

Budget

Gallia-Vinton ESC (125682) - Gallia County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (386)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		37,500.00	6,750.00	293,125.00	282,000.00	373,790.00	0.00	993,165.00
Support Services		38,000.00	24,690.00	115,000.00	3,370.00	141,050.00	0.00	322,110.00
Governance/Admin		32,500.00	14,250.00	34,954.00	10,000.00	0.00	79,869.00	171,573.00
Prof Development		0.00	0.00	33,500.00	25,000.00	0.00	0.00	58,500.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		108,000.00	45,690.00	476,579.00	320,370.00	514,840.00	79,869.00	1,545,348.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-1,545,348.00

Application

Gallia-Vinton ESC (125682) - Gallia County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (386)

**Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.**

**A) APPLICANT INFORMATION - General Information, Experience and Capacity**

1. Project Title:Unlock Learning-OAKS

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 Oak Hill Union 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.

1200 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 (IRN/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 (IRN/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.

Michael McCoy, Superintendent, Oak Hill Union Local Schools 047761, 205 Western Avenue Oak Hill, OH 45656-1068 740-682-7595 michael.mccoy@oakhill.k12.oh.us

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

\* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

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

[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 for this proposal includes individuals that manage obligations with a high degree of efficacy. Dr. Denise Shockley, Gallia-Vinton Educational Service Center (ESC) Superintendent, will lead the effort to improve student achievement in the Oak Hill Union 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 was a measure of the ESC's adherence to standards of educational excellence. AdvancED conducted a rigorous examination and 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 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 School 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 and collectively represent hundreds of years of experience. Dr. Shockley and consultants will be responsible for managing implementation of a Straight A grant with fidelity and integrity. The ESC will coordinate activities, provide embedded coaching support when indicated, and 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. 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. Oak Hill Union Local Schools is not a Gallia-Vinton ESC member-district but has requested assistance from the Gallia-Vinton ESC to improve achievement. Oak Hill Union Local (OHUL) Principal Adam Michael and Vice-Principal Whitney Crabtree will lead the elementary school effort while Principal Steve Carpenter, Oak Hill Union Middle School, and High School Principal Randy Layton will assume directorship at the upper levels. All four leaders have been instrumental in providing support to lead the district to a ranking of "Effective". The principals understand curriculum and instruction, have effective interpersonal skills, utilize data to drive the program, and recognize that change requires thoughtful planning and justification. They have collaborated with staff to establish a need for transformation. OHUL has a District Leadership Team (DLT). The DLT consists of district administration, principals, and teachers that participate in the continuous improvement process. The team will lead evaluation for the Straight A initiative at the district level. They will meet with the ESC to complete the formative and summative assessment and communicate results to the community. Building Leadership Teams (BLT) address continuous improvement at the building level. The BLT will be responsible for gathering, organizing, and submitting grant related data including evidence to the DLT and ESC on a monthly basis. They will serve as the main avenue of communication between the district, building staff and parents. The true major players in this initiative are the teachers. Teachers take part in professional learning communities in the building as members of Teacher-Based-Teams. They collaborate to increase their competency in analyzing student work/data to improve instruction. Teachers will assume the responsibility of developing their expertise to increase student achievement in this Straight A proposal.

**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 Oak Hill Union Schools are joining forces to improve student achievement. The partners have agreed students need to exit school with a different set of skills and knowledge than was needed in years gone by. 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 program, students lack consistent access to experiences to develop critical competencies. Too often, teachers are dispensers of knowledge for passive students to absorb. 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 have decided they need to "unlock learning" for students' direct participation. The partners are proposing to implement an initiative, "Unlock Learning", to improve

student achievement. The partners have designed Unlock Learning to intellectually empower students. Research regarding the effectiveness of educational approaches was used to create the guiding principles, structures, and components for Unlock Learning. The partners determined active learning would be central to the Unlock Learning K-12 program. Active learning yields tremendous cognitive benefits through increased engagement, greater retention and understanding, and development of thinking and application skills are the benefits (Akey, 2006; Heller, 2003). The partners will steadily work toward modernizing the traditional classrooms into child-centered, task-based classrooms. Experts will guide the staff in mastering effective active learning techniques (inquiry & constructivism) to engage students in meaningful experiences. 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. Staff will build their knowledge and skills in a range of evidence-based strategies. Staff will take part in professional development in Marzano's Classroom Strategies that Work, Differentiation based on Tomlinson, and Bloom's Taxonomy. Unlock Learning must include the integration of technology. Technology will allow teachers to represent the curriculum in multiple ways. It will allow students access to a world beyond classroom walls. Technology will permit students to access, organize, analyze and synthesize information; and, will allow students to demonstrate their learning in multiple ways. Not least, the use of technology will build critical 21st Century skills. Teachers and students will be presented training in the effective use of technology. Technology will also support greater differentiation for high school students. The district will utilize funding to initiate on-line credit recovery classes, AP classes, and college-credit courses. The process will be highly monitored to ensure success. Teacher-Based-Teams will keep the effort front and center in collaborative meetings and give particular attention to students' results; principals will utilize walk-throughs, observations, and staff meetings to assess the implementation; and, BLTs will address successes and concerns. Bold and innovative are relative terms. While Unlock Learning does not call for pioneering or revolutionary differences, it is change that is confirmed to raise achievement, increase motivation, and is distinctly different from what has traditionally existed. 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.

12. 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. Partners will improve student achievement by building the capacity of teachers and leaders to "unlock learning" for students. Intermediate outcomes include: -Expectations for the Unlock Learning initiative will be clear. Students will be immersed in active learning. The culture will change as staff and students adapt to innovations. Unlock Learning will not be an "add on" but will be "the way we conduct business." -Unlock Learning will central to improvement. Building Leadership Teams will prepare monthly reports and submit to the district. District and Building Leadership Teams will regularly monitor progress. The teams will report results to stakeholders. -District and Building leaders will train alongside teachers to develop skills to direct the improvement process. Leaders will align decisions to the Unlock Learning initiative. -Through PD, teachers will enhance skills and competencies in evidence-based practices confirmed to improve achievement. Teachers will study and are utilize information from Brain-based learning (Jensen) to construct classroom conditions; they will use 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 will continue to collaborate in Teacher Based Teams to hone their skills to diagnose learning levels and design active learning experiences. Teachers' resources for hands-on activities will increase rapidly via collaboration. -Teachers will develop learning that aligns to real-world work. Students will developing critical competencies of perseverance; accessing, organizing, analyzing, and synthesizing information; working as individuals and cooperatively; and, effectively communicating. -Upcoming PD will include "Integrating Technology into Teaching and Learning." Teachers will become competent in utilizing technology to engage students. -Students will use technology to engage in curriculum in many ways. Sources of information will be expanded. Students will increase academic skills as well as develop skills in information technology. -The schools will use technology to expand the number of opportunities for students. Students will have access to on-line Advanced Placement classes and college-courses. At-risk students will be able to recover credits to graduate on-time. 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 books and materials will increase student achievement. Books and materials will be purchased for the libraries and classrooms. Students will have access to materials that match their literacy levels. And, books and materials that support the greater rigor of the new standards will be available for teachers and students. Long-Term outcomes include: The students will take part in active, meaningful learning over the course of the K-12 program. Student achievement and graduation rates for all student groups will improve. Students will exit school with a range of competencies and strategies to approach any task/work associated with college and careers.

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

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

- a. Enter a project budget
  - b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.
  - c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.
- NA

14. What is the total cost for implementing the innovative project?  
1,545,348.00 \* Total project cost

\* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and 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.)  
1. Personnel (\$108,000) Project Director .25 FTE, (\$17,500); ESC Administrator .15 FTE, \$15,000; Fiscal .25 FTE, \$20,000; Clerical .60 FTE, \$18,000; Sub Teachers 125 teachers @ \$100 day X 3 days, \$37,500; 2. Fringe Benefits (\$45,690) Project Director 18% of salary (\$3,150), Health (\$5,250); ESC Administrator 18% of salary (\$2,700), Health (\$3,150); Fiscal 18% of salary (\$3,600), Health (\$5,250); Clerical 18% of salary (\$3,240), Health (\$12,600); Sub Teachers 18% of salary (\$6,750) 3. Travel (\$22,454) Project Director, (\$1,100); ESC Administrator, (\$1,354); Teacher Selected Conferences, 10 teachers X \$1,000 (\$10,000); e-Tech Conference, 10 teachers X \$1,000 (\$10,000); 4. Equipment (\$14,840) Computers (2 X \$2,400); (laptops, 50 X \$1,350); (\$67,500); Learn Pad Quad Core Tablets 800 X \$400 (\$320,000), COW Storage Units \$1,500 X 25 units (\$37,500), Wireless COW Routers \$200 X 25 units (\$5,000), Whiteboards 25 X \$1,500 (\$37,500), Copier/Printer/Scanner 2 X \$15,000 (\$30,000), Electronic Readers 60 X \$149 (\$8,940), Adaptive Equipment, \$3,000 X 2 Buildings (\$6,000), 5. Supplies (\$476,345) Media Center acquisitions X 2 Buildings X 5,000 books X \$20 title; (\$200,000), eReader loads \$2,000 X 2 Buildings; (\$4,000), On-line Courses, Credit recovery license \$40,000, AP \$375 X 45 courses (\$56,875), Texts On-Line (\$100,000), Digital Cameras 5 X \$160 (\$800), Flip cameras 5 X 2 buildings X \$167 (\$1,670), Curriculum Resources (\$50,000), Office Supplies (\$10,000), Teacher Resources(\$25,000), Software \$2,000 X 7 Classrooms X 2 Buildings (\$28,000), 6. Contractual (\$128,500) Infrastructure Upgrade \$50,000 X 2 Buildings (\$100,000), Access points and bandwidth, Data Summit 2 days X \$3,000 (\$6,000), University of Rio Grande 15 days training X \$500 (\$7,500), Equipment Set-Up \$7,500 X 2 Buildings (\$15,000), 7. Training Stipends (\$168,750) Beyond Contract Time 125 teachers X \$150 day X 5 days (\$93,750), Data Summit 125 teachers X \$150 day X 2 days (\$37,500), Tech Integration 125 teachers X \$150 day X 2 days (\$37,500), 8. Other (\$900) Printing (\$750), Postage (\$150), Total Direct Costs: (\$1,465,479); Total Indirect Costs (\$79,869), FY14 approved indirect cost rate (5.45%), Total Grant Funds Requested (\$1,545,348); Funds from other sources used to support the project Title I, IDEA, etc. for professional development and school improvement efforts

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.  
284,500.00 \* 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.). If there are no new/recurring costs, please explain why.  
District administration considered the 5-Year Forecast to determine the feasibility of sustaining a Straight A proposal. The administration concluded that adequate amounts of funding are built into the various budget categories of the 5-Year Forecast to support sustainability. The district will earmark adequate funding (total of \$284,500) to support recurring costs of the Straight A proposal. The district is changing some cells in the Forecast Impact Table. \$120,000 is being redistributed from Purchased Services to the 500s and 600s (\$60,000 to Capital Outlay and \$60,000 to Supplies/Materials) to ensure that adequate funds are available in the categories to adequately support the major grant investments of technology and library materials. The following components of the Unlock Learning initiative are new/recurring and will require funding for sustaining: Money will be earmarked to maintain, repair, upgrade and/or replace the technology equipment that will be purchased with grant funding. The district will also need to maintain an adequate infrastructure to operate large amounts of technology. \$60,000 per year will be reserved in capital outlay (redirected from purchased services). The district will set aside \$60,000 annually in supplies to support library books and materials that align with Unlock Learning. The funding is being redirected from purchased services during sustainability. Funds to continue credit recovery, AP classes, and online classes for college credit will be supported through purchased services in the amount of \$80,000. 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 to support Unlock Learning including additional sessions on integrating technology into teaching and learning. \$50,000 will be earmarked. Professional development costs will also include support for substitutes to hold PD sessions during the day and costs for stipends when PD occurs beyond contractual time. \$30,000 will be designated for support. Three teachers will be permitted to attend the annual eTech conference annually at a cost of \$4,500. Teachers attending the conference will share knowledge via a building PD session. Some grant expenditures were one-time costs necessary for the implementation but will not require sustaining. The project director, ESC administrator, 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 only maintenance costs. And, the major cost of making the technology operational (infrastructure, technology assistants, etc.) served to start-up the project but are not necessary for long-term support. The annual, high-end estimated cost to sustain the vital components of the project is \$284,500 total: Purchased Services @ \$164,500 Supplies @ \$60,000 Capital Outlay @ \$60,000

16. Are there expected savings that may result from the implementation of the innovative project?  
0.00 \* Specific amount of expected savings (annual)  
\* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)  
NA

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.  
Unlock Learning is self-sustaining with relatively small on-going costs. Unlock Learning is the implementation of an active learning process by well-trained staff members. Active learning engages the students in relevant 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 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

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 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 conditions 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. Any new trainings will also be possible through the monies the districts normally set aside. The grant will allow the district to make major investments for a large amount of technology and materials. The purchases are necessary for bringing Unlock Learning to scale. The technology and materials are not consumables and are intended to last for many years. A reasonable amount of monies (\$60,000) will be established in the annual budget to maintain an adequate amount of technology and materials and to replace worn technology and materials. 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 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 support (\$80,000). Materials will be purchased to bring the school library collections and classroom materials to an acceptable level for supporting learning. 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 compensated during the implementation phase to coordinate and monitor the grant processes. The part-time staff will not be necessary to continue the project beyond the implementation phase. Thus, personnel and fringe benefits won't be necessary for sustaining. Travel and indirect cost included in the grant will be eliminated post implementation.

#### D) IMPLEMENTATION - Timeline, communication and contingency planning

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

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

##### \* Proposal Timeline Dates

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

##### \* Narrative explanation

The planning of Unlock Learning has occurred. The process began over the past several years within the district. The DLTs, BLTs and Teacher Based Teams have had abundant conversations regarding student achievement, evidence-based practices, and possible changes that needed to occur to elicit improved performance. The district and buildings have implemented several strategies to raise achievement including fostering teachers' thorough understanding of curriculum, utilizing data analysis of student work for instruction and decision making, block scheduling, protecting learning time, establishing high expectations for all students, and facilitating greater parental involvement. The strategies did indeed raise student achievement over time. Even with the improvement, the school community recognized there is more to do. The district profile of the effectiveness of the educational program indicated the program works some of the time for some of the students but is not adequate for all. There's room for all students to achieve at higher and deeper levels of learning. Oak Hill Union Local Schools sought assistance from the Gallia-Vinton ESC to design a program to raise achievement to greater levels. The ESC and district analyzed the existing program relative to research and determined a more direct engagement of students would benefit performance. The planning process to improve has also consisted of information from other resources including student and parent surveys. Parents, and students especially, reported students need to be involved in "doing" in order to learn. Parents and students have indicated engagement in activities is key to understanding and motivation. Most recently, the Gallia-Vinton ESC and representatives of Oak Hill Union Local met with a Business Advisory Committee to finalize a plan (Unlock Learning). Members gave specific advice. For example, a local lawyer said that he would have "benefitted 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 "confounded once she reached college and had to actually apply learning". And, not least, the community members expressed they needed to have the same opportunities as students elsewhere including access to the most modern of resources, including technology. All the input was considered as the district finalized its plan to improve learning. The plan to enhance Unlock Learning has been finalized. The district's plan is to 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): 01/2/2014

##### \* Narrative explanation

January 2014 The DLT will communicate receipt of a grant via newspapers and website text alerts. Principals communicate good news to parents via newsletters. ESC meets with DLTs & BLTs to communicate implementation and to finalize partial order for technology and materials. Materials will include professional resources to enhance teachers' competencies in evidence-based instruction and materials to engage students. ESC will work with the district technology rep to ensure compatibility of tech. ESC will submit orders. ESC and librarians will analyze collections relative to Standards and the Dewey 10 System to submit orders. Teachers attend eTech Ohio Conference. Teams will present information 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. Teacher Based Teams meet to increase competencies for designing active learning experiences. ESC initiates evaluation. ESC prepares tools including a Guidance Document explaining the process and roles, forms for monthly reporting, guiding questions and rubrics, and evidence to be utilized. ESC will meet with the DLT and BLTs to facilitate understanding. BLTs submit first monthly report of activities. The barriers partners anticipate in these steps include weather and time. ESC will establish electronic channels for frequent communication to alleviate concerns. February 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 support including assistance embedded in the day. This addresses a possible barrier: PD is more likely to be implemented with follow-through. Teacher teams will present eTech Ohio Conference best practices. Time and weather are barriers. The district will build in alternate dates for contingencies. Teacher Based Teams continue to build competencies in analyzing student work and designing aligned active experiences. Orders for initial materials arrive and disbursed via ESC. Technology teams will install and mobilize technology. BLTs submit report #2. Finalize 5-year plan for PD. Inquiry-based learning and Constructivism will begin in October 2014. Also schedule Brain-Based Learning. March University of Rio Grande support continues to integrate technology into teaching and learning. Teachers provide instruction for students in interactive whiteboards and clicker systems. Initiate online credit-recovery, AP, and college-credit classes for the upcoming year. Final orders for remaining funds submitted after staff exposure to information on best practices (via eTech Ohio Conference presentation, PD via the University of Rio Grande, and collaboration). ESC consultants begin observations and interviews for summative assessment. Teacher Based Teams begin to collaboratively utilize new resources for developing skills. April The ESC and DLT conduct Quarterly Formative Assessment. Teacher Based Teams to continue capacity building with new professional resources. Teachers conduct computer usage development for students. May Quarterly Assessment results published. Business Advisory Council to meet and receive a summary of activities. Teachers conduct Powerpoint instruction for students. June First Summative Assessment conducted. ESC provides report. Ensure funding has been encumbered. August Two-day data summit with ESC, district administration, and teachers. Summit will feature the results of the Summative Assessment to set goals for the upcoming school year. September Initiate new year of the plan. PD in inquiry and constructivism to begin in October. Provide FER for the Ohio Dept. of Education BLTs submit report #1 to continue Unlock Learning.

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

##### \* Narrative explanation

January 2014 Dr. Denise Shockley, Gallia-Vinton ESC, the DLT, and BLTs will coordinate the Summative Evaluation process. Upon receipt of the award, the DLT will inform the public via an announcement to the local newspapers. The buildings will inform the parents and keep them updated via monthly newsletters. The process and progress will also become news on the district and 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 process for Mid-Course corrections will be shared. The Gallia-Vinton ESC will convene a meeting with the District Leadership Team to distribute and thoroughly explain the Summative Evaluation process and Guidance Document. The District Leadership Team will distribute the information to district personnel through the Building Leadership Teams and Professional Learning Communities' teams of teachers. The Building Leadership Teams will submit their first monthly activities/evidence reports in January. February 2014 Building Leadership Teams will submit activities/evidence report #2. March 2014 Gallia-Vinton ESC consultants will begin the process of observations and interviews in the buildings. The consultants will spend time in the classrooms over the next three months to garner evidence for the summative process. Interviews will include perceptions of teachers, principals, parents, and students. Building Leadership Teams will submit report #3. April ESC consultants continue observations and interviews. Building Leadership Teams will submit report #4. May Building Leadership Teams will submit report #5. ESC consultants will provide a composite summary of the consultants' observations and interviews for each of the three buildings in the district to inform the summative evaluation. June 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 degree of impact to assign to each guiding question. The Gallia-Vinton ESC will compose a Summative Evaluation report. The district will distribute the report electronically to the staff. 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 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 formative and summative evaluation will begin immediately with buildings submitting monthly reports and quarterly meetings will begin in October to monitor progress.

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 will provide tailored services to assist new partner, Oak Hill Union Local Schools, 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 Teams (District and Building) serve to facilitate communication and to monitor progress. District and building decisions will be aligned to the Unlock Learning improvement initiative. Leaders will develop professionally right along with the teaching staff and they will be well-prepared to direct change. Leaders have established and communicate high expectations and teachers are rising to the challenge. Teachers' contributions to the educational program will continue to grow. The teachers serve on the Building Leadership Team, District Leadership Team, and as members of Teacher Based Teams. Each of the teams provides program input. Teachers and leaders collaborate often and Teacher Based Teams meet formally on a regular basis to improve practices. The capacity to support learning has never been stronger and will continue to grow with this initiative. Leaders keep parents apprised by sending monthly bulletins. District efforts are featured on the website. Grant acquisitions of materials will facilitate lasting change. The current libraries are sorely lacking in quality materials to support the new, more rigorous Ohio Standards. Materials will be added for

student/teacher access. Acquiring materials (books, etc.) to support the content standards will enhance achievement. Leveled libraries will meet the diverse literacy needs of students and students will have access to materials that promote learning at more complex levels. The addition of technology will change teaching and learning for every classroom. Teachers can represent the curriculum in a multitude of ways. Students will have technology access to directly engage with learning and won't be limited by classroom walls. 21st Century skills will be facilitated. And, high school students will have access to credit recovery, AP, and college-credit courses. Other changes will occur in the classroom: -Teachers will no longer dispensers of knowledge but facilitate learning. -Teachers will increase their use of evidence-based practices (e.g., differentiation) to elicit greater student achievement. -Student experiences will be more meaningful and relevant. Activities will consist of tasks that learners encounter in the "real world". -Teacher-Parent interaction will rise to a new level. Teachers will more clearly describe students' levels of knowledge and skills in comparison to targets. Teachers will offer specific assistance for parents to provide support for student growth. -Teachers will continually develop competencies as they interact in Teacher Based Teams. Teachers' expertise will lend itself to extending greater influence in building/district practices and policies. -Students will no longer be passive receivers of knowledge but take part in learning that will allow them to construct knowledge. They will understand curriculum at higher and deeper levels. -Students will build 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. -Motivation to learn will continue to increase. More students will graduate as college and career ready.

#### E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

Unlock Learning has a high probability of success. The partners are systematically developing and implementing the plan. A culture for change is being established; an evidence-base was used to determine a focus; staff competencies will be built; resources will be secured for full transformation; and, the process will be monitored for efficacy. This reflects the change model recommended by the International Center for Leadership Education. The district 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 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 and its partner (ESC) recognized the "what" for change: classroom practices had to be central to the plan. The DLTs, Building Leadership Teams, and the Gallia-Vinton ESC investigated possibilities for modifying instruction to increase achievement and enable students to acquire 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 higher and deeper levels (Unlock Learning). Active learning is a pedagogy that incorporates various instructional practices. Numerous studies conclude that "active learning elicits greater student achievement" than passive learning (McKeachie, 1986; Latchman, 2000; Benek-Rivera & Matthews, 2004; Saranson & Banbury 2004.) Combining evidence-based practices within the act of engaging students serves to expand the power of the initiative. The buildings will incorporate research-based recommendations into creating the conditions for students utilizing brain-based studies as reported by Eric Jensen. Marzano's Classroom Strategies That Work, Bloom's Taxonomy, Differentiation, and using data to drive instruction will be the biggest resources for designing instruction. The partners determined the "how" of change must be professional development to grow competence and confidence. The partners are arranging PD that will prepare staff, including leaders. Staff competence will also expand via the collaborative works of the Teacher Based Teams. Teachers will implement active learning incrementally. Knowledgeable leaders and partners will support teaching staff. Unlock Learning will become the way of conducting business. And partners will monitor the process. The technology being requested is based on compelling verification. The U.S. Department of Education reports "...studies demonstrate that school improvement programs that employ technology for teaching and learning yield positive results". And four of the five National Educational Technology Goals are aligned to Unlock Learning (U.S. Dept. of Ed.): -All students and teachers 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 content and networked applications will transform teaching and learning. Not least, upgrading school libraries to support the diverse literacy needs of students and to provide adequate print to support the more rigorous Ohio Standards will increase the likelihood of the project's success. Keith Curry, a major researcher on the impact of libraries concluded "the size of a school library has a direct correlation with student achievement" and, the Colorado Study indicates that the size of a school library is a predictor of students' reading achievement.

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

Yes

No

22. If so, how?

The Oak Hill Union Local initiative is 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 has a powerful impact on students' ability for "transferring knowledge to new situations or problem solving, thinking, or motivation for further learning" (McKeachie, 1987). Local teachers will implement active learning within the context of evidence-based practices. For instance, teachers will use the nine strategies identified by Marzano as having a significant impact on achievement (e.g., cooperative learning) to design experiences for students. Teachers are highly aware of diversity and will increase their skills to differentiate experiences to meet students' needs. And, teachers will use brain-based studies to create the conditions for learning (Jensen). Technology will be important to the initiative. Using technology to improve teaching and learning is documented to increase achievement (U.S. Department of Education). And, the technology will give high school students alternate routes for differentiation: on-line learning for credit recovery, AP classes, and college-level credit courses. Not least, the teachers know the skills and knowledge that are necessary for 21st Century success and will purposely design tasks to assist students with developing those skills. Acquiring 21st Century competencies is a major reason for integrating technology into the local plan for learning. Local teachers will study research-based materials in their Teacher Based Team meetings to improve their practices. Unlock Learning incorporates widely-accepted concepts of education into an integrated plan in which the components complement one another. The components are evidence-based and include critical philosophies that can be customized for districts. Unlock Learning can be a model for reproduction. The partnership plan for improving student achievement is replicable. The plan calls for establishing the conditions for change; organizing the professional development for teachers and leaders; providing the resources and materials (including technology and resources to support the curriculum); and, monitoring the process. The plan is not specific to any particular setting and could yield the same results in rural, suburban, or urban schools. The evidence of success behind the practices is relative to any student group. And, with a strong emphasis on differentiation, the plan may be especially effective for students that might be at-risk in a traditional classroom. The Gallia-Vinton ESC and district personnel would be pleased to disseminate any information and share program materials to foster replication of the plan across the state.

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

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 procedures across the K-12 program. Students will be equipped to access information, to judge the value of information, to organize, analyze, and synthesize the information to make it of use. As students go through the system, they will acquire more and more strategies to support their capacity to learn. As teachers present meaningful, relevant tasks for their engagement, students will build a repertoire of skills for approaching learning. Students will, in essence, end up with a case-full of strategic processes to problem-solve and make sense of the world. They will exit school as college-and-career ready. 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 impact of Unlock Learning will also be lasting in that the process will become institutionalized and regardless of funding, Unlock Learning will continue. With well-trained staff and students being motivated to learn, there will no reason to revert to teachers being the keepers of knowledge, dispensing it on an as-needed basis. It is the process of learning, not equipment, not books, and not additional staff, that will drive Unlock Learning. Grant funding will allow the district to bring Unlock Learning to scale with the purchase of technology, materials for libraries, and classroom resources. While the district cannot afford this initial investment on its own, the budget can be reworked to support the relatively reasonable cost of maintenance. Funding can be set-aside annually to support recurring costs (See Oak Hill Union 5-Yr. Forecast). Grantors can be assured that the Unlock Learning process for improving student achievement will thrive for years to come. Lasting impact will also include: -Students will be capable of working in a solo capacity, as partners, and as members of a team. Interpersonal skills' development will soar. -Differentiation of the learning experiences will make access to a rigorous curriculum more equitable for all students including those most at-risk. -Learning experiences will allow students to tap intelligences not often activated in traditional classrooms. -Students will learn at higher and deeper levels as teachers develop tasks that demand higher order thinking. -Students will develop perseverance, task commitment, critical thinking, and creativity as they seek to complete meaningful, real-world learning experiences. -Students that are credit deficient and in danger of not obtaining a diploma will be allowed to recover via online classes. -The district can afford to offer online Advanced Placement classes to match students' needs via online classes if technology is in place. -Students can exit school with multiple college credits via online learning. Student motivation to earn a degree will increase and the burden of tuition can be reduced. -Students will develop a greater connection to school, self-confidence will increase, motivation will climb, and student achievement will improve. And, the district will be increasing its capacity to support students. Teachers and leaders will collaborate as members of the District Leadership Team, as Building Leadership Teams, in Teacher Based Teams, and as partners to increase their competencies. The skills of the group and the competencies of the individuals will expand for lasting impact.

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.

Dr. Denise Shockley, superintendent of the Gallia-Vinton ESC, will lead the Unlock Learning evaluation. Dr. Shockley is well-positioned to direct the effort. She holds an Administrative Specialist License in Educational Research by the Ohio Department of Education. Four building principals will coordinate evaluation for Oak Hill Union Local. The District and Building Leadership Teams will assist with data collection, management, and reporting. The plan for evaluating the Unlock Learning initiative is based on a guidance document provided by the W.K. Kellogg Foundation. The evaluation plan serves two functions: improving the quality of the program (formative) and proving the program is working (summative). The formative evaluation will occur quarterly and will focus upon the fidelity of program implementation. Guiding questions regarding activities, outputs, and short-term outcomes will be posed to be answered with evidence (qualitative and quantitative). The evidence will be reviewed relative to a rubric to determine the degree of progress. A quarterly summary report will be composed and shared with stakeholders. Mid-course corrections will be made by the District and/or Building Leadership Teams if indicated. Corrections will align to research. The summative evaluation will occur annually in June to measure the effectiveness of Unlock Learning. Guiding questions regarding program impact will be posed and answered utilizing evidence (qualitative and quantitative). The evidence will be reviewed in relation to a rubric to determine the degree of effectiveness. A summative report will be composed and shared with stakeholders. The district and buildings will use the summative report in an annual data summit to commit to program direction and goals for the upcoming year. (The formative 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). Note: Oak Hill Union Local 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. Four building principals will coordinate the process within Oak Hill Union Local 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 Oak Hill 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