

**Application**

**Today's Date:** \_\_\_\_\_

**School Information**

Official School Name:		
Street Address:		
City:	State:	Zip:
School Phone Number:	School Fax Number:	
Grades Served (lowest to highest):		
Principal Name:		
Contact Person:		
Contact Phone Number:	Contact E-mail:	
Percent Title I:	Percent Free and Reduced Lunch:	
Anticipated SFA Start Date:		
School Start Date—Teachers:	School Start Date—Students:	

**School Data: State Proficiency Scores**

This Year's Score (percentage)	Last Year's Score (percentage)	State Goal

**District Information**

District Name:		
District Address:		
City:	State:	Zip:
District Phone Number:	District Fax Number:	
District Contact/Title:		
Contact Phone Number:	Contact E-mail:	
District Funding Contact:		

**Projected Student and Teacher Populations for School Year of Implementation**

Grade levels in school: lowest \_\_\_\_\_ highest \_\_\_\_\_

In which grades will you implement SFA? \_\_\_\_\_

*(Complete the grid **only** for the grade levels in which you will implement SFA.)*

<b>Pre-Kindergarten: Curiosity Corner</b>						
<b>Age/Grade</b>	<b>Number of Classrooms</b>	<b>Number of Half-Day Classrooms</b>	<b>Number of Full-Day Classrooms</b>	<b>Number of Students</b>	<b>Number of Teachers</b>	<b>Number of Assistants</b>
3-year-old/Pre-K						
4-year-old/Pre-K						

**Note:** SFAF makes every effort to mainstream special-education students. Please list the projected number of special-education students to be mainstreamed in the last line of the grid below. Do not incorporate special-education student numbers into the student grade-level numbers.

<b>Grade Level</b>	<b>Number of Teachers for Each Grade Level</b>	<b>Number of Students for Each Grade Level</b>
K		
1		
2		
3		
4		
5		
6		
Special Ed*		
Certified tutors		

Please fill in the chart below with your best estimate of reading levels. This chart will help determine material costs.

<b>Reading Level</b>	<b>Number of Students for Each Reading Level (not including K students)</b>	<b>Maximum Number of Students Allowed in Each Classroom</b>
Reading Level 1		
Reading Level 2		
Reading Level 3		
Reading Level 4		
Reading Level 5		
Reading Level 6		
Middle Reading Level		

\*Will these teachers have their own homerooms? Yes \_\_\_\_ No \_\_\_\_

The Reading Wings component of SFA uses materials called Targeted Treasure Hunts that are used either with trade books that you will purchase separately or with a basal series. If you would like to have a Targeted Treasure Hunt estimate for a basal, please complete the chart below; otherwise, we will complete your cost estimate with trade books.

Publisher:	Year:
Grade 2 Titles:	
Grade 3 Titles:	
Grade 4 Titles:	
Grade 5 Titles:	
Grade 6 Titles:	

Do you want to purchase student materials or print them yourself?

Will purchase       Will print

We will be using interactive whiteboards in each classroom:

Yes       No

### Technology Requirements

SFAF will support schools that meet the **minimum** system requirements listed below.

#### I. Basic Hardware/Software – Classroom:

- An interactive whiteboard/projector set-up, connected to a computer with ActivInspire™ 1.5 or higher installed.
- Classroom computer:
  - PC Recommended: Windows XP SP2 and above (XP, Vista/7); 2.0 GHz Intel Core 2 Duo or faster processor; 512 MB of RAM; 1.5 GB of free disk space. Additionally, 5 GB of free disk space per grade level of instruction\*
  - Mac Recommended: Mac OS 10.4.11 – 10.6.1 (Tiger/Leopard/Snow Leopard); 2.0 GHz Intel Core 2 Duo or faster processor; 512 MB of RAM; 3.0 GB of free disk space. Additionally, 5 of free disk space per grade level\*
  - Flipchart Software: ActivInspire™ 1.2 or higher (personal or professional edition)
  - Display: Screen resolution of 1024 x 768
  - Internet: High-speed Internet connection. High-speed >= 256 kbps. Flash Player 8 or higher
  - Other: DVD Player for installation\*  
Speakers

\* if the flipcharts will be loaded onto each classroom computer.

#### II. Network and Server Settings at School:

- If Reading Wings 4<sup>th</sup> Edition files are stored on a shared file server, a 1000 Mb LAN connection is recommended for optimal performance.
- Broadband Internet access capable of transmitting at least 256 kilobits per second (kbps) during peak internet usage times. To check this at the school, during peak internet usage times (morning and afternoon), open an internet browser and go to <http://infospeed.verizon.net/>. Follow the instructions in the pop-up window.
- Ability to open a standard **http://** and **https://** web connection (TCP/IP Port 80) to SFAF's websites (listed below)
- Network and server firewalls set to allow SFAF websites through the firewall.
- **If your school uses a proxy server, caching must be disabled for SFAF websites on the server and on all computers** (<https://members.successforall.org>, <http://demo.successforall.net>, <https://resources.successforall.org>).

**Before purchasing Reading Wings 4th Edition, your technical contact must confirm that your site(s) has/have:**

- Interactive whiteboards;
- Classroom computers that meet the specifications listed above;
- Network and Server settings that meet the specifications listed above;
- The ability to house 5 GB of files per grade level on either the classroom computer or the system network, depending on how the user choose to house the files.
- Provide technical contact for school:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_ E-mail: \_\_\_\_\_

Phone: \_\_\_\_\_

**Facilitator**

Each SFA school has a certified teacher serve as a facilitator. This position is designed to create a solid support structure for teachers and to help ensure an effective, high-quality SFA implementation. A full-time facilitator is recommended for schools with more than 250 students, while a half-time facilitator is adequate for smaller schools. Schools often use the Title I facilitator or reading coach as the SFA facilitator, so consider how you may be able to realign your staff without hiring someone new.

Which staff member will you most likely use as your facilitator? \_\_\_\_\_

**The Vote**

To become a SFA school, 75% of your staff needs to approve of a SFA implementation, or a letter of commitment must be submitted. After the awareness presentation, a vote should be conducted and the results sent in to the Foundation. Your expansion manager will make these ballots available to you. On the other hand, if this school has been mandated to implement SFA, we ask for the teachers to sign a letter of commitment. Those who are unwilling to sign this letter should be assigned to another building in the district.

- We will have a faculty vote.
- Teachers will sign a letter of commitment.

In the chart below, please indicate your initial-training date preferences, remembering that they should be three or four consecutive days, depending on whether the dates will include tutor training.

\*Training dates will be confirmed by the SFAF area manager.

	Choice #1	Choice #2	Choice #3	Choice #4
Start Date				
End Date				

**Preliminary application complete**

- Approved
- Denied

Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Reason for denial: \_\_\_\_\_

Upon approval of the pre-application, please fill out the remainder of the application.

**Implementation Planning Guide**

**The Leadership Team**

This group represents the leadership of the school and determines the school’s goals and direction. Membership might consist of school administrators, the Solutions coordinator, the SFAF campus facilitator (or coach), the school counselor, a social worker, lead teachers, and any other individual who is seen in a leadership capacity. (Some schools consider individuals such as the nurse and the librarian, depending on their relationships and roles in the building.)

The leadership team should meet at least once per month. Team members will be the individuals who determine the direction and goals of the school. Membership will vary based on the individual school’s needs and resources.

Your leadership team should have at least four or five members. Who will these members be?

	<b>Name</b>	<b>Position</b>
1.		
2.		
3.		
4.		
5.		

**Solutions Coordinator**

This individual is responsible for the coordination of the Success Network. Although he or she does not need to sit on every team, it is important that he or she is aware that the teams are meeting and what they are working on. He or she is encouraged to attend all the training provided to ensure a complete understanding of the Leading for Success program.

Solutions Coordinator: \_\_\_\_\_

Solutions component team members:

All staff, including those on the leadership team, should be considered as participants on one or more component team.

<b>Component</b>	<b>Team Members</b>
Attendance	
Cooperative Culture	
Intervention Team	
Parent and Family Involvement	
Community Connections	

**Reading Groups**

SFA implementation requires your school to establish a ninety-minute reading block, during which your first- through sixth-grade students will be grouped by reading levels. During the ninety-minute reading block, we encourage you to keep class size small, preferably sixteen students or less in Reading Roots (reading level 1) and no more than twenty to twenty-five students for Reading Wings (reading levels 2–6). Therefore, if your school is particularly large, you may decide to schedule two reading blocks.

SFA implementation requires a ninety-minute reading block. Will your schedule accommodate a ninety-minute reading block?

Yes  No

During the SFA reading block, all certified teachers (including the librarian, special education, art, music, physical education, etc.) can teach reading to allow for smaller class sizes and a schoolwide focus on reading achievement. For you to plan effectively and for us to ensure an accurate materials order, it is important for you to consider how you will utilize teachers and space during the reading block.

Will all teachers be teaching reading during the ninety-minute reading block? Yes  No

Identify all certified staff members who will teach a reading group and what level reading group each teacher will teach. If you have holes in your staff due to hiring, indicate the position that will be used instead of the staff member’s name. **Note:** If you plan to have two ninety-minute reading blocks, copy this worksheet before filling it out. Highlight those teachers who will teach multiple/both reading blocks.

Reading Roots (reading level 1)	
Grade-level position/title	Teacher
Total Number of Reading Roots Teachers:	



### Tutoring

Tutoring is a crucial component of SFA. It ensures that students at risk of failure are provided with all the resources necessary to succeed. Therefore, it is important to plan for the staff resources that your school will need to ensure that the program operates effectively. SFAF recommends that schools tutor 30% of first graders, 20% of second graders, and 10% of third graders. At a minimum, we recommend that you tutor 30% of your lowest-performing first-grade students.

(Number of first graders) X .30 = \_\_\_\_\_. This would be the number of tutoring slots needed.

These students can be tutored either one-to-one (Alphie's Alley) or in teams of 2–4 students (Team Alphie).

Total number of tutoring slots needed = \_\_\_\_\_

In addition to certified teacher-tutors, you may be able to use other resources to supplement the amount of your tutoring support through after-school tutoring, volunteer or business-partner tutors, or peer tutoring. To consider what additional resources you may have access to, answer the following questions:

Will you offer after-school tutoring? Yes  No

Will you organize cross-age peer tutoring? Yes  No

Will you have access to volunteer tutors (parents)? Yes  No

Will you have access to business-partner tutors? Yes  No

Do you have access to any other resources that you may be able to use for tutoring? If so, list them:

### Training and Support Visits

#### Program-Introduction Training:

The entire faculty of every SFA school undergoes an initial training facilitated by SFAF coaches. The three-day program-introduction training introduces staff to the whole-school strategies used in SFA and specific curricular and instructional components. This training allows teachers to explore the rationale behind and structure of SFA, and it familiarizes them with the classroom processes and materials that are necessary to get off to a quick and successful start.

#### Support Visits:

Support visits by your assigned SFAF coach will occur throughout the school year to support and assist the entire school staff as you work to implement SFA and raise student achievement. During support visits, your coaches will observe reading groups and meet with teachers in small groups to help with program implementation. At this time, the coach will also meet with the leadership team to work with them to address specific needs. The number of support visits and the length of those visits will vary depending on the size of your school.

**Conferences**

The New Leaders Conference is a five-day conference for new SFA principals and facilitators, and the cost for two registrants is included in your contract. This conference provides critical training that prepares school leaders to begin SFA implementation with ease.

The Experienced Sites Conference is a three-day conference that provides existing SFA schools with the opportunity to attend sessions designed to refine their program implementation and to collaborate with staff members and leaders from other SFA schools. You are encouraged to send at least your principal, facilitator, and Solutions coordinator. If resources enable you to do so, we recommend that you also send teachers or other staff members to the conference.

**District Commitment**

As our district representative, we approve and support the implementation of Success for All at this school site.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

**Expected Follow-up Documentation**

Please submit a copy of

- your school's schedule showing the reading blocks;
- your school's tutoring schedule; and
- your calendar showing when Success Network meetings are held and component team meetings are conducted.