

Budget

Steuersville City (044826) - Jefferson County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (511)

U.S.A.S. Fund #:

[Plus/Minus Sheet \(opens new window\)](#)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	15,440.00	0.00	0.00	0.00	15,440.00
Prof Development		0.00	0.00	772,000.00	0.00	0.00	0.00	772,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	787,440.00	0.00	0.00	0.00	787,440.00
Adjusted Allocation								0.00
Remaining								-787,440.00

Application

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Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title:Scale-up for Success

2.Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Scale up for Success will address two areas: development of highly skilled site coaches in Success for All Schools to further develop teacher expertise in the classroom, and implementation of a shared leadership model designed to create systems within each school that provide organized and consistent structures for addressing school goals, student needs, and building ownership for increase student achievement.

8470 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant: Melinda Young

Organizational name of lead applicant: Steubenville City Schools

Unique Identifier (IRN/Fed Tax ID): 044826

Address of lead applicant: 1400 West Adams Street, Steubenville, Oh 43952

Phone Number of lead applicant: 740-283-3767

Email Address of lead applicant: myoung@scsohio.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: Jayme Browning

Organizational name of secondary applicant: Steubenville City Schools

Unique Identifier (IRN/Fed Tax ID): 044826

Address of secondary applicant: 1400 West Adams St. Steubenville, Oh 43952

Phone number of secondary applicant: 740-283-3767

Email address of secondary applicant: jbrowning@scsohio.org

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Melinda Young, Steubenville City Schools, 044826, 1400 West Adams Street,Steubenville, OH 43952, myoung@scsohio.org; Gary Pack, Princeton Schools, 044677, 3900 Cottingham Drive, Sharonville, OH 45241, gpack@princetonchools.net; Gary West, Blanchester, 046383, 951 Cherry Street, Blanchester, OH 45107, westg@blan.org; Fred Burns, Toronto City Schools, 044917, 1307 Dennis Way, Toronto, OH 43964, fred.burns@omeresas.net; Richard Bereschik, Wellsville City Schools, 045039, 929 Center Street, Wellsville, OH 43968, rbereschik@wellsville.k12.oh.us; Jeff Talbert, Alliance City Schools, 043497, 200 Glamorgan Street, Alliance, OH 44601, talbertje@alliancecityschools.org

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

The planning team consists of 6 districts with the combined commitment to SFA of 42 years, with the lead district being Steubenville: Princeton - 3 Toronto - 3 Steubenville - 14 Alliance - 6 Blanchester - 13 Wellsville - 2 The individuals responsible for the implementation of this project will be Melinda Young - Director of Programs, Steubenville City Schools/Success for All; Marjorie Radakovich - Elementary Principal and SFA i3 Coach, Steubenville City Schools; Dr. Amy Crouse - Princeton; Richard Lucci, Assistant Superintendent; Lisa Ferguson - Assistant Superintendent, Elementary Principal; Rob Gress - Alliance; Beverly Carroll - Blanchester; Debbie Truncer - SFA Midwest, Area Manager. Each of these individuals have many experiences with obtaining and executing innovative programs within their respective districts with Debbie Truncer and Margie Radakovich providing expertise in the area of SFA.Mrs. Melinda Young - Educator who has been in PK-12 education for more than 24 years. She has served as a Title One Reading Teacher, Parent Coordinator and Principal. Her current role is Director of Programs at Steubenville City Schools. In her current position she manages over 2.3 million per year in grants. During her career she has managed the Ohio Reads Grants, Even Start, Parent Mentor, 21st Century, RttT, School Age Child Care, etc. Steubenville City Schools is a public school system located in eastern Ohio. It has demonstrated its commitment to educate students. Over the last ten years the school system has managed over 6 million of competitive grant funds. Success for all is use in approximately 1,000 schools in 48 state across the US. The median SFA school has been implementing the program for more than 10 years, meaning that the program in most schools has likely survived changes of principals, staff , several superintendents, funding cutbacks, changes in districts, state, and federal policies, and so on.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Student achievement

Spending reductions in the five-year fiscal forecast

Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one.)

New - never before implemented

Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

Mixed Concept - incorporates new and existing elements

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Schools are complex systems with varying levels of alignment, coordination, collaboration and accountability. Many lack the structures and organization which are needed to meet the needs of all students. Teachers in these schools are often dedicated and hard working, but still many students do not achieve at the desired level. The SFA Foundation (SFAF) is partnering with Ohio school districts implementing the SFA program to address these issues. This project proposes to address two major areas: development of highly skilled site coaches in participating schools to further develop teacher expertise in the classroom, and implementation of a shared leadership model designed to create systems within each school that provide organized and consistent structures for addressing school goals, student needs, and building ownership for student achievement. SFA schools have on-site coaches responsible for monitoring program implementation and providing staff development to teachers to increase the levels of implementation in the classroom, thereby increasing student achievement. While these on-site coaches receive training to prepare them for their role, that training is often minimal due to time and financial constraints. In-depth training in program components will be provided to build expertise in coaches' abilities to provide coaching and staff development to classroom teachers. Training will center on the content of each component and will include reading skills and strategies, assessment and aggressive placement of students, data analysis, goal setting, and developing plans for improvement, coaching using a cognitive behavioral model (GREATER coaching) developed by SFAF. Through this training, coaches will be better able to assist teachers to higher levels of implementation, thus positively impacting student achievement. This training will be designed based on the model used to train SFAF coaches who provide direct service to schools. The second area of focus is on implementing a distributed leadership model that requires participation from the entire school and community Leadership teams from each district will participate in training provided by SFAF. In addition,

on-site support will be provided to each individual school by SFAF personnel. Leading for Success is a structure that allows collaboration while setting goals and monitoring progress by ensuring that ongoing communications, goal setting, alignment, coordination, and collaboration are in place for the entire school community. This systemic structure engages the whole school and builds a structure that encourages accountability and alignment to the school's goals for achievement. Leading for Success is managed by a strong leadership team that puts an ongoing process of continuous improvement in place to work toward success for every student. Everyone in the school, from administration to janitorial staff, is connected through the Leading for Success network, which is structured as follows: School leaders, including the principal, coach, Solutions coordinator, and selected teachers, form the Leadership Team. The Leadership Team is responsible for defining and monitoring progress toward the school's annual and quarterly goals. The team meets regularly to monitor updates from the other Leading for Success teams and to organize the Leading for Success quarterly review meetings. Five Schoolwide Solutions teams involve representatives from the entire staff, including teachers, social workers, parents, community volunteers, school nurses, and counselors who address issues that go beyond the classroom and impede student success. Separate teams address attendance, cooperative culture (discipline), community connections, intervention, and parent and family involvement. Teachers, tutors, school leaders, and others supporting classroom programs are part of instructional component teams (Early Childhood Reading Roots/Wings, Tutoring). Quarterly network meetings will help guide the work.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan. SFAF is partnering with the Ohio school districts using the Success for All reading program. The program is research based and proven to increase student achievement. However, as with any program, the level of implementation by teachers determines the level of success for students. This proposal aims to provide intensive training to the school-based coaches to enable them to provide advanced support to their teachers in order to improve implementation and positively impact student achievement. School coaches will meet together with an SFAF coach for one week of intensive training directed at honing their skills and understanding of the program, and focusing on using a cognitive behavioral coaching model to help teachers to accomplish changes in behavior. In addition to participating in the week of training, which will include school site practice follow up, school coaches will be provided with structured opportunities to network and support each other during four monthly training sessions. Each coach will also be provided with two on-site support days and off-site consultation. Further support for coaches will be provided by the SFAF personnel during regular site visits at each school. The specific content of each training sessions will be determined based on need. Sessions will include the following: SFAF curriculum of each component (KinderCorner, Reading Roots, Reading Wings, Tutoring)/ Assessment and aggressive placement of students in reading groups /Use of the data tools provided by SFAF/data analysis and using the data to inform instruction and identify student needs/Setting long and short term goals, action planning to meet those goals, evaluating success/ Coaching teachers using the GREATER coaching model. The second focal point of this proposal is working with leadership to implement the Leading for Success structure. Three cohorts of leadership teams (based on geographical location) from participating schools will meet six times for training sessions on organizing for change, data review and analysis, effectively monitoring and supporting implementation of program components, aligning resources, planning for improvement. The sessions will include the following: Establishing the Leading for Success structure in the school; identifying school resources and resource allocation and how to provide better alignment for achievement; ascertaining available data, data analysis, long and short term goal setting; ongoing review and planning including review of both reading and Solutions components data to determine areas of concern and determine targets for component improvement; using this information to create positive change through a data driven continuous improvement model called the Goal Focused Process Change theory, including the change process and the CBAM levels of use, how to use program data points to evaluate where on the change process continuum different components are functioning; conducting regular walk throughs and how to support staff that find change difficult and better utilize natural leaders in the faculty. Essential features of SFA, including Cooperative Learning, which forms the framework for all SFA programs, for all grade levels and methods for effective monitoring of Cooperative Learning; Schoolwide Solutions program (teams that deal with attendance, parent involvement, school culture, community connections and intervention) which addresses struggling students and issues that impede their academic success. Review of school's data to determine who is being successful and who is not, identifying common areas of concern that seem to be impeding student progress and identifying targets for intervention. By improving school coach competencies in supporting classroom teachers and empowering schools to better align resources and meet student needs, goal 1 of increased student achievement will be met. Alliance and Princeton receive improvement funds and SFA is part of both their improvement plan.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

Scale up for Success for will cost less than \$20.00 per year per child over a five year period.

14. What is the total cost for implementing the innovative project?

787,440.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

In the professional development category, we have included total costs of \$525,000 which covers costs in two major areas: development of highly skilled site coaches in participating schools and implementation of a shared leadership model as outlined in the project description. The budget for developing highly skilled site coaches totals \$247,000. These costs includes travel for up to twenty site coaches to attend a one-week workshop focusing on in-depth training in Success For All program components and travel for each of these site coaches to attend four one-day follow-up workshops. The travel costs for these workshops total \$36,000, assuming these workshops take place at a selected school district site. The purchased service cost for these workshops totals \$27,000 which covers the Success For All workshop instruction. The budget also includes \$9,000 per site coach (up to 20 site coaches) for individual site coach mentoring by Success For All experts. This mentoring will include a combination of on-site visits and regular off-site support to further develop and document site coach expertise in the Success For All program components. All new grant revenue and expenditures for FY14 are shown in Steubenville City Schools Financial Impact report. The district will contract and purchase expenditures of the grant. The budget for implementing a shared leadership model totals \$282,000. These costs include travel for up to sixty leaders (3 from each of the 20 sites) to attend six one-day Leading for Success meetings. The sixty leaders will be split into 3 cohorts and will each meet six times. The travel costs for these workshops total \$12,000, assuming these meetings take place at selected schools district sites. The budget includes \$15,000 for release time for up to twenty leaders. This assumes that one leader from each of the 20 sites will be a teacher and will need replacement. The purchased service cost for these meetings totals \$75,000 which covers the Success For All meeting presenters and leadership manuals distributed at the meetings. The budget also includes three on-site visits by Success For All trainers at each of the 20 sites (\$9,000 per site) to further develop and improve school-wide Leading for Success outcomes. 2% Administrative Fee for Steubenville City Schools for additional cost of managing the Straight A Grant. These include auditing accounting, data collection, etc. All revenue and expenditures will be maintained by Steubenville City Schools.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

0.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

Scaling up for Success will not need additional funding in years 2015-2019. The training of the coaches will take place in the first year. Continued support is already accounted for in the five year forecast. The current cost of SFA per child is about \$150.00. The Six Ohio School have already budgeted for Success for All in the five year forecast. The coaches have made a five commitment to stay in their coaching position. If a coach would leave the other coaches would peer mentor him or her. The staff member chosen to replace the coach would already have extensive knowledge of SFA. All Districts have implemented Success for All for at least 3 years to a high of 15 years.

16. Are there expected savings that may result from the implementation of the innovative project?

0.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

By improving school coach competencies in supporting classroom teachers and empowering schools to better align resources and meet student needs, goal 1 of increased student achievement will be met. This will result in a reduced number of students referred for special education, a reduced need for intervention, and less retentions. This, along with less need for outside staff development assistance due to increased coach expertise and elimination of programs/projects that do not move the school toward the goal, will result in meeting goal 2, a reduced need for funding in these areas.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

Scaling up for Success will not need additional funding in years 2015-2019. The training of the coaches will take place in the first year. Continued support is already accounted for in the five year forecast. The current cost of SFA per child is about \$150.00. The Six Ohio School have already budgeted for Success for All. The coaches have made a five commitment to stay in their coaching position. If a coach would leave the other coaches would peer mentor him or her. The staff member chosen to replace the coach would already have extensive knowledge of SFA. All Districts have implemented Success for All for at least 3 years to a high of 15 years.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 10/25/2013

* Narrative explanation

The inspiration for this Scale Up for Success began February 2013 at the Success for All Leader Conference. The keynote speaker spoke about the need to create a culture of excellence by building capacity. The Ohio Success for All schools talked about our next steps. It was proposed to develop highly skilled site coaches and Leading for Success, a distributed leadership model. In September of 2013 the proposal was revisited by the Ohio Success for All Districts. We schedule a webex in September and make the decision to write the Scale Up for Success Grant. Webex conference calls were scheduled every 7-10 days to finalize planning. All schools participated in at least 3 of the calls.

Implement (MM/DD/YYYY): 12/18/2013

* Narrative explanation

For Leading for Success (LFS), districts will be divided into three cohorts based on geographical location. To facilitate communication and coordination between the participating districts in each cohort, each will identify a contact person. These contacts will be responsible for determining the schedule of training dates, sharing feedback to SFAF personnel pertaining to the content of the trainings in terms of their needs, making recommendations if needed for adjusting training content, addressing issues and problems as they arise, etc. Each district will also identify one school coach to serve as contact person for their district coaches. These contacts will work together in identifying monthly training session dates and locations, offering feedback to SFAF trainer personnel, making recommendations as needed, etc. Location of the training sessions will alternate among the districts in order to equalize necessary travel time. One of the first issues to be addressed with both groups will be negotiating individual district schedules to determine suitable meeting dates. Agreement must be reached and commitment made to participate in all sessions. Another issue will be maintaining open communication and coordination among districts and schools. This will be addressed through the identification of contacts persons from each district. Consideration may be given to pairing schools with the requirement that they communicate regularly, sharing successes and obstacles they encounter in their individual schools. School coaches will be paired as support partners to facilitate successful implementation. Timeline October Consortium of schools established; development of partnership between SFAF and consortium; planning and development of proposal December Grants awarded January Meeting of consortium district representatives to review plans and schedule dates for LFS training; meeting of coach representatives to schedule dates for trainings; first meeting of LFS cohorts held; week of training for coaches February - June Monthly LFS sessions and coaches training sessions initiated; follow up activities completed in schools; support provided on-site for LFS; support for coaches through on-site SFAF visits February, April, June Meeting of consortium district representatives to review progress, make adjustments if needed, and in June review results; meeting of coach representatives to review progress, make adjustments if needed, and in June review results and plan for continuation of collaboration and support after grant period June Project evaluation conducted

Summative evaluation (MM/DD/YYYY): 6/30/14

* Narrative explanation

The success of the project will be evaluated by in two areas. 1) documenting the competency of each of the building principal and leadership team to effectively utilize the distributed leadership process. The expectations for the process are listed below: All leaders & staff received training Materials necessary for program implementation are complete Schoolwide Solutions coordinator identified. The principal is fully involved with SFA implementation. Instructional component teams meet regularly. All Schoolwide Solutions teams meet regularly as specified. GAT structures are in place in every classroom Attendance plans are complete and effectively implemented. The Intervention team meets weekly. Parent involvement essentials are in place. Volunteer listeners are in place An accurate Grade Summary Form is maintained. Formal reading-level assessments are conducted. Teacher cycle record forms are used by all teachers. A Classroom Assessment Summary is submitted quarterly. Member Center (or equivalent) tools are used consistently. Cross-grade regrouping is used each grading period. Multiple measures are used to determine placement. Placement is aggressive. Capacity exists to tutor 30% , 20% , and 10% . The Leadership team meets monthly . Leadership team knows number/percent at grade level . Leading for Success quarterly meetings are held. Instructional component teams set SMARTS targets. The facilitator uses the GREATER coaching process. The SSC supports Schoolwide Solutions teams . LFS teams set targets aligned with schoolwide quarterly goals. 2) documenting the competency of each of the building coaches to support each of the instructional process components of the research proven Success for All whole school improvement approach. The expectations for the process are listed below: Teachers use lesson structure and objectives at least at a routine level. Teacher instruction is appropriately paced and includes modeling and guided practice that is responsive to students understanding of the objective. Teachers use Think-Pair-Share, whole group response, Numbered Heads (or similar tools that require verbal student responses and check student understanding) frequently and effectively during teacher presentation. Teachers provide time for partner and team talk to allow mastery of learning objectives by all students. Teachers facilitate partner and team discussion by circulating, questioning, redirecting, and challenging students to increase the depth of discussion. Following team talk, teachers conduct a class discussion in which students are selected randomly to respond to questions for the team (i.e. Numbered Heads, Equity Sticks). Teachers note team's responsibility for preparation. During class discussion, teachers effectively summarize and address misconceptions or inaccuracies and extend thinking through thoughtful use of questioning. Students know their reading level and can articulate what they need to do to increase their reading achievement.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

Many schools lack alignment of resources, have no clear systemic way of management, and as a result people function in an isolated fashion. Leading for Success provides a systemic approach that provides the necessary structures and organization for schools to be successful. It provides for a distributed leadership model which ensures that success is embedded in the organization, not in individuals. Often in a successful school guided by a strong, visionary leader, if that leader leaves, the success disappears with that person. Use of a shared leadership model prevents this from happening. Since the model focuses on advanced alignment of resources to achieve the school goals, selective abandonment of any activity, project, or program which does not facilitate movement of the school toward those goals is necessary. The result is that everything and everyone in the school is geared toward the identified goals, building in communication, coordination, regular monitoring of progress, and accountability. Once the LFS model is established in a school, it is expected that the structures and organization put in place will become an integral part of the school's operation. By providing additional training to school coaches, empowering them to serve as change agents in their schools with the expertise needed to guide teachers to higher levels of program implementation, districts will be provided with high level, on-site staff developers. This will significantly reduce costs and strengthen the feasibility of replication. It is anticipated that teachers in these schools will reach higher levels of program implementation, positively impacting student achievement. Since Success for All is based on best practices, these practices will become part of each teachers' repertoire of teaching techniques and strategies, resulting in improved instruction and higher levels of achievement.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

Nancy A. Madden, Ph.D. and Robert E. Slavin, Ph.D. started the Success for All (SFA) program as a research product at Johns Hopkins University. The program has a strong research base due in part to the fact that Drs. Slavin and Madden are, themselves, researchers. Since the inception of SFA, program developers have regularly refined existing programs and created new ones to ensure that their content and structure takes into account rigorous research. SFA is the most extensively and successfully evaluated of all reform models. Studies in many locations by many researchers have found that SFA increases students' reading performance, reduces special education placements, and has many other important outcomes. On the basis of this research, an independent, U.S. Department of Education-sponsored review of 22 comprehensive reform models by the Comprehensive School Reform Quality Center at the American Institutes for Research gave SFA the highest rating awarded for research quality and outcomes (CSRQ, 2005). Earlier reviews by Borman, Hewes, Overman, & Brown (2003), Herman (1999), Traub (1999), and Schacter (1999) came to similar conclusions. A review of 22 reading programs by Pearson & Stahl (2002) found SFA to have the strongest research base of all core reading programs. The definitive evaluation of SFA's effect on reading outcomes was a U.S. Department of Education-funded evaluation involving 41 Title I schools throughout the U.S. Schools were randomly assigned to use SFA or continue with existing programs in grades K-2. At the end of the three-year study, children in the SFA schools were achieving at significantly higher levels on all three reading measures used (Borman, Slavin, Cheung, Chamberlain, Madden, & Chambers, 2005; Slavin, Madden, Cheung, Borman, Chamberlain, & Chambers, 2006). Grover Whitehurst, director of the Institute of Education Sciences at the U.S. Department of Education described this study as "a sophisticated study that uses everything the evaluation field has come to recognize as high-quality." (Viadero, 2005). Many of the studies that compared SFA and matched control schools followed children in SFA and control schools from kindergarten or first grade into the later grades (Madden et al., 1993; Ross et al., 1995; Ross et al., 1997) using tests such as the Woodcock Reading Mastery Test and the Durrell Analysis of Reading Difficulty. Three research institutions summarized studies on high-poverty schools in eleven school districts-including Baltimore, Philadelphia, Memphis, Tucson, Ft. Wayne (IN), and Modesto (CA) -to demonstrate the impact of SFA on about 6,000 SFA children versus 6,000 matched control children. A Baltimore follow-up study (Slavin & Madden, 2001) found that this difference was maintained into sixth and seventh grades, when students were no longer in the SFA or control schools. Another follow-up study with students through eighth grade found continuing significant effects on standardized reading measures as well as reductions in special education placements and retentions (Borman & Hewes, 2003). The reading programs at the core of SFA draw from research on reading by, among others, the National Reading Panel (2001), and Marilyn Jager Adams (1996). Research by Sindelar et al. (1990) on repeated reading and Dr. Slavin's studies on ability grouping are also reflected in SFA's Roots and Wings programs. The emphasis on cooperative learning in SFA curricula also stems from research by Slavin (1994; 2003; 2008), as well as by Webb & Palinscar (1996), Johnson & Johnson (1999), and others. Beyond the many evaluations of reading achievement, SFA has been found to reduce assignments of students to special education (Borman & Hewes, 2003) and to increase the achievement of students already in special education for learning difficulties (Slavin, 1996). It has also been found to increase student attendance and reduce retentions (Slavin & Madden, 2001).

21. Is this project able to be replicated in other districts in Ohio?

Yes

No

22. If so, how?

This coach's substantial value and lasting impact will be achieved by the ability for each school to have their own coach. This coach will have received intensive training in a research proven program. These coaches will in turn work with the staff to ensure that All students are being instructed, assessed and monitored to assure that they are reading at or above grade level. The Coaches will work with staff to educate them on the art of looking at data, analyzing the data, and using the data to drive their instruction, which will positively impact the success of their students. The other aspect of this project is the Leading For Success component. Leading for Success will train the Leadership of the district to become educational leaders as opposed to merely managers of education. The Distributed Leadership model that is reflected in LFS will build capacity within the districts for leadership teams. This structure also provides alignment, coordination, collaboration and accountability that will go a long way to help even the most challenging students to succeed. After the initial trainings both of these initiatives are self-sustaining since we are building capacity within the districts. Success for all is used in approximately 1,000 schools in 48 states across the US. The median SFA school has been implementing the program for more than 10 years, meaning that the program in most schools has likely survived changes of principals, staff, several superintendents, funding cutbacks, changes in districts, state, and federal policies, and so on.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

The implementation of the Success for All school improvement approach forms the core of this initiative. Each of the districts participating in this proposal have implemented Success for All, and will engage increasing the quality of the implementation across all classrooms in each participating school, and building capacity for sustaining high quality implementation as staff change and for maintaining the urgency for continuing growth over the next five years. Core investments in Success for All, about \$150 per student, are achievable with support from local revenues, Title 1 funds and supplemental grants for all districts in Ohio. The process of building capacity for sustainability within the staff members in each building that will be supported in this grant provides a depth of expertise in each building that will insure that progress monitoring of implementation quality and student outcomes is maintained and is supported by feedback for success as well as interventions to address issues that surface at early stages so that the system remains strong.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Benchmark 1 - The student achievement goal will center on having students reading at or above grade level by the end of third grade with no regression thereafter. Students are assessed every grading period to determine their reading mastery level and these results are compared to benchmarks which have been set for every grading period for every grade level. That information is entered on a Grade Summary Form which allows the school to track progress of individuals, groups, classrooms, grade levels, and school wide against the benchmark, determining the number and percent reading at or above grade level. The baseline is determined at the beginning of the school year, and based on the results, schools set both long and short term goals. Progress is monitored throughout the year and new goals are set as needed. Specific goals will vary based on needs of individual schools. Benchmark 2 - With the help of school coaches, teachers will reach a refined level of use in implementing the Success for All reading program. It is at this level that student achievement is truly impacted. Using the CBAM Levels of Use, each school will conduct an initial rating of teachers to determine where on the spectrum each falls. Based on the results, school leaders and coaches will provide support and staff development to assist teachers to the higher levels. Since movement on the spectrum can be fluid due to teachers changing reading levels or components, continuous monitoring by coaches is necessary. Staff development and support plans should be updated as needed. Specific goals will vary based on needs of individual schools. Benchmark 3 - With the implementation of Leading for Success, structures and organization will be put in place in each school that facilitate continuous improvement. Regular leadership team meetings will occur in which data is reviewed and goals are set. Quarterly network meetings will be held in which representatives of each Solutions and curriculum component will participate. All teams will determine actions for their team to complete to move the school forward toward the school goal. The SFAF Snapshot for implementation will be used to monitor progress. The Goal Focused Process will be used to promote continuous improvement. The seven step process begins with using data to determine school goals, identify strengths and areas of concern, determine targets, identify and prioritize root causes, define actions, implement the plan, and review results and determine next steps. The process sets clear goals for achievement and implementation of all parts of the program and regularly reviews plans to determine how all parts are contributing to growth toward the goal. Schoolwide Solutions teams will be in place and will meet regularly, addressing issues in their area of concern. There will be an improvement in the areas of attendance, discipline, parent involvement, community outreach, interventions for struggling students. Goals will be set by each team and records kept indicating progress. Instructional component teams will meet regularly for staff development, peer support, progress monitoring. Data review and analysis will be done by individuals and as component teams. Information will include classroom data and results from the quarterly reading assessment. The Snapshot will be used to record and monitor progress. Specific goals will vary based on needs of individual schools.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

The Success for All Foundation provides various data tools on its Member Center. These tools are used by classroom teachers as well as school leaders to monitor student progress and inform instruction. These tools will be used to determine impact of this project and monitor progress towards both long and short term objectives. Student achievement is monitored through the Grade Summary Form. Quarterly student assessment results are entered on the form, indicating the reading mastery level of each student. Entered on the Member Center, schools are able to identify individual students at each level, determine classroom results, identify problem areas or individual teacher or student issues, and track schoolwide progress. Based on the baseline assessment administered at the beginning of the school year, each school will set a long term goal, with interim goals for each quarter. At each assessment period, progress will be reviewed and a new interim goal may be set. In addition, areas of concern will be addressed, either through teacher support or referral of students to the appropriate Solutions team. In the Leading for Success model, the leadership team uses the SFA Snapshot and Status Report to ensure that the school is reaching its goals. The SFA Snapshot along with the Status Report provides the team with essential pieces of information to assess progress and guide the work of the instructional and Schoolwide Solutions teams. The Status Report provides a quarterly review of schoolwide summary data. It includes student achievement data, reading achievement data, Solutions data, and implementation quality data. The Snapshot is designed to be an overview document for school leaders to determine quickly the status of implementation and reading progress in their building. It is divided into three parts. Schoolwide Structures list all of the structures that must be in place for a successful implementation. This includes fundamentals such as training provided for teachers and school leaders, scheduling for reading block, Schoolwide Solutions teams in place, school climate, etc. Also included are sections on assessment, aggressive placement, tutoring, and Leading for Success. Scoring is in place or not in place. Instructional Processes include teaching strategies and techniques which are vital components of the Success for All reading program. Items are rated as: o Power schoolwide - Objective is verified for 95% of teachers o Mastery - Objective is verified for 80% of teachers o Significant use - Objective is verified for 40% of teachers o Learning - Staff members are working toward verification of this objective. Student Engagement lists indicators which define active participation by students. Scoring is the same as for Instructional Processes. Based on the initial ratings and achievement data, individual schools will set both long term and interim goals. The tools will be used for ongoing, quarterly monitoring of progress. As the leadership team and Leading for Success teams review the data, adjustments in both goals and actions can be made. The CBAM model includes a description of levels of use which people go through in implementing a change. Teachers, when implementing a new program, go from mechanical use to routine, and when more expertise is developed, they reach the refined level. At that level, teachers have mastered the techniques of implementation, and the focus becomes impact on student achievement. At that point increases in student achievement are evident. SFAF has developed criteria for determining the level of use in implementation of each program component. Schools will use this criteria to rate each teacher. Results will be used to plan how to assist teachers needing to move to a higher level. Teachers will be rated again after receiving assistance and again at the end of the school year.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I Accept Melinda Young Steubenville city Schools Director of Programs 10/25/2013