Success for All

is a proven whole-school reform strategy that helps teachers help every child succeed in school.
Thank you for your interest in Success for All, the premier whole-school reform strategy that has been helping administrators and teachers transform elementary schools for more than two decades. We are eager and ready to help you and your students reach your achievement goals. Whether you have one school in need of transformation or an entire district, we can customize a solution that will meet your needs.

Our approach is not only research-based, it’s research-proven. It’s been validated in study after study and most recently was awarded the highest score in the federal Investing in Innovation (i3) scale-up competition.

We believe that reading at grade level by third grade is the gateway to a child’s academic success. We will work relentlessly with you to achieve this goal. Our reading program, aligned with the Common Core State Standards and No Child Left Behind, meets students at their current reading level and accelerates them through the program to ensure that they end the year reading at or above grade level.

Success for All is built on a partnership between the foundation and your school(s) that ensures a successful implementation. We will help your school community set achievement goals; we will coordinate the necessary supports; and we will stand beside you as you implement, monitor progress, and refine efforts to ensure that your school reaches its targets. At the Success for All Foundation, we truly believe that your school’s success is our success.

Thank you for giving us the opportunity to share the benefits of Success for All with you. If you have questions, or would like to set up a meeting or an awareness presentation, please contact your outreach representative or contact us at (800) 548-4998, ext. 2372 or sfainfo@successforall.org.

Robert E. Slavin
Chairman, Board of Directors

Nancy A. Madden
President and CEO, Success for All Foundation
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Since its inception in 1987, more than 2 million students have been taught using Success for All.

Success for All was endorsed last month by the Consortium for Policy Research in Education, which completed a thirteen-year, $20 million study of school improvement models. In Education Week, Debra Viadero reported that Success for All students moved, on average, from the 40th to the 50th percentile in reading between kindergarten and the end of second grade. The consortium report said Success for All and another program, America’s Choice, showed the greatest gains when teachers adhered closely to the program designers’ recommendations.

Jay Matthews
Class Struggle
The Washington Post
December 25, 2009

Today more than 1,000 schools across the nation implement Success for All as part of their school improvement efforts. Title I, SIG, and charter schools all use Success for All, and they have found that Success for All improves reading scores, increases parental and community involvement, and gains widespread endorsement from school teachers and principals.

Unparalleled Experience, Unmatched Expertise

Success for All has an incomparable track record improving academic success for kids at all levels of proficiency, even in the most disadvantaged communities. Our approach helps you transform the culture of your school community and the academic performance of your students, while still meeting the particular needs of your school or district.

Whether you have one school in need or a districtwide turnaround, Success for All provides you with the intensive support and tools necessary to get the job done. If you are serious about school improvement, there is no better choice.
What is unique about Success for All?

Success for All is not an ordinary program in any way. Step into a Success for All school, and you immediately know that you are in a very special place. Here is what is unique about Success for All.

- Cooperative learning is built in. Students work together productively to learn and take responsibility for one another.
- Technology is deeply embedded in daily teaching and learning.
- Students are highly motivated, actively engaged, and on task.
- The pace of instruction is fast, and students keep up with it.
- Every minute of teaching is well planned, exciting, and engaging.
- Learning is consistently monitored, and problems are solved.
- Teachers teach the whole child—social, emotional learning, behavior, and cooperation are as important as academics.
- Professional development is embedded and ongoing. Teachers are well supported by SFAF coaches to become experts at using the SFA program.
- Everyone is involved in the support of student success—teachers, parents, community members, and peers.
- A facilitator from the school’s faculty works with teachers daily.
- There is a strong research base in every component of SFA and in the program as a whole.

A Success for All school is an exciting place to teach and learn. Teachers work in teams to help one another develop as professionals. They gain the satisfaction of seeing students excited about learning and proud of their progress.

If you believe all children can learn, then Success for All is the right solution for your school.
Explore Our Model of Success

Success for All’s comprehensive approach to school improvement focuses on ensuring grade-level performance in reading for every student—the key to success in school. We provide you with the knowledge and tools to work as a community toward the common goal of helping all students reach their full potential.

“We’ve been searching for an excellent reading program for years,” said Barbourville Superintendent Larry Warren. “Success for All is intense, but also engaging and exciting for the teachers and kids.”

“In 2009, 48 percent of our elementary students were at or above grade level,” Superintendent Walter T. Hulett told attendees at the summit. “In 2011 that percentage increased to 64 percent as a result of the district’s implementation of Success for All.”

“In my thirty years of teaching, I have never seen such a comprehensive approach to working with a child.”

SUSAN INIGUEZ
Director of Curriculum and Assessment
Roosevelt School District No. 66 in Arizona
The Success for All approach is built on five integrated elements:

- **Leadership for Continuous Improvement**: School leaders, teachers, and other school staff work in collaboration to set quarterly goals, select leverage points for improvement, measure progress, and celebrate successes. See page 7.

- **Powerful Instruction**: All instruction is built around a cooperative-learning framework that engages students in rich discussion and motivating challenges every day. Tutoring tools provide individualization and extra practice time. See page 13.

- **Professional Development and Coaching**: Implementation is supported by extensive, job-embedded professional development and coaching that enables teachers and school leaders to make the most of the research-proven approach. See page 51.

- **Research and Results**: The Success for All approach has been proven to increase reading achievement; close the achievement gap between African American, Hispanic, and white students; and prepare teachers to support the needs of English learners. See page 57.

- **Schoolwide Support and Intervention Tools**: Proven strategies focus on attendance, parental involvement, positive school culture, family needs, health issues, and individual student support to make sure that students are in school and ready to learn. See page 45.
Roosevelt School District No. 66 (Phoenix, AZ)

Roosevelt school district was mired in a long period of stagnant reading scores and had a fragmented approach to addressing districtwide performance issues. So when the district decided to adopt an integrated, comprehensive approach to school improvement, district leaders realized that the shift would require action and commitment from educators throughout the 12,000-student system. Success for All’s Leading for Success program provided both a districtwide structure and a customized approach for school-based leadership when the effort was launched in eight schools in 2009.

To ensure a coherent system across campuses, leaders from each participating Roosevelt school met as part of a district-level network throughout the year to discuss implementation successes and challenges. During these meetings, district officials analyzed every piece of aggregated and disaggregated data from each school: classroom scores on comprehension tests, fluency rates, attendance rates, student discipline referrals, standardized test scores, the number of completed homework assignments, etc.

Leading for Success has helped unite leaders throughout the district to reach the common goal of helping all students achieve, while providing the necessary supports to improve instruction. In just a short time, the impact on student achievement became evident: SFA schools in Roosevelt performed better than the state average on the AIMS reading test despite a 90 percent free and reduced-price lunch population. As a result, the district is planning to add five more schools to the Success for All partnership in the coming year.

“Schools that are implementing Leading for Success are seeing wonderful results,” said Susan Iniguez, director of curriculum and assessment at Roosevelt.

With both district- and school-level leadership united behind a comprehensive, whole-school approach to student achievement, Roosevelt is making great progress in ensuring academic success for all its students.
Imagine...

Leading for Success, our collaborative leadership system, brings school staff together to focus everyone’s efforts on success for every child. Teachers, school leaders, and support staff work together to:

- assess current status,
- set annual and quarterly goals for growth,
- identify measurable targets for short-term improvement,
- make a detailed action plan to ensure achievement of those targets,
- review progress quarterly,
- celebrate targets met, and
- plan the next steps for continuous improvement.
Leading for Success

The Leading for Success process is built around teams of staff members who take responsibility for different aspects of building school and student success (see diagram).

**Instructional** teams examine student progress and address implementation quality for each of the academic components present in the school, for example Reading Wings, Reading Roots, KinderCorner, and tutoring. Team members support one another to improve instruction and increase student learning.

**Schoolwide Solutions** teams—Attendance, Intervention (which focuses on helping individual students referred by teachers), Parent and Family Involvement, Cooperative Culture, and Community Connections—focus on creating systems to support students, parents, and teachers and engage in problem-solving to meet the needs of individual students.

Every team develops a quarterly plan, meets regularly to put it in place, and reports progress each quarter to the entire school. Together they build a dynamic school culture that provides powerful instruction in every classroom to ensure that no child falls between the cracks.

With continued progress and achievement in mind, the faculty looked at their Grade Summary Form from the previous year. They saw that 80% of their first-grade students were on grade level at the end of the year.
Tracking Progress, Celebrating Success

At the end of every grading period, the school staff comes together for a review and celebration of progress. This feedback is what keeps the energy high and efforts goal-directed. Data on two key indicators, student progress in reading and the level of implementation of the Success for All research-proven tools, are kept front and center. Analyzed together, these data points become the focus of an integrated continuous-improvement process.

The **Grade Summary Form** provides a one-page, easy-to-understand visual of student progress. At a glance, everyone can see if progress is being made.

The **Snapshot** uses three categories of data to summarize the level of implementation of the Success for All research-proven structures across the school. Leading for Success teams use the data from these summaries to set goals and identify the actions that need to be taken to increase student achievement.
Focusing on Action

Each Leading for Success team reports on the progress made in their area of responsibility. The result of each quarterly review is an action plan that describes the targets and actions that are planned by the Leading for Success teams. The plan allows team members to focus their work on the agreed-upon critical actions together.

Getting Started

Principals, facilitators, and Schoolwide Solutions coordinators participate in a five-day series of workshops that are held in Baltimore in July or September each year. In these workshops, school leaders are introduced to the Leading for Success collaborative-leadership process and the essential elements of the instructional programs and schoolwide support teams that form Success for All.

The principal and SFAF coach then introduce the entire school staff to the Leading for Success process during the Success for All overview held before the start of school.

Leading for Success implementation is supported, along with the other components, through onsite visits by SFAF coaches (usually fifteen days for a first-year school), telephone support, and online resources such as webinars and tutorials.

For groups of schools that start together, a series of leadership workshops are provided over the course of the year.

During the first three years of implementation, school leaders build the capacity to guide the process on their own. As staff members gain expertise, the responsibility for guiding the teams falls more and more to the leadership team and less to the SFAF coach. A gradual reduction in coaching services is incorporated into the three-year plan for the introduction of Success for All. The plan is modified as needed for individual schools.

"The SFA program turned my professional life around concerning instruction and leadership. The skills, cooperative learning and partner reading, the structure, and the impact that the different components have upon children is unbelievable. We have gone from the lowest school in our district to the highest, and we have 95 percent economically disadvantaged children."

JERRY ALLEN
Retired Principal
Lackland City Elementary
San Antonio, TX
Northside ISD
Online Progress-Monitoring Tools

Data-management tools that link day-to-day classroom performance in reading with quarterly benchmarks make data easy to use for real discussion and decision-making throughout the year. A secure, simple online database organizes school and student data so teachers and school leaders can set goals, see progress at a glance, celebrate frequently, and identify problem areas quickly.

Teachers have an ongoing record of their students’ progress that facilitates differentiated instruction, celebration of students’ successes, and easy communication with parents. The tools track the quality of students’ spoken and written responses to questions related to the texts they read and their use of key reading-comprehension strategies. Reports on phonics skills, vocabulary development, and comprehension strategy use are available at the touch of a button to all staff members. Roll-up reports produce summaries at the classroom, school, and district levels across grading periods.
For a rookie teacher, Tyler Hunt seems to be at ease in the classroom. Sitting in a semicircle with his second-grade students, Hunt launches into a listening-comprehension lesson with a lively tale about a bullied adolescent. As Hunt begins asking questions about the story, the students at Snow Creek Elementary School in Penhook, VA, quickly become absorbed in a discussion of the plot, the characters, and some unfamiliar vocabulary words. When the conversation takes a silly turn, Hunt expertly diverts comments back to the lesson at hand.

Keeping students engaged and challenging them to connect with the content are key strategies for Hunt, which he's honed as part of Snow Creek's adoption of Success for All. Success for All provides the structure, curriculum, and coaching support for Hunt and his colleagues to help children gain the skills and knowledge that they need to become proficient readers and all-around successful students.

Success for All has helped to boost Hunt’s own confidence as well. SFA features a GREATER coaching model that helps teachers and school coaches identify the root causes of reading difficulties and the best intervention strategies to use for each student. The coaching model also features structured collaboration between teachers and administrators to continually strengthen instruction and the overall school culture.

In addition, SFAF’s Getting Along Together program includes proactive methods for addressing student discipline, which teachers like Hunt have used to create dynamic and disciplined learning environments for all of their students.

“We own things together,” said Mariah Eisenman, Snow Creek’s SFA facilitator. “SFA is real good at teaching the program so teachers spend less time planning and more time collaborating.”
Learning should be fun and engaging. The powerful instructional model in Success for All is built around a cooperative-learning framework that engages students in rich discussion and motivating challenges every day. Lessons are enriched with multimedia examples, puppet skits, and videos that keep the focus on fun and learning. Classroom resources and detailed lesson guides, that are designed to maximize support and minimize teacher preparation, guide effective instruction. Skill development and application are reinforced through positive peer interaction and student feedback which result in rapid advancement in reading, and the interactive lessons are fully aligned to the Common Core State Standards.

“Our powerful instructional model, developed at Johns Hopkins University and refined through twenty-five years of work with over 1,000 schools, is proven to increase student motivation and achievement.”

DR. NANCY MADDEN
President and CEO,
Success for All Foundation
Success in reading is by far the best predictor of success in school. Starting in preschool and continuing through adolescence, Success for All ensures that teachers have the best tools and support available to ensure that every child is successful in reading.

Research has shown that using Success for All’s powerful instructional model in the classroom has positive effects on academic achievement, interethnic relationships, the development of English proficiency, acceptance of mainstreamed academically-handicapped students, self-esteem, liking of self and others, and attitudes toward school and teachers.

**Reading Roots** targets phonemic awareness, phonics, vocabulary, fluency, and comprehension monitoring.

**Team Alphie** provides tutoring in phonemic awareness, phonics, and reading fluency.

**Reading Wings** provides a dynamic environment for students reading on a second-through sixth-grade level to help them build comprehension, vocabulary, and a love of reading.
Grouping for Rapid Advancement in Reading

In Success for All schools, all teachers and tutors of grades 1–6 teach reading for ninety minutes at the same time each day. During this time, students move to reading classes in which every student is reading at one instructional level in the same classroom. This cross-grade, cross-class grouping increases teacher-led instructional time and reduces seatwork, thereby accelerating student progress in the development of individual reading skills. Each grading period, students are placed in a reading class at their individual instructional levels. Most students move to new reading levels every quarter, and many students who start at low reading levels catch up to grade-level performance within a year.
Success for All’s cooperative-learning model fosters a culture in which students work together to achieve at a high level and leaders collaborate to ensure effective outcomes.

“Student-engagement strategies and the cooperative-learning strategies in Success for All permeate the classroom all day long.”

MARA WAYLAND
Assistant Superintendent
Alhambra School District
Phoenix, AZ

Cooperative Learning

Put the energy of team sports into your classroom.

Nothing accelerates learning like engaged and motivated learners. When students know the goals and are eager to reach them, success skyrockets. Kids will practice dribbling, passing, and shooting for hours and hours to improve their basketball or soccer skills. They want their teams to win. Cooperative learning in Success for All classrooms is designed to capture that same interest and energy and direct it toward academic success.

It works like this. The Team Celebration Points poster has a points bar for each team. Each day, the team points earned during class are recorded on the chart so teams can see their totals.

Take a look at the Team Celebration Points poster for Ms. Holloway’s third-grade reading group (on the next page). The points awarded on Monday are shown in red. The Rocket Readers earned the most points on Monday. Ms. Holloway was listening in on team discussions and awarded team celebration points when she saw team members actively listening and explaining their answers to one another in preparation for the class debriefing. She awarded more points during class discussion when team members reported for the team. More points were earned on the weekly quizzes.

Three teams—the Rocket Readers, Daring Dinosaurs, and Blue Angels—earned Super Team certificates. You should have heard the cheers! Their hard work paid off! Teachers who have had a successful experience with cooperative learning in reading have gone on to apply it in math, social studies, and science.
Team success is based on an average of each individual student's achievement—not on the grading of a group product—so students work hard to ensure that every team member understands the lesson and can express their understanding.

“Research has shown that using Success for All’s powerful instructional model in the classroom has positive effects on academic achievement, interethnic relationships, the development of English proficiency, acceptance of mainstreamed academically-handicapped students, self-esteem, liking of self and others, and attitudes toward school and teachers.”

DR. ROBERT SLAVIN
Educational Psychology Theory and Practice.
Boston: Pearson.
KinderCorner is a full-day comprehensive kindergarten program. Because the key to success in reading is a strong foundation in vocabulary and oral expression, KinderCorner’s primary focus is on oral-language development. KinderCorner has rich thematic units to teach students critical science and social studies concepts. The units provide detailed, stimulating curriculum with complete literacy and math programs. The program also provides support for the children’s families, teachers, and communities.

A Thematic Approach

KinderCorner is based on constructivist principles of developmentally appropriate practice—the understanding that children learn by constructing their own knowledge. By interacting with real, familiar objects and with the people around them, children build on and change their existing understandings. In KinderCorner, the principles of developmentally appropriate practice are interwoven through concrete, age-appropriate activities that target nine developmental domains.

KinderCorner development draws from various sources, including:

- research on child development and early childhood education;
- the guidelines of the International Reading Association and the National Association for the Education of Young Children;
- National Council for Teachers of Mathematics (NCTM) standards;
- the federal “No Child Left Behind” legislation and Reading First requirements
- Common Core State Standards and state curriculum standards; and
- recommendations of the National Research Council.

Imagine...

Kindergartners working together to explore their world, mastering letters and words, and extending their language and confidence.

KinderCorner addresses all key developmental domains for early learners:
- Emotional/Personal
- Physical
- Language/Literacy
- Mathematics
- Interpersonal
- Science
- Cognitive
- Social Studies
- Creative

Creature Features: Fish

Look down in the pool! He has many bones, two open eyes, and one mouth blowing bubbles. Could he be a fish?
Developing Language and Literacy

KinderCorner graduates will be talking up a storm about topics ranging from *Those Nearest & Dearest to Earth Day Is Every Day*. They’ll be confident beginning readers with a love of books. Detailed, daily lesson plans provide fast-paced, interactive teacher presentations and engaging learning centers. Thematic materials in classroom kits, including children’s literature, puppets, games, and more, make this program easy to use. KinderCorner teachers prepare their students for a lifetime of success!

Materials

- *KinderCorner 2nd Edition Teacher’s Manual*
- KinderRoo, Joey, and Alex the Ape puppets
- 16 two-week theme guides
- 35 short videos build background knowledge and vocabulary
- More than 100 children’s books
- 19 full-color phonetically regular Shared Stories with a take-home copy for every student
- Up to 500 activity cards in two handy storage boxes
- More than 150 phonics picture cards in a handy storage box
- 16 SFA Big Books with individual copies for every student
- Pack of 22 classroom posters
- 7 music and read-along CDs
- Engaging puzzles, games, and picture card sets
- Interactive-whiteboard resources to add to every theme

Teacher: “What will happen when we plant this seed?”

Think: All students think silently.

Pair: Students partner and share their thoughts with each other.

Share: Teacher selects several students to share their partnership’s ideas.
A Day Full of Fun and Learning

Each day begins with Greetings, Readings, & Writings. Students are warmly welcomed into the classroom and then become actively involved in meaningful activities.

Objectives:
- Emotional/Personal—learning trust, developing sense of belonging
- Interpersonal—greeting, sharing
- Language/Literacy—conversing, listening, asking questions, reading books, recalling and telling personal stories
- Cognitive—completing puzzles, using manipulatives
- Physical—taking off outerwear, assembling puzzles, holding crayons and markers

During Gathering Circle, general housekeeping tasks, such as assigning classroom tasks and partners for the week, take place. Gathering Circle is also the time for the introduction and practice of Getting Along Together skills.

During Theme Exploration, the daily content focus is introduced through a Daily Message. Students explore thematic concepts through books, background videos, vocabulary, and other interactive activities.

Objectives:
- Language/Literacy—sharing thoughts, developing print and alphabet awareness
- Cognitive—asking questions, predicting, problem solving, analyzing, understanding thematic concepts
- Interpersonal—taking turns, collaborating
- Personal—learning and feeling acceptance, feeling part of a community
Rhyme Time promotes phonological and phonemic awareness and supports theme-related vocabulary through rhymes, songs, and games. And supporting videos make hearing the rhymes fun!

**Objectives:**
- Language/Literacy—developing phonemic awareness, learning thematic vocabulary, developing awareness of the rhythm of language and rhymes
- Physical—jumping, dancing, imitating fine motor and gross motor movements
- Interpersonal—cooperating to do actions together
- Cognitive—learning and applying thematic concepts

Story Telling and Retelling (STaR) engages students in wonderful, age-appropriate literature as they make predictions, recall events, and learn new, theme-related vocabulary. Students retell and act out the story and learn story elements through high-level questions. Many stories are available for the interactive whiteboard.

**Objectives:**
- Language/Literacy—listening, speaking, narrative development, print awareness, vocabulary, enjoying literature
- Cognitive—predicting, comprehending, evaluating, recalling
- Interpersonal—taking turns
- Creative—imagining scenarios

Video skits introduce phonemic awareness and phonics skills.
The **Learning Labs** are center-based activities that foster thematic exploration through concrete, hands-on activities. Students engage in problem solving, materials exploration, experimentation, observation, and writing. They interact together, enhancing their interpersonal and oral-language skills.

**Objectives:**
- Emotional/Personal—self-regulating, decision making
- Cognitive—sorting, problem solving, analyzing, observing, experimenting
- Mathematical—comparing, counting, one-to-one correspondence
- Language/Literacy—reading, writing, listening
- Creative—moving to music, painting, creating with play dough, making collages
- Physical—holding paintbrushes, manipulating play dough, using sand/water table toys
- Interpersonal—sharing, negotiating, taking turns
Stepping Stones and KinderRoots provide structured reading instruction. Stepping Stones activities expose children to letter-sound connections, blending, segmenting, and concepts of print. The activities are brief and engaging. Students are then introduced to the KinderRoots Shared Stories with simple, phonetically regular text. Partner reading and repetition allow every student to be engaged and grow. Animations and puppet skits bring early phonics to life. Interactive-whiteboard resources grab students’ attention and reduce teacher preparation time.

Objectives:

- Language/Literacy—understanding letter-sound correspondence, blending and segmenting words, reading simple text, learning concepts of print and vocabulary, developing reading comprehension
- Interpersonal—taking turns, cooperating with partners

Stepping Stones: In the first half of the year, the focus is on concepts about print and letters and sounds.

KinderRoots: Beginning around January, students are introduced to simple, engaging, phonetically regular Shared Stories that are read with a partner.

The Wet Dog

Sad Sam looks sad, but he is really a happy dog. In fact, Sad Sam’s problem is that he’s too happy sometimes.
Snack enhances interpersonal and self-help skills through peer and adult-child interaction. The focus at snack time is on teaching students the mealtime social conventions: making conversation, sharing, serving themselves, and using good manners.

**Outside/Gross Motor Play** promotes physical and social development through theme-related movement activities. Locomotor, balance, and manipulation activities provide opportunities for students to get exercise and to internalize thematic concepts through kinesthetic experiences.

**Objectives:**
- Physical—using fine motor and gross motor skills, practicing good nutrition, running, hopping, balancing, throwing
- Emotional/Interpersonal—making decisions, developing self-help skills, using manners, conversing, sharing, taking turns, negotiating, cooperating
- Cognitive—learning about thematic concepts
- Language/Literacy—speaking, listening, conversing, following directions

**15-Minute Math** is a brief, daily routine of mathematics activities connected to everyday situations. The activities center around an interactive bulletin board that includes both hands-on and visual materials. Students use a calendar, look at patterns, create graphs, count the number of days they have been in school, and do many other thinking tasks. The activities are often related to the theme or time of year. Interactive whiteboard resources add fun and make planning easy for the teacher.

**Objectives:**
- Mathematical—recognizing numbers, counting, one-to-one correspondence
- Cognitive—classifying, analyzing, recognizing patterns
- Language/Literacy—following directions, speaking

**Math Mysteries** is a hands-on, language-based, problem-solving approach to learning mathematics. It consists of a series of clearly structured mathematical concepts and skills emphasizing concept development. Students are actively engaged in constructing their own understanding of mathematics.

**Objectives:**
- Mathematical—recognizing numbers, counting, one-to-one correspondence
- Cognitive—classifying, problem solving, analyzing, recognizing patterns
- Language/Literacy—following directions, speaking

Children also need time to rest. During the rest period, **Let’s Daydream**, we offer a suggested reading, often a poem or a piece of beautiful prose filled with imagery, which provides something for students to think about while they are resting.

**Objectives:**
- Language/Literacy—listening and understanding what is being read
- Creative—imagining about what they hear
- Interpersonal—respecting peers’ need for rest
- Personal—resting
The suggested reading for Let’s Daydream provides a topic for students to write about during Write Away, an emergent-writing opportunity. Students receive feedback on the message that they communicate in their writing.

Objectives:
- Language/Literacy—writing letters and words, segmenting words, learning concepts of print

Reflection time at the end of the day, Let’s Think About It, reinforces skills and concepts that the children have learned during the day. It helps them recall and summarize the day’s events through discussion and closure activities, such as compiling a book of the day’s activities or themes or graphing the daily experiences.

Objectives:
- Cognitive—evaluating, synthesizing, applying
- Language/Literacy—summarizing, recalling, reviewing
- Science—applying concepts to new situations
- Social Studies—learning about thematic concepts
- Interpersonal—taking turns, negotiating
- Mathematical—graphing, comparing

Home Link

Just before students leave for home, they receive a Home Link activity that promotes family involvement in student’s education. It is a type of homework, a simple activity that links what students are learning at school with their lives outside of school.

Family Support

For any educational program to be successful, it must involve all the essential people who play important roles in the lives of young children. We have designed a home/school/community component to promote the understanding that we all need to work together to support our children’s learning. It includes:
- Home visits—connecting with families where they live helps smooth the transition to school.
- Home Link—weekly letter for parents
- Home Link activities—daily tasks related to the theme that the teacher asks the children to do at home
- Book Bags—packets with stories and activities to take home
- Suggestions for informal contact with parents
- Suggestions for involving families
- Support for families and teachers
Imagine...

first graders reading
to each other in pairs,
competing with video
puppets to sound
out words, gaining
confidence in reading
and writing.

“It’s engaging, and it
moves at a fast pace to
keep them going.”
GRETCHEN WESTERHAUS
First-Grade Teacher
Sheridan Elementary
Junction City, KS

“I can feel and I can see
a change in the way
they come to the class
motivated; they’re eager
to learn more.”
LINA BRAKE
First-Grade Teacher,
Washington Elementary
Junction City, KS

Reading Roots is a comprehensive reading program for beginning readers. It provides a strong base for students’ literacy and fosters a love for reading through systematic phonics instruction, rich literacy experiences, oral-language and vocabulary development, thematically focused writing instruction, and opportunities to read decodable stories.

The Reading Roots Teacher’s Manual consists of forty-eight engaging lessons that provide fun and interesting activities centered around literature and grade-level, decodable text. Each lesson contains instruction and practice in phonemic awareness and phonics (FastTrack Phonics), student story reading (Shared Story), interactions with children’s literature (Story Telling and Retelling), and writing (Adventures in Writing). The lesson components work together to help students develop their oral language and foster a genuine love for reading and writing.
Active, Media-Enriched Instruction

Every lesson is enriched with memorable animations that tie letters to sounds, delightful puppet skits that demonstrate sound blending, colorful picture cards, and frequent games to engage students in their learning and to provide important practice and repetition of key skills.

Grouping to Maximize Instruction Time

Because students enter first grade at a wide range of reading levels, students are assessed at the beginning of the school year to determine their placement in the Reading Roots sequence, so they can be placed and receive instruction at just the right level. Most students coming from a KinderCorner experience will start in lesson 16 of the Reading Roots sequence.

Cooperative Learning to Engage Students

Students in a Reading Roots classroom work together cooperatively in partnerships and teams. They help one another figure out words and their meanings, read fluently, and write effectively. Videos with Alphie the alligator, Bett the bear, and Cami the bee demonstrate partner-practice routines and skills.
FastTrack Phonics

Each day begins with instruction that develops phonics and phonemic-awareness skills through fun, fast-paced, and systematic FastTrack Phonics lessons. Color mnemonic picture cards, Alphie the puppet, rhymes, chants, and games bring the lessons to life. The many opportunities for partner work and sharing motivate students to participate and learn together.

Graphemes are introduced one at a time. Sixty graphemes are introduced in the full-year sequence, including each of the letters of the alphabet; consonant combinations like sh, ch, th, and ng; vowel digraphs like ea and ai; diphthongs like ow and oi; and the long vowel pattern a_e; and so on. Once a grapheme (letter or letter group) is introduced, it is revisited extensively in future lessons as part of daily teacher instruction and student practice.

Making the Letter-Sound Connection

Each grapheme is introduced with a key card that provides a visual reminder of the sound-letter link and an alliterative sentence that plays with the sound. Additional picture cards support additional phonemic segmentation and blending activities.

A video skit from the Animated Alphabet helps students make the connection between the letter shape and the sound.
Blending Sounds to Make Words
More than 150 video skits show students how to blend sounds into words. Alphie, the Finger Detective, Monster, and their many friends break down longer and longer words successfully.

Partner Practice to Promote Mastery
One challenge in early reading is for students to get enough practice using sound and blending skills to learn how to read real words quickly. In Reading Roots, students practice together every day.

Celebration of Progress
Students develop confidence as their growth is celebrated.

At any point in a lesson, the teacher can tap on the star button in the top toolbar to display an animated or video celebration.
Shared Story

The Shared Stories allow students to read complex, engaging, and interesting stories even when they know only a few letter sounds. The students are able to read the decodable Green Words from the story by applying the Stretch and Read strategy that they learned in FastTrack Phonics. They gain reading independence one step at a time.

Each page in the Shared Story has both teacher text and student text. The student text uses only letter sounds and words that the students have already learned, a few key sight words (Red Words), and readles, words represented by pictures. The teacher text presents a context for the story and includes predictive questions that are answered in the student sections. In the earliest stories, the teacher text adds a great deal of meaning to the stories. Over time, the amount of student text increases, and the teacher text diminishes. This scaffolding allows the students to read meaningful and worthwhile stories from the very start of their reading instruction.

Students read each Shared Story many times to ensure success. First, partners read a page at a time with teacher guidance, then as a pair, and finally independently. Students celebrate their success, gain fluency, and practice for a performance for the class by reading the stories aloud again to family members.
Students can take the Shared Stories home and practice reading them to parents or other listeners. Students are ready to read at a second-grade level when they have completed level 4.

**Level 1 Student Edition**

**Show and Tell**

**Story by Laura Burton Rice**

**Illustrations by Susan Detwiler**

**Green Words (Phonetic):**

Practice reading these sentences.

Sad
dad
dog
Sam
am
mad
is
I
like
likes
yes
no

**Red Words (Sight):**

I am Dad.
Sad Sam is a dog.
I like Sad Sam.

Dad is a fireman. He has brought his dog to Show and Tell. Dad says:

Sad Sam is a dog.
I like Sad Sam.

Dad explains that Sad Sam isn’t really sad. He just looks sad because that is the way some dogs look. Then Dad pats Sad Sam. How do you think Sad Sam feels?

Dad pats Sad Sam.
Show me how you “pat” something. The teacher and students pantomime “patting.”

**Partner Story Questions—Shared Story 4**

1. Dad likes a cat.
   - yes
   - no
2. Dad likes Sad Sam.
   - yes
   - no
3. Sad Sam is mad.
   - yes
   - no

Sad Sam is a dog.
Sad Sam likes Dad.

**Level 1 Teacher’s Edition**

The teacher’s edition includes instructional text to make reading easy and fun!
Is There an Alligator in the Pond?

Story by Laura Burton Rice

Illustrations by Jennifer Clark

Jim, Jack, and Deena were at Alligator Pond. They jumped in and swam to the raft. Jack heard a big splash. Jim said, “It’s an alligator.”

The trip to the pond was not long in the jeep. Dad left the jeep near a tree by the pond. Jack jumped onto the grass. Deena and Jim jumped. The kids helped Dad unpack the jeep.

Deena was excited. She couldn’t wait to swim in the pond.


Jim said, “I see it. It’s an alligator.” Deena said, “It is NOT. It is not big.” “An alligator can be big or small,” said Jim. Jack screamed, “Help! I don’t like alligators!”

Deena pointed to ripples in the water coming toward the raft. She said, “What is that swimming toward us?”

1. Where did the kids swim?
   a. They swam in the creek.
   b. They swam in the pond.

2. What did the kids do at the pond?
   a. They jumped in and swam to the raft.
   b. They dug in the sand.

3. What hopped onto the raft?
   a. An alligator hopped onto the raft.
   b. A frog hopped onto the raft.

4. How did the kids feel when they saw the frog?

5. What did the kids do at the end?
**STaR**

Children love to see the world through the different lenses offered by authors of children’s literature. Each lesson of Reading Roots is enriched with a literature selection related to the Shared Story. Both receptive and expressive vocabulary skills are developed through the STaR lesson. Each story is previewed and then read interactively. Students retell stories through plays, sequence cards, and other strategies.

Forty-eight children’s literature selections are included with Reading Roots. The set includes both fiction and nonfiction texts with themes that are related to the Shared Stories. The kit also includes a set of sequencing cards to be used for retelling selected titles.

**Writing**

Students learn to use letters and sounds to express themselves in writing at the word, sentence, and paragraph level.

![A writing sample from a Reading Roots student in the first quarter](image)

**Assessment and Placement**

Student progress is monitored through daily assessments of phonics mastery and Shared Story reading. Quarterly assessments combine scores from an individually administered reading assessment and classroom measures to determine the correct reading-group placement for the next quarter.
Imagine students in grades 2–6 working in four-member teams excitedly discussing literature, viewing background videos that lead into complex novels and texts, learning metacognitive skills, writing, and explaining ideas to one another.

Reading Wings provides research-based instructional processes and classroom materials for ninety-minute daily lessons and targets the needs of students reading on the second- through sixth-grade levels to build comprehension, vocabulary, and a love of reading.

To ensure that students become proficient readers, Reading Wings uses Success for All’s core instructional structures to target vocabulary development, reading comprehension, fluency, oral-language development, and written expression by providing students with rich experiences using both narrative and expository text.

Each six-day Reading Wings lesson cycle centers around a narrative or expository trade book or basal selection. Trade-book titles include *Arthur’s New Puppy, Life in the Rainforests, and The True Confessions of Charlotte Doyle*, to name a few. Harcourt/Houghton-Mifflin, Scott Foresman, and Macmillan/McGraw-Hill series are the basals supported by Reading Wings. Reading Wings 4th Edition lessons allow for background building, specific and technical vocabulary development, utilization of targeted skills, team discussion, relevant writing activities, and assessment. One of three levels of instruction—introduction, prompt and reinforce, and independent use—is built into each skill lesson to develop skills such as drawing conclusions, comparing and contrasting, and determining cause and effect. Here is an example:

In lessons at the second-grade level, the concept of cause and effect is taught at an introductory level in three lessons. In lessons at the third-grade level, one lesson teaches the concept at the introductory level, and four lessons guide the teacher to prompt students to use the concept as they read to reinforce use. By the fifth grade, all lessons are written with the expectation that students will use the concept of cause and effect successfully to support their comprehension of the text without prompting. This approach to skill instruction ensures that students have a broad range of tools to use as they strive to thoroughly understand every text they read.

*See www.successforall.org/scopeandsequence2012 for the full scope and sequence for trade book titles.*
Cooperative learning has always been the core instructional process used in Reading Wings because of its strong evidence of effectiveness in increasing student achievement. The team-scoring process has been revised for Reading Wings 4th Edition to make both individual and team scores easier for teachers to manage, more informative about student progress on important skills, and more motivating to students.

As always, teams will celebrate success at the end of every cycle—every six instructional days. Super Team status will be earned through a combination of scores for classwork, the test, homework, and cooperation based on the Team Celebration Points poster.

Direct Instruction in Strategy Use: Reading Wings supports direct instruction in reading strategies and independent strategic reading. The Savvy Reader introduces each of the four core comprehension strategies—clarifying, questioning, predicting, and summarizing—with engaging video and lessons that follow an explicit process. Strategy use is then monitored in every lesson that follows, and independent, effective use of strategies to enhance comprehension is celebrated.

### Clarifying

1. **Stop** when you don’t know or understand something.
2. Try **strategies** to figure it out.
   - If you can’t say a word:
     - Blend it.
     - Chunk it.
     - Look for a base word.
     - Reread it.
   - If you don’t know what a word or part means:
     - Use context clues.
     - Reread.
     - Read on.
     - Use your background knowledge.
     - Make a mind movie.
3. Use a **sticky note** to mark words or ideas you can’t figure out.
4. **Ask** your team for help.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Tell what the team clarified, what it means, and describe which tool the team used to clarify.</td>
</tr>
<tr>
<td>90</td>
<td>Tell what the team clarified and what it means.</td>
</tr>
<tr>
<td>80</td>
<td>Tell what the team clarified.</td>
</tr>
</tbody>
</table>

**Not there yet?** Ask your teacher for another chance.
Exciting video clips introduce key skills in Reading Wings.

So many times, verbal explanations of complex skills and strategies simply can’t give students the mind movies they need to begin to use the skills themselves. A picture is worth a thousand words, and a short video is often worth a million.

The Read-On Dudes, the videos’ very successful Reading Wings team, set a great tone for reading levels 2 and 3 classrooms as team members explain how they work together to ensure one another’s learning and to become a super team! Mona, Ricardo, Tasha, and Flash explain Random Reporter and that every team member needs to be prepared to give a 100-point answer for the team during class discussion.

Students understand this key motivator in a heartbeat! The Read-On Dudes also demonstrate the use of challenge-score rubrics for Think-And-Connect (giving an oral answer to a comprehension question), Write-On (writing a complete response to a comprehension question), fluency (peer scoring of fluent reading), meaningful sentences, and strategy use.
Reading Wings 4th Edition is also available in an exciting interactive-whiteboard (IWB) version. Students are captivated by technology, and the classroom whiteboard grabs their attention and pulls them right into the lesson. The IWB version of Reading Wings 4th Edition includes a wide range of lesson resources. With just the click of a button, teachers can access resources for Active Instruction and Teamwork, and interactive vocabulary charts show pronunciation strategies, definitions, and sample sentences for challenging words from the text. Pictures, graphics, and short video clips add to the rich exploration of meaning.

During class discussions, Team Talk questions show up on the IWB, and teachers can click on the questions to show sample answers. When touched, icons on the screen open to provide easy access to instructional-routine guides for vocabulary practice, partner reading, team discussion, and fluency practice.

Additional icons provide pop-up access to rubrics used repeatedly throughout the program such as the Think-And-Connect, Write-On, and fluency rubrics.

Video clips are also directly accessible from the IWB screen at exactly the point needed in the lesson.

Anthony, what word did the Reading All-Stars clarify and how?

We clarified the word *solo*. It means to do something alone. We used our background knowledge because we know singing a solo means singing alone.

Anthony, you told us the word your team got stuck on, what the word means, and explained how you clarified it. Very good. You've earned a challenge score of 100 for the Reading All-Stars!

For students reading at level 4 and above, the Reading All-Stars show off their cooperation skills and the sophisticated discussion skills that they use to build their team success.

What I heard everyone say is that Jess was upset in class on Monday because his friend had died and left him alone. Does everyone agree?

Real Reading Wings students, from Florida to Wyoming, illustrate the teamwork skills, making them even clearer and more compelling.

You wrote a complete sentence with the question stem. Your answer was correct, and you used evidence from the book. I think you'll get a challenge score of 100 for Write-On.

Real students also demonstrate the use of challenge-score rubrics for Think-And-Connect, Write-On, fluency, meaningful sentences, and strategy use.
The Reading Wings cycle of instruction invites engagement and scaffolds learning.

**ACTIVE INSTRUCTION**

To start the lesson, the teacher introduces the text and key vocabulary and uses Think Alouds to introduce a comprehension skill.

**TEAMWORK**

**Partner Reading**

Students alternate reading pages with a partner. Partners retell what was read and share strategies for both word recognition and comprehension.

**Team Discussion**

During Team Discussion, students take turns discussing their strategy use and answers to the Team Talk questions to prepare for Class Discussion. To ensure equal team participation, students use role cards to guide discussion. When students are finished discussing their strategy use and answers to Team Talk questions, they independently write their responses to the Write-On question. The team leader ensures that all teammates are prepared to be the Random Reporter for strategy use, Think-And-Connect, and Write-On during Class Discussion. Teachers circulate to explain, model, prompt, and reinforce students in their discussions. The teacher also monitors the time, helps students pace themselves, and ends the activity.

**First**

Read the question.

1. Read the question to your teammates.
2. Make sure everyone practices active listening.
3. Ask if everyone heard and understood the question.

**Second**

Answer the question.

1. Restate the question in your own words.
2. Restate part of the question in your answer.
3. Tell and explain your answer.
4. Ask if everyone heard your answer.

**Third**

Agree OR disagree.

1. Restate your teammate’s answer.
2. Agree and add additional information OR disagree and explain why.
3. Ask if everyone heard your answer.

**Finally**

Summarize.

1. Restate the group’s agreed-upon answer. Check it against the rubric.
2. Check to make sure each teammate understands the answer.
3. Make sure each teammate is ready for Random Reporter.

Teammates have to prepare each member of the team to successfully answer the question if his or her name is called.
Random Reporter is an easy-to-use technique that is effective for answering questions at all levels of difficulty. It prompts team interdependence because no one knows who will be called on to answer a question. Teammates have to prepare each member of the team to successfully answer the question if his or her number is called.

- Number students in their teams.
- Pose a question, and then instruct students to talk about it in their teams.
- Prompt teammates to help one another with the answer.
- Call a random number, and then ask students with that number to respond.

Whiteboard lessons include a spinner that appears when you click on the Random Reporter button. This spinner randomly selects a number.

Class Discussion

After team discussion, the teacher chooses random reporters to share strategy use and responses from the text. Random reporters earn points for their teams.
FLUENCY IN FIVE

Students practice reading fluently with their team members using the rubric below. Teachers randomly choose two students each day to demonstrate their fluency and earn points for their team.

<table>
<thead>
<tr>
<th>Fluency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Read with feeling, smoothness, and accuracy at the targeted rate.</td>
</tr>
<tr>
<td>90</td>
<td>Read with feeling and smoothness.</td>
</tr>
<tr>
<td>80</td>
<td>Read with accuracy. Most of the words are correct (no more than four errors).</td>
</tr>
</tbody>
</table>

Not there yet? Ask your teacher for another chance.

WORD POWER

During Word Power, students practice building an understanding of their vocabulary words, in addition to completing skill practice based on the objective for the cycle. The teacher uses Captain Read More’s clues to introduce the word-study skills. These clues serve as visual reminders of the skill and support students in decoding words, identifying relationships between words, and defining words. Students work on skill-practice and building-meaning items in teams.

Captain Read More’s Clues

- Compound Word
- Prefix + Base Word
- Homographs
- Latin and Greek Roots

TEST

Assessment provides teachers and students with an opportunity to show their understanding of the targeted strategy/skill, their vocabulary words, and their overall comprehension of the text.

During the test, students read independently as they apply their strategy use and add relevant information to the graphic organizer. Students then complete the comprehension and vocabulary portions of the test. When they are finished, the teacher collects their answers, but students retain their test questions and graphic organizers. Scores on the test contribute to overall team averages and help students become Super Teams.
In each cycle of lessons, students complete a writing project using a formal writing process.

**ADVENTURES IN WRITING**

Adventures in Writing activities are linked to student texts. They are designed to extend students’ thinking about certain concepts and skills. These activities provide instruction in different types of writing and engage students in working through the writing process in a cooperative setting. The activities are highly structured and include detailed prompts, scoring guides, and examples of graphic organizers that students create during planning. The teacher models at each stage of the process and monitors the students as they write. The teacher uses the scoring guide to assess students’ writing.

**Build Background:** This section of Adventures in Writing focuses on a specific aspect of TAP-F (topic, audience, purpose, and format). For example, if the student writing activity is to write a formal letter, Build Background will include a sample formal letter and prompt students to identify the specific aspects of the format, including date, greeting, body, and closing. Incorporating this instruction provides alignment with many state standards.

**Planning:** This part of the process introduces students to the prompt, scoring guide, and graphic organizer. The teacher can model filling out the graphic organizer. Students plan their writing and share ideas.

**Drafting:** During drafting, the teacher further explains the graphic organizer and how to use it to create a first draft. Students also learn to use the prompt and scoring guide to give feedback as their partners read their drafts aloud. Specific lessons also include activity-specific guidance in this section. For example, in the formal letter activity, drafting instruction might include brief instruction on proper capitalization in letter writing.

**Sharing, Responding, and Revising:** Students share their writing with partners, and partners give feedback. After each partner receives feedback, students begin to revise their work and share how they will revise.

**Editing:** The teacher introduces the idea of editing and creates an editing checklist based on the class’s needs. Students check their drafts and their partners’ drafts using the checklist. Then students share edits. Specific lessons also use this opportunity to address and practice editing for specific, common writing errors.

**Rewriting:** Students rewrite after editing their work with partners. The teacher then asks one or two students to share their work with the class. The class then celebrates student writing. The teacher collects Adventures in Writing activities and records individual scores on the teacher cycle record form.
Imagine... students working in small groups or 1-1 with tutors and computers to identify and solve their reading problems, proudly seeing themselves master reading skills.

In Success for All, students who demonstrate a need for additional help in reading receive targeted group or individual tutoring aligned to classroom instructional objectives. Regrouping for reading instruction meets many individual instructional needs and often is enough to support progress for on-level readers and accelerate below-level readers. However, some students still need focused or intensive support. Both small-group tutoring (RtI tier 2) and individual, intensive tutoring (RtI tier 3) are available with highly engaging computer-assisted tools.

**Team Alphie** is a computer-assisted tutoring program, a targeted group intervention (RtI tier 2), and enables one tutor to work with up to eight students at a time. Student partnerships work together on fun and engaging computer games to master specific objectives in phonemic awareness, fluency, vocabulary, and comprehension.

**Alphie’s Alley** provides intensive one-to-one support (RtI tier 3). The tutor uses a plan based on diagnostic assessments of the individual student’s needs. The computer presents new challenges as soon as the student masters an objective. Alphie’s Alley is particularly effective for meeting the needs of English language learners and special-education students.
Computer-Assisted Lesson Planning and Progress Monitoring

Tutors use a computer-guided assessment to begin the tutoring process by assessing each student's skills in each key area. The program then recommends specific lesson activities in letter-sound correspondence, sound blending, fluency, and comprehension to develop the needed skills. Students' progress is noted as they complete activities, and the system automatically records student mastery and updates lesson-plan recommendations.
McDermott Elementary School (Liberal, KS)

McDermott Elementary School in Liberal, KS, has a sustained record of excellence and a trunkful of state awards to show for it. Call it the SFA effect. Since adopting Success for All’s comprehensive school-improvement program in 2006, McDermott has thrived, consistently scoring more than 90 percent in reading proficiency on state tests, and culminating in 100 percent of students on grade level for 2010.

With so many of McDermott’s students at risk of struggling academically—80 percent qualify for free and reduced-price lunch—teachers took full advantage of Success for All’s schoolwide solutions—attendance strategies, behavioral programs, parent outreach—and the instructional and leadership tools.

SFA’s whole-school approach has been the catalyst for positive change at McDermott. Before the SFA implementation, teachers struggled to find a consistent solution for students who were falling behind in reading.

“Prior to SFA, the teachers would say, ‘they just can’t read,’” said Principal Kathy Fitzgerald. “We weren’t really data-driven. We were missing the data to drive our instruction.”

The ability to pinpoint specific problems with individual students is a result of the data-driven approach of SFA’s component teams, in which teachers collaborate across grade levels and share ideas and intervention strategies. As a result, the school has seen steady and sustained improvements in reading scores.
Developing a culture that engages the entire school community is a key element of the Success for All approach. Our proven Schoolwide Solutions approach involves a cross section of the school’s community working together in a problem-solving model that begins in the classroom and extends beyond the school doors. Social and emotional development tools ensure that students enter the classroom ready and able to learn, and supports are made available to increase learning time and improve attendance, parental involvement, and community connections.
Identifying Solutions

The Schoolwide Solutions approach establishes a coordinated, proactive network of support to address all barriers to individual students’ success and to ensure that the school meets the targets set forth in its achievement plan. Each team consists of a core group of school leaders, teachers, parents, and support staff who commit to meeting throughout the school year to discuss, monitor, and plan strategies to focus on the issues of parental involvement, attendance, school climate, behavior, community relations, and health. This approach establishes a sense of connection, accountability, and commitment throughout the school community.

Imagine...

teachers, administrators, parents, and others working together to build a positive schoolwide climate to support success.
Engaging and Empowering Parents

Success for All tools help teachers establish productive relationships with students and their families. The Parent and Family Involvement team, established as part of Schoolwide Solutions, sets realistic expectations of reaching families, educating them on what is going on at the school, and creating opportunities to build partnerships to support learning.

This parental-involvement continuum provides the structure for establishing relationships, providing ongoing feedback and opportunities to celebrate student achievement. These include simple, effective strategies, such as Second Cup of Coffee, a casual parent/teacher conference opportunity, and Read and Respond, a chance for parent/student interaction during homework.

“It’s not just about the test scores. Success for All brought in the collegiality and the collaborative approach to instruction. And the foundation is always kicking it up a notch, making sure we sustain our growth, but always dig deeper to improve learning for all our kids.”

MICHELLE DOUGLAS
Principal
Hynes Charter School
New Orleans, LA
Establishing a Safe and Supportive Learning Environment

A schoolwide behavior-management plan is developed based on the needs of each school. Data, including discipline referrals, suspension records, and teacher surveys, are used to assess behavioral hot points and determine appropriate interventions for improvement. This approach includes:

- behavior-tracking mechanisms,
- proactive behavior management,
- behavior-management workshops, and
- end-of-year data reviews to update plans.

Getting Along Together

Getting Along Together is Success for All Foundation’s K–8 social problem-solving curriculum. Introduced early in the school year, these classroom resources teach children to think critically, solve problems productively, and work cooperatively in teams.

Through literature-based lessons that introduce strategies and skills for conflict resolution, teachers guide students to understand how to work together effectively. By setting expectations and rewarding positive peer interaction, student-selected issues are addressed throughout the school year.
Individualized Student Interventions

Success for All provides schools with a structured process to help individual students who are identified as having difficulty. The Intervention team, which includes schoolwide representation, brainstorms remedies to help students be successful, such as setting one small and measurable goal that can be attained and celebrated.

Administrative participation prioritizes the effort, and weekly meetings between teachers, parents, and other stakeholders ensure follow-through. These interventions provide practical support for student and teacher, breaking a cycle of unsuccessful behaviors and laying out a path for success.

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<table>
<thead>
<tr>
<th>Who</th>
<th>Classroom</th>
<th>RL</th>
<th>Teach J. the sound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL</td>
<td>Using art, make the sound on a card.</td>
<td>J. will teach the class the sound.</td>
<td></td>
</tr>
<tr>
<td>RL</td>
<td>Practice making the letter in the sand tray.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL</td>
<td>J. will wear her letter badge.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who</th>
<th>Schoolwide</th>
<th>KB</th>
<th>Go on a daily letter investigation trip.</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB</td>
<td>All adults will ask J. about her letter badge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GB</td>
<td>Good visit to the office to review letter sound.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GB</td>
<td>Teach the letter sound to Pre-K.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meeting date</th>
<th>Review date: Nov 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Jessica T.</td>
<td></td>
</tr>
<tr>
<td>Parent present: Yes</td>
<td>No</td>
</tr>
<tr>
<td>Teacher present: Yes</td>
<td>No</td>
</tr>
<tr>
<td>Teacher: R. Lewis</td>
<td></td>
</tr>
<tr>
<td>Case manager: K. Ballard</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who</th>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mom</td>
<td>Practice the letter sound with Mom.</td>
</tr>
<tr>
<td>Mom</td>
<td>Teach the letter sound to the little sister.</td>
</tr>
<tr>
<td>Mom</td>
<td>Look for the letter/sound while helping Mom cook.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer from business partner will check in, asking J. the letter sound.</td>
<td></td>
</tr>
<tr>
<td>Sunday school teacher will ask J. the letter sound.</td>
<td></td>
</tr>
<tr>
<td>Earn pizza coupon.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>JT</td>
<td>J. will practice her letter sounds.</td>
</tr>
<tr>
<td>JT</td>
<td>J. will tell all the adults she knows what letter sound she is working on.</td>
</tr>
</tbody>
</table>

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Schoolwide Solutions Sheets are used to make a plan when intervention is needed.
Richards R-5 School (West Plains, MO)

The path to improvement at Richards R-5 School started with a collective rethinking of teaching. With many students missing grade-level benchmarks, educators at Richards agreed that it was time for real change. They decided that instead of teachers struggling to find the best instructional strategies on their own, they should adopt a consistent, evidence-based model, one that included extensive professional development and a built-in structure for them to work together to improve their practice.

They found all those features in Success for All, which the West Plains, Missouri, school adopted more than a decade ago to help bring a strong focus to reading instruction, and to ultimately improve students’ overall academic achievement. In the years since, the school—where more than 60 percent of students qualify for free or reduced-price lunch—continues to meet federal performance targets and has even outscored the state average in reading proficiency. It has earned state distinction for its performance for seven years running.

While such a shift can often be overwhelming for teachers, the professional development and ongoing coaching helped Richards staff streamline their approach to reading instruction, use data effectively to inform instruction, and create a culture of collaboration both among students and between colleagues at the school.

“We had to learn to manage our time, to do less speaking, and let the children become teachers with the cooperative-learning component,” said facilitator Sherry Brotherton. “With a deeper understanding of effective instruction and a united approach to teaching, the staff has become one unit.”
Imagine... teachers attending workshops, working with coaches in their own classes, and working in small teams to help one another develop as professionals and reach every child.

“The Success for All coaches who work with us are always available via e-mail or phone to answer questions or make suggestions. The training continues throughout the school year, and they partner with us in our goals achieve and maintain academic levels. They are part of our leadership team, and we value their input.”

ALIDA AMPAT-COLLURA
Facilitator
Amber Charter School
New York, NY

The Success for All approach is supported by extensive professional development and job-embedded coaching that enables teachers and school leaders to make the most of SFA’s research-proven instructional approach. Supported by a network of Success for All Foundation coaches, this professional-development model guides schools to reach student-achievement targets. The GREATER coaching design provides ongoing support tailored to teachers’ needs and onsite facilitator training and guidance in establishing component teams to provide peer-to-peer support.
The GREATER Coaching Model

Success for All’s GREATER coaching model is a problem-solving approach that is centered on student data. Teachers use the process to set attainable, student-focused goals.

GREATER coaching promotes meaningful learning opportunities for teachers across the school year, and provides support for implementing new teaching strategies and instructional processes. Meaningful and timely feedback, guidance and celebrations empower teachers to be creative, set their own goals for change, and take pride in their students’ achievement.

The GREATER Coaching Process

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<tr>
<th>G</th>
<th>Goal: A short-term measurable goal for improving student learning identified as critical for meeting annual schoolwide goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Reality: Assessing the current reality in the classroom that the teacher identified as a barrier to accomplish the goal.</td>
</tr>
<tr>
<td>E</td>
<td>Exploration: Brainstorming strategies that can be utilized or strengthened to ensure that the teacher accomplishes the goal.</td>
</tr>
<tr>
<td>A</td>
<td>Action: Choosing a meaningful strategy from those explored. Identifying actions of the facilitator/leadership/teachers and/or SFA coach to support the implementation of the adopted strategy.</td>
</tr>
<tr>
<td>T</td>
<td>Timeline: The who, what, when, and where of the action plans to create a focus and sense of urgency.</td>
</tr>
<tr>
<td>E</td>
<td>Evaluate: Utilizing data to evaluate the short-term goal set and celebrate success.</td>
</tr>
<tr>
<td>R</td>
<td>Renegotiation: Reevaluating current goals or setting new short-term goals to continue working towards annual schoolwide goals.</td>
</tr>
</tbody>
</table>

Ongoing Support for Success

- Partnering with school leadership
- Kick-off workshops and ongoing training to provide learning opportunities throughout the year
- Phone and e-mail support 24/7
- Targeted onsite observations and discussions with school leadership and teachers
- Embedded professional development
- Regularly scheduled webinars
- Goal setting and progress monitoring on or off site
- Access to online program resources
Tools for Effective Teacher-to-Teacher Support

Success for All partnership schools and teachers do more than have meetings or solve immediate problems together; with our help, they organize themselves and their resources to make a lasting impact through component teams, another element of Leading for Success. As teachers become more familiar with Success for All, their focus shifts from logistics and lesson structure to student progress.

Successful implementation of Success for All is a schoolwide effort. Success for All works with schools to create teacher component teams that commit time to share the responsibility for implementing the program. Over time, component teams become even more goal and data driven, and student outcomes begin to dictate the topics for further efforts. Online resources provide component teams with agendas, multimedia tools, and other resources to sustain the process.

<table>
<thead>
<tr>
<th>Impact</th>
<th>Component Team</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
<td></td>
<td></td>
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</tbody>
</table>

**TEACHER COMPONENT TEAM**

**Sample Agenda #1**

*Bring It Back*
- Bring all completed team score sheets from your reading group for one or two lesson cycles.
- Report how many of your student teams met their goals.

*Bring It On*
- Use these questions to identify strengths and challenges:
  - Are students faithfully representing their team’s discussion and consensus when randomly selected, or are they reporting their own individual understandings?
  - Do students use the teacher’s feedback and rubric scores to improve both the quality of their teamwork and their individual efforts?
  - Do student teams set goals with an understanding about how points on their team score sheet help them to meet their goals?
- Are the celebration certificates creating motivation to improve both individual and team scores?

*Bring It On*
- List information that is needed, ideas that are not fully understood, questions that would improve team learning in your classrooms.

*Bring It Out*
- Set a goal.
- Examples: All of our teams will set and meet cycle goals by the time of our next component team meeting; or 75% of student teams will average 85 or better for their combined challenge scores.
- Commit to actions that will help meet the goal.
- Examples: Review previous cycle scores and set goals on Day 1 of every lesson cycle; celebrate team and individual performance with certificates and recognition; completely explain feedback from rubrics when awarding team points; or improve the monitoring of student team discussions.
- Agree to bring team score sheets and teacher cycle record forms with evidence of meeting the goal to the next component team meeting.

*Bring It Up Next*
- Decide on or confirm the topic and time for the next component team meeting.
- This topic may be continued, or the school may arrange coaching for: selecting team cooperation goals and related behaviors; strategy-use discussions and feedback; prompting and reinforcing student teams during Team Talk discussions; or pacing instruction and lesson activities.

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“With other programs, it’s ‘thanks for buying our books, and you’re on your own.’ The (SFA) point coaches…have been incredibly supportive. They are so energetic and positive.”

JANICE PALMER
SFAF Facilitator
Cloves Campbell
Middle School
Roosevelt School District, AZ
Ensuring Success

Supporting you and your implementation of Success for All programs is the key to student success. As questions arise or support is needed, we are here with you every step of the way! Our support system provides schools with face-to-face support and a host of online resources that can be accessed through one convenient site. SFA's Online Resources serve as an information hub containing all the resources and materials needed to support our instructional tools, schoolwide support and intervention tools, professional development, and coaching and leadership for continuous-improvement tools. Together these resources complement and support SPAs' whole-school approach to ensure success for all students.

A key feature of SFA's Online Resources is the extensive online professional-development opportunities that offer ongoing support and professional development to our partnership schools in between site visits from SFAF coaches. All professional-development topics are aligned with resources that can be used to support or guide school-based component team meetings and consist of tutorials, webinars, video demonstrations, and optional online assessments that check for understanding and provide feedback and a celebration of efforts.

Here is an example of the support that is available to you.

Discuss current implementation with colleagues using the sample Component Team Agenda #3 Pacing Instruction and Lesson Activities.

Monitor implementation using the school Snapshot and use data to set short-term targets that reinforce program implementation.

Collecting school data allows the SFAF point coach to work with the school facilitator and school leadership team to monitor program implementation and student achievement. Effective use of SFAF’s Member Center is reinforced by onsite and off-site goal setting that establishes a clear direction for attainable student growth.
Success for All’s Online Resources provide online professional development and materials that support the teachers’ implementation of Success for All programs.

View tutorials and monitor understanding by completing an optional online assessment. Upon successful completion of the online assessment, receive an eCertificate recognizing efforts.

Participate in program introductions and follow-up topic-specific resource workshops offered by your SFAF point coach.

Call or e-mail your SFAF point coach directly to ask questions or seek clarification about program expectations or desired student outcomes.

SFAF coaches represent some of the best educators in the country. Supported by a national network of coaches, your SFAF coach works directly with your teams to provide you with the answers and support that you need when you need it.

Onsite professional development is designed to support and guide teachers’ use and implementation of SFAF’s programs. After the initial program introduction, schools work with their SFAF point coach to tailor a professional-development plan that meets the needs of the school.

During SFAF school support visits, ask questions about your implementation, seek clarification, analyze student data with your point coach, and work together to set short-term goals.

School support visits are built into school service plans and are tailored to each school’s needs. School support visits allow for targeted onsite observations and discussions built around identified areas of need that directly support student growth.
Success for All’s research base spans virtually every facet of education:

- Literacy
- Strategies for increasing attendance
- Cooperative learning
- Increasing time on task
- Grouping strategies
- Parental engagement and involvement
- Children's health

Key Evaluations

A meta-analysis of research on twenty-nine models categorized Success for All as one of only three programs with the “Strongest Evidence of Effectiveness.” (Borman, Hewes, Overman, and Brown, 2003)

Success for All was evaluated in a three-year randomized control trial, the gold standard of research, funded by the U.S. Department of Education between 2002 and 2006. Students in Success for All schools achieved at significantly higher levels than similar students in control schools. The difference in only three years was enough to cut the African American/white achievement gap in half. (Borman, Slavin, Cheung, Chamberlain, Madden, and Chambers, 2007)

Six studies have involved English language learners and have shown that Success for All teachers are prepared to support these students’ special needs and are successful in increasing their reading levels substantially more than control schools. (Cheung and Slavin, 2005)

In a series of studies involving more than 6,000 students over ten years, students in Success for All schools were, on average, a full grade level ahead of students in similar control schools by fifth grade. This difference was maintained during middle school even though the intervention was finished. (Borman and Hewes, 2002)

Research on the Success for All middle school program was reviewed by the federally funded What Works Clearinghouse. No middle school program was given a higher rating for research quality and effectiveness. (Chamberlain, Daniels, Madden, and Slavin, 2007) (Daniels, Madden, and Slavin, 2005)

These studies followed 6,000 students in Success for All and comparison schools over eight years.
Researched by more than thirty institutions for more than two decades, Success for All has been found to increase reading achievement; cut the achievement gap between African American, Hispanic, and white students; and prepare teachers to support the needs of English learners.

The original Success for All approach, developed in 1986 at Johns Hopkins University, is based on best practices across education. Its implementation has been thoroughly evaluated and proven to be replicable for student achievement in more than thirty research studies, most of which were done by independent researchers. SFAF maintains close links with researchers at the Johns Hopkins University School of Education, where our founders continue as faculty members.

In 2010, Success for All received the highest score in the Department of Education’s Investing in Innovation (i3) scale-up competition, which required strong, scientific evidence of effectiveness. The i3 award includes funding for a multi-year randomized evaluation of Success for All, the most recent large-scale study of the approach.
MISSOURI

Versailles Elementary in Morgan County, Missouri has been recognized by the Missouri Department of Education for Distinction in Performance for Improved Achievement for the 2008–2009 school year. A review of their GSF data shows that they carefully tracked this data all year, finishing up with 85 percent of students on or above grade level. Way to go, Team South, in supporting this school to success.

IDAHO

Call it the 90 percent club: last year, the reading scores climbed to 90 percent proficient at Pioneer Primary and Park Intermediate School in Weiser, Idaho, outsorcing the Idaho state average of 87.7 percent.

OREGON

The Oregonian newspaper gave Oakland ES an outstanding rating in its 2010 state report card for all public schools. Oakland ES has scored over 90 percent reading proficiency for five of the past six years.

WASHINGTON

In 2001, Taholah had no students who were proficient on the WASL (WA state test). After partnering with SFAP, Taholah, as of last year, had 86 percent of its students proficient. During this time, the average gain across the state of Washington was 15 percentage points. The Washington State Office of Superintendent of Public Instruction bestowed the Title I Academic Achievement Award for Reading on Edison Elementary in Centralia, WA. Edison was one of six elementary schools in the state to win the award.

ARIZONA

Alhambra schools that have implemented Success for All for more than three years, on average, score above the mean for all Arizona schools—even though 92 percent of Alhambra’s students fall below the federal poverty level compared to 32 percent of students statewide.

CALIFORNIA

After a year of setbacks and struggling to operate in a building under renovation, Dana Gray Elementary outsorced the state of California by 10 points in API growth.

OKLAHOMA

Oak Park Elementary recently won the annual “Kids Are Authors” contest held by the Scholastic Press. Oak Park’s prize-winning book, entitled “Our Class Is Going Green,” reflects the schoolwide reading culture implemented through ten years of SFAP.

TEXAS

Dudley Elementary in Victoria, TX has been named a Distinguished Title I campus because of the school’s pattern of continued improvement and high TAKS scores. The National Center for Educational Achievement recognized Dudley as part of its 2009 “Just for the Kids” campaign for higher-performing schools in Texas.
Louisiana

Edward Hynes School and Breaux Bridge Primary were identified in the top thirty-five high-performing/high-poverty schools in Louisiana. The LDOE recognizes and honors schools for overcoming the challenges associated with educating large populations of poor and minority students. Both schools have been longtime partners of SFAF.

Michigan

Detroit Edison Public School Academy is an impressive school. From the superintendent to the classroom teacher, it is great to see high expectations for all students and a laserlike focus on student achievement. The school currently has 1,104 students, 575 in SFA classes (700 if you include Kindergarten), and 87 percent of their students are reading on grade level.

Michener Elementary in Adrian City grew 10 percent in reading proficiency from 2006–2009, compared to 0.9 percent for the state of Michigan.

Indiana

Over the past six years, College Corner’s reading proficiency score has gone up from 71 percent to 86 percent proficient. During this same time period, Indiana’s proficiency average has remained stagnant at 74 percent.

Ohio

Wells Elementary has continued to score 100 percent reading proficiency, and the school was featured prominently in the book It’s Being Done: Academic Success in Unexpected Schools, written by Washington Post education writer Karin Chenoweth.

New York

Harlem Success Academy is one of only eighteen NYC elementary schools to receive a 10 out of 10 rating from greatschools.net.

Kentucky

Knox County schools met 90 percent of their No Child Left Behind accountability goals, and readings scores climbed 5 percent across the board. After eleven years, the partnership is still reaching new heights!

Florida

The New Leaders Conference was held in St. Augustine, Florida for Putnam County schools. Eleven elementary schools, six middle schools, and three high schools adopted SFAF programs. The excitement started with their superintendent and assistant superintendent, who attended most of the sessions, and the use of data kept the group focused on the vision throughout.

Maryland

The Crossroads School, a middle school in Baltimore, made AYP with great reading scores this year and was the top-scoring middle school in Baltimore City. Eighty-two percent of students in grades 6 and 7 were proficient in reading and 76.6 percent in grade 8.
How much does it cost to bring Success for All to my school?

Success for All is designed to be affordable for qualifying Title I schools. The initial costs of Success for All are quickly balanced by subsequent reductions in costs for special-education placements and grade repetition. Title I funds, professional-development budgets, school-improvement grants, and other federal funding can all be used for Success for All.

Success for All costs about 60 cents per day per student. Due to our i3 scale-up award, we are able to provide qualifying elementary schools with funding to subsidize the upfront costs of implementing Success for All, bringing the per student cost even lower.

There is simply no better investment you can make to improve schoolwide culture while increasing student achievement than Success for All!

Average cost per child, per year = $104 (with i3 support)

Example for a Title I K–6 elementary school with 500 students with a $50,000 i3 grant:

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Cost per Student Year 1</th>
<th>Cost per Student Year 2</th>
<th>Cost per Student Year 3</th>
<th>Cost per Student Averaged Over 3 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>$140</td>
<td>$104</td>
<td>$69</td>
<td>$104</td>
</tr>
</tbody>
</table>

Getting started is as easy as 1, 2, 3!

Step 1

Determine whether Success for All is right for your school or district.
- Request additional information by completing a brief online survey.
- Contact your outreach representative for an awareness presentation, or schedule a visit with a Success for All partner school in your area at (800) 548-4998, ext. 2372.
- Find more information, including sample classroom resources, alignments to the Common Core State Standards and individual state standards, and testimonials from our partner schools on our website at www.successforall.org.

Step 2

Your Success for All Foundation coach will work collaboratively with you to:
- create a Success for All model that meets the needs of your school or district;
- prepare your team for the implementation of Success for All; and
- outline a professional-development plan that provides ongoing coaching and support.

Step 3

Work in tandem with your Success for All Foundation coach to ensure student success!
- Establish your schoolwide achievement plan.
- Receive customized, ongoing support throughout the year.
- Celebrate successes and refocus goals for continued success.
For more evidence of success, view this video.
Success for All is a proven whole-school reform strategy that helps teachers help every child succeed in school.

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.

These programs were originally developed at Johns Hopkins University.