<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Support Services</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td>0.00</td>
<td>0.00</td>
<td>15,440.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>15,440.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td>0.00</td>
<td>0.00</td>
<td>772,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>772,000.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>0.00</td>
<td>0.00</td>
<td>787,440.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>787,440.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00

Remaining: -787,440.00
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.

3. Overview: Overall description of project and alignment with Outcomes

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 (RIN/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@scsiohio.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 (RIN/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: jbrownng@scsiohio.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 (RIN/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@scsiohio.org; Gary Pack, Princeton Schools, 044877, 5900 Coffington Drive, Sharonville, OH 45241, gpack@princetonccs.org; Gary West, Blanchester, 044838, 951 Cherry Street, Blanchester, OH 45107, westg@blan.org; Fred Burns, Toronto City Schools, 044917, 1307 Dennis Way, Toronto, OH 43964, fred.burns@omeresa.net; Richard Bereschik, Wellsville City Schools, 045039, 929 Center Street, Wellsville, OH 43968, rberschik@wellsville.k12.oh.us; Jeff Talbert, Alliance City Schools, 043497, 200 Glamorgan Street, Alliance, OH 44601, jtalbirt@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 is established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

   Upload Grant Application Attachment.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 - 2 Steubenville - 14 Alliance - 6 Blanchester - 13 Wellington - 2. The individuals responsible for the implementation of this project will be Melinda Young - Director of Programs, Steubenville City Schools; Success for All; Marjorie Radakovitch - Elementary Principal and SFA i3 Coach, Steubenville City Schools; Dr. Amy Crouse - Princeton; Richard Luci, Assistant Superintendent; Lisa Ferguson - Assistant Superintendent, Elementary Principal; Rob Grill - 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 Radakovitch 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 shes managed the Ohio Reads Grants, Even Start, Parent Mentor, 21st Century, RIT, 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 used 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 - Overview 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, their 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,
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 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, RTF 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.)

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/vationale: 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.

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

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.

By improving attendance in supporting high needs classrooms, 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 retransfers. This, along with any reduced 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.

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 and information on ways 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.)
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 within the district for coaches and leadership. The districts talked about the role that coaches and leadership play in helping schools achieve the goals of this project. In 2013 the proposal was revised by the Ohio Success for All Districts. We scheduled a webex in September and made 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.

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 order to make recommendations for future trainings, 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 committed to make participation 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 who would work with SFAF on the development of individualized plans for October and November. The development of project December Grants awarded January Meeting of consortium district representatives to review plans and schedule dates for LFS training; meeting of course 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-line 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.

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 SFAF implementation. Instructional component teams meet regularly. All Schoolwide Solutions teams meet regularly as specified. QAT structures are in place in every building weekly. Parent involvement structures are in place. Weekly meetings are held to assess students on 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 Form and the Reading Center (or equivalent) tool is used consistently. Crossgrade grouping is used each grading period. Multiple measures are used to determine student 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 held. Instructional component teams Smart targets set. 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 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 talk, teachers conduct a class discussion in which students are selected randomly to respond for the question (i.e. Numbered Heads, E slicks). Teachers support students for preparing for the class. These 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.

**Proposal Timeline Dates**

**Plan (MM/DD/YYYY):**
- 09/30/2013: Initial meeting of LFS teams.
- 10/25/2013: Proposal narrative explanation.
- 12/18/2013: Implement narrative explanation.

**Summative evaluation (MM/DD/YYYY):** 06/30/14

**Narrative explanation**

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

22. If so, how?

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.

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

- Yes
- No

22. If so, how?

This project’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 ensure that the art of looking at data, analyzing 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 to create a Leadership for Schoolwide Success for All (LfS) 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 because we are building capacity within the districts. Success for all is used in approximately 400 schools in 48 states across the US. The median SFA 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 cuts, changes in districts, state, and federal policies, and so on.

23. 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.

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

- Yes
- No

25. If so, how?

This project’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 ensure that the art of looking at data, analyzing 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 to create a Leadership for Schoolwide Success for All (LfS) 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 because we are building capacity within the districts. Success for all is used in approximately 400 schools in 48 states across the US. The median SFA 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 cuts, changes in districts, state, and federal policies, and so on.
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 in 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 "I Accept Melinda Young Steubenville city Schools Director of Programs/10/25/2013"