### Budget

Gallia-Vinton ESC (125682) - Gallia County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (382)

#### U.S.A.S. Fund 

#### Plus/Minus Sheet (opens new window)

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**Adjusted Allocation**

| Remaining | -3,920,071.00 |

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Note: The Adjusted Allocation is calculated as the difference between the total budget and the remaining budget after accounting for all the allocations.
Application

Gallia-Vinton ESC - Gallia County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (382)

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: Unlocking Learning-JCS

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

The Gallia-Vinton Educational Service Center and Jackson City Schools are applying for Straight A Funds to enhance their Unlock Learning plan. Unlock Learning consists of providing students with meaningful, active engagement with the curriculum to allow students to build higher level cognitive skills and knowledge for college and career readiness.

2600 3. Total Students Impacted:

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

First Name, Last Name of contact for lead applicant: Dr. Denise Shockley
Organizational name of lead applicant: Gallia-Vinton Educational Service Center
Unique Identifier (RN/Fed Tax ID): 125682
Address of lead applicant: P.O. 178, Rio Grande, OH 45674
Phone Number of lead applicant: 740-245-0593
Email Address of lead applicant: 90_dshockley@seovec.org

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

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

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

Phil Howard, Superintendent
Jackson City Schools
44419 3 850 Vaught Street
Jackson, OH 45640-1944 740-286-6442 phoward@jsc.k12.oh.us

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

* Letters of support are for districts in academic or fiscal distress only. If school 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 is 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 Straight A team includes individuals that manage obligations with a high degree of efficacy. Dr. Denise Shockley, Gallia-Vinton Educational Service Center Superintendent, will lead the effort to bring the Unlock Learning plan to full-scale in Jackson City Schools Schools. The ESC serves five member-districts to coordinate improvement efforts in a region in Southeastern Ohio. Dr. Shockley led the ESC through the arduous process of accreditation by AdvancED. The process is a measure of the ESC's adherence to standards of educational excellence. AdvancED conducted a rigorous examination of the ESCs capacity to support student achievement. AdvancED awarded accreditation to the ESC in 2011 when it became only the sixth in Ohio to earn the status. The ESC pursues grant funding to leverage support services for the districts. The ESC is the manager of 19 First Century grants with 24 sites in the region. The 21st Century grants serve over 3500 students. The ESC implemented two U.S. Department of Ed. grants, Teaching American History and Students Learning Through the Libraries. Evaluations indicate significant, positive outcomes. The Ohio Mathematics Academy Program and the Ohio Math and Science Partnership grants are two other examples of major initiatives that have been productively executed by the ESC. Credentialing ESC consultants assist with implementation of initiatives. Most consultants are retired educators that collectively represent hundreds of years of experience. Dr. Shockley and consultants will be responsible for managing implementation with fidelity and integrity. The ESC will coordinate activities, will provide embedded coaching support when indicated, and will lead evaluation efforts. Dr. Shockley holds an Administrative Specialist License in Educational Research by the Ohio Department of Education. The ESC will provide fiscal management of the grant. Approximately three-fifths of the ESC budget consists of grant funding. The most recent audit of the ESC fiscal program (October 2013) revealed a 100% "clean" audit with no recommendations. Mr. Phil Howard, Superintendent, is the lead in the school system. Mr. Howard has 28 years of experience. He is the school improvement leader in the "Excellent" district. Mr. Howard will work collaboratively with the ESC to implement the activities. Mr. Howard will maintain regular contact and will formally meet with the ESC at least quarterly. Dr. Debbie Crabtree, Director of Special Projects, will coordinate the program at the district level. Dr. Crabtree has more than 39 years of experience. She has supported the successful implementation of several grant initiatives including a 21st Century After School program that was awarded by the U.S. Dept of Education (FY 2010). Dr. Crabtree will ensure training occurs and the grant is monitored. She will help coordinate evaluation and will be the liaison between schools and ESC. The District Leadership Team in Jackson City Schools participates in the continuous improvement process. The team will lead evaluation for Unlock Learning at the district level. They will meet with the ESC to complete the formative and summative assessment. They will communicate results to the community. Five highly-qualified principals will lead the process at the building level. Each of the principals is well-trained to lead the effort targeted to curriculum and instruction. Each has received ample training to direct change and will continue to develop professionally with the teachers. They lead the process of continuous improvement in buildings and with the Building Leadership teams will submit reporting of activities. Principals will communicate efforts and results to parents. The major players are the teachers. The teachers are developing expertise to manage the process of active learning. They are highly-qualified and nearly 82% are holders of Master's Degrees. The Straight A team includes individuals that manage obligations.

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

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

- Student achievement
- Spending reductions in the five-year fiscal forecast
- Utilization of a greater share of resources in the classroom

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

- New - never before implemented
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project

The Gallia-Vinton Educational Service Center and Jackson City Schools have worked collaboratively to improve student achievement. In 2010, the partners began to focus upon students needing to exit school with a different set of skills and knowledge than was previously needed. Students must access, analyze, and synthesize information from a variety of sources. They are required to think critically, problem solve, work as individuals or team members, and effectively communicate. And, students must demonstrate mastery of the Ohio Standards. In the existing educational program, teachers were always concerned about student knowledge and achievement. Now, the role of the teachers includes helping students make connections and synthesize new and existing information. The process would be akin to "giving a man a fish so he could eat for a day or teaching the man to fish..." The partners decided to "unlock learning" for student access. The partners designed Unlock Learning to intellectually empower students. Research
regarding the effectiveness of educational approaches was used to create the guiding purposes, structures, and components for Unlock Learning. The partners determined active learning would be central to the Unlock Learning K-12 program. Active learning yields tremendous cognitive benefits through increased engagement. Greater retention and understanding, and development of thinking and application skills are the benefits (Akey, 2006; Heller, 2003). Teachers have steadily worked toward modernizing their once-traditional classrooms into child-centered, task-based classrooms. The partnership determined that every active learning experience should result in maximum benefits. Thus, Unlock Learning would include implementation within a context of instructional strategies confirmed in work. Partners have been assisting staff with building their knowledge and skills in a range of evidence-based strategies. The transformation also required a framework within which Unlock Learning could operate with consistency. The district is using Formative Instructional Practices (FIP) as the operational framework. Teachers and partners have engaged in studying FIP through Battelle Institute. Teachers identify clear learning targets, analyze student evidence to determine gaps in knowledge, and design powerful, hands-on learning to move students toward mastery. FIP provides a process for engaging students in owning their learning; students understand learning targets, establish a goal for meeting targets, and track progress. Students become self-directed learners as a guiding principle of Unlock Learning. Unlock Learning has been implemented in increments. In one year, teachers began Unlock Learning in one content area, in one or two classes. Teachers have increased the application of Unlock Learning as they’ve become more adept at determining needs and designing aligned learning. The Unlock Learning initiative is becoming institutionalized as the norm for conducting the business of education. District and Building Leadership Teams keep the process central to improvement efforts. The teams meet regularly to monitor and support Unlock Learning. The district is at the point of bringing Unlock Learning into a standard practice across all students and grades. The one-time costs necessary for the initial implementation will be offset by the ongoing benefits to students, staff, and the community. District and Building expectations to develop the right approach are consistent with Unlock Learning initiatives. Leaders address district and building decisions to the Unlock Learning initiative. Through PD, teachers are developing skills and competencies in evidence-based practices confirmed to improve achievement. Teachers have studied and utilizing information from Brain-based learning and Ruby Payne (poverty studies) to construct classroom conditions: they are using nine strategies identified by Marzano as being highly-effective, differentiation as described by Tomlinson, and Bloom’s Taxonomy to design meaningful, active learning to engage students. Teachers are building their skills in the Formative Instructional Practices (FIP) concept. FIP provides the teachers a consistent procedure for implementing Unlock Learning. For every active learning unit, teachers will align clear learning targets, analyze evidence of student learning, design the learning experiences to fill gaps between student knowledge and learning targets, and provide meaningful feedback to students to explicitly understand how to progress. Teachers collaborate regularly in Professional Learning Communities to hone their skills to diagnose learning levels and design active learning experiences. Teachers’ resources for hands-on activities are increasing rapidly via collaboration. Teachers are helping students to own their learning and become self-directed. Teachers are developing the critical competencies of perseverance, accessing, organizing, and synthesizing information; working as a team and cooperatively; and, effectively communicating. Unlock Learning will include "Integrating Technology into Teaching and Learning." The teachers will be competent in utilizing technology to engange students in learning. Students will use technology to engage in curriculum in a variety of ways. Sources of information will be expanded. Students will increase academic skills as well as develop skills in technology use. Teachers and students will have access to new Advanced Placement courses that will be offered online or asynchronously. Advanced Placement exams will be administered online for the first time. At-risk students will have the opportunity to recover credit to graduate on time. The partners expect a reduction in the number of students needing credit recovery services after Unlock Learning has been in place long enough to deliver long-term impacts. The acquisition of additional materials will increase student achievement. Books and materials will be purchased for school libraries. Students will have access to more books and in their libraries and will be able to check out more books. The new standards and technologies will be available for teachers and students. Long-term outcomes include: The students will participate in active, meaningful learning over the course of the K-12 educational program. Student achievement and graduation rates for all student groups will improve. Students will exit school with a wide range of competencies and strategies to approach any task/work associated with college and careers.

C) SUSTAINABILITY - Planning for ongoing fund development, cost breakdown

13. Financial Documentation - All applicants must enter all supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

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

3,920,071.00 *  Total project cost

1. Personnel ($160,500), Project Director .25 FTE ($17,500); ESC Administrator .15 FTE ($15,000); Fiscal .25 FTE ($3,750); Teacher Resources .60 FTE ($120,000), Sub Teachers 300 teachers @ $100 day X 3 days, $90,000; 2. Fringe Benefits ($55,140), 3. Office Supplies ($10,000), Teacher Resources ($25,000), Software $2,000 X 35 Classrooms X 5 Buildings ($350,000); 4. Adaptive Equipment, $3,000 X 5 Buildings ($15,000), Technology, $125,000, Text Readers 40 X $120 ($4,800), Electronic Readers 100 X $149 ($14,900), Digital Cameras 10 X $160 ($1,600), Document Cameras 10 X $1,500 ($15,000), Flip Cameras 10 X 5 buildings $750 ($3,750); 5. On-line Courses, $40,000, AP Exam Fees $750 X 35 buildings ($26,250), 6. Printing $750, 7. Total Direct Costs: $3,920,071.

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

395,000.00 *  Specific amount of new/recurrent cost (annual cost after project is implemented)

16. Are there expected savings that may result from the implementation of the innovative project? 0.00% * Specific amount of expected savings (annual)

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that
will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

Unlock Learning is self-sustaining with relatively small on-going costs. Unlock Learning is the implementation of an active learning process by well-trained staff members. Active learning engages the students in relevant and task-based learning in a consistent framework. It is the process of applying evidence-based instructional practices within a standardized framework. It is the process, not “any” process, that supports student achievement and the process is sustainable. It is the way the district will conduct learning. The district and building personnel are well-prepared to implement change and monitor the process. They are knowledgeable in the processes of Unlock Learning and can provide support for teachers, including new hires. Through PD, the teachers have the capacity to effectively articulate and maintain the context of evidence-based instructional practices to their students. New teachers will need to receive training to acquire the competencies for the application of Unlock Learning. New hires will take part in online training for Formative Instructional Practices, will receive training via Professional Learning Communities with collaborating universities (like Marzano’s “Classrooms Strategies that Work”), and will obtain training with the Resident Educator mentors (e.g., constructing the lessons and probing to elicit understanding). These steps will be used to provisions for the 1st, 2nd and 3rd year teachers. The funds will be used to provide new teachers in the district to have access to the new instructional materials. The new teachers will also be necessary to continue the project beyond the implementation phase. Thus, personnel and fringe benefits won’t be necessary for sustaining. No full-time staff will be added to enhance Unlock Learning. Part-time staff will be compensated during the implementation phase to coordinate and monitor the grant processes. The part-time staff will not be necessary to continue the project beyond the implementation phase. Thus, personnel and fringe benefits won’t be necessary for sustaining. Travel and indirect cost included in the grant will be eliminated post implementation.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or implementation plan 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): 10/25/2013

* Narrative explanation

The Unlock Learning initiative has been implemented to a partial extent in the district. The Gallia-Vinton Educational Service Center and the Jackson School District collaborated over a period of years to reach this level and are seeking funds to bring the initiative to full scale. The Unlock Learning plans to directly and actively engage students in learning is the product of input from many sources. The District and Building Leadership Teams create a personalized program for students. One of the key indicators to determine if learning is occurring is watching the number of students but was not adequate for all. The teams (administrators and teachers), along with partners with the EIS, investigated research to construct a plan to positively impact all students. The process also consisted of information from other resources including student data and parent surveys. Parents, and students especially, reported students need to be involved in “doing” in order to learn. The board of education and the district decided that this is an important indicator to determine if learning is occurring.

The implementation plan focused on using the Unlock Learning Plan for the 2014-15 year. The plan for 2014-15 year included the following:

- Identifying teachers, two per building, to attend the 2014 eTech Ohio Conference. The conference features best technology practices. January 2014 Mr. Howard will communicate receipt of aStraight A grant to the public via local newspapers. Principals will communicate the good news to parents via newsletters. The ESC will meet with the Building Leadership Teams (BLTs) to communicate implementation, roles, and to finalize a partial order for technology and materials. The ESC will work with the district technology rep to ensure compatibility. The ESC will submit orders. The ESC and district’s librarians will analyze collections using the Dewey 10 System, Content Standards, recommendations by the American Library Association and teacher requests. Orders for materials will be submitted. Teacher teams attend eTech Ohio Conference. Teams will present information acquired to all teachers in February. Funds will be utilized to purchase technology to support best practices.
- Attending eTech conference is a way of addressing a possible barrier: educators’ awareness of technology usage to get the most impact from funding. Professional Learning Communities (PLCs) meet to perfect competencies for designing/designing deliverable active learning experiences. ESP initiates the process of evaluation. ESC will prepare tools including a Guidance Document explaining the process and roles, forms for monthly reporting, guiding questions and rubrics, and a listing of evidence to be utilized. The ESC will meet with the District Leadership Team (DLT) to facilitate understanding of the first monthly PD. The ESC will meet with all teams to discuss channels for frequent communication to alleviate concerns. February PD for Formative Instructional Practices via online modules. The greatest barrier is “catching up” new teachers. This is being addressed via PD availability for facilitating catch-up.
- Teachers will complete Program fails for Formative Instructional Practices via online modules. The greatest barrier is “catching up” new teachers. This is being addressed via PD availability for facilitating catch-up.

Implement (MM/DD/YYYY): 5/1/2014

* Narrative explanation

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Summative evaluation (MM/DD/YYYY): 3/30/2014

* Narrative explanation

January 2014 Dr. Denise Shockley, Gallia-Vinton ESC, and Mr. Phil Howard, Jackson City Schools will coordinate the Summative Evaluation process. Upon receipt of the award, Mr. Howard will inform the public via an announcement to the local newspapers. The buildings will inform the parents and keep them updated via monthly newsletters. The process and progress will also become news on the district and EIS website. Communication of work and progress will also be an agenda item of the Business Advisory Council meetings. The Gallia-Vinton ESC will create a Summative Evaluation (and Formative Assessment) Guidance Document. The document will include a timeline and steps for completing the procedure. It will clearly define roles, explain the procedure, and include key steps for completing the checklist. The checklist will include steps that will be done during the implementation. The process for Mid-Course corrections will be shared. The Gallia-Vinton ESC will convene a meeting with the District Leadership Team to distribute and thoroughly explain the Summative Evaluation process and Guidance Document. The District Leadership Team will distribute the information to district personnel through the Building Leadership Teams and Professional Learning Communities’ teams of teachers. The Building Leadership Team will submit their first monthly activities/evaluation reports in January. February 2014 Building Leadership Teams will submit activities/evaluation reports #2. March 2014 Gallia-Vinton ESC consultant will begin the process of observations and interviews in the buildings. The consultants will spend time in the classrooms over the first three months to garner evidence for the summative process. Interviews will include perceptions of teachers, principals, parents, and students. Building Leadership Teams will submit report #3. April 2014 ESC consultants continue observations and interviews. Building Leadership Teams will submit report #4. May 2014 Building Leadership Teams will submit report #5. ESC consultants will compile a comprehensive summary of the consultants’ observations and interviews for each of the five buildings in the district to inform the summative evaluation. June 2014 The District Leadership Team, and Building Leadership Teams will discuss the summary results for each building. The consultant has the Unlock Learning Plan for the teachers and will meet with the Building Leadership Teams to discuss the results.

The group will analyze evidence that includes building reports, consultants’ reports, Ohio Report Card data and Benchmarks to gauge progress. The group will utilize a rubric to determine the degree of impact to assign to each guiding question. The Gallia-Vinton ESC will compose a Summative Evaluation report. The district will distribute the report electronically to all the stakeholders. The Gallia-Vinton ESC will publish the results on the websites. And, the ESC will submit the report to the local newspapers. August 2014 A two-day summit will be held to consider the results of the summative evaluation. The ESC, district personnel, and building personnel will use the results to solidify the plan for Unlock Learning in the upcoming school year. The plan for 2014-2015 summative and evaluative work will be immediately with buildings submitting monthly reports and quarterly meetings will begin in October to monitor progress.
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 long term.

Unlock Learning has a high probability of success. The partners are systematically developing and implementing the plan. A culture for change was established; an evidence-base was used to determine a focus; staff competencies are being built; resources will be secured to support full transformation; and, the process is being monitored for efficacy. This reflects the change model recommended by the International Center for Improvement. The project is designed to be a comprehensive approach, it is research-based, it is field-tested, and it is customized for local needs. Consistency is the approach. The partners determined the “how” of change must be professional development to grow competence and confidence. The partners worked diligently over the course of years to establish a culture for change in each district. They are continually developing competencies as they interact in Professional Learning Communities. They are highly aware of diversity and differentiate experiences to meet students' needs. They are continually developing competencies as they interact in Professional Learning Communities. They are highly aware of diversity and differentiate experiences to meet students' needs. They are continually developing competencies as they interact in Professional Learning Communities. They are highly aware of diversity and differentiate experiences to meet students' needs. They are continually developing competencies as they interact in Professional Learning Communities. They are highly aware of diversity and differentiate experiences to meet students' needs. They are continually developing competencies as they interact in Professional Learning Communities. They are highly aware of diversity and differentiate experiences to meet students' needs. They are continually developing competencies as they interact in Professional Learning Communities. They are highly aware of diversity and differentiate experiences to meet students' needs. They are continually developing competencies as they interact in Professional Learning Communities. They are highly aware of diversity and differentiate experiences to meet students' needs. They are continually developing competencies as they interact in Professional Learning Communities. They are highly aware of diversity and differentiate experiences to meet students' needs.

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Program Assurances: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter “I Accept” and indicate your name, title, agency/organization and today’s data.

Accept Dr. Denise Shockley Superintendent Gallia-Vinton Educational Service Center October 18, 2013