

Success for All Snapshot

Schoolwide Structures

B 1 2 3 4 IP = In place; S = Startup expectations met; N = Not in place

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Fundamentals				
				1 All leaders and staff have received essential training. (1)
				1 Materials necessary for program implementation are complete. (2)
				1 Schoolwide Solutions coordinator has been identified and given time to fulfill Solutions responsibilities. (3)
				1 The facilitator is full time (reading) and/or part time (math). (4)
				2 Classes in Reading Roots do not exceed twenty students. (5)
				1 A ninety-minute (elementary) or sixty-minute (secondary) uninterrupted reading block exists. (6)
				1 The principal is fully involved with SFA implementation. (7)
				1 Instructional component teams meet regularly to address professional-development needs and connect teachers to online and print resources for program support. (8) S
				1 All Schoolwide Solutions teams have been identified and meet regularly as specified. (9)
				1 Getting Along Together structures are in place in every classroom (Class Council meetings, Peace Paths, Think-It-Through sheets). (10) S
				2 Getting Along Together structures are in place schoolwide (Peace Paths; Think-It-Through sheets; using conflict stoppers in cafeteria, on playground, in hallways, etc.). (11) S
				1 Attendance plans are complete and effectively implemented. At least 95% of children are in school on time every day. (12) S
				1 The Intervention team meets weekly and uses the Solutions Sheet process to create individualized achievement plans. (13) S
				2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (14) S
				2 Parent involvement essentials are in place. (15) S
				2 Volunteer listeners are in place. (16) S
				3 School climate is positive, calm, and orderly, or a positive schoolwide behavior plan (e.g., PBIS, Winner's Circle, CMCD) is in place and used consistently. (17) S
				3 A community-supported vision program is in place. (18) S
Assessment				
				1 An accurate Grade Summary Form is maintained for every grading period. (19)
				1 Formal reading-level and/or math-benchmark assessments with consistent measures are conducted at the beginning of the year and at the end of each grading period. (20)
				1 Teacher cycle record forms or weekly record forms are used by all teachers to record classroom data throughout the grading period. (21) S
				2 A Classroom Assessment Summary is submitted quarterly by each teacher. (22) S
				3 Member Center (or equivalent) data-collection and reporting tools are used consistently. (23) S

Aggressive Placement				
				1 Cross-grade regrouping is used each grading period in all grades except pre-K and kindergarten. (24)
				1 Multiple measures are used to determine placement. (25)
				2 Placement is aggressive; students performing below grade level are placed at the highest level at which they can be successful. (26) S
Tutoring				
				1 Capacity exists to tutor 30% of first-grade students, 20% of second-grade students, and 10% of third-grade students. (27)
				1 A certified teacher-tutor coaches other tutors. (28)
				1 Tutoring is provided daily for each tutored student. (29)
				2 One of the SFAF tutoring programs is used. (30)
Leading for Success				
				3 The Leadership team meets monthly to review schoolwide data, monitor teams, and prepare for the quarterly meetings. (31) S
				3 Members of the school Leadership team know the number and percentage of students achieving at grade level and meeting quarterly proficiency goals. (32) S
				2 Quarterly meetings are held at the start of school and quarterly to review schoolwide progress toward achievement goals and team reports. (33) S
			CC	2 Instructional component teams set SMARTS targets based on program data, chart progress, and work collaboratively to meet their targets. (34) S
			KC	
			RR	
			RW	
			REMS	
			REHS	
			M	
				3 The facilitator uses the GREATER coaching process to support continuous improvement of student achievement through high-quality implementation. (35) S
			Attendance	2 Schoolwide Solutions teams set SMARTS targets based on program data, chart progress, and work collaboratively to meet their targets. (36) S
			Intervention	
			Cooperative Culture	
			Community Connections	
			Parent and Family Involvement	
				3 The Schoolwide Solutions coordinator supports Schoolwide Solutions teams to identify student-achievement targets that guide the teams' efforts. (37) S
				3 All Leading for Success teams set targets that are aligned with schoolwide quarterly goals. (38) S

Please Note: The shaded areas indicate objectives that may not be rated at your school until the 2015–2016 school year.

Priorities for implementation: 1 mechanical 2 routine 3 refined

Minimal expectations for start-up schools: S

Instructional Processes*

✓	B	1	2	3	4		
						CC	1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (1)
						KC	
						RR	
						RW	
						REMS	
						REHS	
						M	
						WW	
						CC	3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (2)
						KC	
						RR	
						RW	
						REMS	
						REHS	
						M	
						WW	
						CC	2 Teachers use Think-Pair-Share, whole-group response, Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (3)
						KC	
						RR	
						RW	
						REMS	
						REHS	
						M	
						WW	
						CC	3 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (4)
						KC	
						RR	
						RW	
						REMS	
						REHS	
						M	
						WW	
						CC	2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (5)
						KC	
						RR	
						RW	
						REMS	
						REHS	
						M	
						WW	
						CC	3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (6)
						KC	
						RR	
						RW	
						REMS	
						REHS	
						M	
						WW	
						RW	2 Following Team Talk or other team study discussion, teachers conduct a class discussion in which students are randomly selected to report for their teams; rubrics are used to evaluate responses, and team points are awarded. (7)
						REMS	
						REHS	
						M	
						WW	

✓	B	1	2	3	4		
						RW	3 During class discussion, teachers effectively summarize, address misconceptions or inaccuracies, and extend thinking through thoughtful questioning. (8)
						REMS	
						REHS	
						M	
						WW	
						RW	3 During class discussion, teachers ask students to share both successful and unsuccessful use of reading strategies, such as clarifying, questioning, predicting, and summarizing, and graphic organizers or mathematical thinking. (9)
						REMS	
						REHS	
						M	
						WW	2 Teachers calculate team scores that include academic achievement points in every instructional cycle and celebrate team success in every cycle. (10)
						RR	
						RW	
						REMS	
						REHS	
						M	3 Teachers use team scores to help students set goals for improvement, and students receive points for meeting goals. (11)
						WW	
						RR	
						RW	
						REMS	
						REHS	2 Read and Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (12)
						M	
						WW	
						CC	
						KC	
						RR	3 Teachers complete Getting Along Together lessons and/or conduct Class Council meetings weekly. The atmosphere is open, and relevant class issues are addressed effectively. (13)
						RW	
						REMS	
						REHS	
						M	
						WW	3 Teachers complete Getting Along Together lessons and/or conduct Class Council meetings weekly. The atmosphere is open, and relevant class issues are addressed effectively. (13)
						CC	
						KC	
						RR	
						RW	
						REMS	4 Teachers facilitate the use of emotion-control and conflict-resolution strategies throughout the day (including use of the Stop and Stay Cool steps, Think-It-Through sheets, the Feelings Thermometer, and the Peace Path). (14)
						REHS	
						GAT	
						GAT all day	
						GAT all day	

Fill in:

✓ = Area of focus

P = Power schoolwide – Objective is verified for 95% of teachers.

M = Mastery – Objective is verified for 80% of teachers.

S = Significant use – Objective is verified for 40% of teachers.

L = Learning – Staff members are working toward verification of this objective.

*Verified by observation or artifacts such as team score sheets, facilitator observation records, videos, audio records, transcripts of instruction, or teacher records of student responses. Leave blank if documentation is not yet available.

Priorities for implementation: 1 mechanical 2 routine 3 refined

Student Engagement*

✓	B	1	2	3	4														
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Priorities for implementation: ① mechanical ② routine ③ refined