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Adjusted Allocation 0.00

Remaining -1,545,348.00
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.

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

The Straight A Fund for this proposal include 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 productive 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 administrative, 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 have formed 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.

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
- 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.
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 gains. Greater engagement, increased retention, and a broader range of skills are thereby acquired. The partners will work toward modernizing the traditional classrooms into child-centered, task-based classrooms. Experts will guide the staff in mastering 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 identified by Marzano as being highly-effective, differentiation as described by Tomlinson, and Bloom's taxonomy to organize learning in Teacher Based Teams to enhance student 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 develop 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 colleges. At-risk students will be able to recover credits to graduate on time. Partners expect a reduction in the number of students dropping out of school and in the number of students adjusting their personal impacts. The district and building personnel are well trained staff members. Active learning engages the 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 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 develop in the multiple intelligences. Technology will 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, rubrics, and checklists to assess ITL and BLT's willingness, ability, 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 impacts 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.

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 from implementing from implementation of this project. If applying as a consortium or partnership, please include the five-year forecasts of each school district, community school or STEM school sponsor for review.

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

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.
   None of these services nor the related fringe benefits are necessary for the sustaining of the project. None of these services nor the related fringe benefits are necessary for the sustaining of the project. None of these services nor the related fringe benefits are necessary for the sustaining of the project.
**Implement the active learning within the context of evidence-based practices.** They have 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 training for Formative Instructional Practices, which will be delivered by professional development staff (including local colleagues and external facilitators such as the Resident Educator Work Team), and will observe and practice the Instructional Practices in the classroom setting (providing 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 to facilitate the active learning. The technology and materials are necessary for students 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 additional time for teachers to implement active learning within the context of evidence-based practices. Credit recovery classes, AP classes, and online classes for college courses will need continued investment to ensure high-quality instruction. Materials will be purchased to bring the school library collections and classroom materials an acceptable level to support 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 oversee the project beyond the implementation phase. Thus, personnel and fringe benefits won’t be necessary for maintaining. Travel and indirect costs 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 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.)

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

**Narrative explanation**

The planning of Unlock Learning has occurred. The process began after the several years within the district. The DLTs, BLTs and Teachers have trained to present active learning in a consistent manner utilizing a FIP framework. 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 achieve improvement including fostering teacher ownership, data analysis of student progress for instruction and the implementation of block scheduling, promoting professional development, and communicating high expectations for all students. The strategies indeed raised student achievement over time. Even with the improvement, the school community recognized there is more to do. The districts 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 no room for all schools sought assistance from the Gallia-Vinton ESC to design a program to raise achievement to greater levels. The ESC and district examined the existing program relative to research and determined a direct linkage between direct engagement of students through hands-on activities and student performance. Students and the parents 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 Ohio 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 help with legalities of the district soliciting participation from local businesses in “Innovate!” choosing to have panels of that work to “Innovate!”. Another panelist, said that “Innovate!” and the district should plan to continue the program. 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 Unlock Learning has reached the point of implementation as described in 18b.

**Implement (MM/DD/YYYY):** 02/14/2014

**Narrative explanation**

January 2014 The DLTs 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 team to ensure compatibility of tech. ESC will submit orders. ESC librarians will analyze collections relative to standards and the Delaware Core 15 System to guide orders. Teachers attend eTech Ohio Conference. Teams will present information to all teachers in February. Funds will be utilized in 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 processes and roles, forms for monthly reporting, guiding questions and rubrics, and evidence to be utilized. ESC will meet with the DLTs 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 district will meet to introduce present teachers to the plan for PD. Inquiry-based learning and Construction PD. March also include 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 and proactive processes for improving process has improved also consists of information from other resources including staff 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 Ohio 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 help with legalities of the district soliciting participation from local businesses in “Innovate!” choosing to have panels of that work to “Innovate!” and the district should plan to continue the program. 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 Unlock Learning has reached the point of implementation as described in 18b.

**Summative evaluation (MM/DD/YYYY):** 03/30/2014

**Narrative explanation**

January 2014 Dr. Denise Showker, Gallia-Vinton ESC, the DLTs, and BLTs will coordinate the Summative Evaluation process. Upon receipt of the award, the DLTs will inform the public via a announcement to the local newspapers. The buildings will inform the parents and keep them updated via monthly newsletters. The process and progress will also be a discussion item on the Business Advisory Council meetings. The Gallia-Vinton ESC will create a Summative Evaluation (and Formative Evaluation) 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-Correction corrections will be shared. The Gallia-Vinton ESC will convene with a meeting the District Leadership Team (DLTs and BLTs) to distribute and thoroughly explain the Summative Evaluation process and District Leadership Teams will begin the process of planning and implementation in their building. The process of Summative Evaluation will include the instructors in the information, training, and support needs to effectively complete the district. The DLTs and BLTs will support the 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. Teachers will be scheduled in the classrooms over the next three to four months to gather evidence to inform the formative 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 feedback to the District Leadership Team and Building Leadership Teams. The Building Leadership Teams will submit report #6. June The District Leadership Team and Building Leadership Teams 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 question. The ESC will compile the report electronically and submit to the Ohio Department of Education. The Gallia-Vinton ESC will publish the results on the websites. And, the ESC will submit the report to the local newspapers. August A two-day summer will be held to consider the results of the summative evaluation. The ESC, district personnel, and building personnel will use the results to plan the year for Unlock Learning. The plan for 2014-2015 formative and summative evaluation will be immediately with buildings submitting monthly reports and quarterly reports begin in October to monitor progress.
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.

25. 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.

26. 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 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 surveys, 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