

An *Integrated*
Approach
To **School**
Improvement

Kids • Families • Schools • Communities

Success4

Social • Emotional • Intellectual • Behavioral

Iowa Department of Education
1998

State of Iowa
Department of Education
Grimes State Office Building
Des Moines, Iowa
50319-0146

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Success4 Instructions

This information package contains everything you will need to begin organizing kids, families, and your community for a Success4 initiative in your area. All of the enclosed materials have been professionally produced and are approved for your use. We ask only that you follow these instructions and recommendations to maintain the integrity of the initiative and to achieve maximum possible effectiveness.

Success4 Video

Always begin your presentation with the Success4 Video. This video presentation provides a broad overview of the Success4 School Improvement Process and gives prospective participants a general understanding of the principles and practices involved in the Success4 process. In this information package, you will find the Success4 Video Cassette.

Success4 Overhead Presentation

After giving your audience a general understanding of the Success4 process with the video presentation, you may wish to cover some points more comprehensively. For this purpose, the same information, plus parameters for local goal setting, is available to you in a format suitable for overhead projection. This technique will allow you to spend more time on specific points and answer audience questions more thoroughly than generally is possible during the video presentation. A printed script is provided as a guide to the overhead presentation. You may wish to familiarize yourself with the script before delivering the overhead presentation.

Success4 Mac & PC PowerPoint Presentation

PowerPoint is a computer program that combines the interest and appeal of limited animation with the control of a "slide show". Visuals remain unchanged on the screen until you affect the change. Visuals change in sequence, and graphics zoom in and out of the on-screen image at the touch of your mouse button. The effect is very alluring and attention getting, without sacrificing the ability to cover specific points as comprehensively as you wish. Some rehearsal is recommended. The Success4 PowerPoint presentation is provided in both MAC and PC formats for your convenience. It is ideal for 1-on-1 presentations or even for use with groups of 3 to 4 people. Or, you can project the PowerPoint presentation for larger audiences. (See back for more information.)

Success4 Brochure

This brochure is an excellent leave-behind to remind viewers of the important facts from your video, PowerPoint or overhead presentation. Undoubtedly, you will encounter situations in which video, overhead, and PowerPoint presentations are not possible and might be inappropriate. A leave-behind brochure is the perfect medium for your message in these circumstances. The Success4 brochure is executed in beautiful 4-color photography and tells the entire Success4 story. Use it with busy executives or anywhere that time and circumstance do not allow video, overhead, or PowerPoint presentations. A small supply of Success4 brochures is provided in your information package, and you may order more by contacting the Iowa Department of Education.

Success4 Model

The Success4 Operational Model offers a complete and colorful explanation of the new school improvement program at a glance. Use it to enhance any Success4 presentation or even when you need just a quick explanation of the program. It's bright, attractive, and easy to understand and remember. A 4-color copy of the model is provided in the information package, along with black & white digital art suitable for reproduction.

Success4 Logo

This attractive, professionally designed art identifies printed material as part of the Success4 program. You may feel free to use it on any official correspondence and materials used in the program. A black and white logo sheet is provided for your convenience. Three-color, and black & white, digital logo art also is included in this information package for use on printed materials. Just supply the enclosed diskette to your local printer.

Success4 Logo Application Brochure

We encourage you to use the Success4 logo whenever and wherever appropriate. In fact, we have a few suggestions for you, just to get the ball rolling. Take a look inside this handy little brochure for some ideas on how you can make the most of the Success4 logo.

Success4 News Releases

From time to time, you may want to publicize your Success4 activities in order to inform the public, generate awareness, or spark new interest. The sample news releases contained in your information package will serve as convenient models for anyone not familiar with the general format and tone of this vehicle. News Releases never guarantee publication, but they do offer a convenient way to keep busy news editors up to the minute on your Success4 efforts.

DON'T FORGET TO RETRIEVE ANY SUCCESS4 MATERIALS YOU MAY HAVE PROVIDED TO PRINTERS AND OTHER SUPPLIERS FOR PRODUCTION PURPOSES. SUPPLIES ARE LIMITED, AND REPLACEMENT MATERIALS MAY NOT BE AVAILABLE FOR SUBSEQUENT USE.

Instructions for PC PowerPoint Presentation

In Windows 3.1 or lower.

1. Place the diskette in your A drive and double-click your mouse on the File Manager icon.
2. In the File menu, use the Create Directory, to make a Success4 directory.
3. In the Window menu select New Window.
(Note: If there are already 2 windows, skip to 5.)
4. In the Window menu select Tile.
5. Now, click on A: in the new window to switch to your A drive and drag the PowerPoint show or Success4 overheads file to your new Success4 directory.
6. Double-click on the PowerPoint file to start the program.
7. Then, use the Open command under the File menu to open the Success4 file.

In Windows 95.

1. Place the diskette in your A drive and double-click the My Computer icon on your desktop.
2. Open your C drive.
3. In the File menu select New/Folder and name Success4.
4. Double-click your A drive and drag the PowerPoint show or Success4 overheads file to the Success4 folder.
5. Double-click on the PowerPoint file to start the program, and run the file.

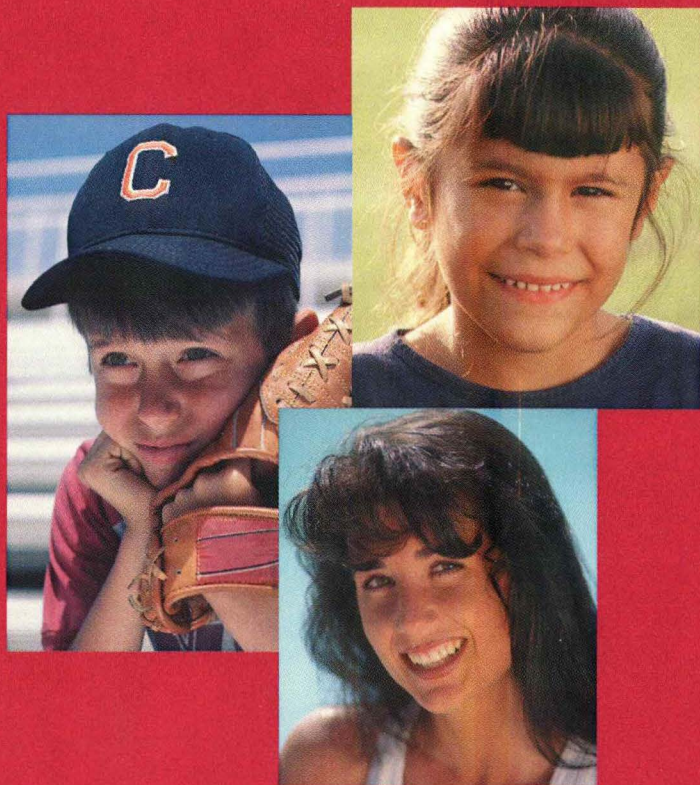
Instructions for MAC PowerPoint Presentation

1. At the desktop, use the New Folder command in the File menu to create a new folder.
2. Name this new folder Success4.
3. Place the diskette in the floppy drive and double-click on the disk icon to open the disk.
4. Next drag the PowerPoint file icon to the new Success4 folder.
5. To run the Success4 presentation, double-click on the folder icon, then double-click on the PowerPoint file.

Instructions for printing overheads

1. To print your own black and white overheads, place the overhead diskette in the A drive.
2. Open the diskette and the PowerPoint program as you normally would.
3. Use the Open command in the File menu to open the Success4 overhead file and follow the instructions in the dialog box.

Important: Your laser printer must be loaded with overhead blanks designed for laser printers. Standard overhead blanks will melt in a laser printer.



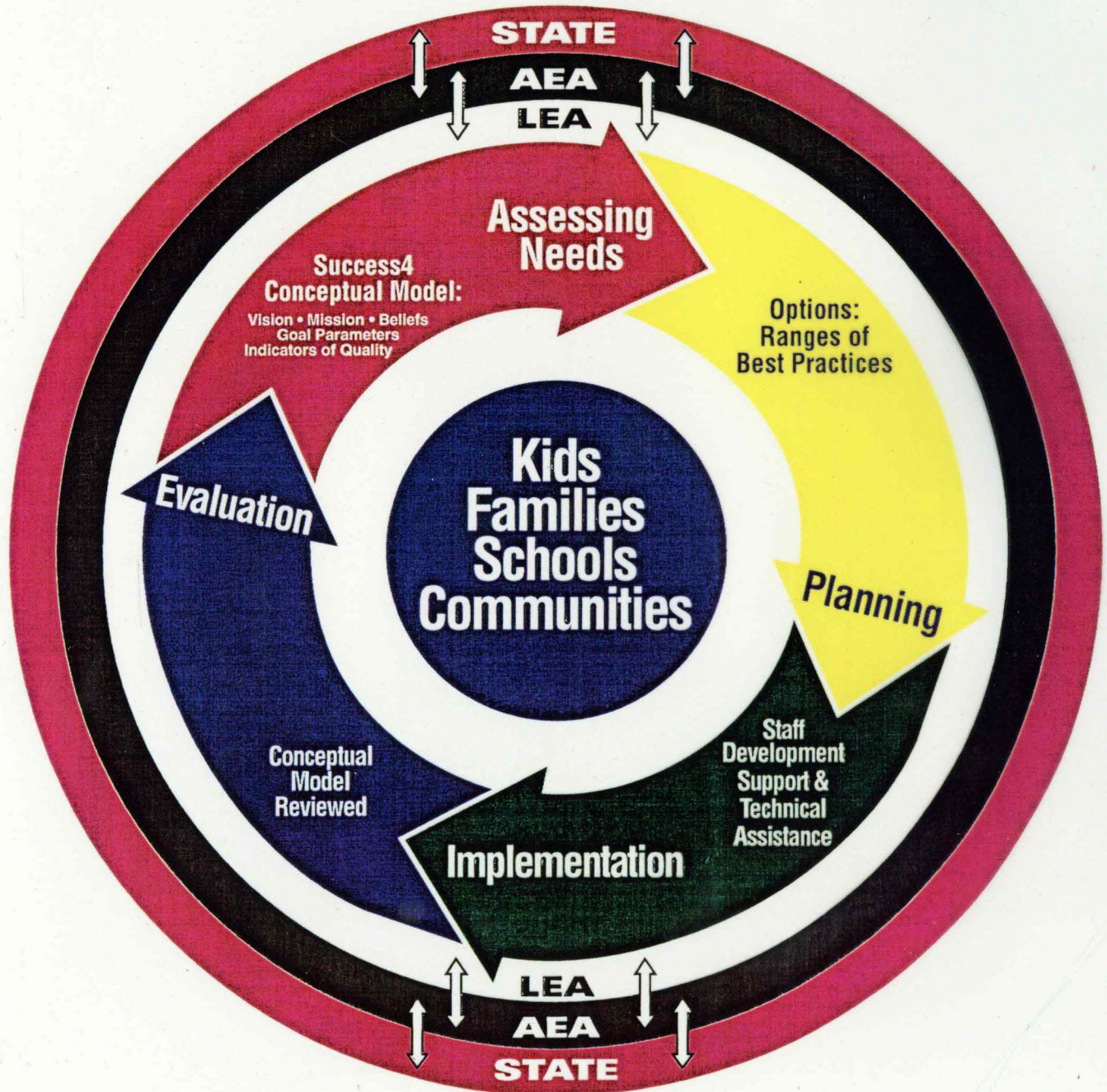
Iowa Department
of Education
1998

Kids • Families • Schools • Communities

Success4

Social • Emotional • Intellectual • Behavioral

A Blueprint for School Improvement





PowerPoint® Presentation Script

Success4 Logo

Developing Healthy
and Safe Learning
Communities

To anyone with eyes to see, it is obvious that today's children lack many of the social, emotional, intellectual and behavioral skills that we adults take for granted. That much is evident all around us. . .drugs, violence, crime, relationship problems. . .learning problems. Until recently, our inability to address these issues and affect any real change made the situation all the more frustrating. But now, there is a new process that helps us work together and make things better for children in all aspects of life. It's called Success4.

Success4 Logo

- Social
- Emotional
- Intellectual
- Behavioral

Success4 focuses on the social, emotional, intellectual and behavioral development of students. . .

Success4 Logo

- Kids
- Families
- Schools
- Communities

. . .and calls for involvement on four levels: kids, families, schools and communities.

It is expected that when kids, families, schools and communities focus on development in these four areas, we will attain healthy and safe learning communities.

Success4 Logo

Iowa Department of
Education Goal

The Iowa Department of Education in, "Education is Iowa's Future: The State Plan for Educational Excellence in the 21st Century," identifies the following education system goal:

- (BUILD DE GOAL)
- Learning
 - Achievement
 - Performance

To improve the level of learning, achievement and performance of all students so they will become successful members of their community and the work force.

Three support goals for this education system goal are also identified within the DE strategic plan. Strategies are then identified for each of the support goals.

Success4 Logo
Support Goals
Strategies

For instance, Support Goal B in the Department of Education Strategic Plan is: to coordinate the educational support system so it is focused on helping schools and communities meet their local goals. Strategies are identified to achieve this support goal.

- DE Strategy**
Advocate for community partnerships and linkages
- schools
 - parents
 - community members
 - businesses
 - institutions

All Success4 activities are linked to this strategy.

- (Build)
Success4 Programs
- Students At-risk
 - Community Ed
 - Service Learning
 - School Improvement

Leadership of Success4 at the state level includes professionals committed to school improvement who contribute expertise in programs for students at-risk, community education, service-learning, school improvement. . .

- (Build Cont'd)
Success4 Programs
- Special Education
 - Early Childhood
 - School-To-Work
 - Safe and Drug-Free

special education, early childhood, school-to-work, and safe and drug-free schools and communities.

**AEA & LEA
collaboration**
Cross-divisional Teams
Joint Development

This kind of collaboration is also taking place at the AEA and LEA levels through the development of cross-divisional teams and the joint development of district school improvement plans and AEA accreditation plans.

**Success4
Definitions**

The definitions of social, emotional, behavioral and intellectual development presented here are intended to clarify the meaning of these terms when used in Success4.

**Social
Development**

Social Development is the process of establishing satisfying, reciprocal relationships and interactions with others.

**Emotional
Development**

Emotional Development concerns the acquisition of positive attitudes, values and feelings in children and youth.

**Intellectual
Development**

Intellectual Development is the process of acquiring integrated thinking skills that impact social, emotional and behavioral development and academic achievement.

Intellectual development is an important addition to Success4, because it is critical in determining academic achievement along with healthy social, emotional and behavioral development.

**Behavioral
Development**

Behavioral Development is the individual's ability to display appropriate behavior.

**Vision
Mission
Beliefs**

Vision, Mission, and Beliefs comprise the guiding ideas on which an organization is built. They should be shared by all members of the organization and key stakeholders from diverse groups and able to be understood by others outside of the organization. In combination, the guiding ideas give meaning and direction to the actions of the people and form to the organization. They are the central linking force for motivating all members of the organization to personal and collective action in pursuit of their fulfillment.

These ideas focus people's attention on what is important; provide clarity, direction and driving power for change; increase the sense of shared responsibility for student performance and success; and serve as a framework for decision-making. Following are the Vision, Mission, and Beliefs developed by the Success4 Core Committee. You may adopt them for your own use, or you may develop new statements that more accurately describe your own circumstances and needs.

**Success4
Vision**

The Success4 Vision is: All Iowa children and youth will experience success throughout life.

**Success4
Mission**

Our Mission states that Iowa needs to become a place where schools, families and communities work together to support the social, emotional, intellectual and behavioral development of all children and youth.

#1

Social, emotional, intellectual and behavioral skills are essential to success in school and throughout life.

And Success4 is based on four beliefs. Belief number one states that social, emotional, intellectual and behavioral skills are essential to success in school and throughout life.

#2

All children and youth can be successful socially, emotionally, intellectually and behaviorally.

Belief number two is that all children and youth can be successful socially, emotionally, intellectually and behaviorally.

#3

Families, schools and the community must work together in partnership to ensure the social, emotional, intellectual and behavioral well-being of children and youth.

Belief number three is that families, schools, and the community must work together in partnership to ensure the social, emotional, intellectual and behavioral well-being of children and youth.

#4

Changing the family-school-community relationship is necessary to nurture social, emotional, intellectual and behavioral development.

And finally, Success4 is based on the belief that changing the family-school-community relationship is necessary in order to create an environment which nurtures social, emotional, intellectual and behavioral development for all children and youth.

Parameters For Local Goal Setting

- Kids
- Families
- Schools
- Communities

In addition to the Vision, Mission, and Beliefs, the Iowa Department of Education has identified four parameters that school districts are asked to use to guide their goal setting efforts. Each parameter corresponds to one of the four identified targets of Success4--kids, families, schools and communities.

**Success4
KIDS**
Parameter 1: Skill development in the four areas of social, emotional, intellectual and behavioral development is essential to student success.

Parameter 1: Skill development in the four areas of social, emotional, intellectual and behavioral development is essential to student success. A goal that a school district might identify in this area could be:

Students will develop problem-solving skills that are essential to resolving interpersonal conflicts. (Conflict Management).

**Success4
FAMILIES**
Parameter 2: Families and schools must work in partnership in order to best support their youth.

Parameter 2: Families and schools must work in partnership in order to best support their youth. A goal that a school district might identify in this area could be:

A system of family-school communication that addresses the diverse needs of families will be developed collaboratively by families and the school.

**Success4
SCHOOLS**
Parameter 3: School personnel must have the training and resources necessary to support and enhance social, emotional, intellectual and behavior development.

Parameter 3: School personnel must have the training and resources necessary to support and enhance the social, emotional, intellectual and behavioral development of youth. A goal that a school district might identify in this area could be:

District staff development programs will target needs in the areas of social, emotional, behavioral and intellectual development.

**Success4
COMMUNITIES**
Parameter 4: Community partnerships are essential to creating better responses to social, emotional, intellectual and behavioral needs.

Parameter 4: Community partnerships are essential to creating better responses to social, emotional, intellectual and behavioral needs. A goal that a school district might identify in this area could be:

Identify partnerships with key organizations and individuals that support social, emotional, intellectual and behavioral development.

(Art: Success4
Operational Model
and Delivery
System #1)

Here is a standard planning model. It is sometimes difficult for organizations to make their way around the full circle. Many organizations fail in the evaluation and re-assessment. Success4 is designed to help local schools and their community partners complete that circle,

continuing to improve and refine their services to children, youth, and families.

(Art: Nucleus & Assessment Arrow only)

Success4 provides a framework for the assessment process. It gives the local school-community partnership options that help them meet needs and achieve results they identify during their assessment phase. This selection of the best practices for specific needs constitutes the core of the planning process.

(Build)
(Art: Nucleus, Assessment & Planning Arrow)

Once the needs have been determined, a plan should be established to satisfy those needs. Planning will help you avoid distractions and keep the process moving forward in logical order. Planning also gives others a chance to contribute to the process and, perhaps, offer options that are based on sound research.

(Build)
(Art: Nucleus, Assessment, Planning & Implementation Arrows)

As the local partnership moves into the implementation phase, it is important that they have appropriate tools, resources, skills, and expertise to effectively implement the changes they are planning. Again, Success4 is designed to provide those supports.

As implementation proceeds, Success4 provides the support and technical assistance that allows the local school-community partnership to refine, expand, and generally improve its efforts, and continue to improve its delivery system.

(Art: Nucleus, Assessment, Planning, Implementation & Evaluation Arrows)

Evaluating methods and procedures makes it possible to refine the Success4 process. It allows you to retain those tools and techniques that work and discard those that do not work. Over time, the Success4 process will become more and more efficient and productive. It will enable local schools to make a real difference in the lives of their students.

The Operational Model is intended to demonstrate a dynamic, ever-changing, always-learning system which grows and builds on its own experience to provide ever-improving information and services to the children, families, and communities that ultimately benefit from the Success4 process.

Obviously, this is not a linear process. Many activities and interventions may be taking place at once, the interventions may occur in a different order, and special conditions may emerge which require immediate, out-of-sequence responses.

(Build)
(Art: Success4
Operational Model--
-Add LEA ring)

The local school-community partnership is in the best position to know and understand its own needs. At the same time, a broader perspective, special expertise and access to information, services, and resources can reinforce and enhance that effort.

(Build)
(Art: Success4
Operational Model--
-Add AEA ring)

It is the role of the Area Education Agency, consulting with the local partnership, to provide that support and technical assistance.

(Build)
(Art: Success4
Operational Model--
-Add State ring)

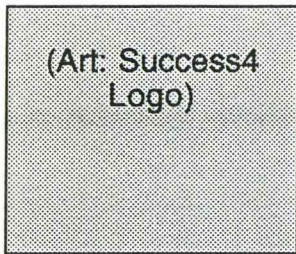
The state's role is to provide similar support to the Area Education Agencies. The state can ensure that current research, appropriate resources, and shared opportunities fully equip the Area Education Agencies to provide appropriate support to the local school-community partnerships.

(Build)
(Art: Success4
Operation Model--
Add Two-way
Arrows, upper &
lower center)

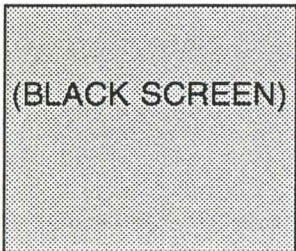
The two-way arrows demonstrate that this is not a one-way process. Learning takes place at all levels at all times. While local partnerships are learning from the AEAs, the AEAs are learning from *them* and sharing that information throughout their area. At the same time, the

state is learning from the experience of the AEAs and sharing that knowledge throughout the state.

From your experience with the Operational Model, it should be easy to see that Success4 is a dynamic, interactive, and collaborative process. It is an adaptive program that changes to meet the varying needs of the people who use it. That makes Success4 unique, ideal for families, schools, and communities in the state of Iowa, who put such high value on the quality of education and whose commitment to education is unsurpassed anywhere.



If you would like more information about Success4, please consult the accompanying literature or contact the Iowa Department of Education for our free video: 1-515-281-3176.



Overhead Presentation Script

Success4 Logo
Developing Healthy
and Safe Learning
Communities

- Social
- Emotional
- Intellectual
- Behavioral

- Kids
- Families
- Schools
- Communities

To anyone with eyes to see, it is obvious that today's children lack many of the social, emotional, intellectual and behavioral skills that we adults take for granted. That much is evident all around us. . .drugs, violence, crime, relationship problems. . .learning problems. Until recently, our inability to address these issues and affect any real change made the situation all the more frustrating. But now, there is a new process that helps us work together and make things better for children in all aspects of life. It's called Success4.

Success4 focuses on the social, emotional, intellectual and behavioral development of students. . .and calls for involvement on four levels: kids, families, schools and communities.

It is expected that when kids, families, schools and communities focus on development in these four areas, we will attain healthy and safe learning communities.

Success4 Logo

Iowa Department of
Education Goal

- Learning
- Achievement
- Performance

The Iowa Department of Education in, "Education is Iowa's Future: The State Plan for Educational Excellence in the 21st Century," identifies the following education system goal:

To improve the level of learning, achievement and performance of all students so they will become successful members of their community and the work force. Three support goals for this education system goal are also identified within the DE strategic plan. Strategies are then identified for each of the support goals.

Success4 Logo

DE Strategy
 Advocate for community partnerships and linkages

- schools
- parents
- community members
- businesses
- institutions

For instance, Support Goal B in the Department of Education Strategic Plan is: to coordinate the educational support system so it is focused on helping schools and communities meet their local goals. Strategies are identified to achieve this support goal.

All Success4 activities are linked to this strategy.

(Build)
Success4 Programs

- Students At-Risk
- Community Ed
- Service Learning
- School Improvement
- Special Education
- Early Childhood
- School-To-Work
- Safe and Drug-Free

Leadership of Success4 at the state level includes professionals committed to school improvement who contribute expertise in programs for students at-risk, community education, service-learning, school improvement. . .

special education, early childhood, school-to-work, and safe and drug-free schools and communities.

AEA & LEA collaboration

Cross-divisional Teams
 Joint Development

This kind of collaboration is also taking place at the AEA and LEA levels through the development of cross-divisional teams and the joint development of district school improvement plans and AEA accreditation plans.

Social Development
 (Definition)

The definitions of social, emotional, behavioral and intellectual development presented here are intended to clarify the meaning of these terms when used in Success4.

Social Development is the process of establishing satisfying, reciprocal relationships and interactions with others.

**Emotional
Development**
(Definition)

Emotional Development concerns the acquisition of positive attitudes, values and feelings in children and youth.

**Intellectual
Development**
(Definition)

Intellectual Development is the process of acquiring integrated thinking skills that impact social, emotional and behavioral development and academic achievement. Intellectual development is an important addition to Success4, because it is critical in determining academic achievement along with healthy social, emotional and behavioral development.

**Behavioral
Development**
(Definition)

Behavioral Development is the individual's ability to display appropriate behavior.

GUIDING IDEAS

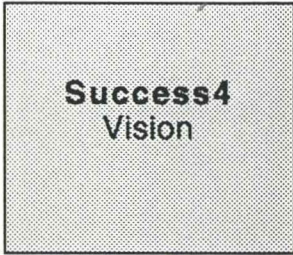
Vision
Mission
Beliefs

Vision, mission, and beliefs comprise the guiding ideas on which an organization is built. They should be shared by all members of the organization and key stakeholders from diverse groups are able to be understood by others outside of the organization. In combination, the guiding ideas give meaning and direction to the actions of the people and form to the organization. They are the central linking force for motivating all members of the organization to personal and collective action in pursuit of their fulfillment.

These ideas focus people's attention on what is important; provide clarity, direction and driving power for change; increase the sense of shared responsibility for student performance and success; and serve as a framework for decision-making. Following are the Vision, Mission, and Beliefs developed by the Success4 Core Committee. You

may adopt them for your own use, or you may develop new statements that more accurately describe your own circumstances and needs.

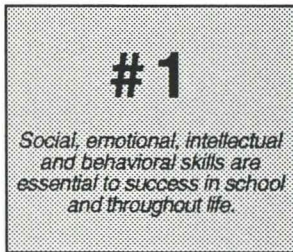
The Success4 Vision is: All Iowa children and youth will experience success throughout life.



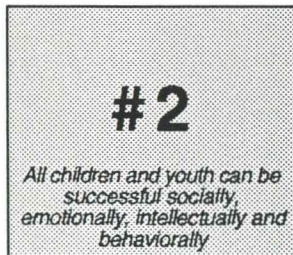
Our Mission states that Iowa needs to become a place where schools, families and communities work together to support the social, emotional, intellectual and behavioral development of all children and youth.



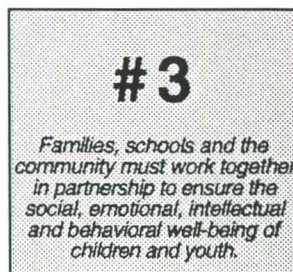
And Success4 is based on four beliefs. Belief number one states that social, emotional, intellectual and behavioral skills are essential to success in school and throughout life.



Belief number two is that all children and youth can be successful socially, emotionally, intellectually and behaviorally.



Belief number three is that families, schools, and the community must work together in partnership to ensure the social, emotional, intellectual and behavioral well-being of children and youth.



#4

Changing the family-school-community relationship is necessary to nurture social, emotional, intellectual and behavioral development

And finally, Success4 is based on the belief that changing the family-school-community relationship is necessary in order to create an environment which nurtures social, emotional, intellectual and behavioral development for all children and youth.

Parameters For Local Goal Setting

Success4

KIDS:

Parameter 1: Skill development in the four areas of social, emotional, intellectual and behavioral development is essential to student success.

In addition to the Vision, Mission, and Beliefs; the Iowa Department of Education has identified four parameters that school districts are asked to use to guide their goal setting efforts. Each parameter corresponds to one of the four identified targets of Success4--kids, families, schools and communities.

Parameter 1: Skill development in the four areas of social, emotional, intellectual and behavioral development is essential to student success. A goal that a school district might identify in this area could be:

Students will develop problem-solving skills that are essential to resolving interpersonal conflicts. (Conflict Management).

Parameters For Local Goal Setting

Success4

FAMILIES:

Parameter 2: Families and schools must work in partnership in order to best support their youth.

Parameter 2: Families and schools must work in partnership in order to best support their youth. A goal that a school district might identify in this area could be:

A system of family-school communication that addresses the diverse needs of families will be developed collaboratively by families and the school.

Parameters For Local Goal Setting

Success4

SCHOOLS:

Parameter 3: School personnel must have the training and resources necessary to support and enhance the social, emotional, intellectual and behavioral development of youth.

Parameter 3: School personnel must have the training and resources necessary to support and enhance the social, emotional, intellectual and behavioral development of youth. A goal that a school district might identify in this area could be:

District staff development programs will target needs in the areas of social, emotional, behavioral and intellectual development.

**Parameters For
Local Goal Setting**

Success4

COMMUNITIES:

Parameter 4: Community partnerships are essential to creating better responses to social, emotional, intellectual, and behavioral needs.

Parameter 4: Community partnerships are essential to creating better responses to social, emotional, intellectual and behavioral needs. A goal that a school district might identify in this area could be:

Identify partnerships with key organizations and individuals that support social, emotional, intellectual and behavioral development.

**Art: Success4
Operational Model
and Delivery
System**

Best Practices

Staff Development

**Support &
Technical
Assistance**

Conceptual Model

Here is a standard planning model. It is sometimes difficult for organizations to make their way around the full circle. Many organizations fail in the evaluation and re-assessment. Success4 is designed to help local schools and their community partners complete that circle, continuing to improve and refine their services to children, youth, and families.

Success4 provides a framework for the assessment process. With best practices, Success4 gives the local school-community partnership options that help them meet needs and achieve results they identify during their assessment phase. This selection of the best practices for specific needs constitutes the core of the planning process.

As the local partnership moves into the implementation phase, it is important that they have appropriate tools, resources, skills, and expertise to effectively implement the changes they are planning. Again, Success4 is designed to provide those supports.

As implementation proceeds, Success4 provides the support and technical assistance that allows the local school-community partnership to refine, expand, and generally improve its efforts, and continue to improve its delivery system.

The Operational Model is intended to demonstrate a dynamic, ever-changing, always-learning system which grows and builds on its own experience to provide ever-improving information and services to the children, families, and communities that ultimately benefit from the Success4 process.

Art: Success4
Operational Model

Intervention

Local School &
AEAs

State

Two-way Arrows

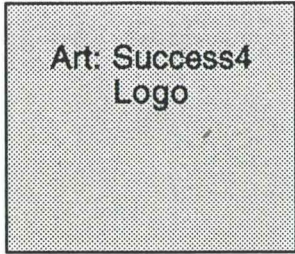
Although this appears to be a linear process, it is not. Many activities and interventions may be taking place at once. The interventions may occur in a different order, and special conditions may emerge which require immediate, out-of-sequence responses.

The local school-community partnership is in the best position to know and understand its own needs. At the same time, a broader perspective, special expertise and access to information, services, and resources can reinforce and enhance that effort. It is the role of the Area Education Agency, consulting with the local partnership, to provide that support and technical assistance.

The state's role is to provide similar support to the Area Education Agencies. The state can ensure that current research, appropriate resources, and shared opportunities fully equip the area education agencies to provide appropriate support to the local school-community partnerships.

The two-way arrows indicate that this is not a one-way process. Learning takes place at all levels at all times. While local partnerships are learning from the AEAs, the AEAs are learning from *them* and sharing that information throughout their area. At the same time, the state is learning from the experience of the AEAs and sharing that knowledge throughout the state.

From your experience with the Operational Model, it should be easy to see that Success4 is a dynamic, interactive, and collaborative process. It is an adaptive program that changes to meet the varying needs of the people who use it. That makes Success4 unique, ideal for families, schools, and communities in the state of Iowa, who put such high value on the quality of education and whose commitment to education is unsurpassed anywhere.



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Success 4

Social • Emotional • Intellectual • Behavioral

**Developing Healthy
& Safe
Learning Communities**

Kids • Families • Schools • Communities



Social • Emotional • Intellectual • Behavioral

Iowa Department of Education Goal

- **Learning**
- **Achievement**
- **Performance**



Iowa Department of Education Strategy

Advocate for Community Partnerships and Linkages

- **Schools**
- **Parents**
- **Community Members**
- **Businesses**
- **Institutions**

Success4

Programs

- **Student At-Risk**
- **Community Ed**
- **Service Learning**
- **School Improvement**
- **Special Education**
- **Early Childhood**
- **School-to-Work**
- **Safe and Drug-Free**

Success4

**AEA & LEA
collaboration**

**Cross-Divisional Teams
Joint Development**

Kids • Families • Schools • Communities

Success4

Social • Emotional • Intellectual • Behavioral

Social Development

*...is the process of
establishing satisfying,
reciprocal relationships
and interactions with others.*

Kids • Families • Schools • Communities



Social • Emotional • Intellectual • Behavioral

Emotional Development

*...concerns the acquisition
of positive attitudes,
values and feelings in
children and youth.*

Kids • Families • Schools • Communities



Social • Emotional • Intellectual • Behavioral

Intellectual Development

*...is the process of acquiring
integrated thinking skills
that impact social, emotional
and behavioral development
and academic achievement.*

Kids • Families • Schools • Communities



Social • Emotional • Intellectual • Behavioral

Behavioral Development

*...is the individual's
ability to display
appropriate behavior.*

Kids • Families • Schools • Communities



Social • Emotional • Intellectual • Behavioral

GUIDING IDEAS

VISION
MISSION
BELIEFS

Kids • Families • Schools • Communities



Social • Emotional • Intellectual • Behavioral

VISION

**All Iowa children and youth
will experience success
throughout life.**

Kids • Families • Schools • Communities



Social • Emotional • Intellectual • Behavioral

MISSION

That Iowa needs to become a place where schools, families and communities work together to support the social, emotional, intellectual and behavioral development of all children and youth.

Success 4

Belief #1

*Social, emotional, intellectual
and behavioral skills are
essential to success in school
and throughout life.*

Success **4**

Belief #2

All children and youth can be successful socially, emotionally, intellectually and behaviorally.

Belief #3

Families, schools and the community must work together in partnership to ensure the social, emotional, intellectual and behavioral well-being of children and youth.

Success 4

Belief #4

Changing the family-school-community relationship is necessary in order to create an environment which nurtures social, emotional, intellectual and behavioral development.

Success4 **KIDS**

Parameters For Local Goal Setting

Parameter #1

Skill development in the four areas of social, emotional, intellectual and behavioral development is essential to student success.

Success4 **FAMILIES**

Parameters For Local Goal Setting

Parameter #2

*Families and schools must
work in partnership in order
to best support
their youth.*

Success4 **SCHOOLS**

Parameters For Local Goal Setting

Parameter #3

School personnel must have the training and resources necessary to support and enhance the social, emotional, intellectual and behavioral development of youth.

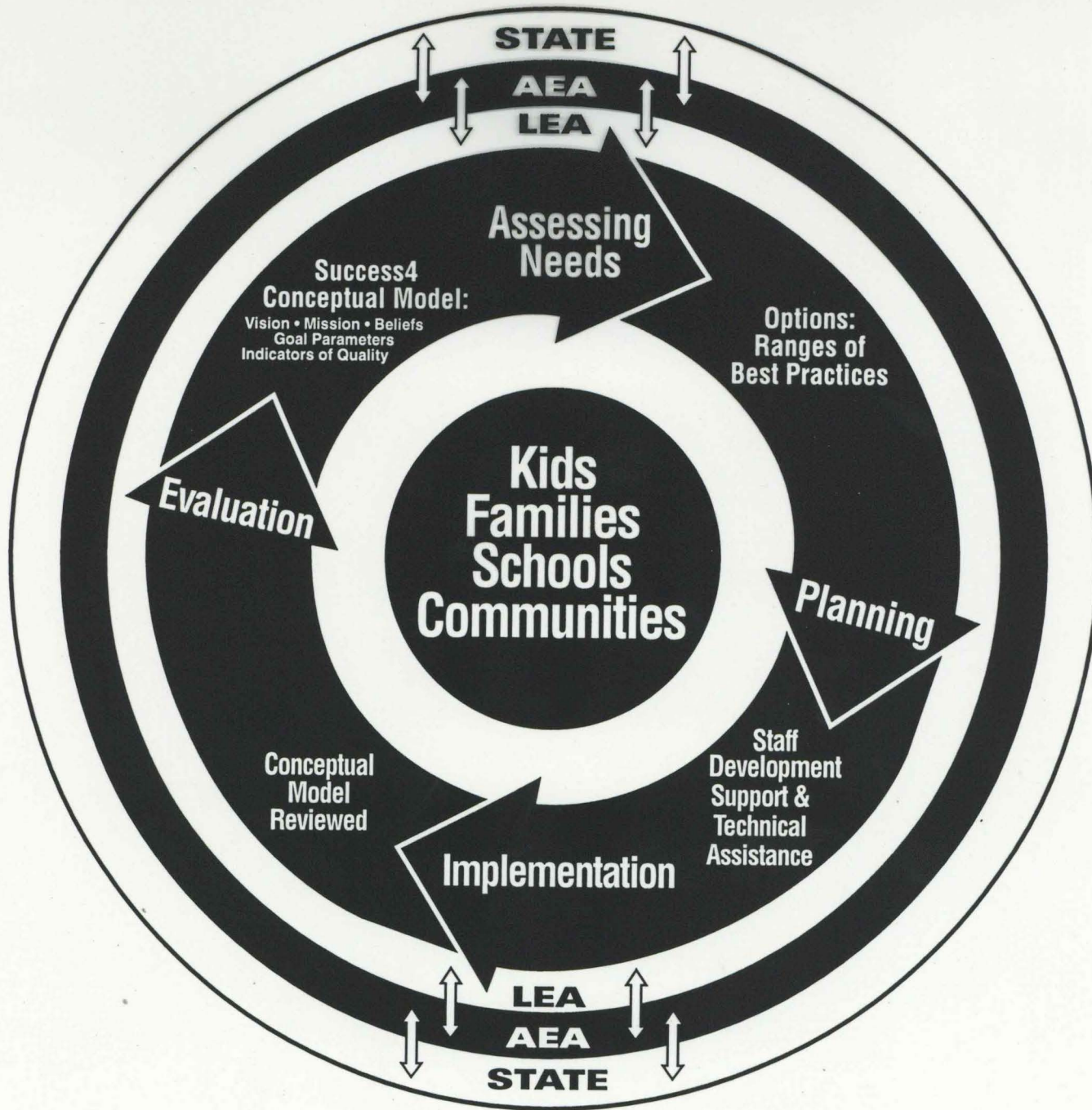
Success **4** COMMUNITIES

Parameters For Local Goal Setting

Parameter #4

Community partnerships are essential to creating better responses to social, emotional, intellectual and behavioral needs.

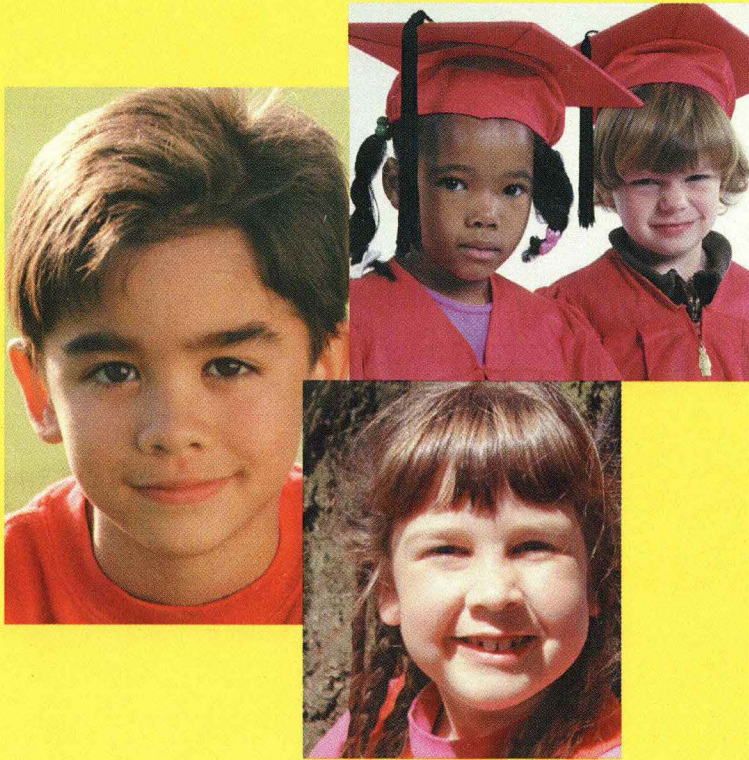




Kids • Families • Schools • Communities

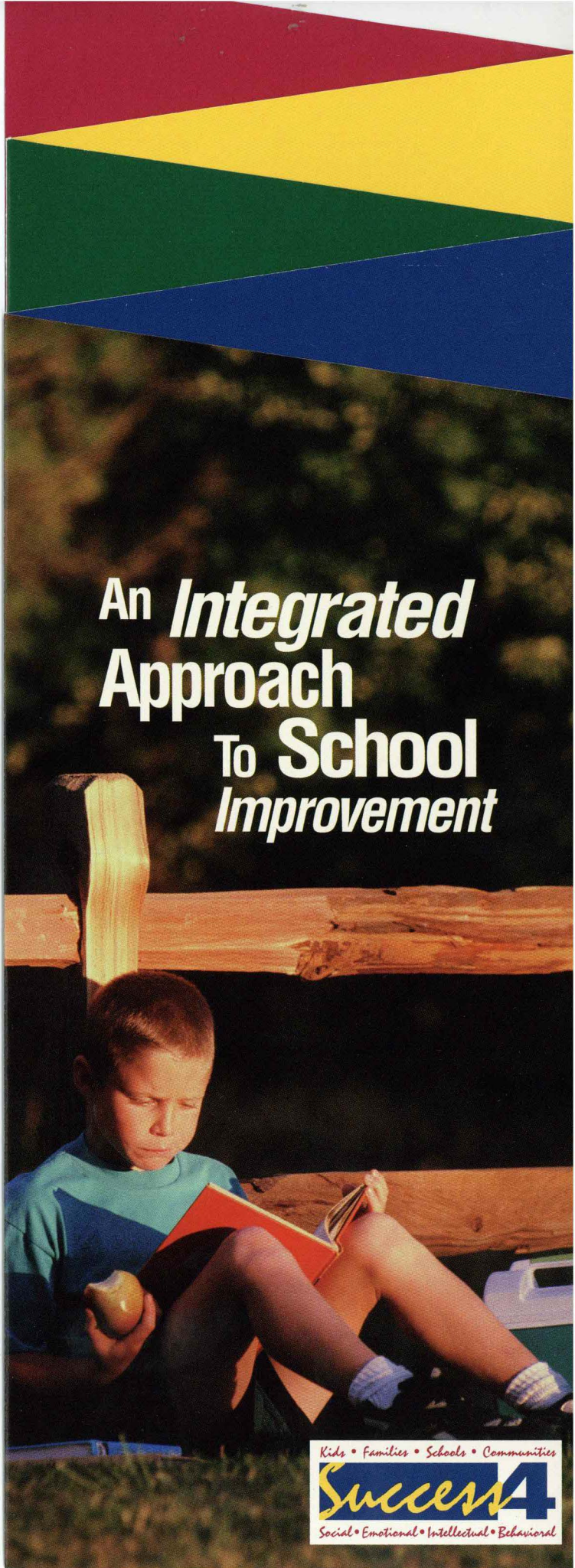
Success 4

Social • Emotional • Intellectual • Behavioral



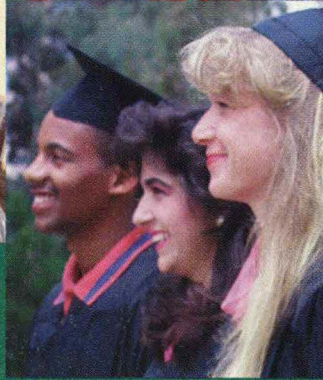
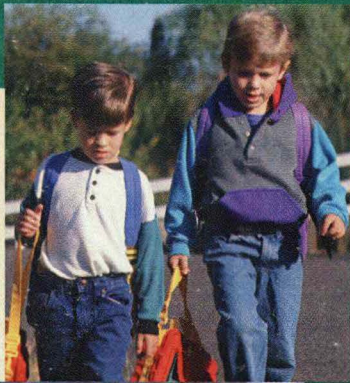
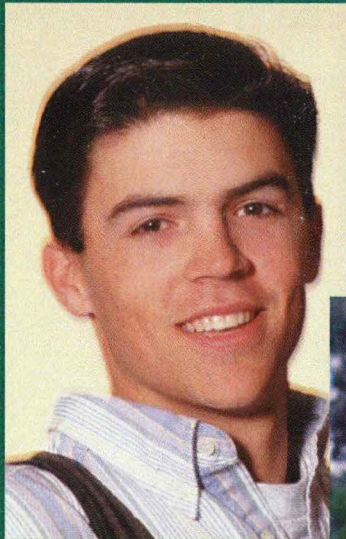
Iowa Department
of Education
1998

Brochures

A young boy with short brown hair is sitting on a wooden fence outdoors. He is wearing a blue t-shirt and dark shorts. He is holding a red book open in his lap and looking down at it. In his right hand, he is holding a whole apple. The background is a blurred green field. The top of the image features a colorful geometric design with red, yellow, green, and blue sections.

An *Integrated*
Approach
To **School**
Improvement

Kids • Families • Schools • Communities
Success4
Social • Emotional • Intellectual • Behavioral



Iowa Department
of Education
1998

Logo

Kids • Families • Schools • Communities

Success4

Social • Emotional • Intellectual • Behavioral

**Iowa Department of Education
1998**

Logo Applications

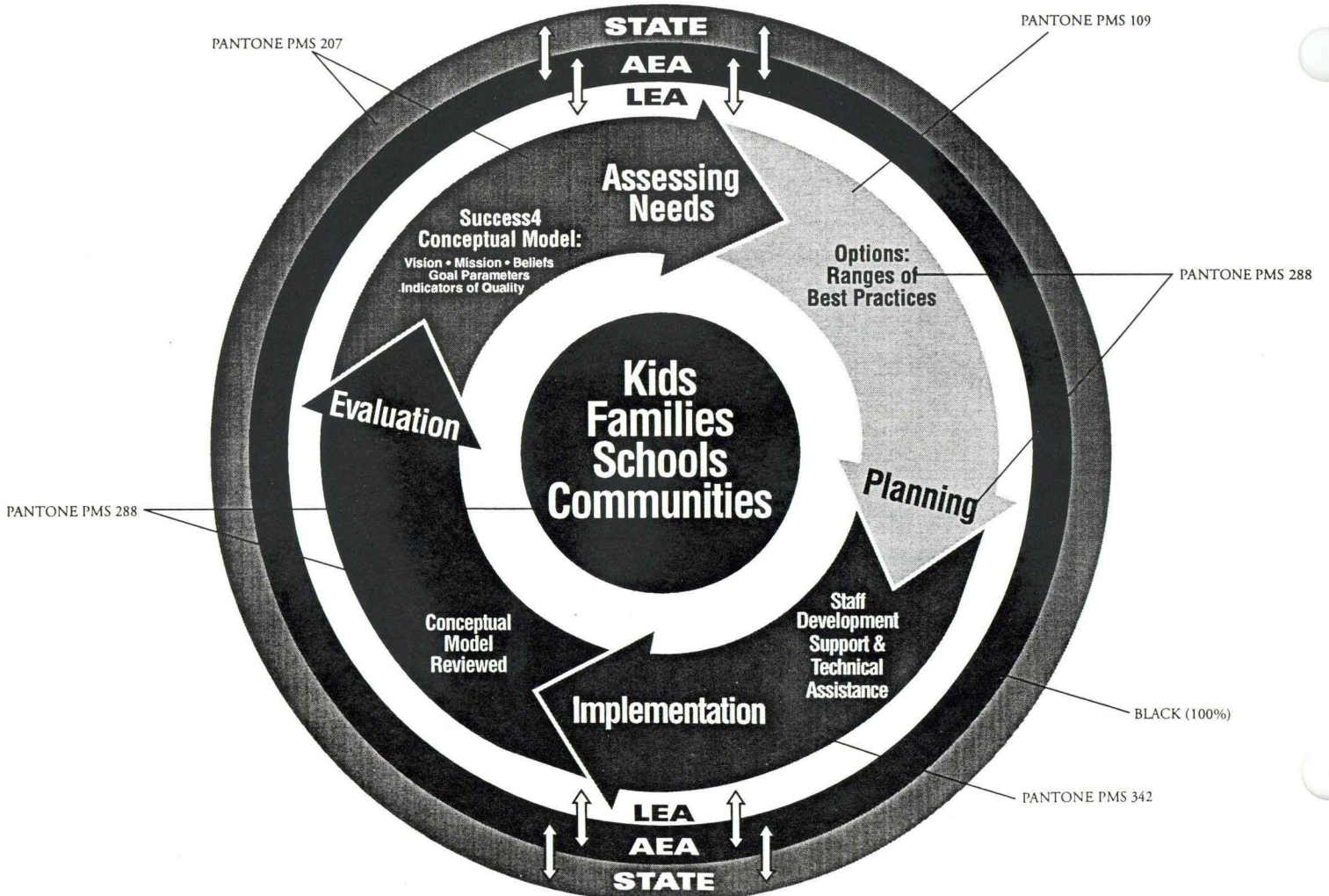
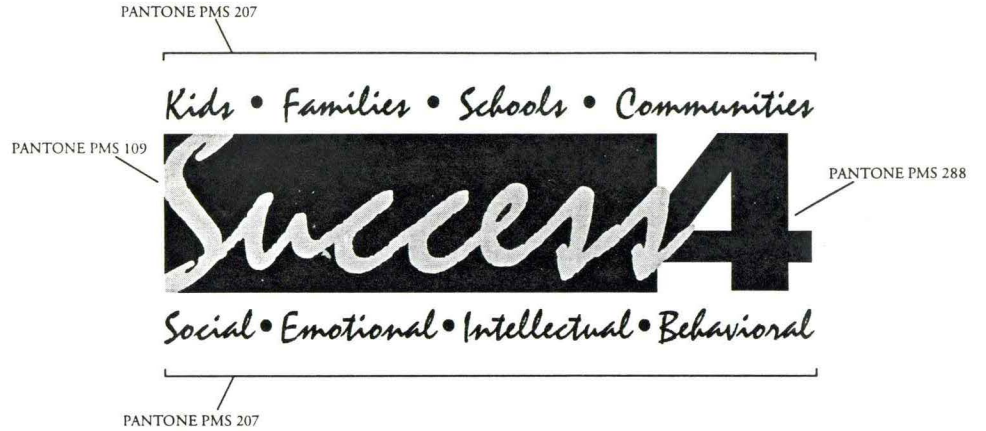
PMS stands for Pantone Matching System. It provides formulas for 1,000 Pantone colors and assures that your printer has the same color selection that you do. When printing color images, provide the PMS color codes to your printer or the CMYK 4-color process equivalents given below.

PMS 342	Green	100C/0M/69Y/43K
PMS 207	Red	0C/100M/43Y/18.5K
PMS 109	Yellow	0C/8.5M/94Y/0K
PMS 288	Blue	100C/65M/0Y/30.5K

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Kids • Families • Schools • Communities

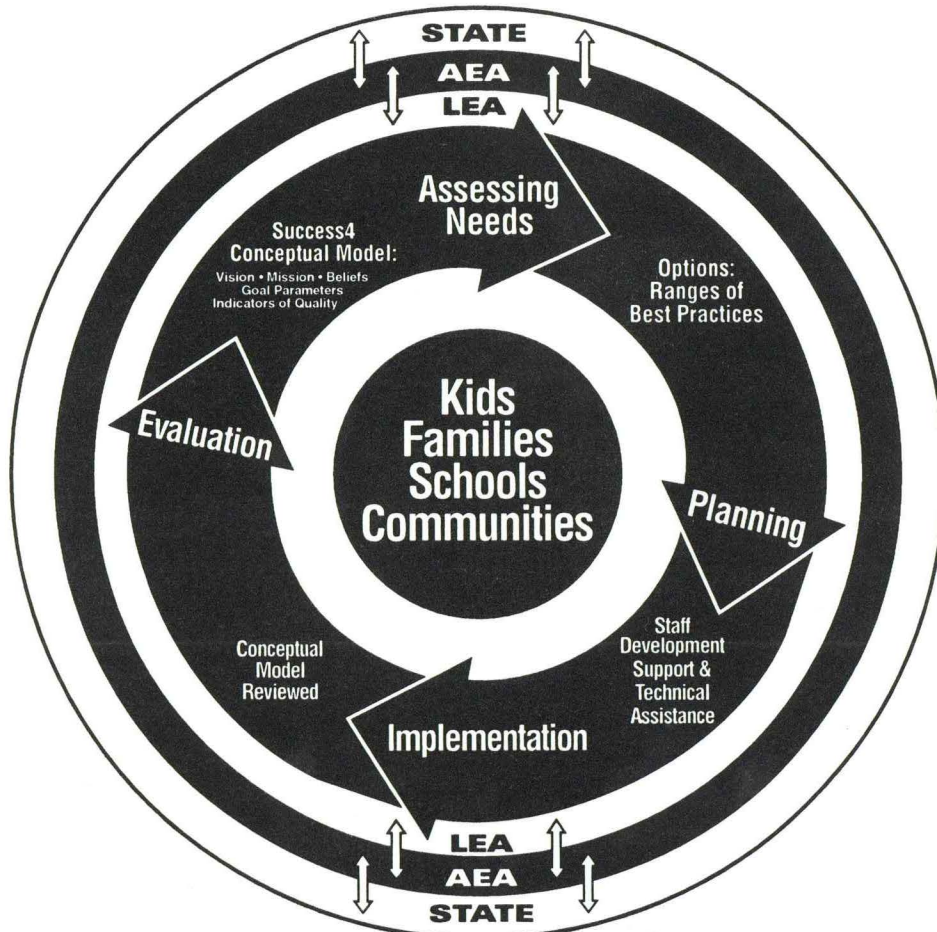
Success4

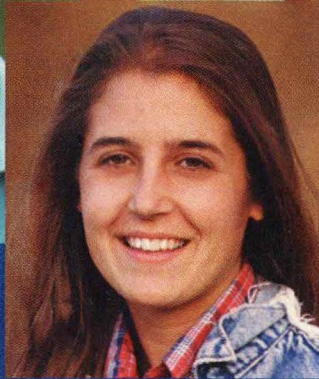
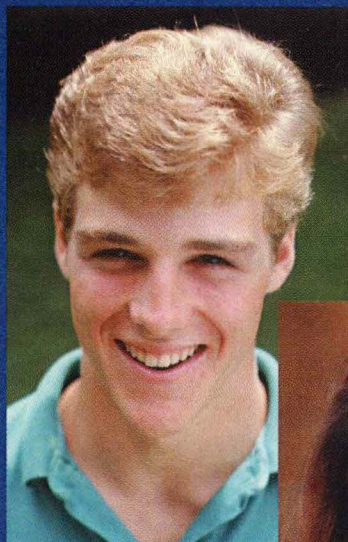
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Success4

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NEWS RELEASE

FOR IMMEDIATE RELEASE:

SCHOOL BOARD ADOPTS NEW Success4 INITIATIVE.

(CITY/COUNTY NAME), IA--The (CITY/COUNTY NAME) School Board today announced the adoption of the new Success4 integrated initiative for school improvement. The decision came following a unanimous vote earlier this week.

According to Board Chair-person, (BOARD MEMBER NAME), the mission of the Success4 school improvement initiative is to make Iowa a place where schools, families and communities work together to support the social, emotional, intellectual and behavioral development of all children and youth.

Success4 is based on four beliefs: 1. that social, emotional, intellectual and behavioral skills are essential to success in school and throughout life; 2. that all children and youth can be successful socially, emotionally, intellectually and behaviorally; 3. that families, schools, and the community must work together in partnership to ensure the social, emotional, intellectual and behavioral well-being of children and youth; and, 4. that changing the family-school-community relationship is necessary in order to create an environment which nurtures social, emotional, intellectual and behavioral development for all children and youth.

Success4 is based on four beliefs: 1. that social, emotional, intellectual and behavioral skills are essential to success in school and throughout life; 2. that all children and youth can be successful socially, emotionally, intellectually and behaviorally; 3. that families, schools, and the community must work together in partnership to ensure the social, emotional, intellectual and behavioral well-being of children and youth; and, 4. that changing the family-school-community relationship is necessary in order to create an environment which nurtures social, emotional, intellectual and behavioral development for all children and youth.

(BOARD MEMBER NAME) went on to explain, "This is the first time that the combined resources of such diverse groups as families, schools, communities, and the State of Iowa have been brought to bear on the problems and needs of individual schools. We start by assessing the needs of the families, local schools, and community. Then we develop a plan to meet those needs, implement the plan, and evaluate our efforts. It is a very efficient, very effective process. We believe it will go a long way in producing better educated students who are emotionally well adapted and have the social skills to cope in today's complex society."

If you would like more information about the Success4 School Improvement Initiative and how you can become involved, contact (BOARD MEMBER NAME) at (LOCAL PHONE NUMBER). If you would like to organize a Success4 initiative in your own community, contact your Area Education Agency or the Iowa Department of Education, Grimes Building, Des Moines, Iowa.



PRESS RELEASE

FOR IMMEDIATE RELEASE:

Success4 INITIATIVE HELPS BUILD BETTER STUDENTS

(CITY/COUNTY NAME), IA-- Mr./Ms (BOARD MEMBER NAME), (CITY/COUNTY NAME) School Board member, today announced the adoption of the new Success4 integrated initiative for school improvement. According to (BOARD MEMBER NAME), the School Board is thrilled with the prospect of implementing the new process.

The Success4 Initiative for school improvement is a process devised by a select committee of the Iowa Department of Education, Division of Early Childhood, Elementary and Secondary Education. It offers a systematic method of addressing specific educational needs of individual schools and communities. Success4 addresses not only the intellectual skills of students, but their social, emotional and behavioral skills, as well.

The mission of the Success4 school improvement initiative is to make Iowa a place where schools, families and communities work together to support the social, emotional, intellectual and behavioral development of all children and youth.

(BOARD MEMBER NAME) went on to explain, "This is the first time that the combined resources of such diverse groups as families, schools, communities, and the State of Iowa have been brought to bear on the problems and needs of individual schools. We start by assessing the needs of the families, local schools, and community. Then we develop a plan to meet those needs, implement the plan, and evaluate our efforts. It is a very efficient, very effective process. We believe it will go a long way in producing better educated students who are emotionally well adapted and have the social skills to cope in today's complex society."

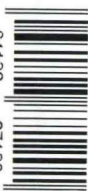
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