Budget

Steubenville City (044826) - Jefferson County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (81)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Object Code / Purpose 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	25,440.00	0.00	0.00	0.00	25,440.00
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	797,440.00	0.00	0.00	0.00	797,440.00
						Adjusted Allocation	0.00
						Remaining	-797,440.00

Application

Steubenville City (044826) - Jefferson County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (81)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Scale up for Success

2. Executive summary: 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.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

8470 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- [x] Pre-K Special Education
- [x] Kindergarten
- [x] 1
- [x] 2
- [x] 3
- [x] 4
- [x] 5
- [x] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

5. 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

Address of lead applicant
1400 West Adams St.

Phone Number of lead applicant
740-283-3767

Email Address of lead applicant
myoung@scsohio.org

6. Are you submitting your application as a consortium? - Select one checkbox below

- [x] Yes
- [ ] No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

- [x] Yes

☐ No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

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

8.Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

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 Success for All Foundation (SFAF)is partnering with Ohio school districts implementing the Success for All 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.Success for All schools have on-site coaches responsible for monitoring program implementation and providing staff development to teachers.While these on-site coaches receive training to prepare them for their role,that training is often minimal due to time and financial constraints.Additional,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 SFAF.Through this training, coaches will be better able to assist teachers by identifying specific weaknesses or needs in instruction and student engagement addressing those needs through job-embedded,on-site staff development training.The second area of focus is on implementing a distributed leadership model that requires participation from the entire school and community.

The proposed innovation and how it relates to solving the problem or improving on the current state.

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, Reading Wings, Tutoring). (Reading Edge, the middle school program, is not included in this proposal.A data-driven process of continuous improvement sets clear goals for achievement and implementation. These goals are reviewed at quarterly meetings, with new goals and targets set based on results achieved. Through these teams, every staff member is part of the distributed leadership model and the continuous improvement process that results in success for every student as they review results and align everyone's work to the school' s academic goals. Regular quarterly network meetings and setting of short term goals facilitates and guides the work.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

☑ Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

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.

☑ Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

By improving school coach competencies in supporting classroom teachers and empowering schools to better align resources and meet student needs. 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. This is savings of $420,000.

☐ Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

☑ Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

The Scale up for Success provides a framework that facilitates the coordination of school goals, accountability, assessment and interpretion, and goal focused approach to schoolwide implementation of all programs within a school/district. By all of the Success for All School Districts in Ohio agreeing to be part of this grant , we are able to share the cost of training, build relationships, and make a commitment for success for every child.

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

☐ New - never before implemented

☐ Existing: Never implemented in your community school or school district but proven successful in other educational environments

☐ Mixed Concept: Incorporates new and existing elements

☑ Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

779,440.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

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 six 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. $10,000 will be spent on project evaluation. 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.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

☐ Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

☑ No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

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 year 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.

14. Will there be any expected savings as a result of implementing the project?

☑ Yes

☐ No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

84,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

The 6 districts contract with Success for All for implementation visits. These implementation visits are to provide training , support, goal setting etc. The cost of one day of training is $2100. The schools will have the necessary training to conduct 2 of their 4 implementation days, for a savings of $420,000 over the life of the grant.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

Scaling up for Success will not need additional funding in years 2015-2020. 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 Schools

have already budgeted for Success for All. The coaches have made a five year 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, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range9/13 ongoing

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among 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. 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 monthly to finalize planning. All schools participated in at least 4 of the calls. Ongoing planning includes: August Meeting of consortium district representatives to review plans and schedule dates for training/meeting of coach representative to schedule dates for training/first meeting of Lfs cohort/week of training for coaches. October-May Monthly Lfs sessions and coaches training /follow up activities completed in schools/support provided on site for Lfs October/January/March Meeting of consortium district representatives to review progress, make adjustments if needed, and to review results/ plan for continuation of collaboration and support after grant period.

* Anticipated barriers to successful completion of the planning phase

Agreement of training dates/communication. The CBAM model includes a description of levels of use which people go through in implementing a change. The change process will be monitored closely. 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.

18. Implementation - Process to achieve project goals

* Date Range8/14-5/20

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

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.

* Anticipated barriers to successful completion of the implementation phase.

Attendance/Communication Change process

19. Summative Evaluation - Plans to analyze the results of the project

* Date RangeMay 15-May 20

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

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/Formal reading-level assessments are conducted ./Teacher cycle record forms are used by all teachers. A Classroom Assessment Summary is submitted quarterly./Member Center 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.

* Anticipated barriers to successful completion of the summative evaluation phase.

Data collection/Communication

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

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 significant growth in student achievement.

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

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem (s) have been solved.

21. 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.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

Nancy A. Madden, Ph.D. and Robert E. Slavin, Ph.D. started the Success for All 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 Success for All, program developers have regularly refined existing programs and created new ones to ensure that their content and structure takes into account rigorous research. Success for All `is the most extensively and successfully evaluated of all reform models. Studies in many locations by many researchers have found that Success for All 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 Success for All 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 Success for All to have the strongest research base of all core reading programs. The

definitive evaluation of Success for All'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 Success for All or continue with existing programs in grades K-2. At the end of the three-year study, children in the Success for All 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 Success for All and matched control schools followed children in Success for All 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 Success for All 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 Success for All 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 Success for All 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 Success for All's Roots and Wings programs. The emphasis on cooperative learning in Success for All 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, Success for All has been found to reduce assignments of students to special education (Borman & Hewes, 2003) and to increase the achievement of

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

Dr. Charles Joyce, Director of Graduate Education, Franciscan University, 1235 University Blvd., Steubenville, OH 43952, 740-284-5292, cjoyce@franciscan.edu. External evaluation

* 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 project's progress).

Both quantitative and qualitative methods will be use to track progress on short and long-term goals. Quantitative outputs measured will include: number of teachers attending classes, percentage of teacher who start the training process complete the process. Number of teachers that successful implement Success for All Reading/Math lessons. Quantitative outcomes measured will include: percent of students enrolled who are on track/off track, student achievement of Reading OAA, student retention, and student special education referrals, and cost savings to districts. Qualitative data in the terms of a survey will be collecting regarding principal and teacher surveys assessing successful implementation. 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.

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

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 The Snapshot provides a quarterly review of schoolwide summary data. It includes student achievement data, reading achievement data, Solutions data, and implementation quality data. The Snapshot It is designed to be an overview document for school leaders to determine quickly the status of implementation and reading progress in their building. In addition to performance data, the Snapshot includes: 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: Power schoolwide - Objective is verified for 95% of teachers /Mastery - Objective is verified for 80% of teachers/ Significant use - Objective is verified for 40% of teachers/ Learning - Staff members are working toward verification of this objective./Student Engagement lists indicators which define active participation and skill and strategy use 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. Adjustment will be made as needed.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

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 intends to focus on improving teacher skills through on-site coaching and staff development. This proposal aims to provide Intensive training will be provided 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. However, sessions will include the following:/SFAF curriculum of each component (KinderCorner (K), Reading Roots (Gr. 1), Reading Wings (Grs. 2-6), 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/interventionCoaching teachers using the GREATER coaching model .The second focal point of this proposal is working with school 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 ProcessChange 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 successReading components (KinderCorner, Roots, Wings) and data tools for each component, including 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.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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.

The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

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 masterly 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. 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.

* Spending Reduction in the five-year fiscal forecast

By improving school coach competencies in supporting classroom teachers and empowering schools to better align resources and meet student needs. 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. This is savings of $420,000. 5 /15 all six school districts will reduce number of contract days with the Success for All Foundation by 2 days at each site.

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

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 a 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.

* Other Anticipated Outcomes

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

☑ Yes

☐ No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

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 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 tams. 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 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 changers of principals, staff , several superintendents, funding cutbacks, changes in districts, state, and fereral policies, and so on.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree. Melinda Young

Consortium

Steubenville City (044826) - Jefferson County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts							
First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
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Fred	Burns	740-537-2456	fred.burns@omeresa.net	Toronto City	044917	1307 Dennis Way, Toronto, OH, 43964-1952	
Gary	Pack	513-864-1005	gpack@princetonschools.net	Princeton City	044677	3900 Cottingham Dr, Cincinnati, OH, 45241-1616	
Gary	West	937-783-3523	westg@blan.org	Blanchester Local	046383	951 Cherry St., Blanchester, OH, 45107-7846	
Jeff	Talbert	330-821-2100	talbertje@alliancecityschools.org	Alliance City	043497	200 Glamorgan St, Alliance, OH, 44601-2946	
Richard	Ranallo	740-283-3767	rranallo@scsohio.org	Steubenville City	044826	PO Box 189, Steubenville, OH, 43952-5189	

Partnerships

Steubenville City (044826) - Jefferson County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships							
First Name	**Last Name**	**Telephone Number**	**Email Address**	**Organization Name**	**IRN**	**Address**	**Delete Contact**
Nancy	Madden	410-616-2330	nmadden@successforall.org	Success for All		300 East Joppa Road, , Baltimore, Maryland, 21286	

Implementation Team

Steubenville City (044826) - Jefferson County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Melinda	Young	Director of Programs	Manage the grant and act as liaison with the other districts in consortium.	Her current role is Director of Programs. In her current position she manages over 2.3 million per year in grants.	Educator who has been in PK-12 education for more then 24 years. she has served as a Title On Reading Teacher, Parent Coordinator and Principal. She has managed the Ohio Reads Grants, Even Start, Parent Mentor, 21st Century, RttT, School Age Child Care etc.	
Amy	Crouse	Dr.	Responsible for the implementation of the grant.	Experience with obtaining and executing innovative Programs.	Implementation of the Success for All Model within her district.	
Lisa	Ferguson	Assistant Superintendent	Implementation of the grant.	Experience with obtaining and executing innovative programs within her district.	Implementation of the Success for All Model within her district.	
Charles	Joyce	Dr.	Provide comprehensive educational evaluation services.	Has 30 years experience in administrative positions in Education (K-12 and Higher Education), he has been responsible for the administration of several grants. In his current position at Franciscan University, he has administred several grants: HB 119; Ohio Core Grant ($100,000), HB 115 Dual Credit Grant ($90,000) and OBR Improving Teacher Quality Grant ($124,000).	In the K-12 setting, as a Superintendent he had ultimate responsibility for overseeing a 19 million dollar budget as well as a construction budget for a new addition (11.4 million).	
Richard	Lucci	Assistant Superintendent	Implementation of the grant.	Experience with obtaining and executing innovative programs within his district.	Implementation of the Success for All Model in his district.	
Debbie	Truncer	SFA Regional Manager	Providing expertise and training for the SFA Grant.	Over 20 years of experience with the SFA programs. Manages over 40 SFA districts.	She has 20 years of experience with the SFA program.	
Beverly	Carroll	Assistant Superintendent	Responsbile for the implementation of the grant.	Experience with obtaining and executing innovative programs within her district.	Implementation of the Success for All Model within her district.	
Rob	Gress	Assistant Superintendent	Responsible for implementation of the grant.	Experiences with obtaining and executing innovative programs within his district.	Implementation of the Success for All Model within his district.	