<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td>3,225.00</td>
<td>524.00</td>
<td>0.00</td>
<td>59,626.00</td>
<td>867,378.00</td>
<td>0.00</td>
<td>930,753.00</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>52,936.00</td>
<td>0.00</td>
<td>52,936.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td></td>
<td>800.00</td>
<td>130.00</td>
<td>2,400.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3,330.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>4,025.00</td>
<td>654.00</td>
<td>2,400.00</td>
<td>59,626.00</td>
<td>920,314.00</td>
<td>0.00</td>
<td>987,019.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00

Remaining: -987,019.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
Tearing Down the Walls to Learning

2. Executive summary: Please limit your responses to no more than three sentences.
The project will accelerate student achievement by providing professional development in the form of the Japanese model of lesson study which will drive systemic and continuous improvement of lessons that will align with STEM type activities and Common Core curriculum for our middle school math classrooms. It will also provide wireless technology in the classroom designed to make learning more portable and self-paced 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 better utilize online tutorials that "flip the classroom" so that parents and students will be able to access content and strategies from home, before or after school, and students will have more time in the classroom for problem solving work.

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

3. Total Students Impacted:
896

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

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

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

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

First Name, last Name of contact for lead applicant
Pam, Young

Organizational name of lead applicant
Clark-Shawnee Local School District

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

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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

Add Partnering Members

---

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

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

**The current state or problem to be solved; and**

Our school district consists of three K-8 buildings with varying levels of student achievement. Being in three buildings creates barriers to ongoing professional development (PD) and sharing of effective practice among grade levels. In *Tearing Down the Walls* (TDW), we will create a systematic PD plan to add rigor and depth to lessons aligned to STEM and Common Core curriculum. During the fall of 2014-2015, fifth through eighth grade math teachers will be trained in “Japanese Lesson Study” with Ann Farrell, WSU professor. Our Lesson Study focus will be on in-class formative assessment and teacher actions that effect learning. Grade level math teachers will collaboratively plan a lesson. One of the teachers will teach the lesson while others observe and videotape the lesson. Then the group will conduct a deep analysis of these videotaped lessons to improve upon their ability to assess and respond to students in a way that will reach the needs of all learners. Lesson improvements will be made. This cycle will be repeated with each teacher in the grade level at each grade level. The cycle will be repeated each year. In these lessons, teachers will utilize Smart Boards. We will train our teachers to use Smart Boards during three early release days. Using this technology, students will be able to model and observe Common Core standards visually and kineesthetically. For example, a free Geogebra application on the Smart Board will give students opportunities to manipulate objects in space such as transformations and dilations in a virtual setting at their fingertips. With our textbook for middle school math, many hands on applications have been provided to us. The Smart Boards will allow us to interact with large or small groups with these effective applications. Lesson study will increase the effectiveness of this in-class technology by creating a system where teachers become reflective practitioners.

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

Another problem we face is that we have a ratio of about eight to ten students to each computer, and teachers must schedule lab time for students to use these computers. In TDW, we will utilize a greater share of resources in the classroom by providing each student in grades 5-8 wireless access to a Dell Educational Notebook all day. Applications will be used to provide tools for student learning. For example Desmos, a free graphing calculator, will be used to analyze patterns of change in graphs, tables and equations. In addition, we will use Math XL which we currently own, but lack the hardware and in class accessibility to effectively utilize as a diagnostic tool and support or enrichment for students. We will further tear down the walls to learning mathematics between school and home by using Doceri software and iPads to create online tutorials aligned to the Common Core for parents and students. While our online tutorials will have the "Khan Academy" format, they will be district produced and aligned to our curriculum. Our tutorials will be unique in that they will provide more in depth, inquiry based instruction 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. If technology is not available at home, students may use the notebooks before or after school. We will train parent volunteers to oversee the computers before or after school.

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

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

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

During the first year of implementation, student achievement will be accelerated because teacher effectiveness will improve in grades 5-8 mathematics. Teachers in grades 5-8 will meet during the school year for a total of 4.5 days. Through the lesson study cycle we will see lasting change in our classrooms as teachers become more reflective and cognizant of their ability to assess, react and reflect to meet the needs of all learners. Students will become more effective problem solvers because each teacher is improving their pedagogical skills. A teacher’s ability to research best practice for students enhances their effectiveness and raises student achievement. The raise in student achievement will be measured by a raise over time in value added data and student achievement on the PARCC assessments. Student achievement in math in grades 5-8 will further improve when parents and students have resources in the classroom, at home, before or after school to accelerate their learning. Students who do not understand concepts can view learning from present units. Students who need additional challenge can view lessons that will support them. Student achievement in math in grades 5-8 will further be improved as students use Notebooks to increase the amount of hands on tools they can use to apply mathematics. Students will access to the Notebooks at any time during the day. This will be a benefit for other academic classes as well.

- [ ] Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on...
C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

* Enter a project budget in CCIP (by clicking the link below)
* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)
* Upload the Financial Impact Table (by clicking the link below)
* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

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

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

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

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

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

987,019.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

This innovative project will allow Middle School math teachers within the Clark-Shawnee School District to approach math instruction as they never have before. Not only will they be working to change how they deliver instruction, they will be working to change how students access the instruction to effectively learn important mathematic concepts. The Japanese lesson plan model requires a great deal of release time in
order to provide the necessary collaboration. The total cost for release time associated with this innovative project will be $3749.00. This will cover the costs for substitute teachers which will afford the regular middle school math teachers the time necessary to develop effective lessons using the Japanese lesson plan model. There is a significant amount of professional development associated with this project. Teachers will participate in two half-day professional development sessions associated with this innovative lesson planning model ($1400). Teachers, three observers, and an administrator will also participate in a book study using the text "Building our Understanding of Lesson Study" ($420). Furthermore, teachers will participate in a symposium at the end of the initial project year in order to present their findings to other teachers in our district and the surrounding area ($1000). Our math teachers presenting at this symposium would each be paid a $100 stipend ($930). Total PD costs associated with this project are $3750.00. Teachers will be creating video lessons similar to the Kahn Academy concept where they will explain mathematical concepts taught within the classroom. These videos will be accessible to students, parents, and other educators during and after school hours—truly tearing down the walls to learning. iPads and protective cases will be purchased with which teachers will make these videos ($5600). Similarly, Doceri software will be purchased for each iPad that will allow teachers to create these videos ($240). The total for supplies & equipment used by the teachers is $5840.00 This innovative initiative will immerse students in a world of mathematics outside of their classroom walls. By purchasing laptops, students will be able to access math applications that assess current performance and knowledge levels to provide practice and instruction on students’ individual levels ($768,186). There will also be software purchased to support learning ($58,966) as well as storage carts to ensure the safety and promote the longevity of the devices ($45,600). Whereas the laptops provide instruction to students at their individual levels, this innovative project also seeks to ensure that classroom instruction is accessible to all students and their respective learning styles. SMART boards and projectors will be used to provide learning experiences that are based on best practices and simultaneously meet the audio-visual learning styles of students. In this vein, certain software applications allow students to manipulate data on the SMART board which benefits kinesthetic learners ($47,992). The total cost for equipment used in the classroom setting is $920,744. In order to implement this project in a timely manner, the successful cloning of 896 laptop computers must take place in a timely manner. After looking at various options, the most cost-effective method of cloning these devices is the purchase of a KACE Edu device. The KACE Edu eK1200S HW is a centralized control appliance used to remotely deploy audit security. It would manage software distribution, asset licenses, and provide ongoing patch management. The ek1200S would decrease the complexity and time required to support end users. It would reduce the IT staff and resources required to manage the systems and would subsequently lower the total cost of ownership. This devices costs $52,936.

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

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

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

Because our laptops come with a 3 year warranty/maintenance agreement, we will not need to begin replacing machines until year 4 of the project. We anticipate and will budget replacing 25% of the machines per year after the initial 3 years. This is factored in on our Financial Impact Table. There will be ongoing professional development costs associated with continuing the lesson study model for middle school math teachers. This will require 43 days of substitute teacher which calculates out to $3748.74 per year. This is factored in on our Financial Impact Table. The iPads for teachers to use for the creation of video lessons/tutorials, we will budget a replacement of one per year after the first year. The first year is covered under warranty. This equates to $700.00 per year and is factored in on our Financial Impact Table. For the projectors associated with the SMART Boards, we anticipate replacing the bulbs every other year beginning in year 3. This cost comes in at $3200 for years 3 and 5. The KACE Edu machine referenced in the budget narrative and noted in the Financial Impact Table will have no sustainability costs associated with it.

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

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

Yes

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

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

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain While the savings associated with the forecasted teacher retirements allows us to sustain this innovative project and provides for a reduction in expenditures using the financial impact table associated with this grant, this project does not in and of itself exist to generate a savings for the district. The focus is on increased student achievement and funneling a greater share of resources to classroom instruction.

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

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and
16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

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

Enter Implementation Team information by clicking the link below:

Add Implementation Team

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

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

17. Planning - Activities prior to the grant implementation

* Date Range July 2014 - August 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Communicate with all stakeholders including principals, teachers, vendors, external and internal evaluators and presenters. Set date for professional development (PD) for Lesson Study. Contact DTC and advise him to order hardware. Order books. Contact Smart Board installation team. Meet with grant team. Set up Google Accounts for each teacher for real time file sharing of online videos. Schedule professional development dates including training for Smart Board technology and student and teacher training on notebooks. Evaluation team will write surveys. Meet with teachers on first teacher work day. Share list of dates needed for PD for the year. Mr. Mamer will share videos he has already created. Plan strategy to publicize our online tutorial program at Open House.

* Anticipated barriers to successful completion of the planning phase

New teachers could be hired. Principals, Mr. Mamer and Mr. Kuhn will meet with them before first work day to go over grant objectives, goals and activities.

18. Implementation - Process to achieve project goals

* Date Range September 2014 - May 2015

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

September 2014 Waiver Day Plan: Math teachers in grades 5-8 will look at upcoming units and develop or locate video tutorials for the topics they will be teaching in those units. Teachers will begin organizing, creating and linking on-line tutorials which are aligned to CCSS in Mathematics to our website. These will be available to students, parents, staff and districts across the country. We have an experienced presenter, Ann Farrell, who is experienced in Lesson Study. Delivery of technology/ Install Smart Boards September Early Release-Train teachers in the use of Smart Boards by a teacher who currently uses one. Subcontract installation. We have discussed with district maintenance before submitting this grant. We will continue with PD and making of videos during this time. October 2014 1/2 day collaboration meeting with Dr. Ann Farrell for an introduction to Lesson Study Video the session for teachers who are absent Implementation of Lesson Study: 1/2 day for grade 8 teachers November 2014 1/2 day collaboration day meetings with Dr. Ann Farrell for grades 6 & 7 teachers November Early Release: Continued PD with Smart Boards and any Notebook Problems Video the session for teachers who are absent. All teachers will attend the session and begin planning. December 2014 1/2 day collaboration day meeting with Dr. Ann Farrell for grade 5 teachers Lesson chosen for lesson study will be a corner stone topic from that unit. Pre lesson discussion, lesson is taught and observed for an hour. Student and teacher interaction is examined with video, teachers analyze learning that did and did not take place because of these interactions. A member of the team records on Google Docs reflections about the tasks, instruction and what we learned from questioning to
meet the needs of all learners. January 2015-May 2015 There will be two 1/2 day collaboration sessions held each month in this time frame. Each grade level will have two meetings between Jan and May.

* Anticipated barriers to successful completion of the implementation phase.

 Although at least a teacher from each building assisted in writing this grant, we will need to communicate with other teachers who have not been included in the initial grant process. We will create an email distribution list to communicate information. All principals were involved in writing the grant, so they will also communicate with their teachers. Teacher absence on dates when early release time, waiver time, or collaboration time is scheduled will provide a barrier during this phase of the innovative project. A barrier to success will also be ensuring that video tutorials are completed within the necessary time frames.

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

* Date Range May 2015 - June 2015

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

May 2015 The effectiveness of lesson study on the student achievement goal will be measured through: 1) teacher responses to exit survey on professional development and resources and 2) Value added scores on PARCC assessments over time The effectiveness of online tutorials and technology in the classroom on the student achievement goal will be measured in four ways: 1) yearly student surveys, comparison of pre- and post-survey results from parents. 2) number of hits on website 3) number of videos available on the website 4) narrative data from parent focus group to determine if they feel they have resources they need to support their student at home. 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, June 2015 Tabulate results of survey. Meet with the grant team and adjust activities based on analysis of survey to make plans for 2015-2016 school year. Plan calendar for Waiver Days for 2015-2016 school year to coincide with Lesson Study Professional Development. Plan symposium.

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

Parents do not complete the survey. Amount of time it takes to tabulate results of surveys is excessive. Proactive Plan: Have parents complete the survey during conference night. Have DTC put survey on Survey Monkey or Google forms and have students and teachers fill it out at school. Present to parents at PTO meeting to show them how to access online tutorials. During parent teacher conferences, have students in the lab to show parents how to access tutorials.

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

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

Please enter your response below:

Lesson Study: This grant will allow us to train teachers who will mentor other teachers in lesson design. 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 one lesson cycle a year. Staff meetings, waiver day meetings and other teacher professional development days will be teacher led with a focus on research, teaching and learning. Student achievement will improve because our study of teaching and learning will be continuous, effective and ongoing. Research lessons will focus on skills, concepts and processes that are difficult for our students as identified through student achievement data. Lesson study will become institutionalized.

Online Videos: By the end of this grant period, Clark-Shawnee Local parents will feel that the district provides more resources than previously for students and parents. Eight teachers will create or locate at least one video a quarter for five years. Within five years, we will have at least 100 online tutorials and resources for students connected directly to our curriculum. Technology: By the end of this grant period, students will know how to search and find support to learn any topic they desire to learn. Teachers who will be trained using the Lesson Study format will know how to be reflective practitioners and be able to work with other teachers on ways to maximize the use of this technology to solve problems and help students become more creative, critical thinkers.

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

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

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

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

Please enter your response below.

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 video study. We are attracted to the Japanese 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
22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

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

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

The project, Tear Down the Walls of Learning, will include evaluations of both short and long term objectives, project outcomes and the overall impact of the project. Both internal and external evaluators will be involved in our evaluations. Internal and external grant evaluations will include both quantitative and narrative data, collected from participating teachers, students and parents. Respectively, our internal/external grant evaluators who will be responsible for conducting the evaluation are: Brian Kuhn, 3680 Selma Rd Springfield, OH 45502 937-328-5378 Cindy Fisher, 3033 Colony Lane Springfield, OH 45503 937-399-8707 Contact for parent component of online videos: Parent Team-chaired by Jennifer and Mark Eddy 3550 Heatherwood Ave. Spfld, OH 45303 937-324-1164 At the end of the project, teachers will hold a symposium for other educators in Ohio to share lessons learned. At the symposium, we will share video of teacher discussion during lesson study and lessons learned. In addition, our online videos will be available to the general public.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the project’s progress).

Student Performance: Students performance on PARCC assessments will increase each year as measured by value added and achievement scores in mathematics. Principals and teachers will disaggregate this data yearly to analyze the impact of the project on student achievement to measure long term progress of the grant. Lesson Study: Exit surveys will be collected from participating teachers following each lesson study session. Both qualitative and narrative data will be collected. Teacher Use of Technology: Teacher surveys will be conducted throughout the project, including a yearly survey that will include both quantitative and narrative data and reporting access and frequency of use of technology from 2014-2018. Student Use of Technology: Student surveys will be conducted throughout the project, including a yearly survey that will include both quantitative and narrative data that will compare student progress and pace of learning and frequency of use of technology during the life of the project. Parent Use of Technology: Quantitative and narrative data will be collected from parent surveys that will be conducted at the beginning and end of the project. Baseline data will be used to compare end-of-year results of parental access technology: online tutorials and other technology resources utilized for learning during the life of the project. Access of Video Lessons: The use of online tutorials will be calculated quarterly by the number of “hits” on the school website where the videos will be housed for 24/7 access by students and parents. As well, number of videos posted will be calculated numerically. Parent Perspectives of Student Learning: Anecdotal/narrative data will be collected from parental Focus Groups selected to report on their reaction to their child’s learning throughout the project’s implementation.

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

Student Performance: Modifications may include changing lesson study research area, collecting different data when observing lessons in class and considering the changes that may occur on future formative assessments. Lesson Study: Program modifications would include revising lesson format, delivery and structure of sessions if indicated. Additional help for teachers would be provided between sessions, including readings and resources from experts in the field. Teacher Use of Technology: Modifications may include retraining teachers on the effective use of technology, determine if any IT problems exist that may be effecting teacher use, initiate short-term checks on computer use. Student Use of Technology: Modifications would include re-evaluating marketing strategies for use of the video site. Conference with students and identify barriers and expand lab time. Parent Use of Technology: Modifications may include adjusting videos to meet parent/student needs, solicit input from parents on what they need to provide adequate help to their child. Access of Video Lessons: Modifications would include re-evaluating marketing strategies for use of the video site, parent meetings and expanding lab time available
23. Describe the substantial value and lasting impact which the project hopes to achieve.

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

Please enter your response below.

As we write this grant and teachers on the team share their excitement, we have other teachers interested in joining a second Cohort during the 2015-2016 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. Our goal for this grant is to have every student learn more. Through these initiatives, we will increase our ability to effectively use technology in the classroom and out of the classroom and we are going to create a professional environment of ongoing learning among our staff. Lesson study will be a priority for all professional development throughout the year. It will be an embedded part of our culture and will spread to other subject areas and grade levels. Students achievement will continue to improve as out decision making improves.

24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

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

* **Student Achievement**

Teachers will complete an Exit Survey after each lesson study. Using a rating scale of 1-5, teachers will feel they have met the objectives of the sessions as shown by an average score of 4 or higher. They will feel they have been provided with the expertise, tools and time needed to research lessons using the Lesson Study format to improve their instruction as shown by an average score of 4 or higher. Value added data and student achievement data will improve each year in grades 5-8 mathematics. Data will be disaggregated and analyzed yearly to determine any changes in student learning in mathematics. This data will also help us determine focus for next year's Lesson Study. As teacher created online learning videos are produced and posted on the school website, our quarterly tabulations will result in at least 70 hits during the 2013-2014 school year from student and parent use. We will increase the number of hits by 40 each year. By the end of the 2014-2015 school year, at least 30 learning videos will be online. There will be an increase of 30 videos each year. By the end of the grant there will be over one hundred videos online. (We realize improvements will be made over time on our first generation of videos, so we will not anticipate all 4 videos for each teacher each year will still be posted.) Completing yearly student learning surveys, on a scale of 1-5, the majority of our students will feel that they have the resources needed to effectively learn in school and/or online as shown by an average score of 4 or higher. Parent feedback will increase the effectiveness of videos as measured by the narrative focus group data. Upon the completion of the yearly parent survey, on a scale of 1-5, a majority of our parents will feel that their child has the resources needed to learn in school or online as shown by an average score of 4 or higher.

* **Spending Reduction in the five-year fiscal forecast**

* **Utilization of a greater share of resources in the classroom**

Students will be given a pre-survey on the number of days they used online resources in the classroom last year. We will compare these to results to those of 2014-15. Students will use technology for a variety of applications to solve problems. This will be measured with an open ended question about their use. The survey on Google Form will ask students to rate the usefulness of technology in terms of how it helps them learn solve problems. Specific questions about the usefulness of word processing, research, data, video, presentations, mathematics tools, teacher created videos and other applications in terms of all learning will be collected. We will pre-survey teachers on the number of days they used online resources in the classroom last year. We will compare these to results to those of 2014-15. Teachers will use technology for a variety of applications for teaching and learning. This will be measured with an open ended question about their use. Using Google Form, we will determine the amount of use of technology with specific use in mind-online video, concept demonstration and research.

* **Implementation of a shared services delivery model**

* **Other Anticipated Outcomes**

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

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.
Lesson Study
To implement this plan in other districts it will take a focus on student learning. Ongoing formative feedback from the team must be included to improve lesson study each cycle. Teacher must be willing to lead their learning and want to improve. A commitment from administrators to dedicate staff meetings and other times for teachers to meet to lesson study is necessary. A willingness of teachers to be researchers and to seek outside advice of content experts and other professionals is important. Online videos The videos will be accessible to other teachers in other districts throughout this grant period and in the future. 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 Most 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.

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

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

I agree, Brian Kuhn—Assistant Superintendent, Clark-Shawnee Local School District
No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeremy</td>
<td>Ervin</td>
<td>937-766-4471</td>
<td><a href="mailto:jervin@cedarville.edu">jervin@cedarville.edu</a></td>
<td>Cedarville University</td>
<td>063636</td>
<td>251 N Main St, Cedarville, OH, 45314-8501</td>
<td></td>
</tr>
<tr>
<td>Cindy</td>
<td>Fisher</td>
<td>937-399-8707</td>
<td><a href="mailto:cfisher@wittenberg.edu">cfisher@wittenberg.edu</a></td>
<td>Wittenberg University</td>
<td>064022</td>
<td>PO Box 720, Springfield, OH, 45501-0720</td>
<td></td>
</tr>
<tr>
<td>Jennifer</td>
<td>Eddy</td>
<td>937-324-1164</td>
<td><a href="mailto:eddyj@battelle.org">eddyj@battelle.org</a></td>
<td>Battelle For Kids</td>
<td>008129</td>
<td>1160 Dublin Rd, Columbus, OH, 43215-1052</td>
<td></td>
</tr>
<tr>
<td>Mark</td>
<td>Eddy</td>
<td>937-324-1164</td>
<td><a href="mailto:eddyj@battelle.org">eddyj@battelle.org</a></td>
<td>Gosiger Automation, LLC</td>
<td></td>
<td>3550 Heatherwood Ave., Springfield, OH, 45503</td>
<td></td>
</tr>
<tr>
<td>Ann</td>
<td>Farrell</td>
<td>(937) 775-2193</td>
<td><a href="mailto:ann.farrell@wright.edu">ann.farrell@wright.edu</a></td>
<td>Wright State University</td>
<td>063123</td>
<td>3640 Colonel Glenn Hwy, Dayton, OH, 45435-0001</td>
<td></td>
</tr>
</tbody>
</table>
### Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joanne</td>
<td>Gilley</td>
<td>Reid School math teacher, grade 6</td>
<td>Middle School Teacher Team Member</td>
<td>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 “AHAI!” moments occurred as well as where learning gaps existed that could be filled in during the next class period.</td>
<td>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 &quot;AHAI!&quot; moments occurred as well as where learning gaps existed that could be filled in during the next class period.</td>
<td></td>
</tr>
<tr>
<td>Jeremy</td>
<td>Ervin</td>
<td>Ph.D., associate professor of education, and Dean of the School of Education, Cedarville University</td>
<td>External Evaluator</td>
<td>Dr. Ervin currently instructs secondary education students on implementation of the objectives, skills, and instructional strategies in a setting appropriate for each discipline area.</td>
<td>Dr. Ervin currently instructs secondary education students on implementation of the objectives, skills, and instructional strategies in a setting appropriate for each discipline area.</td>
<td></td>
</tr>
<tr>
<td>Pam</td>
<td>Young</td>
<td>Principal of Reid School</td>
<td>Coordinate professional development and program needs at the building level</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Michelle</td>
<td>Heims</td>
<td>Principal of Possum School</td>
<td>Coordinate professional development and program needs at the building level.</td>
<td>Qualifications and Prior Relevant Experience: 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.</td>
<td>Qualifications and Prior Relevant Experience: 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.</td>
<td></td>
</tr>
<tr>
<td>Sara</td>
<td>Suver</td>
<td>Principal of Rockway School</td>
<td>Coordinate professional development and program needs at the building level</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Jim</td>
<td>Mamer</td>
<td>Rockway School math teacher, grades 5 - 8</td>
<td>Facilitator of the Middle School Math Team</td>
<td>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 and was a 1999 Presidential Awardee for secondary mathematics</td>
<td>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 and was a 1999 Presidential Awardee for secondary mathematics</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Background</td>
<td>Experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarah</td>
<td>Young</td>
<td>Middle School Teacher Team Member</td>
<td>Mrs. Young has a Masters degree in curriculum and supervision. She participated in Project Discovery.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cindy</td>
<td>Fisher</td>
<td>External Evaluator</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brian</td>
<td>Kuhn</td>
<td>Coordinates professional development at the district level</td>
<td>Mr. Kuhn attended Wittenberg University majoring in Middle Childhood Education; obtained a Masters in Educational Leadership from the University of Dayton; &amp; will complete all coursework for his superintendent's license at the University of Dayton this May. He is certified as a Math and Science Teacher for grades 4-9, Principal PreK-12, and a Superintendent. 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tom</td>
<td>Faulkner</td>
<td>Treasurer, Clark-Shawnee Local Schools</td>
<td>Mr. Faulkner has served as a school treasurer for 5 years. He has experience working with federal grants through the CCIP. He has been involved in financial forecasting for 12 years.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mark</td>
<td>Eddy</td>
<td>Co-Chair of Parent Team for External Evaluation</td>
<td>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. He encourages internships and has recently had interns from Wright State University and Case Western Reserve work in his</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mr. Faulkner has served as a school treasurer for 5 years. He has experience working with federal grants through the CCIP. He has been involved in financial forecasting for 12 years.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mr. Faulkner has served as a school treasurer for 5 years. He has experience working with federal grants through the CCIP. He has been involved in financial forecasting for 12 years.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mr. Faulkner has served as a school treasurer for 5 years. He has experience working with federal grants through the CCIP. He has been involved in financial forecasting for 12 years.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>----------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chuck</td>
<td>Wickline</td>
<td>District Technology Coordinator (DTC), Clark-Shawnee Local Schools</td>
<td>Orders, prepares, &amp; maintains hardware and software making it available for use during instruction/learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technology Coordinator/ Systems Analyst 14 years. Duties include: Servers / PCs / Network Switches and Connections / Printers / Doc Cameras/ Projectors, Wireless and Copper Infrastructure, District Licensing and Inventory of Electronics, Camera systems, Door Security, Wireless Towers, Secure Internet connections, FERPA compliant. Prior to working for Clark Shawnee Local I was employed by Northwestern Local School District Technology/Network Analyst 4 years and before that a Production Manager/Machine Language Programmer for 20 years at The Yost Superior Company.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jennifer</td>
<td>Eddy</td>
<td>Clark-Shawnee Parent and Bachelor of Science in Graphic Design and works for Battelle in Columbus</td>
<td>Co-Chair of Parent Team for External Evaluator Battelle is the world's largest independent research and development organization and has a philanthropic mission dedicated to education in science, technology, engineering and math (STEM). In her role as a graphic designer, Jennifer interacts daily with top scientists, engineers, and technology experts. She works with them to develop marketing and training material, presentations, and posters to illustrate new technologies. Jennifer has been part of the team for many proposals and documents including: STEM, Race to the Top (RtT), METRO Early College High School, and the Bill and Melinda Gates Foundation. Battelle is the world's largest independent research and development organization and has a philanthropic mission dedicated to education in science, technology, engineering and math (STEM). In her role as a graphic designer, Jennifer interacts daily with top scientists, engineers, and technology experts. She works with them to develop marketing and training material, presentations, and posters to illustrate new technologies. Jennifer has been part of the team for many proposals and documents including: STEM, Race to the Top (RtT), METRO Early College High School, and the Bill and Melinda Gates Foundation.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>