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Adjusted Allocation: 0.00

Remaining: -339,329.22
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: Tearing Down the Walls to Learning

2. Executive Summary: Provide an executive summary of your project proposal and which goal(s) in question 8 you seek to achieve. Please limit your responses to no more than three sentences.

The project will provide professional development for middle school math teachers in the form of the Japanese model of lesson study that will look at our teaching practice with more rigor and depth and align with STEM type activities and Common Core curriculum in a program that becomes an embedded part of our culture, improving that culture to one of reflective practitioners. It will also provide technology in the classroom designed to make learning more portable as we raise all students’ achievement in mathematics by providing diagnostics, intervention strategies, alternative learning tasks, and authentic online assessments matched to Common Core initiatives. This technology will enable us to create online tutorials that “flip the classroom” so that parents and students will be able to access content and strategies from home and students will have more time in the classroom for problem solving work.

925.3 Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Pam Young
Organizational name of lead applicant: Reid Middle School
Unique Identifier (RIN/Fed Tax ID): 012564
Address of lead applicant: 3640 East High Street Springfield, OH 45505
Phone Number of lead applicant: 937-328-5380
Email Address of lead applicant: pam.young@cslocal.org

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

First Name, last Name of contact for secondary applicant: Sara Suver
Organizational name of secondary applicant: Rockway Middle School
Unique Identifier (RIN/Fed Tax ID): 012565
Address of secondary applicant: 3500 West National Road Springfield, OH 45504
Phone number of secondary applicant: 937-328-5385
Email address of secondary applicant: sara.suver@cslocal.org

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

Michelle Heims; Possum Middle School; 012566; 2589 South Yellow Springs Street Springfield, OH 45506; 937-328-5383; michelle.heims@cslocal.org

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

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

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

UpLoadGrantApplicationAttachment.aspx

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

The team is a collection of educational professionals including classroom teachers, middle school principals, an assistant superintendent, university faculty, and parents. Pam Young, principal of Reid School. Reid School is a 2013 Ohio School of Promise. Mrs. Young and Reid School has been the recipient of The Action for Healthy Kids Grant for the past two years. Michelle Heims, principal of Possum School. Mrs. Heims was recipient of the Wittenberg University Aspire Grant. She served on the Western Ohio Science and Technology and Curriculum, Planning and Facilitation Committee. Sara Suver, principal of Rockway School. Dr. Suver is a member of the Ohio Department of Education Committee for Innovative and Creative Thinking. She was a previously a grant writer for Arts Interface and the infusion Campus, an after school arts-based program. Jim Mamer, Rockway School math teacher, grades 7 – 8. Mr. Mamer is the Ohio Council of Teachers of Mathematics 2013 Teacher of the Year. He was a finalist for the 2013 Ohio Teacher of the Year. Mr. Mamer is a national and international consultant and facilitator for Michigan State University’s Connected Math Project. Sarah Young, Possum School math teacher, grades 7 – 8. Mrs. Young is a Masters degree in curriculum and supervision. She participated in Project Discovery. Joanne Gilley, Reid School math teacher, grade 6. Mrs. Gilley was previously an attorney and has been a middle school math teacher in the Clark-Shawnee district for 9 years. In 2012, she participated in a study sponsored by Dr. Susan Friel, a co-author of Connected Math. The study utilized a new technology in which a camera was attached to a ball cap on her head to record student work and conversations as she walked around the classroom. These student discussions and written work were analyzed at the end of the school day to help pinpoint where “AHA!” moments occurred as well as where learning gaps existed that could be filled in during the next class period. Jeremy Ervin, Ph.D., associate professor of education, and Dean of the School of Education, Cedarville University. Dr. Ervin currently instructs secondary education students on implementation of the objectives, skills, and instructional strategies in a setting appropriate for each discipline area. Cindy Fisher, curriculum consultant and adjunct professor, Wittenberg University. Ms. Fisher is a retired curriculum consultant and grant writer for the Tecumseh Local School District. She is now teaching an undergraduate mathematics methods course for Wittenberg University. Brian Kuhn, Assistant Superintendent, Clark-Shawnee Local Schools. Mr. Kuhn has previously held positions as middle school teacher and principal. At Wright Patterson Air Force Base, he was the lead instructor for the STARBASE Program. The program was involved in curriculum development and piloting innovative educational projects and collecting/monitoring data on their effectiveness. Mark and Jennifer Eddy have a daughter in the Clark-Shawnee School district. They are very interested in the learning opportunities the Straight A Fund could provide for their schools and their daughter. Jennifer has a Bachelor of Science in Graphic Design and works for Battelle in Columbus. Jennifer has been part of the team for many proposals and documents including: STEM, Race to the Top (RITF), METRO Early College High School, and the Bill and Melinda Gates Foundation. Mark has a Masters of Applied Science in Manufacturing Technology from Miami University and an MBA from Ohio University. He currently works for Gosiger, Inc. in Dayton as the President of Gosiger Automation, LLC. Marks specialty is robotics and technology integration. He works with large and small companies to solve and streamline their manufacturing processes. Mark has made presentations to engineering students at the University of Dayton.

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.

Goal: Student Achievement To raise student achievement, we will tear down the walls between classrooms in the school district and create in-depth, effective collaboration among teachers. Our district has worked for the past eight years to build teacher leaders. Many of our teams and principals have expressed frustration and the urgency to return to our focus on improving instruction. During the 2013-2014...
school year, all fifth through eighth grade math teachers in Clark-Shawnee School District will be trained with the Lesson Study framework. Ann Farrell, Wright State University professor who, for the last five years, has worked with Dayton and Springfield teachers on lesson study. Dr. Farrell is drawing on research she has gathered working with districts to tailor a plan to our district. Dr. Farrell has already trained our instructional coaches and our math department chairs on the process. When we fear the walls to learning mathematics between school and home, we need to reframe the way that we teach. We will be creating supportive tutorials that can be viewed by anyone at any time. The goal will be to provide online tutorials that inform, instruct, and challenge kids and parents regarding current, past, and future lessons at each grade level. These online tutorials will help level the playing field for students in all of our subgroups by giving them and their parents equal access to mathematics. We will open our labs beyond the school day to students at all grade levels. All of our students will have access to a computer with internet access. Free software that can be accessed at school with tablet devices will allow for instant assessment for current math knowledge and prescribe learning activities to meet current needs. Creating online tutorials that are uploaded to our website will give more access to parents and kids who want more support. Creating professional development opportunities for our staff will help us to create a culture that is accessible to all students and that helps students connect their learning to critical mathematical understandings so that math makes sense. Our tutorials will align with the expectation of the Common Core that students develop understanding of mathematical concepts before learning algorithms. These online tutorials will help level the playing field for students in all of our subgroups by giving them and their parents equal access to mathematics. We will open our labs beyond the school day to students at all grade levels. All of our students will have access to a computer with internet access.

3. The project’s anticipated outcomes include: creating opportunities for all students to participate in the lesson study process, empowering teachers to design and implement more effective lessons. Learning the lesson study framework, rather than relying on a coach to assist with lesson improvements, will result in systemic changes that become part of the district culture. Lesson study will empower the teachers, as researchers, to drive instructional improvement. Professional development on the lesson study framework will include four half-day sessions: one for an introduction to Lesson Study; one for topic selection and design of a learning progression (including study and discussion of the standards related to the selected topic); one to outline the unit; one to write the team's research questions and detailed planning of the lesson. A full-day session will be scheduled for lesson presentations. A final half-day session will be held to take what was learned from the pilot lessons to prepare for implementation in the following year. The goal will be to provide online tutorials that inform, instruct, and challenge kids and parents regarding current, past, and future lessons at each grade level.

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

13. Financial Documentations - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the documents in the financial applications 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 forecast 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.

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

253,222.00 > Total project cost

Provide a brief narrative overview 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 funding, local funding, foundation support, etc.) and how these funds will be used to support the concept. It should also include any leveraging of resources that may be used in support of the project. It should not include funds that have already been secured. The budget should include the anticipated costs for the implementation of the project and how the costs will be offset.

D) IMPLEMENTATION - Timeline, communication and contingency planning

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

2,400.00 > Specific amount of new/recurring costs (annual cost after project is implemented)

Once the staff is trained in the lesson study format we will not need to pay for Ann Farrell's services. In future years our waiver days will be used to continue the lesson study process. Early release days and meeting times will be used by teachers to continue building their library of online tutorials. In addition, we will use Title I professional development monies to provide one additional professional development day per year for teachers involved in lesson study. The only additional cost will be $300 for buses for the Smart Boards every 24 months. This will be covered by the buildings budget. We will cover this additional cost by using the savings of copy and online videos will be videoed. Math teachers will share our learning with other teachers at our 2014 Symposium. The eight math teachers who took part in the project will be paid a $100 stipend to present the lesson study process and what they have learned about during this year. Online tutorials will be shared. Teachers who attend the Symposium will be given an opportunity to join a second cohort of participants in lesson study, Our budget for food for the symposium will be $800, and the room rental budget will be $200.

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

1,400.00 > Specific amount of expected savings (annual)

Once the staff is trained in the lesson study format we will not need to pay for Ann Farrell's services. In future years our waiver days will be used to continue the lesson study process. Early release days and meeting times will be used by teachers to continue building their library of online tutorials. In addition, we will use Title I professional development monies to provide one additional professional development day per year for teachers involved in lesson study. The only additional cost will be $300 for buses for the Smart Boards every 24 months. This will be covered by the buildings budget. We will cover this additional cost by using the savings of copy and online videos will be videoed. Math teachers will share our learning with other teachers at our 2014 Symposium. The eight math teachers who took part in the project will be paid a $100 stipend to present the lesson study process and what they have learned about during this year. Online tutorials will be shared. Teachers who attend the Symposium will be given an opportunity to join a second cohort of participants in lesson study, Our budget for food for the symposium will be $800, and the room rental budget will be $200.

17. Provide a brief explanation of how the project will achieve its goals. 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.

The Lesson Study model is a self-sustaining project because after our initial training with Ann Farrell we are very confident that our participating teachers will be able to serve as facilitators for other staff in other grades and other content areas. This model will also focus teachers’ attention on instruction, content, tasks, assessment, and collaboration. These are all areas that will greatly impact student learning now and over time. On-going fees will be low for projects, new software purchases, etc. These will be covered through building funds. With the incorporation of additional technology, lesson study budget expenses for instructional supplies such as workbooks, paper and classroom supplies will be reduced. These funds can be moved to keeping software updated in classrooms.

D) IMPLEMENTATION - Timeline, communication and contingency planning

Provide a brief narrative overview of the project's timeline and how the project will be implemented. Include how the project will be communicated to all stakeholders and how contingency plans will be developed to address any potential challenges. Describe how the project will be evaluated and how the lessons learned will be used to improve future projects. Include any specific activities or events that will be used to communicate the project's progress and impact to the broader community.

Provide a brief explanation of how the project 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.

This grant application was written in light of the interest we have seen in connecting students to mathematics through the use of technology. We see the potential to create more engagement and interest in mathematics through the introduction of new technology to our teaching and learning. Math teachers have noticed how students have achieved success in meeting current standards. CMP will be one tool that helps students continue to have success in math as standards become more challenging.

Students will be able to model and observe Common Core standards visually and kinesthetically. For example, a free GeoGebra application on the Smart Board will give students the opportunity to manipulate objects in space such as transformations and dilations in a virtual setting at their fingertips. In conjunction with tablets, Smart Board will enable teachers to use and display real-time formative assessment data to drive instruction. Our district has already invested in ninety minutes per day for math instruction. Effective use of in-class technology will enhance the learning during this time.

*Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain in detail how this project will sustain itself beyond the life of the grant.*
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 timeframe 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): 01/06/2014
Narrative explanation

Narrative: Introduce grant to teachers who have not been part of the planning process. Math teachers in grades 5-8 will select key concepts, decide upon who will record for each concept and begin creating an online tutorial together. Order and take delivery of technology. Set dates with Dr. Farrell for lesson study sessions. Barrier: Buy in from teachers who have not been included in the initial grant process. Proactive Plan: Upon submission of this grant, the grant team will communicate with all teachers not involved in planning the content of the grant application.

Implement (MM/DD/YYYY): 01/17/2014
Narrative explanation

Narrative: We will begin the lesson study cycle with Ann Farrell in January (one half-day session in January, two half-day sessions in February and one half-day in March). In April a full day collaboration session will be held for the team to observe the lesson, examine student work, and hold a post-lessson discussion. Math teachers will develop two additional online tutorials each between February and April and during their scheduled early release days and monthly staff meetings. As soon as the SMART Boards arrive they will be processed and made available to classroom teachers for use. Barrier: Snow Day Proactive Plan: Make-up date scheduled with Ann Farrell. Barrier: Teacher Absence Proactive Plan: Scheduled video session for teachers who are absent. Barrier: Labor and difficulty securing smart boards to the wall Proactive Plan: Subcontract installation

Summative evaluation (MM/DD/YYYY): 05/19/2014
Narrative explanation

Narrative: The effectiveness of lesson study on the student achievement goal will be measured through: 1) teacher responses to a pre/post survey on lesson effectiveness, 2) administrator notes from observations using the lesson delivery section of the Ohio Teacher Evaluation System; and 3) student assessment scores in January compared to student assessment scores following the lesson study cycle in April. The effectiveness of online tutorials and technology in the classroom on the student achievement goal will be measured in four ways: 1) by comparison of student quarterly assessment data from first to fourth quarter; 2) by the number of hits on the district online tutorial site; 3) by comparison of pre and post-survey results from students; and 4) by comparison of pre and post-survey results from parents. The effectiveness of resources in the classroom will be measured by a pre/post survey of teachers and students on effective use of classroom technology.

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

Our teachers will now have the ability to collaborate in-depth regarding best current practices including ideas with content, tasks, pedagogy, and assessment. Embedding Lesson Study into our district professional development model will ensure that all teachers have the opportunity to reflect on their practice at a deep level. Our instruction will improve due to the reflective and practical nature of this process. We also anticipate a change in building and district culture as a result of increased collaboration and teacher focus on pedagogy and how instruction impacts student learning. We hope to improve our parents’ roles in their children’s education by giving them online resources. At this time many parents feel inadequate in supporting their children with math because they either didn’t do well in math themselves or they don’t understand how math is taught now. These online resources will educate and empower parents who want to help their children. With the tablets and SmartBoards we will be opening new opportunities for learning. All students will have access to learning as often as they like. They can access programs to teach them new concepts at a faster pace than their peers or they can review more often than needed by their peers. Typically, grants have been written at the central office. This grant, however, was developed from the ground up by administrators and teachers working collaboratively. The team putting this grant together consists of classroom teachers, building administrators, central office staff, as well as many of the teachers who will implement the work of this grant. It is our hope to collaborate with other districts in the area who are already implementing lesson study, as well as to share our experiences to bring other districts on board with the implementation of lesson study.

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.

Technology Research in norms to the IDEA Leadership Conference, July 29, 2013, U.S. Secretary of Education Arne Duncan spoke of cutting-edge technology initiative from President Obama. “Just last month, President Obama unveiled a bold, new initiative called ConnectED to connect America’s schools and students to the Internet and cutting-edge educational technologies through high-speed broadband and high-speed wireless... It challenges states to train teachers to use technology in their classrooms. And it challenges the private sector to make digital devices as affordable as textbooks...” It improves functions and increases access to learning opportunities, thereby enhancing the ability of students to lead increasing independent, secure, and productive lives.” Integrating technology enables students to become more active in the learning process. When students feel more vested in actual learning, retention of the material tends to rise significantly. This article describes how tools such as interactive whiteboards, personal computers, and document cameras can help keep students’ interest high and vary the way the lesson is delivered. Technology will be more important than ever for the next generation of students. Our ability to gain functional arithmetic and technology skills could determine their level of success in the real world. If students are exposed to challenging, exciting new tasks that embrace technology, educators can encourage them to meet expectations. Educators must do their best to learn new cutting-edge delivery methods and procedures to give students maximum opportunities. (Wolf, et al., 2011). Lesson Study Stigler and Hiebert (1999) wrote about their observations of teaching in eighth grade math classes in Japan, the United States and Germany in the TIMMS 1995 study. We should note the notion of lesson study because it lays out a clear model for teacher learning and a clear set of principles or hypothesis about how teachers learn. Lesson study embodies a set of concrete steps that teacher can take, over time, to improve teaching... it is better to start with an explicit model, even if it needs revising, than with no model at all. Highland’s Elementary in San Mateo-Foster City School District in California was one of the first schools in the United States to use lesson study to improve classroom instruction. In a December 2006 article in Phi Delta Kappap, Jim Mamer, one of our middle school math teachers, will share our videos as he presents internationally. (p. 274) Lewis states that as teachers participated in more lesson study cycles they deepened their understanding of student thinking. Student achievement at the school improved: “the net increase in mathematics achievement for students who remained at Highlands School was more than triple that for students who remained elsewhere in the district as a whole.” As we implement the new Common Core Standards using technology and the “Connected Math Project Curriculum our teachers will benefit from a structured way to support each other. We believe the best model to provide this is lesson study. Online Videos In his book, The One World School House Education Reimagined, the founder of the Khan Academy states, *Replace [lectures] with active learning, and I believe that most and very possibly all of us are capable of taking in much more than is currently expected of us. We can go much farther, and get there far more efficiently, with self-paced study, mentoring and hands-on experiences. We can reach more ambitious goals if we are given adequate time to set those goals for ourselves.” (p. 189). Teachers will create 5-7 minute videos that provide background knowledge. In class, students will work on challenging problems. This allows teachers more time to see student thinking and provides teacher support to all students as they work on the most challenging problems.

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

[ ] Yes [ ] No

22. If so, how?

Lesson Study As we write this grant and teachers on the team share their excitement, we have other teachers excited about joining a second Cohort during the 2014-2015 school year. To increase the scope of this project, we will invite teachers from other grade levels and content areas to observe our discussions and research lessons. At the end of the year, we will have a symposium to share our learning. This will be open to other districts as well as teachers in our district in other content areas and grade levels. Needed for replication in other districts across Ohio: A focus on student learning * Ongoing formative feedback from the team to improve lesson study each cycle *Teacher leadership *A commitment from administrators to dedicate staff meetings and other times for teachers to meet to lesson study *A willingness of teachers to be researchers and to seek outside advice of content experts and other professionals Online videos The videos will be accessible to other teachers in other districts. Other schools around the country will share videos with us as well. Jim Mamer, one of our middle school math teachers, will share our videos as he presents internationally. This could be the beginning of a wonderful resource for parents all over Ohio, the United States and Mexico. Technology Many districts in Ohio have more technology than our schools. However, it is the integration of lesson study, the focus and rigor of Common Core, and the use of technology in the classroom that other districts in Ohio will want to replicate and build upon.

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

This grant will provide teachers in lesson study. During the first grant period, we will train teachers and complete one lesson cycle. In five years, lesson design will have spread across the school and will become the means of our collaboration between teachers. Teams will complete at least two lesson cycles a year. Staff meetings, waiver day meetings and other teacher professional development will be teacher led with focus on research, teaching and learning. Student achievement will improve because our study of teaching and learning will be continuous, reflective and research-based. Teachers who join will enjoy the benefits that our students have already experienced. Lesson study will become institutionalized. Online Videos: By the end of this grant period, Clark-Shawnee parents will feel that the district provides more resources than previously for teachers and parents. Eight teachers will create at least one video a quarter for five years. Within five years, we will have at least 100 online tutorials for students connected directly to our curriculum. Technology: By the end of this grant period, students will know how to learn any topic to a deeper lesson to learn.

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.

*PLEASE SEE UPLOADED PDF ENTITLED: QUESTION 24 BENCHMARKS*** Uploading document meets character limit requirements but is in table form.
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.

**PLEASE SEE UPLOADED PDF ENTITLED: QUESTION 25 IMPACT EVALUATION*** Uploaded document meets character limit requirements but is in table form.

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<td>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 &quot;I Accept&quot; and indicate your name, title, agency/organization and today's date.</td>
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<td>I Accept Brian Kuhn, Assistant Superintendent, Clark-Shawnee Local Schools October 25, 2013</td>
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