

Section I: Grant Information and Summary

Project Title:	<u>Engaging Students in History Through Common Core</u>
LEA:	<u>Lake Forest School District</u>
Address:	<u>5423 Killens Pond Road</u>
City, State:	<u>Felton, Delaware</u>
Zip:	<u>19943</u>
Contact Name:	<u>Christine daCosta</u>
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Project School:	<u>W. T. Chipman Middle School</u>
Address:	<u>101 W. Center Street</u>
City, State:	<u>Harrington, Delaware</u>
Zip:	<u>19952</u>
Contact Name:	<u>Denise Heald</u>
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Lead Contact Person:	
Email Address:	<u>dhheald@lf.k12.de.us</u>
Phone Number:	<u>302-398-8197</u>
Grant Start Date:	Approximately August 15, 2013
Grant End Date:	June 30, 2014
Amount Requested:	<u>\$17,714.43</u>

Briefly describe the scope, targeted population and intended impact of the project.

The purpose of this grant request is to implement a classroom project titled, *Engaging Students in History through the Common Core*. The purpose of the project is to provide students with opportunities to read and analyze primary and secondary source materials so as to engage them in the study of United States history through the eyes of the people who actually lived it and witnessed it. Students will first read for content to gain background knowledge, read and analyze historical sources, and then apply their knowledge in writing their own 'personal story' in the context of our history. The idea for the project is guided, in part, by a book titled, *Eyewitness to the Past, Strategies for Teaching American History in Grades 5-12*, written by Joan Brodsky Schur, Stenhouse Publishers, 2007.

By using the framework of the Common Core Literacy Standards for History, students will be reading diaries, letters, and other documents, as well as analyzing drawings, paintings, sketches and pictures, to better understand the creation and growth of the United States through the eyes of the people that experienced it. Students will then apply their newly gained knowledge and develop their own *persona*, or character. Using their developed characters, they will write journals, letters, travelogues and newspapers in the historical context of the time periods – beginning with early Colonial America and proceeding through our history to the Reconstruction era. These writing assignments will provide opportunities for differentiation in the classroom, provide for individual creativity and collaboration, as well as enable students to live our history.

Initially, the project will be a pilot program targeting half the students in the 8th grade social studies class SY2013-2014 (Mrs. Heald's classes), however, another class may experiment with some of the teaching strategies as the pilot progresses. The initial piloting group encompasses three classes of regular education students and three inclusion classes, approximately 120-140 students in two different semester-type marking periods.

The overall intended impact of the project is to increase a deeper knowledge of history, to promote critical thinking, and to improve reading comprehension in social studies and other core subjects. To accomplish this goal, we will be: 1) engaging students in history rather than *lecture* students in history; 2) encouraging students to be excited in learning about their past and the people that experienced it rather than reading a 'textbook' history; and 3) to improve students' skills and understanding through historical research and historical analysis.

Section II: Needs Assessment

The target population will include a pilot group of 8th Grade students in Mrs. Heald's social studies class. The classes consist of heterogeneous regular education students, as well as heterogeneously-placed regular education students and special education students in an inclusion setting. These classes are grouped as follows: three periods of regular education students (a few with 504's) during Marking Periods 1 and 3, and three groups of students consisting of regular education students, a few with 504's, and several students with IEP's during Marking Periods 2 and 4. Mrs. Heald will be the only teacher in the classroom Marking Periods 1 and 3; Mrs. Alloway, the designated Special Education teacher, will join the classes Marking Periods 2 and 4. The total number of students will be approximately 120-140. The breakdown of W. T. Chipman student demographics is as follows:

School Demographics			
Fall Enrollment			
	2011-12	2012-13	
Grade 6	321	351	
Grade 7	314	334	
Grade 8	319	293	
Total	954	978	
Info Details			
Enrollment by Race/Ethnicity			
	2011-12	2012-13	
African American	21.7%	20.4%	
American Indian	0.5%	0.3%	
Asian	0.6%	0.5%	
Hawaiian	0.3%	0.3%	
Hispanic/Latino	4.8%	5.8%	
White	68.3%	67.3%	
Multi-Racial	3.7%	5.3%	
Info Details			
Other Student Characteristics			
	2011-12	2012-13	
English Language Learner	0.3%	0.4%	
Low Income	55.9%	55.9%	
Special Education	13.1%	14.8%	
Enrolled for Full Year	100.0%	N/A	
Info Details			

Data Source: <http://profiles.doe.k12.de.us/SchoolProfiles/School/Default.aspx?checkSchool=664&districtCode=15>

Based on data collected from the DCAS Social Studies test and pre- and post-tests, scores indicate low success rates in history. Although the Delaware Recommended Curriculum (DRC) units are utilized based on the social studies schedule in our building, overall scores do not reflect achieved depth of knowledge in history.

Examining DCAS social studies scores for the school year 2012-2013 incoming 8th Graders, the Reporting Category for history and geography received the lowest scores. As reflected by the scores in the graphic below, history and geography were the two areas at the lowest of the spectrum.

When analyzing individual scores of students that scored lowest in these two categories: 28% of students scored lowest in history, and 39% of students scored lowest in geography. The goal of this project is to deepen students' knowledge of U.S. history, however, geography (through the use of travelogues for Westward Expansion) will also be addressed – both of which are important skill areas needed to enter high school. The data shown at right are the scores as reported from the DOE:

Aggregated Scale Score and Performance Levels for Grade 7 Social Studies Reporting Categories for Students in Chipman (W.T.) Middle School

DCAS: Spring 2012-2013

Breakdown By: **ALL** ▼ Comparison: **ON**

Name	Student Count	Reporting Category	Average Scale Score
Delaware	9600	Social Studies	415 ±0
		Civics	433 ±1
		Economics	416 ±1
		Geography	405 ±1
		History	412 ±1
Lake Forest School District (15)	312	Social Studies	427 ±3
		Civics	442 ±3
		Economics	437 ±3
		Geography	415 ±3
		History	425 ±3
Chipman (W.T.) Middle School (994)	312	Social Studies	427 ±3
		Civics	442 ±3
		Economics	437 ±3
		Geography	415 ±3
		History	425 ±3

Data Source: <https://de.reports.airast.org/Default.aspx?page=4&sd=wicV8ek%2fZ%2fs%3d>

Section II: Needs Assessment

Pre- and post-test data was also examined to determine the needs of the students. The pre- and post-test used for 8th Grade students was the DOE Measurement B tests for Component V, DPAS Teacher Evaluation. The pre-assessment was administered at the beginning of Marking Period 1 (first group of students), and at the beginning of Marking Period 2 (inclusion student group). Subsequently, the post-test was administered at the end of each group's second marking period. Utilizing a 50% passing benchmark, the data below shows significant weaknesses for both the pre- and post-test:

Overall Growth:

Total number of students taking Pre-Test:	103
No. of students w/ scores below 50% PRE-Test:	74
Percentage below 50%, Pre-Test:	72%
Total number of students taking POST-Test:	103
No. of students w/ scores below 50% POST-Test:	48
Percentage above 50% POST-Test:	53%
Percentage below 50%, POST-Test:	47%

Though the above-mentioned data benchmark is 50% passing, the assessments have also been analyzed for *individual* student growth. This information is reflected below. Sixty-one percent of students increased their post-test scores by 10 percentage points or more; in the evaluated targeted group, some students realized significant increases in their post-test.

Individual Growth – POST-Test:

No. of students >10 percentage pts increase:	63
No. of students whose scores decreased:	40
Percentage of students >10 percentage pts:	61%

This data is obtained through the use of eInstruction, CPS Remote Clickers: <http://www.einstruction.com/srs-overview>, and available for review if needed.

Based on the above data, the need to improve student social studies comprehension and critical thinking skills (depth of knowledge) is clearly shown. Though there was notable individual student growth, 61% of students increased their POST-test scores by 10-percentage points or more, there is considerable room for improvement and the need to reach more students. The information displayed in the first data set, above, shows 47% of students are still not mastering 50% of the post-test.

This project addresses the need to improve student comprehension and depth of historical knowledge by: 1) engaging students in history rather than *lecture* students in history through the use of primary source documents; 2) encouraging students to be excited in learning about their past and the people that experienced it rather than reading a 'textbook' history; and 3) to improve students' skills and understanding through historical research and historical analysis of the sources and events that shape our lives.

A major resource gap that exists for this project includes the availability of sources and historical documents. The classroom where the project will take place, Mrs. Heald's room, has approximately 38 U.S. history textbooks, 35 atlases, and no computers. In order to best utilize the primary sources and historical documents available through various websites for the project (a few examples are listed below) a classroom mobile lab would be ideal. The mobile lab is the most significant start-up cost as indicated and detailed in Section VII: Budget Justification. This resource gap exists due to the sporadic availability of mobile labs in the school building. The Language Arts classes all have access to mobile labs on a regular basis to utilize the Archive 3000 reading program. Other mobile labs in the building are primarily used for Star Math and for DCAS testing in both Math and Language Arts classes for all grade levels throughout the school year, making usage by other content areas virtually impossible. The source for this information was obtained through a conversation with the assistance principal, Mr. DeHart.

Section II: Needs Assessment

Sample Websites:

- The Avalon Project: http://avalon.law.yale.edu/subject_menus/18th.asp
 - Yale Law School website featuring accurately transcribed historical documents.
- Our Documents Project: <http://www.ourdocuments.gov/>
 - This initiative is a cooperative effort among National History Day, The National Archives and Records Administration, and USA Freedom Corps.
- Massachusetts Historical Society: <https://www.masshist.org/digitaladams/aea/index.html>
 - This electronic archive presents images of manuscripts and digital transcriptions from the Adams Family Papers, one of the most important collections of the Massachusetts Historical Society.
- Library of Congress: <http://www.loc.gov/teachers/classroommaterials/lessons/tinker/preparation.html>
 - Sample of historical primary sources available through the Library of Congress.
- Eyewitness to History: <http://www.eyewitnesstohistory.com/pfwashingtondelaware.htm>
 - Sample of an account of Washington's Delaware River crossing: Bostwick's account appears in Commager, Henry Steele and Robert B. Morris, *The Spirit of 'Seventy Six* (1958); Fischer, David Hackett, *Washington's Crossing* (2004). Citation: "Washington Crosses the Delaware, 1776, "EyeWitness to History, www.eyewitnesstohistory.com (2004).

The identified needs of improving student comprehension and historical understanding can be achieved through more reading and more exposure to the documents that reveal our historic past. By providing students with the opportunities to read and analyze primary and secondary source materials – either as chosen by the teacher or researched on their own – will engage them in the study of United States history through the eyes of the people who actually lived it and witnessed it. We will be acquiring some background knowledge from textbooks in order to gain content fundamentals and to address the use of text elements in informational materials, but the significant learning will occur through reading and analyzing historical materials and then applying that knowledge to writing in various genres to fully understand the content in the context of everyday life and the broader picture of our history.

Section III: Grant Project Plan

The overarching goals of the project are to improve student achievement in historical analysis and thinking through the use of primary and secondary sources. In analyzing documents using common core literacy skills – cause and effect, compare and contrast, the use of characters through writing – students will understand the use of documents, sources, credibility, and perspective in more depth when studying our past. These goals of achievement will be met by engaging students in a deeper understanding of the primary and secondary sources that contribute to our history. By promoting student engagement through reading individuals' eyewitness accounts of history and learning history from those who experienced it, the goal of improving comprehension and historical understanding will be met for both high achievers and underachievers.

In the past, students have learned history through reading textbooks and other materials that *report* our history. Students primarily read informational text, complete a graphic organizer or outline the main ideas and details – never having *experienced* the history. The goal of this project entails engaging students in the reading of actual diaries, letters, and journals, from everyday people on a more regular basis with the constant availability and access to Internet sources, not just of well-known “famous” individuals chosen by publishers and printed in textbooks. For example, to learn about the American Revolution, students will read portions of diaries written by the soldiers that were actually fighting in the war (two magnificent sources are Jeremiah Greenman and Joseph Plumb Martin; just the tip of the iceberg). Students will then have a deeper understanding of the soldiers' experiences, food, conditions, marching, etc. They will be better able to apply their knowledge through their own diaries, journals, or newspaper accounts.

The project, *Engaging Students in History through the Common Core*, will be a pilot to implement the common core standards as adopted by the state of Delaware. By providing students with multiple opportunities to read, analyze and transfer their knowledge of history through their journal writing, travelogue writing, etc., the desired outcome of historical engagement and excitement to read about the past will foster and encourage students to want to learn and read even more, and engage in more research and analysis, which will impact their reading comprehension of all types of source material as stated through the common core.

Initially, students will learn *how* to read primary source documents. Then, each student will be assigned a colony to research and develop their character around the historical context of that colony, as they are migrating from Europe. They will be writing diaries of their journeys to the colony, and developing their character as the colonies develop, through the use of trades and historical events such as the Proclamation of 1763 and the Stamp Act of 1765; then chronologically continuing to the Road to Revolution unit until the Reconstruction era. By doing so, students will be utilizing the Common Core Standards for Literacy in History/Social Studies. They will be required to identify author's point of view or purpose, identify central ideas from the various sources, analyze the relationship between primary sources and secondary sources on the same topic, and include evidence to support their own writings – all common core objectives. These standards can best be assessed by utilizing the rubrics throughout the book, *Eyewitness to the Past: Strategies for Teaching American History in Grades 5-12*, as cited above, and presented in more detail below. Also, assessment of historical skills will be used to measure the desired outcomes, as outlined by Stanford University's website, *Beyond the Bubble*, <https://beyondthebubble.stanford.edu/assessments>, also presented in more detail below; recommended by Delaware Department of Education.

By using the Common Core Standards for Literacy in History/Social Studies as a framework for analyzing source material, students will be expected to demonstrate an understanding of various historical events by following designated assignments when writing their diaries, journals, etc., throughout the year. For example, the following assignment, as included in the *Eyewitness to the Past: Strategies for Teaching American History in Grades 5-12* book, Page 41, addresses the CCSS.ELA-Literacy.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

Assignment 2: 1765-1766 - The Stamp Act of 1765

- Do you accept the Stamp Act as a legitimate use of Britain's rule over its citizens? Why or why not? [Use textual evidence to support your analysis.]
- If you are a Rebel, what have you done to oppose the Stamp Act? Will you purchase the stamps? What protests have you witnessed in your colony? How violent do you believe the colonists should be in their protests? [Use textual evidence to support your analysis.]
- If you are a Loyalist, what acts of protest have you witnessed against the Stamp Act? What distresses you most about seeing British law ignored and lawless citizens taking to the streets? What do you see as a solution? [Use textual evidence to support your analysis.]

The following rubric, reproduced from Page 51 in the book *Eyewitness to the Past: Strategies for Teaching American History in Grades 5-12*, cited above, will be used to assess student work for this particular diary writing assignment:

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Topic	Criteria	Mark from 1-5
Writing: Technical	Spelling, grammar, punctuation, syntax, proofreading.	
Writing, Artistic	Do you write in the first-person, present tense? Do you provide vivid and accurate factual details? Do you provide sensory descriptions (sights, sounds, smells)? Is the vocabulary rich, varied, and appropriate to the time period?	
Historical Content: Events	Do you incorporate historical events into your narrative, as per instructions? Do you include facts and relevant detail? Do you provide an ongoing rationale for your viewpoint about these events?	
Historical Content: Lifestyle:	Do you write about your livelihood & home life with historical accuracy for the time period? Does your narrative evolve in a credible manner?	
Artwork: Cover and Inserts (including news clip, cartoon, or sketch)	Does your cover reveal effort? Does it reflect historical accuracy? Is it artistically pleasing? Do your inserts reflect appropriate content? Do they reflect effort?	
Class Discussion	Did you contribute regularly to class discussion? Did you effectively represent your side's viewpoint of the conflict or issue?	
Overall Comment		

The Stanford University website, *Beyond the Bubble*, will measure student historical analysis and critical thinking skills. These skills are as follows: sourcing [documents], contextualization of historical events, corroboration of content, use of evidence and background knowledge. Shown below is an example of one of the assessments that will be utilized during the American Revolution unit:

Historical Content: The Revolutionary War and Early America

Historical Skills: Sourcing

Common Core: #1 (Gr. 6-12), #6 (Gr. 6-8), #7 (Gr. 6-8)

Assessment: Directions: Use the image to answer the question below.

Source: This lithograph, titled “Washington crossing the Delaware: on the evening of December 25th, 1776, previous to The Battle of Trenton,” was created in 1876 by John. B. Cameron

Question: The image, “Washington crossing the Delaware,” is a useful resource for historians who wish to understand what happened during the Battle of Trenton of 1776.
Do you agree or disagree? Briefly support your answer.

About the Assessment:

Like *The First Thanksgiving*, this assessment measures student’s ability to source a document. When historians interpret a document, they first look to find out who wrote it and when. This information presents important clues about whether the source provides reliable evidence about the past. This assessment gauges whether students understand an important aspect of sourcing: the time elapsed between when a document was produced and the event that it depicts.

Students who understand the importance of when a document was produced will see that this painting is of little use to historians who wish to understand the Battle of Trenton because it was produced 100 years after the event.



Data source: <https://beyondthebubble.stanford.edu/assessments/washington-crosses-delaware/rubric>

The Stanford University’s rubric used to measure the above-mentioned assessment is as follows:

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Stanford University, <i>Beyond the Bubble</i>	
Level	Description
Proficient	Student explains why the time gap limits the reliability of the source as evidence of what happened at the Battle of Trenton.
Emergent	<p>Student evaluates reliability of source, but does not fully understand the problems caused by the gap in time.</p> <ul style="list-style-type: none"> • Possible responses: “Partial recognition” – student recognizes some aspect of the time gap, but does not fully explain why the gap in time is problematic. For example, the student might mention that the painting is not a “primary” source, but does not explain why this limits the usefulness of the source. • Possible response: “Consideration of representativeness” – student discounts the source because a historian would need more than just this one source to determine what happened at the Battle of Trenton. This answer is laudable in that it recognizes the need to corroborate historical sources, but this answer does not directly evaluate the usefulness of this particular source. • Possible response: “Perspective of artist” – student evaluates the usefulness of the source based on the perspective or biases of the artist. This response shows a sophisticated disposition toward historical sources; historians often consider the perspective of the artist when sourcing a painting. But little is known about the creator of this painting, and an evaluation based on the perspective of the artist would be largely guesswork. • Possible response: “Type of source” – student evaluates usefulness based on the type of source. For example, a student might reject the source because he or she believes that paintings are not reliable sources of information.
Basic	<p>Student does not recognize the gap in time and instead takes the painting at face value or provides an irrelevant response. Possible misconceptions:</p> <ul style="list-style-type: none"> • “Goodness of fit” – student evaluates the usefulness of the source based on how well it matches his or her historical understanding of the event. • “Clarity of source” – student evaluates the usefulness of the source based on its aesthetic qualities.

To begin the year, we will be experiencing what people had to endure in order to even write information down. An example of a planned activity to activate student interest in the project will be to make ink and prepare quill pens to experience what it was like to write during the 1700s and 1800s – before disposable pens and mechanical pencils! Some minimal costs specified in the project budget include the necessary materials to produce ink: blackberries, strainers for the blackberries, vinegar and salt; other materials include the purchase of turkey quill feathers for students to make quill pens and practice the writing with their own ink.

The activities described above begin in September and the project will continue throughout the year, progressing within the scope of the curriculum timelines already established by the Social Studies Department and DOE sequence of content, a rough outline of which is provided here:

8 th Grade Social Studies Curriculum (Rough Outline)	
Unit Topic	Main Concepts
Early Colonies (Approx. 2 weeks)	Analyze Change Over Time; Early Colonies and Settlements; Role of Money & Banking
Road to Revolution (Approx. 2 weeks)	Historical Perspective; Credible Sources; Historical Interpretations; Drawing Historical Conclusions
American Revolution (Approx. 3 weeks)	Historical Perspectives; Historical Interpretations; Changes in Supply & Demand; Government Taxation
American State Papers (Approx. 1-1/2 weeks)	Principles of American Government; Federalism
Westward Expansion (Approx. 1 week)	Analyze Change Over Time; Cause & Effect of Historical Events

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Industrial Revolution (Approx. 2 weeks)	Changes in Technology/Costs; Changes in Price for Goods/ Services; Supply & Demand
A Changing Nation (Approx. 2 weeks)	Historical Perspective & Point of View
Civil War and Reconstruction (Approx. 3 weeks)	Analyze Change Over Time; Cause & Effect, Compare/ Contrast; Changes in Supply & Demand

As our history content proceeds throughout the school year, students will be taking sides during the American Revolution, perhaps writing about moving west or using new inventions during the Industrial Revolution – or students may decide their characters will be working in mill factories of the early 1800s. Each student will be assigned a colony and their character will maintain that colony/state connection throughout the year. As the nation progresses towards Civil War, students will be fighting for and siding with the North or the South – proslavery or abolitionist, and writing letters to each other reflecting their viewpoints and historical content. On-going assessments of the activities – utilizing the rubrics provided in the book, *Eyewitness to the Past: Strategies for Teaching American History for Grades 5-12* – will measure student core content and writing, as well as common core skills using evidence, cause and effect, central ideas, etc.

Mrs. Heald will not require any professional development at this time for implementation of the project. At no cost to Lake Forest School District (and not contained in this grant), Mrs. Heald completed professional development for clock hours June 25-27, 2013, held in the Old State House and the John Dickenson Plantation. These workshops included skills such as reading primary source documents and their use in the classroom, using documents as a teaching strategy to answer historical questions and the use of primary sources to understand the people of our past. Also, Mrs. Heald has done considerable research in public record offices, archives, historical societies and on the Internet for the purpose of searching histories of people and their homes as well as for the purpose of genealogy or classroom use. In addition, Mrs. Heald is the current webmaster for W. T. Chipman, holds a Master's in Instructional Technology, and acted as AV/technology contact for teachers in the past. With these skills, Mrs. Heald will be able to maintain and troubleshoot minor issues in the classroom that may arise with the mobile lab.

Section IV: Description of Advisory Committee Involvement

The individuals involved in this project include the following:

- Mr. Douglas Brown, Principal, W. T. Chipman Middle School
- Mrs. Michelle Martel, Assistant Principal, W. T. Chipman Middle School
- Mrs. Denise Heald, 8th Grade Social Studies Teacher, Social Studies Department Chair, Instructional Team Leader, W. T. Chipman Middle School; Teacher that will be piloting the project.
- Mrs. Penny Alloway, 7th/8th Grade Social Studies Special Education Teacher, W. T. Chipman Middle School; inclusion teacher who will be piloting the project for half the year within inclusion classrooms.

Section V: Description of Local Education Agency Supports

The Local Education Agency will be supporting this project primarily in regards to support of funds from the grant and support with the mobile lab unit. Ms. Christine daCosta, as listed in Section I: Grant Information and Summary, will be the contact person for distribution of funds.

The technology department of the Central Business Office will be available for any problems experienced with the laptops, cart or printing capabilities. Mr. Ron Usilton, Technology Department, Lake Forest School District, who provided the grant mobile lab budget information, will manage the laptops, prepare the laptops for student use and install whatever programs would be needed (already available through the LEA). He will also be available for troubleshooting or problems associated with programs on the computers.

Section VI: Evaluation Methods

The goals to improve student achievement in the analysis and critical thinking of historical events through the use of primary and secondary sources, as noted in Section II: Needs Assessment, will be realized through measurable objectives as defined in the book, *Eyewitness to the Past: Strategies for Teaching American History in Grades 5-12*, cited above, and in conjunction with the historical skills as included in the *Beyond the Bubble* website. These resources will be used as a guide throughout the course/school year for assignment details and guidance, rubrics, framework for lessons and strategies, and assessment. Several rubrics similar to the examples shown above in Section II: Grant Project Plan, are provided throughout the book, *Eyewitness to the Past: Strategies for Teaching American History for Grades 5-12*, to assess student assignments. Also, the book provides guidance in a variety of genre: newspapers, diaries, letters, etc. to move the students to more skills and historical analysis required throughout the common core standards for both Language Arts and history/social studies. Also, the *Beyond the Bubble* website will be utilized for on-going formative measurements throughout the school year for student growth.

Utilizing the above-mentioned assessments to measure the goals/objectives of the project will provide a basis for the effectiveness of these strategies. The primary focus of measure will be increased scores as the year progresses in students' skills and writing, and their use of evidence to support their responses. Growth will be measured by the benchmarks that will be established at the beginning of the year of the first one or two *Beyond the Bubble* assessments. Throughout the project and by the end of each student's second marking period, the desired outcome based on these measurements would be that students will improve their scores to at least 25 points of the 35 or better on content, diary-writing, and other writing assignments according to the sample assessment shown above from *Eyewitness to the Past: Strategies for Teaching American History in Grades 5-12*. Likewise, utilizing the assessments from the Stanford University *Beyond the Bubble* assessments, a majority of students' writing will score proficient by the end of the two marking periods.

The pre- and post-tests will continue to be administered to analyze student growth overall year-to-year. The target will focus on more students scoring above 50% on the post-test and an increase in the number of students' realizing growth >10%. Post-test data presented in Section II: Needs Assessment reflects 47% of students that did not attain a score of 50% or better. The target for the upcoming school year will be to reach 60% of students scoring above 50% on post-tests. Also, in regards to individual student growth, the target will be 70% of students realizing growth >10 percentage points.

Data will be gathered, analyzed, and compiled into reports to be maintained throughout the school year to monitor the teaching strategies' effectiveness and to drive needs-based instruction. The same information will also be readily available for eventual inclusion into a mid-year report for January 2014, and an Evaluation Report prior to August 30, 2014. However, pre- and post-test data will not be available until the end-year report.

To ensure student accountability, students will keep track of their progress and maintain a portfolio-type folder in the classroom. These activities, writing assignments and graded work will be displayed in their portfolio. Part of the plan is for students to invite the school administration team and teachers from previous grade levels to come and peruse student work on display. By engaging students in presenting their work, we are providing for more authentic assignments and opportunities for students to address the following common core standards:

- CCSS.ELA-Literacy.SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- CCSS.ELA-Literacy.SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

To share the possible successes of the project, a PowerPoint would be created to provide information on the outcome of the initiative to other LEAs and schools. The presentation would include an outline of the project, ways of getting started, the process of developing students' skills in the use of historical materials, and samples of various lessons incorporating the common core standards. Data from assessment reports would depict the success of the project that would be included in any presentation to other teachers or schools as well. Mrs. Heald is a member of the Vision instructional leadership team at W. T. Chipman, and has participated in several preparations and presentations to other Vision schools, including a recent presentation (one of two presenters) to 'Focus on Results' participants in Boston, Massachusetts, that included teachers, principals and superintendents from different parts of the country, including some participants from as far away as Vancouver, Canada.

Section VII: Budget and Justification

Budget Items:

1. Salaries/Employee Costs, including OEC's

There are no salaries/employee costs or OEC's associated with this project.

2. Contracted Services

There are no contracted services associated with this project.

3. Travel

There are no travel costs associated with this project. The only costs for travel would include mileage for the teachers to travel to DOE, other LEAs or schools for presentations, etc. (from their home), if requested to provide project information, to be reimbursed at the State rate of 40 cents per mile. This travel is not anticipated and, therefore, not included in the budget at this time.

4. Supplies and Materials

Ink-making:

- Frozen blackberries (to be obtained from local grocery store)	\$ 40.41
Harris Teeter, 16 oz. bags, approx. 2 cups ea.; 18 cups needed, \$4.49/per bag	
- Heinz Vinegar, 169 oz. (to be obtained from local grocery store)	3.39
- Morton Table Salt, 3 lbs. (to be obtained from local grocery store)	2.29
- Strainers and bowls (obtained from Dollar Tree)	8.00
- Strainers to extract more liquid (obtained from Walmart)	5.94
- Paper Cups for prepared ink (obtained from Dollar Tree)	3.00
- Storage Bin for Quill Pens (obtained from Dollar Tree)	1.00

Quill Pens:

- Turkey feathers (to be obtained from www.rainbowfeathers.com)	\$ 50.00
1 pound of feathers, approximately 250 feathers (or www.smileyme.com)	
- Generic student scissors to shape and cut quills to be obtained from Staples.com; Westcott® 8" All Purpose Value Scissors, Bent-Handle, 3/pack; Item #229690, Model 13012/13403 – 3 packs @ \$11.49/ea. Pack	34.47

Shipping: Miscellaneous shipping for products listed above 10% of costs (feathers/scissors) 8.44

Printer cartridge: HP inkjet (cost is approx., school gets discounts when ordered from) \$ 65.00
Staples; included to print students assignments, rubrics, or other related items.

These expenses are needed to expose students to an aspect of early Colonial America and people living in the 18th and 19th Centuries prominent in this project – writing before the modern pen was invented. To activate students' thinking and engagement, the planned activity is to involve students in making ink, preparing the quill pens, and practicing writing similar to how it was accomplished in the past. This activity will also serve as a way to introduce the writing project to the classes. Students will understand and experience the differences of writing journals, letters, travelogues, etc., as compared to today. They will come to appreciate the *easy* way of writing with pens and pencils. This is an opportunity for hands-on experiences so students gain an understanding of the significant amount of time needed to even write a diary or a letter long ago. As a comparison of past to present, the activity itself addresses the concept of change of over time – a state of Delaware history standard.

Students will also be creating journals, decorating the covers, and including pictures or sketches as the project moves along as a way to allow for individual creativity. However, there are no costs associated with this aspect of the project. I have some faded construction paper that will seem old and antique and give the feel of the past. Plain paper, already in the classroom, will act as the journal pagers. If students want special ribbon, string, etc., to assemble their works, they will use materials for their own home. Standard string is already in the classroom and will be used for a majority of the students.

Section VII: Budget and Justification

5. Capital Outlay

Computer laptops: 32 small laptops as a part of a mobile lab, \$489.00/each \$15,648.00

Vostro 2420 Laptop: Windows 7 Home Premium, 64 bit, English; Intel® Celeron™ Processor 1000M (2M Cache, 1.8Ghz); 2 GB Shared Single Channel DDR3 Memory; Dell Chiclet Keyboard w/ Multi-touch Touchpad; 14.0" High Definition (720p) LED with Anti-Glare™; Intel® HD Graphics/HD Graphics 3000; Dell SRV Software 1703-1704; 320GB 5400 RPM SATA Hard Drive; London Slate Gray; Integrated 10/100/1000 Network Card; Adobe® Reader X; 8X CD/DVD Burner (Dual Layer DVD+/-R Drive); Wireless 802. 11b/g/n, Bluetooth v4.0+LE; Power cord, 125V, 1M, US; Documentation, US; No Microsoft® Office, Antivirus/Security Suite (Pre-install) Trend Micro Titanium, 15 Month, MUI; Additional Software; Lithium Ion Battery (6-Cell); 3-Year Basic Limited Warranty and 3 Year NBD Onsite Service; Onsite Install Declined; Datasafe 2.0 Online Backup 2 GB for 1 Year; FGA Module CAR14MLK1401_021/BTO/C1

Computer laptop cart: 36 Computer Intelligent Netbook Cart \$ 1,844.49
Manufacturer Part #NETBOOK36-CT
Dell Part #A4558238

The major capital outlay of a mobile lab is a necessary component of the project. To enable students to research, analyze and critically think about sources, there must be access to a variety of primary and secondary source materials. This can really only be achieved through access to digital sources on the Internet. Digital sources, as listed in the very small example provided in Section II: Needs Assessment, are becoming more and more readily available as historical societies, local libraries, local government archives (such as the Delaware Public Archives), and history research centers are using digital technology to store their massive amounts of documents, family history and records, and historical content. The wealth of information on the Internet in terms of primary sources, secondary sources, and local histories, is phenomenal. The availability of these resources would afford students a tremendous array of information for comparing and contrasting, analyzing, sharing and collaborating, and lest we forget – opportunities for reading.

The classroom where the project will take place, Mrs. Heald's room, has approximately 38 U.S. history textbooks, 35 atlases, and no computers. A mobile lab is currently not available for use due to the sporadic availability of mobile labs in the school building. The Language Arts classes all have access to mobile labs on a regular basis to utilize the Archive 3000 reading program. Other mobile labs in the building are primarily used for Star Math and for DCAS testing in both Math and Language Arts classes for all grade levels throughout the school year, making usage by other content areas virtually impossible. Without numerous resources, the project will not be fully realized. It is important, according to the book, *Eyewitness to the Past: Strategies for Teaching American History Grades 5-12*, students must read diaries, travelogues, letters, newspapers, and much more, from our past in order to begin to adopt the skills and knowledge of how and what to write in their own assignments. Some examples are provided in this book, however, many more would be needed. As an avid reader of diaries and primary sources from the 18th and 19th Century to read let alone buy to use in the classroom. However, more and more small local historical societies and public archives are making these types of writings available for all.

Section VIII: Budget Summary

Delaware Department Of Education Administrative Services Branch Budget Summary Report Of State Funds					Business Mgr. initials when submitted as an Application Budget: -		
Grant Award <u>Application Budget Summary</u>							
Agency:					W. T. Chipman Middle School Lake Forest School District		
Project Title:					Engaging Students in History Through the Common Core		
Grant Number:					_____		
Fund & Line:					_____		
Project Budget Period:					_____		
Beginning:					August 15, 2013		
Ending:					June 30, 2014		
Expenditure Accounts		Expense Classification					
Classification	Acct No	Salaries/ Employee Costs	Contracted Services	Travel	Supplies And Materials	Capital Outlay	Total Budget
1	2	3	4	5	6	7	8
Administration	100	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		0
Instruction	200	0.00	0.00	0.00	221.94		\$ 221.94
Attendance Services	300	0.00	0.00	0.00	0.00		0
Health Services	400	0.00	0.00	0.00	0.00		0
Pupil Transportation Services	500	0.00	0.00	0.00	0.00		0
Operation Of Plant	600	0.00	0.00	0.00	0.00		0
Maintenance of Plant	700	0.00	0.00	0.00	0.00		0
Fixed Charges	800	0.00	0.00	0.00	0.00		0
Food Services	900	0.00	0.00	0.00	0.00		0
Student Body Activities	1000	0.00	0.00	0.00	0.00		0
Community Service	1100	0.00	0.00	0.00	0.00		0
Capital Outlay	1200	0.00	0.00	0.00	0.00	\$ 17,492.49	\$17,714.43
Total Budget		0	0	0	\$ 221.94	\$ 17,492.49	\$17,714.43
Person Completing Report:					Denise H. Heald		
Date:					July 23, 2013		

Section IX: Grant Sustainability

This project is sustainable, in and of itself, due to the nature of the goals and objectives embedded in the assignments and the focus of the curriculum. As a school within a district on the cutting edge of education, implementing the Common Core State Standards is an expectation across the board. Therefore, the needs, the overarching goals, and the measureable objectives, as described in Section II: Needs Assessment and Section III: Grant Project Plan, are all components of a history class integrating Language Arts reading skills to enhance social studies skills – as well as the Common Core State Standards – which students must acquire regardless of the project.

With the on-going costs of this project at a minimum, continuing beyond the first year's implementation is affordable and can easily be maintained with most annual classroom budgets. After the grant funds are exhausted, the miscellaneous materials costs of \$221.94 is the only remaining amount needed in order to purchase the unit opener materials. These costs could be covered within the classroom budget, small enough to submit through the district curriculum budget, or any other local agency grants that may be available.

The principal capital outlay of the mobile lab is a one-time, start-up cost, and will not impact the continuity from year-to-year. Once this purchase is made, there are few costs associated with maintaining the units. In years past, Mrs. Heald has been entrusted with monitoring grade level mobile labs, and instituted a practice of student accountability to protect and maintain units. This practice will be continued so as to ensure the laptops are properly cared for to extend the life of the technology. Mini-lessons will be used to teach the students the proper care of laptops and the expectations of student behavior when using the laptops. Also, students will be assigned numbered laptops in each of the classes, ensuring personal responsibility of each unit.

All the students in Mrs. Heald's classes will be continuing with the project from year-to-year, approximately 120-140 students each year. The curriculum will remain the same and the expectations to address the standards will not change. The only changes in the foreseeable future would be minor tweaking throughout the project to address the strengths and weaknesses identified by the on-going assessments and the pre- and post-testing each school year. As chair of the social studies department, the teaching strategies and activities – as well as the implementation of the Common Core State Standards – will be shared on a regular basis with the teachers within the department.

Section X: Assurances and Certifications of Compliance

The Applicant assures that:

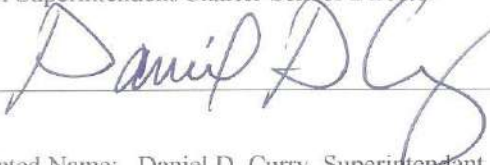
- ☐ 1. The project or services will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- ☐ 2. The LEA will administer those funds and property to the extent required by the Delaware Department of Education. Grantee will retain records of its financial transactions (including receipts), accounts, project operation, and evaluation relating to this grant for a period consistent with the State's retention record. The grantee will make such records (including receipts) available for inspection and audit by authorized representatives of DDOE, or Auditor of Accounts, or Auditor of Accounts official designee.
- ☐ 3. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, funds paid to the grantee.
- ☐ 4. The project and services will take place in a safe and easily accessible facility.
- ☐ 5. The project and services provided under this subgrant will be operated so as not to discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, disability, age, or genetic information.
- ☐ 6. Projects and services funded in total or in part through this grant will operate in compliance with current state laws and regulations.
- ☐ 7. All project and services staff who work with children will have undergone the requirements outlined in the Delaware Criminal Background Check for Public Schools Related Employment and Office of Child Care Licensing Regulations.
- ☐ 8. Grantee will receive prior written approval from the DDOE program manager before implementing any programmatic changes with respect to the purpose for which the grant was awarded. Amendment requests will be made using DDOE amendment forms submitted to the DDOE Coordinator for approval.
- ☐ 9. If budgeted expenditures within any reporting category of approved grant change by 5% or \$1,000, or if expenditures of \$1,000 or more are made within a reporting category for which no expenditures were budgeted, the subgrantee must submit an amendment for approval that briefly explains the reasons for the change(s).
- ☐ 10. Grantee will repay any funds that have been finally determined through the state audit process to have been misspent, unspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may be subsequently be imposed by the state.
- ☐ 11. The grantee will submit an Evaluation Report by August 30, 2014. The **Evaluation Report**, which must at a minimum include the number of students served, the number of students planning to continue to use the grant initiative, a report of the level of attainment of each of the project's objectives, a description of the outcomes of any provided professional development, and the plan to sustain the project, must be submitted to the DDOE Coordinator.

We, the undersigned, certify that the information contained in this grant application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, regulations will be met; and, that the indicated agency designated in this grant application is authorized to administer this subgrant.

We further certify that the 11 assurances listed above have been satisfied and will be adhered to, and that all facts, figures, and representation in this grant application are correct to the best of our knowledge.

Section X: Assurances and Certifications of Compliance

Signature of:
LEA Superintendent/Charter School Director



Printed Name: Daniel D. Curry, Superintendant

Local Education Agency Name

Lake Forest School District

Date: July 25, 2013

Signature of:
School Administrator



Printed Name: Douglas W. Brown, Principal

School Name

W. T. Chipman Middle School

Date: July 25, 2013