### Budget

**Gallia-Vinton ESC (125682) - Gallia County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (385)**

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

<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Object No.</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>
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**Adjusted Allocation** 0.00

**Remaining** -3,920,071.00
Mr. Roger Mace, Superintendent, is the lead in the school system. Mr. Mace has 26 years of experience. He is the school

Mr. Mace will work collaboratively with the ESC to implement the activities. Mr. Mace will maintain regular contact and will formally meet with the ESC at least

Dr. Shockley led the ESC through the

The District Leadership Team in Gallipolis City Schools participates in the continuous improvement process. The team will lead

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-GSC

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 Gallia-Vinton Educational Service Center and Gallipolis 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.

2400 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.

Rogers Mace, Superintendent, Gallipolis City Schools 5400092, 81 State Street, Gallipolis, OH 45631 NA 740-446-3211 roger.mace@gc.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 or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

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

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

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 Gallipolis City 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 ESC's 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 Twenty-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 Education, 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. Embedded ESC consultants assist with implementation of initiatives. Most considered 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 grants. 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. Roger Mace, Superintendent, is the lead in the school system. Mr. Mace has 26 years of experience. He is the school improvement leader in the “Excellent” district. Mr. Mace will work collaboratively with the ESC to implement the activities. Mr. Mace will maintain regular contact and will formally meet with the ESC at least quarterly.

Ms. Beth Vollborn, Director of Curriculum, will coordinate the program at the district level. Ms. Vollborn has more than 14 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 2000). Ms. Vollborn 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 Gallipolis 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 74% of the holders of Master's Degrees.

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 Gallipolis 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 transmitting knowledge for passive students to absorb. Students lacked access to experiences that would develop critical competencies. To improve 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 principles, 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 among the benefits. The partners have since all worked toward modernizing their once-traditional classrooms into child-centered, task-based classrooms. The design suggests that every active learning experience should result in maximum benefits. Thus, Unlock Learning would include implementation within a context of instructional strategies designed to work.

Partners have been assisting with staff 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. Teaching Formative Instructional Practices in existing FIP through Battleline Initiative. 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 becoming self-directed learners is a guiding principle of Unlock Learning. A large number of teachers began Unlock Learning in one content area, in one or two years. Teachers have increased the application of Unlock Learning or have begun to work with assistance of unlocking some of the key and defined aligned physical 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 to full scale the Unlock Learning initiative. District and Building leaders train alongside teachers to develop skills to direct the improvement process. Leaders align district and building decisions to the Unlock Learning initiative. Through PD, teachers are developing skills and competencies in evidence-based practices confirmed to advance teaching. Students have studied and are 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 establish class learning targets, analyze evidence of students’ learning, design the learning experiences to fill gaps between student knowledge and student learning targets, and provide meaningful feedback to help students 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 individually and cooperatively; and, effectively communicating. Unlock Learning is not "add on" but is built into the "way we conduct business." The partners will improve student achievement by building the capacity of the teachers and leaders to "unlock learning" for students. Intermediate outcomes include:

- Students are being immersed in active learning.
- The culture of the schools is changing as staff and students adapt to innovations.
- Unlock Learning is not an "add on" but is well on its way to becoming "the way we conduct business."
- The students will take part in active, meaningful learning over the course of the K-12 educational program.
- Unlock Learning is not an "add on" but is well on its way to becoming "the way we conduct business."
- The culture of the schools is changing as staff and students adapt to innovations. Unlock Learning is not an "add on" but is well on its way to becoming "the way we conduct business."
- The students will take part in active, meaningful learning over the course of the K-12 educational program. 

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

a. Enter a project budget

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

NA

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

3,920,071.00 * Total project cost

* Narrative explanation/inationale: Provide details on the costs included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

1. Personnel ($160,500); Project Director $25 PTE; ($17,500); ESC Administrator $15 PTE; $15,000; Fiscal $25 PTE, $20,000; Clerical $60 PTE; $18,000; Sub Teachers 300 teachers @ $100 day X 3 days, $90,000; 2. Fringe Benefits ($55,140); 3. Professional Development costs will include support for the Straight A proposal within the appropriate categories: 4. Fringe Benefits ($118,500); 5. Professional Development costs will include support for the Straight A proposal within the appropriate categories:

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

NA

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

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

* Narrative explanation/inationale: Provide details on the costs 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 why.

1. District administration considered the 5-Year Forecast to determine the feasibility of sustaining a Straight A proposal. The administration concluded that adequate amounts of funding are built into the various budgets. The 5-Year Forecast to Future Support is provided below. The district will earmark additional funding to support the cost of the Straight A proposal within the appropriate categories. The district is modifying some costs in the Financial Impact Report. This is to ensure there are adequate funds in the 500s and 600s to support the significant technology and supplies/materials that will be purchased with grant funding. The following components of the Unlock Learning Initiative are new/recurring and will require funding for sustaining: Money will be earmarked to maintain, repair, upgrade and/or replace the technology equipment that will be purchased with grant funding. This district will earmark additional funding to support the cost of the Straight A proposal within the appropriate categories. The district is modifying some costs in the Financial Impact Report. This is to ensure there are adequate funds in the 500s and 600s to support the significant technology and supplies/materials that will be purchased with grant funding. The following components of the Unlock Learning Initiative are new/recurring and will require funding for sustaining: Money will be earmarked to maintain, repair, upgrade and/or replace the technology equipment that will be purchased with grant funding. This district will earmark additional funding to support the cost of the Straight A proposal within the appropriate categories. The district is modifying some costs in the Financial Impact Report. This is to ensure there are adequate funds in the 500s and 600s to support the significant technology and supplies/materials that will be purchased with grant funding. The following components of the Unlock Learning Initiative are new/recurring and will require funding for sustaining: Money will be earmarked to maintain, repair, upgrade and/or replace the technology equipment that will be purchased with grant funding.
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.

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 Gallipolis City 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 Leadership Teams (DLTs) created the Unlock Learning Plan in order to determine what is in the best interest of students. The process also involved information from other resources including student and parent surveys. Parents, and students especially, reported students need to be involved in "doing" in order to learn. The DLTs concluded the plan for Unlock Learning was at the center of learning in order to improve achievement and launched the "Unlock Learning" initiative to make education an active learning process. For a period of approximately four years, the district has been providing professional development (e.g., "Classroom Strategies that Work"), supporting implementation of the professional development (e.g., classroom coaching), and monitoring the plan. Most recently, the Gallia-Vinton ESC and the Gallipolis City Schools District met with the Business Advisory Committee to complete the plan (Unlock Learning) for the Straight A Fund. Members gave specific advice. For example, a local lawyer said that he would have "benefited from more opportunities for discussion including having to provide evidence to support his points of view"; another student just from books was "ineffective to meet his needs" and led him to view the educational program with "a negative attitude". One more indicated she was "highly successful at reading the chapters and answering questions but was "confounded once she reached college and had to actually apply learning." And, not least, the community members expressed they needed to have the same opportunities as students elsewhere including access to the most modern of resources, including technology. All the input was considered as the district finalized its plan to improve learning. The plan to enhance Unlock Learning was finalized. The district's plan is to continue to fully implement active learning within the context of evidence-based practices and to provide adequate resources to permit the students more-equitable access to the rigorous curriculum. The plan to enhance has reached the point of implementation as described in 18b.

Implement (MM/DD/YYYY): 1/2/2014

Narrative explanation

Summative evaluation (MM/DD/YYYY): 09/30/2014

Narrative explanation

Transformation is strengthening the way the school community conducts business. The Gallia-Vinton ESC facilitates collaboration across a region of five counties to support improvement. The ESC provides tailored services to assist Gallipolis with meeting its goals. The ESC will convene staff on a quarterly basis to monitor progress. Nothing occurs in isolation in the district. Leadership of Teams includes a District Leadership Team (DLTs) to review progress and make decisions on implementing the Unlock Learning Plan. The Unlock Learning Plan is a comprehensive program that includes summative and formative evaluations. The plan for 2014-2015 formative and summative evaluation will begin immediately with buildings submitting monthly reports and quarterly meetings will be held in October to monitor progress.
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-based 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 National Center for Education Leadership. The partners began transformation by participating in the Ohio Improvement Process. Each district formed District Leadership Teams (DLTs) including representation from administrative and teaching staff. The DLTs worked with a state facilitator and the Gallia-Vinton ESC to use distil, rate to create a profile. The profile that emerged presented a convincing picture of "why change" needed to occur. Realizing that "teacher instruction is the single greatest school-based factor that impacts student achievement" (Carnegie Foundation), the staff knew the effect for change. Classroom practices had to be central to the plan. The DLTs, Building Leadership Teams, and the Gallia-Vinton ESC investigated possibilities for modifying instruction to increase achievement and enable students to compete for colleges and careers. The staff determined that transforming classrooms into active learning centers would be the best solution. Staff would have opportunity to interact with learning to construct knowledge and skills at higher and deeper levels (Unlock Learning). Active learning is a pedagogy that incorporates various instructional practices. Numerous studies conclude that "active learning elicits greater student achievement" than passive learning (McKeachie et al, 1986; Lathem, 2000; Benen-Rivera & Matthews, 2004, Sanborn & Janbury 2004.) Combining evidence-based practices within the act of engaging students serves to expand the power of the initiative. The buildings are incorporating research-based recommendations into creating the learning conditions for students utilizing brain-based studies as reported by Eric Jensen and poverty-related findings from Ruby Payne. Marzano's Classroom Strategies That Work, differentiation, and using data drive the instruction is the big reason for designing new instructional methods. Formative Instructional Practices, a systematic procedure for designing learning lessons to increase student achievement, and increasing evidence of brain development in middle and high school years (Shonkoff et al, 1992). The results determine that the brain has the capacity and ability to support complex learning. The students in years of age an orange PAD that would prepare staff, including leaders. Staff competence continues to expand via Professional Learning Communities. Teachers have implemented active learning incrementally and are having positive outcomes. Bloom's Taxonomy is the model used. Unlock Learning is becoming a way of thinking, not a set of rules. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. The teachers support the staff. 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I, Dr. Denise Shockley, superintendent of the Gallia-Vinton ESC, will serve as the lead evaluator for the Unlock Learning plan. Dr. Shockley holds an Administrative Specialist License in Educational Research by the Ohio Department of Education. Superintendent Roger Mace will coordinate the process within Gallipolis Schools. The District and Building Leadership Teams will assist with data collection and reporting. The evaluation plan will serve two functions: improving the quality of programming (formative) and proving the program is working (summative). Formative Assessment: Formative evaluation will focus on the fidelity of implementation by monitoring activities, outputs, and short-term outcomes. Formative assessment will occur quarterly and will include evidence that will be compiled at the building level. The Gallia-Vinton ESC will use building reports to compile a composite report including a summary. The District Leadership Team will convene quarterly with the Gallia-Vinton ESC. The partners will use the composite summary to answer guiding questions regarding the degree of implementation. Questions will focus upon activities, outputs and short-term outcomes. Potential questions for formative assessment include: To what degree are students being engaged in learning? Possible evidence includes teacher lesson plans, teacher/student surveys, principal’s walk-throughs, and student work. To what degree are teachers utilizing evidence-based practices in active learning? Possible evidence could include photographs, student work, principal walk-throughs, lesson plans, and teacher self-reports. The degrees of implementation will be determined by reviewing the evidence as related to a rubric. Mid-course corrections will be made if indicated. The Gallia-Vinton ESC will summarize the quarterly formative results for sharing with the buildings, the parents, and the community. Summative Assessment: A formal summative evaluation will occur annually in June and will include the use of qualitative and quantitative measures. Information from formative assessments and student achievement results will contribute to the evaluation. Consultants from the ESC will conduct interviews with teachers, leaders, and students and observations throughout the year to contribute to the summative assessment. Guiding questions will be posed to measure the program impact. Potential questions include: To what extent has integrating technology impacted teaching and learning? Possible evidence includes teacher and student interviews, principal reports, classroom performance data, promotion rates, and Ohio Report Card data. The evidence will be assessed relative to a rubric to determine an effectiveness rating. Is the project resulting in significant changes in students’ levels of performance? Possible evidence includes teacher interviews, student interviews, students’ quarterly progress reports, Benchmarks and end of year achievement data. The evidence will be assessed relative to a rubric to determine an effectiveness rating. The Gallia-Vinton ESC will provide a composite summary of the summative evaluation. The district will communicate the results of the reports via the district website and the local newspapers (two). The results will be used at an annual data summit in August. The Gallia-Vinton ESC and Gallipolis administration and teachers will use the results to create district and building program goals for the upcoming school year.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

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

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