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: <u>i-Ready Diagnostic Assessment & Personalized Instruction</u>

Proposal Author(s): <u>MTSS Leadership Team</u>

Department and Curriculum Area: <u>District Assessment</u>   Building: <u>Elementary and Vicksburg Middle School</u>

Committee Members: <u>Melissa Sparks, Amy Dunn, Jennifer Lyle, Angie Spanhak, Mandy Keiser, Megan Lynn Kristen Glerum, Amy Green, Cheyenne Banfield, Jill Barton, Kyle Baker, Kelly MacDonell, Amy Stauffer, Laura Chang, Amie McCaw</u>

- ❖ <u>This proposal is for:</u> *(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
  - X Full program or curriculum area reviews - *benchmark assessment system*
  - ☐ Program or curriculum area modifications
  - ☐ Supplemental Instructional/Intervention Resource

Dates of Anticipated Review and Action: DCILT: <u>5/6/25</u>   BOE: <u>5/12/25</u>

Principal's Signature(s): *Allison Dugartt, Amie McCaw, Kelli Luke, Mike Barwegen*

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

Date Received: 4/25/25

Comments on proposal:

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_____

RESPONSE:

☐ Need more information: _____

☒ Proceed as outlined in the proposal

Phil VanDam _____   5/6/25 _____
Director of Curriculum and Instruction   Date

_____   05/06/2025 _____
Director of Technology   Date

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

To meet our continuous improvement strategy of having a balanced assessment system, the district decided to look at the effectiveness of our current universal screener, Renaissance STAR, in a similar way that we do a course design review for all of our core curriculum resources.

In order to thoroughly evaluate potential benchmark assessments, we developed the Benchmark Assessment Evaluation Tool (BAET) to analyze several areas including non-negotiables (standards alignment, validity and reliability, and usability). We also considered additional indicators (such as supports provided to families and teachers; how well the assessment fits with district priorities and the capacity it would require of our staff, finances, and infrastructure; and how staff could use this information for next steps in improving student growth).

Next, we explored what nearby districts were using which gave us a longer list of options. After analyzing the research/reviews we narrowed our options down to complete a more in depth analysis of Renaissance STAR assessments, NWEA MAP assessment, and i-Ready diagnostic assessments.

After the process was complete, we determined that Renaissance STAR assessments were not sufficiently meeting our needs as a district. According to our analysis, the best resource for a district universal screener is Curriculum Associates i-Ready Diagnostic Assessment.

This proposal addresses Strategy #2 of the VCS Continuous Improvement Plan: Building and district teams will ensure implementation of a balanced assessment and analysis system to inform instructional decisions that impact learning. Benchmark assessments are a key component of a balanced assessment system.

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).
   ☐ Provide assurance that the proposal is aligned with Board Policy(ies)
   ☐ Attach the current standards, course outline, and/or general syllabus.

We are proposing to use the i-Ready Comprehensive Assessment Suite with all students in grades K-8 and 9-12 at VPHS, replacing our Renaissance STAR assessment system, In addition, at grades K-8, the i-Ready Personalized Instruction will be used in place of the Renaissance STAR instructional resources. The i-Ready assessment provides many important changes to our universal screener and universal screening process. One major change is the increased **rigor and engagement** *that i-Ready will offer our students. To support all learning styles, i-Ready, question structures are varied to better prepare all students for success. i-Ready also offers* **additional instructional support to teachers,** *including resources for planning lessons, supporting small group instruction, and a plethora of reports to inform PLC practices. It will also provide instructional support for students through an adaptive platform. The assessments and instructional resources align and integrate with our newly adopted K-5 ELA resource. This universal screener will now be* **one cohesive assessment** *from K-8 as opposed to the transition that happened in early elementary which made comparing scores more difficult. We found i-Ready provided more* **support to our families** *and stakeholders through more ways to communicate effectively how our students are performing and what families can do to help support learning at home. Finally, i-Ready provides more opportunities to* **align the universal screener** *with what we know are the most important and* **prioritized skills** *for our Vicksburg students to learn. The adoption of this screener is aligned with all board policies and standards.*

- *MI ELA Standards - K-12*
- *MI Math Standards - K-12*

Grade	*New Textbook Title/Instructional Resource*	*Previous Textbook/Instructional Resource To Be Replaced*
K-12	*i-Ready assessment in math and reading (K-12*)* *Personalized Instruction - math and reading (K-8)* *Teacher Toolbox - math (K-8) reading+writing (6-8)* **VPHS*	*Renaissance STAR Math and Reading* *Accelerated Reader* *Freckle ELA and Freckle Math*

III. **Implementation Plan** – include *all* of the following for up to two years:
   - ☐ Give a full explanation of the implementation timeline, action items, and responsibilities for implementing including review/revision of existing curriculum map(s).
   - ☐ 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 2025	Revise the district assessment calendar to reflect 3x a year	MTSS LT
May-August 2025	Collaborate with technology department to implement iReady platform	Technology Leadership Team
May 2025 - June 2025	Create and implement a PL training plan/timeline for all teachers and ancillary staff who will using i-Ready	MTSS LT
August-September 2025	Adjust exit/entrance criteria for intervention based on iReady scores	MTSS LT Interventionists
August-September 2025	Update district documents such as Comprehensive Assessment Guide, accommodation and modifications documents, MTSS Handbook, etc. to reflect iReady	MTSS LT District Coordinators
August 21, 2025	PL- Session 1 "Getting Good Data" 3 hours for classroom teachers and interventionists	MTSS LT Curriculum Associates
Oct. 2025	Leadership Outcomes Training - After first assessment window - DCILT	MTSS LT Curriculum Associates
Oct. 8, 2025	PL- Session 2- "Dig Into Own Data" 3 hours for coordinators, classroom teachers and interventionists	MTSS LT Curriculum Associates
October 2025-June 2026	Analyze student progress on district benchmark assessment 3x per year	MTSS Coordinators Building Principals CI Chairs
October 2025	Adjust targets in the District CIP to reflect iReady	DCILT

January 2026	PL- Session 3 " Looking at Growth and Tweaking Instructional Practices" 2-3 hours for classroom teachers and interventionists	MTSS LT Curriculum Associates
January 2026	Evaluate implementation and impact of using i-Ready assessments and instructional materials	MTSS Academic DCILT
March/April 2026	Evaluate implementation and impact of using i-Ready assessments and instructional materials	MTSS Academic DCILT DCIT Process Review
May-June 2026	Review and Refine practices after initial year of implementation	MTSS LT DCILT

b. Proposal Costs

Description	Number Needed/ Cost per Unit	Total Cost	Funding Source
Materials *(add rows if needed)*			
i-Ready Assessment Math and Reading Site License - 1400-2150 students [K-8: 1726]	4 sites - cost varies by building size (IL, SL, TY, MS)	$21584 ≅$12.50/ student	Section 104 grant
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins	4 sites (IL, SL, TY, MS)	$0.00	N/A
i-Ready Assessment Reading and Math Per Student License Grades 9-12 - VPHS	VPHS - 100 x $4.00 x 2 (reading & math)	$800.00	General Fund
Instructional Resources - 1400-2150 students [K-8: 1726] • Teacher Toolbox Access Math Per Site (3-K-5) • Teacher Toolbox Access Math and Reading+Writing (1-6-8) • i-Ready Personalized Instruction Math and Reading Site License (4)	K-5 - $8041 6-8 - $6936 K-8 - $53,456.50	$68,433.50 ≅$40/student	General Fund
Professional Learning/Summer Curriculum Work			
Professional learning Session (up to 6 hours) AY 25-26	8 sessions x $2,300 1 session x $0.00	$18,400 $6900/$11,500	General Fund Title IIA
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Compliment Professional Learning Sessions	1 per site: Total of 6	$0.00	N/A
Total Costs	**$109,217.50**		

IV. <u>Anticipated/Expected Impact</u> – 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.

Identifying Strengths and Weaknesses:
- i-Ready tests provide a comprehensive view of a student's performance, allowing teachers to understand their individual strengths and areas where they may need additional support.
- The results can help pinpoint specific skills or concepts where a student is struggling, enabling teachers to target instruction more effectively.

Identifying Learning Gaps:
- i-Ready helps identify learning gaps by assessing a student's mastery of skills and concepts at different grade levels.
- This allows teachers to implement targeted interventions to address those gaps and help students catch up.

Informing Personalized Instruction:
- The data from i-Ready assessments can be used to personalize instruction and tailor learning experiences to individual student needs.
- i-Ready provides tools and resources, such as lesson plans and online instruction, to support teachers in delivering effective personalized instruction.

Monitoring Student Progress:
- i-Ready includes a Growth Monitoring feature that allows teachers to track student progress over time using short adaptive assessments.
- This helps teachers see how students are responding to interventions and make adjustments to their teaching as needed.

Improving Teaching Practices:
- i-Ready provides teachers with valuable data about their students, allowing them to understand how well their teaching strategies are working and make adjustments as needed.
- The data can also help teachers identify trends across groups of students and tailor their instruction to meet the needs of diverse learners.

Addressing Specific Needs:
- i-Ready can be used to identify students who may be at risk for dyslexia or other reading difficulties.
- The results can also help educators determine which students may be struggling with mathematics.

Supporting Growth Goals:
- i-Ready provides typical growth and stretch growth goals for each student, helping teachers set realistic and ambitious targets for improvement.
- These goals can help motivate students and provide a clear path toward proficiency.

V. <u>Proposal Evaluation Plan and Student Achievement</u> – 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
DCIT and DCILT district data review	October, 2025 - May, 2026	CLC workbook analysis and input from district leaders	Building and grade level meetings
Building Data Reviews	September, 2025 - May, 2026	CLC workbook analysis and input from building staff	District Data Reviews

MTSS Academic Team - Building and District	October, 2025 - May, 2026	Feedback from building staff	MTSS Academic District and Building Team Meetings
MTSS Leadership Team	September, 2025 - June, 2026	Feedback from Building Intervention Team Meetings Observational data	Bi-weekly MTSS LT meetings, Principal Team meetings

VI. **Foundation of a PLC** – Write a narrative that includes responses to *all* of the following questions:
  ☐ How is the implementation of this plan consistent with our *mission* as a district?
  ☐ How will implementing this proposed plan help us become the school/district articulated in our *vision*?
  ☐ Are the people responsible for implementing this plan prepared to commit to doing it fully and well? [*values & beliefs*]
  ☐ How will implementing this plan enable us to achieve our *goals* as a school district?

The use of i-Ready assessments will significantly support our district mission and vision. We are committed to operating as a Professional Learning Community (PLC) by providing valuable data that informs instructional decisions and collaborative planning. By analyzing student performance data from i-Ready, teachers can identify areas of strength and weakness, which helps in tailoring instruction and interventions. This data can also be used to monitor student progress, track growth, and make adjustments to teaching strategies within the PLC framework.

The individuals responsible for implementing this plan are not only prepared but also committed to implementing and supporting this assessment with fidelity. The proposal includes professional development opportunities for staff, ensuring that they are equipped to effectively implement and utilize innovative tools, reports, and resources provided by i-Ready. 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 by maximizing student success to make sure all students are college and career ready.

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.