

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