

# 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: VMS English Elective Course Minds in Motion 2.0 Proposal Author(s): Chris Laaksonen, Megan Lynn, Melissa Sparks, Sarah Geist, Alexa Neumann & Jody Young

Department and Curriculum Area: English Building: VMS

Committee Members: Chris Laaksonen, Megan Lynn, Sarah Geist, Melissa Sparks, Alexa Neumann & Jody Young

- ❖ 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 3/14/23 BOE 4/10/23

Principal's Signature(s): Allison Dugert

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

Date Received: 2/17/2023

Comments on proposal:

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## RESPONSE:

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

Proceed as outlined in the proposal

April VanDaff

Director of Curriculum and Instruction

[Signature]

Director of Technology

3/21/23

Date

3/21/23

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

*We have interventions in place for the bottom 20% achievers; however, we do not currently have an acceleration intervention program in place for English students. We do have an accelerated math option, but nothing similar for English. This results in some inconsistent trends in data for students who are at/above benchmark; we want to make sure that students at/above benchmark will maintain their proficiency and continue to show growth at that high level of performance. We would like to address the inconsistent growth of our top performing English students (defined as students at or above benchmark on the STAR testing). We would like to offer a faster pace, more rigorous extension class to help address those students' specific academic needs. To address the above mentioned concerns, we are recommending adding an English elective course which focuses on extending learning for students at or above benchmark. Students who have achieved at or above benchmark on a previous STAR test(s) will be given priority placement in the course should there be more students than sections allow. This course would focus on inquiry-based projects with an emphasis on research, reading, and writing standards - above the students' current grade level. This elective course will target the following District Goal:*

VCS educators will operate as a Professional Learning Community (PLC) committed to working collaboratively to ensure high levels of learning for all students we serve as measured by an overall rating of at least "Full Implementation" in each strand of the VCS District Systems Review rubric by June, 2025.

Focus Area #2 PLC Systems Strategy 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]

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.

*Students proficient in reading will expand their reading, writing and research skills through participation in the completion of an ISearch Project. The semester will begin with a class project centered around the history of Vicksburg and the completion of a community-centered service project. This introductory whole class experience will allow for the modeling of key steps in the ISearch process. During the second half of the semester, students will then move to the selecting, planning, and completion of their self-chosen research project.*

*An article titled, "Promoting Student-Directed Inquiry with the ISearch Paper," published on the NCTE ReadThinkWrite states the following about the ISearch process:*

*“The I-Search (Macrorie, 1998) empowers students by making their self-selected questions about themselves, their lives, and their world the focus of the research and writing process. The strong focus on metacognition—paying attention to and writing about the research process methods and extensive reflection on the importance of the topic and findings—makes for meaningful and purposeful writing.” Unit Plan*

<b>Grade</b>	<b>New Textbook Title/Instructional Resource</b>	<b>Previous Textbook/Instructional Resource To Be Replaced</b>
7,8	<p>No new textbooks will be needed.</p> <ul style="list-style-type: none"> <li>• Teacher will use “Read Write Think” (now powered by NCTE) website for resources (<i>brainstorming</i>)</li> <li>• <u>Water Over the Dam: Vicksburg Then and Now</u> by Grace Molineaux (<i>A History of Vicksburg Community</i>)</li> <li>• <u>Encyclopedia Britannica</u> (<i>research database</i>)</li> <li>• <u>Michigan eLibrary</u> (<i>research database</i>)</li> </ul>	

- Michigan ELA Standards

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

<b>Timeline</b>	<b>Action</b>	<b>Person(s) Responsible</b>
Fall 2022	Write new elective class course proposal	VMS English Dept.
Winter 2023	Proposal reviewed by DCILT	Jody Young, Megan Lynn, Allison Dygert
Winter/Spring 2023	Student Elective Selection at VMS	Allison Dygert
Spring 2023	Meet with Vicksburg Historical Society (Don Wiertella)	Chris Laaksonen
Summer 2023	Planning Day with Resources	Chris Laaksonen
Fall 2023	1st Semester Elective Class starts	Chris Laaksonen
Winter 2023/24	Professional Learning Day to review student achievement data, perception (course survey) data, and progress. Plan for adjustments to 2nd Semester.	Chris Laaksonen, Megan Lynn
Winter 2024	2nd Semester Elective Class starts	Chris Laaksonen
Spring 2024	Professional Learning Day to review student achievement data, perception (course survey) data, and progress. Plan for	Chris Laaksonen, Megan Lynn

	adjustments or course revisions for 24/25.	
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b. Proposal Costs

Description	Number Needed/ Cost per Unit	Total Cost	Funding Source
<i>Materials (add rows if needed)</i>			
Copies of “Water Under the Dam” by Grace Molineaux (class set, <u>as available</u> per publishing)	20 @ ~\$18.00	\$360	General Fund
<i>Professional Learning/Summer Curriculum Work</i>			
Planning with course resources July/August	Stipends for 1 day x 2 teachers/coach - \$152x2	\$304	General Fund
Professional Learning 23-24 school year	Subs for 2 days x 1 teacher & coach - \$130.46x2	\$260.98	Title IIA
<i>Other Costs</i>			
<b>Total Costs</b>			
	<b>\$925</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.

*Student Learning - Students who are at or above proficiency level will continue to show growth - this will maintain the number of students at or above proficiency by accelerating their learning needs through challenging curriculum and opportunity to explore.*

*Staffing and Schedules - One English teacher will have one hour of the day devoted to this semester-long class, allowing for two sections during the 23/24 school year.*

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
Survey students	end of course	student perception	MS English Department Team Meetings, MS BLT

Student final project	course long	Evidence of growth on CCSS	MS English Department PLC
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**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.**