



State of Delaware
Department of Education
Sub-Grant Application

LEA/Agency/Organization Information

Name: Capital School District, William Henry Middle School Date: October 24, 2013

Address 1: Capital School District Administrative Office 198 Commerce Way
Street Address P.O. Box

Address 2: Dover DE 19904
City State Zip Code

Amount of Funding Requested: Year 1: \$29,447 Total Cost of Project: \$40,817.00
Year 2: \$11,370

Coordinator's Name: Sandra C. Spangler, Email: sandra.spangler@capital.k Telephone: 302-857-4222
Assistant Superintendent 12.de.us

Proposed Sub-Grant Project Title: **Making Math Matter**

Description of Project:

Through the *Making Math Matter* grant, Capital School District plans to implement a comprehensive program at William Henry Middle School that will identify 5th and 6th students from underrepresented groups with the potential for success in advanced mathematics classes, provide additional instruction and support to nurture and develop their math and problem-solving skills, and prepare them to qualify for and pass Algebra I in 7th grade.

Objective and Goals of the Project (How will this sub-grant strengthen organization, make improvement, or achieve success?):

William Henry Middle School and Capital School District staff will develop and implement the *Making Math Matter* grant to ensure students from all backgrounds and levels of experience with the ability or potential to achieve success in accelerated mathematics classes have the support and services needed to qualify for and complete advanced mathematical courses in the middle and high school grades.

Through the *Making Math Matter* grant, we will:

- Identify and assess the math instructional needs of students, including those from traditionally underrepresented groups, who have the ability or potential for performing accelerated and challenging work in mathematics.
- Develop and implement a multi-level framework and scope and sequence of mathematics concepts and problem-solving instructional strategies for students in grades 4 through 6 to ensure all potential candidates will qualify for placement in Algebra 1 classes in 7th grade.
- Provide professional development and on-going support to enable staff to identify both high-ability learners in mathematics and those with potential for success in accelerated mathematics coursework and provide appropriate differentiated curriculum and challenging mathematics instruction.

Specific Activities (Include information about service delivery and timeline):

Making Math Matter is proposed as a two year grant; however, Capital realizes that funding for Year 2 is pending legislative approval. Therefore, two budget sheets for Years 1 and 2 are attached. The service delivery and timeline is as follows:

Timeline	Activity
January – March, 2014	Committee meets to review current math assessment data and course enrollments and develop a plan to meet grant goals
April – May, 2014	Teachers and math curriculum leaders participate in training on the needs and characteristics of high-ability math learners, develop strategies to identify students with potential for accelerated math courses and provide support and challenging math instruction and practice
Spring 2014	Purchase materials and resources for teaching and coaching potential accelerated math candidates
Spring 2014	Begin identifying and providing coaching and math practice for potential accelerated math candidates
Spring and Summer 2014	Offer online courses on: <ul style="list-style-type: none"> • Nature and needs of gifted learners • Fostering creativity and innovation in the classroom • Adapting curriculum for high ability learners
Summer 2014	Summer Gifted Academy 2 days covering the nature and needs of gifted learners 2 days covering appropriate instructional strategies and materials for high-ability math learners
Summer 2014	Identify and arrange cluster grouping team assignments for potential accelerated math candidates
2014-2015 School Year	Continue to identify and provide coaching, instruction, and support services for potential accelerated math candidates
2014-2015 School Year	Offer a variety of PD for WH staff on identification and instructional strategies for gifted learners

Signature of Chief School Officer/Agency Head: Michael D. Thomas

Printed Name: Michael D. Thomas, Ed.D. Date: October 24, 2013

Signature of Business Manager: [Signature]

Printed Name: Sean Sokolowski Date: October 24, 2013

Making Math Matter

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Abstract

Capital School District offers a continuum of programs and services for students identified as having the ability or potential to meet or exceed the district's curriculum goals. As part of the Race to The Top (RTTT) initiative, district teachers and administrators are looking for ways to ensure that all student groups, including those who are currently meeting or exceeding state standards, continue to show growth in the key areas of reading/language arts and mathematics as measured by district, state, and national assessments.

Students who demonstrate the readiness and ability to successfully complete advanced mathematics coursework in 7th and 8th grades are able to complete high-school level Algebra classes in middle school, preparing them to take advanced level math and science courses in grades 9 through 12. A review of the demographics of the students identified for placement in this accelerated mathematics program indicates we are not currently identifying students from traditionally underrepresented groups who may have the ability or potential to successfully participate in these mathematics classes for high ability learners.

Through the *Making Math Matter* grant, Capital School District plans to implement a comprehensive program at William Henry Middle School that will identify students from underrepresented groups with the potential for success in advanced mathematics classes, provide additional instruction and support to nurture and develop their math and problem-solving skills, and prepare them to qualify for and pass Algebra I in 7th grade.

Goals

William Henry Middle School and Capital School District staff will develop and implement a program to ensure students from all backgrounds and levels of experience with the ability or potential to achieve success in accelerated mathematics classes have the support and services needed to qualify for and complete advanced mathematical courses in the middle and high school grades.

Through the *Making Math Matter* grant, we will:

- Identify and assess the math instructional needs of students, including those from traditionally underrepresented groups, who have the ability or potential for performing accelerated and challenging work in mathematics.
- Develop and implement a multi-level framework and scope and sequence of mathematics concepts and problem-solving instructional strategies for students in grades 4 through 6 to ensure all potential candidates will qualify for placement in Algebra 1 classes in 7th grade.
- Provide professional development and on-going support to enable staff to identify both high-ability learners in mathematics and those with potential for success in accelerated mathematics coursework and provide appropriate differentiated curriculum and challenging mathematics instruction.

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Background and Related Research

Capital School District uses a matrix approach to identify students who need differentiated curriculum and instructional practices to achieve their full academic potential. Placement in the district's gifted programs is based on data from a variety of standardized assessments, teacher recommendations, student performance on formative and summative tests, and achievement of the district's standards-based curriculum goals. Students recommended for placement in the ACT or ALPHA programs in grades 3 and 4 or the GATE programs in grades 6 through 8 have demonstrated the need for and a readiness to succeed in an academic program whose pace and level of challenge in both reading/language arts and mathematics are accelerated.

However, we recognize that these programs are not a perfect placement for students whose strengths or potential for accelerated achievement in mathematics may not be matched by similar abilities in the reading/language arts areas. A review of the demographics of the students currently enrolled in Algebra I in 7th grade indicate we are not identifying and preparing students from diverse backgrounds and experiences to participate in these accelerated mathematics courses in the middle grades, providing them the opportunity to take advanced math and science classes in high school. Research summarized in the National Association for Gifted Children's (NAGC) position paper on [Identifying and Serving Culturally and Linguistically Diverse Gifted Students](#) indicates that schools must alter identification practices and design programs and support services to meet the needs of traditionally underrepresented student groups. Of particular note are the many students from diverse backgrounds who earn 4's on the math DCAS but are not currently placed in district gifted programs and who may be identified by a different set of screening practices and processes.

While students with demonstrated math ability who participate in the ACT, ALPHA, and GATE programs have access to instructional materials and practices that prepare them to qualify for the 7th grade Algebra I classes, students with similar math ability or potential not in these special programs need support and services so they can take advantage of advanced mathematics options. Capital students who may already meet or exceed district and state math standards should have challenging curriculum resources and instruction so they will continue to grow in academic ability and performance. A position paper on growth models from the NAGC, citing recent research on [Growth in Achievement of Advanced Students](#), notes that the Association for the Gifted (TAG) "believes that growth models should replace status models so that all students' progress can be measured over time." The paper also cites data indicating that advanced children from lower income backgrounds are at higher risk to fall out of top academic status in math by high school, a situation that may be due, in part, to the lack of access to instruction that provides challenge and fosters growth above minimum competencies.

Capital School District students' mathematics ability compared to grade level expectations as measured by DCAS Math scores declines as students move up the grade levels. While approximately 70% of 3rd and 4th grade students met or exceeded expectations on the 2012-2013 end-of-year DCAS assessment, that percentage fell to about 55% for grades 5, 6, and 7.

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Grant Activities and Timeline

To ensure we accurately identify all potential candidates for advanced mathematics instruction and provide appropriately challenging instruction and resources to enable them to qualify for accelerated math courses, William Henry Middle School staff will implement the following:

Timeline	Activity	Participants
January – March, 2014	Committee meets to review current math assessment data and course enrollments and develop a plan to meet grant goals	Math curriculum leaders and coaches WHMS math teachers and administrators Teachers of gifted programs
April – May, 2014	Teachers and math curriculum leaders participate in training on the needs and characteristics of high-ability math learners, develop strategies to identify students with potential for accelerated math courses and provide support and challenging math instruction and practice	Math curriculum leaders and coaches WHMS math teachers Teacher of students in math gifted programs Consultants and trainers with experience in meeting the needs of high-ability math learners
Spring 2014	Purchase materials and resources for teaching and coaching potential accelerated math candidates	Math curriculum leaders and coaches WH administration
Spring 2014	Begin identifying and providing coaching and math practice for potential accelerated math candidates	Math curriculum leaders and coaches Math teachers
Spring and Summer 2014	Offer online courses on: <ul style="list-style-type: none"> • Nature and needs of gifted learners • Fostering creativity and innovation in the classroom • Adapting curriculum for high ability learners 	Teachers of math in grades 4 through 6 Math curriculum leaders and coaches Consultants and trainers (math and gifted)
Summer 2014	Summer Gifted Academy 2 days covering the nature and needs of gifted learners 2 days covering appropriate instructional strategies and materials for high-ability math learners	Teachers of math in grades 4 through 6 Math curriculum leaders and coaches Consultants and trainers (math content and gifted learners)

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Timeline	Activity	Participants
Summer 2014	Identify and arrange cluster grouping team assignments for potential accelerated math candidates	WH administration Math curriculum leaders and coaches
2014-2015 School Year	Continue to identify and provide coaching, instruction, and support services for potential accelerated math candidates	Math curriculum leaders and coaches Math teachers
2014-2015 School Year	Offer a variety of PD for WH staff on identification and instructional strategies for gifted learners	Consultants and trainers Math leaders and coaches Math teachers

Quality of the Proposed Curriculum

Materials and resources appropriate for high-ability learners will offer ample opportunity for the students to demonstrate what they already know and can do and to continue to grow and learn at a pace and level that is both challenging and engaging. Capital has basic math instructional materials that are aligned with Delaware standards and the Common Core and that offer some options to differentiate for high ability learners. In order for those materials to be used effectively to ensure even those students who are meeting or currently exceeding state and district math standards can continue to grow, teachers must adapt the pace and content of the instructional scope and sequence through curriculum compacting and careful selection of the units, lessons, and enhancements to address the specific needs of the high-ability learners.

In addition to the regular math series materials, students identified as potential candidates for accelerated math instruction will benefit from materials and resources that allow them to explore the topics in more depth and breadth, apply knowledge and skills to real-world situations, and work at advanced levels that do not cap at or just beyond their current grade level content. William Henry Middle School will purchase a site license for the IXL Math online system, providing practice in grade level skills and the option for students to advance one or more grades in challenge level and content through its adaptive assessment, instruction, and practice materials covering all math topics and content through Algebra 2. The IXL program is [aligned with Delaware and Common Core State Standards](#) and was designed using research on how students learn and based on accepted mathematical instruction practices ([IXL Research Foundations](#)).

Students will have access to the program throughout the school day and at home, and the built-in reporting system will target math topics and skills in which students need instruction and practice and will provide increasingly challenging materials as the student progresses through the scope and sequence of the math materials. It will offer teachers and math coaches a variety of reports to assist them in planning activities and instruction with the identified accelerated math candidates as well as tracking their growth. Access to the IXL materials will be a key part of the William Henry

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Middle School PASS planning and instruction time periods when students can be grouped by current math ability and provided small group instruction and support. A study of the [outcomes of use of the IXL Math program](#) found that students' confidence in math learning and level of interest and engagement in math topics increased, both key factors in helping traditionally underrepresented student groups achieve success in accelerated math classes.

Math curriculum leaders, coaches, and math teachers will also develop and offer a series of math projects for grades 4, 5, and 6 that will provide opportunities for the identified students to apply their mathematics understanding and skills to address real-world problem-solving situations. Developed using the Project Based Learning (PBL) model, these activities will be available to students who, through curriculum compacting and accelerated pacing of basic math topics will work on the projects in cluster groups during regular math instruction periods as well as PASS time slots. [[NAGC Position Paper on Grouping Practices](#)]

Qualifications of Instructors

Many Capital School District staff have earned their Delaware Certificate as Teacher of Gifted and Talented Students or have completed some of the required courses toward that certification. In order to be sure that all staff working with identified high-ability learners have the background and understanding of the nature and needs of gifted students, Capital has provided in-service training on a regular basis that covers the same or similar content as that required for the state certificate. All of the William Henry Math teachers assisting with grant activities are highly qualified to teach mathematics at their grade level.

As part of this grant, teachers who will help identify and work with candidates for advanced math coaching and instruction will receive additional training on effective identification and assessment, best practices for gifted instruction and classroom management, differentiating curriculum for high-ability learners, and fostering creativity and innovation in the classroom. These topics will be available in three formats to ensure we meet the needs of all staff:

- Three online, self-paced 6 week courses through Blackboard
- Online webinars on specific gifted topics, available through Blackboard and offered in an interactive synchronous format and also archived in recorded format for asynchronous viewing
- Four-day summer Gifted Academy with presentations on the nature and needs of gifted students and workshops on designing and developing appropriate lessons and activities for high-ability math learners

There will also be on-going support and assistance through regular PLC meeting discussions and presentations and sharing best practices and what works through an online community set up for Capital staff working with high-ability math learners. This will provide a virtual Personal Learning Network for the teachers, coaches, math curriculum leaders and gifted support personnel to share resources, discuss and refine identification procedures and policies, and to reflect on previous training and plan for future teacher professional development as needed.

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Integration with Existing School Programs

At the fourth grade level, students at all seven elementary schools who have demonstrated high ability and potential in mathematics problem-solving are invited to participate in a local math league practice and competition. The ACT teachers at those buildings confer with classroom teachers to identify students who may not qualify for ACT but who have demonstrated high ability in mathematics. Continuing this activity at the fourth grade level will be a key step in helping those potential candidates for accelerated math get additional instruction and practice in math problem-solving and computation skills as a basis for cluster grouping in fifth and sixth grades that will support the additional math coaching and instruction at the middle school level.

The teachers working with the GATE students already identified as having high ability in mathematics can provide leadership and mentoring for other math teachers, sharing challenging materials and instructional strategies that have been effective in their classrooms.

By including 7th grade Algebra I teachers on the grant planning and design teams, William Henry math teachers and leaders will gain insight into what math skills and learner characteristics are needed to ensure students can successfully complete Algebra classes in 7th and 8th grades.

A key component of the grant is finding time within the regular school day to provide coaching and math instruction to support and extend the mathematics achievement of identified students. Utilizing time already built into the William Henry Middle School schedule makes these interventions available to all candidates without the need to arrange after-school sessions or to work with staff who may not be familiar with these students. The PASS time offers 45 minutes per day, four days a week, when students with similar needs and abilities can be cluster grouped to participate in coaching and math-related projects that will support and extend their problem-solving and math computational skills. During these sessions, the topics, pace and instructional strategies will be differentiated as needed based on the variety of assessment data available through classroom performance measures, standardized assessments, and reports from the IXL adaptive math program.

Capital teachers have access to the PD 360 videos and professional development materials that can be used to supplement the mathematics and gifted training activities from the grant. Videos that fit with and help teachers meet the grant goals include: How to Increase Minority Student Achievement, An Overview of Math Tasks, Making Sense of Problems, Algebra: Systems of Equations, Measuring Data, and many more. PD 360 access increases the types and variety of professional development options available to teachers who will be identifying and working with candidates for accelerated math instruction.

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Sustainability

Identification practices and procedures established as part of this grant can be used in the future to continue locating candidates for these types of mathematics coaching and support services. As the teams of teachers develop and pilot projects and instructional strategies used in the classroom and during the PASS periods, they will review and evaluate their effectiveness in helping the candidates grow in math ability. A careful look at the demographics of future Algebra I classes in 7th and 8th grades will inform the William Henry staff about strategies that have enabled more students from traditionally underrepresented groups to qualify for and succeed in accelerated math courses. The grant activities that have proved most effective can be continued and enhanced, ensuring students with the potential for success in advanced math classes will be appropriately placed and prepared to complete advanced math and science courses in high school.

By purchasing the IXL Math site license for two years for William Henry Middle School, school and district staff will have the opportunity to provide students currently in 5th grade with access to the program's materials and resources for math practice and instruction in both 5th and 6th grade and will have data to evaluate the program's effectiveness in assisting students from traditionally underrepresented groups to qualify and successfully complete Algebra I in 7th grade.

Transportation

Since all grant activities will occur during the regular school day, no transportation funds will be needed.

Incorporation of Successful Program Designs

According to the [NAGC 2010 PreK-Grade 12 Gifted Programming Standards](#), when engaged in curriculum planning and instruction for students with gifts and talents, educators should:

- Adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents [3.1.3]
- Design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents [3.1.5]
- Use information and technologies, including assistive technologies, to individualize for students with gifts and talents [3.1.7]
- Select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to diversity [3.3.1]

The instructional strategies, projects, resources, and materials that will be developed and piloted at William Henry Middle School will be guided by the principles and practices in the NAGC Gifted Programming Standards. Grant coaching and instruction will allow the identified students to practice and hone current math knowledge and skills and extend their math ability through application of mathematics skills in real-world projects and challenging problem-solving activities.

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Standard 5: Programming, describes appropriate program guidelines and services that include “multiple forms of grouping, including clusters, resource rooms, special classes or special schools” [5.1.3]. The William Henry model provides for identifying candidates for accelerated math instruction and then cluster grouping them to facilitate regrouping for instruction within the regular math class periods and to take full advantage of the school PASS schedule that provides a chance for students with similar needs and abilities to participate in appropriately-challenging math enrichment activities and advanced mathematics instruction.

Efficiency of Spending

The key to successfully increasing the number of students from underrepresented groups who qualify for and complete advanced math course work is having teachers and curriculum leaders who understand the characteristics and needs of high ability learners and can design and deliver appropriate instruction and support services. Training these staff members is therefore the primary grant activity and the bulk of the grant funding will be devoted to teacher stipends, contracted services, and professional development materials and resources. The grant plan also leverages professional development options already in place to make the most opportunities available to the staff without additional cost.

The second largest allotment of the grant’s budget will purchase the IXL Math 2-year site license that offers data to inform the identification and instructional practices and provides students with appropriate practice on math concepts and skill and the ability to continue to learn and grow beyond their current grade level expectations.

Budget Summary (Through June 30, 2014):

- Curric Development (20 teachers x 10 hours ea @\$32.46 + OECs) = \$8468
- PD Training (20 teachers x 3 hours ea @\$18.88 + OECs) = \$1,478
- GT Online Training (10 teachers @\$250 stipend + OECs) = \$3261
- Contracted Services: GT Training (4 days @ \$1000/day) = \$4000.00
- Contracted Services: GT/Math Training (2 days @ \$1000/day) = \$2000
- Materials and Supplies (2 year site license for IXL Math) = \$8000
- Technology: License for Assessment Database = \$470
- Materials for PD Training = \$1270
- Contracted Services – Grant Evaluator = \$500

Total Budget Through June 30, 2014 = \$29,447

Budget Summary (July 1, 2014 - June 30, 2015 based on second year funding):

- Summer 2014 GT Academy (15 teachers x 4 days ea @\$120/day + OECs) = \$9392
- PD Training (20 teachers x 3 hours ea @\$18.88 + OECs) = \$1478
- Contracted Services – Grant Evaluator = \$500

Total Budget for Year 2 (if funded) = \$11,370

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Participation by Students from Diverse Background

Increasing the number of students from diverse backgrounds is the primary goal of the grant. Over half of Capital's students are identified as African-American as compared to only 18% of the students currently enrolled in the 7th Grade Algebra I class. The majority of this year's 7th graders in Algebra I were in the GATE program in 6th grade, indicating that students with ability or potential for success in advanced mathematics instruction who do not meet the full criteria for placement in the district's gifted programs are not being identified and well prepared to take and pass the assessment used to recommend placement in the Algebra I classes in 7th grade. The primary goals of this grant will be to find and nurture the math talents and abilities of students from diverse groups and backgrounds and to work toward having the race and ethnicity of students in the advanced mathematics classes more closely match the profile of the district as a whole.

Identification of Eligible Students

To identify potential candidates for participation in advanced mathematics courses, William Henry staff will begin with information from the data base that houses student assessment data for the Gifted screening matrix, drawing on this resource that is available and already assists in identifying students with high ability in both math and reading/language arts. The matrix approach collects data from multiple types of assessments and therefore can be used to also look for candidates with the potential for high level learning who may not qualify for established district programs. [[Role of Assessments in the Identification of Gifted Students](#)]

Teachers will be asked to recommend students who may not have been candidates for one of the district's existing programs for the gifted and using a modification of the original screening matrix those recommended will be considered by a team of district and William Henry staff familiar with the characteristics of gifted learners and knowledgeable about mathematics curriculum and standards-based mathematics instruction.

Additional data on the students' current math and problem-solving skills, and identification of areas in which the candidates need additional instruction and practice will be provided through the reports from the IXL Math system. This additional information will be helpful in designing specific interventions and projects that best meet the needs of each of the identified candidates.

Program Evaluation

Progress toward the grant's goals will be evaluated in the summer of 2014 using data collected from grant activities covered by Year 1 funding. A fee of \$500 has been budgeted to pay an outside evaluator for the Year 1 evaluation process. At the conclusion of the grant in June of 2015, a second evaluation will cover the grant activities covered by Year 2 funding and will review the

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entire two-year process and accomplishments. An additional fee of \$500 is budgeted for the second evaluation process.

The charts below describe the types of data that will be collected and used in the evaluation process for each of the three grant goals.

Goal: <i>Identify and assess the math instructional needs of students, including those from traditionally underrepresented groups, who have the ability or potential for performing accelerated and challenging work in mathematics.</i>	
	Collect and Evaluate
Identify students from diverse backgrounds and traditionally underserved groups	Race and ethnicity of students identified will approach or match district student body profile
Assess candidates' math strengths and needs and off appropriate services	Student math skills profiles from IXL Math reports will be used to cluster group and provide appropriate practice and instruction

Goal: <i>Develop and implement a multi-level framework and scope and sequence of mathematics concepts and problem-solving instructional strategies for students in grades 4 through 6 to ensure all potential candidates will qualify for placement in Algebra 1 classes in 7th grade.</i>	
	Collect and Evaluate
Design instructional activities based on math standards and NAGC Program guidelines	In-class and cluster group math instruction and materials aligns with Delaware/CC and NAGC Program standards
Measure student growth in math content understanding and skills	80% of participating students will grow by at least one grade level on IXL Math grade-level measures
Measure student achievement of math curriculum goals	80% of participating students will earn a Performance Level score of 4 on their Spring DCAS-M
Determine student eligibility for placement in 7 th grade Algebra I	50% of students identified and participating in both 5 th and 6 th grades will qualify for participation in Algebra I classes in 7 th grade
Demographics of students in 7 th grade Algebra I classes	Race and ethnicity of students placed in 7 th grade Algebra I classes will more closely match district student body profile by Fall 2015

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Goal: *Provide professional development and on-going support to enable staff to identify both high-ability learners in mathematics and those with potential for success in accelerated mathematics coursework and provide appropriate differentiated curriculum and challenging mathematics instruction.*

		<i>Collect and Evaluate</i>
Offer a variety of synchronous and asynchronous professional development on the nature and needs of gifted learners	80% of teachers participating in grant-related professional development activities will rate the workshops and sessions as meeting the grant's stated goals	
Ensure teachers and math leaders understand the characteristics and needs of high-ability math students	All teachers assigned to work with identified high-ability math students will have participating in one or more of the professional development options offered through the grant	

DELAWARE DEPARTMENT OF EDUCATION
Teaching and Learning Workgroup
35 Commerce Way, Suite 1
Dever, DE 19904
Phone: 302-735-4190 Fax: 302-739-3477

Accelerated Academic Fund Grant

ACCELERATED ACADEMIC FUND GRANT - PROPOSED BUDGET INFORMATION

Submitting District Information

DISTRICT AND SCHOOL NAME: Capital School District, William Henry Middle School PROJECT TITLE: Making Math Matter -Year 1 of 2 to be spent by June 30, 2014

CONTACT NAME AND TITLE: Sandra C. Spangler, Assistant Superintendent

WORK PHONE NUMBER: 302-857-4223

WORK E-MAIL: sandra.spangler@capital.k12.de.us

BUSINESS MANAGER'S NAME AND INITIALS (REQUIRED WHEN SUBMITTED AS AN APPLICATION BUDGET): Sean Sokobowski

FAX NUMBER: 302-672-1714

STATE GRANT AWARD AMOUNT (approved by DOE):

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 5600)	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, Paraprofessionals)	Support (ex. Secretary, Custodial, Food Service)	Non-Pension Positions (ex. Substitutes)										
Administration					\$0	\$0								\$0
Instruction					\$0	\$0								\$0
Curriculum					\$0	\$0				\$9,740				\$9,740
Other Educational Materials and Services					\$0	\$0		\$6,500						\$6,500
Transportation					\$0	\$0								\$0
Professional Development		\$10,125			\$3,082	\$13,207								\$13,207
Grant Subtotal	\$0	\$10,125	\$0	\$0	\$3,082	\$13,207	\$0	\$6,500	\$0	\$9,740	\$0			\$29,447

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

Grant Total	\$0	\$10,125	\$0	\$0	\$3,082	\$13,207	\$0	\$6,500	\$0	\$9,740	\$0			\$0
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Accelerated Academic Fund Grant

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

ACCELERATED ACADEMIC FUND GRANT - PROPOSED BUDGET INFORMATION

Submitting District Information:

DISTRICT AND SCHOOL NAME: Capital School District, William Henry Middle School PROJECT TITLE: Making Math Matter -Year 2 of 2 to be spent by June 30, 2015 (pending Year 2 grant funding)

CONTACT NAME AND TITLE: Sandra C. Spangler, Assistant Superintendent WORK PHONE NUMBER: 302-857-4223

WORK E-MAIL: sandra.spangler@capital.k12.de.us

BUSINESS MANAGERS NAME AND INITIALS (REQUIRED WHEN SUBMITTED AS AN APPLICATION BUDGET): Sean Sokolowski FAX NUMBER: 302-672-1714

STATE GRANT AWARD AMOUNT (approved by DOE):

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 5600)	Capital Outlay (Account Code 5700)	Audit Fees (Account Code 5800)	Indirect Cost (Account Code 5560)	Total
	Administrative (ex. Assistant Principal and higher)	Instructional (ex. Teachers, Paras)	Support (ex. Secretary, Custodial, Food Service)										
Administration				\$0	\$0								\$0
Instruction				\$0	\$0								\$0
Curriculum				\$0	\$0								\$0
Other Educational Materials and Services				\$0	\$0		\$500						\$500
Transportation				\$0	\$0								\$0
Professional Development		\$8,333		\$2,537	\$10,870								\$10,870
Grant Subtotal	\$0	\$8,333	\$0	\$2,537	\$10,870	\$0	\$500	\$0	\$0	\$0			\$11,370

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

Grant Total	\$0	\$8,333	\$0	\$2,537	\$10,870	\$0	\$500	\$0	\$0	\$0			\$0
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