

## Vicksburg Community Schools Proposal Form and Guidelines

**Send completed proposal and required forms to the Curriculum office by March 1, 2014**

Use the Vicksburg Community Schools Proposal Form and the form outline as indicated. This form will be used as your cover sheet. Check each item as you edit or create your final draft.

- 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.
  
- Implementation Plan
  - 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 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.
  
- 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: K-8 Math Instructional Resources

Proposal Author(s): John O'Toole

Department and Curriculum Area: K-8 Math

Building: IL, Tby, SSL, VMS

Committee Members: Rice, Haring, Barton, Tompkins, Blough, Hughes, Zagar, J.Taylor, Lewis, VanderMei, Spanhak, King, Kirk, Bailey, Wester, Ruimveld, Glerum, A. Taylor, Briggs, O'Toole

Principal's Signature: *Pat Moreno*

Dates of Board Review and Action: \_\_\_\_\_

\*Include Attachment

## **Proposal Background & Overview:**

In the summer of 2011, a K-5 math proposal was presented to the Vicksburg Community School's Board of Education requesting resources to support math instruction using a Balanced Mathematics approach. Balanced Mathematics is a system for instruction in which teachers block their hour-long math period into four sections – Number Works, Inspecting Equations, Problem Solving, and Fluency and Maintenance. The 2011 proposal describes in detail the purpose of each component of the block and the strong alignment with the Common Core State Standards for Mathematics (CCSSM). In-depth training for teachers on Balanced Mathematics was ongoing from 2009 through 2013. This training has positively impacted instruction as teachers are skilled at identifying gaps in student learning and selecting resources to meet the needs of individual students.

However, teachers need better classroom instructional resources aligned to the CCSSM. At the time of the 2011 K-5 math proposal, resources were not available, as publishing companies were in the early stages of developing K-5 math materials for the CCSSM. Without aligned resources, teachers are forced to locate activities in old books and online lessons. Teachers have done a good job with this, but the work in locating and preparing lessons can be overwhelming. Also, teachers working in isolation selecting from different sources impacted K-5 math vertical alignment.

Beginning in 2013-14, published instructional resources aligned with the CCSSM became available. One of these resources comes out of the state of New York and is called "Engage New York". Engage New York was written to assist schools and districts with the implementation of the Common Core. The New York State Department of Education (NYSED) wrote curricular modules and units in P-12 ELA and math that can be adopted or adapted for local purposes. Full years of curricular materials are currently available for grades Kindergarten through 9th grade in Mathematics and Kindergarten through 8th grade in English Language Arts (ELA).

This proposal request the printing of these units for K-5 math teachers, and a set for 6-8 math teachers to use as they finish the writing of their instructional units.

## **Complete Description of Proposed Change(s):**

A complete set Engage NY Units will be purchased for all BK-5 teachers, including special education teachers. In 2014-15, teachers will be required to teach specific units related to fractions and decimals (teachers will be able to teach additional units if they choose). An analysis of recent MEAP results shows a continued problem with fractions and decimals. In subsequent years, more units will be required to teach. Units will be run through REMC 12 printing at KRESA. Sherry Kettenbeil, Administrative Assistant in the Vicksburg Curriculum office, will coordinate the distribution of units. Members of the K-5 District math committee, building principals, school improvement chairs, and individual teachers, will be responsible for monitoring and teaching the required units with fidelity.

## **Implementation Plan:**

<b>Grade Level</b>	<b>2014-15 Required Units</b>
Kindergarten	Module 1- Numbers to 10; Module 4 – Number Pairs, Addition and Subtraction to 10
First	Module 1- Sums and Differences to 10; Module 2 - Introduction to Place Value Through Addition and Subtraction Within 20
Second	Module 1 – Sums and Differences to 20; Module 8 - Time, Shapes, and Fractions as Equal Parts of Shapes
Third	Module 1 - Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10; Module 5 - Fractions as Numbers on the Number Line
Fourth	Module 1 - Place Value, Rounding, and Algorithms for Addition and Subtraction; Module 5 - Fraction Equivalence, Ordering, and Operations
Fifth	Module 1 - Place Value and Decimal Fractions; Module 2 - Multi-Digit Whole Number and Decimal Fraction Operations; Module 3 - Addition and Subtraction of Fractions; Module 4 - Multiplication and Division of Fractions and Decimal Fractions

<b>2015-16 Additional Required Units</b>
All remaining Number and Operation units
<b>2016-17 Additional Required Units</b>
All Geometry and Measurement units – Full Implementation

REMC 12 at KRESA priced the units based on the number of orders received county-wide. Each teacher will receive a complete set of modules, ranging in price from \$76.00 to \$154.00 per teacher, depending on the number of total county orders KRESA receives. The total low end cost to provide all modules for Vicksburg K-8 teachers is \$7028.00. The high end cost is \$8626.00.

Qty Ordered	Title	Description	Cost Range per Set
	Kindergarten Modules	6 Modules	\$78- \$96
	1 <sup>st</sup> Grade Modules	6 Modules	\$93- \$113
	2 <sup>nd</sup> Grade Modules	8 Modules	\$105- \$131
	3 <sup>rd</sup> Grade Modules	7 Modules	\$100- \$123
	4 <sup>th</sup> Grade Modules	7 Modules	\$103- \$125
	5 <sup>th</sup> Grade Modules	6 Modules	\$124- \$154
	6 <sup>th</sup> Grade Modules	6 Modules	\$99- \$119
	7 <sup>th</sup> Grade Modules	6 Modules	\$107- \$130
	8 <sup>th</sup> Grade Modules	7 Modules	\$108- \$130
	Algebra I	5 Modules	\$76- \$95
<b>Total Cost Range</b>			<b>\$7,028.00 - \$8,626.00</b>

**Anticipated/Expected Impact:**

Implementing the Engage NY units will impact teacher preparation time, vertical math alignment K-5, and student test scores. Teachers will spend less time searching the internet for CCSSM lessons. Instead, they will have full access to research-based lessons with step-by-step guides on teaching for whole group instruction. Engage NY 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 or frequently move. Student test scores should show immediate improvement (spring 2015 MEAP) as the units are aligned with the CCSSM.

**Proposal Evaluation Plan and Student Achievement:**

Engage NY will be evaluated using results from the spring 2015 MEAP assessments in grades 2-5. In particular, improvement in the area of fractions and decimals will be monitored. On the fall 2013 MEAP, fractions/decimals was the lowest scoring strand in all three grades, 4-6.