

Success For All Foundation, Inc. – Planning and Pre-implementation

Planning and pre-implementation are critical elements in Success for All's whole-school turn around model. During the planning and pre-implementation phase Success for All Foundation (SFAF) consultants will conduct a needs assessment that consists of a thorough review that assesses all aspects of the educational environment for each school within the assigned district. This review will result in a summary of school instructional strengths and areas of concern. Specific areas to be reviewed will include: ISAT and IAA student achievement data; student demographic data; number of teachers and class size; curriculums and instructional programs used for reading, math and writing and if they are research-proven; tutoring programs used and number of students tutored; existence and use of student management protocols; collection and use of formative data, and school structures to support student achievement.

This process includes an interview with the principal to collect details relevant to the turnaround plan, classroom walk-throughs to observe instruction and student engagement, and a meeting with top education officials in the district to discuss the process of review and how the information from the review will be reported.

The plan would begin with clear identification of yearly academic outcomes to be achieved by the school. These outcomes would guide the developments of structures for delivering instruction including: curriculum; student groupings; professional development; school calendar and daily schedule; and the school leadership team. The instructional delivery model would then inform the development of the rest of the plan addressing the system support needs to be implemented in order to support instruction such as selecting of staff; negotiating waivers in district policies and collective bargaining agreements to facilitate the needed change; parent involvement opportunities and support; budgeting; developing community partnerships to provide wraparound services; and physical plant modifications.

SFAF programs have been used in over 1,800 schools over the past 20 years, improving the achievement of more than two million children. Over 52 studies of the effectiveness of Success for All in increasing student achievement have been conducted by over 30 researchers. Independent reviews of the research on Success for All have consistently found that implementation of Success for All resulted in significant increases in student achievement in a variety of settings. For a detailed Success for All research summary see- http://www.isbe.net/apl/pdf/ipz/proposals/success_for_all_lead.pdf .

Supporting school and district leaders is a key component in Success for All's whole-school turn around model. Success for All Foundation (SFAF) will accomplish this goal with the following support framework:

1. Leadership training and support with data-driven reform services:

Success for All Foundation will use internally developed research processes to provide intensive, comprehensive leadership support training that will assist each school's leadership team, staff and community in supporting the successful implementation of the Success for All programs to improve student achievement as well as addressing other school-specific issues. This leadership support will include the development of:

- an achievement plan;
- monitoring of progress toward achievement plan targets;
- implementation of a results-based professional development system; and
- support for change through a concerns-based adoption model.

The leaders of each school in the Partnership Zone will also collaborate through SFAF Professional Leadership Communities that will allow them to draw upon the knowledge of their peers, Partnership Zone administrators, and Success for All consultants to refine their leadership skills through an emphasis on the collection and analysis of school data as they relate to students' achievement of the Illinois Standards Achievement Test (ISAT).

2. Success for All comprehensive educational program with ongoing professional development:

SFAF's implementation of the Success for All program will include ongoing professional development not only in core learning structures, but also in the program's relationship to the instruction and assessment of ISBE.2.

3. Partnership Zone Communication

To ensure that the services provided by SFAF continually address Partnership Zone concerns about the schools we serve, the SFAF Illinois Team Manager and consultants will meet individually with key administrators and state representatives in the area in which SFAF is elected to serve. These area representatives will participate in the eight Professional Leadership Community Sessions. These meetings will keep area administrators abreast of progress and needs of its restructured schools.

SFAF programs have been used in over 1,800 schools over the past 20 years, improving the achievement of more than two million children. Over 52 studies of the effectiveness of Success for All in increasing student achievement have been conducted by over 30 researchers. Independent reviews of the research on Success for All have consistently found that implementation of Success for All resulted in significant increases in student achievement in a variety of settings. For a detailed Success for All research summary see- http://www.isbe.net/apl/pdf/ipz/proposals/success_for_all_lead.pdf .

Success For All Foundation, Inc. – Operational Flexibility

The Success for All whole-school turn around model will support schools as they determine operational flexibility needs to successfully implement the SFAF programs. Schools may require flexibility in district policies and collective bargaining agreements in order to select and assign their own staff, develop an extended day schedule and extended school year calendar and control the financial resources necessary to reallocate resources to secure staff for extended time and use the selected instructional model and materials.

During the needs assessment and planning stage the Success for All Foundation (SFAF) facilitator will work with the district leadership and the newly identified school leadership to ensure the needed waivers and procedures are in place to provide the school the flexibility it needs to have success. This will be a major function of the SFAF consultant during the needs analysis phase to identify where this flexibility is needed and to ensure the district provides this flexibility and the school has the support needed to use the flexibility in a productive manner.

SFAF programs have been used in over 1,800 schools over the past 20 years, improving the achievement of more than two million children. Over 52 studies of the effectiveness of Success for All in increasing student achievement have been conducted by over 30 researchers. Independent reviews of the research on Success for All have consistently found that implementation of Success for All resulted in significant increases in student achievement in a variety of settings. For a detailed Success for All research summary see- http://www.isbe.net/apl/pdf/ipz/proposals/success_for_all_lead.pdf .

Teacher and Principal evaluation are important elements in Success for All's whole-school turn around model.

Principal Assessment Procedure

If the school has a principal that has been appointed within the past two years, the SFAF consultant will work with the district leadership to assess the principal's skills and sense of urgency for turning the school around. This assessment will include observation of the principal's analysis of school data and instructional walk-throughs and coaching skills. If both the district and the SFAF consultant have confidence in this principal, she/he will be retained. If the principal lacks the confidence of the district and/or the SFAF consultant, SFAF will work with district leadership to identify and a new principal.

After SFAF, in collaboration with the district, has made a decision on the principal, the foundation will implement the following tasks to evaluate the existing principal:

1. Continually monitor progress toward measurable targets.
The school's SFAF leadership consultant will visit the school for assessment visits to complete the following actions:
 - Observation in classrooms and school community.
 - Coaching and support for school leaders about school progress and implementation of instructional and organizational practices.
 - Facilitation of data dialogues with communities of teachers.
2. Conduct quarterly assessment visits to assist school leadership and staff in the management and effective use of assessment data.

SFAF consultants will perform the following tasks in order to evaluate teachers' and school leaders' performances:

1. SFAF's leadership consultant will work with each school's leadership team to develop an achievement plan establishing specific targets for student achievement.
2. Train and support school leadership and staff in the implementation of the baseline benchmark assessment to better monitor the progress of specific classes and students, so they can target interventions.
3. Analyze school data to develop an achievement plan with measurable targets.
4. Conduct quarterly assessment visits to assist school leadership and staff in the management and effective use of assessment data.
5. Provide performance incentives for teachers.
6. Assist with the facilitation of professional learning community meetings to support the Success For All comprehensive reading program curriculums and effective instructional practices.

SFAF programs have been used in over 1,800 schools over the past 20 years, improving the achievement of more than two million children. Over 52 studies of the effectiveness of Success for All in increasing student achievement have been conducted by over 30 researchers. Independent reviews of the research on Success for All have consistently found that implementation of Success for All resulted in significant increases in student achievement in a variety of settings. For a detailed Success for All research summary see- http://www.isbe.net/apl/pdf/ipz/proposals/success_for_all_lead.pdf .

Success For All Foundation, Inc. – Recruitment, Hiring, and Retention Incentives and Strategies

The Success for All whole-school turn around model provides intensive, ongoing professional development to help teachers master the use of the Cycle of Effective Instruction and the Slavin cooperative learning model. One of the most researched and proven instructional models and highly sought after instructional skill set.

The training and support provided by the Success for All Foundation (SFAF) is designed so that teachers can begin as novices or as master teachers and have the coaching support differentiated to meet their individual needs. Master teachers serve as members of the leadership team and facilitate Professional Learning Communities (PLCs) allowing them to seamlessly serve as mentors to novice teachers.

Teachers new to the school are provided with an intensive initial training and then provided ongoing coaching and support from the SFA facilitator and other members of the school leadership team. The structure of a leadership team and PLCs provides for distributed leadership, empowering teachers to take ownership of their school's outcomes. This robust support is crucial for staff retention.

Upon start of the turnaround school, the quick identification of a school principal and leadership team that is empowered becomes the recruiting tool for ensuring all teaching positions are filled with highly qualified and effective teachers.

All teachers working a longer day and longer school year would receive supplemental pay as facilitated by waivers developed in collaboration with the collective bargaining organizations. In addition, teachers whose students demonstrated the most growth as identified by the IL accountability measures and formative assessments would be asked to be part of the leadership team.

Leadership team members would receive an additional stipend in recognition of the accomplishments and additional responsibilities related to the school's success. The additional teacher pay and stipends would be part of the budget plan done in collaboration with the district during the planning stage or the reallocation of school and district resources.

SFAF programs have been used in over 1,800 schools over the past 20 years, improving the achievement of more than two million children. Over 52 studies of the effectiveness of Success for All in increasing student achievement have been conducted by over 30 researchers. Independent reviews of the research on Success for All have consistently found that implementation of Success for All resulted in significant increases in student achievement in a variety of settings. For a detailed Success for All research summary see- http://www.isbe.net/apl/pdf/ipz/proposals/success_for_all_lead.pdf.

Success For All Foundation, Inc. – Rewards Associated with (Improving Student) Achievement or Graduation Rate

In the Success for All whole-school turn around model, all teachers whose students demonstrated the most growth as identified by the IL accountability measures and formative assessments would be asked to be part of the leadership team.

Leadership team members would receive an additional stipend in recognition of the accomplishments and additional responsibilities related to the school's success. The additional teacher pay and stipends would be part of the budget plan done in collaboration with the district during the planning stage or the reallocation of school and district resources.

SFAF programs have been used in over 1,800 schools over the past 20 years, improving the achievement of more than two million children. Over 52 studies of the effectiveness of Success for All in increasing student achievement have been conducted by over 30 researchers. Independent reviews of the research on Success for All have consistently found that implementation of Success for All resulted in significant increases in student achievement in a variety of settings. For a detailed Success for All research summary see- http://www.isbe.net/apl/pdf/ipz/proposals/success_for_all_lead.pdf .

Success For All Foundation, Inc. – Extended Time

Although the length of day will sometimes vary based on the individual school climate, the Success for All Foundation (SFAF) has a standard school-day format that will be recommended as part of the turn around plan. The typical school day - consisting of 6.5 hours of instruction and a 40 minute lunch period, with teachers working 7.5 hour days - will be adjusted. SFAF will increase the length of school day by one hour, giving students 7.5 hours of instruction and a 40 minute lunch period, and teachers an 8.5 hour day. This adjustment will allow for substantial blocks of uninterrupted learning time in the core subjects.

Break-down of SFAF school day: The daily schedule will be operated on a two-day rotating program. Teachers will be grouped into instructional teams of four. This team will be responsible for approximately 90 students and can regroup students and divide instruction among themselves as they desire, with the exception that classes will have a common reading block and a common math block. In addition, the students will be regrouped for reading across instructional teams.

Sample Instructional Schedule:

<i>Day one:</i> 5 minute opening 90 minute reading block 45 minute writing block 90 minute math block 90 minute specials block <ul style="list-style-type: none">• 45 minutes art• 45 minutes PE 20 minutes Class Council 45 minutes social science 60 minutes determined by Student Data 5 minutes closing	<i>Day two:</i> 5 minute opening 90 minute reading block 45 minute writing block 90 minute math block 90 minute specials block <ul style="list-style-type: none">• 45 minutes music• 45 minutes science lab 20 minutes Class Council 45 minutes social science 60 minutes determined by Student Data 5 minutes closing
--	---

SFAF programs have been used in over 1,800 schools over the past 20 years, improving the achievement of more than two million children. Over 52 studies of the effectiveness of Success for All in increasing student achievement have been conducted by over 30 researchers. Independent reviews of the research on Success for All have consistently found that implementation of Success for All resulted in significant increases in student achievement in a variety of settings. For a detailed Success for All research summary see- http://www.isbe.net/apl/pdf/ipz/proposals/success_for_all_lead.pdf .

Success For All Foundation, Inc. – Comprehensive Instructional Reform

The Success for All turn around model is a comprehensive instructional reform program which serves students in grades K to 8 and is available to schools with any combination of these groups. Because of the success of cooperative learning strategies on student motivation, engagement, and achievement, SFAF believes in the necessity of student interaction to facilitate learning. SFAF instructional consultants will train school staff in the Illinois schools served in using cooperative learning across the content areas as well as in reading. In addition, the use of cooperative learning strategies provides a highly effective instructional strategy for both special education and English language learners by giving them inclusive opportunities to participate in the same rigorous curriculum available to all students. Through SFAF's cooperative learning structures, students will work together to learn and will also be responsible for their teammates' learning using proven strategies to help each other master academic content. This training in and implementation of cooperative learning will directly support school staff in improving instructional practices and, therefore, student achievement in all content areas and will provide consistency of instruction for students.

The cooperative-learning structures will be supported by an interactive instructional model known as the Cycle of Effective Instruction that assists teachers in effectively structuring learning. This framework is used successfully across the curriculum to teach learning behaviors, cooperative learning standards, academic content, processes, strategies, and skills.

Reading: The Success for All standards-based K-8 comprehensive reading program (Curiosity Corner, Kinder Corner, Reading Roots, Reading Wings, and Reading Edge) is a set of curricula and materials springing from a foundation of cooperative learning, a cycle of effective instruction, and the use of data and ongoing assessment to drive instruction. The Success for All program follows a scope and sequence that addresses the five areas of reading instruction and the specific reading skills within those areas.

Math: SFAF will retain existing math curricula of any district or school and overhaul the instructional methods or the PowerTeaching Math curriculum* can be used. SFAF consultants will assist each school in implementing SFAF's PowerTeaching program. PowerTeaching also draws upon the proven effectiveness of cooperative learning and the cycle of effective instruction. In doing so, PowerTeaching provides a lesson framework that establishes structured opportunities for cooperative learning. * *Please contact Amanda Nappier-Johnson at anappier@successforall.org for more information about this program.*

Writing: SFAF's Writing Wings program follows the same format as SFAF's comprehensive reading program.

All Other Subjects: SFAF will retain existing curricula, materials, and instructional methods and will assist school staff in incorporating the general instructional supports of cooperative learning and the cycle of effective instruction across the content areas.

SFAF programs have been used in over 1,800 schools over the past 20 years, improving the achievement of more than two million children. Over 52 studies of the effectiveness of Success for All in increasing student achievement have been conducted by over 30 researchers. Independent reviews of the research on Success for All have consistently found that implementation of Success for All resulted in significant increases in student achievement in a variety of settings. For a detailed Success for All research summary see- http://www.isbe.net/apl/pdf/ipz/proposals/success_for_all_lead.pdf

Dr. Warletta Brookins, Superintendent/Principal, Lorenzo R. Smith Elementary School, Pembroke Community Consolidated School District #259, (815) 944-8168, wbrookins@pembroke.k12.il.us

Ongoing job-embedded professional development is a vital component of the Success for All Foundation's turn around model. SFAF offers essential professional development opportunities for both leadership and instructional staff:

New Leaders Conference—The New Leaders Conference is the first part of the Success for All professional development plan. The conference targets principals and facilitators new to the Success for All program and is designed to familiarize these school leaders with the Success for All program components and to provide them with concrete strategies for effective program implementation. It also provides a forum for new leaders to discuss their concerns and questions about implementing the Success for All program with experienced Success for All staff.

Ongoing Support from Success for All Leadership Consultant—Throughout the course of a school's implementation of the Success for All program, school leaders have access to the ongoing expertise of their leadership consultant through site visits, conference calls, and informal check-ins. This aspect of the Success for All model's professional development program allows the leadership consultant to guide leaders in assessing student progress, setting up interventions, and altering plans to assure that the school reaches its achievement plan targets.

Experienced Sites Conference—At the conference, school leaders and select teachers can participate in specific sessions, led by Success for All trainers, based on their individual needs and benefit from strategizing with a cohort of experienced educators from other schools on successes and challenges with implementation of Success for All.

Initial Training: Once a school has opted to adopt the Success for All program, the school community undergoes an Initial Training facilitated by SFAF consultants, who have extensive experience in education and with the Success for All Program. The Initial Training introduces staff to the whole school strategies (regrouping, Getting Along Together, parent-involvement tools, etc.) and allows teachers to explore the rationale behind and structure of the Success for All program, and it familiarizes them with the classroom processes and materials necessary to get off to a quick and successful start. The SFAF instructional consultant continues teacher training during his or her regular school visits.

Professional Learning Community Meetings: Professional learning community meetings, called Component Team Meetings, are an essential form of tailored professional development that become regular components of Success for All schools. Organized by the school's facilitator/coach and based on the structured classroom observations completed by various school leaders, professional learning community meetings are designed to address the needs of teachers as they arise and allow for collaboration among teachers teaching the same Success for All component. Success For All provides a sample meeting format and sample agendas that focus on a variety of topics.

SFAF programs have been used in over 1,800 schools over the past 20 years, improving the achievement of more than two million children. Over 52 studies of the effectiveness of Success for All in increasing student achievement have been conducted by over 30 researchers. Independent reviews of the research on Success for All have consistently found that implementation of Success for All resulted in significant increases in student achievement in a variety of settings. For a detailed Success for All research summary see- http://www.isbe.net/apl/pdf/ipz/proposals/success_for_all_lead.pdf

Dr. Warletta Brookins, Superintendent/Principal, Lorenzo R. Smith Elementary School, Pembroke Community Consolidated School District #259, (815) 944-8168, wbrookins@pembroke.k12.il.us

Success For All Foundation, Inc. – Use of Data to Drive Instruction

The use of data to drive instruction plays a central role in Success for All's whole-school turn around model.

The SFAF leadership and instructional consultants will develop an ongoing approach to data analysis for school leaders to ensure that concrete data is being used to drive instructional decisions, particularly in struggling schools. With the emphasis on accountability and high-stakes testing, it is essential that school leaders understand how to analyze testing and accountability data and effectively use that data to move their schools and students toward meeting expected gains. The Leading for Solutions Network is designed to do just that, refining school leaders' ability to look at data on an ongoing basis and develop plans for achieving specific goals and targets, while also helping them develop and refine their processes for school management. By focusing on school leadership, Solutions ensures that professional development within the school community is purposeful and targeted toward improving the school's achievement results.

Through the SFAF program of data analysis, school leaders from all schools in the selected Illinois district will work with a highly qualified SFAF leadership consultant-as well as experienced school leaders and district representatives- to focus on helping their students achieve proficiency on the ISAT and IAA. This process will allow school leaders to develop clear yearly, quarterly, and monthly goals for student progress in conjunction with the requirements of the Illinois Learning Standards, and their intervention plan. And, schools will be able to measure growth toward their established goals by using quarterly benchmark assessments, or existing benchmarks, which will be developed to match the ISAT and the IAA as well as to predict outcomes and growth in sub-skills on the ISAT. Through the data-analysis process of Leading for Solutions, the SFAF leadership consultant will assist each school in developing a concrete plan for reaching established achievement targets aligned to their Restructuring Plan.

The SFAF leadership consultant will assist school staff in fully understanding the assessment and accountability standards governing the Illinois public schools and help them understand their level of success in terms of the ISBE accountability system. The SFAF leadership consultant will also assist each school with the implementation of the benchmark assessments and/or existing benchmarks and will use summative and formative assessment data as well as regular progress monitoring (through classroom walk-throughs and examination of student work products) to engage schools in identifying student strengths and areas of concern.

SFAF programs have been used in over 1,800 schools over the past 20 years, improving the achievement of more than two million children. Over 52 studies of the effectiveness of Success for All in increasing student achievement have been conducted by over 30 researchers. Independent reviews of the research on Success for All have consistently found that implementation of Success for All resulted in significant increases in student achievement in a variety of settings. For a detailed Success for All research summary see- http://www.isbe.net/apl/pdf/ipz/proposals/success_for_all_lead.pdf

Dr. Warletta Brookins, Superintendent/Principal, Lorenzo R. Smith Elementary School, Pembroke Community Consolidated School District #259, (815) 944-8168, wbrookins@pembroke.k12.il.us

Success For All Foundation, Inc. – Program Monitoring

Program monitoring is a critical component in Success for All's whole-school turn around model. With SFAF's programs, schools will be able to measure growth toward their established goals by using quarterly benchmark assessments which will be developed to match the ISAT and the IAA as well as to predict outcomes and growth in sub-skills on the ISAT. The principal functions of the professional development in leadership training provided by Leading for Solutions Network include the development of clear yearly, quarterly, and monthly goals for school progress and SFA program monitoring, the use of thorough analysis to identify areas of concern that may be impeding the school's ability to reach established goals, continual identification of specific instructional targets for students by completing a root cause analysis, and the development of achievement plans that are reviewed quarterly to determine progress both on school-wide goals and specific instructional targets for students.

To ensure continual program success, the SFAF consultant will help the school establish a quarterly assessment system that will include predictive benchmarks and measures of grade level performance in reading and mathematics. Data gathered from the benchmark assessments, and/or other formal and informal assessments currently in place, are entered into SFAF's Member Center, a data management system that yields a variety of reports on student, classroom, grade-level, and school achievement results.

Additionally, the SFA turn around model includes a comprehensive three-year program monitoring plan:

1. Year One: The number of students scoring proficient or above on the ISAT in both reading and math will increase from the previous year or the number of students scoring below proficient will decrease from the previous year.
2. Year Two and Three: The number of students scoring below proficient in reading and math will decrease by ten percent from the previous year so that the school makes Safe Harbor/AYP on the state accountability targets.
3. The number of students reading and performing mathematics on or above grade level will increase each year as determined by the quarterly benchmark assessments.
4. The school will increase the mean score each year or maintain a mean of 4 or above in each of the seven categories on the School Climate Inventory on a yearly basis.
5. The school will improve average daily attendance each year or maintain a 95% ADA.
6. The school's SFA Snapshot (a measure of program implementation) will show all structures in place at the end of year 1 and the majority of teachers mastering instructional and student engagement procedures by the end of year two.
7. By the start of year three of implementation, school and district staff will provide initial training to new staff without needing SFAF consultant support.
8. By the end of year three selected school and district staff will complete certification in GREATER coaching in which they have to demonstrate their ability to assist their colleagues in using data to improve their practice.

SFAF programs have been used in over 1,800 schools over the past 20 years, improving the achievement of more than two million children. Over 52 studies of the effectiveness of Success for All in increasing student achievement have been conducted by over 30 researchers. Independent reviews of the research on Success for All have consistently found that implementation of Success for All resulted in significant increases in student achievement in a variety of settings. For a detailed Success for All research summary see- http://www.isbe.net/apl/pdf/ipz/proposals/success_for_all_lead.pdf

Dr. Warletta Brookins, Superintendent/Principal, Lorenzo R. Smith Elementary School, Pembroke Community Consolidated School District #259, (815) 944-8168, wbrookins@pembroke.k12.il.us

Success For All Foundation, Inc. – Family and Community Engagement

The Success for All Foundation understands that engaging families and the community is an important part of a successful whole-school reform model. To support the involvement of families in the academic lives of their children, a series of school-home connection activities will be created to help parents and family members play an active role in their children's education. Examples of family engagement activities include:

- **SFAF Success Cards:** Success Cards are brightly colored postcards sent to a parent at least twice a year to celebrate their child's success.
- **Positive Home Visits:** Similar to the Success Cards, Positive Home Visits are quarterly activities meant to communicate good news to the parent regarding their child.

To better involve the community in the workings of the school and to draw upon resources from within the community, the SFAF Solutions consultant will assist the solutions coordinator in creating a Community Involvement Team. Members of the Solutions Network in each school will choose to work with the Community Involvement Team, under the guidance of the solutions coordinator and the support of the SFAF Solutions consultant. Before the school year starts, the Community Involvement Team will conduct a Community Needs Survey to determine how the school can best serve the community and vice/versa.

Examples of community engagement activities include:

- **Student Outcome Partnerships:** Research shows that tying business and community partnerships to student outcomes strengthens the commitment between the school and community. Partnerships that involve, for example- businesses- providing coupons and discounts based on attendance or Read and Respond rates will produce the most positive relationships with the school.
- **Conduct Service Providers Summit:** SFAF will conduct events that take advantage of the school's place as a hub of community activity-such a service providers summit-that will allow the Community Connections team an opportunity to assess what services are available to those in need. These meetings are also useful for the service providers to determine which services are being duplicated and which services still need to be provided.

SFAF programs have been used in over 1,800 schools over the past 20 years, improving the achievement of more than two million children. Over 52 studies of the effectiveness of Success for All in increasing student achievement have been conducted by over 30 researchers. Independent reviews of the research on Success for All have consistently found that implementation of Success for All resulted in significant increases in student achievement in a variety of settings. For a detailed Success for All research summary see- http://www.isbe.net/apl/pdf/ipz/proposals/success_for_all_lead.pdf

Dr. Warletta Brookins, Superintendent/Principal, Lorenzo R. Smith Elementary School, Pembroke Community Consolidated School District #259, (815) 944-8168, wbrookins@pembroke.k12.il.us

Success For All Foundation, Inc. – Sustainability

Sustainability is a key element in Success for All's whole-school turn around model.

The Success for All Foundation's current resources, including field consulting staff, support staff and facilities are more than adequate to implement the projected activities in this Lead Partner proposal. Our total staff of 220 employees includes approximately 100 full time/part time field consulting staff. Two thirds of these field staff have more than five years experience with the Foundation. All have established records of strong and successful delivery service.

This highly sustainable model includes identifying highly qualified educators, primarily from schools who have demonstrated exceptional implementation of the SFA program. These opportunities to affect positive outcomes in schools are highly sought after. On the average, there are 25 applicants per month seeking school support training opportunities, of which 40-50 are viable candidates annually for training activities. Staff support and training is intensive with structured staff education occurring at point of hire and facilitated through weeks of interactive exposure to the training model, after which the staff member is assimilated into a geographically specific team. Ongoing training is achieved by each employee spending time with his/her area manager, senior team leaders and via continuing professional development at HQ and in the specific areas.

The school's SFA facilitator, Leading for Solutions coordinator, and district point staff receive additional training and coaching to prepare them for assuming the coaching role. In year three they receive training and coaching in the process of GREATER Coaching which provides the skills and practice to provide coaching to colleagues using a data-driven decision making model. By the end of year three, all schools in the SFA network have the option of maintaining a minimal association with the network in order to obtain online data tools support, updates to program materials, access to online professional learning communities and yearly conferences, and limited onsite support if they are achieving their state's accountability goals. It is expected that IL schools using the SFA TurnAround model will be achieving these goals before year three and be well positioned to support the refinement of the model with their own staff and only minimal support from SFAF.

SFAF programs have been used in over 1,800 schools over the past 20 years, improving the achievement of more than two million children. Over 52 studies of the effectiveness of Success for All in increasing student achievement have been conducted by over 30 researchers. Independent reviews of the research on Success for All have consistently found that implementation of Success for All resulted in significant increases in student achievement in a variety of settings. For a detailed Success for All research summary see- http://www.isbe.net/apl/pdf/ipz/proposals/success_for_all_lead.pdf

Dr. Warletta Brookins, Superintendent/Principal, Lorenzo R. Smith Elementary School, Pembroke Community Consolidated School District #259, (815) 944-8168, wbrookins@pembroke.k12.il.us

Success For All Foundation, Inc. – Lead Partner

The Success for All Foundation is highly qualified to serve as a Lead Partner for Illinois schools implementing a turnaround model.

For over 20 years, The Success for All Foundation has comprehensively partnered with schools to turn around low performing schools and significantly increase student achievement. SFAF is ready to implement its Lead Partner turnaround model in an estimated 50 Illinois K-8 schools. This translates to roughly three districts in a region. SFAF is capable and willing to serve any of the listed geographical regions. Since SFAF has capacity limitations on the total number of schools they can serve, priority to services will be given on a first-come, first-served bases. Success for All provides guidance and support to transform school structures, instruction, student engagement, community involvement, and provide data-driven decision making.

The Success for All Foundation's current resources, including field consulting staff, support staff and facilities are more than adequate to implement the projected activities in this Lead Partner proposal. Our total staff of 220 employees includes approximately 100 full time/part time field consulting staff. Two thirds of these field staff has more than 5 years of experience with the Foundation. All have established records of strong and successful delivery service.

If it becomes necessary to increase staff, the Success for All Foundation maintains an aggressive and rigorous recruiting/training program to ensure its capacity to meet the initial and ongoing needs for on-site program implementation and contract fulfillment. This process is employed for all client training/service staff, as well as infrastructure support positions, to ensure the highest level of customer service to partner schools. This sustainable model includes identifying highly qualified educators, primarily from schools who have demonstrated exceptional implementation of the SFA program.

The school's SFA facilitator, Leading for Solutions coordinator, and district point staff receive additional training and coaching to prepare them for assuming the coaching role. In year three they receive training and coaching in the process of GREATER Coaching which provides the skills and practice to provide coaching to colleagues using a data-driven decision making model. By the end of year three, all schools in the SFA network have the option of maintaining a minimal association with the network in order to obtain online data tools support, updates to program materials, access to online professional learning communities and yearly conferences, and limited onsite support if they are achieving their state's accountability goals. It is expected that IL schools using the SFA TurnAround model will be achieving these goals before year three and be well positioned to support the refinement of the model with their own staff and only minimal support from SFAF.

SFAF programs have been used in over 1,800 schools over the past 20 years, improving the achievement of more than two million children. Over 52 studies of the effectiveness of Success for All in increasing student achievement have been conducted by over 30 researchers. Independent reviews of the research on Success for All have consistently found that implementation of Success for All resulted in significant increases in student achievement in a variety of settings. For a detailed Success for All research summary see- http://www.isbe.net/apl/pdf/ipz/proposals/success_for_all_lead.pdf

Dr. Warletta Brookins, Superintendent/Principal, Lorenzo R. Smith Elementary School, Pembroke Community Consolidated School District #259, (815) 944-8168, wbrookins@pembroke.k12.il.us