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Adjusted Allocation: 0.00

Remaining: -2,587,441.00
The partners designed Unlock Learning to intellectually empower students. Research regarding the
District Leadership Team in Wellston City Schools participates in the continuous improvement
Credentialed ESC consultants assist with implementation of initiatives. Most
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.
B) PROJECT DESCRIPTION
1. Project Title: Unlock Learning-WCS
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.
3. Overall description of project and alignment with Outcomes
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.
   Karen Bock, Superintendent, Wellston City Schools 045021
   1st 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
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.
   * 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.
8. 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 Wellston 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 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 successfully 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. Mrs. Karen Bock, Superintendent, is the lead in the school system. Mrs. Bock has 30 years of experience. He is the school improvement leader in the "effective" district. Mrs. Bock will work collaboratively with the ESC to implement the activities. Mrs. Bock will maintain regular contact and will formally meet with the ESC at least quarterly. Ms. Sandy Pappas, Director of Curriculum and building principal, will coordinate the program at the district level. Ms. Pappas has more than 35 years of experience. She has supported the successful implementation of several grant initiatives including a 21st Century Afterschool program that was awarded by the U.S. Dept. of Education (FY 2000). 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 Wellston 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 compile 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 71% are holders of Master's Degrees.
9. Which of the stated Straight A Fund goals does the proposed plan 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
   - Mixed Concept - incorporates new and existing elements
   - Enhancing/Scale Up - expanding or elevating an effective program that is already implemented in your district, school, or consortia partnership
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 - expanding or elevating an effective program that is already implemented in your district, school, or consortia partnership

The Gallia-Vinton Educational Service Center and Wellston 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, which created 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 the benefits (Akey, 2006). The partners have therefore steadily worked toward modernizing their once-traditional classrooms into child-centered, task-based classrooms. The partnership determined that every active learning experience should result in maximum benefits. Thus, Unlock Learning would include implementation within a context of instructional strategies confirmed to work.

Partners have been assisting staff with building their knowledge and skills in a range of evidence-based strategies. The transformation also required a framework within which Unlock Learning could operate with confidence. The district is using Formative Instructional Practices (FIP) as the operational framework. Teachers engaged in forming strong partnerships with both their students and high-level instructional coaches to develop new skills in classroom management and differentiate instruction.

In addition, the district has implemented in-service staff development workshops. The workshops have helped the teachers to: (1) understand the importance of evidence-based practices; (2) develop their skills and competencies in evidence-based instructional strategies; (3) design learning experiences that align to real-world work; and (4) develop a plan to integrate evidence-based teaching strategies into their classrooms. The workshops also provided opportunities for teachers to reflect on their teaching practices and receive feedback from their colleagues.

Through ongoing support, the district has been able to increase the number of teachers participating in the workshops. Currently, over 60% of the teaching staff has attended at least one workshop. The workshops have been well received by the teachers, who have reported increased confidence in their ability to implement evidence-based practices. The workshops have also provided opportunities for teachers to interact and share ideas with their colleagues, which has helped to create a supportive and collaborative environment.

The workshops have been an important component of the Unlock Learning initiative. They have helped to build the capacity of the teachers and leaders to “unlock learning” for students. Intermediate outcomes include: (1) improved student achievement by building the capacity of the teachers and leaders to “unlock learning” for students; (2) improved teacher effectiveness by developing the skills and competencies of teachers; and (3) improved student engagement by creating an active learning environment.

The partnerships will improve student achievement by building the capacity of the teachers and leaders to “unlock learning” for students. Intermediate outcomes include: (1) increased student achievement by building the capacity of the teachers and leaders to “unlock learning” for students; (2) increased teacher effectiveness by developing the skills and competencies of teachers; and (3) increased student engagement by creating an active learning environment.

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 some more transformative approaches. Teachers are to have access to the resources of the 21st Century to build vital skills. Technology must be integrated into teaching and learning and the schools need additional materials to support the rigorous standards. The partners are applying for funding for critical resources to complete the transformation.

Unlock Learning does not call for piecemeal changes, it is change that is consistent with raising achievement, increase motivation, and is distinctively different from what traditionally occurs. What already exists is that the staff’s commitment and dedication to the process have come to exist: it is change that matches the potential of the district to manage and is aligned with the pace that today’s students have come to expect.

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 staff on active learning, organizing evidence-based teaching strategies and collaborative classrooms. 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 and book and materials will be purchased for school libraries. Students will have access to the resources of the 21st Century to build vital skills. Teachers and students are actively engaged in the process of building the capacity of the teachers and leaders to “unlock learning” for students.

Learning K-12 operates as a virtual learning environment, designed to engage students in learning. Students are developing the critical competencies of perseverance; accessing, organizing, analyzing, and synthesizing information; working as individuals and in teams to solve problems; accessing information from a variety of sources; and evaluating the validity of the information. The partners have determined that every active learning experience should result in maximum benefits. Thus, Unlock Learning would include implementation within a context of instructional strategies confirmed to work.

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

Unlock Learning is self-sustaining with relatively small on-going costs. Unlock Learning is the implementation of an active learning process by well-trained staff members. Active learning engages the students in relevant tasks to help build knowledge and skills 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 manage this 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 implement the active learning within the context of evidence-based practices. They are trained to present active learning in a consistent manner utilizing a FIP framework. New teachers in the district 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 assignments and may be assigned to Unlock Learning colleagues (like McKeon and Higgins, who threaten the condition for learning). Additionally, the district sets aside funding annually for professional development. The funding will be used to provide refresher training in some previous trainings and allow new teachers access to earlier PD. The district will earmark $90,000 (PD) and $60,000 (substitutes and stipends) in purchased services to support the Unlock Learning PD for sustainability. The grant will allow the district to more formally use the evidence-based instructional practices for students with technical support. The technology and materials are non-consumables and are intended to last for many years. A reasonable amount of money will be established in the annual budget to maintain an adequate amount of technology and materials and to replace worn technology and materials ($75,000). Changes in infrastructure were vital to making large amounts of technology (especially wireless) operational. The costs were one-time. Monies will be set-aside to support technology and materials that are purchased and are intended to last for many years. Additional support will be purchased to bring the school library collections and classroom materials to an acceptable level for supporting the district budget will earmark up to $60,000 per year to maintain the collections and materials at an adequate standard. No full-time staff will be added to enhance Unlock Learning. Part-time staff will be commissioned to coordinate and monitor the grant processes. The part-time staff will not be necessary to complete the project beyond the implementation phase. Thus, personnel and fringe benefits won’t be necessary for sustainability. Travel and indirect cost included in the grant will be eliminated post implementation.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan for how to proactively mitigate such barriers. In the narrative, the advocate should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

| Plan (MM/DD/YYYY) | 10/25/2013 |

* Narrative explanation

Unlock Learning initiative has been implemented to a partial extent in the district. The Gallia-Vinton Educational Service Center and the Wellston City District collaborated over a period of years to reach this point. The district has been actively engaged students in their learning FAC. The District and Building Leadership Teams created a district profile to determine the effectiveness of the educational program for students. The profile indicated the program was working for some of the students but was not adequate for all. The teams (administrators and teachers), along with partners including the ESC, investigated research to construct a plan to positively impact all students. The process included working with the students, setting goals, and students expected to be involved in doing “in order to learn.” The district and the ESC concluded they must put students at the center of learning in order to improve achievement and launched the “Unlock Learning” initiative to make active learning education for students. For a period of approximately four years, the district has been providing professional development (e.g., Classroom Strategies that Work), implementation of the evidence-based instructional practices (e.g., classroom coaching), and monitoring the plan. Most recently, the Gallia-Vinton ESC and the Wellston City 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 he would have benefited from more discussions for inclusion having to provide evidence to support his points of view; another said learning just from books was “ineffective at 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 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 instructional practices and to provide adequate resources to permit the students more-equal access to the rigorous curriculum. The plan to enhance has reached the point of implementation as described in 18b.

Implement (MM/DD/YYYY): 9/1/2014

* Narrative explanation

Identify teachers, two per building, to attend the 2014 eTech Ohio Conference. The conference features best technology practices. January 2014 Mrs. Boch will communicate receipt of a Straight A Grant to the public via local newspapers. Principals will communicate to 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 the Vinton ESC’s librarians will analyze collections using the Dewey 10 System, Content Standards, recommendations by the American Library Association and teacher requests. Orders for materials will be submitted. Teacher teams attend eTech Ohio Conference. Teams will present information acquired to all teachers in February. Funds will be utilized to purchase technology to support best practices. Attending eTech conference is a way of addressing a possible barrier: educators’ awareness of technology usage to get the most impact from funding. Professional Learning Communities (PLCs) meet to perfect competencies for designing/delivering active learning experiences. ESC initiates the process of evaluation. ESC will prepare tools including a Guidance Document explaining the process and criteria 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 these steps include winter weather and time. The ESC will establish electronic forms for monthly reports to allow teachers to enter their data and distribute the monthly report #1. March The University of Rio Grande will begin a series of PD for staff: Integrating Technology into Teaching and Learning. The series will be ten days of PD for staff 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, PD via the BLTs, and BLTs via the report #2. March The University of Rio Grande will provide instructional practices PD for staff: Integrating Technology into Teaching and Learning. The series will be ten days of PD for staff: Integrating Technology into Teaching and Learning. The series will be ten days of PD for supporting the teachers. The District Leadership Team and the ESC will meet. The group will review the guiding questions for summative assessment (e.g., To what extent has the Unlock Learning program impacted students’ attitudes toward learning?) The group will analyze evidence that includes building reports, consultants’ reports, Ohio Report Card data and Benchmarks to gauge progress. The group will utilize a rubric to determine the strength of evidence. The group will provide evidence to the Maintenance of Effort Evaluation report. The district leadership team will distribute the Maintenance of Effort Evaluation report. The Gallia-Vinton ESC and district will publish the results on the websites. And, the ESC will submit the report to the local newspapers. August 2014 A two-day data summit will be held to consider the results of the summative evaluation. The ESC, district personnel, and building personnel will use the results to solidify the plan for Unlock Learning in the upcoming school year. The plan for 2014-2015 summative and summative evaluation will begin immediately with buildings submitting monthly reports and quarterly meetings will begin in October to monitor progress.

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

* Narrative explanation

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

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 set goals for the upcoming school year. September Initiate the Unlock Learning Plan. Continue process including evaluation. Provide FER for the Ohio

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

* Narrative explanation

Transformative learning is an ability to change 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 Wellston with meeting its goals. The ESC will convene staff on a quarterly basis to monitor progress. Nothing occurs in isolation in the district. Meetings of Leadership
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 International Center for Leadership Education. 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 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 case for "why" change is necessary. Realizing that "teachers are the learning leaders in the classroom," teachers impact student learning in ways that are "real world" - based practices that elicit greater student achievement. -Student learning experiences are more meaningful and relevant. Activities consist of tasks that learners encounter in the "real world". -Teacher use assessment as a formative practice to drive the creation of learning experiences and to provide students with meaningful, actionable feedback. -Rigorous learning that can be brought to students on an as-needed basis and no longer dependent on the time and place of instruction. -Active learning - the capacity to support learning has never been stronger. Leaders keep parents apprised by sending monthly bulletins. District efforts are featured on the website. Great changes are occurring; the "old school" is no longer the model for the "new school". -Equity -young and older, low and high achieving, traditional and non-traditional. -Flexibility -students will intern in work settings and data on the "real world." -Students will use technology to improve credit for on-time graduation. Technology will permit the district to provide additional AP classes. And, more students will graduate with college where it becomes technology available. Motivation to learn will continue to increase.

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

22. If so, how?

The District plan for evaluating the Unlock Learning initiative is based on the plan recommended by the W.K. Kellogg Foundation. The evaluation plan includes: Impact, evaluation and replication

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

24. What are the specific benchmarks related to the fund 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 benchmarked.

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

26. What are the specific benchmarks related to the fund 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 benchmarked.
and summative processes are described in more detail in question #25). The partners have established ambitious and attainable benchmarks that the district intends to achieve within the next five years. 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). - Any gaps between the subgroup of Students with Disabilities 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 Karen Boch 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 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 in 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 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.

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