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Adjusted Allocation | 0.00 |
Remaining            | -4,159,437.00 |
A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Unlock Learning-GCLSD

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 Gallia 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.

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

Pamela Halley, Interim Superintendent, Gallia County Local Schools 065680/0590 235 Shawnee Lane Gallipolis, OH 45653-8594 740-446-7917 90_wnaetzel@seovec.org

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 will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

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

The Straight A team includes individuals who 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 full spectrum of 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 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 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 revealed 100% "clean" audit with no recommendations. Mrs. Wendy Halley, Interim Superintendent, is the lead in the school system. Mrs. Halley has 20 years of experience. She will work collaboratively with the ESC to implement the activities. Mrs. Halley will maintain regular contact and will formally meet with the ESC at least quarterly. Mrs. Rochelle Halley, Director of Instruction and former building principal, will coordinate the program at the district level. Mrs. Halley has more than 16 years of experience. She has supported the successful implementation of several grant initiatives including Students Learning Through Libraries program that was awarded by the Ohio Dept. of Education (FY 2004). Mrs. Halley 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 Gallia County 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. Seven 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. The 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 43% 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)

- 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 Gallia County Schools have worked collaboratively to improve student achievement. In 2010, the partners began to focus on 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, solve problems, work as individuals or group members, and effectively communicate. And, students must demonstrate mastery of the Ohio Standards. In the existing educational program, teachers were transmitting knowledge to 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
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 schools is changing as staff and students adapt to innovations. UnLock Learning is not an "add on" but is an integral part of teaching "the way we conduct 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 practices confirmed to improve achievement. Teachers have studied and are utilizing information from Brain-based learning (Langhorst and Jensen) 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 clear learning targets, design the learning experiences to fill gaps between student knowledge and learning targets, and provide meaningful feedback to help students 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 learning experiences that align to real-world work. Students are developing the critical competencies of perseverance, organizing, analyzing, and synthesizing information; working as individuals and collectively; and, effectively communicating. Upcoming PD will include "Integrating Technology into Teaching and Learning." The teachers will become competent in utilizing technology to engage students. Students will use technology to engage in a curriculum in various ways. Sources of information will be expanded. Students will increase academic skills as well as develop higher order thinking skills. The teachers will have the freedom to access to online Advanced Placement classes and college courses. At-risk students will have the opportunity to recover 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 classrooms. The current numbers of teachers will remain the same as the number of teachers who match the teacher's standards will be available for teachers. And, book purchases standards will be available for teachers. Long-Term outcomes include: The students will take part 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 career.

13. Financial Documentation - All applicants must enter or upload the following information in the financial documents when applicable: a. Enter a project budget

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

Total project cost

1. Personnel ($160,500), Project Director .25 FTE, ($17,500); ESC Administrator .15 FTE, ($15,000); Fiscal .25 FTE, ($17,500); Sub Teachers 300 teachers @ $100 day X 3 days, ($90,000); 2. Fringe Benefits ($5,140), Project Director 18% of salary ($3,150), Health ($5,250); Sub Teachers 18% of salary ($16,200); 3. Travel ($22,454), Project Director, ($1,100); ESC Administrator, ($1,354); Teacher Selected Conferences, 10 teachers @ $1,000 ($1,000); 4. Equipment ($1,364,845), Computers (2 X $2,400), (laptops, 400 X $1,350), ($540,000); iPods 990 X$500 ($495,000), COW Storage Units, Wireless COW Routers, ($600), Mimio 150 Baskets, ($750), Mimio $500, Mimio vote Clickers X 7 X Buildings, ($850); Mimio Storage, X $100, ($700,000), Pads 10 X Buildings, ($10,000), Mimio Storage Units, ($100,000), 7 Buildings ($700,000), Access points and bandwidth, Up $7,500 X 7 Buildings, ($52,500), Langford Training ($42,000), (7,500), Training, $150,000, Beyond Contract Time 300 teachers X $150 day X 5 days, ($225,000), Data Summit 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: ($3,644,464), Total Indirect Costs ($214,973), FY14 approved indirect cost rate (4.5%), Total Grant Funds Requested ($4,159,437); 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/recurrent costs of your innovative project will continue once the grant has expired? If there are no new/recurrent costs, please explain why.

440,500.00 * Specific amount of new/recurrent cost (annual cost after project is implemented)

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

0.00 * Specific amount of expected savings (annual)
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 content and helps at higher and deeper levels. It is a process of applying evidence-based instructional practices within a standardized framework. It is the process, not any "purchase", 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 engage students in an active learning process. The context of evidence-based instructional practices (classroom strategies) will be provided to prepare classroom teachers in a consistent instructional framework. The process of applying evidence-based instructional practices 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 colleagues utilizing resources (like Marzano's "Classroom Strategies that Work"), and will obtain training with the Resident Educator mentors (e.g., constructing the eTech Ohio Conference that will be used to provide follow-up professional learning). The technology and materials are not going to cause a financial burden for the district as the PD and the materials will be purchased. The technology and materials are not going to need to be replaced as the technology and materials ($75,000). Changes in infrastructure were vital to make large amounts of technology (especially wireless) operational. The costs were one-time. Monies will be set-aside to provide upgrades. The technology will be used in part to provide differentiated opportunities for students. Credit recovery classes, AP classes, and online classes for college-credit will need continued funding. The ESC will cover new and existing costs for the professional learning. Additional funds will be attainable as the program will increase, and there is no need to replace technology and materials. The district will earmark $100,000 (PD) and $70,000 (substitutes and stipends) to purchase services to support the Unlock Learning PD for sustainability. The grant will allow the district to make major investments for a large amount of technology and materials. They are necessary for bringing Unlock Learning to scale. The scale and the implementation of Unlock Learning are not going to require that all students have to have their own technology. The plan for Unlock Learning is the implementation of an active learning process by well-trained staff members. The process of implementing Unlock Learning is self-sustaining as the training that occurred as the application was developed.

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 and plan your project to proactively mitigate such barriers. In addition, the narrative list should include all the stakeholders that will be engaged during the implementation phase 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 areas.)

* 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 Gallia County 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, with the ESC's assistance, established the new Unlock Learning program profile in May 2013. The program profile profiled a cohort of students 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., “Langford Training”), supporting implementation of the professional development (e.g., classroom coaching), and monitoring the process. Most recently, the Gallia-Vinton ESC and the Gallia County School District met with the Business Advisory Committee to complete the plan for Unlock Learning. 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 said learning 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 "confused 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. 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): 5/12/2014

* Narrative explanation

January 2014 Mrs. Halley will receive a copy of a Straight 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. Teachers 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 perform competencies for designing/delivering active learning experiences. ESC 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. BLTs will submit the first monthly report of activities. The only barriers the partners anticipate in those steps include winter weather and time constraints (e.g., technology choices via vendors and PD for Formative Instruction). The DLT will lead the planning process (“catching up” new teachers). This is being addressed via the new teachers’ participation in the Resident Educator Program. Mentors will be responsible for facilitating catching up. Teachers will benefit from the DLT meeting to plan for the upcoming school year. The DLT will: check attendance for contingencies. The DLT will distribute dates for contingencies. The DLT will check examiner work and designing aligned experiences. Orders for initial materials and disbursement via the ESC. Technology ESC teams will install and mobilize technology. BLTs submit report. March The month of March will bring a series of PD for staff: Integrating Technology into Teaching and Learning. The series will be ten days of PD support including assistance embedded in the days. This addresses a possible barrier: one-shot PD may not be implemented due to a lack of follow-through. Final orders for remaining funds will be submitted after staff has been exposed to information on best practices (via eTech Ohio Conference presentation, PD via the University of Rio Grande, and collaboration). ESC consultants will begin observations and interviews for summative assessment. Formative Instructional Practices PD continues. PLCs meet to build competencies in active learning. April The ESC and DLT meet to conduct Quarterly Formative Assessment. The capstone of the summative assessment results published by ESC to assist District Planning will be composed. June First Summative Assessment conducted. ESC provides report. Langford Training for 50 teachers. Ensure that funding has been encumbered. August Two-day student assessment will occur with ESC, district administration, and teachers. The report will feature the results of the Summative Assessment to set goals for the upcoming school year. September Initiate the new year of the Unlocking Learning Plan. Continue process including evaluation. Provide FOR for the Ohio.

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

* Narrative explanation

January 2014 Dr. Denise Shockley, Gallia-Vinton ESC, and Mrs. Wendy Halley, Gallia County Schools will coordinate the Summative Evaluation process. Upon receipt of the award, Mrs. Halley will inform the public with an announcement to the local newspapers. The school buildings will inform the parents and keep them updated via monthly newsletters. The process and progress will also become news on the Gallia-Vinton ESC 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 identify sources of evidence to be utilized for evaluation. The ESC will develop the tools, including the monthly reporting template, guiding questions, and relative rubric that will be used in the process. The ESC will work with the Building Leadership Teams (BLTs) to facilitate implementation. The BLTs will submit a monthly report of activities. The only barriers the partners anticipate in those steps include winter weather and time constraints (e.g., technology choices via vendors and PD for Formative Instruction). The DLT will lead the planning process (“catching up” new teachers). This is being addressed via the new teachers’ participation in the Resident Educator Program. Mentors will be responsible for facilitating catching up. Teachers will benefit from the DLT meeting to plan for the upcoming school year. The DLT will: check attendance for contingencies. The DLT will distribute dates for contingencies. The DLT will check examiner work and designing aligned experiences. Orders for initial materials and disbursement via the ESC. Technology ESC teams will install and mobilize technology. BLTs submit report. March The month of March will bring a series of PD for staff: Integrating Technology into Teaching and Learning. The series will be ten days of PD support including assistance embedded in the days. This addresses a possible barrier: one-shot PD may not be implemented due to a lack of follow-through. Final orders for remaining funds will be submitted after staff has been exposed to information on best practices (via eTech Ohio Conference presentation, PD via the University of Rio Grande, and collaboration). ESC consultants will begin observations and interviews for summative assessment. Formative Instructional Practices PD continues. PLCs meet to build competencies in active learning. April The ESC and DLT meet to conduct Quarterly Formative Assessment. The capstone of the summative assessment results published by ESC to assist District Planning will be composed. June First Summative Assessment conducted. ESC provides report. Langford Training for 50 teachers. Ensure that funding has been encumbered. August Two-day student assessment will occur with ESC, district administration, and teachers. The report will feature the results of the Summative Assessment to set goals for the upcoming school year. September Initiate the new year of the Unlocking Learning Plan. Continue process including evaluation. Provide FOR for the Ohio.

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

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 Vinton County with meeting its goals. The ESC will convene a staff on a quarterly basis to monitor progress. Those processes and building decisions are aligned to the Unlock Learning improvement initiative and leverage professional development right along with the teaching staff and they are well-prepared to direct change. Leaders have established and communicated high expectations and teachers are rising to the
20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five E's

**E) SUBSTANTIAL IMPACT AND LASTING VALUE**

The most substantial and greatest value of Unlock Learning is that we will "teach the man to fish so he can eat for a lifetime." 100% of our students will be learning to learn as they navigate standardized tests. When students learn to learn, they will have the tools to transition successfully to a full and productive adulthood, and that is lasting impact for the individual and for our communities. They will have the tools to transition successfully to a full and productive adulthood, and that is lasting impact for the individual and for our communities. The partners worked diligently over the course of years to arrange PD that would prepare staff, including leaders. Staff competence continues to expand via Professional Development. The school will teach students to read, write, and do math, but the real learning is in 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.

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

22. If so, how?

Unlock Learning is an active learning system designed and developed for students to learn to learn. It is a comprehensive, standards-based initiative that supports teachers, students, and school leaders in making active learning a reality in schools. The system's research-based methods and practices are designed to support student achievement, and the implementation is scalable to all levels of education, from kindergarten to high school. The system focuses on developing students' skills in critical thinking, problem-solving, and communication, which are essential for success in today's world.

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

Unlock Learning seeks to achieve three key goals:

1. **Impact:** The project aims to provide students with an opportunity to learn and grow through active engagement in the learning process. Students will develop a deeper understanding of content and will be better prepared for college and career.

2. **Lasting Value:** The active learning approach focuses on developing skills that will last a lifetime, such as critical thinking, problem-solving, and effective communication.

3. **Replicability:** The project is designed to be replicable in other districts, helping to ensure that the benefits of active learning are accessible to all students across Ohio.

24. What are the specific benchmarks related to the funded goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily measured.

**Benchmarks:**

- 100% of third grade students will meet the Third Grade Guarantee annually.
- Students are building competencies in a variety of strategies. By the end of the K-12 program, 85% of students will be at or above grade level in reading, writing, and mathematics.
- Students will use technology to recover credit for on-level classes and will be positioned to direct the effort. They will be able to use self-directed learning to improve their understanding of the material and to work at their own pace.
- Teachers are continually developing competencies as they interact in Professional Learning Communities. Teachers' expertise in the content areas related to their roles to advance student understanding.
- Local teachers continue to study research-based materials in their weekly Professional Learning Communities to improve their practices. Local teachers apply active learning within a Formative Instructional Practices Framework (FIP).

Unlock Learning is a comprehensive, standards-based initiative that supports teachers, students, and school leaders in making active learning a reality in schools. The system's research-based methods and practices are designed to support student achievement, and the implementation is scalable to all levels of education, from kindergarten to high school. The system focuses on developing students' skills in critical thinking, problem-solving, and communication, which are essential for success in today's world.
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. Interim Superintendent Rick Brooks will coordinate the process within Gallia 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 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 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 Gallia 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.

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