

# Vicksburg Community Schools Proposal Form with Guidance

Please review VCS General Guidelines for Program Review and Proposal Development prior to completion of this form. Send completed Proposal Form and supporting documents to the Curriculum office by March 1<sup>st</sup>.

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Title of Proposal: K-5 Math Intervention Resource Proposal Author(s): Sheri Blough, Tessa Rewa, Jessica Moughton, Alicia Zagar, Cindy Kessler, Amy Green, Becky McGill, Aaron Willet, Amy Stauffer, Gail VanDaff

Department and Curriculum Area: K-5 Math Intervention Building: Indian Lake, Sunset Lake, Tobey

Committee Members: Same as proposal authors

❖ This proposal is for: (put an X next to all that apply)

- Textbook and other teaching resources (requires planned pilot process as part of the proposal request)
  - New courses or course revisions
  - Full program or curriculum area reviews
  - Program or curriculum area modifications
  - Supplemental Instructional/Intervention Resource
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Dates of Anticipated Review and Action: DCILT May 7, 2024 BOE May 13, 2024

Principal's Signature(s): Amie McCaw, Mike Barwegen, Sarah Bacalia

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(To be completed by Director of Curriculum and Instruction upon receipt of proposal.)

Date Received: 5/1/24

Comments on proposal:

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RESPONSE:

Need more information: \_\_\_\_\_

Proceed as outlined in the proposal

Gail VanDaff

Director of Curriculum and Instruction

[Signature]

5/7/24

Date

5/8/24

**I. Proposal Background & Overview** – Write a narrative that includes *all* of the following:

- Relevant background/history.
- Problem or other basis for the proposal (i.e. student needs, etc.).
- Reasons for making the change.
- Targeted Continuous Improvement Goals

*In the Summer of 2012 VCS sent a small group of special education teachers (Educational Supports and Intervention - ESI) & curriculum personnel to Madison, Wisconsin for training in Number Development. Since that time Intervention and ESI have been using a number of math interventions, including Madison Math, to work with students in tier 2 & tier 3, to improve student math skills. The district later adopted an on-line program, Accelerated Math, which was used by intervention. It was eventually discontinued and replaced with Freckle Math, again an online program. Interventionists & ESI felt these programs did not fully meet the needs of their students as they are not designed for direct instruction. Currently, ESI staff uses Connecting Math Concepts as the main tier 3 math intervention. However, it does not meet current criteria for high quality, evidence-based math intervention, per EdReports. We have found that none of the math interventions either department currently uses meets our district defined non-negotiables and success indicators for student success including the need for direct instruction.. We are looking for a program that addresses only our 'Big Rock' skills (priority standards) that all students need to know to be a successful mathematician in life. Bridges Intervention does meet our district's success indicators and is considered an evidence-based, high quality K-5 intervention by EdReports. Per their representative, the program can be used with students in both tier 2 and 3.*

Continuous Improvement Goal:

*2.3: Building and district teams will ensure implementation of instructional practices, interventions and supports that are organized along a continuum to meet the academic needs of each and every learner and are aligned to the district curriculum. [MTSS Academic]*

*B. Building educators will work collaboratively to implement an intervention system that addresses the needs of our students at risk of not achieving proficiency on grade level standards in reading and math.*

**II. Complete Description of Proposed Change(s)** – Write a narrative that includes *all* of the following:

- List all major changes, components and/or strategies of the proposal.
- Give rationale for each change (base the rationale on research or best practice information).
- Include new course/textbook title, course/textbook replaced, credit, and prerequisite(s).
- Attach the current standards, course outline, and/or general syllabus.

*Through the VCS Course Design Review (CDR) process, the team identified which key components and changes of our current course need to be addressed. The process included input from all stakeholders, a review of our priority standards, and an analysis of current math intervention data. Some of the identified areas in need of improvement were: finding resources appropriate for all grades, direct instruction in foundational math skills, increased exposure to math vocabulary and higher level problem solving, opportunities to develop fluency strategies, and targeted, frequent progress monitoring to drive instruction.*

*Utilizing the Instructional Materials Evaluation Tool (IMET), Bridges met each required Indicator of Superior Quality for each non-negotiable criterion. This resource will allow interventionists to provide targeted instruction on the "Big Rocks" of math intervention. Bridges provides lesson plans which incorporate math problem-solving, fact fluency strategies, the use of manipulatives, and weekly progress monitoring. Included is a digital component, to support all students in progressing towards math proficiency. The vision and mission of Bridges Intervention aligns with our district vision and mission to ensure all students learn at high levels.*

Through the CDR process, the team also identified a need to ensure our intervention schedules allow for 25-30 minutes per grade level with the emphasis being equitable based on the whole building identification sheet.

Grade	New Textbook Title/Instructional Resource	Previous Textbook/Instructional Resource To Be Replaced
K-5	Bridges Intervention	n/a

- K-5 Math Priority Standards (Big Rocks)

III. **Implementation Plan** – include *all* of the following:

- Give a full explanation of the implementation timeline, action items, and responsibilities for implementing.
- Itemize, in detail, all proposal costs. Include 1<sup>st</sup> year costs and a budget to maintain the proposal after implementation. Include resources needed to support change. (texts, soft/hardware, web-based license, consumables, training, substitute cost for training, equipment, personnel). *\*Include attachment if needed.*

a. Implementation strategies

Timeline	Action	Person(s) Responsible
May 7, 2024	Present proposal to DCILT for review	Amy Green
May 13, 2024	Present proposal to Board of Education	Amy Green, Amy Stauffer, Sheri Blough
May, 2024	Submit order for materials to Curriculum Office	Amy Green
July/August 2024	Organize materials for receipt by building	Amy Green, Amy Stauffer, Gail VanDaff
August 12, 2024	Initial Implementation Training with Bridges representative, 3.5 hours formal and 2.5 hours informal	Amy Green, Amy Stauffer, Gail VanDaff
October 28, 2024	Professional learning day with Bridges representative to review progress and plan next steps.	Amy Green, Amy Stauffer, Gail VanDaff
January/February, 2025	Professional learning day to review progress and plan next steps.	Amy Green, Amy Stauffer, Gail VanDaff
January-February, 2025 - 8:00-9:00	Evaluation of implementation (end of semester) - virtual meeting with all math interventionists	Amy Green, Amy Stauffer, Gail VanDaff
May, 2025 - 8:00-9:00	Evaluation of implementation (end of semester) - virtual meeting with all math interventionists	Amy Green, Amy Stauffer, Gail VanDaff
October, 2025	Professional learning day to review progress and plan next steps. One-hour implementation consultation with Bridges to discuss questions and any challenges the team may be experiencing.	Amy Green, Amy Stauffer, Gail VanDaff
January/February, 2026	Professional learning day to review progress and plan next steps. Three hour Bridges Intervention Support Workshop if	Amy Green, Amy Stauffer, Gail VanDaff

	needed.	
January-February, 2026	Evaluation of implementation (end of semester) - virtual meeting with all math interventionists	Amy Green, Amy Stauffer, Gail VanDaff
May, 2026	Evaluation of implementation (end of semester) - virtual meeting with all math interventionists	Amy Green, Amy Stauffer, Gail VanDaff

b. Proposal Costs

Description	Number Needed/ Cost per Unit	Total Cost	Funding Source
Materials <i>(add rows if needed)</i>		\$17,766	
Bridges Intervention Set 1 (Volumes 1-4 Teacher's Guides & Manipulatives)	7 sets /\$1,100 per set	\$7,700	General Fund
Bridges Intervention Set 2 (Volumes 5-9 Teacher's Guides & Manipulatives)	7 sets /\$1,100 per set	\$7,700	General Fund
Word Resource Cards, Grades K-2 2nd ed.	7 x \$75 each	\$525	General Fund
Word Resource Cards, Grades 3-5 2nd ed.	7 x \$75 each	\$525	General Fund
Shipping and Handling for materials		\$1316	General Fund
Professional Learning/Summer Curriculum Work		\$8156.56	
Initial Implementation Training (8/12/24) - 3.5 hours formal, 2.5 hours district led; 6 hours total	Presenter fee: \$2200 (SIPD - interventionists) Paraprofessionals - 9 x \$140 = \$1260 (estimate)	\$2200  \$1260	General Fund (due to SIPD)  Title IIA
Professional Learning 24-25 school year <ul style="list-style-type: none"> <li>October 28 - Implementation Essentials continued, (1-hour implementation consultation with Bridges consultant; 5 hours district led)</li> <li>January /February 2025 - (3-hr Bridges Intervention Support Workshop and 3 hour district led)</li> </ul>	Presenter fee (Oct.): \$0 Subs: \$130.46 x 2 days x 9 teachers  Presenter Fee: TBD	\$2,348.28	Title IIA
Professional Learning 25-26 school year <ul style="list-style-type: none"> <li>October 2025 - Advanced Implementation Training (3 hours formal training with presenter, 3 hours district led)</li> <li>January /February 2026</li> </ul>	Subs: \$130.46 x 2 days x 9 teachers	\$2,348.28	Title IIA
Other Costs			
<b>Total Costs</b>	<b><u>\$25,923</u></b>	<b>GF: \$19966; TIIA: \$5957</b>	

**IV. Anticipated/Expected Impact** – include *all* of the following:

- List the anticipated proposal outcomes. Describe how the proposal will impact students, staff, and the instructional program. Include expected gains in student success. Include how this proposal articulates with other courses/levels in this subject area & across the curriculum.

- *Deliver developmentally appropriate learning experiences with a focus on number and operations, base ten common core priority standards. (Big Rocks)*
- *Allows the instructor to spend less time searching and creating supplemental materials to fill gaps in the current instructional resource.*
- *Provide opportunities for students to gain independence through a CRA (Concrete, Representation, Abstract) approach. (manipulatives, models, visuals to support)*
- *Interventionists will be provided with a consistent scope and sequence and build on prior knowledge to bridge gaps in learning.*
- *Provides interventionists and students with a structure and routine to stay consistent and maximize our time effectively.*
- *Allows all students to make sense of mathematics using methods/models that align with Eureka math classroom instruction.*
- *Adjusts for students who need more time, more opportunities, and more support than others.*
- *Emphasis on problem solving, the use of visual models and a focus on developing fluency.*
- *Home component allows for support for understanding strategies with math fluency.*
- *Spanish translations are provided within the program to allow for equal access to students who speak Spanish as their native language.*
- *Simple, manageable, and meaningful progress monitoring assessments are provided often.*
- *We expect more student gains because students will make more connections to visual models when applying it to an abstract math problem.*
- *Lots of specific math vocabulary instruction - similar to our ELA Essential practices.*
- *Engage students regularly in brief interactive number-sense routines focused on developing mental strategies through the daily warm up.*

**V. Proposal Evaluation Plan and Student Achievement** – include *all* of the following:

- Explain how this proposal will be evaluated, the timeline used, what data is to be collected (survey results, national, state, district, or classroom assessments), and how the evaluation will be reported.

<b>How Proposal Will Be Evaluated (who, process)</b>	<b>Timeline</b>	<b>Data to Be Collected</b>	<b>How Evaluation Will Be Shared/Reported</b>
Tier 2 Teachers: Comparing data from STAR Math scores	At the end of each marking period: October 2024 January 2025 March 2025 June 2025	Teachers will collect data from STAR Math, STAR CBMs if applicable, and the Progress Monitoring Scoring Guide from the Bridges Intervention program.	Grade Level PLC Meetings, Intervention Meetings, Department Meetings, Grade Level CTT Meetings
Tier 3 Teachers: Comparing data from STAR Math scores	At the end of each marking period: October 2024	Teachers will collect data from STAR Math, STAR CBMs if applicable, and the Progress Monitoring Scoring Guide	Grade Level PLC Meetings, Intervention Meetings, Department Meetings, Grade Level

	January 2025 March 2025 June 2025	from the Bridges Intervention program. We will also use data from the student's IEP goals and objectives.	CTT Meetings
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**VI. PLC Foundation** – Write a narrative that includes responses to *all* of the following questions:

- Is the implementation of this plan consistent with our purpose as a district?
- Will implementing this proposed plan help us become the school/district we envision?
- Are the people responsible for implementing this plan prepared to commit to doing it fully and well?
- Will implementing this plan enable us to achieve our goals as a school district?

*We believe that the implementation of this plan is consistent with our purpose as a district and will help us become the school/district we envision. In working with the representative from Bridges Intervention, we learned that their mission directly aligns with the mission and beliefs of VCS.*

*Bridges Intervention Mission: “We believe that all students can make sense of mathematics. Some students just need more time, more opportunities, and more support than others. Our approach emphasizes problem solving, the use of visual models, and a focus on developing fluency.”*

*As interventionists and ESI teachers we are committed to our district’s vision of operating as a PLC and ensuring all students learn at high levels and are therefore committed to implementing this plan as we have designed it. Utilizing all of the components of the program will allow us to work collaboratively to respond to the data and adjust our instruction to meet student needs. Through the implementation of this plan and the proposed resource, we will contribute to our district’s goal of all students learning at high levels.*

**Prior to submitting this form, review your proposal using the checklist outlined under each section to ensure required information has been provided. Incomplete proposals will be returned.**