## Budget

### Gallia-Vinton ESC (125682) - Gallia County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (384)

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

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

**Gallia Vinton ESC (125682) - Gallia County - 2014 - Straight A Fund - Application Number (384)**

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**Adjusted Allocation**: 0.00

**Remaining**: -3,920,071.00
The partners designed Unlock Learning to intellectually empower students. Research in the existing educational program, teachers were

***Unlock Learning Plan***

The Gallia-Vinton Educational Service Center and Vinton County Local 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.

2450 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 (IRN/Fed Tax ID), Address, Phone Number. Email Address of Contact for All Secondary Applicants in the box below:

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 Vinton County Local 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 19-2021 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. Credentialed 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. Rick Brooks, Superintendent, is the lead in the school system. Mr. Brooks has 23 years of experience. He is the school improvement leader in the "Effective" district. Mr. Brooks will work collaboratively with the ESC to implement the activities. Mr. Brooks will maintain regular contact and will formally meet with the ESC at least quarterly. Ms. Mary Ann Hale, Director of Curriculum and building principal, will coordinate the program at the district level. Ms. Hale has more than 30 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 2003). Ms. Hale 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 Vinton County Schools participates in the continuous improvement process. The team will lead evaluation for Unlock Learning at the district level. They will work 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 78% are 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)
   
   a) Student achievement
   b) Spending reductions in the five-year fiscal forecast
   c) Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one)
   
   A) New - never before implemented
   B) Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
   C) Mixed Concept - incorporates new and existing elements
   D) 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
17. Describe how it will meet the goal(s) selected above. If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

The partners will improve student achievement by building the capacity of the teachers and leaders to "unlock learning" for students. Intermediate outcomes include: District and Building expectations regarding the Unlock Learning initiative are clear. Students are being immersed in active learning. The culture of the school is changing as staff and students adapt to innovations. Unlock Learning is not in "wiped out" business, but "way we continue business." Unlock Learning is central to the improvement process. Building Leadership Teams prepare monthly activity reports and submit to the district. District and Building Leadership Teams meet regularly to monitor progress. The teams report results to stakeholders. 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 instructional strategies. Teachers are using evidence-based practices (poverty studies) to construct classroom conditions; they are using nine strategies identified by Mr. Storrow 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 a consistent procedure for implementing Unlock Learning. For every active learning unit, teachers establish clear learning targets, analyze evidence of students' learning, design the learning experiences to fill gaps between student knowledge and learning targets, and provide meaningful feedback to help students to explicitly understand how to progress. The 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 learning experiences that align to real-world work. Students are developing the critical competencies of perseverance, accessing, organizing, analyzing, synthesizing, information; working as individuals and cooperatively; and, effectively communicating. Upcoming PD will include "Integrating Technology into Teaching and Learning." The teachers will become competent in utilizing technology to engage students in learning. Students will use technology to engage in curricula in a variety of ways. Sources of information will be expanded. Students will increase academic skills as well as develop skills in national number and math standards. Students will have access to EPSS funds to support the development of the Advanced Placement classes. At-risk students will have the opportunity to receive credits 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 are using technology to develop skills and strategies to become college and career ready. The new standards will be available for teachers and students. Long-term outcomes include: The students will partake in active learning experiences 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.

11. Financial Documentation - All applicants should list all costs associated with the project. Requests 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 why the project will demonstrate sustainability and impact.

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

13. Financial Documentation - All applicants should list all costs associated with the project. Requests should refer to specific information in the financial documents when applicable.

14. What is the total cost for implementing the innovative project?
3,920,071.00 * Total project cost

1. Personnel ($160,500), Project Director - $25,000, ($17,500), Project Director, ($15,000), Fiscal - $25,000; Sub Teachers 330 teachers @ $100 day X 3 days, ($90,000); 2. Fringe Benefits ($5,140), Project Director 18% of salary ($2,150), Health ($2,525); Sub Teachers 18% of salary ($16,200); 3. Travel ($22,454), Project Director, ($1,100); ASC Director, ($1,354); Teacher Selected Conferences, 10 teachers @ ($1,000); e, Teachers 10 teachers @ $1,000 ($10,000); 4. Equipment ($1,851,850), Computers (2 X $1,000); (laptops, 400 X $1350); (540,000); iPads 900 X $500 ($450,000), COV Storage Room ($90,000), (450,000); Mimo 20 X 5 Buildings X $750 ($90,000); Mimio Vote Clickers 20 X 5 Buildings X $850 ($85,000); Mimio Pads 20 X 5 Buildings X $200 ($40,000); Mimio Storage Units 100 X 5 Buildings ($50,000); Sup Rd Sound 30 rooms X 5 Buildings X $1,000 ($150,000), Video Confer $25,000 X 5 Buildings ($125,000), Texts Readers 40 X $120 ($4,800), Digital Cameras 100 X $149 ($14,900), Digital Cameras 10 X $160 ($1,600), Document Cameras 10 X $1,000 ($10,000), Flip Cameras 10 X 5 X $50,000 ($50,000), Access points and bandwidth, Data at stations 2 days X $3,000 ($6,000), University of Rio Grande $15,000 X 5 Students X $500 ($750,000); Equipment Set-Up $5,000 X 5 Buildings ($25,000); Training Stipends $375,000, Beyond Contract Time Teachers 300 teachers X $150 day X 2 days $225,000, Data Sum 200 teachers X $150 day X 2 days $60,000, Tech Integration 300 teachers X $150 day X 2 days ($90,000); 8. Other ($900), Printing ($750), Postage ($150), Total Direct Costs: ($3,717,469); Total Indirect Costs ($202,902), FY14 approved indirect cost rate (0.45%), Total Grant Funds Requested ($3,920,071). Funds from other sources used to support the project: Title I, Race to the Top, IDEA, etc. for professional development and school improvement efforts

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

445,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

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

* Total project cost

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

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

3. 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 may result from the implementation of the project but are not necessary for long-term support.

- Funds to continue credit recovery, AP courses, and online courses for college credit will be supported through purchased services in the amount of $190,000. Professional development is an annual cost supported by the district. The professional development that will occur during the sustainability phase will be aligned to teachers' competencies necessary for the implementation but will not require sustaining. The project director, ASC director, clerical services, and fiscal services were required to coordinate and monitor the implementation of the project. None of these services nor the related fringe benefits are necessary to sustain. The one-time large purchases of technology and classroom materials were necessary for start-up but now require ongoing costs associated with the major investments to continue to maintain and support the long-term support. The annual, high-end estimated cost to sustain the vital components of the project is $445,000 total: Purchased Services @ $285,000 Supplies @ $85,000 Capital Outlay @ $75,000.
D) IMPLEMENTATION

Implementation 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 targeted tasks. Students will access technology and other tools to practice the new or enhanced learning in a consistent manner. The process is iterative, not any "purchase", that supports student achievement and the process is sustainable. It is the way the district will conduct learning.

Leadership Teams (District and Building) serve to facilitate communication and to monitor progress. District and building decisions are aligned to the Unlock Learning improvement initiative.

The ESC will provide tailored services to assist Vinton County with meeting its goals. The ESC will convene staff on a quarterly basis to monitor progress.

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 rigor of the curriculum. The plan to enhance has reached the point of implementation as described in 18b.

Implement (MM/DD/YYYY): 9/30/2014

* Narrative explanation

January 2014 Dr. Denise Shoemaker, Galaxy-Vinton ESC, and Mr. Rick Brooks, Vinton County Schools will coordinate the Summative Evaluation process. Upon receipt of the award, Mr. Brooks will inform the school district via the 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 ESC website. Communication of work and progress will also be an agenda item of the Business Advisory Council meetings. The Galaxy-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 identify sources for content. The executable, in electronic format, will be uploaded to the Galaxy-Vinton ESC website. The Galaxy-Vinton ESC will use the Excel tool to assess the progress. The process for Mid-Course corrections will be shared. The Galaxy-Vinton ESC will convene a meeting with the District Leadership Team to distribute and thoroughly explain the Summative Evaluation and Formative Guidance Document. The District Leadership Team will distribute the information to district personnel through the Building Leadership Teams and Professional Leadership Communities’ teams of teachers. The Building Leadership Teams will submit their first monthly activities/evidence reports in January. February 2014 Building Leadership Teams will submit activities/evidence reports.

The only barriers the partners anticipate in these steps include winter weather and time. The ESC will establish electronic data forms to support the data collection process. The data forms will include items and instructions for responding to the data forms. The ESC will provide a composite 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 the Building Leadership Teams will be prepared to present to the Parent Advisory Committee as requested.

The District Leadership Team and Building Leadership Teams will conduct Quarterly Feedback Assessments. The PLCs must continue coaching building to support Unlock Learning. May Quarterly Assessment results published by ESC. Business Advisory Council will meet and receive a summary of program activities. June First Summative Assessment conducted. ESC provides report. Ensure that funding has been encumbered. August Two-day data summit with ESC, district administration, and teachers. The summit will feature the results of the Summative Assessment to goals for the upcoming school year. September Initiate the new year of the Unlock Learning Plan. Continue process including providing. Provide FER for the Ohio

Summative evaluation (MM/DD/YYYY): 9/30/2014

* Narrative explanation
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 Transformation. The process is being supported by transformational change occurring in the Ohio Improvement Process. Each district formed District Leadership Teams (DLTs) including representation from administrative and teaching staff. The DLT worked with a state facilitator and the Gallia-Vinton ESC to use district data 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 recognized the value of the program for their classroom practices to be centered in the DLTs. Building DLT Teams, and the Gallia-Vinton ESC investigated possibilities for modifying instruction to increase achievement and enable students to compete with the competencies for college and the workforce. The staff determined that transforming classrooms into active learning centers would be the focus. Students would have opportunity to interact with learning to construct knowledge and skills at deeper and higher levels (Unlock Learning). Active learning is a pedagogy that incorporates various active learning practices. Numerous studies conclude that “active learning elicits greater student achievement” than passive learning (McKeachie, 1986; Latchman, 2000; Benne-Rivera & Matthews, 2004; Sarsan & Banbury, 2013.) Combining evidence-based practices within the active learning of the program serves to expand the power of the initiative. The buildings are incorporating research-based recommendations into teaching the learning conditions for students utilizing brain-based strategies as reported by Eric Jensen and other brain-based educational researchers. Further, learning to be the learners, the teachers use assessment as a formative practice to drive the creation of learning experiences and to provide students with meaningful, actionable feedback. Bringing the work will scale all teachers will integrate technology into instruction. This change will lead to more powerful, motivating presentations of curriculum. Teachers will have world-wide access to a variety of resources and current and future state standards. Students in classrooms using Unlock Learning can offer specific assistance that parents can provide to support student growth. -Teachers are continually developing competencies as they interact in Professional Learning Communities. Teachers’ expertise ends itself to extending greater influence in building district practices, procedures, and policies. -Students are no longer passive receivers of knowledge but take part in learning that allows them to transform knowledge in the classroom and apply their knowledge in deeper ways. They develop their knowledge in a variety of strategies to determine the quality of their own work and are using the results to continually improve performance. -Students are building competencies in a variety of strategies. By the end of the K-12 program, they will have mastered a repertoire of strategies to approach learning. -With the addition of technology, students will more fully develop the skills of the 21st Century. Classroom walls won’t limit student experiences. -Acquiring digital content standards (based on strand standards) will be shared and used in the libraries. -Levels in the district’s digital literacy needs will be aligned with the diverse resources that students will have access to as they learn. The impact of Unlock Learning will also be lasting in that students will have access to information technology in their classrooms, schools, communities, and homes. All teachers will use technology to help students achieve high academic standards. All students will have technology and information literacy skills. Digital and networked applications will transform teaching and learning. A request for books/materials will support success. The “Student Learning Through Libraries” report, (Todd, 2005.) states that students clearly perceive the library as helpful in engaging them in their program of building their own understanding and 21. Is this project able to be replicated in other districts in Ohio? Yes. In the Ohio Initiative based on students as active learners. Active Learning is a process in which the teacher purposely and consistently engages students in activities that require them to think at the higher orders of Bloom’s Taxonomy. In active learning, the teacher does not simply dispense knowledge and expect students to absorb but provides relevant ways for students to engage with learning to construct their own meaning. Studies report that students develop higher levels of thinking and retain information better when active learning is used (McKeachie et al., 1987; Bok, 2006). And, studies show that active learning is effective for promoting deeper learning. Further, literature on student learning emphasizes that learning is not a passive process. Students learn best when they construct their own knowledge by connecting new ideas to prior knowledge, to other ideas, and to the context of their own lives (Mayer, 2010). Students will begin to learn on their own to solve and make sense of the world. They will be the keepers of knowledge, dispensing it on an as needed basis. They will no longer be dispensers of knowledge and expect students to absorb but provides relevant ways for students to engage with learning to construct their own meaning. Studies report that students develop higher levels of thinking and retain information better when active learning is used (McKeachie et al., 1987; Bok, 2006). And, studies show that active learning is effective for promoting deeper learning. Further, literature on student learning emphasizes that learning is not a passive process. Students learn best when they construct their own knowledge by connecting new ideas to prior knowledge, to other ideas, and to the context of their own lives (Mayer, 2010). Students will begin to learn on their own to solve and make sense of the world. Teachers have increased their use of 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 teaching the learning conditions for students utilizing brain-based strategies as reported by Eric Jensen and other brain-based educational researchers. Further, learning to be the learners, the teachers use assessment as a formative practice to drive the creation of learning experiences and to provide students with meaningful, actionable feedback. Bringing the work will scale all teachers will integrate technology into instruction. This change will lead to more powerful, motivating presentations of curriculum. Teachers will have world-wide access to a variety of resources and current and future state standards. Students in classrooms using Unlock Learning can offer specific assistance that parents can provide to support student growth. -Teachers are continually developing competencies as they interact in Professional Learning Communities. Teachers’ expertise ends itself to extending greater influence in building district practices, procedures, and policies. -Students are no longer passive receivers of knowledge but take part in learning that allows them to transform knowledge in the classroom and apply their knowledge in deeper ways. They develop their knowledge in a variety of strategies to determine the quality of their own work and are using the results to continually improve performance. -Students are building competencies in a variety of strategies. By the end of the K-12 program, they will have mastered a repertoire of strategies to approach learning. -With the addition of technology, students will more fully develop the skills of the 21st Century. Classroom walls won’t limit student experiences. -Acquiring digital content standards (based on strand standards) will be shared and used in the libraries. -Levels in the district’s digital literacy needs will be aligned with the diverse resources that students will have access to as they learn. The impact of Unlock Learning will also be lasting in that students will have access to information technology in their classrooms, schools, communities, and homes. All teachers will use technology to help students achieve high academic standards. All students will have technology and information literacy skills. Digital and networked applications will transform teaching and learning. A request for books/materials will support success. The “Student Learning Through Libraries” report, (Todd, 2005.) states that students clearly perceive the library as helpful in engaging them in their program of building their own understanding and...
Progress will be assessed annually as a piece of the summative evaluation. Benchmarks: 100% of third grade students will meet the Third Grade Guarantee annually. District student achievement scores in every content area will exceed the state average by at least 5 percentage points annually on the Ohio Report Card. Student achievement scores in every content area will exceed the scores of similar districts by at least 5% annually on the Ohio Report Card. District scores will improve in every content area by at least 4 percentage points annually on the Ohio Report Card. Any gaps between the subgroup of economically disadvantaged and all students will be reduced by at least 4 percentage points annually (reading, math, graduation rates). * The consortium has less than 3% racial diversity thus no specific goals for racial subgroups are reportable. The percent of students scoring at advanced levels and the number of students scoring at accelerated levels on the Ohio Report Card will increase by 4 percentage points per year. - Attendance rates will improve by 4 percentage points annually. - The four-year graduation rate will increase by 3 percentage points per year. - Some students take advantage of PSEO and earn college credits while still in high school. With the addition of online classes for Unlock Learning, the number of students achieving college credit will increase by 20% per year. - The college-going rates will increase by at least 10% per year. The Unlock Learning benchmarks may change as the Ohio Department of Education transitions to new and different measures of achievement. Any modifications will be ambitious and attainable.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

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

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

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 Rick Brooks will coordinate the process within Vinton County 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 Galia-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 in annually in June and will include the use of quantitative and qualitative 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 report 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 Vinton County 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.

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