



**State of Delaware  
Department of Education  
Sub-Grant Application**

**LEA/Agency/Organization Information**

Name: Caesar Rodney School District Date: 10/24/2013

Address 1: 7 Front Street P.O. Box  
Street Address

Address 2: Wyoming DE 19934  
City State Zip Code

Amount of Funding Requested: \$128,845 Total Cost of Project: \$146,845

Coordinator's Name: Michael Noel Email: Michael.noel@cr.k12.d Telephone: 302-698-4800  
e.us


Proposed Sub-Grant Project Title: Caesar Rodney School District Gifted Education & Enrichment Program

**Description of Project:** The Caesar Rodney School District has a commitment to accelerate student achievement at all educational levels. We have a particular interest in enabling students to learn the advanced academic curriculum provided to them as they are afforded personalized learning opportunities at a variety of levels. We hope to combine this accelerated learning to our students both in traditional settings as well as through embedded digital components using a tablet device. We will utilize a STEM project approach pullout program with a blended learning opportunity to enhance the learning as well as providing accelerated opportunities using computer programs for our accelerated students in the Related Arts.

**Objective and Goals of the Project (How will this sub-grant strengthen organization, make improvement, or achieve success?):** The proposed sub-grant will enhance and improve the delivery of the services to our accelerated students as well as allowing us to also deliver acceleration not only to our academic students but also to our students who are able to accelerate in the Arts. The sub-grant will afford us the opportunity to enable these accelerated students the opportunity to continue their quest for knowledge beyond the traditional school day as we embed a hybrid learning opportunity using technology and web resources.

**Specific Activities (Include information about service delivery and timeline):**  
 The district will utilize the resources provided by the sub-grant to supplement and greatly enhance our accelerated program. Students will be issued a tablet to accompany their learning while working in their STEM project based pull out program. The tablets will enable the teachers to expand the learning as they flip their classroom so students can work collaboratively within their multiage groups and continue the collaboration and enrichment at home or from their own device at any time. This also holds true for our students who accelerate in the Related Arts as they too will be able to expand their learning beyond the traditional classroom. This will begin in a timely manner based on the delivery of the technology and the professional development for our teachers.

Signature of Chief School Officer/Agency Head:   
 Printed Name: Dr. Kevin Fitzgerald Date: 10/24/2013

Signature of Business Manager:   
 Printed Name: Dr. Ada Carter Date: 10/24/2013

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### Caesar Rodney School District – Gifted Education & Enrichment Program

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#### Quality of the proposed curriculum

*What is the proposed curriculum for the program, from what sources is the curriculum derived, and how likely is it to enable students to learn the advanced academic work that is the subject of the of the proposed program?*

The Caesar Rodney School District stands by its slogan, “*Where Educational Excellence is a Tradition*”. To this end, we firmly believe that we have a commitment to accelerate student achievement at all educational levels. We have a particular interest in enabling students to learn the advanced academic curriculum provided to them as they are afforded personalized learning opportunities at a variety of levels. We hope to combine this accelerated learning for our students both in traditional settings as well as through embedded digital components using a tablet device. The proposed curriculum consists of an Elementary component as well as a Middle School component focusing on a STEM approach for our most profoundly accelerated learners as well as an Artistic element for our accelerated Musicians and Artists to capture multiple levels of Giftedness. The District will utilize the nationally acclaimed and recognized Engineering is Elementary (EiE) program for the Elementary schools Accelerated Academic students. The EiE Program was developed by the Museum of Science in Boston. The EiE units are designed for students and focus on their cognitive and motor skills. Teachers will make the design challenges even more complex by using tips embedded throughout the unit as well as using the tablets to imbed the internet to expand the learning beyond the EiE unit. The activities within a unit progress from simple explorations of related science, engineering ideas, and the engineering design process, to a culminating, open-ended design challenge. The open-ended nature of design challenges allows students with varying academic abilities to succeed; they are created to meet the needs of gifted students.

The Middle School students will utilize the nationally acclaimed and recognized Walch Education Building Math Program for the Middle schools Accelerated Academic students. This unique program is appropriate for STEM (science, technology, engineering, and mathematics) initiatives for the Middle School students. Though Math is the focus, the program also incorporates all content areas. With the proposed inclusion of a tablet device, teachers and students will be able to utilize the internet opening up a variety of resources and problem solving strategies to find success. Each of the programs uses algebraic thinking and data analysis to solve engineering problems in real-world settings thus making the inclusion of the tablet devices essential.

As we look to reach not only our profoundly gifted academic students, Caesar Rodney proposes to

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begin a curriculum for students with accelerated academic opportunities in the Arts as well. Knowing giftedness comes in a variety of categories, the district proposed the creation of an accelerated Art and Music program for our elementary students. Using the tablet devices, teachers will be able to provide this curriculum to our students using the programs Smart Music and Sketchbook Pro. Both programs are award winning programs to enhance the learning of students with these unique talents.

The curriculum embedded with these programs will not only challenge the students, the professional development offered to the teachers on creating their respective students in an Edmodo group will afford them to meet the advanced level of the students both in school and at home as the curriculum will be made available in the cloud for access anywhere. Students will be able to expand their learning and be challenged to problem solve beyond the scope of the purchased programs to relate more real life situations to their learning. Providing these multiple learning opportunities will allow for advanced learning by all students.

#### Qualifications of instructors

*Who are the persons who will teach the proposed curriculum, what is their experience generally and specifically with respect to teaching materials similar to the proposed curriculum, are there any objective criteria that qualify them as outstanding instructors?*

The District believes that highly effective and successful teachers will work with our accelerated learners. The proposed program will be taught by our district's Achievement Liaison Teachers (ALT's). These educators were **personally and specifically** selected by their building principals because of their exemplary qualifications as educators. The role of the ALT in the schools is to work with teachers on teacher quality, work with students as the expert teachers and to work collaboratively with parents bridging the school to home. This is the perfect fit for the delivery of the accelerated learning as the ALT can work closely with the accelerated students and their regular content teachers to continue the delivery of the program. These ALT's will be provided professional development on the use and integration of the proposed tablets to be used with the Gifted education and Enrichment Program as well as using Edmodo to expand the accelerated learning outside of the school. These specifically chosen educators will utilize their extraordinary skills to meet the needs of these students.

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#### Integration with existing school programs

*How will this new program be integrated with the existing programming at the school, both to ensure that the program is logistically feasible and to ensure that participating students are able to participate in other school activities outside the program?*

The proposed programs are selected because they integrate completely with the existing curriculum of our schools. Because the programs are STEM related and the Music and Art programs are also available in the Elementary schools, the implementation of these proposed programs are in collaboration with the current content curricula. The students will be pulled out of class to receive their accelerated program and because we are using our ALTs the students will be pulled from various classes so they will not miss the same class multiple times. Students will also be able to use information learned in the accelerated program to help them find success in their current classes. The Elementary and Middle School programs integrate with Language Arts, Social Studies, Mathematics and Science

Each unit begins with a story. The corresponding lesson includes comprehension questions, vocabulary handouts, and opportunities for students to practice their writing skills. Each program unit is set in different countries/regions around the world, featuring children of different ethnic backgrounds. Connections are made to geography, as well as the local culture and language of the book's setting. While the students collect data and work through their design challenge, they utilize mathematical skills and concepts. In addition, both programs align to the Common Core Mathematics Standards.

The accelerated Music and Art programs will correlate with the existing curriculum but will allow the students in the program to expand their talent using the technology and imagination to reach their highest potential.

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Sustainability

*Has the applicant described how it will sustain the proposed program after the requested grant expires in one to two years, either by showing how the program can be sustained with existing state and local funds or by identifying the funding sources that will be used to sustain the program?*

The district commits to the sustainability of the program and hopes to utilize the funds provided by the grant to purchase programs, devices, and professional development; not people that need to be sustained financially over a long period of time. We firmly believe we possess the qualified professionals to deliver the quality program we have to the students who possess the drive for accelerated learning. We will supplement additional needed resources using our instructional materials funds should there be a need for such materials at a later time.

Transportation issues

*Is the program offered during the normal school day where bus transportation is available, and if not, how does the program propose to provide transportation to participating students?*

The district is committed to ensuring all students receive the accelerated learning during the regular school day at different times and on different days of the week. We feel this will enable more students to be provided this learning opportunity and will not require the financial obligation of providing transportation.

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#### Incorporation of successful program designs

*Does the proposed program incorporate elements of existing programs targeted at students capable of doing advanced academic work, or adequately explain why it has considered existing models and decided to use a different model?*

The district introduced a new program at the beginning of the 2012-2013 school year. The Gifted Education and Enrichment Program took the place of the TAG program that had existed for a number of years and used the Odyssey of the Mind competition as the TAG program for our students. We still offer OM for our schools but it is no longer the program that services the needs of our gifted students. The Gifted Education and Enrichment Program is in existence and the hope is to enhance it with the funding and resources available by this grant process. The current program is as follows:

#### **Overview of Gifted Education and Enrichment Programs**

The Caesar Rodney School District will offer three levels of enrichment which will attempt to support the unique talents and gifts of all children.

#### **I. Level I Enrichment**

**Definition:** Experiences and activities that are purposefully designed to expose children to topics and disciplines related to specific interests and/or talents.

**Audience:** All students.

**Programs:** Enrichment Clusters during the school day

#### **II. Level II Enrichment**

**Definition:** Experiences and activities that are purposefully designed to expose children to appropriate academic content and instruction.

**Audience:** All Students. All students will receive Level II services during the regular school day (ie. During RtI instruction) Advanced learners will be exposed to content and instructional strategies designed to promote creative thinking and problem solving skills.

**Programs:** Response to Intervention, Differentiated learning experiences.

#### **III. Level III Enrichment**

**Definition:** Experiences and activities that are purposefully designed to expose identified profoundly gifted children to advanced levels of content acquisition and instruction.

**Audience:** Identified Profoundly Gifted students (3-5% of population)

**Programs:** Small group instruction provided by school staff member.

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The existing program design is solid and reaches ALL students in our district. We will use grant funds to purchase supplies for Interest Clusters as well as for the materials previously referred to for the profoundly gifted students.

#### Efficiency of spending

*Does the proposed program target the maximum possible percentage of its funds on activities that will directly impact students? Professional development and program assessment are considered activities that will directly impact students.*

The district is committed to maximizing the allocation of funding to reach the students we serve. All of the funding requested with the grant will be used to directly impact the students. The program's resources, the technology in the form of tablets and the professional development provided to the teachers will reach all the students.

#### Encouragement of participation by students from diverse backgrounds

*Does the proposed program encourage students from diverse backgrounds, including students with disabilities, low-income students, African-American students, and ESL students, to participate in the program provided that they are capable of doing advanced academic work? To the extent that accommodations are needed for students with disabilities who are otherwise capable of doing advanced academic work, does the proposed program provide for such accommodations?*

The district is committed to providing the acceleration program to any and all students who qualify and are identified as students who can benefit from this program. To that end, the district has administered the Otis Lennon School Aptitude Test to our third grade students in an effort to determine eligibility for the Level III portion of our program. All students are provided this opportunity regardless of their background or educational setting. Students who are identified based on their results are invited to be included in the program. Teachers encourage students who qualify to return the paperwork from home for inclusion and make the appropriate contact in the event the parent or guardian does not submit the paperwork in a timely manner.

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#### Identification of eligible students

*Does the proposed program have a transparent, reliable, fair and robust method to determine which students are eligible to participate?*

The district has established a criteria for identifying students for the program. Our Gifted Education and Enrichment Program is provided to ALL students and all students are eligible to participate. Level I and II is for all students we serve. Our Level III is for our profoundly gifted students which are identified by their score on the Otis Lennon School Aptitude Test (OLSAT). The district uses the following criteria:

#### **Level I Identification:**

All students qualify for Level I instruction (Enrichment Clusters).

#### **Level II Identification:**

All students will qualify for Level II instruction (Response to Intervention).

The identification of advanced learners will endorse a Revolving Door Identification Model which will identify a fluid pool of candidates (15-20% of each grade population) in reading and math. Response to Intervention progress monitoring practices will identify this high achieving tier of students. Students will be selected for participation in enrichment activities based upon the analysis of test scores, course work, and teacher observations. Progress monitoring of all students will occur every 6-8 weeks.

The goal of a revolving door, or not permanent, identification process is to provide every student with opportunities and resources to achieve their maximum potential throughout the year; not to certify some students as “gifted” and others as “non-gifted”. **This model labels the services, not necessarily the students.** Services offered to our students will be a product of individual student talents and interests and may occur during RtI instructional periods. Research supports when a broader population of students (15-20%) is capable of participating in enrichment experiences, the students in the expanded talent pool produced equal quality of work as compared to students in the top 3-5% of the population.

#### **Level III Identification:**

For Profoundly Gifted Academic Students (95+ Percentile, 3-5% of population), the Caesar Rodney School District identification process requires the Administration of the Otis Lennon School Ability test.

- In order to qualify for **Profoundly Gifted** academic services a score of **125+** must be achieved.
- Criteria for English Language Learners: A score of **96%+** on an approved nonverbal ability test is required for identification (the NNAT2 is a suggested test).
- Criteria for Special Education students with accommodations will also be considered for inclusion.



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**Program evaluation**

*How reliable and accurate is the program evaluation component of the applicant's proposal?*

The district is committed to ensuring the success of the program. Multiple surveys of services will be provided, received and analyzed by the district from the students, teachers and parents to fully analyze the program. Student data will also be analyzed to determine the effectiveness of the program as well as providing insight on potential areas that need to be modified for the student success rate and engagement. The tablets used will be a source of administering the surveys and collecting data.

DELAWARE DEPARTMENT OF EDUCATION  
Teaching and Learning Workgroup  
35 Commerce Way, Suite 1  
Dover, DE 19904  
Phone: 302-735-4190 Fax: 302-735-3477

Accelerated Academic Fund Grant

ACCELERATED ACADEMIC FUND GRANT - PROPOSED BUDGET INFORMATION

**Submitting District Information**

DISTRICT AND SCHOOL NAME: Caesar Rodney School District  
PROJECT TITLE: Caesar Rodney Gifted Education & Enrichment Program

CONTACT NAME AND TITLE: Dr. Michael Noel, Supervisor of Instruction  
WORK PHONE NUMBER: 302-698-4800

WORK E-MAIL: michael.noel@cr.k12.de.us

BUSINESS MANAGER'S NAME AND INITIALS (REQUIRED WHEN SUBMITTED AS AN APPLICATION BUDGET):  
*Ada Carter*

FAX NUMBER: 302-697-3405

STATE GRANT AWARD AMOUNT (approved by DOE) \$128,845.00

Activity	Salary (Account Code 5100)				Other Employee Costs (Account Code 5120)	Total Salary and OEC	Health Insurance/Other Non-Taxed Benefits	Contracted Services (Account Code 5500)	Travel (Account Code 5400)	Supplies and Materials (Account Code 5500)	Capital Outlay (Account Code 5700)	Audit Fees (Account Code 5500)	Indirect Cost (Account Code 5560)	Total
	Administrative (ex. Assistant Principal and higher)	Instructional (ex. Teachers, Parats)	Support (ex. Secretary, Custodial, Food Service)	Non-Pension Positions (ex. Substitutes)										
Administration					\$0	\$0								\$0
Instruction					\$0	\$0				\$126,845				\$126,845
Curriculum					\$0	\$0								\$0
Other Educational Materials and Services					\$0	\$0		\$2,000						\$2,000
Transportation					\$0	\$0								\$0
Professional Development					\$0	\$0								\$0
Grant Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,000	\$0	\$126,845	\$0			\$128,845

Grant Check ("OK" if grant total equals grant award amount; +/- value if grant total out of balance with grant award amount)

Grant Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,000	\$0	\$126,845	\$0			\$128,845
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