

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 1st.

Title of Proposal: K-5 ELA Core Resource

Proposal Author(s): K: Carole Boal, Kayci Whitmore; 1st: Brenda Warner, Michelle Wester; 2nd: Angie Byrne, Mel Collins; 3rd: Bailey Robinson, Kelly MacDonell; 4th: Marie Law, Kelly Walters; 5th: Callie Baker, Chelsie Schimp; Jennifer Buchholz (KRESA), Kyle Baker, Laura Chang, Gail Van Daff

Department and Curriculum Area: K-5 ELA 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 McCann, Mike Barwegen, Sarah Bacalia

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

Date Received: 4/26/24

Comments on proposal:

RESPONSE:

- Need more information: _____
- Proceed as outlined in the proposal

Gail Van Daff

Director of Curriculum and Instruction

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

Since its district adoption in 2016, K-5 teachers have been using *ReadyGen*, provided by *SAVVAS* as our ELA resource. At the end of 2023-2024 school year *SAVVAS* is discontinuing this resource. In addition to the resource being discontinued, teachers have concerns with the overall efficacy of the resource. As a collaborative K-5 team, we evaluated a variety of resources to meet our curricular needs. We chose to pilot the *Curriculum Associates ELA Portfolio* beginning January 2024. Grade level teams met frequently to dive into and prepare for the pilot process as well as discuss successes and challenges with implementation. Throughout the curriculum design and review process, many K-2 teachers shared their positive experiences in using the UFLI foundational skills program (University of Florida Literacy Institute) so this program was also analyzed using the IMET process.

Continuous Improvement Strategies:

- 2.1: Teachers and administrators will ensure all students have access to a guaranteed and viable curriculum in all content areas.
- 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]
 - A. All teachers will provide effective Tier 1 instruction (ensuring proficiency with a minimum of 85% of students)

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.

The team began the evaluation of other materials as outlined in the *VCS Course Design Review Process*. During that process, the proposed resource (*Curriculum Associates ELA Portfolio*) was evaluated over several meetings using the *Instructional Materials Evaluation Tool* (IMET). Based on that evaluation and discussions, the proposed change is to replace the current ELA resource (*ReadyGen*) with *Curriculum Associates ELA Portfolio* and the *University of Florida Literacy Institute (UFLI) Foundations*. The *Curriculum Associates ELA Portfolio* resources include multiple types of materials for both students and instructors. This resource supports an explicit gradual release model, student engagement, promotes rigorous evidence-based responses, and provides explicit instruction using the writing process. The UFLI resource provides a systematic, sequential, explicit foundational skills program that addresses phonemic awareness, sight word recognition, decoding, and encoding through interleaved practice.

<i>Grade</i>	<i>New Textbook Title/Instructional Resource</i>	<i>Previous Textbook/Instructional Resource To Be Replaced</i>
K-2	<i>Curriculum Associates Ready Reading</i>	<i>ReadyGen</i>
2-5	<i>Curriculum Associates Ready Writing</i>	<i>ReadyGen</i>
3-5	<i>Curriculum Associates Magnetic Reading</i>	<i>ReadyGen</i>

- Michigan State Standards
- Essential Practices K-3
- Essential Practices 4 & 5

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 1st 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 3, 2024	PLC half-day with grade-level teams	K-5 pilot teachers, Laura Chang, Kyle Baker
May 7, 2024	Present proposal to DCILT for review	Kelly MacDonell, Michelle Wester
May 13, 2024	Present proposal to VCS Board of Education	Kelly MacDonell, Michelle Wester
May 14, 2024	Professional Learning Day for pilot team to plan Summer SIPD (6 hours)	K-5 pilot teachers, Laura Chang, Kyle Baker
May 15, 2024	Grade-level team planning	K-5 pilot teachers
June 12, 2024	Professional Learning Launch - K-2, 3-5 SIPD Day	K-5 pilot teachers, Laura Chang, Kyle Baker, Jennifer Buchholz (KRESA)
July-August 2024	Planning for grade-level SIPD day	K-5 pilot teachers
July-August 2024	Grade-level SIPD day (6 hours)	K-5 pilot teachers
August 22, 2024	Grade Level PD - UFLI and CA by grade level (8:30-11:30 a.m.)	K-5 pilot teachers, Laura Chang, Kyle Baker, Jennifer Buchholz (KRESA)
October 2024	Day 1 professional learning, revise pacing/scoring guides	K-5 pilot teachers, Laura Chang, Jennifer Buchholz (KRESA)
Dec. 2024/Jan. 2025	Day 2 professional learning; Evaluation of Student Learning & Curriculum Implementation (end of marking period); revise pacing/scoring guides	Laura Chang, Kyle Baker, Jennifer Buchholz (KRESA)
March 2025	Day 3 professional learning; Evaluation of Student Learning & Curriculum Implementation (end of marking period); revise pacing/scoring guides	Laura Chang, Kyle Baker, Jennifer Buchholz (KRESA)
May 2025	Day 4 professional learning; Evaluation of Student Learning & Curriculum Implementation (end of marking period); revise pacing/scoring guides	Laura Chang, Kyle Baker, Jennifer Buchholz (KRESA)
Sept. 2025 - May 2026	Professional Learning - 4x/year; Evaluation of Student Learning & Curriculum Implementation (end of each semester)	Laura Chang, Kyle Baker

b. Proposal Costs

Description	Number Needed/ Cost per Unit	Total Cost	Funding Source
Materials <i>(add rows if needed)</i>		\$99,461	
UFLI <ul style="list-style-type: none"> ● manual - 1/teacher, interventionists (42) ● Magnetic letter boards - 1/student ● Storage bag for letter boards ● Materials for interventionists 	42 x \$200 per teacher & interventionist	\$8400	Section 35j Grant
Ready Reading (K-2) <ul style="list-style-type: none"> ● manual - 1/teacher, interventionists ● Workbook/student + 1 for teacher ● Copies of trade books - 2 copies of each ● Teacher/student licenses - interventionist, Media Specialist, ICs ● Additional read aloud books (year 2 addition - define during year one) Magnetic Reading (3-5) <ul style="list-style-type: none"> ● manual - 1/teacher, interventionists ● Workbook/student + 1 for teacher ● Teacher/student licenses - interventionist, Media Specialist, ICs ● Lesson zero packets (optional - in house printing) Ready Writing (2-5) <ul style="list-style-type: none"> ● manual - 1/teacher, interventionists ● Workbook/student + 1 for teacher ● Teacher/student licenses - interventionist, Media Specialists, ICs 	2-year set of materials Student Materials: \$57,660 Teacher Support Packages & Guides: \$6680 Teacher Toolbox: \$20,930 Shipping & Handling: \$5791	\$91061 Approx \$35,000-\$40,000 Annual Cost	Section 35j Grant
Professional Learning/Summer Curriculum Work		\$97,585	
Summer, 2024 - 2 days SIPD	12 hours SIPD	Teacher Contract	General Fund
Preservice 8/22 am	3 hours DPPD	Teacher Contract	General Fund
Professional Learning School year 24-25	Presenter Fee: 6 days x \$2200/day Subs: 65 teachers x \$130.46 x 4x/year	\$13,200 \$33,920	Section 35j Grant
Professional Learning School year 25-26	Presenter Fee: 3 days x \$2200/day Subs: 65 teachers x \$130.46 x 4x/year	\$6600 \$33,920	Section 35j Grant Title IIA
Summer, 2025 - Professional Learning - 1 day	Stipends: 65 teachers x \$153 x 1 day	\$9945	Section 35j Grant
Total Costs	\$197,046 - 2 years		

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.

- Promotes student engagement through embedded routines, strategies, and high-interest topics in the daily lessons
- Allows students to think critically and provide oral and written responses using evidence from the text
- Provides opportunities for collaboration among students during whole group discussion, small group, and partner work
- Develops foundational skills to create lifelong readers and writers
- Program increases the rigor of instruction and assessment
- For staff, it offers professional development opportunities and fosters a more collaborative teaching environment
- Instructional materials adequately meet state learning standards for all content areas and the level of quality required in VCS

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.

How Proposal Will Be Evaluated (who, process)	Timeline	Data to Be Collected	How Evaluation Will Be Shared/Reported
Evaluation of Student Learning & Curriculum Implementation (pacing, scoring guides)	Dec. 2024	District and classroom assessments	On the second PLC day, grade-level meetings and PLC's, as time allows
Evaluation of Student Learning & Curriculum Implementation (pacing, scoring guides)	March 2025	District and classroom assessments	On the third PLC day, grade-level meetings and PLC's, as time allows
Evaluation of Student Learning & Curriculum Implementation (pacing, scoring guides)	May 2025	District and classroom assessments	On the fourth PLC day, grade-level meetings and PLC's, as time allows

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?

The implementation of Ready Reading K-2, UFLI Foundations K-2, Magnetic Reading 3-5, and Ready Writing 2-5 curricula is fully consistent with our district's purpose and educational vision. By embracing this proposed plan, we are taking a significant step towards becoming the school/district we envision. The emphasis on increased rigor, improved

student understanding, heightened engagement, and enhanced critical thinking aligns perfectly with our goal of providing a rigorous and comprehensive education for our students in addition to also aligning with the science of reading.

The individuals responsible for implementing this plan are not only prepared but also committed to teaching with fidelity. The proposal includes professional development opportunities for staff, ensuring that they are equipped to effectively implement the curriculum and utilize innovative teaching methods. This commitment to preparation and support is crucial for the successful implementation of the plan and demonstrates our dedication to providing the best possible education for our students.

Implementing this plan will enable us to achieve our goals as a school district by fostering a deeper understanding of reading foundational skills and language comprehension, leading to improved academic performance, heightened confidence, and better retention of knowledge among our students. Additionally, the integration of real-world content within the curriculum promotes interdisciplinary connections across the curriculum, aligning with our goal of providing a well-rounded education that prepares students for success in various fields. This holistic approach to education supports our district's mission of preparing students to be college and career ready by providing them with the skills and knowledge they need to succeed.

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.