that were insufficiently covered in my PowerPoint presentation at that meeting. I wish to assure you that this shortfall was mostly due to my inexperience in the SIP review process, and the time constraints required by a full meeting agenda. My enthusiasm to share information about our school can make pithy conveyance challenging, and to that shortfall, I claim full responsibility.

I have included an excerpt from our original School Improvement Plan submitted 9/9/14 which included our plan in greater detail. In the presentation to the Board, it was condensed to one slide. In this process, important details of the plan were lost, as several of you noted in our September 16 meeting. I have added some updates for events that have occurred since the original version. Also, I have added additional details and further organization where I felt clarity was lacking.

Sincerely,  
Gregory DeCosmo, Principal

# Alfred Adler Charter School SIP (Addendum)

## Detailed Plan for Addressing Identified Deficiencies in Student Performance,

### Reading Goals and Plan

School Name	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	Reading % Scoring Satisfactory 2014	Reading % Scoring Satisfactory 2015 Goal	Learning Gains Points for Low 25% Reading, 2013-14 (School & District)	Learning Gains Points for Low 25% Reading, 2014-15 Goal
ALFRED ADLER K-6 CHARTER SCHOOL	69	49	62	70	43	60

Provide small group(5-6 students) instruction to differentiate teaching to each individual level four times per week, per student.

Identify low 50% for continuous tracking of Reading skills progress using Pearson Success Maker.

Assess low 25% with Running Record monthly to measure growth.

Review student progress monthly with principal.

Provide individual tutoring to students identified as not making satisfactory progress through use of teacher externs.

Use District Common Assessments to familiarize students with the anticipated standardized test format.

Third grade students will participate in all ELA portfolio tests.

Each classroom teacher will receive training on new Pearson software.

Each classroom teacher will complete professional development modules one and two for transition to and implementation of Language Arts Florida Standards including development and use of formative assessments available through the FLDOE(link below).

<https://ccelafa.fl DOE.org/file/99570408-b42a-4614-b6f7-c70b539178d4/2/LAFS%20PD%20Modules%281%29.zip/Site/index.html#SPLASH>

## Math Goals and Plan

School Name	Math % Scoring Satisfactory 2012	Math % Scoring Satisfactory 2013	Math % Scoring Satisfactory 2014	Math % Scoring Satisfactory 2015 Goal	Learning Gains Points for Low 25% Math, 2013-14 (School & District)	Learning Gains Points for Low 25% Math, 2014-15 Goal
ALFRED ADLER ELEMENTARY SCHOOL	45	34	42	59	85	60

Provide small group(5-6 students) instruction to each student four times per week.  
Identify low 50% for continuous tracking of Math skills progress using Pearson Success Maker.

Provide tutoring to students identified as not making satisfactory progress through use of teacher externs.

Utilize 30 minutes of extended school day for individual work and conferencing.(Grades K,1,2,3,5,6)

Use District Common Assessments to familiarize students with the anticipated standardized test format.

Each classroom teacher will receive training on new Pearson software.

Each classroom teacher will complete MFAS professional development modules 1-4 available through cPalms website.(link below)

<http://www.cpalms.org/Resource/mfas.aspx>

## Writing Goals and Plan

School Name	Writing % Satisfactory 2013	Writing % Satisfactory 2014	Writing % Satisfactory 2015 Goal
ALFRED ADLER ELEMENTARY SCHOOL	12	9	50

Use Writing Workshop program daily with each student ranging from 20-45 minutes based on grade level.

Utilize 30 minutes of extended school day for additional, daily writing prompt activity. (Grade 4)

Provide additional writing opportunities by integration of writing exercises across all subjects throughout center and project based curriculum.

## Science Goals and Plan

School Name	Science % Satisfactory 2013	Science % Satisfactory 2014	Science % Satisfactory 2015 Goal
ALFRED ADLER ELEMENTARY SCHOOL	NA	31	50

Project-Based learning includes hands-on science, math, and technology activities paired with complex problem solving in a student led atmosphere.

Incorporate science standards resources available at CPalms.org into projects.

<http://www.cpalms.org/Public/Search/CriteriaSearch?search=Standards&subjectId=29&gradeId=10>

## **Additional Information: Schedule for Implementation, Persons Responsible and Anticipated Budgetary Impact**

The first steps in this improvement plan have already occurred and the improvements shown. The previous year's results show a significant jump in both reading (13 percentage points) and math (8 percentage points). This ongoing improvement plan includes the following steps

- In 2014-15, the school day was extended to 8:00 to 2:45. *completed/continuing*
- In 2013-14, instructional staff switched to an 11 month schedule. Activities through the summer months focused on improving and strengthening their lessons and lesson planning. We have looked at both what worked the previous year, and what needed improvement. Through team meetings and targeted trainings as well as incorporating research based, sound, pedagogical practices into everyday curriculum lesson plans, we have continued to improve each year. *completed/continuing*
- In 2013-14, we began hiring new teachers during the prior school year, and having them work as externs in the classroom. They are then able to learn the routines and get training in curriculum instruction as well as classroom management from the lead teacher. The students are able to benefit from having an additional trained person helping those who are new to the school and requiring to catch up academically. These externs are able to provide one on one tutoring and remediation. *Earlier hire date – completed. Additional staff persons providing remediation – continuing. Budgeted 26 hours per week at an annual cost of \$15,000*
- Our school has extremely high attendance, demonstrating that students are interested in learning, engaged and excited to come to school. The fact that they are eager to learn and come to school each day is creating life-long learners who will be successful in the future.
- Alfred Adler has provided family education seminars to its parents since its inception, with over 220 units delivered in both the past two years. These have primarily focused on building cooperative and supportive relationships between parents and students. This year we will be addressing skills specific to working with their students in Math and Reading. This format will be introduced at the September 19 Family Education Night. *First Family Education Night occurred September 18(incorrect date of 9/19 previously listed) Math fluency was focus. 29 parents were in attendance representing 33% of student body. Person Responsible – Greg DeCosmo - Ongoing*
- Upgrade Pearson Success Maker Software to latest version 7. This is a web-based application, that is fully aligned with the new common core. Some of the new abilities of this version include:
  - Strategic Course Selection with Intervention courses to help bring students up to grade level
  - New custom course options that align to the standards *and* help transition students to the habits, practices and ways of thinking they'll need to be successful

- The AdapTutor Learning Model to automatically adapt instruction to meet each learner's unique needs just like a personal tutor.
- Smart Scheduling Implementation Model providing every student with personalized intervention or on-level, standards-driven instruction in 15-20 minute one-on-one computer sessions.
- Web Based Hosting allows students to access anytime, anywhere. This feature will allow students to do additional work at home.
- Students will be assessed by the Pearson software in September, and all students below grade level will continue in this program with continuous monitoring of progress toward meeting grade level requirements. Pearson assesses both Math and Language Arts.
- Using Pearson tutorial and ongoing assessments helps teachers get daily reports on student's progress and red flag any skills and strands that are not meeting grade level requirements.

*The Pearson software upgrade has already been purchased, and the migration of student information started. Expected completion date 9/12/14. Person responsible-Greg DeCosmo. software implementation completed 9/18/14.*

*Teacher training on new Pearson software Person responsible – Greg DeCosmo by 10/3/14*

*Subsequently each teacher will monitor below grade level students weekly to review progress and remediation required. Persons responsible – classroom teachers – ongoing.*

*Monthly review with principal. Person responsible – Greg DeCosmo – ongoing.*

- With our center based and project based curriculum and instruction we will increase writing time by including writing across all subjects, fine tuning our rubrics to meet core standards. This center/small group instruction model also allows addressing in-class interventions with students who are new each year and come to our school below grade level. *Person Responsible – Emily Kesmodel Completion Date Initial Writing Rubric review-10/1/14. Integration into curriculum through lesson plans. Person(s) responsible – classroom teachers time-frame - ongoing.*
- We will request, paper-based versions of District common assessments in science to be received after administration of electronic versions by District personnel. These will be administered to our students and used to determine mastery of subject area standards. *On 9/17, district personnel recommended we access the Science assessments through "Performance Matters". Investigate feasibility and determine best course for inclusion. Person Responsible – Greg DeCosmo. Time Frame – 10/15/14.*