



**Pam Stewart, Commissioner**

## 2013-2014 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

---

---

**24 - Hamilton**

Mr. Thomas P Moffses Jr., Superintendent  
Wayne Green, Region 2 Executive Director

---

**Table of Contents**

---

<b>Part I: Current District Status</b>	<b>0</b>
<b>Part II: Expected Improvements</b>	<b>0</b>
<b>Goals Summary</b>	<b>14</b>
<b>Goals Detail</b>	<b>14</b>
<b>Action Plan for Improvement</b>	<b>15</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>0</b>
<b>Appendix 2: Technical Assistance Plan to Support Goals</b>	<b>0</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>0</b>

## District Improvement Planning

### District Leadership Team

Provide the following contact information for each member of the district leadership team, including the position dedicated to leading the turnaround effort at the district level.:

#### Tom Moffses

**Title** Superintendent

**Email** tom.moffses@hamiltonfl.com

**Phone** 386-792-7800

**Function & Responsibility** Responsible for all aspects of the school district of Hamilton including leading the turnaround effort at the district level.

#### Karen Mitchell

**Title** Assessment and Accountability Coordinator

**Email** karen.mitchell@hamiltonfl.com

**Phone** 386-792-7830

**Function & Responsibility** District Assessment and Accountability Coordinator is responsible for the coordination of statewide assessment and dissemination of results. Serves as the District Virtual School, Student Services, and Career and Technical Education contact for the district.

#### April Johnson

**Title** District Reading Specialist

**Email** april.johnson@hamiltonfl.com

**Phone** 386-792-7832

**Function & Responsibility** Provide leadership and instructional support for core, supplemental, and intensive reading curriculum within the district. Assist teachers with common planning, data analysis and plans for providing differentiation in the classroom based on data analysis.

#### Betty Linton

**Title** ESE Coordinator

**Email** betty.linton@hamiltonfl.com

**Phone** 386-792-6515

**Function & Responsibility** Coordinates referrals and programs for students with exceptionalities and serves as Pre-K Coordinator for the district. This position supports the Response to Intervention services embedded in the MTSS model.

**Phyllis Porter****Title** Federal Programs Coordinator**Email** phyllis.porter@hamiltonfl.com**Phone** 386-792-7807**Function & Responsibility**

Coordinates federal grant services for schools to provide supplemental programs and services to students, families, and educators through the federal programs available in the district. (Title I Part A, Title III, Title X, IDEA, SIG 1003a).

**Carol Milton****Title** Hamilton PD Coordinator**Email** carol.milton@fdlrsgateway.com**Phone** 386-792-2877**Function & Responsibility**

Coordinates professional development for Hamilton County educators and manages Title II funds for the district.

**Philip Pinello****Title** Director of Administrative Services**Email** philip.pinello@hamiltonfl.com**Phone** 386-792-7815**Function & Responsibility**

Serves as the Human Resource Director and ensures the implementation of performance appraisal system for the district. Manages School Board policies and Student Code of Conduct.

## Plan Development

**Summarize the process used to write this plan including how parents, school staff, and others were involved. If applicable, describe the Community Assessment Team's (CAT) role in the development of this plan, pursuant to Section 1008.345(6)(d)**

The District and School-based Leadership Teams participated in a professional development opportunity with the Differentiated Accountability Team to learn the problem-solving process for development of the 2013-2014 improvement plans. The District Leadership team met over multiple days and times to review data and conduct the problem-solving process. A draft of the plan was developed and posted on the district web-site. A call-out was conducted and a notice was sent home via backpack to request review and input by stakeholders. In addition, the drafted plan was shared with school-based staff via the district email distribution list for review and input.

**MTSS/RtI****Describe your district's data-based problem-solving processes for the implementation and monitoring of your DIAP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The Hamilton County School district uses the problem-solving process which includes the three-tiered response to intervention framework to address the systems of support for students. The district utilizes Performance Matters (statewide, local, and benchmark assessments), FAIR, and Ongoing Progress Monitoring (OPM) data to determine the effectiveness of core instruction, allocate resources, target programmatic areas that may need adjustment to address the needs of students and as a tool for identifying the professional development needs of teachers. District and school leaders utilize MTSS implementation data at each tier to identify gaps and infrastructure or supports needed to sustain efficient and effective use of evidence-based practices.

At the elementary level (PK- 6), common planning occurs at the end of the school day to ensure teachers have time for data analysis and collaboration. In addition, one day per week, elementary teachers by grade level, instructional coaches, district curriculum specialists and school-based administrators utilize teleconferencing across three elementary sites to review and analyze current data, ensure consistent lesson planning and teacher modeling of effective practices.

At the middle/high school (7-12), common planning starts the day prior to student arrival to ensure teachers have time for data analysis and collaboration by grade level and across subject areas. Students scoring FCAT level 1 and 2 in the previous year's test cycle as well as those students at risk according to FAIR data, are provided additional instruction three times per week through student targeted instruction (STI). As students show mastery of the necessary skills they rotate in and out of different targeted areas of STI as needed. Additional targeted instruction (tutoring) will be provided after the first nine weeks based on data and continue throughout the year for Tier 2 and 3 students. Extending student learning opportunities outside of school hours and targeting low performing students will allow reinforcement of necessary benchmarks for all AMO areas.

The district utilizes all components listed above to review and analyze data, future needs, financial implications, and additional professional development requirements for teachers and staff. The management team, utilizing very limited and critical district funding, targeted individualized professional developments needs with the purchase of PD 360. To more efficiently educate staff on Tier 2 and 3 interventions, the district utilizes resources within the Florida Department of Education, Northeast Florida Educational Consortium (NEFEC), post-secondary institutions, and subject matter specialists from surrounding districts. The district allots five full workdays per year toward professional development needs to align and integrate multiple initiatives and streamline procedures associated with supporting use of a data based problem solving process.

**Describe the function and responsibility of each member of the district leadership team as it relates to MTSS and DIAP.**

Each member of the district leadership team serves a vital role in ensuring the strategic structures are in place for MTSS and the DIAP.

The Superintendent is responsible for all aspects of the school district of Hamilton including leading the turnaround effort at the district level. In addition the Superintendent ensures that the infrastructure is provided for the district leadership team to implement the problem-solving process and achieve the targets identified within the DIAP.

The District Assessment and Accountability Coordinator is responsible for District Virtual School contact, Student Services, and Adult/Vocational Education. The Coordinator oversees the district assessment calendar, verifies test data, and reports results to all stakeholders.

District Reading Specialist provides leadership and instructional support for core, supplemental, and intensive reading curriculum within the district. This position assists teachers during common planning, data analysis, plans for providing differentiation in the classroom, and provides job-embedded professional development.

The ESE Coordinator assists schools with the problem solving process and identifying interventions within the RtI framework. Coordinates services for students identified in need of more intensive, individualized interventions.

Federal Programs Coordinator administers federal grant services for schools to provide supplemental programs and services to students, families, and educators through the federal programs available in the district. (Title I Part A, Title III, Title X, IDEA, SIG 1003(a)).

Hamilton Professional Development Coordinator organizes professional development for Hamilton County educators in collaboration with the district and school-based teams.

Director of Administrative Service assists the district and schools in the recruitment and retention of highly qualified staff. Analyzes performance evaluations and collaborates with school-based administrators to assign individualized professional development in order to ensure achievement of the goals identified in the DIAP.

**Describe the systems in place the leadership team uses to monitor the district's MTSS and DIAP**

The district utilizes Performance Matters (statewide, local and benchmark assessments), Acaletics, FAIR, Ongoing Progress Monitoring (OPM), My Access, IQWST, and Skyward data to determine the effectiveness of core instruction, supplemental instruction, and to target programmatic areas that may need adjustment to address the needs of students. For example, data from FAIR Assessment Period 1 indicates that reading comprehension is an area of need across the board for all students. The district has implemented the Comprehensive Instructional Sequence (CIS) model monthly. Teachers at the 8th grade level are implementing the CIS model weekly as a direct intervention resulting from data analysis of FAIR AP1 and will be expanded district-wide.

**Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)**

The district utilizes Performance Matters (statewide, local and benchmark assessments), Acaletics, FAIR, Ongoing Progress Monitoring (OPM), My Access, IQWST, and Skyward data to determine the effectiveness of core instruction, supplemental instruction, and to target programmatic areas that may need adjustment to address the needs of students.

**Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving**

The district plans to provide additional professional development to assist educators in understanding the Response to Intervention framework as a part of the eight step problem solving process. District Curriculum Specialists and the ESE Coordinator will also provide job-embedded professional development with team members during problem-solving meetings to ensure that school personnel understand MTSS and can apply the components to assist in building capacity at the school level.

**Describe the plan for "increased learning time" or "extended day" as defined in paragraph (2)(m) of Rule 6A-1.099811, F.A.C., in your district's Priority schools. Include a description of the specific activities and number of total minutes each will contribute**

The district looks at all schools as priority schools when considering the needs of students. Currently at the elementary level the literacy block has been extended to provide for writing across the curriculum in

order to address science and social studies within the literacy block. The math block has been extended as well.

The district is currently establishing after school tutoring at the elementary level for students scoring in FCAT Level 1 and 2 and students identified as needing Tier 2 and 3 services. This will equate to two hours additional instructional time per week.

At the high school level, students scoring FCAT level 1 and 2 in the previous year's test cycle as well as those students at risk according to FAIR data, are provided additional instruction three times per week through student targeted instruction (STI). As students show mastery of the necessary skills they rotate in and out of different targeted areas of STI as needed. Additional targeted instruction (tutoring) will be provided after the first nine weeks based on data and continue throughout the year for Tier 2 and 3 students. STI services are provided in 50 minute blocks two to three times per week depending on individual student specific learning needs and mastery of the subject area. Tutoring services after school equate to two hours of additional instructional time per week.

## Alignment of Strategies and Resources

### Strategies and Support

#### AMO Data:

##### AMO Target: Reading, All Students (Target: 48, Actual: 41)

#### What does research suggest about the specific learning needs of this subgroup not meeting target?

Data focused decision making is needed to drive quality and effective instruction which is explicit, systematic and differentiated. Instruction should include text complexity across content; strategies and tasks that are rigorous, relevant and aligned to evidence-based practices; increased intensity of intervention strategies and extended learning opportunities throughout the day.

#### Why did the previous plan not sufficiently meet these needs?

Differentiated instruction was not targeted and focused on data for all students. There was inconsistent use of effective strategies and lack of understanding of text complexity and how it is utilized in all content areas.

##### AMO Target: Mathematics, All Students (Target: 51, Actual: 41)

#### What does research suggest about the specific learning needs of this subgroup not meeting target?

Small group differentiated instruction is needed to meet the individual needs of the students; application of real world situations to increase the relevancy of math; and ensurance that the rigor of the math content is meeting the state standards and level of complexity.

#### Why did the previous plan not sufficiently meet these needs?

Whole group instruction continued to dominate the teaching style and data was not analyzed consistently to meet the specific learning needs of the students.

##### AMO Target: Reading, Black/African American (Target: 35, Actual: 27)

#### What does research suggest about the specific learning needs of this subgroup not meeting target?

Research suggests we need to make sure we are using text and illustrations that reflect themes that are consistent with African American sociocultural experiences. We need to consider cultural factors in the selection of reading materials and provide culturally responsive literacy instruction that links classroom content to student experiences.

#### Why did the previous plan not sufficiently meet these needs?

Differentiated instruction was not targeted and focused on data. There was inconsistent use of effective strategies and lack of understanding of the specific learning needs of this subgroup

**AMO Target: Mathematics, Black/African American (Target: 35, Actual: 25)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Research suggests that students need to be exposed to real world situations that involve them personally and their community; they need encouragement to build self-confidence; visual clues; conceptual understanding instead of rote memorization; and opportunities to engage in learner-centered activities.

**Why did the previous plan not sufficiently meet these needs?**

Whole group instruction continued to dominate the teaching style; data was not analyzed consistently to meet the specific learning needs of the students and lack of understanding of the specific learning needs of this subgroup.

**AMO Target: Reading, Economically Disadvantaged (Target: 44, Actual: 35)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

According to research these students need a print rich environment, rapport and relationships with instructors, high expectations set for them, and exposure to a variety of cultural experiences.

**Why did the previous plan not sufficiently meet these needs?**

Differentiated instruction was not targeted and focused on data. There was inconsistent use of effective strategies and lack of understanding of the specific learning needs of this subgroup.

**AMO Target: Mathematics, Economically Disadvantaged (Target: 47, Actual: 35)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Research suggests the use of manipulatives; application of real life problems; instruction in academic vocabulary and cooperative learning.

**Why did the previous plan not sufficiently meet these needs?**

Whole group instruction continued to dominate the teaching style; data was not analyzed consistently to meet the specific learning needs of the students and lack of understanding of the specific learning needs of this subgroup.

**AMO Target: Reading, English Language Learners (Target: 28, Actual: 10)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

According to research the focus needs to be on fluency and learning to speak English in a social context with native speakers. Students should have the opportunity for: heterogeneous cooperative grouping, use of visuals that reinforce spoken or written words, teachers need to adjust speech, stress high-frequency vocabulary words, clarify the meaning of words or phrases in context, stress participation and guided interaction, teach thinking skills, explicit instruction, meaning based context, and use of graphic organizers.

**Why did the previous plan not sufficiently meet these needs?**

Differentiated instruction was not targeted and focused on data. There was inconsistent use of effective strategies and lack of understanding of the specific learning needs of this subgroup.

**AMO Target: Mathematics, English Language Learners (Target: 51, Actual: 29)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Research suggests these students need: integration of language (academic vocabulary and grammatical structures) while building math concepts; consistent formats for assignments and tests; opportunities for cultural diversity; more time to process questions and formulate answers; graphic organizers, visual clues and hands-on activities.

**Why did the previous plan not sufficiently meet these needs?**

Whole group instruction continued to dominate the teaching style; data was not analyzed consistently to meet the specific learning needs of the students and lack of understanding of the specific learning needs of this subgroup.

**AMO Target: Reading, Hispanic (Target: 35, Actual: 29)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Research shows that instruction needs to be meaningful and responsive to students' needs, as well as linguistically and culturally appropriate. Instruction must specifically address the concerns of Hispanic students who come from different cultures and who are often trying to learn a new language. The home and community also needs to be connected to student learning. Students need to have opportunities for cooperative learning, instructional conversations between teacher and all students, guided instruction, and technology enriched instruction.

**Why did the previous plan not sufficiently meet these needs?**

Differentiated instruction was not targeted and focused on data. There was inconsistent use of effective strategies and lack of understanding of the specific learning needs of this subgroup

**AMO Target: Mathematics, Hispanic (Target: 53, Actual: 42)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Research shows that instruction needs to be meaningful and responsive to students' needs. The home and community needs to be connected to student learning. Students need to have opportunities for cooperative learning, instructional conversations between teacher and all students, guided instruction, and technology enriched instruction.

**Why did the previous plan not sufficiently meet these needs?**

Whole group instruction continued to dominate the teaching style; data was not analyzed consistently to meet the specific learning needs of the students and lack of understanding of the specific learning needs of this subgroup.

**AMO Target: Reading, Students With Disabilities (Target: 37, Actual: 21)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Depending on the specific disability, research suggests that accommodations should be allowed that do not alter the content of assignments, give students an unfair advantage, or change what a test measures. Students need to be allowed to show what they know without being impeded by their disability. The students may need: audio or video support, additional time, verbal reinforcement for directions, large amounts of information broken into smaller segments, computer assisted instruction, alternate methods of assessment and possibly larger images.

**Why did the previous plan not sufficiently meet these needs?**

Differentiated instruction was not targeted and focused on data. There was inconsistent use of effective strategies and lack of understanding of the specific learning needs of this subgroup.

**AMO Target: Mathematics, Students With Disabilities (Target: 44, Actual: 25)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Depending on the specific disability, research suggests that accommodations should be allowed that do not alter the content of assignments, give students an unfair advantage, or change what a test measures. Students need to be allowed to show what they know without being impeded by their disability. The students may need: audio or video support, additional time, verbal reinforcement for directions, large amounts of information broken into smaller segments, computer assisted instruction, alternate methods of assessment and possibly larger images.

**Why did the previous plan not sufficiently meet these needs?**

Whole group instruction continued to dominate the teaching style; data was not analyzed consistently to meet the specific learning needs of the students and lack of understanding of the specific learning needs of this subgroup

**AMO Target: Reading, White (Target: 64, Actual: 55)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Research states that in order for students to meet their targeted goal there needs to be acknowledgement of individual learning differences along with diversity and differentiation in instruction, develop positive teacher-student-parent relationships, design lessons that motivate students to learn, and implement those lessons using differentiated instructional strategies to maximize student learning.

**Why did the previous plan not sufficiently meet these needs?**

Differentiated instruction was not targeted and focused on data and inconsistent use of effective strategies to meet the specific learning needs of this subgroup.

**AMO Target: Mathematics, White (Target: 64, Actual: 51)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Research states that in order for students to meet their targeted goal there needs to be acknowledgement of individual learning differences along with diversity and differentiation in instruction, develop positive teacher-student-parent relationships, design lessons that motivate students to learn, and implement those lessons using differentiated instructional strategies to maximize student learning.

**Why did the previous plan not sufficiently meet these needs?**

Whole group instruction continued to dominate the teaching style and data was not analyzed consistently to meet the specific learning needs of the students.

**Additional Data:****Additional Target: Mathematics, American Indian****What does research suggest about the specific learning needs of this subgroup?**

Research suggests using inquiry-based, problem-solving math curricula in conjunction with guided instructional strategies. Teachers need to have an understanding of the math content and how it is used and known within the American Indian culture. It is strongly suggested that problems are based on the cultures and lived experiences of the students, and opportunities for cooperative learning are prevalent in the classroom.

**Why did the previous plan not sufficiently meet these needs?**

Whole group instruction continued to dominate the teaching style; data was not analyzed consistently to meet the specific learning needs of the students and lack of understanding of the specific learning needs of this subgroup.

## Goals Summary

- G1.** Increase student achievement in all subgroups progressing toward the AMO proficiency levels.

## Goals Detail

**G1.** Increase student achievement in all subgroups progressing toward the AMO proficiency levels.

### Targets Supported

- All Areas
- Reading (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)
- Math (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)

### Resources Available to Support the Goal

- Student Data Management Systems
- Professional Development
- Curriculum Resources
- Tutoring/Extended Learning Time
- Human Resources
- Technology Resources
- Business/Community Stakeholders

### Targeted Barriers to Achieving the Goal

- Past Practices
- Lack of understanding of cultural differences and differentiating based on the needs of subgroups.

### Plan to Monitor Progress Toward the Goal

Periodic Review of Student Progress Monitoring Data

#### Person or Persons Responsible

District Leadership Team

#### Target Dates or Schedule:

After each assessment period

#### Evidence of Completion:

Data Results indicate positive trend in student achievement of all subgroups.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase student achievement in all subgroups progressing toward the AMO proficiency levels.

#### **G1.B3** Past Practices

**G1.B3.S1** Build inclusiveness across the district by: >engaging in differentiated planned professional development, >collaborating during common planning time via teleconferencing >engaging in department and grade level planning sessions

#### **Action Step 1**

>Provide 5 full days of professional development opportunities for teachers and staff during FY2013.14 school year. Initiate use of PD 360 for ongoing differentiation of professional development. >Ensure all K-6 teachers have access to teleconferencing tools supported via the district network and utilize for collaborative planning. >Provide time and opportunity for scheduled collaborative planning for 7 - 12th grade teachers.

#### **Person or Persons Responsible**

All Faculty and staff

#### **Target Dates or Schedule**

>October, December, February, April, May >Weekly >Weekly

#### **Evidence of Completion**

>Agenda; Sign-In sheets; Implementation/Reflection Logs >Observation/Participation by District Staff; Sign-In Sheets; Completed Lesson Plans >Observations/Data Boards/Lesson Plans/Email Correspondence

#### **Facilitator:**

District and School Level Staff

#### **Participants:**

All Staff

### **Plan to Monitor Fidelity of Implementation of G1.B3.S1**

Observations; Rosters of Participation, Lesson Plan Review

#### **Person or Persons Responsible**

District Leadership Team

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Sign In Sheets from PD Days; Observations and Rosters from Planning Sessions; Classroom Walk-Thrus

### **Plan to Monitor Effectiveness of G1.B3.S1**

Google Survey of instructional staff

#### **Person or Persons Responsible**

District Staff

#### **Target Dates or Schedule**

December and May

#### **Evidence of Completion**

Survey Results

**G1.B4** Lack of understanding of cultural differences and differentiating based on the needs of subgroups.

**G1.B4.S1** Provide job-embedded professional development to assist educators in using evidence-based strategies for specific academic/behavior needs of students in subgroup populations.

**Action Step 1**

Provide resources for evidence-based strategies used with subgroups to increase student achievement. (articles, current research of effective practices, PD 360, modeling by instructional coaches, school visitations, face-to-face sessions, webinars, book studies, internet-based resources)

**Person or Persons Responsible**

District and School-based Leadership

**Target Dates or Schedule**

Weekly, ongoing, as needed

**Evidence of Completion**

PLC logs; Sign-in Sheets; Reports in Dashboard

**Facilitator:**

District Leadership

**Participants:**

Instructional staff, paraprofessionals, administrators

**Plan to Monitor Fidelity of Implementation of G1.B4.S1**

Observation; Rosters of Participation; Classroom Walk-Thrus; Implementation/Reflection Reports; Lesson Plans

**Person or Persons Responsible**

District/School-Based Leadership Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Sign In Sheets; Dashboard Reports

## Plan to Monitor Effectiveness of G1.B4.S1

Periodic Review of Progress Monitoring Data

### **Person or Persons Responsible**

District Leadership Team

### **Target Dates or Schedule**

Monthly; Ongoing as data are available

### **Evidence of Completion**

Data Reports

## Alignment of Needs and Resources

**Based on school and student performance data at your Focus and Priority schools, describe the process the district will use to align strategies, initiatives, and resources to ensure schools demonstrating the greatest need receive the highest percentage of resources**

The district and school-based leadership teams reviewed and analyzed data to determine the specific needs of all schools with a special emphasis on Focus schools as identified by FLDOE. For example, It was determined that there was a large number of students at one grade level that were performing at Level 1 in Reading and a new intervention program, Successful Reader was implemented. Based on student achievement data in math, a new intervention program entitled Acaletics was purchased for students in 3rd - 5th grade. The district and school-based leadership teams will continue to review data to determine specific needs throughout the year.

## Reading Resources

**The district has an approved K-12 Comprehensive Researched-Based Reading Plan**

Yes

**Web Address:**

[http://app1.fldoe.org/Reading\\_Plans/Narrative/CompleteReport1415.aspx?DID=24](http://app1.fldoe.org/Reading_Plans/Narrative/CompleteReport1415.aspx?DID=24)

## Writing Resources

**List and describe the core and supplemental writing programs the district will use at the elementary, middle, and high school levels:**

### **Pearson Common Core System of Courses, K-2 (Core)**

Digital Curriculum for K-2 designed for instruction in the Common Core State Standards (including writing).

Pearson's Common Core System of Courses is the first all-digital, tablet-based English Language Arts curriculum created from the ground up to meet the intent of the Common Core State Standards. The CCSoc along with Lucy Calkins' Units of Study and Kathy Robinson's Writing Program comprises the writing programs at the elementary schools in K-2nd grades. In addition, Reader's and Writer's Workshop

### **My Access - Vantage Learning (Supplemental)**

My Access by Vantage Learning is an online writing application that enhances writing instruction. It is self-paced, interactive , provides individualized learning plans for students, and provides immediate feedback that allows the teacher to make timely data-driven decisions for differentiated instruction. This program is implemented at the Middle School and High School.

### **Houghton Mifflin Harcourt - Journeys, Common Core, A New Dimension in Reading! (Core)**

Journeys Common Core is a K–6 reading program with rigorous Common Core instructional design. The program also implements instruction in writing. The Journeys core program along with Lucy Calkins' Units of Study comprises the writing instruction at the elementary schools 3rd - 5th grades. In addition, the Reader's and Writer's workshop model is used as a part of the writing instruction block.

**The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the writing programs listed above**

Yes

## Mathematics Resources

List and describe the core and supplemental mathematics programs the district will use at the elementary, middle, and high school levels:

### Pearson Mathematics, Curriculum for K-2 (Core)

Digital Curriculum for K-2 designed for instruction in the Common Core State Standards. Pearson's Common Core System of Courses is the first all-digital, tablet-based mathematics curriculum created from the ground up to meet the intent of the Common Core State Standards

### Prep Works for Algebra I EOC Review, Grades 7 - 12 (Supplemental)

Diagnostic and targeted instruction tool for assisting the students to prepare and remediate for Algebra I EOC.

### Algebra Nation, Grades 7 - 12 (Supplemental)

A free program developed by the University of Florida to assist students in preparing and taking the Algebra I EOC.

### Acaletics, Grades 3 - 5 (Supplemental)

The Acaletics program provides an Instructional Model and corresponding research-based best practices that have proven effective in engaging students with mathematics in ways that improve their understanding and performance. The Model is implemented in accordance with the school's and grade level's customized Curriculum Scope and Sequence and is designed to maximize instructional time. The program was found to be effective in providing a powerful instructional model and strategies for "boosting student performance and raising mean scores" on the FCAT.

### Study Island, Elementary (Supplemental)

Study Island is a web based program designed as a supplemental educational tool geared specifically to state standards. The program provides mini lessons for review before or during each individual standard's specific set of questions. This allows students to have a quick refresher on material that should have been covered in depth during class instructional time. The program is goal oriented, provides remediation and instant feedback. It is also adaptable so that the teacher can assign lessons aligned with skills taught and to target remediation to individual students based on data.

### FCAT Explorer/Focus Achieves, Grades 3 - High School (Supplemental)

FCAT Explorer - FCAT Explorer helps students learn about and practice the skills tested on the Florida Comprehensive Assessment Test (FCAT). The online mini-assessments from Focus Achievement are used for math. Focus offers a 5-item test and a 5-item retest. Currently mini-assessments are used for math benchmarks (grades 3 through 9, Algebra I, and Geometry).

### **Accelerated Math (Supplemental)**

Accelerated Math for Intervention identifies each student's base of knowledge with efficiency so the student can build automaticity of basic math facts, master critical mathematical skills, and develop the motivation and self-efficacy that lead to success

### **Prentice Hall Course Specific Course Texts for Algebra I, Algebra II, and Geometry (Core)**

Prentice Hall Algebra 1, Geometry, and Algebra 2 help students develop a deep understanding of mathematics through thinking, reasoning, and problem solving. The flexibility of the program components and leveled resources enables teachers to adapt to the changing needs of their classrooms

### **Big Ideas Math, Grades 6 - 8 (Core)**

Big Ideas Math is a research-based program developed using the Common Core Standards for Mathematical Practice.

### **EnVision Mathematics, Grades 3 - 5 (Core)**

Curriculum designed for interactive learning. Provides step-by-step visual learning to deepen conceptual understanding, with data-driven differentiated instruction to ensure success for every student.

**The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the mathematics programs listed above**

Yes

## Science Resources

List and describe the core and supplemental science programs the district will use at the elementary, middle, and high school levels:

### **Houghton Mifflin Harcourt Florida Science Fusion Series, Elementary**

ScienceFusion is a state-of-the-art science program designed for building inquiry and developing important critical thinking skills that prepare students for success.

### **FCAT Explorer/Focus Achieve Mini-lessons for targeted instruction based on student needs from benchmark assessments, Supplemental.**

### **Investigating and Questioning our World through Science and Technology (IQWST), Supplemental instructional curricular for Middle Grades. Utilizing Comprehensive Instructional Sequence Model for literacy in Science.**

This curricular is rooted in principles of project-based scientific inquiry, focus on science's "big ideas," and employ research-based practices shown to promote students' science and science literacy learning.

This curricular is funded by the National Science Foundation.

### **High School Core Curriculum - SEG Florida Hole's Essentials of Human Anatomy and Physiology, Pearson Education Miller Levine Biology, Herff Jones Florida Active Chemistry, Florida EarthComm: Project-Based Space and Earth Systems Science, Pearson Prentice Hall Environmental Science, Your World Your Turn.**

These core curricular programs were adopted by the district as a resource for classroom teachers to utilize in providing core instruction to students on the standards to support state adopted course descriptions.

### **Pearson Education Florida Comprehensive Science, Middle Grades**

Customized to align with the Next Generation Sunshine State Standards, this program is available in print, digital and blended versions. Allows for science instruction to be available as e-texts and for download to the Apple iPad.

**The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the science programs listed above**

Yes

## Curriculum Alignment and Pacing

**The district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics, and science. Pacing guides will be made available upon request**

No