

**RPL Grant Information SY19-20**

<b>District</b>	<b>School</b>	<b>Grant Name</b>	<b>Grant Description</b>
Appoquinimink	Appo HS, Waters MS, Redding MS, Meredith MS, Middletown HS	Success for ALL Students	This grant will provide funding for a three-pronged approach to improving student outcomes for students with disabilities. Stetson & Associates will provide training to each building's project team on best practices in education in inclusive and small-group classes; the district will hire a learning coach for each of its five secondary schools to support implementation of best practices; and the team will create a progress-monitoring tool to assess student performance throughout the school year. A newly created, full-time position, learning coaches' sole responsibility will be to support classroom teachers by helping develop lessons that will engage students of varying abilities, promoting increased achievement.
Brandywine	Brandywine HS	Leveraging Materials to Support Ambitious Teaching through Coaching Partnerships	School officials will use the grant to provide professional learning to teachers of mathematics, with a goal of increasing student achievement, especially among struggling students and students with disabilities. The Brandywine School District will partner with the University of Delaware's Professional Development Center for Educators to provide weekly coaching to help teachers implement the Eureka mathematics curriculum. Educators will participate in PLCs that help them engage in ambitious teaching and use formative assessments and data-based instruction and collaboration to inform their lesson planning. The intended outcome is a 20% increase in students with disabilities who meet their STAR growth goals and a 10% increase among their peers. Educators will learn evidence-based instruction techniques, effective use of formative assessments and work in PLCs to reflect on practice use real-time student data to support all learners.

Brandywine	Concord HS	Leveraging Materials to Support Ambitious Teaching through Coaching Partnerships	School officials will use the grant to provide professional learning to teachers of mathematics, with a goal of increasing student achievement, especially among struggling students and students with disabilities. The Brandywine School District will partner with the University of Delaware's Professional Development Center for Educators to provide weekly coaching to help teachers implement the Eureka mathematics curriculum. Educators will participate in PLCs that help them engage in ambitious teaching and use formative assessments and data-based instruction and collaboration to inform their lesson planning. The intended outcome is a 20% increase in students with disabilities who meet their STAR growth goals and a 10% increase among their peers. Educators will learn evidence-based instruction techniques, effective use of formative assessments and work in PLCs to reflect on practice use real-time student data to support all learners.
Brandywine	Maple Lane ES	Supporting Struggling Learners Through High Quality Curriculum and Professional Learning Partnerships	Educators will receive coaching support in class and in PLCs to help them continue implementing the Bookworms Curriculum, an evidence-based curriculum that allows all students to engage with increasingly challenging reading material for various purposes, such as comprehension, text structure, and text-based writing. The University of Delaware's Professional Development Center for Educators will provide ongoing support for all teachers, especially those who work with struggling students and students with disabilities. In an effort to support the whole child, Maple Lane faculty and staff will also take part in professional development on the topics of trauma-informed practices and behavior management.
Brandywine	Mount Pleasant HS	Leveraging Materials to Support Ambitious Teaching through Coaching Partnerships	School officials will use the grant to provide professional learning to teachers of mathematics, with a goal of increasing student achievement, especially among struggling students and students with disabilities. The Brandywine School District will partner

			with the University of Delaware's Professional Development Center for Educators to provide weekly coaching to help teachers implement the Eureka mathematics curriculum. Educators will participate in PLCs that help them engage in ambitious teaching and use formative assessments and data-based instruction and collaboration to inform their lesson planning. The intended outcome is a 20% increase in students with disabilities who meet their STAR growth goals and a 10% increase among their peers. Educators will learn evidence-based instruction techniques, effective use of formative assessments and work in PLCs to reflect on practice use real-time student data to support all learners.
Brandywine	PS DuPont MS	Leveraging Materials to Support Ambitious Teaching through Coaching Partnerships	School officials will use the grant to provide professional learning to teachers of mathematics, with a goal of increasing student achievement, especially among struggling students and students with disabilities. The Brandywine School District will partner with the University of Delaware's Professional Development Center for Educators to provide weekly coaching to help teachers implement the Eureka mathematics curriculum. Educators will participate in PLCs that help them engage in ambitious teaching and use formative assessments and data-based instruction and collaboration to inform their lesson planning. The intended outcome is a 20% increase in students with disabilities who meet their STAR growth goals and a 10% increase among their peers. Educators will learn evidence-based instruction techniques, effective use of formative assessments and work in PLCs to reflect on practice use real-time student data to support all learners.
Brandywine	Springer MS	Coaching to Support Ambitions Teaching Using Illustrative Mathematics	Working with the University of Delaware's Professional Development Center for Educators, Springer will provide all math teachers and math special educators with ongoing professional learning, focusing on the strong implementation of the Illustrative Mathematics materials, with fidelity, in

			<p>every classroom, on a daily basis. Teachers will receive six days of curriculum-focused learning, weekly PLC support for planning and data analysis. Teachers and students will provide feedback on the materials and professional learning, with data used to guide future professional learning, coaching, and PLC work.</p>
Brandywine	Talley MS	Coaching to Support Ambitious Teaching Using Illustrative Mathematics and Interventions	<p>Talley intends to continue its partnership with the University of Delaware's Professional Development Center for Educators to provide continued coaching for its math coach in the areas of planning, crucial conversations around equity, coaching goals and strategies, and reflection. This will ensure the building coach is prepared to support implementation of the curriculum and could serve as a district-wide coach or teacher leader in the future. The grant also supports the Response to Intervention teacher to ensure the RTI work is linked directly to the <i>Illustrative Mathematics</i> material and philosophy.</p>
Caesar Rodney	Fifer MS, Postlethwait MS	Increasing Rigor Through Instructional Best Practices	<p>Teachers will implement research-based best practices with their inclusion teams and continue the practice of instructional rounds with the Southern Regional Education Board. Instructional rounds allow teachers to learn from other teachers, as they visit others' classrooms and observe the teaching and learning. The grant will provide targeted support toward the Caesar Rodney School District's initiative of closing the achievement gap for students from special populations.</p>
Caesar Rodney	W. Reily Brown ES, Frear ES, Simpson ES, Star Hill ES, Stokes ES, Welch ES	Conceptual Instruction that Ensures Readiness for Secondary Mathematics - Yes That Really Exists!	<p>This project will provide professional learning for all teachers in grades 3 through 5. The on-site training, with existing students, will strengthen teachers' mathematical understanding and help them implement lessons using research-based best practices. The school is focused on providing equity in quality mathematics instruction, with a focus on low-income students, English Learners, special education students and African-American students. Goals of the program include decreasing the</p>

			achievement gap among those populations by 2%, as well as increasing overall math scores on the Smarter Balanced assessment by 2% for all students in grades 2-5. Teachers will receive professional-learning support from the Southern Regional Educational Board.
Cape Henlopen	Beacon MS	Enhancing Access for All: UDL Learning Labs at Cape	The school will combine formal professional learning with application of strategies and coaching, in the form of a year-long after-school tutoring program for students receiving special education services. Teachers will expand their knowledge and skills in Universal Design for Learning, then apply what they learn in the after-school program setting, where they will receive coaching, participate in reflection and evaluation of activities, then transfer what they learn as a "best practice" within the school community. The professional learning will be ongoing throughout the school year. The goals of the grant connect to two of the items in the district's School Success Plans: to promote academic excellence by appropriately challenging and supporting all students for postsecondary education and career readiness, and to enact equity and inclusion as an integral part of the systems and programs at each school.
Capital	Kent County Community School, KC Secondary ILC, William Henry MS, Dover HS, East Dover ES, North Dover ES, South Dover ES, Hartly ES, Towne Point ES, Fairview ES, Booker T Washington ES, Central MS	Capital Reimagining Professional Learning Opportunity Grant	The goal of the grant is to review current instructional practice and, through the selection and implementation of evidence-based practices for students with disabilities, provide a more inclusive continuum of services for every student, pre-K through grade 12. The continuum will be delivered in a safe and supportive environment, built to be standards-based, organized for personalized learning, focused on rigorous instruction and measured through dynamic assessment. In year one, the district will partner with Johns Hopkins University to analyze the effectiveness of existing structures, roles and processes. In year two, the district will focus on training and coaching teachers and families.

Charter	Early College HS @ DSU	Finding VALUE (Validation, Acquisition, and Learning Through Equitable Practices)	Early College High School will partner with the Delaware Math Coalition and the Buck Institute to provide professional development for the staff and more targeted support for math teachers, focusing on mathematical practices and culturally responsive teaching across the curriculum. Content-based professional development will provide the space to uncover teachers' beliefs and promote progress in supporting a more intentional focus on creating classrooms where students feel safe taking risks, sharing their thinking (right or wrong), viewing mistakes as opportunities for learning and working as a community to make sense of and build their mathematical understanding.
Charter	Freire Charter	Building a Professional Learning Community to Decrease Achievement Gaps Between Peer Groups in Mathematics	This project is aimed at improving math proficiency rates on the Smarter Balanced, PSAT and SAT exams, improving educator performance on all indicators of the school's Deeper Learning Rubric, and improving teacher satisfaction with the effectiveness of professional learning at Freire. The action plan includes adopting a new math curriculum, creating a new math benchmark system, and holding weekly meetings to analyze assessment results to inform and improve instructional practice. Goals include expanding and strengthening the instructional leadership team, including teacher leaders, and building their capacity to develop and sustain a professional learning environment that values continuous improvement in educator practice and student learning.
Charter	Kuumba Academy	Kuumba's Reimagining Professional Learning	With a specific focus on students with disabilities and students performing below the 25th percentile in reading, this grant will build teacher capacity around reading strategies, differentiated instruction, and trauma-informed practices, through a partnership with Reading Assist, Expeditionary Learning and EducationHall. Goals of the program are to increase the percentage of special education students meeting growth targets on the Smarter Balanced test, reducing by half the percentage of

			students scoring Below or Well Below on the SBAC, doubling the percentage of students meeting growth targets in Performance Levels 1 and 2; and 85% of teachers reflecting an increase in teacher performance, as measured by the Teaching Excellence Framework.
Charter	Providence Creek Academy	MTSS Coaching and Differentiating Up!	School officials want to enhance their abilities to address the differentiated needs of learners--from those who are below grade level to those who are advanced. The school intends to create a Multi-Tiered System of Support (MTSS), where all learners have their needs met as part of the classroom setting. Providence Creek will support teachers as they work toward that goal by implementing a Cycle of Inquiry at all levels. Team leaders will use a peer and coaching tool during PLCs and will participate in the Cycle of Inquiry. Teachers will work together to create a culture that is focused on continuous improvement, mutual accountability and continuous coaching.
Christina	Shue-Medill MS	Shue-Medill Middle Reimagining Grant: Explicit Academic and Trauma Informed Teaching Strategies to Support All Student	The project is intended to increase growth on the Smarter Balanced tests for special-education and low-income students, through providing professional learning, explicit teaching strategies, and teacher-student mentorship, as well as social-emotional learning and trauma-informed practices. The school intends to accomplish these goals by having staff use research-based teaching strategies with students, especially the two target groups; showing student growth on the "belonging" and "value" questions of the Student Agency Improvement Community surveys; having teachers collect and analyze data to identify their own areas of need; and reporting each week the social-emotional learning strategies teachers have incorporated to develop relationships with students.
Colonial	Gunning Bedford MS	Leveraging Learning	The grant will fund professional learning focused on High Leverage Practices in special education and Responsive Classroom Advisory. The programs will be implemented to support increased engagement and academic outcomes

			<p>for all students, especially those with disabilities. High Leverage Practices to be targeted are: Provide scaffolding supports; use strategies to promote active student engagement; provide positive constructive feedback to guide students' learning and behavior; establish a consistent, organized and respectful learning environment; and teach social behaviors. These high-level practices will be supported by Responsive Classroom techniques, such as using signals to gain student attention, investing students in rules, and providing opportunities for students to read, write, speak, listen, collaborate and reflect.</p>
Delmar	Delmar MS	Improving Literacy Achievement	<p>The school wants to increase literacy achievement for all students, with a focus on students in the English Learner, special education, and low-income subgroups. The grant will increase teacher capacity to lead professional learning community conversations that are student-oriented and supported by data and increase ongoing professional learning and support to teachers by incorporating differentiated literacy instruction. Students will have more opportunities to actively engage in their own learning, data review and goal setting using Achieve 3000 and MAP-informed learning paths for targeted instruction.</p>
DSCYF	Ferris/CWS School	Ferris (DSCYF) Essential Strategies to Meet the Common Core Part II	<p>For two years, teachers have had job-embedded professional development, such as peer visits, coaching, self-assessments, combined with half-day PLCs to create Common Core-aligned lessons, use peer review and seek input from the leadership team. Teachers expressed a wish for additional job-embedded professional development to improve teacher delivery of strategies, the need for deeper understanding of content and research-based teaching strategies, and lessons promoting shared skills/strategies that are cross-curricular in nature, such as close-reading strategies, to help them grow student achievement..</p>



DSCYF	Terry Center	Terry Center Multi-tiered Systems of Support to Increase Literacy Outcomes	The Center plans to implement a Multi-Tiered System of Support (MTSS), which considers environmental factors as they might apply to an individual student's difficulty and provides services/intervention as soon as the student demonstrates a need. The first support is implementation of the Bookworms Curriculum. Additional supports include Positive Behavior Supports, Second Step Social and Emotional Learning Curriculum and supplementary behavior interventions used to assist students dealing with traumatic events to self-regulate. A goal of the program is to provide students with opportunities to access the Bookworms curriculum through the MTSS, and to increase student proficiency in Common Core standards for reading. Goals for the educator are to increase understanding of the curriculum, implementation and alignment to Common Core State Standards, as well as the MTSS.
Indian River	East Millsboro, Georgetown ES, John M Clayton ES, Long Neck ES, Lord Baltimore ES, North Georgetown ES, Phillip C Showell ES, Southern Delaware School of the Arts	Planning with a Purpose	This grant will support all eight elementary schools in the Indian River School District, where teachers last year deepened their knowledge of instructional practices and resources to implement the Bridges and Benchmark curriculum. This year, the schools will continue to deepen the Data Cycle of Inquiry and focus on improving teacher planning for all subgroups. Reflective professional learning will be a high priority, through a job-embedded practice of implementing the elements of Learning Focused. Teachers will participate in grade-level backward planning and receive coaching. Throughout the year, teachers will have monthly professional development about Learning Focused and will be supported throughout the year by LF trainers and school leadership.
Indian River	Sussex Central HS, Millsboro MS, Selbyville MS	Using Coaching to Improve Pedagogical Impact on Student Achievement	Millsboro and Selbyville middle schools and Sussex Central High School will partner with Learning-Focused (LF) and Inclusion-Focused Coaching (IFC) to help school administrators and teachers deepen their understanding and pedagogical ability to create and deliver

			high-performing, rigorous lessons and use results-driven inclusion practices to improve student achievement, with a focus on students who receive special education services and English Learners. The goals are to improve teacher performance in the planning and delivery of Tier 1 instruction and assessment; strengthen the co-teaching structure to improve data-driven instruction in TAM classrooms; and increase student achievement for all students by at least 5% by improving teacher performance.
Lake Forest	Lake Forest HS	Reimagining Professional Learning Innovation Grant	The school will partner with Solution Tree, which embeds best practice into the daily course of educating students. Trainings and coaching opportunities will be available throughout the year. The goals of the grant are to establish a culture of professional learning that is responsive to teachers' and students' needs; ensure that every student has access to the educational rigor and quality instruction to prepare for life beyond high school; follow a professional learning cycle of inquiry; build ownership at all levels by communicating expectations for transfer of professional learning to practice and building teacher leaders; develop and engage in activities that support deep inquiry and sustained focus; and improve school climate in both student-student and student-staff relationships.
Lake Forest	W.T. Chipman MS	Strategic Focus on our Special Education Program	The goal is to increase overall achievement, particularly for the special-education population. Instructional strategies for special-education instruction were among the top five professional development requests from the school staff. Professional learning will include school-wide training in special education, including evaluating the existing program and developing strategies to improve the program operationally and instructionally; improving the delivery of the RTI program; and using an online professional development tool that provides additional training

			opportunities. Stetson & Associates, Vector Solutions and the Bureau of Education and Research will provide the professional learning opportunities.
Laurel	Laurel HS	Rich and Engaging Instruction in High School Mathematics Using High Quality Instructional Materials: Illustrative Mathematics	Funds will be used to provide curriculum training in <i>Illustrative Mathematics</i> , as well as job-embedded professional learning with the University of Delaware's Professional Development Center for Educators, for teachers at all grade levels. Goals of the project are for all students to make at least one year of progress on performance data; teachers will use the 5 Practice framework several times each week to produce discussion and elicit and use student thinking in a variety of ways; teachers will use a variety of mathematical routines to support emerging bilingual students and students with disabilities; and the leadership team will meet quarterly to engage in a cycle of inquiry, including multiple sources of data.
Laurel	Laurel MS	Rich and Engaging Instruction in Middle Grades Mathematics Using High Quality Instructional Materials: Illustrative Mathematics	Math teachers finished their first year using <i>Illustrative Mathematics</i> and received training and support throughout the year. Goals of the project are for all students to make at least one year of progress on performance data; teachers will use the 5 Practice framework several times each week to produce discussion and elicit and use student thinking in a variety of ways; teachers will use a variety of mathematical routines to support emerging bilingual students and students with disabilities; and the leadership team will meet quarterly to engage in a cycle of inquiry, including multiple sources of data. A focus this year will be having teachers implement the curriculum with fidelity to gauge its full capabilities.
Laurel	Laurel ES, North Laurel Early Learning Academy	Reimagining Elementary Mathematics by Piloting High Quality Instructional Materials	Having used <i>Cognitively Guided Instruction</i> to increase teachers' knowledge of how mathematical thinking develops in early elementary students, the schools have determined that the existing curriculum does not provide tasks of high cognitive demand and rigor. In the coming year, they will implement the <i>Illustrative Mathematics</i>

			(IM) curriculum, having already been accepted to pilot the 2019-20 IM materials. The grant will help support teachers in their PLCs and classrooms through coaching, in order to provide modeling, co-teaching and planning support for teachers to implement the materials with as much authenticity as possible.
Milford	Lulu Ross ES	ELA Instructional Strategy Mind-Shift	The grant will fund professional learning to implement the Bookworms Curriculum for reading. Bookworms is a research-based instructional program designed to provide equitable access to high-quality reading strategies for all students. Professional learning opportunities and support from Bookworms staff will help teachers implement the curriculum with with fidelity, including maintaining the pacing, working collaboratively and making data-driven decisions. The goal of the program is to see students show greater growth in ELA on the Smarter Balanced assessment.
Milford	Milford Central Academy	Setting Sail for Greatness	The project will allow MCA to work with ABA Consulting and the No Bully School Partnership to help the school better meet the needs of their English Learners and to give teachers strategies and understanding of the various learning styles they have. The school also will begin an after-school tutoring program and change its ELA curriculum to make it more rigorous and to better prepare students for the Smarter Balanced assessments. ABA Consulting will work to change instructional strategies and classroom delivery. The No Bully School Partnership will help school staff focus on building relationships with the students and students to build better relationships with one another, including learning culturally sensitive strategies.
Milford	Milford HS	Reimagining ELA Instruction for All Learners	Funds will help prepare the school to implement a new ELA curriculum, <i>My Perspectives</i> . The school also has modified its master schedule to double the instructional time in ELA in 9th and 11th grades. Professional learning will focus heavily on supporting

			<p>special-education students and English Learners. The ELA instructional coach will learn how to conduct specific data meetings and use them during weekly PLCs to inform instruction. Training, administration and instructional specialists will conduct walkthroughs to see the implementation and resources in action, allowing them to provide specific feedback to both the department and individual teachers.</p>
Red Clay	Highlands ES, Richardson Park ES, Forest Oak ES, Linden Hill ES	Enhancing Teachers' Knowledge and Instructional Strategies in the Area of Literacy Instruction	<p>Funds will be used to train teachers in best practices in literacy instruction as they work to implement a new elementary literacy curriculum, <i>Pearson ReadyGen</i>. The first step will be to train the trainers. All district coaches (literacy, English Learners and students with disabilities) will train first, attending monthly professional development with the supervisor of ELA. Coaches will provide quality job-embedded professional development to all teachers in grades 2-5 at their assigned schools. Coaches will provide frequent support to teachers throughout the year. Professional learning will be grade-level specific and differentiated, and teachers will be asked to reflect on their learning. Building administrators will receive training, as well. The primary goal is to enhance teachers' knowledge to impact their daily classroom instruction, leading to improved student outcomes for all, with a focus on Hispanic students and English Learners.</p>
Red Clay	Warner ES, Mote ES, Marbrook ES	Enhancing Teachers' Knowledge and Instructional Strategies in the Area of Literacy Instruction	<p>Funds will be used to train teachers in best practices in literacy instruction as they work to implement a new elementary literacy curriculum, <i>Pearson ReadyGen</i>. The first step will be to train the trainers. All district coaches (literacy, English Learners and students with disabilities) will train first, attending monthly professional development with the supervisor of ELA. Coaches will provide quality job-embedded professional development to all teachers in grades 2-5 at their assigned schools. Coaches will provide frequent support to teachers throughout the year. Professional learning will be grade-level specific and differentiated, and teachers</p>

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Red Clay	Cooke ES, Lewis Dual Language ES, Baltz ES	Enhancing Teachers' Knowledge and Instructional Strategies in the Area of Literacy Instruction	Funds will be used to train teachers in best practices in literacy instruction as they work to implement a new elementary literacy curriculum, Pearson ReadyGen. The first step will be to train the trainers. All district coaches (literacy, English Learners and students with disabilities) will train first, attending monthly professional development with the supervisor of ELA. Coaches will provide quality job-embedded professional development to all teachers in grades 2-5 at their assigned schools. Coaches will provide frequent support to teachers throughout the year. Professional learning will be grade-level specific and differentiated, and teachers will be asked to reflect on their learning. Building administrators will receive training, as well. The primary goal is to enhance teachers' knowledge to impact their daily classroom instruction, leading to improved student outcomes for all, but especially African American and Hispanic students, as well as English Learners.
Red Clay	Richey ES, Heritage ES, Brandywine Springs, North Star ES	Enhancing Teachers' Knowledge and Instructional Strategies in the Area of Literacy Instruction	Funds will be used to train teachers in best practices in literacy instruction as they work to implement a new elementary literacy curriculum, Pearson ReadyGen. The first step will be to train the trainers. All district coaches (literacy, English Learners and students with disabilities) will train first, attending monthly professional development with the supervisor of ELA. Coaches will provide quality job-embedded professional development to all teachers in grades 2-5 at their assigned schools. Coaches will provide frequent support to teachers throughout the year. Professional learning will be grade-level specific and differentiated, and teachers will be asked to reflect on their learning.

			Building administrators will receive training, as well. The primary goal is to enhance teachers' knowledge to impact their daily classroom instruction, leading to improved student outcomes for all, but especially students with disabilities, Hispanic students and English Learners.
Red Clay	Brandywine Springs School, Skyline MS, H.B. DuPont MS	Implementing Evidence-Based Instructional Practices	Red Clay believes that intensive and sustained high-quality professional learning for teachers and teacher leaders is essential to ensure all students have access to the educational rigor and high-quality instruction inherent in the Common Core State Standards for Math. Having implemented <i>Illustrative Mathematics</i> and <i>enVision AGA</i> curricula, the district wants to provide job-embedded, collaborative, curriculum-based training sessions for teachers, with support from the University of Delaware's Professional Development Center for Educators. High school teachers will participate in professional learning focusing on purposeful planning and evidence-based strategies, using <i>enVision AGA</i> and the National Council of Teachers of Mathematics' Eight Effective Teaching Practices. Finally, a leadership cohort will be developed to provide model classrooms for teacher observations of colleagues within and across grade levels and buildings.
Red Clay	A.I. DuPont HS, McKean HS	Implementing Evidence-Based Instructional Practices	Red Clay believes that intensive and sustained high-quality professional learning for teachers and teacher leaders is essential to ensure all students have access to the educational rigor and high-quality instruction inherent in the Common Core State Standards for Math. Having implemented <i>Illustrative Mathematics</i> and <i>enVision AGA</i> curricula, the district wants to provide job-embedded, collaborative, curriculum-based training sessions for teachers, with support from the University of Delaware's Professional Development Center for Educators. High school teachers will participate in professional learning focusing on purposeful planning and evidence-based strategies, using

			<p><i>enVision AGA</i> and the National Council of Teachers of Mathematics' Eight Effective Teaching Practices. Finally, a leadership cohort will be developed to provide model classrooms for teacher observations of colleagues within and across grade levels and buildings.</p>
Red Clay	Cab Calloway School of the Arts, Conrad School of Science, Dickinson HS	Implementing Evidence-Based Instructional Practices	<p>Red Clay believes that intensive and sustained high-quality professional learning for teachers and teacher leaders is essential to ensure all students have access to the educational rigor and high-quality instruction inherent in the Common Core State Standards for Math. Having implemented <i>Illustrative Mathematics</i> and <i>enVision AGA</i> curricula, the district wants to provide job-embedded, collaborative, curriculum-based training sessions for teachers, with support from the University of Delaware's Professional Development Center for Educators. High school teachers will participate in professional learning focusing on purposeful planning and evidence-based strategies, using <i>enVision AGA</i> and the National Council of Teachers of Mathematics' Eight Effective Teaching Practices. Finally, a leadership cohort will be developed to provide model classrooms for teacher observations of colleagues within and across grade levels and buildings.</p>
Seaford	Seaford HS, Seaford MS	Content Institutes at the Secondary Level to Address TSI 2 Needs	<p>Seaford will replicate a program offered last year to its middle school math teachers, focusing on instruction and purposeful planning. Seaford plans to develop secondary content institutes in English and math to encourage teachers to collaborate and plan engaging, meaningful lessons for students, with embedded instructional supports for subgroups. Seaford Middle will focus on students with disabilities; Seaford High will focus on African-American students and English Learners. Science teachers will work with a specialist from the University of Delaware's Professional Development Center for Educators to engage in a deep review of the Next Generation Science Standards and school-level assessments.</p>



Smyrna	Clayton Intermediate	Differentiating Learning Every Way, Every Day	Clayton Intermediate will use the grant to train teachers to plan and design lessons to meet the needs of all students, with a particular focus on students with disabilities. Clayton teachers will join with teachers at John Bassett Moore, Smyrna Middle School and Smyrna High School for training from the Bureau of Educational Research. All teachers will receive professional learning about differentiation, and special training on instruction in an inclusion classroom will be provided for teachers in a TAM setting. Teacher leaders will direct PLC learning, and teachers will participate in peer-to-peer visits, an essential step as the Smyrna School District considers adopting the <i>Universal Design for Learning</i> model. The goals are to increase teacher capacity, change classroom practice and improve student performance.
Smyrna	JB Moore Intermediate, Smyrna MS, Smyrna HS	Differentiated for Success	These Smyrna District schools will use the grant to train teachers to plan and design lessons to meet the needs of all students, with a particular focus on students with disabilities. Teachers at these schools will join with teachers at Clayton Intermediate School for training from the Bureau of Educational Research. All teachers will get professional learning about differentiation, and special training on instruction in an inclusion classroom will be provided for teachers in a TAM setting. Teacher leaders will direct PLC learning, and teachers will participate in peer-to-peer visits, an essential step as the Smyrna School District considers adopting the Universal Design for Learning model. The goals are to increase teacher capacity, change classroom practice and improve student performance.
Woodbridge	Woodbridge MS	Reimagining Professional Learning	Woodbridge will provide intensive training in Design Thinking as a framework for school improvement. Design Thinking is an approach to learning that uses student inquiry as a catalyst to explore and test solutions. The process of Design Thinking will call upon all staff to be involved in

			<p>identifying the root causes of problems and work together to create tools and solutions. That process should allow for greater teacher involvement and ownership in the school improvement-process, which will produce a more vested interest in student achievement. Continued coaching of teachers throughout the year will address teachers' ability to offer rigorous and appropriate Tier 1 content instruction to all students, especially those with disabilities.</p>
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