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: ___TeachTown___   Proposal Author(s): *Same as Committee Members*

Department and Curriculum Area: __Educational Supports & Intervention_ Building: ____VMS & VHS__

Committee Members: Anne Marie Fleming, Angie Spanhak, Amy Stauffer, Gail Van Daff, Jennifer Teall, Katie Webster, Kayla Roberts, Kristina Spanding, Leslie Buscher, Miranda Leach, Ryan Vallier, Tom Marchese

❖ 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
  X Full program or curriculum area reviews
  ☐ Program or curriculum area modifications
  ☐ Supplemental Instructional/Intervention Resource

Dates of Anticipated Review and Action: DCILT May 6, 2025   BOE May 12, 2025

Principal's/Supervisor's Signature(s): _____

(To be completed by Director of Curriculum and Instruction upon receipt of proposal.)
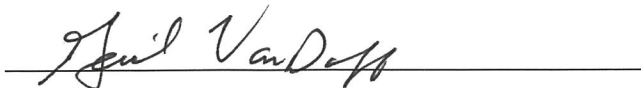
Date Received: __4/28/25_____

Comments on proposal:

_____

_____

_____

RESPONSE:

☐ Need more information: _____

☒ Proceed as outlined in the proposal

_____   ___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

Historically, the Educational Supports and Intervention (ESI, formerly Special Education) Department has lacked instructional and assessment resources for secondary students that effectively address learning needs related to Transition and to foundational skills across content areas. Students on a course of study leading to a Certificate of Completion have not had consistent access to evidence-based, aligned, developmentally-appropriate instructional materials. Previous curriculum resources utilized at the secondary level (MobyMax, Connecting Math Concepts, Essentials for Algebra, Phonics for Reading, Freckle Math, Read Live, Read Well, and SRA Corrective Reading) have not successfully supported student learning due to a variety of factors: lack of evidence-base, not aligned with alternate content standards, did not fit grade or developmental level of students, and lack of teacher training on resources. The secondary ESI department recognizes a need for a comprehensive resource for students with IEPs that is standards-aligned, addresses life skills and Transition goals, is engaging and age-appropriate, provides appropriate progress monitoring and assessment tools to support IEP goals, and provides reports for information sharing with educational staff and families. Ideally, a comprehensive instructional resource will provide students with IEPs at the secondary level a guaranteed and viable curriculum, access to a balanced assessment system, appropriately tiered interventions and supports, individualized instruction in social-emotional skills, and professional learning for staff related to resource implementation.

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.

Through the VCS Course Design Review (CDR) process, the team identified which key components and changes of our current course need to be addressed. The process included input from all stakeholders, a review of our priority standards, and an analysis of current ESI data including MSTEP and MI-Access data, STAR scores, and graduation data. Some of the identified areas in need of improvement were: finding resources appropriate for all grades, direct instruction in foundational math, ELA, Science, Social Studies, and Life Skills, and targeted, frequent progress monitoring to drive instruction and write quality IEPs.

Utilizing the Instructional Materials Evaluation Tool (IMET), TeachTown met each required Indicator of Superior Quality for each non-negotiable criterion. This resource will allow ESI staff to provide targeted instruction based on the essential elements and align with their transition plan. TeachTown provides lesson plans for the five subject areas, while providing differentiation within each lesson to meet the needs of the students. Included is a standards based curriculum which includes physical and digital components along with manipulatives which go along with the lessons. TeachTown is self adjusting, provides engaging lessons at appropriate age level, and has a comprehensive reporting tool. TeachTown will be replacing teacher created materials. The vision and mission of TeachTown aligns with our district vision and mission to ensure all students learn at high levels.

Grade	New Textbook Title/Instructional Resource	Previous Textbook/Instructional Resource To Be Replaced
6-12	*TeachTown Encore Suite*	*Teacher created materials & a variety of supplemental programs*

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- *Essential Standards*
- *Transition Planning for Students with IEPs*

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 6, 2025	Present proposal to DCILT for review	ESI Secondary Department
May 12, 2025	Present proposal to the Board of Education	ESI Secondary Department
August 13, 2025	1st Professional Development - 6 hours = 8:30am-3pm (SIPD)	ESI Secondary Department, ESI Secondary Paraprofessional
August, 2025	Summer Curriculum Work - one day	ESI Secondary Department
September , 2025 - May, 2026	Virtual Instructional Coaching from TeachTown - 15 hours	ESI Secondary Department
September 24, 2025	Second Professional Development - Whole day Scheduled PL and 3 hour application and evaluation	ESI Secondary Department
November 5, 2025	Third Professional Development - Whole day Scheduled PL and 3 hour application and evaluation	ESI Secondary Department
January 28, 2026	3 hour application and evaluation - Half Day	ESI Secondary Department
January, 2026-April, 2026	Intervention Training 2 - 1 hour sessions	ESI Secondary Department
May 6, 2026	3 hour application and evaluation - Half Day	ESI Secondary Department
August 2026	Summer Curriculum Work - one day	ESI Secondary Department
Once a month September-May 2026-2027	Analyze student progress toward IEP goals and objectives through the PLC Process	ESI Secondary Department

b. Proposal Cost

Description	Number Needed/ Cost per Unit	Total Cost	Funding Source
Materials *(add rows if needed)*			
TeachTown Encore student licenses enCORE K-12 Student Sub Std Pkg	17 x $375	$6375	Special Education Funds

TeachTown enCORE 6-8 Package - Physical Goods Classroom Package - Standard	enCORE 6-8 Teacher Edition Library (27 units) enCORE 6-8 Unit Assessments (27 units) enCORE 6-8 Manipulatives Kit enCORE 6-8 Student Reading Library	$6199 +$371.94 S & H	Special Education Funds
TeachTown enCORE 9-12 Package - Physical Goods Classroom Package - Standard	Teacher materials, Manipulatives Kit, Student Adapted Reading Library, Secondary Social Skills Teacher Set, Transition to Adulthood Teacher Guide	$13999 +$839.94 S & H	Special Education Funds
Professional Learning/Summer Curriculum Work			
Professional Learning - Year 1 Implementation Essentials - 26 hours 8/1/25-6/2026 • Scheduled PL - 3, 3 hour sessions scheduled PL (9) + 3 hour application (3 days x 6 hours) • Virtual coaching - 15 hours • Intervention Training - 2 hours	26 hours @ $385/hour	$10,000 $1155 $8845	General Fund - August Title IIA - Sept-May
Professional Learning - subs 2 full days, 2 half days - 3 subs each day	FD - 6 x $148.25 HD - 6 x $74.13	$1334.28	Title IIA
Summer Curriculum Work - 1 day in summer, 2025; 1 day in summer, 2026 - 7 teachers, 1 coordinator/coach	**August, 2025 8 x $153 = $1224 Summer, 2026 8 x $153 = $1224**	**$2448**	**General Fund**
Total Costs	**$41,567.16** SE: $27784.88; TIIA: $10179.28; GF: $3603 One time costs: $35192.16; Recurring costs: $6375		

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.

Proposal Outcomes and Impact on students, staff, and instructional programs:
   • Curriculum alignment: between grade level and subject, and from MS to HS
   • Consistency in lessons throughout grade levels
   • A constant tool used between MS and HS for lessons and progress monitoring for students with IEPs
   • Benchmark assessments provided and used from one grade level to the next
   • Consistent instructional routines and alignment
   • Lessons, benchmark assessments, and progress monitoring provided at their academic level while meeting their maturation needs, leading to higher student achievement
   • This curriculum aligns with grade level standards while giving three levels of instruction allowing students to access similar lessons as their grade level peers.
   • Provided adaptive content to meet students at their instructional levels
   • Benchmark assessments provide teachers with the data needed to drive instruction while making progress at the students' academic level. This data can also be used during PLC's.

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
Analyze students are progressing towards their IEP goals and objectives - ESI Department	quarterly, end of 1MP, 2MP, 3MP, 4MP	IEP progress report data	Within the ESI Team
Analyze during PLC meetings - ESI Department	monthly	D & F list data	PLC ½ days - BDR
Analyze during PLC meetings - ESI Department	per schedule within resource	Summative assessments from the resource	Within the ESI Team
Analyze students progress on district benchmark assessment	3x/year	i-Ready assessment results in reading and math	PLC ½ days - BDR
Department PL Days - ESI Department	3x/year	S.T.I.R.R. Overall Score (8th-12th) (compiled)	Within the ESI Team
Monitor students transition progress	Quarterly	S.T.I.R.R. Overall Score (8th-12th)	Within the ESI Team
PLC discussions, Department PL Days - ESI Department	ongoing	Teacher feedback	Within the ESI Team
PLC discussions - ESI Department	quarterly	WBL feedback	Within the ESI Team

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?

VCS is committed to providing access to a guaranteed and viable curriculum for all students in all content areas. Our mission is to maximize the success and potential of each student and our vision is that all students will graduate college and career ready. TeachTown and its implementation plan will allow us to ensure that students on a course of study leading to a certificate of completion will have all the necessary transitional skills to function fully as an adult after their K-12 education, thereby fulfilling our vision and mission.

In addition, as ESI teachers, we are committed to our district's vision of operating as a PLC and ensuring all students learn at high levels and are therefore committed to implementing this plan as we have designed it. Utilizing all of the components of the program will allow us to work collaboratively to respond to the data and adjust our instruction to meet student needs. Through the implementation of this plan and the proposed resource, we will contribute to our district's goal of all students learning at high levels.

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.