



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

**LEA/Agency/Organization Information**

**Name:** Indian River School District **Date:** 10/25/13

**Address 1:** 31 Hosier St. P.O. Box

Street Address

**Address 2:** Selbyville DE 19975

City State Zip Code

**Amount of Funding Requested:** \$43,095 **Total Cost of Project:** \$53,495

**Coordinator's Name:** Will Revels **Email:** will.revels@irsd.k12.de.us **Telephone:** (302) 436-1000

**Proposed Sub-Grant Project Title:** BRITE Project

**Description of Project:**

The purpose of the BRITE Project (Bringing Intellectual Talents Everyday) is to provide professional development for teachers and administrators implementing the *SpringBoard* program with honors level students. Developed by *CollegeBoard*, the *SpringBoard* English Language Arts and Mathematics curriculums are designed to build a pathway in grades 6-10 towards *Advanced Placement* competency in later grades.

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

Objective: Train honors level teachers currently utilizing the *SpringBoard* curriculum to maximize the programs' potential for gifted learners.

- The proposed professional development would include strategies for differentiating instruction for gifted learners as well as students from historically underserved groups.
- The proposed professional development would include steps for unpacking rigorous embedded mathematics and ELA assessments in order to maximize student outcomes.
- The proposed professional development would include strategies for developing a student centered classroom with a focus on Common Core Standards.
- The proposed professional development would provide training for building level and district administrators to both support and monitor the *SpringBoard* program.

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

The BRITE Project encompasses five separate professional development sessions. The first two sessions, which involved initial training for *SpringBoard* teachers and administrators, took place in the fall of 2013. The Indian River School District hopes to continue with *Advanced Teacher Training* (summer 2014), *Advanced Administrator Training* (fall 2014), and *Differentiation in the Classroom* (fall 2014) through funding derived from the Accelerated Academic Education Grant.

**Signature of Chief School Officer/Agency Head:** 

**Printed Name:** Mark Steele, Asst. Superintendent **Date:** 10/25/2013

**Signature of Business Manager:** 

**Printed Name:** Patrick Miller **Date:** 10/25/2013

INDIAN RIVER SCHOOL DISTRICT BRITE PROJECT  
GRANT PROPOSAL

For the

Delaware Department of Education Accelerated  
Academic Education Grant Program

2013-14

BRITE PROJECT GRANT PROPOSAL  
Indian River School District  
31 Hosier Street, Selbyville, De, 19975

Contact Person(s)

LouAnn Hudson Ed. D. (Director of Instruction)  
Will Revels (Supervisor of Secondary Instruction)  
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Project Schools

Sussex Central High School

Indian River High School

Selbyville Middle School

Millsboro Middle School

Southern Delaware School of the Arts

Georgetown Middle School

Lead Contact Person: LouAnn Hudson Ed. D. (Director of Instruction)  
[Louann.hudson@irsd.k12.de.us](mailto:Louann.hudson@irsd.k12.de.us)

## Overview of BRITE Project Grant Proposal

The Indian River School District has implemented *SpringBoard*, a Pre-Advanced Placement curriculum in grades 6-10 in order to better prepare middle and high school honors students for the challenging work Advanced Placement, International Baccalaureate, and Dual Enrollment courses require in later grades. The *CollegeBoard*, which is responsible for developing PSAT, Advanced Placement, and SAT Exams, created *SpringBoard* by back-mapping from those assessments' expectations, which are widely recognized as leading indicators of college and career readiness. *SpringBoard* has been specifically designed to prepare these middle and high school students for the rigorous expectations of advanced coursework. While the program will certainly benefit the traditional honors/AP student, *SpringBoard* can also play a key role in the district's challenge to prepare students from diverse backgrounds for success in our high schools' accelerated programs. The Indian River School District must ensure that instructors deliver on *SpringBoard's* promise.

The Indian River School District is requesting grant funding to complete its BRITE (Bringing Intellectual Talents Everyday) Project, a 2 year professional development program for *SpringBoard* instructors and administrators that began this school year. BRITE is essential to ensuring that teachers have a comprehensive understanding of the strategies and tools *SpringBoard* provides, and administrators recognize how to both support and monitor the program. *CollegeBoard* offers a myriad of targeted opportunities for further teacher and administrator development in relation to the *SpringBoard* curriculum.

Of particular interest to the district is the *Advanced Teacher Workshop* that is designed for teachers in year 2 of program implementation. The purpose of this recommended professional development session is to deepen and extend teachers' understanding of *SpringBoard* instructional elements that were introduced during the *Initial Institute* training which took place at the beginning of this school year. For English Language Arts teachers, the proposed 2 day summer session would address *Meeting Rigorous Expectations for Reading and Writing*. For Mathematics teachers, the 2 day session would incorporate *Rigor and Higher Order Thinking* as well as *Using Strategies to Create a Student Centered Classroom*.

Another professional development opportunity the Indian River School District is proposing for *SpringBoard* instructors is *Differentiating Instruction for Gifted and Talented Students, English Language Learners, and Special Education Students*. The outcome for teachers would be two-fold: first, a deep understanding of when, why, and how to differentiate instruction to meet students' diverse learning needs; secondly, knowledge of how to monitor differentiated instruction effectively to meet the needs of advanced and struggling learners. This one-day focus seminar would take place in the fall of 2014.

In addition to a well-trained cadre of teachers, it is also essential that district and building administrators understand the instructional resources and expectations contained in *SpringBoard*. The proposed *SpringBoard* professional development plan calls for participating administrators to build on their existing knowledge of *SpringBoard* obtained this fall in the *Initial Administrator Workshop* by taking part in *CollegeBoard's Advanced Administrator Workshop* next school year. Offered throughout the 2014-15 school year, this half-day training builds school-level capacity to support and monitor the program.

Quality of the Proposed Curriculum and Incorporation of Successful Program Designs

*SpringBoard's* focus on English Language Arts and Mathematics curriculum incorporates best practice teaching methods (Understanding by Design) that include integrated formative assessments throughout each unit. There is an emphasis on higher order thinking skills and differentiation for individual student groups. Teachers gain the advantage of AP instructional strategies embedded in the lessons in grades 6-10. This early preparation with scaffolding and challenge helps build the skills and confidence required for later success in advanced high school coursework. *SpringBoard's* ability to usher students towards Advanced Placement participation and competency is well documented. Below are statistics and case studies that demonstrate the impact *SpringBoard* has had on achievement at the state and local level.

**Florida SpringBoard High Schools vs. Florida Non-SpringBoard High Schools**

	Number of Students Taking at Least 1 AP		Number of Students Scoring 3 or Higher on at Least 1 AP		Number of Exams		Number of Exams Scored 3 or Higher	
	% 1 Yr Difference 2006-07 to 2007-08	% 4 Yr Difference 2004-05 to 2007-08	% 1 Yr Difference 2006-07 to 2007-08	% 4 Yr Difference 2004-05 to 2007-08	% 1 Yr Difference 2006-07 to 2007-08	% 4 Yr Difference 2004-05 to 2007-08	% 1 Yr Difference 2006-07 to 2007-08	% 4 Yr Difference 2004-05 to 2007-08
Florida SB High Schools	16.3	45.2	11.3	23.5	24.2	68.0	15.3	36.1
Florida Non-SB High Schools	6.9	30.3	8.0	25.7	10.3	40.2	12.0	34.0

Source: Haifa Matos-Elefonte, The College Board, & Jun Li, Fordham University

### Florida SpringBoard High Schools by Number of Years Utilizing SpringBoard

	Number of Students Taking at Least 1 AP Exam		Number of Students Scoring 3 or Higher on at Least 1 AP Exam	
	% 1 Year Difference 2007-2008	% 4 Year Difference 2007-2008	% 1 Year Difference 2007-2008	% 4 Year Difference 2007-2008
SpringBoard 3,4,5 years	21.0	64.3	12.4	30.4
SpringBoard 1,2 years	12.3	31.2	10.6	19.0
All Florida Public Schools	9.3	34.0	8.8	25.1

Source: Haifa Matos-Elefonte, The College Board, & Jun Li, Fordham University

### Qualifications of Instructors

The purpose of this grant proposal is to build capacity in the area of instructor qualification. As the grant’s stipulations suggest, it is critical that teachers delivering instruction to accelerated students demonstrate pedagogical and subject matter expertise. All current IRSD *SpringBoard* teachers are rated as Highly Qualified in their content area by the Delaware Department of Education certification system. Participating teachers, content area specialists, and administrators have also attended *SpringBoard’s Initial Institute* training this past fall. It is the district’s belief that year 2 of this proposed professional development program will significantly enhance the capabilities of each school’s *SpringBoard* instructional team.

It’s also crucial to the success of the BRITE Project that individuals delivering professional development for advanced learners be highly qualified to do so. In order to maintain the fidelity of its professional development programs, *CollegeBoard* requires the following from its *SpringBoard* facilitators

- § Be an active teacher, mentor/coach, or administrator from an accredited middle or secondary institution*
- § Have teaching experience with and detailed knowledge of the SpringBoard program--evidenced by classroom visits, participation in multiple SpringBoard trainings*
- § Have a degree in an area appropriate to the discipline. A Master’s Degree and additional certification (e.g., National Board Certification) is strongly preferred*
- § Be able to show evidence of continuing education to remain current and credible in their area of expertise (e.g., recent coursework, participation on committees, membership in professional organizations, attendance/presentations/exhibits at professional conferences*
- § Commit to fulfilling the mission and goals of the College Board as a consultant*
- § Be able to successfully integrate current technology and relevant resources into workshop presentations*

Source: Alison Procopio; CollegeBoard Representative

## Transportation and Integration with Existing School Programs

Indian River School District has chosen to fully adopt the *SpringBoard* curriculum into its regular school day for Honors students. As a result, this highly motivated group of advanced students has full access to the curriculum without losing the benefits of attending extra-curricular activities such as clubs and athletic programs. Full regular day integration has also alleviated potential transportation issues that might have arisen had the district chosen to utilize *SpringBoard* in another fashion. In addition, the two-day *Advanced Teacher Workshop* will take place in the summer months in order to reduce the number of hours teachers will be out of the classroom during instructional time.

The *SpringBoard* curriculum is only one component of the Indian River School District's comprehensive program for accelerated learners. Other elements include the IRSD *ExCEL* Program, which targets advanced 4<sup>th</sup> and 5<sup>th</sup> grade students for supplemental pullout learning activities via certified *ExCEL* instructors during the regular school day. Qualifying 3<sup>rd</sup> grade elementary students can also participate in the *T.I.E.S.* (Thinkers in Engineering and Science) Program which focuses on critical thinking skills through the lens of science and mathematics. *T.I.E.S.* is often a precursor for participation in the aforementioned *ExCEL* Program and is designed specifically to identify students from historically disadvantaged groups. *Odyssey of the Mind* is another educational opportunity for gifted IRSD students to develop their skills through problem based learning competitions. *Odyssey of the Mind* is available to students at all grade levels and the district has fielded teams in all three divisions over the past 26 years.

In addition to the *SpringBoard* curriculum for grades 6-10 Honors classes, accelerated secondary students in the Indian River School District have a number of other academically rigorous opportunities through collaboration with post-secondary institutions. The district has partnered with Delaware Technical and Community College to provide *Academic Challenge*, a program for middle and high school students to build capacity for college level coursework. Students commute to the Del-Tech Owens Campus during the regular school day to receive instruction from adjunct professors employed by the college.

The district has also partnered with the University of Delaware to provide Dual Enrollment credit courses for senior English students at Indian River High School. Upon successful completion of the curriculum developed in conjunction with university professors, IRHS students earn both high school and U.D. Eng. 110 credit at no additional cost to participating students. The Indian River School District is exploring the possibility of expanding this partnership to include other accredited University of Delaware coursework as well.

This school year, Sussex Central High School has launched one of the first International Baccalaureate Programs in the state. Addressing the curricular needs of 11<sup>th</sup> and 12<sup>th</sup> grade students, the IB Program is renowned for its ability to offer challenging curriculum and rigorous assessment. A virtual magnet for accelerated students, International Baccalaureate provides a distinctive series of educational programs to foster an inquiring global citizenry.

In 2012, the Indian River School District launched its STEM (Science Technology Engineering and Mathematics) Initiative which provides students in middle and high school with curriculum and teaching strategies developed by *Project Lead the Way*. This CTE Pathway opportunity helps prepare students for budding careers in various aspects of technical engineering. Students completing STEM Programs at the secondary level consistently demonstrate higher retention rates in university engineering programs throughout the nation.

Both high schools in the Indian River School District offer a myriad of Advanced Placement courses for students. Through AP coursework, students are exposed to collegiate level rigor that helps prepare them for future success. Scores of 3, 4, or 5 on end-of-course exams also provide students with the opportunity for credits at participating colleges and universities. The following Advanced Placement courses are currently offered by the Indian River School District:

- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics B
- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP US History
- AP Psychology
- AP European History
- AP English Language
- AP English Literature
- AP Spanish Language
- AP Art History

### Sustainability

The Indian River School District is committed to the sustainability of its *SpringBoard* program for advanced learners. Following this initial grant, professional development for teachers and administrators will be maintained through various funding sources. The District is currently exploring the concept of an AP/Pre-AP Booster Club. The organization would be charged with raising private revenues earmarked for Honors/AP teacher professional development. Such initiatives have proven successful in other areas throughout the country. Other sources for ongoing *SpringBoard* professional development would include Federal Title II funds as well as future local referendum monies.



Efficiency of Spending

The BRITE Program aims to apply 100% of grant funding towards the professional development of instructors and administrators that work with students on a daily basis. 24 ELA teachers and 25 mathematics teachers are currently utilizing *SpringBoard* in their classrooms in this first year of implementation. These same teachers along with the district’s 2 curriculum specialists are slated for the additional training that the district hopes to implement through this grant. Professional development for all 6 secondary principals and appropriate district administrators will also have a direct impact on student achievement as their training will allow for more effective *SpringBoard* support and monitoring.

**BRITE Program Funding Breakdown**

<b>Professional Development Title</b>	<b>Teacher Stipends w/OEC costs</b>	<b>Substitute Teachers w/OEC costs</b>	<b>Contracted Services w/ CollegeBoard</b>	<b>Total</b>
<b>2 day Advanced Teacher Workshop (summer '14)</b>	\$16,305		\$10,400	\$26,705
<b>4 hour Advanced Administrator Workshop (fall '14)</b>			\$2,800	\$2,800
<b>1 day Differentiation Seminar (fall '14)</b>		\$5,690	\$7,900	\$13,590
				\$43,095

Encouragement of participation by students from diverse backgrounds

The Indian River School district is committed to extending accelerated learning opportunities to all students. In order to provide greater access to pupils from traditionally disadvantaged groups, middle school guidance counselors receive training on how to encourage qualified poor and minority students into honors level coursework. The district’s middle schools also hold semi-annual College and Career Nights which provide families with pertinent information about accelerated instructional programs at the secondary level.

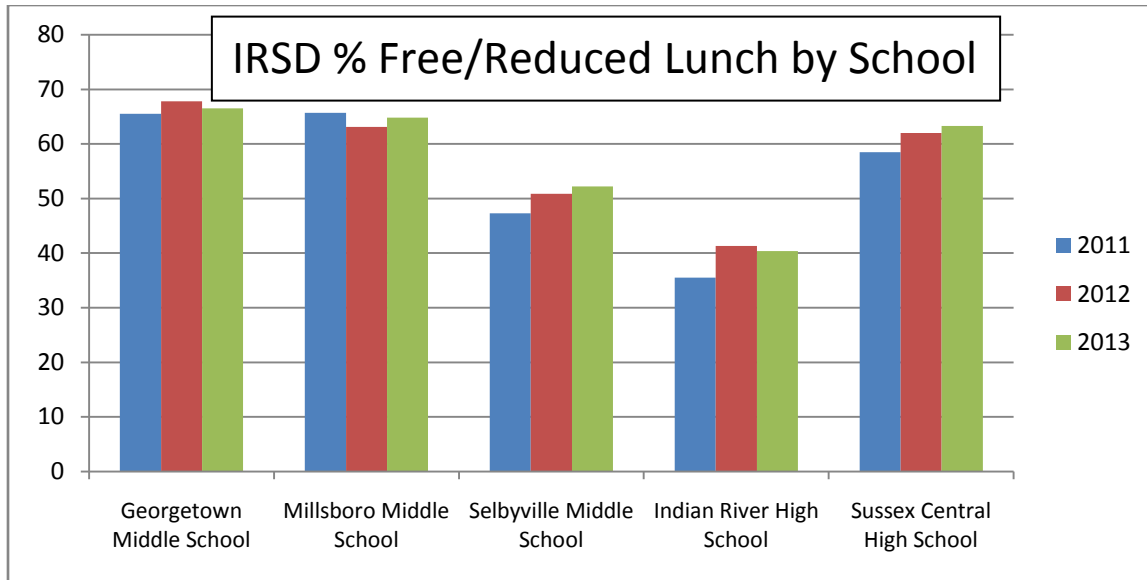
*AP Potential* is an online tool developed by *CollegeBoard* that uses 10<sup>th</sup> grade PSAT results to identify students who exhibit the aptitude for future AP success. The program goes on to match these students with the specific Advanced Placement course(s) in which they are most likely to excel. The district’s two high schools have had success using this tool to identify eligible

students who may have been overlooked for accelerated learning in earlier grades. Many of the students *AP Potential* has identified are from underrepresented groups that have historically had limited access to accelerated educational programs. At the high school level, low-income students also receive AP exam fee reimbursement from the district for passing scores of 3 or higher.

The scaffolded instruction embedded in *SpringBoard* also helps to create a platform for greater access. Teachers delivering the curriculum are provided with the concrete differentiation strategies and methods required to meet the needs of a more diverse group of students. The *SpringBoard* program has produced numerous success stories for traditionally underserved groups across the nation. Hobbs Municipal Schools in New Mexico has experienced student gains in both reading and math for ELL populations. Region One District in Texas has posted impressive results in their efforts to increase the level of college readiness for ELL and first-generation college students. Other districts experiencing success with *SpringBoard* include Bellevue School District in Washington, Collier County Public Schools (Florida), and Ronan School district in Montana, which has also shown significant improvement in math and reading scores for its minority populations. (<http://program.collegeboard.org/case-study>).

	Number of Students Taking at Least 1 AP				Number of Students Scoring 3 or Higher on at Least 1			
	SB	SB	Non-SB	Non-SB	SB	SB	Non-SB	Non-SB
	% 1 Yr Difference 2006-07 to 2007-08	% 4 Yr Difference 2004-05 to 2007-08	% 1 Yr Difference 2006-07 to 2007-08	% 4 Yr Difference 2004-05 to 2007-08	% 1 Yr Difference 2006-07 to 2007-08	% 4 Yr Difference 2004-05 to 2007-08	% 1 Yr Difference 2006-07 to 2007-08	% 4 Yr Difference 2004-05 to 2007-08
<b>American Indian</b>	20.0	45.9	12.8	55.9	50.0	50.0	12.9	42.9
<b>Asian</b>	12.9	46.6	3.0	22.1	8.5	32.8	5.8	22.4
<b>Black</b>	27.5	109.1	7.4	37.1	7.2	33.9	8.4	27.3
<b>Hispanic</b>	25.1	52.4	8.2	37.3	19.2	30.1	5.5	26.3
<b>White</b>	11.4	27.0	6.7	25.2	9.2	17.7	9.9	24.4
<b>Other</b>	27.5	75.2	13.2	60.9	24.4	31.0	16.8	58.9

Source: Haifa Matos-Elefonte, The College Board, & Jun Li, Fordham University



### Identification of Eligible Students

Because the *SpringBoard* program is offered across the majority of secondary grades (6-10) the Indian River School District has instituted tools for identification at multiple entry points in a student's career. At the middle school level, Honors students are identified using prior DCAS results, 1<sup>st</sup> marking period grades, *Scholastic* SRI and SMI scores, and individual teacher recommendations. In addition, the district is exploring future use of *ReadiStep*, an assessment developed by *CollegeBoard* to measure progress towards college and career readiness in 8<sup>th</sup> grade. *ReadiStep* could be utilized to identify students in need of acceleration similarly to the aforementioned *AP Potential* Program at the high school level. Utilizing identification tools such as *AP Potential* and *ReadiStep* which are developed by *CollegeBoard* helps to ensure a high level of cohesion with its *SpringBoard* curriculum.

### Program Evaluation

The Indian River School District plans to use several evaluative tools to determine the effectiveness of the proposed BRITE Program. End-of-session surveys will be completed by participating teachers that will address the quality, relevance, organization, and delivery of the training they attend. In addition, participating teachers and students are slated to complete mid-term and end-of-year evaluations of the *SpringBoard* Program over the next two school

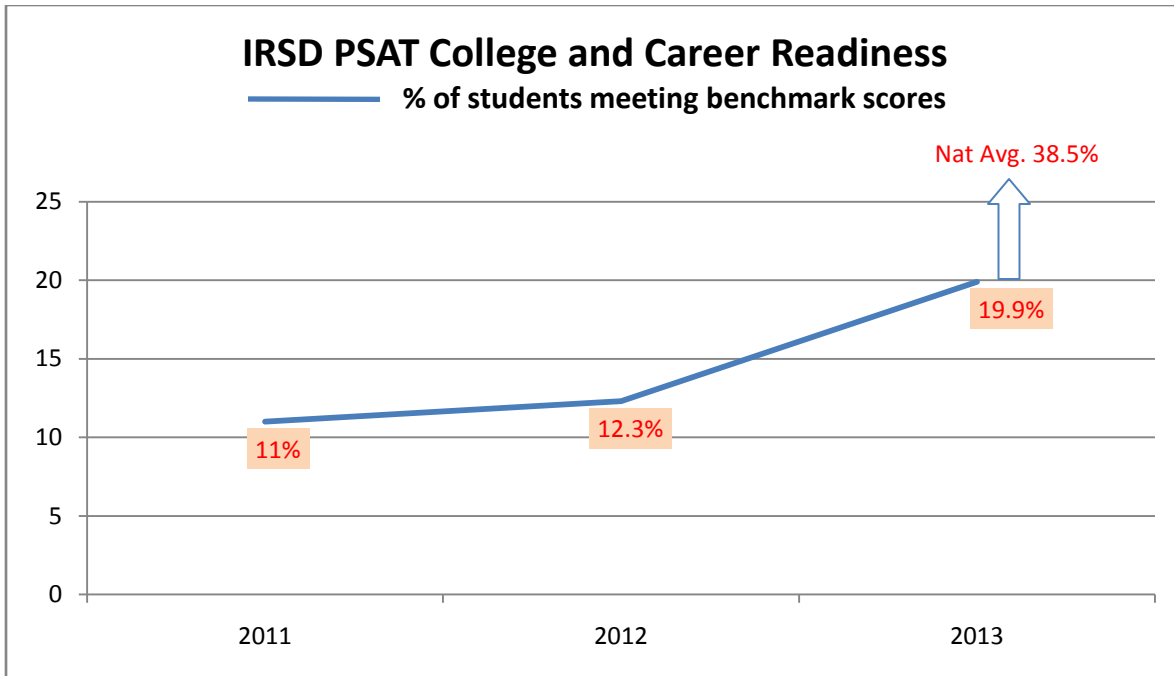
years. Included in the teacher questionnaire are questions that assess how effectively the professional development sessions prepared them for program implementation.

Further evidence of program effectiveness will come in the form of assessment results. Assessment tools such as *ReadiStep*, PSAT, SAT, AP, and *SmarterBalanced* provide guideposts along the way towards college and career readiness. The district anticipates measurable 1, 3, and 5 year growth in these assessment results for honors students as the *SpringBoard* program and its subsequent professional development are implemented in coming years. Below are a series of data charts which demonstrate the district’s strengths as well as its need to build a stronger foundation for the Advanced Placement and International Baccalaureate Programs.

## Indian River School District Advanced Placement Exam Results

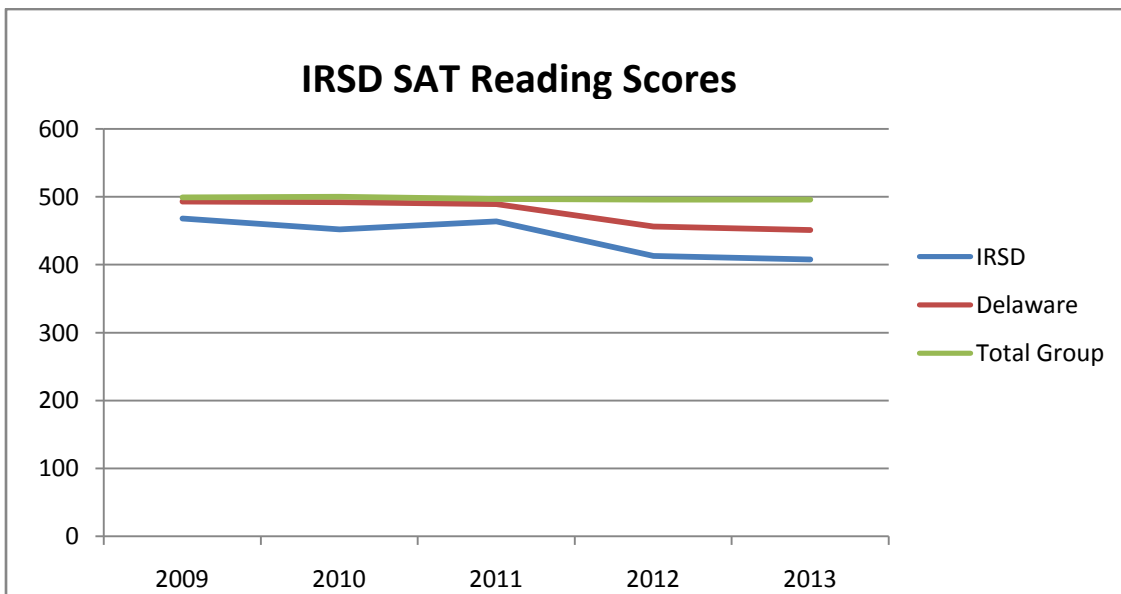
	2009	2010	2011	2012	2013
<b>Total AP Students</b>	119	209	256	180	137
<b>Number of Exams</b>	202	632	491	345	245
<b>AP Students with Scores 3+</b>	46	77	80	81	87
<b>% of total AP Students w/3+</b>	38.7%	36.8%	31.25%	45%	63.5%

The Indian River School District has seen an increase in the percentage of students passing AP exams with scores of 3 or higher. However, the total number of students accessing this rigorous coursework has decreased over time. *SpringBoard* and its accompanying professional development for instructors is expected to help build capacity for a larger, more diverse program while maintaining the integrity and rigor of accelerated learning expectations.

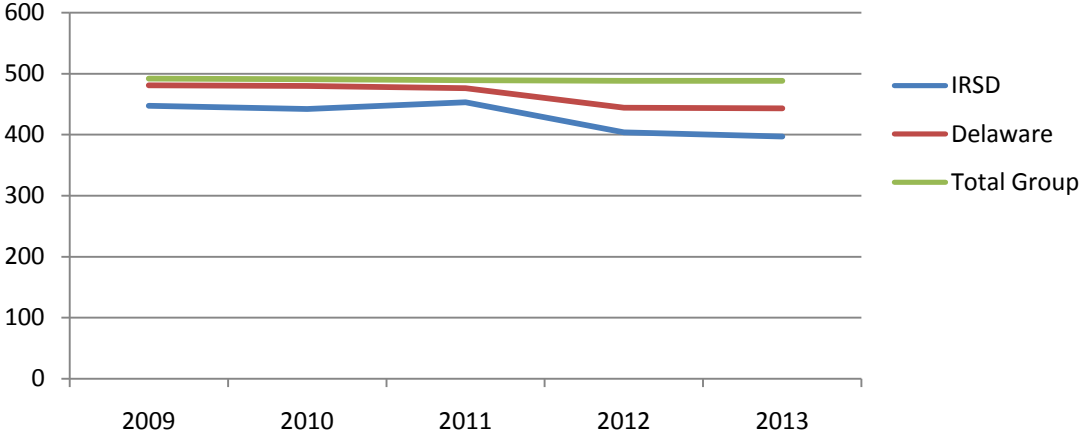


District PSAT scores are increasing, but still fall well below national benchmarks. Administered in the fall of 10<sup>th</sup> grade, this assessment demonstrates the need for improved curriculum and instruction in grades 6-9.

District SAT trends can be viewed below. Score increases are expected as greater numbers of students are exposed to more rigorous coursework through the *SpringBoard* program.



### IRSD SAT Mathematics Scores



Accelerated Academic Fund Grant	DELAWARE DEPARTMENT OF EDUCATION Teaching and Learning Workgroup 55 Concourse Way, Suite 1 Dover, DE 19904 Phone: 302-739-4190 Fax: 302-750-9477
ACCELERATED ACADEMIC FUND GRANT - PROPOSED BUDGET INFORMATION	

**Submitting District Information**

DISTRICT AND SCHOOL NAME: Indian River Indian River School District BRITE Project

CONTACT NAME AND TITLE: *WJ* **WJ Revels** - Supervisor of Secondary Instruction  
 WORK PHONE NUMBER: 302-436-1000 ext 1111

WORK E-MAIL: *WJ* **wjrevels@irsd.k12.de.us**

BUSINESS MANAGER'S NAME AND INITIALS (REQUIRED WHEN SUBMITTED AS AN APPLICATION BUDGET): **Patrick Miller** *PATRICK C. MILLER*  
 FAX NUMBER: 302-436-1012 *CHIEF FINANCIAL OFFICER*

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)	Instructional (ex: Teachers, Parag)	Support (ex: Secretary, Custodial, Food)	Non-Pension Positions (ex: Substitutes)	Salary Subtotal										
Administration					\$0	\$0	\$0						-	-	\$0
Instruction		\$5,200			\$5,200	\$480	\$5,680						-	-	\$5,680
Curriculum					\$0	\$0	\$0						-	-	\$0
Other Educational Materials and Services					\$0	\$0	\$0						-	-	\$0
Transportation					\$0	\$0	\$0						-	-	\$0
Professional Development		\$12,500			\$12,500	\$3,805	\$16,305		\$21,100				-	-	\$37,405
Grant Subtotal	\$0	\$17,700	\$0	\$0	\$17,700	\$4,295	\$21,995	\$0	\$21,100	\$0	\$0	\$0	-	-	\$43,095
Grant Check ("OK" if grant total equals grant award amount; +/- value if grant total out of balance with grant award amount)															\$43,095

Grant Total	\$0	\$17,700	\$0	\$0	\$17,700	\$4,295	\$21,995	\$0	\$21,100	\$0	\$0	\$0	-	-	\$0
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