Vicksburg Community Schools Proposal Form with Guidance

Send completed *Proposal Form* and supporting documents to the Curriculum office by March 1st.
This form will be used as your proposal cover sheet. Check each item as you edit or create your final draft.

- This proposal is for:
  - ☒ 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

- Proposal Background & Overview – Write a narrative that includes:
  - ☒ Relevant background/history.
  - ☒ Problem or other basis for the proposal (i.e. student needs, etc.).
  - ☒ Reasons for making the change.
  - ☒ Targeted School Improvement Goals

- Complete Description of Proposed Change(s):
  - ☒ 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 content expectations, course outline, and/or general syllabus. (A1)

- Implementation Plan
  - ☒ 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 resource needed to support change. (texts, soft/hardware, web-based license, consumables, training, substitute cost for training, equipment, personnel). Use *Purchase Requisition form to itemize costs. (A2)

- Anticipated/Expected Impact
  - ☒ Explain 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.

- Proposal Evaluation Plan and Student Achievement
  - ☒ 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.

Title of Proposal: High School Textbook Series Book Proposal Proposal Author(s): Jim Cagney (Chair), Gary Boyle-Holmes, Rachel King, Angela Walton, Mary Zemlick

Department and Curriculum Area: Mathematics Building: VHS

Committee Members: Jim Cagney (Chair), Gary Boyle-Holmes, Rachel King, Angela Walton, Mary Zemlick

Principal's Signature: Click here to enter text. 3/10/17

Dates of Anticipated Review and Action: DSISC: March, 2017 BOE: March, 2017

*Include Attachment

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

Date Received: 3/9/2017

Comments on proposal:

This proposal is based on a comprehensive evaluation of available resources for these courses. While this new resource will require a shift in instructional practice, the teachers seem excited about the opportunities this resource will provide both students and the teachers.

RESPONSE:

☐ Need more information: Click here to enter text.

☒ Need to consult with:

- ☒ the building principal(s) affected by this proposal
- ☒ curriculum area chairperson
- ☐ Other: Click here to enter text.

☒ **Proceed as outlined in the proposal**

Director of Curriculum and Instruction

3/10/17
Date

Proposal Background & Overview:

Proposal History and Background.

In 2010 Michigan State Legislature adopted the Common Core State Standards, without having an aligned textbook series available. We attempted to meet the standard by independently creating our own materials because commercially created materials did not exist at the time. This had two draw-backs: (1) teachers focused efforts on content development instead of instruction, (2) students lacked resources to assist themselves when absent or struggling to understand.

Spring 2016 Math Department met with Danielle Seabold to initiate the textbook series collection

Fall of 2016 the math department met with Gail VanDaff and Danielle Seabold to evaluate seven textbook series, narrowed to four series through the use of IMAT Tool 1.

Spring 2017 (Feb. 20) IMAT Tool 2 was used resulting in a narrowing to three textbook series.

Spring 2017 (Feb. 27) IMAT Tool 3 was used to narrow the field to

Targeted School Improvement Goal: All students will be proficient in math.

Complete Description of Proposed Change(s):

Major changes, components or strategies of proposal.

Current core math classes (Algebra 1, Geometry, and Algebra 2) will begin use of new instructional resources from Agile Mind as described in the timeline that follows. These new resources provide highly usable digital and print resources for comprehensive curriculum, formative assessment, job-embedded professional support, student practice, and real-time reporting. Algebra I in Agile Mind is a crucial gateway course that puts resources at teachers' fingertips and provides a rigorous curriculum that engages, motivates, and lays the foundation for higher mathematics. In the area of Geometry, Agile Mind Geometry provides students with a first introduction to formal mathematical reasoning, logic, and proof. Algebra II builds on lessons from Algebra I, expanding the depth of students' knowledge while introducing new and challenging topics.

The self-developed materials currently used will be dovetailed with the new resources as it is feasible.

Standards for math: http://www.corestandards.org/Math/.

Implementation Plan:

Implementation strategies

Timeline	Action Item	Person Responsible
Summer 2017	Department work on implementing Algebra 1 and Geometry curriculum for the first day of school	Jim Cagney
Summer 2017	Agile Minds Regional Professional Development	Jim Cagney
September 2017	Begin piloting of Algebra 1 and Geometry in all sections Schedule 3 Professional Advisor Service Sessions	Jim Cagney
October 2017	Department Pull-out – debrief piloting of Algebra 1 and Geometry curriculum within first 6 weeks of school and plan future lessons, performance tasks.	Jim Cagney
December 2017	Department Pull-out – debrief piloting of Algebra 1 and Geometry curriculum within 3.5 months of school and plan future lessons, performance tasks.	Jim Cagney
January 2018	Delta Math Winter Screener, Semester Exams	Jim Cagney

February 2018	Department Pull-out to evaluate Geometry and Algebra 1 success and failures, exam data analysis and plan future lessons, performance tasks.	Jim Cagney
Summer 2018	Department/ Algebra 2 team work on implementing Algebra 2 on first day of school	Jim Cagney
September 2018	Begin piloting of Algebra 2 Adopt Algebra 1 and Geometry curricula	Jim Cagney
October 2018	Department Pull-Out – Evaluate Algebra 2 implementation, reflect on Algebra 1 and Geometry adoption and plan future lessons, performance tasks.	Jim Cagney
September 2018	Department Pull-out – debrief implementation of Algebra 1, Geometry, Algebra 2 curriculum within 3.5 months of school and plan future lessons, performance tasks.	Jim Cagney
January 2019	Delta Math Winter Screener, Semester Exams	Jim Cagney
February 2019	Department Pull-out to evaluate Geometry, Algebra 1 and 2 success and failures, exam data analysis and plan future lessons, performance tasks.	Jim Cagney

Anticipated/Expected Impact:

Proposal outcomes

Students will perform proficiently on the standardized state assessment that is aligned to Common Core State Standards as well as district and classroom assessments.

Students will experience an increase in the consistency of instruction and assessment

Teachers will be provided with consistent goals, benchmarks, and instructional resources to ensure students are progressing on a path for success in college and career. This will impact teacher preparation time, vertical math alignment and student test scores. Teachers will spend less time searching and creating lessons and resources. Instead, they will have full access to research-based lessons with step-by-step guides on teaching for whole group instruction. Agile Minds builds on the lessons from previous years, with common terminology, activities, and assessments. This consistency will help all students, but in particular, students who struggle. Student test scores should show immediate improvement as the units are aligned with the CCSSM.

Proposal Evaluation Plan and Student Achievement:

Evaluation and assessment

Agile Minds will be evaluated using results from the standardized state assessments (cohort data). Unit assessments and end-of-course assessments will be used throughout

Algebra 1 Course Expectations

Instructor: Mrs. King

I. Content Expectations
   A. Algebra 1 is a study of function families including linear, quadratic and exponential.
   B. Topics of study:
      1. Function Overview
      2. Linear Functions
      3. Solving Linear Equations, Inequalities and Systems
      4. Exponential Functions & Power Functions
      5. Quadratic Functions and Equations

II. Assessment Expectations
   A. There will be daily homework which accounts for 25% of the final grade.
      1. School policy will be applied for make-up work from absences.
      2. Late work
         a. Half credit will be given for work turned in one day late.
         b. No credit will be given for work turned in more than one day late.
      3. Homework will be graded for ***completion*** using the following point system:
         a. 2 points for a complete assignment (current material)
         b. 1 point for a few missing problems.
         c. 0 points for a significant number of problems missing.
      4. School disciplinary policy will be used when students miss 3 or more assignments.
   B. Tests, Quizzes and Projects will account for 75% of class grade
      1. Tests and quizzes are used to judge student competence so all work must be show for full credit.
      2. Students will be prepared for assessments through completion of daily work.
      3. All announced/prescheduled assessments must be completed the ***first day after absence(s)***.
   C. Unit tests (not quizzes) may be retaken within one week of the original test.
      1. A remedial assignment must be completed.
      2. The remedial assignment should be reviewed by the teacher and student.
      3. The final test score will the average of the original test and the retest.
   D. There may be "no calculator" exercises on tests, quizzes, and practice materials.

III. Classroom Expectations:
   A. Be Prepared – Bring your completed assignment, notes, calculator and writing utensil to class *daily*.
   B. Be Polite – Listen when someone else to talking; use good manners; respect people and property.
   C. Be Prompt – Arrive in class before the bell; be seated when the bell rings.
   D. Be prepared to participate.
   E. No non-school electronic devices besides approved calculators (as per school rules).
   F. A TI-83 or TI-84 calculator will be very useful for completing daily work.

IV. Contact Information
   A. After school: most days, check beforehand as I may have a meeting.
   B. Phone: 321-1103
   C. Email: rking@vicksburgschools.org

- There is no textbook. Students will be responsible for taking/keeping/organizing their notes.
- Success in high school mathematics depends upon students retaining skills and vocabulary from previous classes. We will spend a limited amount of time in reviewing old skills. We will communicate with you if we determine that your student is having problems so that you can help your student overcome these obstacles.

Parent Signature: _____ Student Signature: _____

A1

Geometry
2016-2017

Welcome to Geometry! I am looking forward to a great year. In this class you will build skills in the following areas: logical reasoning, spatial organization, critical thinking, team building, and much more. This will not be an easy class, but each of you has the potential to do well if you choose to. If you complete your daily work, participate in classroom discussions, study for tests and quizzes, and ask for help when you need it, I am confident that your grade will reflect your effort. On occasion, you may need some extra assistance. I am here to help after school.

My high school phone number is: 321-1118
You may also e-mail me at jcagney@vicksburgschools.org

Course Topics

- Language of Geometry
- Mathematical Reasoning and Proof
- Transformational Geometry
- Triangles
- Quadrilaterals and Other Polygons
- Right Triangle Trigonometry
- Circles
- Modeling with 3-D Figures

Materials

You must bring the following items to class each day

- NOTEBOOK (3-RING BINDER)
- PAPER & PENCIL
- SCIENTIFIC CALCULATOR
- COMPASS AND PROTRACTOR
- COMPLETED ASSIGNMENT

Behavior Expectations

- Class begins when the bell rings. Be in your seat and ready to learn.
- Come to class prepared:
  - As stated, you must have a pencil, textbook, paper, notebook, calculator, compass, protractor, and a positive attitude
- Be respectful to Mr. Cagney and your classmates. (Raise your hand, listen and participate when needed)
- Participate! Take an active part in class discussions, group work and individual class work. Math cannot be mastered by observation alone. If you have a question, please ASK!!

The Notebook

- Homework Assignments
- Warm-ups
- Notes
- Quizzes
- Tests

A1

Advanced Algebra 2 Course Expectations

Teacher: Mr. Cagney

- Course description
  - "Advanced Algebra 2 is an accelerated study of functional relationships, discrete and continuous, linear, quadratic, exponential, conic and trigonometric."
  - My vision for a successful Advanced Algebra 2 student:
    - Be able to solve an equation, and confirm that your solution is correct and write it in its exact form
    - Be able to describe and represent all function-types within the scope of this class
  - Topics of study:
    - First Semester
      - Linear Functions
      - Systems of Linear Functions
      - Quadratic Functions
      - Polynomial Functions
      - Exponential and Logarithmic Functions
    - Second Semester
      - Rational and Irrational Functions
      - Quadratic Relations and Systems
      - Sequence and Series
      - Probability, Counting and Statistics
      - Trigonometric Functions and Equations
- Course Assessments:
  - Tests = 75% of class grade
    - A test and/or quiz will be given for each chapter and announced at least two days in advance. All necessary work must be shown for full credit to be awarded.
      - One test per quarter may be retaken (except for zeros) within one week of the test's return.
  - Homework = 25% of class grade
    - Homework Responsibility: Assignments can be expected on a daily basis, to be due the next class period unless otherwise noted. Time may be allotted during class to work on homework, however, do not plan on being able to finish the assignment in class.
      - A student who is struggling is encouraged to stay after school for additional help. This should be arranged ahead of time.
      - Extensions may be granted for extenuating circumstances. Communication is the key!
      - Work to be made-up due to absences will be given two class days per class day missed.
- Behavior Expectations:
  - Respect is the key to a good life in this classroom.
    - Respect for authority
      - All applicable rules from handbook apply to this class
      - Listening to and responding to teacher
    - Respect for fellow class mates
      - Kindness in conversation
      - Listening to their questions and explanations

A1

Algebra 2 Course Expectations

Instructor: Mr. Cagney

I. Content Expectations

A. Algebra 2 is a study of function families including polynomial, quadratic, rational, exponential, radical and trigonometric, as well as one-variable statistics.

B. Topics of study:

1. Polynomial and Quadratic Functions
2. Rational Function
3. Univariate Data Analysis
4. Exponential Functions
5. Radical Functions
6. Trigonometric Functions

Areas of Focus within each Topic
1. *Solving Equations*
2. *Graphing Functions*
3. *Manipulating Expressions*
4. *Modeling Applications*

II. Assessment Expectations

A. There will be daily homework which accounts for 25% of the final grade.

1. School policy will be applied for make-up work from absences.
2. No late work.
3. Homework will be graded for ***completion*** using the following point system:
   a. 2 points for a complete assignment (current material)
   b. 1 point for a few missing problems.
   c. 0 points for a significant number of problems missing.
4. School disciplinary policy will be used when students miss 3 or more assignments.

B. Tests, Quizzes and Projects will account for 75% of class grade

1. Tests and quizzes are used to judge student competence so all work must be show for full credit.
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3. All announced/prescheduled assessments must be completed the ***first day after absence(s)***.

C. Unit tests (not quizzes) may be retaken within one week of the original test.

1. A remedial assignment or corrections must be completed and reviewed by student and teacher.
2. The final test score will be the average of the original test and the retest.

D. There may be "no calculator" exercises on tests, quizzes, and practice materials.

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There is no textbook. Students will be responsible for taking/keeping/organizing their notes.

AM

High School Mathematics Textbook Series Book Proposal: Financial Commitment

2017-2018	*Materials and Supplies*	Cost (1 time)	Cost (annual)
	Materials for Algebra 1 - $1932/year; Geometry -= $2100/year; Agile Assessment Suite - $3200 for 320 students		$ 7,232.00
	Print materials for Algebra I (see p. 2)	$ 24.12	$ 2,102.40
	Print materials for Geometry (see p. 2)	$ 29.88	$ 1,673.60
	Teacher licenses (five teachers)		$ 3,000.00
	Kuta Software to enhance skills practice - 3 year site license	$ 1,295.00	
	Wireless Interactive Whiteboards – 2 new units, 3 updates for currently owned units; Don Puckett is working on a quote for 2 new and 3 pen batteries (the fix for units that "stick")	$ 702.00	
	Professional Development - Title IIA		
Summer 2017	Agile Minds Regional Professional Development (Travel expenses, meals ($480) lodging ($1500), mileage ($400), conference fees etc.) for 5 teachers plus 1 coach; 0.5 day of PD during the school year.	$ 2,380.00	
Summer 2017	Stipend Day(s) for organizing and being ready for implementation of Algebra 1 and Geometry for Day 1, after conference. 1 day/5 teachers	$ 375.00	
School Year 17-18	Professional Development from Agile Mind - 3 days with presenter - $9000; sub costs for five days - $2250	$ 11,250.00	
	Total	**$ 16,056.00**	**$ 14,008.00**

2018-2019	*Materials and Supplies*	Cost (1 time)	Cost (annual)
	Materials for Algebra 2 - $3094/year; Agile Assessment Suite - $1600 for 160 students		$ 4,694.00
	Print materials for Algebra II (see p. 2)	$ 15.04	$ 1,712.00
	Professional Development - Title IIA		
School Year	Professional Development on Agile Mind - sub costs	$ 1,800.00	
		$ 1,815.04	**$ 6,406.00**

Summmary		
2017-2018	**$ 30,064.00**	
2018-2019	**$ 22,229.00**	**$ 52,293.00**
Annual Costs	**$ 20,414.00**	

Printed Materials Quote from Office Depot

Below are the prices to copy the Agile Minds Math materials. This cost is only the cost of copies and does not include any finishing options such as 3-hole punch, binders etc. These would be added later as needed.

			Price Per Set	Price per Course per Year
Algebra 1				
Teacher Edition	402 pages	(201 sheets D/S)	$8.04	$24.12 – ONE TIME
Student Edition	657 pages	(329 sheets D/S)	$13.14	$2,102.40
Geometry				
Teacher's Edition	498 pages	(249 sheets D/S)	$9.96	$29.88 – ONE TIME
Student Edition	523 pages	(262 sheets D/S)	$10.46	$1,673.60
Algebra 2				
Teacher Edition	376 pages	(188 sheets D/S)	$7.52	$15.04 – ONE TIME
Student Edition	535 pages	(268 sheets D/S)	$10.70	$1,712.00

Based on *estimates* of student counts – 160 per course per year

A2

VICKSBURG COMMUNITY SCHOOLS

TEXTBOOK/ RESOURCE PROPOSAL FORM

1. Title of textbook/resource recommended: Agile Minds

   Proposed for (class(es) or grade level(s)) Algebra 1 & 2, Geometry

   Publisher: Agile Minds

   Edition: 2016-2017

   Copyright: 2016

   a. Name/Phone number of company representative who was contacted:

   Name: Laurie Mayhan Phone: 817.442.8351

2. Textbook/Resource to be replaced/or updated: Pearson Algebra 1, Discovering Geometry, McDougal Little Algebra 2

   (Attach a copy of "Textbook and Resource – Inventory Deletion Form") - to be completed upon receipt of new materials

3. Total Cost of proposed textbook/resources $14062 year 1;

   Additional $6406 for adding second course in year 2

   (Attach a copy of the publisher's cost proposal)

4. Yearly Cost of consumable texts and/or other materials $20414

   Describe: Student- and Teacher- Annual Licenses, plus Kuta memberships (3 year term)

A copy of the Vicksburg Community Schools Purchase Requisition form must be completed and attach.

J. Conroy

_____ Person Submitting Proposal

_____ Principal/Administration Liaison

AZ

agile Mind® Agile educators
Agile learners
Agile tools to support high achievement

February 24, 2017
Danielle Seabold
Mathematics Consultant for Kalamazoo RESA
Vicksburg Community Schools
301 South Kalamazoo Avenue
Vicksburg, MI 49097

Dear Ms. Seabold,

Agile Mind is pleased to offer this proposal in support of Vicksburg Community Schools' effort to increase student engagement and achievement, as well as, teacher effectiveness. We believe that in partnership, together we can make a significant impact in these areas. This proposal describes the components and services we recommend, provides pricing information, and suggests steps to get started on enacting these impactful solutions.

Agile Mind recommends these programs and services to help the district attain their goals:

Programs and Services	**Description**
Course programs: • CCSS Algebra I • CCSS Algebra II • CCSS Geometry (See product details in the appendix.)	• Digital teaching and learning system available to all leaders, teachers and students • Online, job-embedded professional development, including complete, embedded, day to day guides to teaching every course topic
Agile Assessment	Flexible, next-generation assessments identify students' strengths and areas of need in critical standards for additional instructional feedback, guidance, and management.
Professional development institute for teachers and leaders	Powerful, regional and national institutes with the Agile Mind community of users, provide 2.5 days of professional development led by highly experienced educators.
Advisor sessions	On-site and in-class coaching and usage support to help educators successfully enact and get full value from the programs. Advisor sessions are scheduled throughout the academic year and customized to meet your local needs.
Technical and engineering support	Responsive Support Technicians ensure that the technical and logistical needs of your teachers, students, and other users are met in a timely way.

agile Mind® Agile educators
Agile learners
Agile tools to support high achievement

Cost Considerations and Timing:

MATH SERVICES

Algebra I **$1,932**

- Course services for up to 161 students at 1 campus
- Participation in an Agile Mind Institute for teachers and leaders

Geometry **$2,100**

- Course services for up to 140 students at 1 campus
- Participation in an Agile Mind Institute for teachers and leaders

Algebra II **$3,094**

- Course services for up to 182 students at 1 campus
- Participation in an Agile Mind Institute for teachers and leaders

Teacher Licenses **$3,000**

- Course services for up to 5 teachers at 1 campus

Agile Assessment **$4,830**

- Course services for up to 483 students at 1 campus

Professional Advisor Services **$9,000**

- 3 Advisor Sessions during school year

Total Cost: **$23,956**

*** You have the option of purchasing the Student Activity Sheets consumables for $16.95 each and the Advice for Instruction teacher books for $26.95 each **or** printing them internally at no cost.*

Other costs that may be associated with the program, not payable to Agile Mind, but mentioned for your budget planning are: Travel costs for attendance at the regional institute or seminar

Next steps to being an Agile Mind Partnership	Important Dates
District reviews and accepts proposal	03/03/2017
District signs Agreement or issues purchase order	03/10/2017
District schedules an Implementation Planning and Logistics call with Agile Mind	03/13/2107
Teachers and leaders attend summer institute	TBD