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Adjusted Allocation: 0.00
Remaining: -633,768.50
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   K-12 College & Career Ready Writing Initiative

2. Project Tweet: Please limit your responses to 140 characters.
   The Writing Initiative: strengthening teacher instruction, increasing student writing proficiency, and integrating social emotional learni
   This is an ultra-concise introduction to the project.

3. Estimate of total students at each grade level to be directly impacted each year.
   This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Pre-K Special Education</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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</tbody>
</table>
4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

There will be an additional 1,500 incoming Kindergarteners impacted each year. There is also the potential for other networks within the district to join the Writing Initiative which would lead to additional students being impacted through the life of the project.

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

First and last name of contact for lead applicant
Cheryl Shelton

Organizational name of lead applicant
Cleveland Municipal School District

Address of lead applicant
1111 Superior Avenue

Phone Number of lead applicant
2168380122

Email Address of lead applicant
diana.ehlert@clevelandmetroschools.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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

☐ 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

☐ Yes
☐ No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

b. Past initiatives have underemphasized reading to the near exclusion of writing instruction. The CCSS now re-emphasizes writing by placing an equal weight on reading and writing with ten anchor standards in each area. Cleveland Schools' recent report card suggests the need to strengthen writing instruction within the district: grades K-3 Literacy Improvement measures 26.8% and the Performance Index is set at 55.8% with 0.0% of indicators met. Just as importantly, the children who walk through the doors of our schools will become the caretakers of our democracy, our economy, our culture, and even our aging selves. In order to fill these roles, students must be educated to contribute to a thriving society. They cannot do this in isolation. They need compassion and empathy to work with one another to solve the problems on our horizon. They need to be highly literate adults capable of communicating their thoughts and ideas, clearly, in an ever-expanding global society.

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

As a member of CASEL's Collaborative District Initiative, Cleveland Metropolitan School District would like the opportunity to create classrooms worthy of preparing students to thrive in the 21st century by implementing a college and career ready Writing Initiative in grades K-12 that fosters a sense of student connectedness to their school and each other. The Writing Initiative will have a dual focus: improve writing proficiency and support the social and emotional growth of each student. The Initiative will promote critical thinking, rich conversations...
around text, and writing for varied purposes and audiences, within a nurturing environment, where students feel safe to take risks as writers. Students will have daily opportunities to write and collaborate with one another on topics that matter most to them. The Straight A Grant will support Cleveland’s highest priority network of schools in implementing a consistent, systematic, research-based approach to K-12 writing instruction. The Writing Initiative will provide teachers with job embedded professional development to create sustained change in their professional practice. The focus of professional development will be on implementing best practices in writing instruction, and will be facilitated by a team of educational consultants and coaches. Teachers will have the support they need to become reflective practitioners of the writing process and be given opportunities to write about their own lives and share their writing with students. The Writing Initiative will utilize the 6+1 Traits framework as the foundation for K-12 Instruction. The leadership team of Assistant Principals, Curriculum Instructional Specialists (CIS), and Action Team Coaches will attend one day of leadership training from Ruth Culham’s consultants to ground them in this framework. Teachers will also attend a similar one day training and be given access to virtual support through Zaner-Bloser’s webinar series. They will also attend a second day of training around program implementation to support teaching 6+1 Traits. Grades K-6 will implement Being a Writer, developed by The Center for the Collaborative Classroom, which is an interactive, student-centered K-6 writing program that has been endorsed by the National Writing Project. Grades 7-12 will implement Write Time for Kids? as well as materials developed by Teacher Created Materials that are intentionally designed around research-based instructional practices, and provide in-depth support for content area literacy instruction. Both programs incorporate principles of a collaborative classroom - a learning environment in which students acquire SEL skills to appreciate diversity of perspective, work collaboratively, and take responsibility for their own learning and behavior. In preparation to sustain the Writing Initiative, the Leadership Team will attend intensive monthly Train the Trainer sessions to sustain the work in each building. To facilitate this process, Educational Consultants will meet once a month with this team to provide them with support to work with teachers on deepening implementation, model lessons, conduct learning walks, collect data, prepare data driven professional development, and share their analysis with both building and district level administration. By May of 2017, several buildings will be identified as exemplar observation sites where administration, coaches, and teachers will engage in examining practice to meet teacher and student goals. Observation site activities can include observing co-teaching and model lessons, reflecting on practice through data, and facilitating grade level meetings. Each activity includes a debrief during which participants reflect on what was learned and identify additional supports they'll need to take the work back to their sites. These observation sites will also host invitational days for other district leaders, around Ohio, to observe the Writing Initiative in action.

9. Select which (up to four) of the goals your project will address. For each of the selected goals please provide the requested information to demonstrate your innovative process. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.
1. Increased student achievement in writing stamina and proficiency 2. Students will be able to produce clear, coherent writing appropriate to purpose and audience (narrative and informational/expository) 3. Develop and strengthen writing through the writing process 4. Write arguments to support a claim using textual evidence 5. Write every day in each core subject area 9-12; during writer's workshop time K-8 6. Students work collaboratively, have rich discussions around their writing and qualities of good writing, and respect one another's work

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.
1. Student choice increases active engagement and stamina during writing instruction 2. Sustained professional development will increase teacher efficacy in teaching writing 3. Implementing the writing programs with fidelity will ensure all 6+1 traits are addressed 4. Creating a caring and collaborative classroom environment encourages students to take risks when writing, enables them to share their writing with others, sets the tone for positive peer conferring and peer support, and increases positive student behaviors that are conducive to academic learning 5. Students who have a sense of autonomy over their learning and feel a sense of belonging and competence in a classroom environment will show academic growth 6. When teachers model their own writing processes, students gain a deeper understanding of the expectations of using the writing process 7. Reading is a thinking process: In order to acquire a new skill, students must have the opportunity to engage in varied learning experiences, young writers develop a personal voice and gain confidence in their ability to write with authority about a range of topics 1. Atwell, Calkins, Fletcher, and Graves identify and encourage the following practices to improve students’ writing practice and attitude * * * Classroom discussion * Collaborative writing tasks * Writing for real audiences and purposes * Student self-assessment * Regular periods of writing * Choice of writing topics * Models of good writing 2. The National Council of Teachers of English says: "Extensive reading and writing within a particular genre or domain of knowledge improve writing achievement. Indicators of competency/facility with vocabulary, syntactical patterns, fluency, patterns of errors, organizing structures, and even writing processes will all vary from one topic or type of writing to another. These variations mean that control of a particular kind of writing is best supported by ample experience with its use." 3. The Center for Public Education states, "Effective Professional Development will be purchasing time for teachers to spend in professional learning communities and with coaches. "The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation. Studies indicate that teachers may need as many as 50 hours of instruction, practice, and coaching before a new teaching strategy is mastered and implemented in class." They continue to explain that, on average, it takes teachers twenty instances of practice to master a new skill. 4. Durlak’s meta-analysis of explicit SEL instruction provides strong evidence that attending to student’s social and emotional development results in the following: 11% gain in standardized achievement tests, improved classroom behavior, improved attitudes about self, school, and others, as well as a significant reduction in aggressive behavior and emotional distress. 5. In July 2015, the American Journal of Public Health published a study that linked children’s social emotional competencies with college and career success. They found that kindergarteners who possessed strong social emotional competencies were four times more likely to graduate from college and have a successful career by the age of 25. The kindergarteners with weak skill competencies were four times more likely to have
iv. List the specific indicators that you will use to measure progress toward your desired outcome.
*These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).*

1. Building test data, both local and state mandated testing, in writing grades K-8 and across content areas in grades 9-12. Students will be able to write for longer periods of time as measured by the classroom teacher.
2. Student writing will score proficient in conjunction with program scoring rubrics (narrative, expository, and argumentative).
3. Students will demonstrate their knowledge of the writing process both in context and in conversation.
4. Teachers will have students writing every day as noted through lesson plans, walkthroughs, and classroom observations.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

Baseline data will include three essential components: 1) Building level data on state mandated tests from the 2015-2016 school year; 2) Beginning and end of the year writing snapshots of a published piece of writing for every student, at every grade level; and 3) Results from the skills and conventions diagnostic pre-assessment (Grades K-8). Additional data to be collected to determine the success of program outcomes includes: 1) Monthly monitoring of student writing stamina. 2) Quantitative data from program scoring rubrics for published pieces of writing. 3) Qualitative data recorded during student/teacher conferences during the writer's workshop time. 4) Walkthroughs and classroom observations to track the amount of time students are given to write during class time and to determine instructional areas needing refinement. 5. Walkthroughs to evaluate the SEL component.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

Educational consultants will meet monthly with the Leadership Team to determine areas of reinforcement and refinement. The topic and purpose for each meeting will be determined by the specific needs of each building. Through immediate job embedded professional development, coaches will alter the amount of time they spend with teachers and how that time is utilized in order to address and support potential implementation dips within the Writing Initiative.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.
*Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.*

ii. What assumptions must be true for this outcome to be realized?
*Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.*

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.
*Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.*

ii. What assumptions must be true for this outcome to be realized?
*Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.*

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.
Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available. 
These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

- Implementing a shared services delivery model

   d. Implementing a shared services delivery model

   i. List the desired outcomes.
   Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

   ii. What assumptions must be true for this outcome to be realized?
   Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

   iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

   iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.
   These should be measureable changes, not the accomplishment of tasks.
   Example: consolidation of transportation services between two districts.

   v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.
   Example: change in the number of school buses or miles travelled.

   vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

   a. New - Never before implemented
   b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
   c. Replication - Expansion or new implementation of a previous Straight A Project
   d. Mixed Concept - Incorporates new and existing elements
   e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

      Enter Budget

   b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

   c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

      Upload Documents

      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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.
13. Provide a brief narrative explanation of the overall budget.

Responses should provide a 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.

This budget aligns with CMSD’s goals to provide quality professional development, a research-based writing program, and district capacity building utilizing a train the trainer model. One-time expenditures in program materials and professional development represent the majority of the total requested funding and are all one-time expenditures. $276,800 Total Purchased Services: The Leadership Team will attend a 3 day training (August 2016): 6+1 Traits training for Leadership Team 1 day X 2 Consultants @ $3,800/day = $7,600 Being A Writer Training 1 day x 1 consultant @ $2,600/day = $2,600 Teacher Created Materials Training 1 day x 1 consultant @ $1,010/day = $1,010 Teachers will attend two days of professional development in September 2016 Substitute Teachers 530 teachers x 2 days @ $100/per day = $106,000 6+1 Traits training 5 consecutive days X 2 consultants @ $3,800/day = $38,000 Being A Writer Training 5 days x 2 consultants @ $2,600/day = $26,000 Teacher Created Materials Training 5 days x 2 consultants @ $1,010/day = $10,100 Train the Trainer monthly sessions x 9 months (2017-18 school year) Being A Writer Consultant x 9 days @ $2,600/day = $23,400 Teacher Created Materials Consultant x 9 days @ $1,010/day = $9,090 Zaner-Bloser Virtual Support 6+1 traits x 530 teachers @ $100/teacher= $53,000 6+1 Traits training for Administrators 1 day x 1 Consultant @ $3,800/day = $3,800

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

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</table>

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

There will be little cost necessary for sustainability. This is due to the fact that all materials purchased in the year grant funds are awarded will be available digitally as well as for the life of the materials. The extensive train the trainer model will also replace the need for outside professional development. The Leadership Team will attend a 2 day training on September 1, 2016.

16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

1. Transition from workbooks to digital access for student materials

Teachers will have digital access to all consumable student materials. There will be no need to purchase consumables for students beyond the year of implementation. 2. Copyrights transfer with the purchase of all materials

Train the Trainer model will allow for professional development to be sustained within the district. Year one will be an intense training year for Action Team Coaches and Curriculum Instructional coaches. They will be fully prepared to sustain the implementation work within each building by providing coaching, mentoring, modeling, feedback, and facilitating teacher reflection on the work. This will not cost any additional money as no additional coaches are necessary beyond what Cleveland Metropolitan Schools already employ.

18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table:

Note: The responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.
D) IMPLEMENTATION

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

*This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

Add Implementation Team

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range April 2016-May 2016

b. Scope of activities - include all specific completion benchmarks.

By May 6th 2016, we will have completed the planning phase of the Writing Initiative. During this phase we will have completed the following scope of activities: 1. Identify the network of schools to take part in the Writing Initiative 2. Receive approval from the Director of Curriculum and Instruction, Director of Professional Development, Director of ELA, and Academic Superintendent of the Investment I School Network 3. Receive contracts/quotes from all vendors 4. Reserve and secure dates and locations for the large scope of professional development 5. Create a plan for an intensive Train the Trainers 6. Notify building administration of the grant proposal and its contents 7. Identify goals to be achieved and an evaluation plan that will allow us to measure and adjust the course of action necessary to ensure its success.

22. Implementation (grant funded start-up activities)

a. Date Range August 2016-August 2017

b. Scope of activities - include all specific completion benchmarks

b. Scope of activities - include all specific completion benchmarks (2000 characters). August 8-12, 2016 *All necessary curriculum materials will be ordered (Aug 8) *Leadership Team will attend an intensive 3 day Leadership training to prepare them to lead the Writing Initiative (Aug 10-12) August 22, 2016 *Curriculum Materials will be distributed and teachers will familiarize themselves with materials September 11-15, 2016 *K-12 teachers will attend a two day training on 6+1 Traits and curriculum supports and begin to implement all writing curriculum materials October 2016-May 2017 *By the week of October 24th, all teachers will have administered necessary pre-tests, collected one baseline student writing sample rubric scored *All TBT’s will compile baseline data and submit to the Leadership Team. *The Office of Professional Development will meet with the Leadership Team to compile and analyze baseline data (November) *Leadership Team will meet once monthly with Educational Consultants to Train the Trainer, analyze data collected, and determine the monthly focus and plan for teacher support. *Leadership team to work side by side with teachers provide timely and specific support to maximize effective writing instruction *Data sets (see question 9), will be analyzed and submitted to the Office of Professional Development monthly to determine course of action *TBT’s will work monthly to analyze student data, reflect, and use data to make data driven decisions about their writing instruction *Final Data points (see number 9) will be submitted to the Office of Professional Development. June 2017 *Leadership Team will meet to analyze yearly data, plan for conference proposals, and prepare to report their program summary. The week of August 7th, 2017 *Newly hired teachers and administrators ONLY will attend a two day training on 6-1.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range August 2017-August 2021

b. Scope of activities - include all specific completion benchmarks

The Writing Initiative will continue to be implemented over the next five years beyond the grant funded start up year. During all five years we will keep procedures consistent, with minor changes necessary to ensure program success. For each school year from 2017-2021: BLUE Institute July of every year *The BLUE Institute is an annual teacher conference for CMSD teachers. We will use conference time to train newly hired teachers and administrators in 6+1 Traits and curriculum supports. This training will be conducted by in-house trainers from the Leadership team. September -May *By the third week in October, all teachers will have administered necessary pre-tests, collected one baseline student writing sample rubric scored. *All TBT’s will compile baseline data and submit to the Leadershi *The Office of Professional Development will meet with the Leadership Team to compile and analyze baseline data (November) *Leadership Team will meet once monthly with Educational Consultants to Train the Trainer, analyze data collected, and determine the monthly focus and plan for teacher support. *Leadership team to work side by side with teachers provide timely and specific support to maximize effective writing instruction *Data sets (see question 9), will be analyzed and submitted to the Office of Professional Development monthly to determine course of action *TBT’s will meet monthly to analyze student data, reflect, and use data to make data driven decisions about their writing instruction *Final Data points (see number 9) will be submitted to the Office of Professional Development. June *Leadership Team will meet to analyze yearly data,
24. 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 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:

The Writing Initiative will have a lasting impact on teacher practice, student achievement, students' social emotional development, and strengthen the existing coaching model. Through access to professional development, a comprehensive writing curriculum, and ongoing coaching support, teachers will learn how to apply research-based writing practices in daily instruction, adopt facilitation techniques to increase the rigor of their instruction, and foster student-centered writing instruction. The teaching community will be one of authentic collaboration where teachers' professional growth is supported and they feel comfortable taking risks to improve their instructional practices because of support from their administration, coaches, and colleagues. The existing coaching model will also demonstrate growth over time. Monthly Train the Trainer meetings will provide the Leadership Team with new coaching/mentoring methods that support teachers at their individual point of need. They will strengthen their knowledge around effective writing instruction, become adept in determining what evidence they will collect during walkthroughs, and continue to refine the support they provide teachers to strengthen their writing instruction. The Leadership Team will be able to utilize these methods and strategies to support teachers across all grade levels and content areas. Students will show significant gains in academic achievement, writing proficiency, confidence, stamina, and authentic engagement in the writing process. Changes in students will reach well beyond academic achievement. They will have a greater appreciation for diversity of culture and perspective, take responsibility for their actions and their learning, and feel a sense of belonging and autonomy. By attending to students' social and emotional development, teachers will help promote their academic growth as proficient and capable writers.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Cheryl Shelton
Cleveland Metropolitan School District
1111 Superior Avenue, Cleveland, Ohio 44102 216-701-5813
Cheryl.sheldon@clevelandmetroschools.org

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

All data and evidence will be submitted by building Leadership Teams and compiled through the office of Professional Development. By October 14th of 2016 *Individual buildings will submit baseline data, by grade level, from state testing from 2015/16 school year. *Teachers will have collected a writing sample from each student, and saved samples in the form of a portfolio. *Teachers in grades K-12 will have submitted the Pre-SEL (social emotional learning) Environment survey *Teachers report on the writing stamina of their class to coaches *Grades K-8 administer and submit the results from the skills and conventions diagnostic post-assessment October 2016 - April 2017 *Students will submit at least one polished piece of writing per unit of study in grades K-8 via writing program and 9-12 per subject area. These writing samples will be scored against a common rubric *Teachers will confer with students regularly on their writing and collect anecdotal notes in the student portfolios These data sets will be collected and analyzed during TBT's. TBT's will submit monthly reports to the Leadership Team on current trends and how they will utilize that data to inform their instruction. Building Leadership Teams will submit this data to the Office of Professional Development. By End of School 2017 *Individual buildings will submit baseline data, by grade level, from state testing *Leadership Team will be able to utilize these polished end-of-year writing sample from each student, and save in the form of a portfolio. *Teachers in grades K-12 will have submitted the Post SEL (social emotional learning) Environment survey. *Teachers report on the writing stamina of their class to coaches *Grades K-8 administer and submit the results from the skills and conventions diagnostic post-assessment The first week of October 2016-May 2017. *During the first week of each month, the Leadership Team will conduct regular walkthroughs, with the support of the Educational Consultants, to collect data on program implementation, research validated best practices in writing instruction, and classroom climate. This data will determine areas of reinforcement and areas needing refinement. The building Leadership teams will utilize this data to support teacher instruction throughout the remainder of the month. They will meet monthly to share their findings, discuss the support they provided teachers, determine their next steps, carefully select a topic for the next month’s walkthroughs, and submit an update report the Office of Professional Development. The office of Professional Development will synthesize the data and submit a report to all major stakeholders at the end of each year for the purpose of program evaluation, reflection, and refinement. The final analysis of the Writing Initiative will be posted on the Cleveland Metropolitan School District's website and shared with Denine Goolsby, Director of Humanware. If our assumptions prove to be true, we will submit proposals to present an impact summary at the Ohio School Board Association Capital Conference, Ohio Association of Secondary School Administrators Conference, the Ohio Association of Elementary School Administrators Conference, and The Council for Greater Cities School Conference.
27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

Both the Common Core and current research confirm that writing must be a top priority for our students in order to become highly literate, critical thinkers who are college and career ready. Due to this recent shift in instructional priorities, quality writing instruction that is both systematic and vertically aligned must be a goal for districts across the state of Ohio. The Cleveland Metropolitan School District's Writing Initiative serves as an exemplar model of implementing a comprehensive writing initiative that not only supports teachers in delivering effective writing instruction, but also inspires students to learn how to write proficiently for varied purposes and audiences. It also serves as a model for attending to the needs of the whole child by simultaneously integrating academics and social emotional learning. It is our goal to identify several observation sites where the work is deeply rooted and teachers' doors are open for others to experience the work first hand. We will invite others, in our professional outreach network and beyond, to invitational days hosted at each identified observation site. During the invitational day, leaders from other districts will have the opportunity to observe classroom writing lessons, hear from teachers, students, and coaches on the impact of the Writing Initiative, listen to students as they read their published work, and learn how to replicate and scale the work within their own districts. This model represents a clear path to developing college and career ready writers with cutting edge professional development and writing materials that are at the forefront of the modern educational paradigm. Initial implementation would take one year and sustainability costs would be minimal with a sound coaching model and Leadership Team in place. We will submit the details of our work for publication both in print and virtually through credible sources such as The Ohio Journal of Education and EdWeek.

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).

Diana Ehlert, Deputy Chief of Academic Resources/ State and Federal Programs 1111 Superior Avenue Cleveland, Ohio 44114 216-838-0122 diana.ehlert@clevelandmetroschools.org
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