

Program Elements

The Success for All core process focuses on developing a coherent, jointly held, goal-focused continuous improvement process at the school level. The process is built around a school-wide quarterly meeting during which an understanding of common goals is developed, and commitments for addressing those goals are made by teams within the school. Teams are developed to address both school-wide topics, such as attendance and positive school culture, and instructional strategies such as early reading, upper grade reading, or math.



Leading for Success is the part of Success for All's whole school program that aligns all the resources and systems in the school to address schoolwide goals, facilitate effective implementation of instruction, and ultimately improve student achievement. Leading for Success structures provide alignment coordination, collaboration, and accountability; the Leading for Success program is organized and overseen by the Leadership Team, and the work is fulfilled by the Leading for Success Teams that represent the school's systems and instruction.

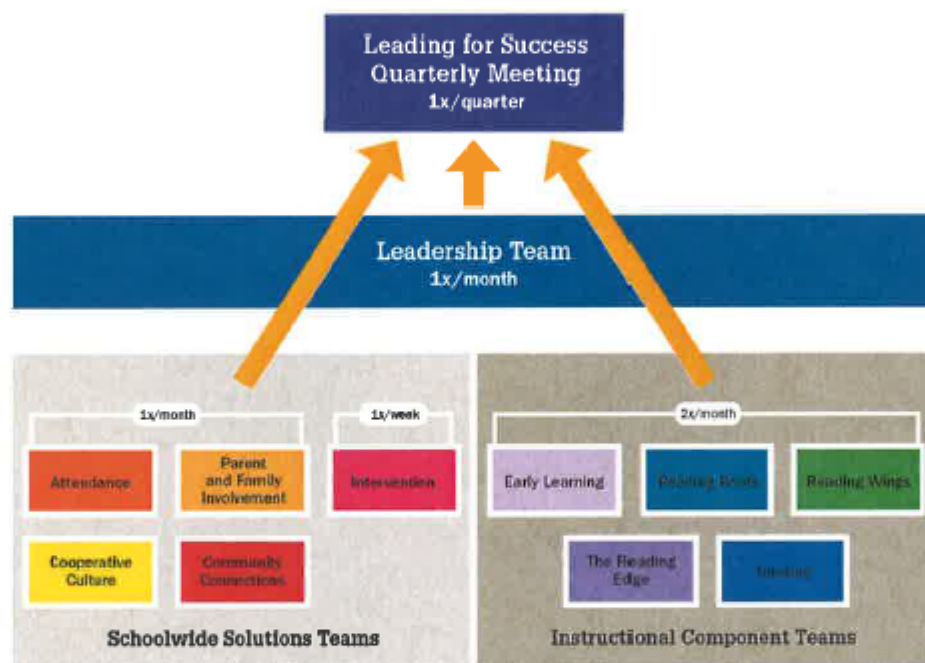
The Leadership Team is responsible for managing the change that is taking place in the school. Gaining an awareness of the SFA program, the change process, and the demands being placed on staff members, the Leadership Team accepts the responsibility of coordinating efforts, building systems and ensuring that all staff are supported through the process of change and implementation. Ultimately, this group will help to ensure that the goals and targets for the school are clear and all resources focused and aligned in achieving them.

Members of the Leadership Team also share the responsibility of making certain that the Schoolwide Solutions teams and instructional component teams, which represent the major

systems of the school, have all the resources and support needed. Many of the members of the Leadership Team will likely chair one of these other Leading for Success Teams. Together, they report and monitor the work of the teams in the interim between Quarterly Review meetings. At the monthly meeting the Leadership Team will:

- Conduct interim progress checks on current targets and interventions
- Review and update the work and plans of the Schoolwide Solutions teams and instructional component teams
- Prepare for the Leading for Success Quarterly Review meetings

The structure for Leading for Success meetings between the Schoolwide Solutions Teams and Instructional Component Teams and whole group is outlined below.



The process of strengthening the leadership structure builds collaboration and common language, creating a culture of high expectations for students and therefore teachers, and develops a real collective commitment to and responsibility for success. The prioritization of goals and the assignment of resources depend on the school's plan and assessed needs. Services to support college and career readiness, academic enrichment and intervention, health and wellness efforts and community safety initiatives to improve student outcomes determined by schools are selected and implemented as a part of the continuous improvement process. Many of the services are provided directly by Success for All staff; others involve supporting school staff members to successfully implement proven practices in their daily interactions with students.

The Success for All Foundation believes that all children can learn regardless of their socio-economic background and that every school must work relentlessly to ensure students' educational success at the highest levels. These beliefs fuel our mission of developing and

disseminating research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels. In working to achieve this mission, it is our goal to create school communities in the Los Angeles Unified School District 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.

SFAF will accomplish this goal for LAUSD through implementation of our Success for All comprehensive whole school reform program, focusing on the use of powerful, scientifically-based and research-proven instructional strategies, reading curricula, and assessment/accountability structures. Implementation of Success for All will also establish school-wide support structures designed to build a culture of high expectations, continuous improvement, teacher teamwork, and student and parent engagement.

This proposal draws on the research-proven Success for All curriculum as well as SFAF's extensive experience in providing support to schools and districts across the country to describe an intensive, multidimensional approach to supporting whole school reform through 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.

Success for All's approach to school improvement is grounded in the belief that school reform should be 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 more than 1,800 schools during the past twenty-five years, helping more than 2 million children succeed. More than fifty-two studies of Success for All's effectiveness in increasing student achievement have been conducted by more than thirty researchers.

The SFAF approach to school improvement connects staff, students, and community to reach one common goal: student achievement. It gives districts intensive support and the tools that are necessary to implement a school improvement model at one or more of its elementary and/or middle schools. The program addresses:

- Teacher effectiveness
- School leader effectiveness
- Regular measure of student growth
- Comprehensive instructional-reform strategies
- Extended learning and teacher planning time
- Community-oriented schools
- Support in developing an operating model

The critical components in the Success for All approach are the following factors, which are used to affect student achievement and transform the school's culture and learning environment.

- Powerful instruction
- Professional development and coaching
- Research-based methods
- Schoolwide support and intervention tools
- Leadership for continuous improvement



When SFAF's school improvement model is fully implemented, teachers deliver daily lessons to provide ongoing, step-by-step support for the implementation. They use powerful, research-proven instructional strategies, such as cooperative learning, and active teaching techniques that engage students and promote achievement. Initial training jumpstarts the process, but change occurs over time. Throughout the year, teachers meet in small professional learning communities called component teams under the guidance of their on-site school coach and our experienced SFA consultants to help one another continuously strengthen their instruction. Teachers and coaches model for one another and provide feedback directed toward growth. Professional dialogue centers on data from the online data-management program, Member Center, which allows for continuous review and analysis of student achievement and growth.



The Cycle of Effective Instruction is another key to implementing SFA's approach to school improvement. This Cycle of Effective Instruction incorporates:

- 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 the 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 and provides students with the opportunity to process new information through engagement with their peers. During Partner/Team Practice, the teacher continues to assist the students through monitoring, intervening, prompting, and reinforcing positive learning behaviors.
- Assessment: In every Success for All curriculum, both formative and summative, 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.

Additionally, Leading for Success and Schoolwide Solutions are important components of SFA's approach to school improvement that involve both the school leadership and the entire school community, and directly impact student achievement. Leading for Success is a distributed leadership model that provides a systemic approach to ensure alignment, coordination, collaboration, and accountability. It serves to connect the instructional components and interventions to positively impact students.

Schoolwide Solutions provides a comprehensive and schoolwide approach to help schools address children who are struggling with issues that impede their academic success. Schoolwide Solutions components include Attendance, Intervention, Parent and Family Involvement, Community Connections, and Cooperative Culture (discipline).

The Success for All comprehensive whole school reform model creates concrete structures and supports for integrating instruction, assessment, and classroom and school management with an emphasis on reading through the following:

1. Instruction
 - Core instructional strategies for use across the curriculum including cooperative learning, the cycle of effective instruction, and the use of data and ongoing assessment
 - Comprehensive Success for All reading curriculum composed of KinderCorner, Reading Roots, and Reading Wings
2. Assessment
 - Ongoing assessments built into the Success for All reading curriculum
3. Classroom and School Management
 - Getting Along Together social problem-solving curriculum
 - Solutions Program

These components are described in detail below.

1. Instruction

The following core instructional strategies implemented in each school using Success for All not only form the foundation of the Success for All reading program but can also be used flexibly schoolwide to improve instructional practice in all content areas.

Cooperative Learning

Dr. Robert Slavin, the cofounder and a board member 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, the Success for All comprehensive whole school reform program depends upon student interaction to facilitate learning. Through Success for All's cooperative learning structures, in which every school staff member is trained, students work together to learn and are also responsible for their teammates' learning.

Effective learning in cooperative groups relies on the use of developmentally appropriate cooperative learning structures. Generally, children begin working within partnerships, which become more formal and longer lasting, as students mature and acquire the social and discussion skills for learning together.

There are three concepts that are central to cooperative learning in Success for All:

1. **Team Recognition:** Students work in partnerships or teams of four to five members, and teams earn certificates or other recognition for achieving a designated standard together.
2. **Individual Accountability:** Teams work together to complete a project, solve a problem, or prepare for a test, but each individual student is responsible for completing an individual product and assessment. There are no group grades.
3. **Equal Opportunities for Success:** Students and teams are never in direct competition with one another. To earn individual recognition, students compete against their own past performance rather than against their classmates. So, every student has an equal opportunity to succeed. To earn group recognition, teams strive not against other teams but toward a common standard, so every team has the same opportunity to experience success.

The following Cooperative Learning Standards define expected learning behaviors and discrete skills:

- Practice Active Listening
- Help and Encourage Each Other
- Everyone Participates
- Explain Your Ideas/Tell Why
- Complete Tasks

Cycle of Effective Instruction

The cooperative learning structures described above are supported by an interactive instructional model known as the Cycle of Effective Instruction. Though the Cycle of Effective Instruction unfolds in different ways in different components and subjects, the basic principles described by the chart on page 4 establish a concrete process for organizing instruction. This framework is used successfully to teach learning behaviors, cooperative

learning standards, academic content, processes, strategies, and skills, and it ensures a consistent routine for both teachers and students across the curriculum.

Use of Data and Ongoing Assessment

SFAF, through its affiliation with Johns Hopkins University, prides itself on its use of research to inform all of the programs it develops and, therefore, stresses the importance of data in informing instructional decisions within the school communities implementing its programs. As a result of this emphasis on the collection and use of data, monitoring student progress is a continuous activity in all Success for All schools and classrooms. SFAF teaches the school community about and provides the materials for both formal and informal assessment. Informal measures include structures and tools for the daily observation of students by teachers and frequent classroom observations by school leaders. Formal measures include classroom and quarterly assessments used to measure student growth.

Data from both formal and informal assessments, including data from Arizona's benchmark assessment system, is continually reviewed and used to guide teachers as they make instructional decisions and school leaders as they plan for targeted group and individual student interventions. Effective and meaningful monitoring in Success for All schools involves:

- Identifying the starting point
- Tracking growth throughout the quarter
- Assessing end-of-quarter growth
- Using data to motivate staff and students

This combination of monitoring strategies provides school leaders and staff with a keen awareness of where they need to focus their attention in increasing student achievement in their school.

To support the data-driven decision-making described above, all schools using Success for All gain access to the SFAF Member Center. Member Center is an online tool where schools can 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 Member Center allows school leaders to better monitor the progress of specific classes and students, so they can target interventions. Using this data, schools allocate time for their SFAF coach to meet with teachers to develop strategies for establishing and monitoring quarterly classroom targets and achievement plans.

Comprehensive Success for All Reading Curriculum

SFAF believes that excellent reading skills are fundamental to a student's academic achievement and, therefore, essential to the reform of a school as a whole.

Homogeneous Grouping and Regrouping

Through the Success for All reading curriculum, students are grouped homogeneously according to their reading level, not their grade level. Collected assessment data is used quarterly to regroup students into new reading level groups based on the progress they have shown on various formal and informal assessments. Regrouping is an effective system intended to ensure that students are being met at the appropriate reading level and to continually accelerate students forward. Not only does this structure allow lower level learners, including special education and English language learners, to be met at the reading level that best meets their needs, but it also allows advanced and gifted students to accelerate quickly and be challenged at levels far higher than their grade level.

2. Reading Curriculum Assessments

In both the Reading Roots and Reading Wings curricula, students are assessed in the five areas of reading instruction on an ongoing basis both formally and informally. Each of these formal and informal assessments is compiled on the Quarterly Assessment Summary form provided by SFAF. The Quarterly Assessment Summary is designed to chart student progress and determine student mastery of skills and use of strategies over the course of the quarter. This data is used to regroup students each quarter based on their progress and to target interventions for struggling students. Class data represented on the Quarterly Assessment Summary is also analyzed by teachers, the facilitator, and the SFAF coach to refine instructional practice. The collection of Quarterly Assessment Summaries provides a comprehensive picture of individual student progress in reading over the course of the year. These SFAF-provided, built-in assessments can also be combined with Arizona's benchmark assessments to determine student mastery of Arizona standards.

3. Classroom and School Management

Getting Along Together

Getting Along Together, an integral piece of the Success for All comprehensive whole school reform model, is a social problem-solving curriculum designed to teach children nonviolent conflict-resolution skills and how to work in teams effectively and cooperatively. The curriculum is implemented schoolwide at the beginning of the year and reinforced throughout to prepare students to work together effectively in cooperative groups. Implementing Getting Along Together establishes schoolwide processes for preventing and resolving conflicts among students and between students and teachers. Benefits of Getting Along Together include:

- Weekly lessons for year-long instruction
- 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 classrooms 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 promotes an effective, consistent structure for the entire school community.

Solutions Program

The Solutions Program is a critical support structure in ensuring that every child has the opportunity to succeed in school and that no child is left behind because it creates a network of resources for planning and implementing interventions. The Solutions Program provides a comprehensive, schoolwide approach to help the school community address the needs of specific students showing a lack of progress in the academic, social, and/or behavioral realms. The Solutions Network, the body that oversees the program, will establish a coordinated, proactive network of support to address the barriers to individual students' success and to ensure that the school meets the targets set forth in its achievement plan through schoolwide behavior supports, attendance procedures, and parent and community involvement. The 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.

Each individual in this network will work with one or more of the five Solutions Network component teams, which fulfill the following responsibilities.

1. Attendance: The Attendance Team targets schools' attendance needs and utilizes the following SFAF initiatives/materials as appropriate—Attendance Cards (Schoolwide 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 Schoolwide Incentive Plan, Sunshine Club.
2. Intervention Team: 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 that are specific to the needs of each child. To ensure the success of the Intervention Team in meeting the needs of individual students, SFAF trains team members 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 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.

3. Parent and Family Involvement: 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 an identified parent liaison. The Parent and Family Involvement Team 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. Members of the Parent and Family Involvement Team can draw upon SFAF structures, such as Raising Readers parent workshops, Second Cup of Coffee, and home visits.
4. Community Connections: To better involve the community in the workings of the school and to draw upon resources from within the community, Success for All schools create a Community Involvement Team. 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.
5. Schoolwide Behavior: Through the Solutions Network, SFAF offers a Schoolwide Behavior Management Program in each Success for All school. Because the design of the Schoolwide Behavior Management Program will be based on the needs of each individual school, the team will work 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.
 - Train the school staff in Proactive Behavior Management at the beginning of the school year and support its implementation throughout the year.
 - Implement the Getting Along Together program.
 - Provide behavior management support throughout the year, covering such topics as the ABC’s 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.

The support provided to Success for All's partner schools addresses a wide range of needs that enable the schools to achieve their broad goals, including to increase graduation, attendance, proficiency (particularly in language arts and mathematics), student and parent engagement, a solid foundation for early learners, and school safety.

Graduation, College and Career Readiness

College and career readiness is the accumulated result of highly engaging, rich core instruction, appropriate and timely intervention, and supports for health and safety needs. Success for All is highly experienced and effective in supporting its school partners to provide all of the necessary systems and resources to meet the requirements of high-needs populations, as has been demonstrated in a large number of research studies.

All instructional resources are designed to enhance students' engagement in their learning using proven, structured cooperative learning processes that utilize the cycle of effective instruction shown below. This cycle is adapted for use in classrooms from PreK through grade 8.



The Cycle of Effective Instruction is another key to implementing SFA's approach to school improvement. This Cycle of Effective Instruction incorporates:

- 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 the 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 and provides students with the

opportunity to process new information through engagement with their peers. During Partner/Team Practice, the teacher continues to assist the students through monitoring, intervening, prompting, and reinforcing positive learning behaviors.

- **Assessment:** In every Success for All curriculum, both formative and summative, 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.

Specific instructional materials that address 20th century college and career readiness standards and support the effective use of cooperative learning assist teachers to apply the strategies introduced in professional development workshops and activities, and provide a rich opportunity for peer networking, as well as coaching.

The full Success for All model includes specific content support for the use of cooperative learning in reading instruction, specific guidance for building a positive school climate and positive behavior management, and specific structures for engaging parents, addressing attendance issues, and addressing student behavioral issues.

Attendance

Attendance is just one focus of the Schoolwide Solutions Team. Within the Schoolwide Solutions Team, the Attendance Team targets schools' attendance needs and utilizes the following SFAF initiatives/materials as appropriate—Attendance Cards (Schoolwide 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 Schoolwide Incentive Plan, Sunshine Club.

Success for All also offers Attendance Matters as a targeted intervention. Attendance Matters is a comprehensive program that addresses all of the attendance needs of a school. This program is designed to be specifically tailored to the needs and resources of each school.

The goal is to ensure that every child and family is supported and encouraged to attend school all day, every day. It starts by creating an Attendance Matters Team of teachers and staff who launch a schoolwide campaign to create excitement and focus around attendance. Once the school year begins, the team designs a schoolwide system of support and accountability for every student's attendance, and a range of interventions are established to support children who are chronically absent. Incentives and supports are used for students, classes, and whole school success. The Attendance Matters Team uses a continuous improvement model to analyze related data and drive their efforts, constantly adjusting to the current needs and resources of the school.

Proficiency for All

The Success for All Foundation promotes proficiency for all students in a variety of ways and supports LAUSD initiatives to implement a data-based, multi-tiered support system, accelerate learning with quality curriculum and instruction, and amplify student voice and involvement. Success for All is meant to be taught to all students in school, regardless of disability or familiarity with English.

SFAF consultants will provide the training and guidance necessary to implement a variety of strategies and programs that address the achievement gap. The following SFA strategies and programs have proven effective in reducing the achievement gap of student subgroups such as English Language Learners and Special Education students:

- Instructional levels—One of SFAF's core strategies is to provide reading instruction that must meet students at their instructional reading level (whether below or above students' grade levels) and quickly and continually accelerate them toward higher levels of achievement. Formally and informally assessing and tracking student progress on a regular basis is a key component of supporting this strategy. These data are used to regroup students across class and grade lines during the reading instructional block for grades above kindergarten. To facilitate regrouping, the on-site coach will use collected assessment data to regroup students into new reading level groups based on the progress they have shown on assessments, including SFAF's 4Sight benchmark assessments. This regrouping system will effectively meet the achievement needs of LAUSD schools by placing students at a level that will allow them to experience success and confidence with reading before moving on. It will also continually accelerate students to ensure they are reading at or above grade level by the end of each year.
- Tutoring—In the Success for All tutoring model, the on-site school coach and teachers analyze formal and informal data to identify the lowest 30% of first-grade students, 20% of second-grade students, and 10% of third-grade students who require supplemental reading instruction. These students receive daily, structured tutoring in reading that is aligned with the SFA curriculum. All students selected for tutoring are given a comprehensive reading assessment to identify the specific areas in which they need support. This data is used to develop a targeted tutoring plan for each student. The tutoring sessions cover critical reading skills such as phonemic awareness, letter skills, word skills, vocabulary, fluency, and comprehension.

Data-Based, Multi-Tiered Support System

The Success for All Foundation supports data-driven instruction and decisions, and as such, assists with data collection, management, and monitoring school success. SFAF's online data-management program, Member Center, allows for continuous review and analysis of student achievement and growth. Member Center yields a variety of reports on student,

classroom, grade-level, and school achievement results.

The data provided by Member Center allows school leaders to better monitor the progress of specific classes and students, so they can target interventions and track progress in reaching achievement plan targets. Using this data, schools allocate time for the leadership team and/or SFAF leadership consultant to meet with teachers to develop strategies for establishing and monitoring quarterly classroom targets and achievement plans. Member Center will also be an effective tool for assessing whether participation in Leading for Success and the school leader's embodiment of the program have led to improvements in student achievement.

The Success for All Foundation empowers administrators, teachers, and support staff to use multiple sources of data, analyze data, and draw appropriate conclusions that impact developing an effective Academic Plan by having quarterly visits by leadership and instructional consultants. During Leading for Success sessions and assessment visits, SFAF's leadership consultant will work with each school's leadership team to develop an achievement plan that establishes specific targets for student achievement. This achievement plan will be a necessary first step in implementing the Success for All program because it will enable the school's leadership and staff to visualize how 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. They can then adjust instruction as necessary to ensure success in reaching those targets by the end of the year.

SFAF consultants will provide the training and guidance necessary for a school's Academic Review Team to undertake the Plan-Do-Check-Act process. In order for a school to effectively implement an ART, the following tasks must be accomplished:

- Task 1. Analyze school data to develop an achievement plan with measurable targets. Through the data-analysis process of Leading for Success, the SFAF leadership consultant will assist each school in developing a concrete plan for reaching established achievement targets aligned to their Achievement 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 LAUSD public schools and help them understand their level of success in terms of the state's accountability system.
 - The SFAF leadership consultant will assist each school with the implementation of the 4Sight 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 school staff set goals that meet or exceed the four indicators of academic success: achievement—growth—readiness—achievement gap. These goals will be student-centered, measurable, appropriate, and specific, focusing on both schoolwide issues and specific subgroups, such as special education and ELL.

- Task 2. Complete a root cause analysis based on the identified areas of concern. The root cause analysis is critical to determining the leverage points for eliminating schools' areas of concern. Root causes will be probed through a systematic, holistic approach that examines student demographics, curriculum, instruction and preparation, organizational structures, organizational culture, and external factors. Though root causes may arise in relation to several of these categories, the Leading for Success approach allows educators to take accountability for and address those root causes that can be solved by the scope of support services available in the school.
- Task 3. Select specific interventions necessary to eliminate root causes. A primary function of the leadership consultant, through Leading for Success and site visits, in supporting each school will be to seek out and identify instructional and organizational practices (in addition to those provided by SFAF) with evidence of effectiveness to be implemented as necessary. These evidence-based practices become the short- and long-term actionable steps contained in the school's achievement plan and designed to help the school move through a "Plan-Do-Check-Act" cycle of improvement that allows for an ongoing, cyclical evaluation of root causes and the interventions designed to eliminate them.
- Task 4. Continually monitor progress toward measurable targets. The school's SFAF leadership consultant will perform onsite assessment visits to:
 - Observe classrooms and school community
 - Provide coaching and support for school leaders on implementation of instructional and organizational practices
 - Facilitate 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 by asking primary, secondary, and tertiary questions; developing short-term plans (six to eight 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 5. Use Member Center to track progress toward achievement plan targets and to analyze data on an ongoing basis. The data provided by Member Center allows school

leaders to better monitor the progress of specific classes and students, so they can target interventions and track progress in reaching achievement plan targets. Using this data, schools allocate time for the leadership team and/or SFAF leadership consultant to meet with teachers to develop strategies for establishing and monitoring quarterly classroom targets and achievement plans. Member Center will also be an effective tool for assessing whether participation in Leading for Success and the school leader's embodiment of the program have led to improvements in student achievement.

Accelerate Learning with Quality Curriculum and Instruction

Success for All programs are extensively studied and proven to provide quality curriculum and instruction. Success for All teachers receive onsite professional development from SFA coaches, in addition to access to resources such as tutorials and other forms of support from the foundation.

Before administrators and on-site school coaches can delve into the specific Success for All Foundation programs, addressing students reading at a kindergarten through eighth-grade level, it is essential for them to be trained in cooperative learning, the Cycle of Effective Instruction, and the use of data and ongoing assessment, as these proven instructional strategies are essential to the effectiveness of the Success for All program and learning across 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 Foundation on-site school coach 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.

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 coach of SFAF's instructional model and reading program. This Success for All on-site school coach will be relieved of his or her current responsibilities to serve the following functions under the guidance of the SFAF consultant:

- Support program implementation through classroom observations and coaching.
- 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.

- Provide formal coaching of staff through the SFA GREATER Coaching model, which allows teachers to set student achievement goals as well as learning goals for themselves. The GREATER Coaching model provides a goal-focused, collaborative approach to professional development. Teacher ownership is established because they themselves identify the actions they will commit to meet the student achievement goal and their own learning goal.
- Assess and monitor student growth through the collection, disaggregation, 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; assist with regrouping students and determine tutoring needs based on performance.
- Manage SFAF program materials.
- Develop an in-depth understanding of all program components.
- Participate in Leading for Success as part of the school leadership team.
- Facilitate professional learning community meetings to establish models of instructional excellence in each program component and define refined instruction in each component.
- Communicate regularly with SFAF instructional consultant.

To help the leadership team and SFAF coach identify the coaching needs of each school, the SFA Status Report and Snapshot is used to provide an overview of schoolwide data, the list of SFA schoolwide structures that are in place, and observational ratings for instructional process and student engagement objectives. The SFA Snapshot provides a context for the school's goal-focused process, and the individual objectives may guide Leading for Success Teams toward specific root causes, leverage points, and actions.

Schools use these reports to build a sense of urgency, identify a need for action, celebrate success, highlight progress and change, and focus on a different way of looking at something familiar. The SFA Status Report includes a quarterly review of schoolwide summary data related to attendance, reading and math achievement, proficiency results, and Schoolwide Solutions. This data provides a context for evaluating and connecting the implementation of SFA programs to achievement results. Collectively, all the Snapshot objectives represent a full and complete use of Success for All programs that results in the highest possible levels of student achievement.

Ideally, SFAF consultants and school leaders work together to review the Status Report data summaries and to verify and rate the Snapshot objectives for schoolwide structures,