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Adjusted Allocation 0.00
Remaining -30,000.00
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: A Transition to Writing/Reading Workshop Approach through the Common Core Standards

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.

Beginning with the 2013-2014 school year the Indian Hill Primary School, grades Kindergarten through Second grade started using the Writing Project approach created by Lucy Calkins. The Primary school has already invested money in training building leaders and acquiring some of the materials needed to begin instruction during the current school year. After sending three teachers to New York to train at Columbia University they have brought back information to the rest of the staff. Our next step is to bring Columbia University to the Primary School and formally train all teachers on the approach. Now that teachers have been using the approach for one year they will have insightful questions and be at an appropriate place to receive their learning. In addition the training the Primary School needs to expand their text selections so students can use these stories as models of the various forms of writing, including non-fiction which has an increased emphasis in the new standards. By utilizing this approach we hope that our students are able to have an increased ability to write persuasively, asserting opinions, and creating their own narrative writing. By providing this instruction at earlier grades our need for remediation should decrease and provide savings in that area. We would also expect to see an increase in achievement on both local (Measures of Academic Progress, AIMS Web) and state assessments (Next Generation Assessments).

3. Total Students Impacted:

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

First Name, Last Name of contact for lead applicant: James Nichols
Organizational name of lead applicant: Indian Hill Primary School
Unique Identifier (IRN/Fed Tax ID): 099606
Address of lead applicant: 6702 Drake Road Cincinnati, Ohio 45243
Phone Number of lead applicant: 513-272-4754
Email Address of lead applicant: jim.nichols@ih.k12.oh.us

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

First Name, Last Name of contact for secondary applicant: NA
Organizational name of secondary applicant: NA
Unique Identifier (IRN/Fed Tax ID): NA
Address of secondary applicant: NA
Phone number of secondary applicant: NA
Email address of secondary applicant: NA

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.

Not Applicable

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.

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.

Mr. Nichols, Principal at the Primary school is responsible for the implementation of the project. He has gone through this process in another district and understands the vision needed to make this type of instruction a reality. In addition to the resources being requested, frequent monitoring of instruction and ongoing professional development are essential aspects of the success. Mr. Nichols also went through the formal training from Columbia University and saw a district of 10,000 students successfully implement and consistently be ranked in the top ten schools in the state. Finally, Mr. Nichols has the support of a Reading Specialist and has hired three classroom teachers who have received training in previous districts to help guide the work at the teacher level.

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.

The Indian Hill Primary School has recently moved toward an RTI approach to better meet the needs of our students. We have a population that has very diverse learning needs. Many of our students tend to be standardized achievement tests while others have significant ground to make up to be on track in the area of literacy. To meet these diverse needs we have adopted the Reading and Writing Project from Columbia University and Lucy Calkins. This project implementation will take place over the next several years. Focusing on this year’s learning the district already purchased the teacher training materials, and sent several staff members to New York to train on the approach. The requested funds would go to training the remainder of the staff. Columbia University will send a consultant to our school district and tailor a training for our staff and their learning needs. In addition, they have outlined trade books that accompany the program which the Primary School does not currently possess. Once this training is complete, it will lead to greater student achievement in the area of reading and writing.

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.

If the project is approved it will increase the teaching proficiency of the Primary School Staff in the area of reading and writing. Based on an RTI model, tier 1 is all about the classroom instruction. By raising the level of classroom instruction, teachers will better be able to develop targeted differentiation for all students in their classroom. Currently about 3-5% of our students are “not on track” according to the third grade guarantee. In addition, almost half of our population could be identified as gifted according to the state definition on reading achievement testing. Making sure that we keep both of these populations in addition to the students that fall between growing at least one year is our top priority. By enhancing instruction we believe we come closer to making sure this is a reality for all students.

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

Not Applicable
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.

From the budget form: Professional Development-Purchased Services $10,000. From the budget form: Instruction-Supplies $20,000. b. Specific trade books and genre materials with emphasis on non-fiction = $20,000. c. Total Cost of Project = $30,000.00

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

46,330.00 * 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, RTT 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.

1,500.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

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

Once the project is implemented fully after the 2014-2015 school year there will be minimal future costs. We can train new staff members by sending them to regional training at a cost of around $1500.00. Indian Hill Exempted School district is a small school and we have relatively low teacher turn over. In addition, the materials purchased through the grant will stay with each classroom and replacement costs for damaged or lost materials would be covered in the overall building budget. Beyond these costs there are no recurring costs.

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.)

It is difficult to gauge expected savings for this project. Research supports that the earlier students can be provided intervention and high quality instruction the better chance they have of being successful readers. This could lead to a reduction in support staff, however we cannot account for students who move into the district as well as students who have identified disabilities at this time.

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.

This project is almost completely self-sustaining and no future request around this specific area will be needed. The reason that the request is self-sustaining is because once the teachers have received the outline professional development and materials, there will not be a need to go through this level of training again. In addition, the materials requested will last many years and will only need minimal replenishments if books are damaged or lost. As previously mentioned new staff members can be trained for around $1500.00 and district funds can be used to fill this need.

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): 11/01/2013 - 06/30/2014

* Narrative explanation

Summer 2014 - Week long training will occur in the second week of June Winter 2014 - As soon as grant is approved and money appropriated materials can be purchased and used with instruction of students The Primary School must submit an application to The Reading and Writing Project for a Homegrown Institute. We are confident that our application will be accepted as schools that have purchased Units 1-5 and will have formal training at Columbia University are typically approved. The Primary School has both purchased materials and sent teachers for formal training. The Principal Jim Nichols has been a part of project implementation in a previous district and knows that the timeline set forth is reasonable. He will be responsible for coordinating the training and the purchasing of materials.

Implement (MM/DD/YYYY): 01/10/2014

* Narrative explanation

Upon receiving the grant we will begin working on the application for the Homegrown institute through Columbia University. We will also prepare a purchase order for the outlined materials in the grant. The Primary School will begin securing space in the building and confirming attendees.

Summative evaluation (MM/DD/YYYY): 06/10/2014

* Narrative explanation

Overall success of the program will be gauged through walkthroughs, observations, future professional development and surveying of staff. Once materials arrive they will be distributed and the Primary School literacy team will generate training on how to organize the materials. Success will also be measured using local (Measures of Academic Progress/AIMS Web) and state (Next Generation) assessments.

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

At the end of the 2012-2013 school year, the Principal Jim Nichols outlined that the expectation for future school years would be full implementation of the Reading and Writing Project beginning with the 2013-2014 school year. The staff worked diligently over the 2013 summer to learn about the program with the newly purchased materials. This new style of teaching provides concise teaching points that are fully aligned with the common core standards. Teachers have been a part of the Primary School for 1-34 years. This approach has provided all staff members with a common language. Formal and informal conversation has been rich and instruction has seen improvement. This has been witnessed through formal observation, parent feedback, and discussions with staff members. To continue this momentum and transition the requested training and materials are essential.

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.

Research a. There are six principles that the research supports around the subject and writing project. i. Research Principle 1 - There are fundamental traits of all good writing, and students write well when they learn to use these traits. ii. Research Principle 2 - Using a writing process to teach the complex process of writing increases student achievement. iii. Research Principle 3 - Students benefit from teaching that offers direct instruction, guided practice and independent practice. iv. Research Principle 4 - To write well, writers need ample time to write every day. v. Research Principle 5 - A well-rounded curriculum provides support for struggling writers and English language learners. vi. Research Principle 6 - Writing and reading are joined processes, and students learn best when writing and reading instruction are coordinated. b. In addition to the success we are already seeing in classroom through increased writing proficiency this approach has proved effective in other school districts as well and is
widely used across the country. In the Principals' previous school district, Mason City Schools, the approach was adopted and used in grades K-6. Over the time this approach has been enacted the school district, one of the largest, in the state has consistently been ranked toward the top on the state report card. Much of the credit can be attributed to this approach to writing and reading.

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

22. If so, how?  
The project can be implemented in any district. There are several key components that districts will need to consider when walking down this path. First, you have to have buy-in from your stakeholders. The school staff must see this as an opportunity to enhance their skills and not as a threat to the approaches they currently use. You also need to have the seed money to train staff properly and acquire materials. Staff can certainly self-study the approach and this is a great start, but there is no substitute for the formal training offered by Columbia University and the Reading and Writing Project.

23. Describe the substantial value and lasting impact that the project hopes to achieve.  
The goal of this project is to improve the quality of student writing and in order to do that we are increasing the teaching proficiency of the Primary School staff in the area of reading and writing. The wonderful part of this project is that once the training has been provided and the materials have been purchased the grant will sustain itself. The quality of the instruction will be improved and future staff members will benefit from this experience. In addition, we have plans to continue professional development beyond this school year.

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.  
We will be able to identify if students are improving student achievement in the area of writing by using the summative and formative assessments used to gauge student growth. These assessments include MAP (Measures of Academic Progress), AIMS Web, Fountas and Pinnell diagnostic assessment and the Reading and Writing Project Rubrics. Each of these measures gives us individual starting points and let us gauge growth over short-term and long-term periods of time. In addition, this approach fosters a love for writing within our students. In the short time we have been implementing the approach we have seen that this time of the day has become coveted by students and they frequently choose to write during choice times of the day.

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.

Currently the Indian Hill Exempted Village School District has adopted the state approved Measures of Academic Progress tool to evaluate student growth three times a year. We will look to see if students are growing at least one year or more to evaluate this programs effectiveness. In addition, the program comes with materials to determine if students are growing on a regular basis. The kit includes rubrics that can be used to evaluate student writing and set goals with students for improvement as they complete various writing pieces. This feedback can be given frequently. If the program is deemed to show low improvement in student writing we would enhance the coaching aspect of the program that will come during the 2014-15 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 Mr. Jim Nichols Principal Indian Hill Exempted Village Primary School October 24, 2013