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SUCCESS FOR ALL FOUNDATION, INC.

# Illinois Partnership Zone: Lead Partner Narrative Proposal

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## **Executive Summary**

The Success for All Foundation, Inc. (SFAF) believes that all children can learn, regardless of their socioeconomic background, and that every school must work relentlessly to ensure students' educational success. With these beliefs at the core of the Success for All Foundation, as a Lead Turnaround Partner it will be our goal to create K-8 school communities in Illinois where school leaders, staff, students and parents embrace the expectation that all students can and will learn and are focused on making significant gains in student achievement. At the base of this school community will be a focus on raising academic achievement – in Illinois benchmarks such as the ISAT and IAA, as well Adequate Yearly Progress (AYP) – and improving the school culture and climate. With this goal, SFAF as a Lead Partner will work to develop intensive and comprehensive support services, a culture of educators working collaboratively to ensure the success of every child, and a culture of students engaged in learning and envisioning a bright future for themselves.

This proposal draws on SFAF's extensive experience in providing support to schools and districts across the country to describe an intensive, multidimensional approach to supporting powerful instruction and continuous improvement. This approach to improvement, outlined in detail through the remainder of this proposal, has been proven by decades of research to substantially increase student achievement. Thus, a substantial increase in student achievement, professional development, and community participation that will meet each school's targets will be SFAF's goal for every restructured school with which we work to provide Lead Turnaround Partner services.

## **Service Area/Capacity Limitations**

The combination of best practices for instruction, support services, professional development, data monitoring, and support for English Language Learners and special needs students that has been integrated into the Success for All program has been used in over 1,800 schools over the past 20 years, improving the achievement of 2 million children. Through our twenty years of experience, SFAF has developed a strong and successful organizational structure. With nearly a hundred highly skilled and experienced field consultants, SFAF provides a broad range of expert support services in areas ranging from leadership support, to school-level goal setting and progress monitoring, to instructional strategy and material support, to intensive reading comprehension instruction, to conflict resolution and student engagement.

With a solid and proven infrastructure in place, The Success for All Foundation has the capacity to serve an estimated 50 Illinois K-8 schools. SFAF is capable and willing to serve any of the listed geographical regions on a first come, first served basis.

**Lead Partner Proposal**

SFAF understands that the goal of the Illinois State Board of Education's Illinois Partnership Zone is to provide a comprehensive turnaround model that addresses student achievement, professional development, and community and parental involvement. SFAF understands the scope of these comprehensive services to include:

- School Leadership Development
- Standards-Based Education
- Learning Environment
- Assessment
- Parent Involvement
- Family/Parent/Community Support
- Identification/Diagnosis/Evaluation/Monitoring of School Progress
- Recruitment and retention of staff

SFAF intends to meet the goals and scope of the Illinois Partnership Zone turnaround model through a multidimensional set of strategies encompassed under the following support framework:

***1. Leadership Training and Support with Data-Driven Reform Services***

For the purposes of the Illinois Partnership Zone Lead Turnaround plan, SFAF will use internally developed research processes to provide intensive, comprehensive leadership support and training that will assist each school's leadership team, staff and community, in supporting, the successful implementation of the Success for All program 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 individual 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) and the expectations of No Child Left Behind legislation.

## ***2. Success for All Comprehensive Educational program with Ongoing Professional Development***

SFAF believes that excellent reading and math skills will provide the core abilities for students to be successful in all other areas. Success for All educational programs, which have been proven effective in over 50 studies, emphasize a culture of achievement surrounding a set of core learning structures (including cooperative learning, the cycle of effective instruction, and the use of data and ongoing assessment). These learning structures will support not only the powerful Success for All program, but also learning across the content areas. SFAF's implementation of the Success for All program will include ongoing professional development not only in our core learning structures, but also in the program's relationship to the instruction and assessment of the ISBE.

## ***3. Leading for Solutions Network***

The Leading for Solutions Network, which SFAF will implement in the restructured Illinois schools it serves and tailor to each school's unique needs, is a critical school reform support structure in ensuring that every child has the opportunity to succeed in school and that no child is left behind. This network will provide a comprehensive, school-wide approach to help the school community address the needs of students showing a lack of progress in the academic, social, and/or behavioral realms. The Solutions Network will establish a coordinated, proactive network of support to address the barriers toward individual students' success and to ensure that the school meets the targets set forth in its achievement plan. The Leading for Solutions Network, under the coordination and leadership of a solutions coordinator, will represent a cross-section of the school community and usually includes, but is not limited to, an administrator, the Success for All facilitator, a counselor, the social worker, the nurse, lead teachers, a parent liaison, an attendance clerk, and a parent representative. This network of individuals will choose to work with one or more of the five Solutions Network professional learning communities depending on their expertise: Attendance Team, Intervention Team, Parent and Family Involvement Team, Community Connections Team, and Cooperative Culture Team.

## ***4. 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 initially with the key administrators and state representatives in the area in which SFAF is selected to serve. These area representatives will participate in the eight Professional Leadership Community Sessions. These meetings will keep area administrators abreast of the progress and needs of its restructured schools.

## **Demonstrated Record of Effectiveness**

The Success for All program is a school reform model based upon the integration of best practices for instruction, leadership support, data monitoring, professional development, and interventions for individual students. 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. Most recently, the Comprehensive School Reform Quality Center at the American Institutes for Research reviewed the research on 22 comprehensive school reform models and placed Success for All and only one other program in the highest category awarded. The review cited 31 studies as conclusively showing evidence of the positive impact of Success for All.

### **Fiscal and Management Capacity**

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.

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. 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 opportunities. 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 areas.

The Success for All Foundation, Inc. is well capitalized and accustomed to payment delays related to contracting with new customers, including individual schools, school districts, and state agencies. Our recent statement of financial position (10/31/09) reflects cash balances in excess of \$5 million. Additionally, we have an established bank line of credit with PNC Bank, N.A., which allows us to borrow up to \$3 million for working capital purposes. We are not borrowing against the line of credit presently.

## **Service Area and Capacity Limitations**

For over 20 years, The Success for All Foundation has comprehensively partnered with schools to turn around low-performing schools to high-performing schools for students. 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 basis. Success for All provides guidance and support to transform school structures, instruction, student engagement, community involvement, and provide data-driven decision making.

## **Work Plan**

### **1. Needs Assessment**

SFAF consultants will conduct a thorough review that will assess all aspects of the educational environment for each individual 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 the following: 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 review will be conducted during the April-August 2010 timeline through the use of document reviews, interviews with administrators, classroom walk-throughs, and outcomes and process data reviews. The information collected will be analyzed to provide a review of some of the major factors impacting instruction and student achievement across the school for the purpose of identifying next steps in the effort to improve student achievement in Illinois.

A brief interview will be conducted with each school principal to gather information on number of classroom teachers; primary reading, math, and writing programs used; number of students involved in tutoring and programs used; confirmation of class size as reported by the central office; student management protocols; and involvement of staff in use of data and continuous improvement planning. Principals will be asked to provide artifacts to document class sizes, involvement of staff in use of data, and written protocols for student management. Artifacts provided by principals will include class rosters, staff data meeting agendas and minutes, staff handbooks/memos and student handbooks/letters.

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Classroom walk-throughs will be conducted with a focus on collecting trend data across the school. The focus of the walk-throughs will be to collect information on what teachers are doing while students are in the classroom, and to record the level of student engagement in the learning task, and the level of rigor in the questions and tasks presented to students. In addition, these walk-throughs will provide observations on the orderliness of classrooms, school hallways and lunchrooms, the conditions of facilities, and the resources available in classrooms and libraries. In addition, the SFAF consultant will meet with the top education officials in the district. During this meeting the purpose of the review will be discussed, as well as gathering of information from the central office on what data, documents, and district actions have been taken previously on behalf of the school. The assessment will include major findings from across the school, both strengths and areas of concern. The report will include a summary of findings based on a compilation of information collected and reviewed.

After all research has been finished, SFAF consultants will consult with district leadership to develop possible solutions, including school design, such as school calendar and schedule development, budgeting, BOE and collective bargaining agreement issues, and developing partnerships with community resource organizations and curriculum and instruction. This assessment will allow consultants to identify areas of need and develop a plan of assistance and the support needed.

The written turnaround plan would include details for:

- structuring the school leadership team
- school support and reporting structures with the district
- school accountability measures including identification of formative assessments
- student organizational model
- student support and intervention services
- professional staffing requirements
- curriculum and additional resources if needed
- instructional model
- comprehensive professional development plan
- school calendar and daily schedule
- technology supports needed
- student management procedures
- parent involvement plan
- community partnership plan
- budgeting needs and a plan for sharing budget responsibilities with the district
- physical plant modifications plan with the district if needed

The plan would begin with a clear identification of yearly academic outcomes to be achieved by the school. These outcomes would guide the development of structures for delivering instruction including curriculum, student groupings, professional development, school calendar and daily schedule, and the

school leadership team. This instructional delivery model would then inform the development of the rest of the plan addressing the systemic 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.

## **2. Community Involvement and Engagement**

In order to facilitate community involvement and engagement, SFAF will implement its proven Leading for Solutions Network. The Leading for Solutions Network will employ a primary consultant for each individual school. This SFAF Solutions consultant will assist the school leadership team in selecting an existing staff member to serve as a solutions coordinator. This solutions coordinator, usually a counselor or social worker, will be an individual aware of the needs of students, their families, and the overall school community. School resources may be realigned if needed to allow this person to serve full time. The solutions coordinator is not responsible for completing all the work of the Solutions Network, but rather facilitating the work of the individual teams within the Solutions Network. He or she will be responsible for leading the school's Solutions Network, which will be composed of a cross-section of the school community. At the beginning of the year, the SFAF Solutions consultant will train the solutions coordinator to successfully implement the Solutions Network, and then provide ongoing coaching to monitor the implementation of the Solutions Network and the effect it has had on reaching achievement plan targets and AYP. In addition, the SFAF Solutions consultant will work with the school's Solutions Coordinator to plan for and engage community organizations for wraparound support to needy students.

Within the Leading for Solutions Network teams, the Parent and Family Involvement Team, the Community Connections Team, and the Attendance Team will integrate widespread community involvement in school activities. The following are descriptions of each program:

### **Parent and Family Involvement Team**

To support the involvement of families in the academic lives of their children, the Solutions Network at each school will use a Parent and Family Involvement Team led by a parent liaison. The SFAF Solutions consultant will work with the school's leadership to identify a current staff member who understands the needs of families in the school community to act as the parent liaison. This parent liaison will serve as the leader and coordinator of the Parent and Family Involvement team, which will consider school goals in targeting family involvement to the needs of the particular school. The parent liaison will also work to recruit at least one parent representative to serve on the team and ensure that the needs of families are represented within the school community.

Once the parent liaison has been identified, 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, such as:



- **SFAF Success Cards:** Success Cards are brightly colored postcards sent to a parent at least twice a year. These cards give an unsolicited compliment to the parent's child, based on a recent accomplishment. Success Cards are one of many proven methods of reaching previously disengaged parents.
- **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. The physical presence of the teacher at the family's house greatly increases the level of trust between the parent and teacher. The family feels that they have engaged the teacher on a much more personal level, and the parent is empowered to be the one directing the conversation, rather than just being a guest at the school.
- **Second Cup of Coffee:** This is an event that occurs once every quarter, and caters to the time constraints experienced by many working parents. Coffee is set up in the vestibule of the school, and parents encouraged to stop and have a cup after dropping off their child, before they head off to work. Members of the Leading for Solutions Network and other staff are available to greet parents and discuss upcoming events and projects of interest. Results have shown that these small events go a long way in establishing a positive relationship between staff and parents.
- **Read and Respond:** Read and Respond facilitates parental involvement by requiring them to read with their child for twenty minutes each school night. At early grade levels, the parent must sign a form confirming that their child read their homework, while higher levels require basic plot summary and analysis of the material.

### Community Connections Team

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. The Community Involvement Team will forge relationships with business and community partners able to provide assistance to students in a wide variety of areas and will draw upon the knowledge of the entire school staff in identifying and developing additional partnerships that would be particularly beneficial in helping the school reach its achievement targets. 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.

Once the Community Needs Survey has been conducted, SFAF will implement the following plans to establish links to local agencies and services that can serve the needs of students and families:

- **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 as 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.

- **Involve School Staff to Make Connections:** Businesses and organizations are bombarded by people asking for donations and support. In order to create more personal connections, SFAF will survey school staff members in order to create a relationship web that will allow a greater chance to partner with local organizations.

### **Attendance Team**

Securing consistent school attendance for every student is a widespread effort that requires the assistance of parents and the community. Members of the Solutions Network in each school will choose to work with the Attendance Team, under the guidance of the solutions coordinator and the support of the SFAF Solutions consultant. The Attendance Team will target schools' attendance needs and have access to the following SFAF initiatives/materials:

- Attendance Cards—School-wide Monitoring Program
- Safe to School Program
- Wake-up Calls
- Student Escorts
- Convenience Store Checks
- Home Visits/Intervention Phone Calls
- Parent Education
- Improvement Cards
- Classroom-based School-wide Incentive Plan
- Sunshine Club

The SFAF Solutions consultant will ensure that schools first address the issue of attendance, with the goals of raising attendance levels to 95%, because being in school is an essential first step to achievement.

### **3. Intervention Plan**

*Note: This section will be divided by "A. Grade Level Grouping Plan," "B. Effects of student enrollment of proposed services," and "C. Transformation criteria."*

#### **A. Grade Level Grouping Plan**

##### **SFAF Turnaround Model**

The SFA TurnAround model serves students in grades K to 8 and is available to schools with any combination of these groups. The model is built on a K-8 school of 750 students. Variations on this assumption would increase or decrease the amount of materials needed by the school to implement this program.

##### **SFAF Programs by Grade Level**

## Reading

KinderCorner for Kindergarten: Success for All's KinderCorner program is based on research indicating that young children learn best when material is delivered holistically rather than in isolation and includes the following characteristics:

- A thematic approach to learning, based on children's lives, interests, and surroundings, to help children make sense of the world around them and to focus their literacy development
- A balance between child-initiated activities and teacher-directed instruction that targets the emotional/personal, language/literacy, interpersonal, cognitive, creative, physical, mathematic, science, and social studies domains for early learners
- The targeting of language and literacy development through the discussion of thematic concepts, interactive story reading/retelling, action songs/rhymes, and verbal guessing games, to promote the children's phonological awareness and oral-language development
- Daily learning labs and centers where students engage in reflection activities to promote their problem-solving skills
- The development of phonics and, during the second half of the school year, a formal introduction to reading connected text through KinderRoots

Reading Roots for Reading Grade Level 1: Reading Roots is a comprehensive, research-based program that targets beginning readers, usually in the first grade, and includes the following characteristics:

- A 90-minute instructional model composed of three- and four-day integrated lessons that include instruction in phonemic awareness and phonics. There are five principal components of the Reading Roots program—FastTrack Phonics, Shared Stories, Story Telling and Retelling (STaR), Language Links, and Adventures in Writing.
- 48 Reading Roots lessons separated into four levels with concept development in oral-language, phonemic awareness, phonics, word skills, fluency, and writing scaffolded throughout each level.
- An emphasis on systematic phonics instruction supported by decodable stories, as well as instruction in fluency and comprehension
- The fostering of students' love of reading by providing rich literature experiences, extensive oral language development, and thematically-focused writing instruction.

Reading Wings for Reading Grade Levels 2-6: Reading Wings is a research-based reading program that targets the reading needs of second through sixth grade students who have successfully learned to decode but need to develop more sophisticated reading skills and includes the following characteristics:

- 90-minute daily lessons over a period of five days that target vocabulary development, reading comprehension, fluency, oral language development, and written expression by providing students ample opportunities with both narrative and expository text.
- The use of Targeted Treasure Hunt materials, which provide instruction focused on targeted reading skills and strategies and are centered around narrative or expository trade books, which support the HCPS III, to allow for background building, specific and technical vocabulary development, utilization of targeted skills, team discussion, relevant writing activities, and assessment.

- Savvy Reader Comprehension Strategy Units, including Interactive DVDs and student guides that introduce each strategy and walk students through its use, a collection of readings, strategy cards, student materials, and tests to help students practice each skill and to assess their mastery of each skill, instruction in the use of each strategy for both narrative and expository texts.

Reading Edge for Grade Levels 6-8: The Reading Edge is a research-based and research-proven program designed to meet the unique needs of young adolescent readers. Since the range of reading achievement is extremely broad in this age group, the Reading Edge provides programs for students at beginning through 8th-grade+ reading levels. Reading Edge includes the following characteristics:

- 90-minute daily lessons over a six-day cycle of instruction.
- Reading levels 4-8 introduce four reading comprehension strategies – clarifying, predicting, questioning, and summarizing – and set up the important routines that take place in other units.
- Levels 2-3 introduce word-level clarifying and basic aspects of fluency, comprehension strategies, and direct instruction on decoding skills. The Readers Theatre unit allows students to perform texts, which provides an authentic purpose for developing literacy skills.

## **Mathematics**

PowerTeaching Math for Grade Levels 1-8: PowerTeaching provides teachers with a unique curricular framework that is custom fit to their math curriculum. Based on the Cycle of Effective Instruction (for a detailed description, please refer to page 11), PowerTeaching gives teachers a clear and simple structure for framing their mathematics instruction. PowerTeaching includes the following characteristics:

- Can be used with any mathematics textbook or curriculum.
- 45/60 minutes lesson format.
- Engages student in instruction through cooperative learning and problem solving.
- Framework includes direct instruction (15 minutes), which is infused with Think-Pair-Share and Random Reporter to increase student engagement.

## **Writing**

Writing Wings for Grade Levels 3-5: Writing Wings is a 30- to 45-minute daily lesson for grades three through five that actively and cooperatively involves students in each stage of the writing process, while emphasizing ideas, organization, style, and mechanics. Writing Wings includes the following characteristics:

- Each unit integrates a craft lesson focused on a specific writing skill; lessons that teach the six stages of the writing process; and two language-mechanics lessons to connect instruction directly to the students' own writing.
- As students work through the writing process, they collaborate in teams to provide concrete feedback and motivation to one another. Revision guides teach students to develop their critical sense not only as writers, but also as writing evaluators.
- Includes Write-on Dudes DVD lesson segments, which provide students with the opportunity to visit Ms. Inkwell's classroom, where they observe other student writers working cooperatively

through the writing process, and Language Mechanics DVD lesson segments, which provide live action and animated video skits to support instruction in usage, mechanics, and composition.

## **B. Effects of Student Enrollment on Proposed Services**

SFAF programs are not affected by increases and decreases in student enrollment. The curriculum and instructional methods will remain the same, as well as the community and social services.

## **C. Transformation Criteria**

### **1. School Culture and Climate**

***A. Establish a Safe, Orderly Environment that is free from physical harm and conducive to teaching, learning, and schoolwide programs and policies to help maintain this environment.***

As a Lead Turnaround Partner, SFAF will implement its research-proven Leading for Solutions Network to ensure a safe and orderly environment in which all students can succeed. This network consists of a core group of school leaders, teachers, parents, and/or support staff who commit to meeting throughout the school year to discuss, monitor and plan strategies to improve the academic achievement of all students. The network is the overriding structure that establishes a sense of connection, accountability, and commitment throughout the school community. Under the umbrella organization of the Leading for Solutions Network are eight subgroups; each subgroup addresses a different component of intervention:

- Professional Learning Communities (PLCs) by reading level taught
- Professional Learning Communities by grade level taught
- Interventions Team
- Parent and Family Involvement
- Cooperative Culture
- Community Connections
- Tutoring
- Attendance

**Cooperative Culture Team:** Within these subgroups, the Cooperative Culture team would be the one tasked with securing a safe, non-violent environment for all students. The Cooperative Culture Team will implement the following two-part plan:

*Behavior Management:* Through the Solutions Network, SFAF offers a Schoolwide Behavior Management Program that the SFAF Solutions consultant will help implement in each Illinois school it serves. Because the design of the School-wide Behavior Management Program will be based on the needs of each individual school, the SFAF Solutions consultant will help each school develop a plan through the following actions:

- Utilize multiple data collection points (discipline referrals, suspension/expulsion records, and surveys for administrators, teachers, parents, auxiliary staff, and students) to assess behavior “hot points” and determine interventions that have been successful.
- Use collected data to develop a comprehensive behavior management plan with behavior tracking mechanisms and timelines for testing and modifying the plan.
- At the beginning of the year, train the school staff in Proactive Behavior Management and support the implementation throughout the year.
- Implement Getting Along Together program.
- Provide behavior management support throughout the year, covering such topics as the ABCs of behavior, the cycle of off-task behavior, and managing the disruptive student.
- Review data at the end of the year and modify the behavior management plan in preparation for the next year.

*Getting Along Together:* At the beginning of the year, the SFAF instructional consultant will train the entire school staff in SFAF’s Getting Along Together program, a K-8 social problem-solving curriculum designed to teach children to think critically, solve problems nonviolently, and work in teams effectively and cooperatively. By implementing the Getting Along Together program, SFAF will help each Illinois school establish school-wide processes for preventing and resolving conflicts among students, as well as between students and teachers both in and outside of the classroom. Benefits of Getting Along Together include:

- Ten interactive, literature-based lessons that introduce skills and strategies.
- Teacher’s guides that provide structures for coaching individual students to resolve specific conflicts, conducting class meetings, setting positive expectations, rewarding positive peer interaction, and addressing class-selected issues as a group throughout the school year.
- Refinement and reinforcement of learned skills throughout the rest of the school year with weekly class meetings, additional instruction and coaching, and Peace Path and Think-It-Through strategy sheets in all classroom and common spaces throughout the school.

Because all school staff members, including the principal, teachers, cafeteria staff, and office staff, are trained and involved in the Getting Along Together process, it will promote an effective, consistent structure that the solutions coordinator and Cooperative Culture management team of the Solutions Network will reinforce throughout the year.

#### **Providing an orderly physical learning environment:**

SFAF as the Lead Partner would facilitate and support a school using the turnaround or transformational model in collaboration with the district. The school would remain under the management of district leadership who worked collaboratively with SFAF support to obtain the goals specified for the school.

The entire school facility would be used to support the turnaround process. After classroom spaces were allocated, any additional space would be used to encourage community partnerships, whether it be

offering early learning programs or inviting community agencies to work within the building to provide more seamless wraparound services. During the planning phase the district and SFAF facilitator would inspect the building and construct a list of required changes to provide a safe and secure learning environment, as well as desired changes. The district would be responsible for ensuring the modification needs for a safe and secure learning environment were made before the start of the new school year. The SFAF facilitator would work with the district and school leadership teams to secure support from the community to make the desired changes to the building.

***B. Create a climate of high expectations for success***

The Success for All foundation's core philosophy is that all students can succeed, and our methods have been verified by 52 independent studies. SFAF will undertake the following tasks to guarantee high expectations of success for all students:

**Task 1. Identify a principal and leadership team.**

The school Leadership Team will be composed of the principal, assistant principal, SFA Facilitator, Solutions Network Coordinator, lead teachers, and other individuals as appropriate. The Leadership Team should equal a critical mass of the instructional staff and reflect their diversity and experience. If the school has a principal that has been appointed within the past two years, the SFAF consultant will work with the district leadership during the plan phase 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 has been at the school for a long time or lacks the confidence of the district and/or the SFAF consultant, SFAF will work with district leadership to identify an employee (a district employee) as a new principal.

Teachers and other certified staff working at the school will be encouraged to apply to be a part of the turnaround project. In addition, teachers wanting to be a part of the school's new Leadership Team will be asked to indicate that as well. The application process will be used in order to ensure teachers understand that seeking to work as a part of the turnaround effort will require new and different ways of working and they are agreeing to engage in this change. In addition, the classroom observations conducted jointly by the SFAF consultant and district leadership early in the needs analysis and planning stage of the project will provide documentation of teacher effectiveness in classroom management and instruction. Teachers identified with many difficulties in this area will be advised to look for other opportunities. Teachers from outside the school will be encouraged to apply as well. However priority will be given to teachers currently at the school that have proven effective.

**Task 2. Identify a Success for All facilitator from within the school community.**

The SFAF instructional consultant will work with school leadership to identify a current master teacher/staff member from within the school community to act as a facilitator of SFAF's instructional model and reading program. This Success for All facilitator will be relieved of his or her current responsibilities to serve the following functions under the guidance of the SFAF consultant:

- Support teacher growth in implementing the program to enable achievement for all students through classroom observations and evaluation of each teacher's progress.
- Provide collaborative support and coaching to teachers through individualized problem solving, modeling lessons, scheduling opportunities for peer observations, and mini-training sessions at professional learning community meetings.
- Maintain a positive working relationship with faculty as a mentor and coach, not as an evaluator.
- Assess and monitor student growth through the collection, disaggregating, and dissemination of formal and informal assessment data, with a particular emphasis on supporting and placing ELL and special education students in the appropriate groups.
- Facilitate the quarterly assessment process as well as the regrouping of students and determination of tutoring needs based on performance.
- Manage Success For All program materials.
- Develop an in-depth understanding of all program components.
- Participate in Leading for Solutions as part of the school leadership team.
- Facilitate professional learning community meetings to establish models of instructional excellence in each program component and to define refined instruction in each component.
- Communicate regularly with SFAF instructional consultant.

**Task 3. Support school staff in implementation of cooperative learning structures to enhance student achievement and prepare students for the critical thinking and team environment of the working world.**

SFAF's cooperative learning will group students in four- to five-member teams to help each other master academic content. Dr. Robert Slavin, the co-founder and chairman of SFAF, has completed extensive research on the effects of cooperative learning and has identified the following positive characteristics as common to students who learn in cooperative settings:

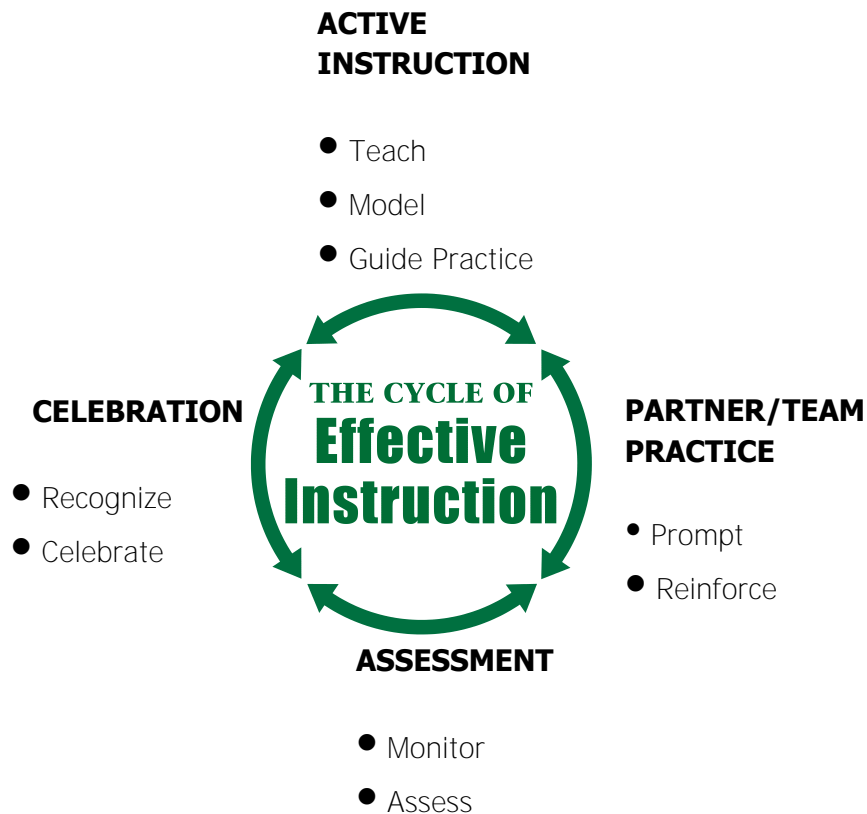
- Higher achievement
- Increased retention of information
- More positive heterogeneous relationships
- Greater intrinsic motivation
- Higher self-esteem
- More on-task behavior
- Improved attitudes toward teachers
- Improved attitudes toward school



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 and improve student achievement results, so the SFAF instructional consultant 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.

**Task 4. Support school staff in the implementation of the Cycle of Effective Instruction to support cooperative learning and best practices for instruction.**

The cooperative-learning structures described above will be supported by an interactive instructional model known as the Cycle of Effective Instruction that assists teachers in all content areas in effectively structuring learning. This framework, described in the chart below, is used successfully across the curriculum to teach learning behaviors, cooperative learning standards, academic content, processes, strategies, and skills, and the SFAF instructional consultant will train school staff in the implementation of this structure to improve and support instruction and create continuity for students (*diagram of Cycle of Effective Instruction contained on the following page*).



Active Instruction: During Active Instruction the teacher explains new skills, concepts, or strategies by providing purposeful and deliberate modeling. Active Instruction is also a time for students to engage in guided practice before using concepts on their own.

Partner/Team Practice: The Partner/Team Practice portion of the lesson allows for the successful use of cooperative learning strategies described earlier and provides students with the opportunity to process new information through engagement with their peers. During Partner/Team Practice, the teacher continues to assist students through monitoring, intervening, prompting, and reinforcing positive learning behaviors.

Assessment: In every Success for All curriculum, both formal and informal assessments occur on an ongoing basis. This continual assessment allows teachers to determine if they need to return to earlier segments of the Cycle of Effective Instruction for more instruction or team practice.

Celebration: When mastery is determined using ongoing assessments, individual achievements are recognized and team contributions are celebrated.

**Task 5. Work with teachers to incorporate instructional supports as well as goal setting and progress monitoring of student achievement in all content areas.**

Though reading and math are emphasized as measures of student achievement, SFAF will ensure that the schools served hold themselves accountable for achievement in all content areas. Therefore, the SFAF leadership and instructional consultants will assist school leadership in establishing goals in each content area and in developing processes for monitoring progress toward these goals. SFAF will utilize Professional Learning Communities (PLC) to facilitate this process. They work collaboratively with distributed leadership to analyze student data, refine instruction to improve results, and hold themselves accountable for the outcomes. Much of the focus in a PLC is on what each student needs to learn, how it is known when a student has learned it, and how teachers will respond when a student is having difficulty learning. In a PLC, educators use the collaborative power of team accountability to focus on interventions rather than letting students get to a point that they need remediation. Schools using the SFA TurnAround model have teachers that participate in at least two PLCs on a regular basis: one that focuses on what students are learning in reading and one that focuses on what students are learning in math.

A principle support in reaching these goals will be the implementation of cooperative learning and the cycle of effective instruction as well as the identification and use of effective assessment tools. Other support will be based on the facilitator's and SFAF consultant's evaluation of each school's particular needs.

**Task 6. Train school staff in implementation of instructional strategies to ensure achievement goals for special education and English language learners.**

The SFAF instructional consultant will train all instructional staff in the use of cooperative learning strategies and the cycle of effective instruction as an inclusion model to ensure that students with special needs receive support in the regular classroom to meet the demands of a rigorous curriculum. 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 successfully participate in the same rigorous curriculum available to all students. Effective learning in cooperative groups relies on the use of developmentally appropriate cooperative learning structures. Students will begin working within partnerships and, as they mature and acquire social and discussion skills, move into cooperative teams of 4 to 5 members. These cooperative learning structures enable students to work together to learn and be responsible for their teammates' learning using proven strategies to help each other master academic content.

In addition, the SFAF consultant will provide training in specific strategies, such as total physical response, modeling, think-alouds, graphic organizers, and scaffolding techniques that can be used

during the cycle of effective instruction to address specific needs of special education students and/or English language learners.

**Task 7. Utilize the Intervention Team, part of the Leading for Solutions Network, to monitor the progress of individual students and to coordinate effective interventions.**

Under the guidance of the solutions coordinator, the Intervention Team will focus on working with individual children who have been identified as having difficulty. This team will be a group of school community members that will craft individual achievement plans for children (particularly special education and ELL) then identify and create interventions that are specific to the needs of each child.

To ensure the success of the Intervention Team in meeting the needs of individual students, the SFAF Solutions consultant will train the team in the use of a brainstorming process developed by SFAF to help the team focus on what will help the child be successful, using one small and measurable goal. The Solutions Network members who serve on the Intervention Team will also receive process- and skills-based training and support from the SFAF Solutions consultant to help them focus on conducting positive meetings, where the goal will be solutions rather than extended dissection of and discourse about the problem. The Intervention Team in each school will meet weekly to review referrals made by teachers, parents, or other school staff.

**Task 8. Implement Alphie's Alley tutoring program for students requiring targeted intervention in reading.**

Through the ongoing assessment and data analysis that will be facilitated by the SFAF consultant, school leaders and staff will continually identify individual students, particularly those identified as special education or ELL, in need of targeted assistance in reading instruction. To ensure that these students are receiving the intensive intervention they need, the facilitator will place students with a tutor, who will provide additional reading instruction. The tutor will use SFAF's computer-based Alphie's Alley tutoring program to diagnose the student's needs and pace and track his or her reading development and movement through the tutoring program with the goal of exiting the student from tutoring as soon as he or she has reached the appropriate mastery level.

**Task 9. Create a seamless transition plan throughout the p-8 spectrum.**

The SFA TurnAround model will address transitions by focusing both on early learning programs for preschool children and smooth transitions from the school to secondary school. If the feeder community has PreK or Head Start opportunities, the school would work with these organizations to share community partnership and wrap around services secured through the Leading for Solutions team. In addition, appropriate professional development opportunities would be shared. Each spring a transition planning and data sharing meeting would be conducted between the school and the early learning

providers to ensure a seamless transition for meeting individual student needs. Parents of early learning students would be encouraged throughout the year to participate in the school's opportunities and resources for parents.

If the feeder community does not have PreK or Head Start opportunities, space would be sought in the building to establish such a program. Once space was secured, the SFAF consultant would work with the district to secure the resources to staff the early learning classes and secure materials and professional development to implement Curiosity Corner, SFAF's early learning program.

When students are two years away from exiting the school, they and their parents would begin receiving information on secondary school opportunities as well as participating in visits to these schools. School staff would work with each student and their parents to develop a plan for which secondary schools the child would consider and what needs to be accomplished to secure placement in one of the selected schools. The plan would be reviewed and revised as needed each quarter at parent conferences throughout the student's last two years in the school. Each spring a transition planning and data sharing meeting would be conducted with each of the secondary schools receiving students from the school to ensure a seamless transition for meeting individual student needs. The school's focus of ensuring all students are working on or above grade level upon exiting the school will put students in a position of having a wide range of choices for secondary schooling.

***C. Clearly articulate the school's mission so that staff share an understanding of and commitment to instructional goals, priorities, assessment procedures, and accountability.***

SFAF will undertake the following tasks to ensure that school staff members have an understanding of the foundation's instructional goals, priorities, assessment procedures, and accountability standards.

**Task 1. Identify a principal and leadership team.**

The school Leadership Team will be composed of the principal, assistant principal, SFA Facilitator, Solutions Network Coordinator, lead teachers, and other individuals as appropriate. The Leadership Team should equal a critical mass of the instructional staff and reflect their diversity and experience. If the school has a principal that has been appointed within the past two years, the SFAF consultant will work with the district leadership during the plan phase 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 has been at the school for a long time or lacks the confidence of the district and/or the SFAF consultant, SFAF will work with district leadership to identify an employee (a district employee) as a new principal.

Teachers and other certified staff working at the school will be encouraged to apply to be a part of the turnaround project. In addition, teachers wanting to be a part of the school's new Leadership Team will

be asked to indicate that as well. The application process will be used in order to ensure teachers understand that seeking to work as a part of the turnaround effort will require new and different ways of working and they are agreeing to engage in this change. In addition, the classroom observations conducted jointly by the SFAF consultant and district leadership early in the needs analysis and planning stage of the project will provide documentation of teacher effectiveness in classroom management and instruction. Teachers identified with many difficulties in this area will be advised to look for other opportunities. Teachers from outside the school will be encouraged to apply as well. However priority will be given to teachers currently at the school that have proven effective.

**Task 2. Identify a Success for All facilitator from within the school community.**

As mentioned in the previous section, the SFAF instructional consultant will work with school leadership to identify a current master teacher/staff member from within the school community to act as a facilitator of SFAF's instructional model and reading program. This Success for All facilitator will be relieved of his or her current responsibilities to serve the following functions under the guidance of the SFAF consultant:

- Support teacher growth in implementing the program to enable achievement for all students through classroom observations and evaluation of each teacher's progress.
- Provide collaborative support and coaching to teachers through individualized problem solving, modeling lessons, scheduling opportunities for peer observations, and mini-training sessions at professional learning community meetings.
- Maintain a positive working relationship with faculty as a mentor and coach, not as an evaluator.
- Assess and monitor student growth through the collection, disaggregating, and dissemination of formal and informal assessment data, with a particular emphasis on supporting and placing ELL and special education students in the appropriate groups.
- Facilitate the quarterly assessment process as well as the regrouping of students and determination of tutoring needs based on performance.
- Manage Success For All program materials.
- Develop an in-depth understanding of all program components.
- Participate in Leading for Solutions as part of the school leadership team.
- Facilitate professional learning community meetings to establish models of instructional excellence in each program component and to define refined instruction in each component.
- Communicate regularly with SFAF instructional consultant.

**Task 3. Implement Leading for Solutions Network for the school leadership of each district served to encourage data analysis and collaboration around leadership issues.**

The SFAF consultant 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 No Child Left Behind's 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 No Child Left Behind legislation, 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. Following are the principal functions of the professional development in leadership training provided by Leading for Solutions Network:

- Development of clear yearly, quarterly, and monthly goals for school progress
- Use of thorough analysis to identify areas of concern that may be impeding the school's ability to reach established goals
- Identification of specific instructional targets for students by completing a root cause analysis
- Development of achievement plans that are reviewed quarterly to determine progress both on school-wide goals and specific instructional targets for students.
- Detailed and holistic examination of organizational culture, organizational structure, curriculum, instruction and preparation, student demographics, and external factors for their impact on student achievement
- Forum for school leaders to develop their collective beliefs and values as well as concrete steps to changing these values, if deemed necessary after evaluation
- Exploration of whether current allocations of staff, time, scheduling, and money support the school's goals and how to realign those resources to better encourage desired outcomes outlined in the achievement/restructuring Plan
- Training in the recruitment and development of teachers and school staff

By working through this analysis process under the guidance of the SFAF leadership consultant, who are experienced leaders in education, school leaders in the restructured schools of each complex area we serve will be better able to meet the needs of their particular students and will be able to review data on an ongoing basis during monthly collaboration with their Leading for Solutions team and the SFAF leadership consultant.

**Task 4. Assist with the facilitation of Professional Learning Community meetings to support the Success For All comprehensive reading program curriculums and effective instructional practices.**

To support the implementation of the Success for All program, the SFAF consultant will assist each school's facilitator (described in detail in Part 2 Standards-Based Instruction) in structuring time for teachers to benefit from the collaboration of professional learning community meetings for Reading Wings, Reading Roots, and Reading Edge. PLC meetings will provide educators teaching the same curriculum component with a scheduled opportunity to meet together biweekly under the guidance of their facilitator. During these meetings, the facilitator will work with the team to analyze data to identify areas in need of improvement. Facilitators will also use this opportunity to call upon the successes and strengths of teachers, so they can provide mini-workshops to assist other teachers who may need to refine their instructional practices.

### **Task 5. Standards-Based Education**

The Success for All standards-based comprehensive reading program 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. These essential skills are taught through a rigorous pacing designed to accelerate students from their current reading level.

As an essential first step, each school will appoint a Success for All facilitator to facilitate the program thereby ensuring successful implementation and proactive monitoring of Success for All. Before educators can delve into the specific Success for All programs, addressing students reading at a kindergarten through eighth grade level, it is necessary for them to be trained in cooperative learning, the cycle of effective instruction, and the use of data and ongoing assessment because these proven instructional strategies are essential to the effectiveness of the Success for All program and learning across the content areas. Once this training has been accomplished, the SFAF instructional consultant will train each school's teachers in the program component they will be teaching. All of this training will be supported throughout the year by the Success for All facilitator and monthly visits (assessment and implementation visits) by the SFAF instructional consultant to ensure that teachers are moving from a mechanical to a refined understanding of the curriculum and how to use it to meet every student's needs.

To meet each school's achievement targets in mathematics, the SFAF instructional consultant will assist each school in implementing SFAF's PowerTeaching program. Like the Success for All reading program, PowerTeaching draws upon the proven effectiveness of cooperative learning and the cycle of effective instruction. In doing so, PowerTeaching provides a lesson framework that follows the cycle of effective instruction described earlier and establishes structured opportunities for cooperative learning. SFAF's instructional consultant will also assist school staff in incorporating the general instructional supports of cooperative learning and the cycle of effective instruction across the content areas.



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***D. Provide ongoing mechanisms for family and community engagement. Ensure that parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school achieve its mission.***

As mentioned in section two of the Work Plan, The Leading for Solutions Network contains three subgroups that address parent and community involvement in the school's basic mission: Parent and Family Involvement Team, The Community Connections Team, and the Attendance Team. The following is a description of each team, as well as an explanation of how they will facilitate family and community involvement.

### **Parent and Family Involvement Team**

To support the involvement of families in the academic lives of their children, the Solutions Network at each school will use a Parent and Family Involvement Team led by a parent liaison. The SFAF Solutions consultant will work with the school's leadership to identify a current staff member who understands the needs of families in the school community to act as the parent liaison. This parent liaison will serve as the leader and coordinator of the Parent and Family Involvement team, which will consider school goals in targeting family involvement to the needs of the particular school. The parent liaison will also work to recruit at least one parent representative to serve on the team and ensure that the needs of families are represented within the school community.

Once the parent liaison has been identified, 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:

- **SFAF Success Cards:** Success Cards are brightly colored postcards sent to a parent at least twice a year. These cards give an unsolicited compliment to the parent's child, based on a recent accomplishment. Success Cards are one of many proven methods of reaching previously disengaged parents.
- **Positive Home Visits:** Similar to the Success Cards, Positive Home Visits are meant to communicate good news to the parent regarding their child. The physical presence of the teacher at the family's home, however, establishes an even greater level of trust between the parent and teacher. The family feels that they have engaged the teacher on a much more personal level, and the parent is empowered to be the one directing the conversation, rather than just being the guest at the school.
- **Second Cup of Coffee:** This is an event that occurs once every quarter, and caters to the time constraints experienced by many working parents. Coffee is set up in the vestibule of the school, and parents encouraged to stop and have a cup before heading off to work. Members of the Leading for Solutions Network and other staff are available to greet parents and discuss upcoming and projects of interest. Results have shown that these small events go a long way in establishing a positive relationship between staff and parents.
- **Read and Respond:** Read and Respond facilitates parental involvement by requiring them to read with their child for twenty minutes each school night. At early grade levels, the parent

usually must sign a form confirming that their child read their homework, while higher levels require basic summary and analysis of the material.

### Community Connections Team

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. The Community Involvement Team will forge relationships with business and community partners able to provide assistance to students in a wide variety of areas and will draw upon the knowledge of the entire school staff in identifying and developing additional partnerships that would be particularly beneficial in helping the school reach its achievement targets.

SFAF will implement the following guidelines to establish links to local agencies and services that can serve the needs of students and families:

- **Student Outcome Partnerships:** Research shows that tying business and community partnerships to student outcomes strengthens the commitment between 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 as 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.
- **Involve School Staff to Make Connections:** Businesses and organizations are bombarded by people asking for donations and support. In order to create more personal connections, SFAF will survey school staff members in order to create a relationship web that will allow a greater chance to partner with local organizations.

### Attendance Team

Securing consistent school attendance for every student is a widespread effort that requires the assistance of parents and the community. Members of the Solutions Network in each school will choose to work with the Attendance Team, under the guidance of the solutions coordinator and the support of the SFAF Solutions consultant. The Attendance Team will target schools' attendance needs and have access to the following SFAF initiatives/materials:

- Attendance Cards—School-wide Monitoring Program
- Safe to School Program
- Wake-up Calls
- Student Escorts
- Convenience Store Checks
- Home Visits/Intervention Phone Calls

- Parent Education
- Improvement Cards
- Classroom-based School-wide Incentive Plan
- Sunshine Club

The SFAF Solutions consultant will ensure that schools first address the issue of attendance, with the goals of raising attendance levels to 95%, because being in school is an essential first step to achievement.

***E. Provide wraparound services for low-income students so educators can focus on teaching and learning while ensuring students' social, emotional, and physical needs are met.***

The SFAF Community Connections Team will work to establish service provider partnerships that will secure social, emotional, and physical health for low-income students. The following are types of service provider partnerships that SFAF will work to establish, depending on the culture and climate of each school:

- **Physical and Mental Health Services:** Schools that have a need for physical and mental health services can meet these needs in a variety of ways. In the past, SFAF has established clinics by stationing service health providers onsite on a daily, weekly, or monthly basis. Other options include identifying health clinics and making them aware that school children and their families are in need of service providers with whom they feel comfortable and can trust, such as clinics with bilingual staff members.
- **Food Services:** The Community Connections Team will utilize the school as a food distribution site by linking with local agencies. By establishing this partnership, hungry students will be fed, and parents who rarely have an opportunity to visit the school building can come to pick up food, which will give them a chance to chat with staff members of the school.
- **Shelter:** Community Connections component members will establish working relationships with emergency shelter providers to help support a child while a family is homeless or in a temporary living situation. Component members will also help to plan transportation and additional support for homeless students.

**2. Developing teacher and school leader effectiveness**

***A. Use a fair and consistent method to evaluate the effectiveness of the existing principal and determine whether the principal can serve as the instructional leader for the intervention.***

**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 during the plan phase 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 has been at the school for a long time while the school was failing or lacks the confidence of the district and/or the SFAF

consultant, SFAF will work with district leadership to identify an employee (a district employee) as 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:

**Task 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—Data dialogues will structure discussions about periodic assessment and other formative data to monitor student progress. The data dialogue format will instruct school staff in identifying goals; asking primary, secondary, and tertiary questions; developing short-term plans (6 to 8 weeks) aligned with the targets set forth in the school's comprehensive achievement plan; and implementing next steps for improving student achievement in particular subgroups and for individual students.

**Task 2. Conduct quarterly assessment visits to assist school leadership and staff in the management and effective use of assessment data.**

The SFAF leadership and instructional consultants will visit quarterly, after the school has administered the benchmark assessment for that quarter to help school leaders, including the Success for All facilitator, review the assessment data, regroup students, and monitor targets. These two-day visits will also provide the SFAF instructional consultant with the opportunity to use new data to inform classroom walk-throughs, and to help the facilitator provide feedback to teachers and manage professional learning community meetings.

***B. Over the course of the intervention, the school must make a transition to a distributed leadership model with a highly capable leadership team working to build a cohesive professional learning culture. The plan for a distributed leadership team must include the school-level leader and teachers with augmented school roles.***

The final turnaround plan developed in collaboration with district leadership and school leadership team (once identified) would determine the precise staffing needs. However, it is anticipated that for a K-8 school with 750 students the staff model would be similar to the following:

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Enrolled Grade	Number of Sections	Number of Student/Section	Notes
K	4	22	All day program
1	4	22	
2	4	22	
3	3	27	
4	3	27	
5	3	27	
6	3	27	May use limited departmentalization. However, each teacher would teach a reading section.
7	3	27	
8	3	27	
Total	30	750	

All staff would be highly qualified staff meeting the requirement set by the state of Illinois and the No Child Left Behind act. In addition, staff would have to apply to remain at or move to the school and have been observed providing instruction as detailed in the Needs Assessment portion of this proposal.

In addition to 30 classroom teachers as specified above, the school would have a principal, assistant principal, SFA facilitator or literacy coach, full-time counselor, full-time social worker, full-time librarian and 6 full-time specials teachers (including physical education and the arts classes the school leadership team selects for inclusion in the program). In addition, an ELL instructional coach and resource teacher if applicable and special education teachers, a speech therapist, school psychologist and other resources as needed would be determined by student needs identified in student IEPs. Each classroom teacher, specials teacher, the librarian, the ELL resource teacher and any special education teachers would be expected to teach a reading class during the school-wide reading block. All teachers involved in reading instruction would be a part of a team or a PLC based on the reading level they taught. In addition, each teacher would be a part of a second team or PLC based on the enrolled grade or content area they taught. These PLCs would provide the support needed for ongoing coaching, data analysis, and planning with peers. Some teachers would also be selected to be a part of the leadership team that would work with the principal and assistant principal in providing guidance and leadership to the school.

Classified staff needed to support the school such as secretary, bookkeeper, food service, janitorial, etc. would be determined during the planning phase in collaboration with district leadership.

### **Organizational Chart**

Please refer to appendix A of the Work Plan proposal to see the organization chart.

***C. In coordination with the Lead Partner, the district and school-level leader must use evaluations that are based in significant measures on student growth:***

- ***To improve teachers' and school leaders' performance;***
- ***Identify and reward effective performance; and***
- ***Identify and address ineffective performance.***

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

#### **Task 1. Identification/Diagnosis/Evaluation/Monitoring of School Progress**

During Leading for Solutions Sessions and assessment visits, SFAF's leadership consultant will work with each school's leadership team to develop an achievement plan establishing specific targets for student achievement. This achievement plan will be a necessary first step in implementing the turnaround program, because it will enable the school's leadership and staff to visualize how the implementation of Success for All will lead to the outlined achievement targets and will allow the SFAF consultants to target each school's specific reform needs. The achievement plan will also serve as a guide to educators as they continually evaluate the school's progress toward achievement targets and adjust instruction as necessary to ensure success in reaching those targets by the end of the year. The development of each school's achievement plan will be realized through the tasks described below.

#### **Task 2. Train and support school leadership and staff in the implementation of the baseline benchmark assessment and the use of Member Center.**

Before each school administers its initial benchmark baseline assessment, the SFAF leadership and instructional consultants will train faculty in administration of the assessment, entering and analysis of data into SFAF's Member Center, and regrouping processes.

SFAF's Member Center is an online tool where schools will enter their quarterly benchmarks and other site-specific data to assist in their monitoring of progress toward attainment of school and subgroup goals and proficiency in specific sub-skills by class and by student. The data provided by the Member Center will allow school leaders to better monitor the progress of specific classes and students so they can target interventions.

**Task 3. Analyze school data to develop an achievement plan with measurable targets.**

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. This data-analysis process is supported by the following actions:

- 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 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.
- Once areas of concern have been identified, the SFAF leadership consultant will help the school staff to set goals that meet or exceed the required proficiency level for all subgroups in order to meet AYP and that address the identified areas of concern. These goals will be student-centered, measurable, appropriate, and specific, focusing on both school-wide issues and specific subgroups, such as special education and ELL.

**Task 4. Conduct quarterly assessment visits to assist school leadership and staff in the management and effective use of assessment data.**

As explained in section A of “Developing teacher and school leader effectiveness,” the SFAF leadership and instructional consultants will visit quarterly, after the school has administered the benchmark assessment for that quarter to help school leaders, including the Success for All facilitator, review the assessment data, regroup students, and monitor quarterly targets. These two-day visits will also provide the SFAF instructional consultant with the opportunity to use new data to inform classroom walk-throughs and to help the facilitator provide feedback to teachers and manage professional learning community meetings. These walk-throughs will combine in-person analysis to go along with the assessment data, and will allow SFAF officials to provide accurate feedback to district officials on teacher performance.

**Task 5. Provide performance incentives for 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.

**Task 6. Assist with the facilitation of professional learning community meetings to support the Success For All comprehensive reading program curriculums and effective instructional practices.**

As mentioned in section B of the “school culture and climate” narrative, to support the implementation of the Success for All program, the SFAF consultant will assist each school’s facilitator in structuring time for teachers to benefit from the collaboration of Professional Learning Community meetings. PLC meetings will provide educators teaching the same curriculum component with a scheduled opportunity to meet together biweekly under the guidance of their facilitator. During these meetings, the facilitator will work with the team to analyze data to identify areas in need of improvement. Facilitators will also use this opportunity to call upon the successes and strengths of teachers, so they can provide mini-workshops to assist other teachers who may need to refine their instructional practices.

**D. Provide relevant, ongoing, high-quality job-embedded professional development.**

The following is an outline of SFAF professional development plan for Illinois turnaround partners.

*For School Leaders (including principals, assistant principals, program facilitators/coaches):*

**New Leaders Conference**—The New Leaders Conference is the first part of the Success for All professional development plan. The conference targets principles 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.



**Goal-Focused Planning**—Before beginning the implementation of the Success for All program in their school, school leaders work in Leadership Academy with their leadership consultant to analyze their specific school needs. Through the process of working with their consultant, school leaders learn how to establish instructional goals with measurable outcomes and a step-by-step plan for ensuring that the school reaches those goals. These goals and plans are formally documented in an Achievement Plan completed with the consultant and reviewed throughout the year.





**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. Both the **Goal-Focused Planning** and **Ongoing Support** allow school leaders to tailor their professional development experiences to their specific needs on an ongoing basis using their leadership consultant's knowledge and expertise in the field of education.



**Experienced Sites Conference**—The Experienced Sites Conference is both a learning experience and networking opportunity for sites already engaged in the use of the Success for All program. At the conference, school leaders 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.

*For School Staff Members:*

**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.) used by Success for All as well as specific curriculum and instructional components (assessments, cooperative learning strategies, and classroom management strategies). This initial training 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.



**Classroom Observations:** School leaders and facilitators begin the implementation of Success for All with the tools (such as rubrics outlining what teachers and students should be doing during various aspects of instruction) to complete meaningful classroom walk-throughs. The SFAF instructional consultant also completes such observations during his or her regular school visits to help principals and facilitators target areas of need that can be addressed through professional development/professional learning community meetings.



**Professional Learning Community Meetings:** Professional learning community 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. This structure is a particularly beneficial form of professional development because it regularly targets and addresses clearly identified needs and establishes a community of educators that can learn and benefit from each other as these needs arise.

***E. Implement strategies designed to recruit, place, and retain high-quality staff, including intensive induction and mentoring support for teachers.***

The Success for All TurnAround 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 sets. The training and support 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 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 Professional Learning Communities provides for distributed leadership, empowering teachers to take ownership of their school's outcomes. 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.

**3. Comprehensive Instructional Reform Strategies**

***A. Use data to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with the Illinois Learning Standards.***

All SFAF instructional programs are research-based and research-proven. The following narrative outlines the research-based and research-proven evidence supporting SFAF's instructional models.

**Evidence of Effectiveness**

The Success for All program is a school reform model based upon the integration of best practices for instruction, leadership support, data monitoring, professional development, and interventions for individual students. 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. Most recently, the Comprehensive School Reform Quality Center at the American Institutes for Research reviewed the research on 22 comprehensive school reform models and placed Success for All and only one other program in the highest category awarded. The review cited 31 studies as conclusively showing evidence of the positive impact of Success for All.

**Connection between the No Child Left Behind Act and State Academic Standards/School Instructional Programs**

SFAF currently works in over 1,200 schools in 46 states and has been improving the achievement results of schools across the country for over 20 years. Because of our extensive work in a variety of states and school districts with schools in need of improvement, our consultants and staff have become keenly aware of the expectations the No Child Left Behind Act has placed on schools, and have a thorough understanding of the legislation as it relates to the Success for All program. Success for All is proud to meet No Child Left Behind's definition of a program with strong evidence of effectiveness. As such, it is our goal to ensure that we work within the requirements of the No Child Left Behind Act to help our schools reach their AYP targets. Also, because SFAF understands the emphasis No Child Left Behind has placed on student achievement as measured by state tests, we will develop a series of benchmark assessments aligned to state tests, including the Illinois State Assessment Test (ISAT). These benchmark assessments help Success for All consultants work with schools in analyzing data to create and monitor progress toward achievement plan/Restructuring Plan targets.

Furthermore, because Success for All has been implemented in schools in many states and districts, our consultants and staff understand how to work with schools toward their particular state academic standards and how to work within existing school instructional programs. Through frequent contact with the schools they serve, SFAF's consultants learn to meld the requirements of No Child Left Behind, state academic standards, and existing instructional programs while retaining the integrity of the Success for All program that is required to ensure its success in raising academic achievement.

**Formative Assessment System**

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.

**Data-driven transition plan**

The SFA TurnAround model will address transitions by focusing both on early learning programs for preschool children and smooth transitions from the school to secondary school. If the feeder community has PreK or Head Start opportunities, the school would work with these organizations to share community partnership and wraparound services secured through the Leading for Solutions team. In addition, appropriate professional development opportunities would be shared. Each spring a transition planning and data sharing meeting would be conducted between the school and the early learning providers to ensure a seamless transition for meeting individual student needs. Parents of early learning

students would be encouraged throughout the year to participate in the school's opportunities and resources for parents.

If the feeder community does not have PreK or Head Start opportunities, space would be sought in the building to establish such a program. Once space was secured, the SFAF consultant would work with the district to secure the resources to staff the early learning classes and secure materials and professional development to implement Curiosity Corner, SFAF's early learning program.

When students are two years away from exiting the school, they and their parents would begin receiving information on secondary school opportunities as well as participating in visits to these schools. School staff would work with each student and their parents to develop a plan for which secondary schools the child would consider and what needs to be accomplished to secure placement in one of the selected schools. The plan would be reviewed and revised as needed each quarter at parent conferences throughout the student's last two years in the school. Each spring a transition planning and data sharing meeting would be conducted with each of the secondary schools receiving students from the school to ensure a seamless transition for meeting individual student needs. The school's focus of ensuring all students are working on or above grade level upon exiting the school will put students in a position of having a wide range of choices for secondary schooling.

***B. Differentiate instruction to meet students' needs, including personalized academic and non-academic support services.***

SFAF will perform following tasks to ensure personalized academic and non-academic support services:

**Task 1. Implement Alphie's Alley tutoring program for students requiring targeted intervention in reading.**

Through the ongoing assessment and data analysis that will be facilitated by the SFAF consultant, school leaders and staff will continually identify individual students, particularly those identified as special education or ELL, in need of targeted assistance in reading instruction. To ensure that these students are receiving the intensive intervention they need, the facilitator will place students with a tutor, who will provide additional reading instruction. The tutor will use SFAF's computer-based Alphie's Alley tutoring program to diagnose the student's needs and pace and track his or her reading development and movement through the tutoring program with the goal of exiting the student from tutoring as soon as he or she has reached the appropriate mastery level.

**Task 2. Implement Leading for Solutions Network to provide non-academic support services.**

As described in sections D and E of "school culture and climate" of the Transformation criteria, SFAF has a number of programs in place to address the non-academic needs of the student population.

***C. Integrate all programs that have an impact on instruction:***

- ***Identify all state, district, and school-level instructional and professional development programs;***
- ***Determine whether each program will be eliminated or integrated with the intervention model; and***
- ***Ensure all remaining and new programs directly align with the objectives and structure of the intervention model.***

The Success for All Foundation will align its turnaround model to ensure that all students are performing according to the Illinois Learning Standards. SFAF's utilization of existing state, district, and school-level instructional and professional development programs will depend on the particular subject:

- **Reading:** SFAF will implement a new, Illinois standards-based comprehensive reading program that will consist 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. These instructional methods will be applied across the board in SFAF's reading sub-programs of Curiosity Corner, Kinder Corner, Reading Roots, Reading Wings, and Reading Edge. Although SFAF's instructional plan will be aligned to ensure success in reaching ISAT and ILS goals, existing instructional curriculum and materials will be completely overhauled. The SFAF facilitator will assist with professional development by training district and school-level educators on the new instructional methods based on cooperative learning and the cycle of effective instruction.
- **Writing:** SFAF's Writing Wings program follows the same format as SFAF's comprehensive reading program: A new curriculum and set of materials will be disseminated that are based on cooperative learning and the cycle of effective instruction.
- **Math:** SFAF will retain existing math curricula of any district or school, but will overhaul the instructional methods. To meet each school's achievement targets in mathematics, the SFAF instructional consultant will assist each school in implementing SFAF's PowerTeaching program. Like the Success for All reading and writing programs, PowerTeaching draws upon the proven effectiveness of cooperative learning and the cycle of effective instruction. In doing so, PowerTeaching provides a lesson framework that follows the cycle of effective instruction described earlier, and establishes structured opportunities for cooperative learning. SFAF's instructional consultant will also assist school staff in incorporating the general instructional supports of cooperative learning and the cycle of effective instruction across the content areas.
- **All Other Subjects:** SFAF will retain existing curricula, materials, and instructional methods. Since SFAF specializes in K-8 learning, however, the reading, writing, and math-intensive SFAF programs will ensure that students are getting the most effective education in core areas.

#### **4. Extending Learning Time**

##### ***A. Provide more time for students to learn academic content by:***

- ***Expanding the school day***
- ***Increasing instructional time for core academic subjects during the school day; and***
- ***Allocating a significant amount of classroom time to instruction in the essential skills***

Although the length of the day will sometimes vary based on the individual school climate, SFAF has a standard school-day format that will be recommended as part of the intervention 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 the 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:**

<b><i>Day one:</i></b> 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"> <li>• 45 minutes art</li> <li>• 45 minutes PE</li> </ul> 20 minutes Class Council 45 minutes social science 60 minutes determined by Student Data 5 minutes closing	<b><i>Day two:</i></b> 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"> <li>• 45 minutes music</li> <li>• 45 minutes science lab</li> </ul> 20 minutes Class Council 45 minutes social science 60 minutes determined by Student Data 5 minutes closing
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**School year calendar:** For a sample school year calendar, please refer to appendix B of the Work Plan.

***B. Provide more time for teachers to collaborate.***

By rotating between a two-day schedule, every student will receive art, physical education, music, and science lab on an every-other-day schedule. These four classes will be taught by teachers who are not part of the four-classroom team. This will provide a 90-minute block every day for the four classroom teacher teams to meet as a professional learning community to analyze student data and plan instruction in response to the data. The SFAF consultant will assist each school facilitator in planning these professional learning community meetings.

***C. Provide more time for enrichment activities for students***

By extending the school day and implementing the two-day rotation, students will get a steady arrangement of 45-minute art, music, PE, and science lab blocks. By allowing time to teach all of these subjects, the SFAF intervention plan will educate students in mind, body, and spirit.

**5. Providing operating flexibility**

***Give the school sufficient operating flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes. In particular, the school-level must have:***

***A. Authority to select and assign staff to the school;***

***B. Authority to control school calendar and scheduling; and***

***C. Control over financial resources necessary to implement the intervention plan.***

The school will 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 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.

**6. Building Capacity for Sustained Improvement**



From the initial kickoff training for using the SFA TurnAround model the focus is on building capacity for schools to support themselves. School and district leadership participate in a New Leaders Conference before the program is implemented. The Leading for Solutions team receives training shortly after so that this team can lead the kickoff to the initial training for the entire staff. The SFA Facilitator and other members of the Leading for Solutions team are expected to facilitate the regular PLC meetings each week. The SFAF consultant will provide these staff with training and support to do this, but during the actual PLC meetings the SFAF consultant serves as a guide on the side while school staff facilitate the meeting. After the initial kickoff training is provided to school staff by the Leading for Solutions team and the SFAF consultant, ongoing training and coaching is provided on a several times a month basis to start and over three years reduces in frequency and moves from direct support by the SFAF consultant to direct support by the school and district staff. 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 receiving 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.

## **7. Outcomes-Based Measurement Plan**

***Describe the process to be used to develop a five-year outcomes-based measurement plan for each school included, covering the planning period plus four years of intervention and implementation.***

### **Student achievement Goals:**

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. Years 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.

**Outcomes calendar:** For the SFAF outcomes-based timeline, please refer to appendix C of the Work Plan.

***Propose intermediate outcomes (six- to 24-month timeframes), measurable indicators, and design of how the Lead Partner, district, and stakeholders:***

***a. Train school stakeholders on outcomes-based measurement approaches;***

***b. Use results to evaluate the implementation of the intervention model; and***

***c. Make necessary improvements and adjustments throughout the course of the intervention***

SFAF will perform the following tasks to ensure that stakeholders are trained on outcomes-based measurement approaches, that result-based evaluations are used, and that adjustments are made throughout the intervention:

#### **Task 1. Identification/Diagnosis/Evaluation/Monitoring of School Progress**

During Leading for Solutions Sessions and assessment visits, SFAF's leadership consultant will work with each school's leadership team to develop an achievement plan establishing specific targets for student achievement. This achievement plan will be a necessary first step in implementing the Turnaround program, because it will enable the school's leadership and staff to visualize how the implementation of Success for All will lead to the outlined achievement targets and will allow the SFAF consultants to target each school's specific reform needs. The achievement plan will also serve as a guide to educators as they continually evaluate the school's progress toward achievement targets and adjust instruction as necessary to ensure success in reaching those targets by the end of the year. The development of each school's achievement plan will be realized through the tasks described below.

**Task 2. Train and support school leadership and staff in the implementation of the baseline benchmark Assessment and the use of Member Center.**

Before each school administers its initial benchmark baseline assessment, the SFAF leadership and instructional consultants will train faculty in administration of the assessment, entering and analysis of data into SFAF's Member Center, and regrouping processes.

SFAF's Member Center is an online tool where schools will enter their quarterly benchmarks and other site-specific data to assist in their monitoring of progress toward attainment of school and sub-group goals and proficiency in specific sub-skills by class and by student. The data provided by the Member Center will allow school leaders to better monitor the progress of specific classes and students, so they can target interventions.

### **Task 3. Analyze school data to develop an achievement plan with measurable targets.**

Through the data-analysis process of the Leading for Solutions Network, the SFAF leadership consultant will assist each school in developing a concrete plan for reaching established achievement targets aligned to their Restructuring Plan. This data-analysis process is supported by the following actions:

- 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 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, examination of student work products, and attendance records) to engage schools in identifying student strengths and areas of concern.
- Once areas of concern have been identified, the SFAF leadership consultant will help the school staff to set goals that meet or exceed the required proficiency level for all sub-groups in order to meet AYP and that address the identified areas of concern. These goals will be student-centered, measurable, appropriate, and specific, focusing on both school-wide issues and specific subgroups, such as special education and ELL.

### **Task 4. Conduct quarterly assessment visits to assist school leadership and staff in the management and effective use of assessment data.**

As explained in section A of "Developing teacher and school leader effectiveness," the SFAF leadership and instructional consultants will visit quarterly, after the school has administered the benchmark assessment for that quarter to help school leaders, including the Success for All facilitator, review the assessment data, regroup students, and monitor quarterly targets. These two-day visits will also provide the SFAF instructional consultant with the opportunity to use new data to inform classroom walk-throughs and to help the facilitator provide feedback to teachers and manage professional learning community meetings. These walk-throughs will combine in-person analysis to go along with the assessment data, and will allow SFAF officials to provide accurate feedback to district officials on teacher performance.

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## **8. Nonoperational Support Functions**

There will be no non-operational support functions that will be assumed by SFAF

## **9. Fiscal Status Reporting**

We establish fiscal reporting and invoicing based on customer's needs. We are prepared to provide fiscal reporting in any format that this proposal requires.

## **Demonstrated record of effectiveness**

***a. Track record of the strategies proposed in the Lead Partner proposal, the research basis for the strategies proposed and how these strategies are designed to assist school districts with their school improvement efforts.***

### **1. Track record of strategies proposed.**

#### **Summary of Research on the Success for All Programs**

Success for All is the most extensively and successfully evaluated of all reform models. Studies in many locations by many researchers have found that Success for All increases students' reading performance, reduces special education placements, and has many other important outcomes. On the basis of this research, an independent, U.S. Department of Education-sponsored review of 22 comprehensive reform models by the Comprehensive School Reform Quality Center at the American Institutes for Research gave Success for All the highest rating awarded for research quality and outcomes (CSRQ, 2005). Earlier reviews by Borman, Hewes, Overman, & Brown (2003), Herman (1999), Traub (1999), and Schacter (1999) came to similar conclusions. A review of 22 reading programs by Pearson & Stahl (2002) found Success for All to have the strongest research base of all core reading programs.

Research on the achievement outcomes of Success for All is summarized here. For more complete reviews, see Slavin & Madden (2001, 2006).

#### **National Randomized Evaluation of Success for All**

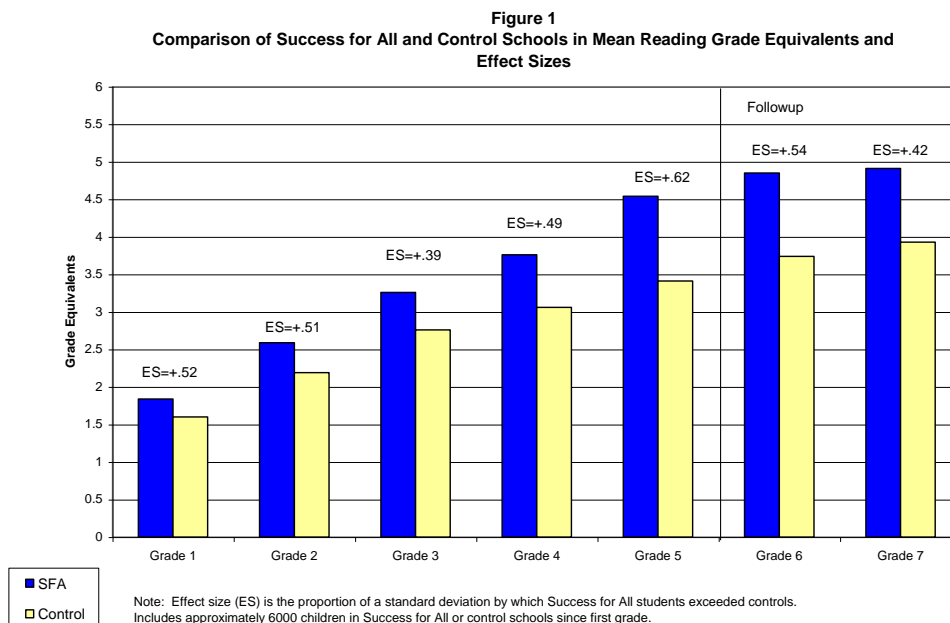
The definitive evaluation of the reading outcomes of Success for All was a U.S. Department of Education-funded evaluation involving 41 Title I schools throughout the U.S. Schools were randomly assigned to use Success for All or continue with existing programs in grades K-2. At the end of the three-year study, children in the Success for All schools were achieving at significantly higher levels on all three reading measures used (Borman, Slavin, Cheung, Chamberlain, Madden, & Chambers, 2005; Slavin, Madden, Cheung, Borman, Chamberlain, & Chambers, 2006). This study was described by Grover Whitehurst, Director of the Institute of Education Sciences at the U.S. Department of Education, as "a sophisticated study that uses everything the evaluation field has come to recognize as high-quality." (Viadero, 2005).

#### **Long Lasting Success**

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Many of the studies that compared Success for All and matched control schools on tests like the Woodcock Reading Mastery Test and the Durrell Analysis of Reading Difficulty followed children in Success for All and control schools from kindergarten or first grade into the later grades (Madden et al., 1993; Ross et al., 1995; Ross et al., 1997). Studies by three research institutions in high-poverty schools in eleven school districts, including Baltimore, Philadelphia, Memphis, Tucson, Ft. Wayne (IN), and Modesto (CA), were summarized to demonstrate the impact of Success for All on about 6,000 SFA children versus 6,000 matched control children.

Figure 1 illustrates the results of the summary. The figure shows that reading grade equivalents for Success for All first graders were almost three months higher than for control first graders. This difference increased to slightly more than a full grade equivalent by fifth grade. A Baltimore follow-up study (Slavin & Madden, 2001) found that this difference was maintained into sixth and seventh grades, when students were no longer in the Success for All or control schools. Another follow-up study with students through eighth grade found continuing significant effects on standardized reading measures as well as reductions in special education placements and retentions (Borman & Hewes, 2003).



### Effects on District-Administered Standardized Tests

While individually-administered assessments are far more accurate than state-administered tests and are much more sensitive to real reading gains, educators usually want to know the effects of innovative programs on the kinds of group-administered standardized tests to which they are held accountable.

There are hundreds of test score reports from individual Success for All schools showing dramatic gains on standardized tests. District test score data can produce valid evaluations of educational programs if comparison groups are available. To obtain this information, researchers often analyze standardized or state criterion-referenced test data comparing students in experimental and control schools. Examples of this kind of research are reviewed in 2b.

### **Research basis for strategies proposed**

The Success for All program began as the Johns Hopkins University research project of Nancy A. Madden, Ph.D. and Robert E. Slavin, Ph.D. Their early research focused on the development of cooperative learning strategies, and by 1980 they had learned to harness the power of structured student interaction where groups could succeed only if all members had mastered the academic material they were studying.

Since the inception of Success for All, program developers have regularly refined existing programs and created new ones to ensure that their content and structure takes into account rigorous research. This section lists a selection of influential research upon which Success for All programs are based. Appendix X provides a more comprehensive bibliography.

The reading programs at the core of Success for All draw from research on reading by, among others, the National Reading Panel (2001), and Marilyn Jager Adams (1996). Research by Sindelar et al. (1990) on repeated reading, and Bob Slavin's studies on ability grouping are also reflected in both Roots and Wings programs. The emphasis on Cooperative Learning in Success for All curricula also stems from research by Slavin (1994; 2003; 2008), as well as by Webb & Palinscar (1996), Johnson & Johnson (1999), and others.

The classroom management strategies that are embedded in the program, most explicitly in Getting Along Together, were built from research on teaching conflict resolution by Hawkins et al. (1988) and Stevahn et al. (1996), as well as research by Wang et al. (1993) indicating that classroom management has a larger impact on student learning than any other factor, including students' cognitive abilities, and research by Doyle (1986) on the importance of establishing routines at the start of the school year. Juel's (1997) characteristics of Successful Tutoring can be identified throughout SFA's tutoring programs, as can Dr. Slavin's recent work with Dr. Bette Chambers (2008).

The Success for All Foundation has a strong research base due in part to the fact that Drs. Slavin and Madden are, themselves, researchers. This means that in addition to the work of other education researchers, the studies conducted by Robert Slavin and Nancy Madden have contributed to SFA program development. These studies have been published in peer-reviewed research journals and have exerted a positive influence that extends well beyond Success for All.

### ***b. Specific examples of the applicant's effectiveness in academic improvement in underperforming schools, reinforced by data.***

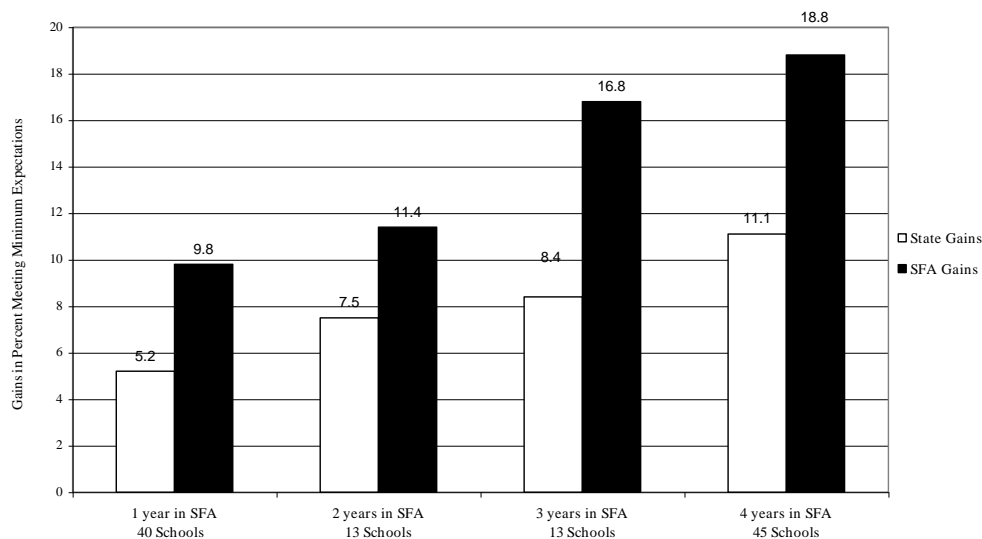
#### **State of Texas**

Using data available on the Internet, Hurley, Chamberlain, Slavin, & Madden (2001) compared every

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school that ever used Success for All anywhere in the State of Texas during the period 1994-1998 (n=111 schools). Gains in these schools on the percent of students passing the Texas Assessment of Academic Skills (TAAS) reading measures for grades 3-5 were compared to gains in the state as a whole; in each case, gains from the year before program inception to 1998 were compared. Figure 2 shows the overall results. Gains for Success for All schools were significantly greater than for the rest of the state for every group of schools. Gains were greatest for African-American and Hispanic students in SFA schools, compared to African-American and Hispanic students in the rest of Texas. This finding provided evidence that Success for All was actually closing the achievement gap between minority students and their white peers. An update to 2002 found that the differences favoring the Success for All schools were still statistically significant.

**Figure 2**  
TAAS Reading, Gains From Preimplementation Year to 1998,  
SFA Schools vs. State of Texas,  
All Students, Grades 3-5



### State of California

Another large-scale evaluation using state accountability data involved SAT-9 reading data from Success for All schools in California (Slavin, Madden, Cheung, & Liang, 2002). The 91 Success for All schools that had begun implementation by 1998 gained significantly more than other California schools by 2001. The same was true of the 136 schools that had started by 1999 and the 153 schools that had started by 2000. Similar differences favoring Success for All were found on the state's Academic Performance Index, or API.

### Other States and Cities

Gains made by Success for All and other schools have been compared by independent researchers in states and cities throughout the U.S. For example, a study by Muñoz, Dossett, & Judy-

Gullans (2004) in Louisville, Kentucky, and a study of New York City's Chancellor's District by Phenix, Siegel, Zaltsman, & Fruchter (2004), reported higher achievement on standardized tests in schools using Success for All than in matched control schools.

### **English Language Learners**

Success for All has two adaptations for English language learners, a Spanish bilingual version and an English language development supplement to the English version. In six studies, both versions have been found to be significantly more effective in helping children read than traditional approaches used with English language learners (Slavin & Madden, 1999; Cheung & Slavin, 2005).

### **Other Outcomes**

Beyond the many evaluations of reading achievement, Success for All has been found to reduce assignments of students to special education (Borman & Hewes, 2003) and to increase the achievement of students already in special education for learning difficulties (Slavin, 1996). It has also been found to increase student attendance and reduce retentions (Slavin & Madden, 2001). Studies of teachers' attitudes have found that teachers favor Success for All and feel that it is effective for their children (Datnow & Castellano, 2000; Rakow & Ross, 1997). For example, in San Antonio, a new superintendent required teachers in schools implementing a variety of reform models to vote to retain or drop their model. The vote in 24 Success for All schools averaged 81.1% positive, while that for four other models in 37 schools averaged 36.5% positive.

### **Conclusion**

The quantity and quality of research on Success for All, and the positive outcomes found in almost all studies clearly establish that Success for All is highly effective in increasing student reading. The effects can be quite substantial, averaging more than half of the national White-minority achievement gap and almost a full grade equivalent by second grade (see Slavin et al., 2006). In a time when educators are increasingly being asked to use proven programs, Success for All is the best demonstration in existence of the idea that rigorous research on practical programs can be done and can show substantial positive effects. Every child should have a right to participate in a program with this level of evidence.

### ***C. Specific examples of applicant's successes in establishing partnerships within the community and how those partnerships assisted school improvement efforts***

Perkins Bass Elementary School in Chicago provides an excellent example of a school beginning use of the Solutions Network. At a recent meeting of the Community Connections Team, the Solutions Coordinator led a discussion about the dire mental and emotional needs of students at this school. The team has begun compilation of a list of resources in their community, including the possibility of opening a social service agency office in the school building, taking advantage of social services university interns, as well as canvassing all school staff in order to determine whether more direct



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provider connections might be made. One of Success for All's Kenosha, Wisconsin schools is several steps further ahead in this process, with strong community connections. This school is focusing the Community Connections Team on linking the resources brought by community partners to student achievement. The community/achievement links are clear at schools like Taholah, in Washington, where school efforts to engage parents and the community ran concurrently with academic change. As the school's academic performance increased, students were (and continue to be) rewarded by the local pizza shop. Community members were also welcomed into the building during lunch periods, and to after-school events. Simultaneously with achievement, parent and community attendance at school events more than quadrupled. Finally, a Success for All school in Galveston, Texas, targeted student achievement by partnering with the community nursing home. Many children at the school lacked adult assistance in getting ready for school each morning. Nursing home residents were 'assigned' specific students whom they would call each morning, in order to ensure that the children were up and getting ready for their day at school. Attendance at this school improved dramatically, as did the students' sense of accountability; many of them referring to their wake-up caller as 'grandma' or 'grandpa'. School staff agreed that academic improvements were inextricably linked to the attendance improvements.

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## RESEARCH ON SFAP

### 1.A Achievement Outcomes

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### **1.C Technology**

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### **1.I Third Party Research on SFA**

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## **Fiscal and Management Capabilities**

### ***a. A description of the contractor's organization.***

The mission of the Success for All Foundation is to develop and disseminate research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels.

The Success for All Foundation has a total staff of 220 employees and includes approximately 100 full time/part time field consulting staff. Two thirds of these field staff has more than 5 years experience with the Foundation. All have established records of strong and successful delivery service in executing comprehensive school around models.

### ***b. The specific legal entity that will undertake the services described in the Lead Partner Proposal.***

The Success for All Foundation, Inc.

### ***c. The qualifications of staff who will manage implementation of the activities described in the Lead Partner proposal.***

The following pages contain information on critical staff members who will lead the turnaround efforts in Illinois:

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200 W. Towsontown Blvd.

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410-616-2432

e-mail: gholmes@successforall.org

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Ed.D., Education Administration, Wichita State University, 2002

Masters of Education Administration, Wichita State University, 1994

M.S., Curriculum and Instruction, Kansas State University, 1982

B.S., Elementary Education, Kansas State University, 1978

**Experience:**

2007-2009 Chief Operating Officer

Success for All Foundation, Baltimore, MD

2004-2009: Associate Director and Assistant Professor,

Center for Data-Driven Reform in Education

Success for All Foundation and Johns Hopkins University, Baltimore, MD

2003-2004: District Improvement Coach and 4Sight Manager (Benchmarks)

Success for All Foundation, Baltimore, MD

2002-2003: Director of Achievement, Edison EMO K-8 Schools, Philadelphia, PA

1997-2002: Principal, Colvin Elementary, Wichita, KS

1994-1997: Principal, Kelly Elementary, Wichita, KS

1992-1994: Title I Specialist, District Director, Wichita, KS

1987-1992: Title I Reading and Math Teachers, Wichita, KS

1979-1987: First, third, and fourth grade teacher, Topeka, KS

Professional Accomplishments:

- Led the transition of the Success for All Foundation from day-to-day management by its founders to management by a team of directors and area teams focused on providing systemic support to schools. Re-established a positive growth rate for bringing new schools into the network, developed strategic partnerships with states and districts, refocused the Foundation on its niche of professional development coaching, stabilized finances, developed and implemented a strategic plan aimed at establishing sustainability, and developed staff for greater diversity in capacity.
- Developed district and school systemic protocol and tools for using data to inform decision making to improve student achievement. Trained and supervised consultants. The protocol has been used in over 100 districts.
- Developed and coordinated training and implementation of 4Sight benchmarks across Pennsylvania and Indiana in approximately 400 districts. Collaborated with state departments of education to build capacity of state and district staff to use data to inform decision making.
- Coordinated development of 4Sight Reading Benchmarks to mirror state specific high-stakes reading assessment. Coordinated development of a data management system and training to support use of the benchmarks.
- Facilitated development the Edison Philadelphia Design to implement their core design for school reform with limited resources and policy and collective bargaining constraints. This included extensive work on the redesign of an elementary and middle school model.
- Developed and implemented school turnaround programs at two schools, one with 900 students and the other with 500 students, in Wichita, KS. Design included total inclusion of ESOL and special student students. Hired new staff, generated community involvement, reallocated resources, developed a new school calendar and curriculum. Provided extensive professional development and coaching for implementation of cooperative learning, teacher modeling, and direction instruction methods. Six years of results showed significant improvement in student achievement and narrowing of the achievement gap for ESOL students.
- Served as a member of an educational consulting team from Wichita State University providing Kansas school districts with in-depth case studies and recommendations for improvement on select areas of concern. Conducted studies on a) district progress towards accomplishing its vision, b) effectiveness of special education services, c) effectiveness of Title I services, d) redesign of middle school programming.

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- Chaired International Baccalaureate High School Improvement Task Force for Wichita Public Schools. Resulted in more students of poverty and students of color accessing and participating in the program.
- Designed and facilitated implementation of an in-class integrated curriculum and support for Title I students. Developed several different school-wide models for Title I schools. Developed the Title department of the Wichita Public Schools into the primary developer and provider of professional development to teachers across the district.

November 23, 2009

**Nakeitha H. Thomas**

Success for All Foundation

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Baltimore, MD 21204

610-901-3133

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**Education:**

M.S., Educational Leadership and Supervision, Jackson State University 2004

B.A., Elementary Education, Tougaloo College, 1999

**Experience:**

Current: Point Coach

Success for All Foundation, Baltimore, MD

Consultant

Center for Data-Driven Reform in Education

Success for All Foundation, Baltimore, MD

2006-2009: Principal

Lukeville Upper Elementary School

West Baton Rouge Parish Schools, Port Allen, LA

2005-2006: Assistant Principal

Port Allen Middle School

West Baton Rouge Parish Schools, Port Allen, LA

Sum 2005: Instructional Teacher Specialist

Forest Heights Academy of Excellence

East Baton Rouge Parish Schools, Baton Rouge, LA

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2004-2005: Fifth grade teacher, Baton Rouge, LA

2002-2004: Fourth grade teacher, Vicksburg, MS

2000-2002: Seventh grade teacher, Tunica, MS

1999-2000: Second grade teacher, Jackson, MS

Professional Accomplishments:

- As principal of Lukeville Upper Elementary School, school was one of nine finalists with the Louisiana Department of Education for the National Title I Distinguished School Award. This nomination came for meeting very strict criteria. The purpose of this recognition program is to recognize Title I schools that have exhibited exceptional student performance for two or more consecutive years by meeting or exceeding the Adequate Yearly Progress (AYP) requirements, and Title I schools that have made the most progress in significantly closing the achievement gap among the No Child Left Behind subgroups (economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency)

- As principal of Lukeville Upper Elementary School, the school was recognized for the 2006-2007 school year, 2007-2008 school year, and 2008-2009 school year for Exemplary Academic Growth. Prior to my accepting principal's position, Lukeville was under Academic Assistance with the state of Louisiana for 2 consecutive years of showing no academic growth.

- As instructional leader of Lukeville, Lukeville Upper Elementary School moved up an Achievement level (from 2 to 3 stars). School Performance Score moved from 85.7(2005-2006) to 100(2008-2009). This was done through the review of multiple data sources to drive instruction and monitor progress, implementation of professional learning communities, implementation of a research proven reading program, modeling effective use of cooperative learning strategies, implementation of full inclusion (of special education students) model, and partnering with local university to become a Professional Development School (PDS).

- Facilitated Lukeville Upper Elementary School community to develop and maintain a student-centered vision for education, while using knowledge of teaching and learning to work collaboratively with faculty and staff to implement effective and innovative teaching practices which engaged students in meaningful and challenging learning experiences. The culture of the school became one that fosters continuous growth of all students. Ultimately, the focus was shifted from teaching to learning and collaboration. Many school-community partnerships were formed to allow the community to become a part of the school community.



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- Selected to assist in the development of the East Baton Rouge Parish Schools Elementary ELA Curriculum. As part of the curriculum writing team, I was responsible for taking the fifth grade standards for ELA and creating engaging student activities along with a pacing guide for teachers to follow.

November 23, 2009

**Dennis C. Lee**

2900 22nd Street, Apt 3

San Francisco, CA 94110

Voice: 415-550-1609 FAX: 415-550-1609 Email: dlee@successforall.org

**SKILLS and QUALIFICATIONS**

- Direct experience in supporting school reform efforts in over 100 public schools
- Extensive teacher staff development experience: observing, coaching, training
- Project, program and people management in varied environments
- Strong leadership, interpersonal, presentation, scheduling, and project management skills
- Professional Clear Multiple Teaching Credential with supplementary authorization in Mathematics, Computer Concepts and Applications; Clear Cross-cultural, Language and Academic Development (CLAD) Certificate

**PROFESSIONAL EXPERIENCE**

Success for All Foundation, Baltimore, Maryland

Area Manager – Nevada-Oregon—Hawaii-Pacific, June 2004 – present

- Manage over 75 Success for All schools; 10 Consultants
- Conduct Leadership Academies in the Area with school leaders
- Consult with schools on the Success for All reading curriculum, providing training, classroom observations and teacher feedback

MathWings Manager – Western States, September 2000 – July 2003

- Managed over 50 MathWings schools
- Supervised, mentored and coached 6 full time trainers
- Consulted with schools on the MathWings Primary and Kindergarten programs, providing training, classroom observations and teacher feedback

Education Partners, San Francisco, California

Bilingual Team Leader, Consulting Teacher, June 1997 – September 2000

- Responsible for 50 Success for All schools
- Supervised, mentored, coached, and trained a team of 6 bilingual consulting teachers

November 23, 2009

- Consulted with schools on Roots and Wings components of Success for All, providing training, classroom observations and teacher feedback
- Developed in-house training for consulting teacher staff

Visitacion Valley Elementary, San Francisco, CA

Teacher, September 1994– June 1997

2nd, 3rd, 4th grade English Language Development classrooms

Cabrillo School, Malcolm X Academy San Francisco Unified School District, San Francisco, California

Clinical School Intern Assignments, August 1993– May 1994

#### OTHER EXPERIENCE

Hewlett-Packard Company, Cupertino, California

Project Manager, March 1989 – July 1993

- Managed software projects for the HP3000 line of Business Computers, required leading product teams, scheduling of resources, communicating plans, tracking of milestones, and delivering products on schedule
- Managed up to 10 engineers with different technical and cultural backgrounds

Hewlett-Packard Company, Cupertino, California

Member of Technical Staff, January 1985 – March 1989

- Designed computer software for the user interface and security portions of the HP3000 Operating System

#### EDUCATION

San Francisco State University, San Francisco, California

Department of Elementary Education, Clinical Schools Project

August 1993 – December 1994

Project prepares teachers for challenges of teaching in multicultural, multilingual urban schools

Massachusetts Institute of Technology, Cambridge, Massachusetts

August 1982 – January 1985

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Master of Science in Computer Science

Thesis, "Portability of Relational Database Design"

Columbia University, School of Engineering and Applied Science, New York, New York

August 1978 – May 1982

Bachelor of Science in Computer Science

November 23, 2009

**Doris R. Fassino**

Founder and Consultant

Quality Leadership Resources, Inc.

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www.weimproveschools.com

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213 W. Gayle St.

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361-782-3740 Office Address:

2512 Highway 111

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Edna, TX 77957

361-782-6694 (office); 281-235-9938 (cell)

1-866-WEACHIEVE

Education:

Doctor of Education, Nova Southeastern University, Fort Lauderdale, Florida

Master of Education/Bachelor of Science, Sam Houston University, Huntsville, Texas

Key Professional Experiences:

Leadership and management for schools, school districts, education service centers, and businesses:

- Reviewed business and school organizational functions, structures, and processes for improved productivity (schools, businesses)
- Reviewed state department of education functions, structures, and processes for reorganization and increased productivity

- Assisted multiple school districts in the systemic study and use of data for instructional decision-making and continuous improvement of student achievement
- Conducted an organizational review of an educational software company in the areas of sales and professional development
- Facilitated long range planning, implementation, monitoring and evaluation
- Designed and implemented assessment, curriculum, and instructional programs
- Collected, organized, and analyzed data for school improvement planning, implementation, monitoring, and evaluation
- Coached staff in the use of data for instructional decision-making and continuous improvement of student achievement
- Designed and implemented district-wide leadership development programs
- Managed federal programs application development, implementation, and evaluation
- Designed and managed a grants department
- Managed personnel recruitment, selection, development, and assessment
- Designed structures and processes for a nation-wide team of 100 consultants (professional development, coordination, and evaluation) resulting in department profitability
- Managed regional product/service implementation, evaluation, and customer satisfaction for a 10-state area
- Coordinated urban and suburban district educational technology implementations and related training and professional development
- Served as a trainer for leadership development, systemic design, continuous quality improvement, organizational development, and team building
- Presented at national, state, regional, and local meetings on (1) instructional leadership, (2) staff development, (3) organizational improvement and redesign of functions, structures, and processes, (4) continuous quality improvement, (5) shared decision making
- Facilitated strategic planning for school districts, universities, national organizations, and community groups
- Served as an auditor for the National Curriculum Management Audit Center

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Work History:

- Quality Leadership Resources, Inc.; Founder and Consultant, Edna, TX (10 years)
- Lightspan, Inc.; Vice President for Educational Consulting; San Diego, CA (5 years)
- Wichita Public Schools; Asst. Supt. for Planning, Assessment, Staff Development, Wichita, KS (6 years)
- Pasadena Independent School District; Associate Superintendent for Long Range Planning, Staff Development, Personnel; Pasadena, TX (4 years)
- Victoria Independent School District; Assistant Superintendent for Assessment, Curriculum, Instruction (K-12, including special programs); Victoria, TX (3 years)
- Region III Education Service Center, Educational Consultant Instructional Services and Leadership Development; Victoria, TX (2 years)
- Refugio Independent School District; Curriculum Director, Middle School Principal; Refugio, TX (4 years)
- Edna Independent School District; Federal Programs Director, Curriculum Director, Reading Supervisor, Teacher of Grades 5 and 6; Edna, TX (8 years)
- Spring Branch Independent School District; Teacher (Gr. 2, 4) , Librarian; Spring Branch, TX (2 yrs)

November 23, 2009

**Larry R. Vaughn**

Founder and Consultant

Quality Leadership Resources, Inc.

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361-782-6694 (office); 281-235-7971 (cell)

1-866-WEACHIEVE

Education:

Doctor of Education, University of Houston, Houston, Texas

Master of Education, Mississippi State University, Starkville, Mississippi

Business Experiences:

Quality Leadership Resources, Inc., Edna, TX, Owner & Education Consultant, 2003-Present

- Reviewed business and school organizational functions, structures, and processes for improved productivity
- Served as a mentor/coach for State Department of Education in preparation for 1003g Funds



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- Reviewed state department of education functions, structures, and processes for reorganization and increased productivity
- Assisted low-achieving school districts in improving student achievement in multiple states
- Assisted multiple school districts in the systemic study and use of data for instructional decision-making and continuous improvement of student achievement
- Conducted an organizational review of an educational software company in the areas of sales and professional development
- Conducted extensive leadership professional development for schools, districts, and businesses

Lightspan, Inc., San Diego, CA, Senior Vice President for School Reform, January, 1999 – November, 2000

- Redesigned the company's school implementation process and professional development system
- Managed the work of 100 professional development consultants in 3,500 schools in 50 states, Puerto Rico, and the Virgin Islands
- Achieved profitability through increased productivity and cost reduction

#### Superintendent Experiences:

Wichita Public Schools, Wichita, Kansas (1993-1998), population-- 350,000. Student enrollment-- 49,000; 62% Anglo American, 22% African America, 9% Mexican American, 5% Asian American, 2% Native America. \$261,000,000 budget; 7,000 employees; 13 high schools, 16 middle schools, 63 elementary schools, 6 vocational schools, 10 special sites.

- First school district in the country to sign a contract with an EMO (Edison, Inc.)
- Led turnaround efforts in five, low-performing schools which resulted in immediate and significant student achievement improvement
- Created three Edison "look-alikes" in low performing schools; initiated extended day and year, implemented proven instructional programs; provided more autonomy
- Reconstituted one low-performing elementary school with new principal, staff, and instructional programs
- Focused urban district on improving student achievement which produced a five-year upward achievement trend while reducing the achievement gap among sub-groups

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Pasadena Independent School District, Pasadena, Texas (1989-1993). Student enrollment--39,000; 47% Anglo American, 45% Mexican American, 5% African American, 3% Asian American; \$131 million budget; 4,800 employees; 4 high schools, 9 intermediate schools, 33 elementary schools, and 2 alternative schools

- Implemented a district-wide continuous improvement system focused on student achievement; introduced the disaggregation of achievement data by student subgroups
- Created a model elementary school and an alternative school to serve as models for other schools to emulate
- Restructured hiring practices that resulted in improved teacher quality and more staff diversity

Victoria Independent School District, Victoria, Texas (1985-89). Student enrollment--14,000; 49% Anglo American, 43% Mexican American, 8% African American; \$50 million budget; 1,500 employees; 2 high schools, 3 intermediate, 15 elementary schools

- Implemented the process to remove the district from an 18-year non-compliance status for under-serving minority students

Alice Independent School District, Alice, Texas (1982-85). Student enrollment--6,400; 70% Mexican American, 30% Anglo American; \$19 million budget; 700 employees

Hitchcock Independent School District, Hitchcock, Texas (1979-82). Student enrollment-1,500; 45% Anglo American, 45% African American, 10% Mexican American

#### Related Experiences:

Trainer for leadership development, team building, continuous quality improvement, and organizational development

Presenter at national, state, regional, and local meetings on the topics of instructional leadership, staff development, organizational improvement and infrastructure, continuous quality improvement, shared decision making.

Lead large, multi-million dollar instructional technology implementations in three urban school districts over a period of 12 years

Strategic planning facilitator for school districts and community agencies

November 23, 2009

**Lynn Eccleston**

Success for All Foundation


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## Certification and Education:

June 2003	Initial Administrator License  Portland State University
June 1999	Basic Administrator License Portland State University
August 1996	Master of Education in Educational Leadership University of Portland
June 1990	Oregon Basic Elementary Teaching License Oregon State University
June 1990	Bachelor of Science in Elementary Education Oregon State University
June 1987	Associates in General Studies Linn-Benton Community College

## Professional Employment:

2008-present	Coach Success for All Foundation, Baltimore, Maryland
2008-present	Coach Center for Data Driven Reform in Education, John Hopkins University
2003-2008	Middle School Principal White Mountain Middle School, White City Oregon
2005-2008	Adjunct Education Instructor Southern Oregon University –Medford Campus
2002-2003	Co- Principal Eagle Point Middle School, Eagle Point, Oregon
1999-2002	Assistant Principal Eagle Point High School Eagle Point, Oregon
1991-1999	Classroom Teacher White City Elementary, White City, Oregon

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1990-1991 Classroom Teacher Chiloquin Elementary, Chiloquin, Oregon

Professional Accomplishments:

Success for All Foundation:

- Led schools, K through 8th, through the SFA implementation process. Assisted in analyzing student data, creating targets, development of achievement plans. Facilitated implementation of coaching plans at the Administration, facilitator and teacher level. Trained staff in the curriculum and instruction of SFA Reading Program.

Center for Data Driven Reform in Education:

- Led schools and districts through the Goal Focused Implementation Process. Analyzing data, identifying root causes, establishing goals/targets, selecting a research proven program and implementation of program. First and second order change theory, creation and evaluation of school culture and climate.

Elementary Level:

- Development team: Focus of project take two K-3 campuses and two 4-6 campuses convert into two K-6 schools. Allowing families to stay at one school from Kindergarten through 6th grade, cross grade level groupings, articulation of state standards from K-6th grade at the building level. Created a team taught, multi aged classroom. Our class had 1st graders that continued through our classroom until they reached 6th grade. Results: students that stayed in the multi aged, team taught classroom 3 or more years had an increase in their graduation rate, parent participation, and student achievement in reading and math.

- Educational teacher consultant: worked with various schools, new teacher programs and educational organizations. Shared successes with parental involvement through "Family Meetings" and student led conferences, designing a multi aged team taught classroom, literacy across the curriculum.

Middle School Level:

- Participated in the design process of a new middle school from start to end. Took the entire staff through first order change, not only going from a Junior High model to a Middle School model, restructuring of core curriculum, master schedule, discipline procedures, teacher evaluation. Created two school teams from the original Junior High School that broke into two middle schools. These two school teams were displaced for two years as we dealt with a fire that burnt down existing school and construction delays.

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- Led Title I school through continuous school improvement process. Analyzing school data, identifying targets, selecting programs/curriculum to meet needs of the learner. Development of school vision, mission and establishing the school culture.

- Development of an ELL Program: Co Chair for Title III, and oversaw the district ELL programs, staff development and allocation of Title III funds district wide. At the middle school created ELD classes, SIOP Science and Math classes, and a model for team teaching with ELL teacher and regular education teacher. Commendation: Oregon Department of Education for our services to ELL students and families, student participation in extracurricular activities and athletes, parent involvement, number of students increasing English Language Proficiency and the number of Latino students earning in high school credit in mathematics during middle school.

- Created a master schedule to accommodate students' academic levels. Facilitated core curriculum teams to determine student placement into classes based on assessment: SRI, state assessment, reading and math assessments, English language proficiency. Results: Increased Reading and Math performance on statewide assessments.

#### High School Level:

Creating a culture for student achievement. Students taking ownership of academics celebrated Certificate of Initial Mastery in Oregon high school students. Articulation of Oregon Standards among all high school staff members. Created an ELL program, designed Sheltered English classes, Spanish for Spanish speakers' class, study skill classes and created opportunities for second language learners in "real life" job experiences. Result: Increase in the graduation rate among ELL and Hispanic students.

November 23, 2009

**Ruby E. Roberson**

Success for All Foundation

16345 South Kenwood

South Holland, Illinois 60473

708 -333-3890

E-mail: rroberson@successforall.org

Education:

Ed.D, Educational Administration, Loyola University of Chicago, 1999

M Ed., Educational Administration, Governors State University, 1996

M Ed, Early Childhood Education, Erickson Institute of Loyola University, 1975

B. S., Child Development, Western Illinois University, 1972

Experience:

2009-Present Point Coach

Success for All Foundation, Baltimore, MD

2006-2008 Superintendent

Dolton/Riverdale School District 148, Riverdale, IL

1998-2006 Principal, Franklin Elementary, Dolton, IL

1996-1998 Principal, Dr. Ralph Bunche Elementary, Hazel Crest, IL

1995-1996 Assistant Principal, Robert S. Abbott Elementary, Chicago, IL

1993-1995 Reading Specialist

Robert S. Abbott Elementary, Chicago, IL

1989-1993 First, second, and third grade teacher, Chicago, IL

Professional Accomplishments:

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- Headed a ten school elementary district of 3200 students. Supervised an administrative staff comprised of fourteen and a teaching faculty of four hundred. Five of the schools were Success for All schools.
- Worked collaboratively with the Board of Education to plan, process and implement a District Strategic Plan. The charge of this activity has been and continues to be the meshing of the needs of the community, the parents, students and the District to set goals that will allow the District to educate the children and prepare them for the 21st Century.
- As a principal I chaired the District's Language Arts committee. As chair, I was accountable for the alignment of the District's Language Arts Curriculum to the State of Illinois Learning Standards. This Committee also set the standards and oversight for the "Think In Ink" writing achievement program for Jr. High students.
- Provided strong, collaborative and consistent leadership to a building that was struggling with trust issues, a lack of leadership continuity and declining reading scores. Collaboration with the faculty led to the adoption of the Success for All Comprehensive School Reform model. After the commitment to the implementation of the program, reading scores rose significantly, removing the school from the Academic Watch list.
- Grant writing experiences have included the preparation of the proposal for \$50,000 for each of three consecutive years for Comprehensive School Reform. Additionally, I was a contributing writer for the Reading First grant for which the District was awarded over \$700,000 from the State of Illinois to improve the reading skills of primary students in the District. I was also responsible for bringing in \$48,565 in one year for School Improvement funds for my school.
- Selected by the Illinois Principal's Association as a "Turn Around School" principal and asked to make a presentation.

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**D. Evidence that the applicant has adequate financial, organizational, and technical resources to administer implementation of the proposed program in the districts indicated in the proposal.**

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 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. 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 opportunities. 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 areas.

The Success for All Foundation, Inc. is well capitalized and accustomed to payment delays related to contracting with new customers, including individual schools, school districts, and state agencies. Our recent statement of financial position (10/31/09) reflects cash balances in excess of \$5 million. Additionally, we have an established bank line of credit with PNC Bank, N.A., which allows us to borrow up to \$3 million for working capital purposes. We are not borrowing against the line of credit presently.

SFAF has engaged a public accounting firm and we have our financial statements audited annually. Additionally, as we are the recipient of numerous federal grants, the Foundation is subject to the requirements of OMB Circular A-133 and we have an A-133 audit done annually. These audits have not identified any material weaknesses, instances of material non-compliance, or findings related to our grants or subawards. *Completed federal tax return, legal authority to conduct business in the state of Illinois and audit financial statements for two years are contained in the following statements.*



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