



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

LEA/Agency/Organization Information

Name: Colonial School District

Date: January 15, 2014

Address 1: 318 E. Basin Road

Street Address

P.O. Box

Address 2:

New Castle
City

DE
State

19720
Zip Code

Amount of Funding Requested: \$35,703

Total Cost of Project: \$35,703

Coordinator's Name:

Dr. Franklin Read

Email

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Telephone

302-323-2726

Dr. Nicholas Baker

Nicholas.baker@colonial.k12.de.us

302-323-2727

Proposed Sub-Grant Project Title:

Middle School Acceleration – SpringBoard ELA

Description of Project: See attached document

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

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

Signature of Chief School Officer/Agency Head:

Dorothy A. Linn

Printed Name:

Dorothy A Linn

Date:

1-15-14

Signature of Business Manager:

Emily Falcon

Printed Name:

Emily Falcon

Date:

1-15-14

Description of the Project:

Project: Colonial would like to enhance our current efforts to increase preparation for advanced coursework. To do this, we would like to adopt the College Board's "SpringBoard" program for English Language Arts for use with students in grades 6-8. This would occur at each of our three middle schools - George Read, McCullough, and Gunning Bedford.

Background:

Currently, there is not a designated talent development program in Colonial School District. To help students prepare for coursework when they enter William Penn High School, the three middle schools (McCullough, George Read, and Gunning Bedford) have enrichment groups where students participate in either intervention or extension activities. A student's enrichment status rotates each marking period. Students are assigned to these enrichment courses based on a variety of data (academic performance, DCAS scores in ELA/Math, Rtl status, etc.).

Colonial recognizes that all students benefit from receiving rigorous and advanced course work. Students assigned to enrichment groups for acceleration activities have participated in targeted activities in multiple content areas and/or honors projects. Projects are extension activities that meet curricular goals across the content areas, as well as increased rigor to promote Common Core connections that include enhanced writing, critical research, and problem solving. Projects are developed by teachers within their professional learning communities. Curriculum and resources that have been used are teacher created and we have observed an inconsistent level of rigor and challenge.

Objectives and Goals of the Project:**Rationale:**

SpringBoard is a curricular program in ELA and Mathematics created by the College Board, but the district intends to implement the ELA program next school year. In selecting SpringBoard, our belief is that the enhanced coursework evident in this program will allow students to not only have Common Core skills reinforced for English Language Arts, but to also prepare for high school advanced coursework in both Social Studies and ELA. By definition, the program promotes literacy through thematic units that integrate the domains of language (writing, reading, speaking, listening) and language skills. This supports the horizontal alignment of our core ELA program with the implementation of Common Core standards. In addition, the vertical alignment that the program has will help support Common Core skills at each respective grade level. Therefore, as students are completing their required curriculum in ELA, using this program will provide the rigorous extension needed to continue developing those skills at an appropriate grade level. In particular, the benefits that appeal to Colonial include:

- Complete alignment of activities with the Common Core. This helps establish a cross-walk to connect our current ELA program with the SpringBoard materials.
- Emphasis on literary and informational text that are challenging and engaging.

- Using research-based strategies that will help enhance the current social studies program as well (e.g. Delaware Model Unit in Grade 7 emphasizes Historical Research).
- Emphasis on critical writing (Argumentative, Informative, Narrative) through writing workshops.
- Increased student collaboration potential (presentations, speeches, performances, oral communication).
- Integrated use of technology that comes with the program.

Integrating SpringBoard also prepares students for advanced course work beyond the middle school setting. The district in consultation with College Board and building principals decided to be deliberate in the implementation of the program with the intent to grow in future years (i.e. increased enrollment, inclusion of mathematics). We decided to start with an ELA focus first because students need to have a strong foundation in literacy and the opportunity for enrollment in AP courses begin in 9th grade at our high school. Advanced courses with a literacy focus at William Penn High School include:

- 9th Grade – AP Human Geography, Honors English
- 10th Grade – Honors Economics, Honors English
- 11th Grade – AP United States History, AP Language and Composition
- 12th Grade – AP World History, AP Psychology, AP Literature

In addition to enhancing our existing enrichment program, this would allow our teachers the opportunity to work with a program that can extend to all students. The skills and activities do not need to just be used exclusively with students in the advanced enrichment courses. Those teachers who participate in the training and have access to the materials can share them with their colleagues in professional learning communities and integrate them in to their core area classes. Therefore, all students would be exposed in some capacity to the activities and concepts embedded in the SpringBoard materials.

Finally, this allows the district to help foster an "AP Community". Attending the AP Annual Conference in July 2013, district attendees learned that key to the success of an advanced placement program is to develop a supporting community feel within the district. After collaborating with AP teachers at William Penn High School and with our College Board representative, we recognized that while we are increasing our enrollment in advanced coursework one area of need is the formation of an "AP Community". Students have entered the high school unfamiliar with the benefits of taking advanced coursework, as well as the necessary preparation to succeed in their freshmen level advanced coursework. They do not feel connected to the program, and their parents experience some confusion about advanced coursework and expectations for student success. Integrating SpringBoard in our enrichment classes would not only help provide those necessary skills and academic rigor, but would also help us reach out to the middle schools and involve them in the development of this AP culture. This would also educate the teachers about the offerings that exist at the high school level, and encourage cross-content area collaboration and vertical articulation.

Use in Middle School Program:

SpringBoard can be used in two ways: either as a curriculum unto itself, or as an extension program to an existing program. Given that our ELA program is aligned with the Common Core, and that we do not have separate pull out sections for ELA, the vehicle to use this program will occur through the Enrichment period. Students in each middle school are assigned in an enrichment class that meets from between 30-45 minutes per day, per marking period.

Each middle school will use the ELA SpringBoard program as their enrichment program curricula for accelerated students in grades 6-8. Students will be identified based upon, but not limited to, DCAS/SBAC performance (PL 3 or 4), interest, parental interest, teacher recommendation, academic performance, and other student data points. This past year, Colonial implemented the Readiness Assessment. The purpose was to provide a more diagnostic and age-appropriate assessment to help identify students who would benefit from advanced coursework. Data from this assessment is available to each student who completes it in 8th grade. Therefore, in addition to the data that we have available on I-Tracker Pro (noted above); we also have the Readiness Assessment data to help identify those 8th grade students for enrichment sections.

Another goal of building the advanced coursework program at both the middle and high school level includes making our courses more diverse and accessible to students with disabilities and low income students. In addition to the data analysis, we want to provide opportunities for these students to succeed and feel comfortable taking advanced coursework. In a diverse district such as Colonial, the percentage of students participating in advanced coursework at William Penn from low-socioeconomic and diverse backgrounds has increased significantly as the school has sought to identify those students and enroll them in advanced coursework. The middle schools would participate in a similar process through their data analysis and identification of those students. Counselors would be essential in partnering with teachers to identify the benefits of advanced coursework.

In each school, the program for enrichment would be structured in the following way:

McCullough Middle School: While a majority of the staff is working with students who need math or ELA enrichment, currently there are two ELA teachers per grade level working with students on advanced coursework. McCullough seeks to expand this number for the 2014-2015 year to approximately thirty students per ELA teacher working with the program. Each teacher works with students in the enrichment classes for 30 minutes a day, five days a week. Although enrichment is rotational each marking period, students in this group would continue with the program. Since the program will be offered during the regular school day, there are no additional transportation needs.

George Read Middle School: A majority of the staff are working with students who need math or reading enrichment. Core-area teachers and exploratory arts teachers would work with students in this enrichment program. Each teacher works with students in the enrichment classes for 30 minutes a day, five days a week. George Read anticipates approximately 200 students across grades 6-8 being involved in this program. Although enrichment is rotational each marking period, students in this group would

continue with the program. Since the program will be offered during the regular school day, there are no additional transportation needs.

Gunning Bedford Middle School: Since Gunning Bedford had the largest amount of students identified for advanced coursework, it is anticipated that there is a larger pool of students who would participate through their enrichment program. It is estimated that approximately 225 students would participate in the program. Each teacher works with students in the enrichment classes for 30 minutes a day, five days a week. Although enrichment is rotational each marking period, students in this group would continue with the program. Since the program will be offered during the regular school day, there are no additional transportation needs.

Selection of Instructors: Each middle school would have the authority to identify teachers who would receive the mandatory summer training conducted by College Board. Middle schools will select the teachers considerate of teacher evaluation quality, licensure, recommendations, and interest. Familiarity with the existing ELA curriculum would also be considered. This training would include how to use the materials meaningfully, as well as conduct a crosswalk with the current curriculum program so that the teacher understands how using SpringBoard is an extension of the existing program. The professional development not only provides strategies for using the consumables, but also how to maintain data records, conduct program analysis, and how to use the updated technology components (IPAD accessible).

Sustainability and Evaluation: Given the cost is affordable for involvement in the SpringBoard program, it is expected that the district would support the cost through growth of the program. Colonial anticipates using the 2014-2015 year as an opportunity to evaluate and reflect about the ELA program and identify strengths/areas of growth/need for improvement before introducing the math component, which is consistent with our deliberate plan. Also, a comprehensive review of the Math program and its correlation to the Common Core expectations will be conducted. Other forms of evaluation for the ELA component will include: survey results, teacher/building administrator input, formal observation and walkthroughs conducted by building and district administration, student feedback, parental feedback, data analysis (SBAC, benchmark testing, common assessment results) and a gradual comparison to performance in advanced coursework at the high school level (starting in the 2015-2016 year).

Specific Activities:

Summer 2014:

- Review of SpringBoard materials to conduct a cross-walk with current curricular program,
- Identification of and training teachers via College Board representatives
- Data analysis and identification of students for MP 1 Enrichment cycle,
- Communication with parents and students about advanced coursework and an overview of SpringBoard program.

Quarterly (2014 – 2016)

- Data analysis and reflection by students, teachers, and administration
- One workshop per cycle to educate students about advanced coursework at William Penn and the advantages, offerings, and benefits
- Shadowing students at William Penn who are in advanced courses available to parents/middle school students
- Workshops might be conducted by teachers, counselors, district staff, or alumni.

January 2015:

- Formal program evaluation after the first two marking periods using Colonial Data Specialist
- Evaluation of math SpringBoard program and determination of possible adoption for 2015-2016 year.

Summer 2015:

- Identification of resources that can be integrated into core area classwork, not just through enrichment
- Continued training and professional development for the anticipated second year of implementation
- Data analysis and identification of students for MP 1 Enrichment cycle
- Communication with parents and students about advanced coursework and an overview of SpringBoard program.

Proposed Budget: TOTAL \$35703.00

| | 2014-15 | 2015-16 |
|---|----------------------------------|-----------------------------------|
| Student Consumables – Grades 6-8 – 575 students @ \$19.14 ea. | \$11005.30 | 11005.30 |
| Teacher Editions – 22 copies @ \$79.20 ea. | \$1742.40 | --- |
| Professional Development – Summer Training – 22 teachers | \$6750.00 (Initial Institute) | \$5200.00 (Advanced Institute) |
| Sub-totals | \$19497.70 | \$16205.30 |

| | |
|---|---|
| Accelerated Academic Fund Grant | DELAWARE DEPARTMENT OF EDUCATION Teaching and Learning Workgroup 35 Commerce Way, Suite 1 Dover, DE 19904 Phone: 302-735-4190 Fax: 302-739-9477 |
| ACCELERATED ACADEMIC FUND GRANT - PROPOSED BUDGET INFORMATION | |

Submitting District Information

DISTRICT AND SCHOOL NAME: **Colonial George Read, Gunning Bedford, and McCullough Middle Schools** PROJECT TITLE: **Middle School Acceleration-Spring Board ELA**

CONTACT NAME AND TITLE: **Dr. Franklin Read, Director** WORK PHONE NUMBER: **323-2727**

WORK E-MAIL: **Dr. Nicholas Baker, Super.** **323-2727**
franklin.read@colonial.k12.de.us
nicholas.baker@colonial.k12.de.us

BUSINESS MANAGER'S NAME AND INITIALS (REQUIRED WHEN SUBMITTED AS AN APPLICATION BUDGET): **Emily Falcon Initials** FAX NUMBER: 

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 5800) | Capital Outlay (Account Code 5700) | Audit Fees (Account Code 5600) | Indirect Cost (Account Code 5500) | Total |
|--|---|------------------------------------|--|---|-----------------|--|----------------------|---|---|----------------------------|--|------------------------------------|--------------------------------|-----------------------------------|----------|
| | Administrative (ex. Assistant Principal and higher) | Instructional (ex. Teachers, Para) | Support (ex. Secretary, Custodial, Food Service) | Non-Pension Positions (ex. Substitutes) | Salary Subtotal | | | | | | | | | | |
| Administration | | | | | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| Instructors | | | | | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| Custodian | | | | | \$0 | \$0 | \$0 | | | | \$23,753 | | | | \$23,753 |
| Other Educational Materials and Services | | | | | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| Transportation | | | | | \$0 | \$0 | \$0 | | | | | | | | \$0 |
| Professional Development | | | | | \$0 | \$0 | \$0 | | \$11,950 | | | | | | \$11,950 |
| Grant Subtotal | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$11,950 | \$0 | \$23,753 | \$0 | | | \$35,703 |
| Grant Check ("OK" if grant total equals grant award amount; +/- value if grant total out of balance with grant award amount) | | | | | | | | | | | | | | | \$35,703 |
| Grant Total | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$11,950 | \$0 | \$23,753 | \$0 | | | \$0 |