

Gilchrist County School District



**Instructional Materials Plan
2018-2019**

School Board Approval: April 2, 2019

Instructional Materials Plan 2018-2019

Math Materials Adoption

The district school board has the responsibility to select and provide adequate instructional materials for all students, s. 1006.28(2). This plan details the process by which the Gilchrist County School District shall adopt Math materials in the School Year (SY) 2018-2019 to implement in SY 2019-2020 for a three-year cycle.

The Gilchrist County School District shall adopt materials for the following courses:

- Grade K Mathematics
- Grade 1 Mathematics
- Grade 2 Mathematics
- Grade 3 Mathematics
- Grade 4 Mathematics
- Grade 5 Mathematics
- Grade 6 Mathematics
- Grade 6 Advanced Mathematics
- Grade 7 Mathematics
- Grade 7 Advanced Mathematics
- Grade 8 Mathematics
- Algebra 1
- Geometry
- Algebra 2
- Liberal Arts Math

Math Adoption Process 1006.283

Definitions 1006.28(1):

- “Adequate instructional materials” means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hardback or softback textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serve as the basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature.
- “Resident” means a person who has maintained his or her residence in this state for the preceding year, has purchased a home that is occupied by him or her as his or her residence, or has established a domicile in this state pursuant to s. 222.17.

September – December

- District Instructional Materials (IM) Review Team is formed with representation from school personnel appropriate to the subject and grade level of the adoption.
- District IM Review Team meets with District Curriculum Directors for training on the instructional materials adoption process.
- District IM Review Team attends NEFEC Instructional Materials Fair and reviews instructional materials from the FLDOE Draft Bid Report and other materials.
- District IM Review Team makes recommendations.

January - March

- District IM Review Team choices are presented to school teams and all other appropriate personnel.
- Teachers vote and report preference for adoption to District Curriculum Directors
- Recommendation for adoption of Instructional Material at the School Board meeting. (no vote)
- Provide online public access of student editions of recommended IM to be accessed and viewed by the public
- Post parent/resident petition to protest IM on district website.

April

- Hold an open, noticed SB meeting to receive public comment on recommended IM.
- SB votes to approve recommended IM at a meeting held after public comments meeting.
- Following SB approval for adoption, **begin 30 calendar day window** for parent or resident to contest adopted material.
- To protest, a parent must file a petition on a form provided by SB.
- Form must be available to public and published on district website.

May - June

- **Within 30 days after protest period ends**, if contest is initiated, an open, noticed **SB hearing** before a Hearing Officer will be held during the regular meeting of the Board. Petitioners will be notified of the date and time of the Public Hearing in writing 7 days in advance.
- Following public hearing, district School Board will vote on adoption of core material. Decision is final.
- The Superintendent certifies to FLDOE that all instructional materials for core courses used by the district are aligned with applicable state standards. A list of the core instructional materials that will be used or purchased for use by the school district shall be included in the certification.
- Instructional Material is ordered.

July 1st, FLDOE Certification

- Certify to the Commissioner of Education that the district school board has approved a comprehensive staff development plan that supports fidelity of implementation of instructional materials programs.

Math Adoption Timeline

Table 1

Date	Event
October 23, 2018	NEFEC Instructional Materials Review Fair (K-5)
October 24, 2018	NEFEC Instructional Materials Review Fair (6-12)
January-February 2018	Publisher presentations to content area teachers
April 2, 2019	Instructional Materials Plan presented to School Board
April 3, 2019	20-day public review period begins
April 22, 2019	Public review period ends
May 7, 2019	Public comments will be heard at School Board Meeting
May 21, 2019	School Board vote for approval of recommended materials
May 22, 2019	30-day period to contest adoption begins
June 20, 2019	30-day period to contest adoption ends
June 21-28, 2019 TBD	Public hearing for contested instructional materials w/ hearing Officer

Targeted Instructional Materials

We have selected the following publishers' materials to consider for adoption. Materials were selected using the criteria from the Math Instructional Materials Evaluation Rubric (Appendix 1).

Table 2

Subject Area/Grade Level	Publishers
Grades K-5 Mathematics	Pearson
Grades 6-8 Mathematics	Pearson
Algebra 1	Pearson
Algebra 2	Pearson
Geometry	Pearson
Liberal Arts Math	Pearson

Selection Process

Instructional Materials Committee members carefully review textbooks and accompanying supplementary materials utilizing the instructional materials evaluation rubric to ensure that all materials align with state standards, are accurate, objective, balanced, non-inflammatory, current, and suited to student needs and their ability to comprehend the material presented.

The final selection for Math materials shall be recommended for adoption to the Superintendent and School Board.

Per the timelines in Table 1, parents and residents will have the opportunity to provide comments on proposed Math materials at a public School Board meeting. Once the School Board recommends approval of the materials, parents and residents shall have 30 days in which to protest materials. If objections are received within the 30 day window, the school board attorney shall be consulted to appoint a hearing officer, and a hearing shall be conducted to resolve potential issues before materials are purchased.

Meeting notifications and digital links to all textbooks will be posted on the school website for public review. In addition, notifications will be posted on the district's app and Facebook page.

Purchasing

Schools will submit orders for instructional materials to district curriculum directors, and quotes will be obtained. Purchases will be made using allocated instructional materials funds.

Instructional Materials Contact Person

Linda Gartin – 352-463-3200

Appendices

Appendix 1 – Mathematics Instructional Materials Evaluation Rubric



NEFEC 2018 Mathematics Instructional Materials Evaluation Rubric

Points	Rating Scale
4	Meets Expectations
3	Significantly Meets Expectations
2	Somewhat Meets Expectations
1	Does Not Meet Expectations

ALIGNMENT and FOCUS	
	1. The instructional materials are aligned to and assess the grade level standards.
	2. Instructional material spends the majority of class time on the major cluster of each grade level.
	3. Materials include clearly labeled learning objectives that are visibly shaped by the standards.
	4. Supporting content enhances focus and coherence simultaneously by engaging students in the major work of the grade.
	5. The amount of content designated for one grade level is viable for one school year in order to foster coherence between grades.



NEFEC 2018 Mathematics Instructional Materials Evaluation Rubric

COHERENCE	
6.	Materials develop according to the grade-by-grade progressions in the standards. Coherent work from prior and future grade levels are clearly identified and relate to grade level work; materials give all students extensive work with grade level problems.
7.	Materials develop according to the grade level progression in the standards. Coherent work from clusters within a domain are clearly identified and relate to grade level work.
RIGOR	
8.	Materials develop conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings.
9.	Materials give attention throughout the year to individual standards that set an expectation of procedural skill and fluency.
10.	Materials are designed so that teachers and students spend sufficient time working with engaging applications of the mathematics, without losing focus on the major work of each grade.
11.	The three aspects of rigor (conceptual understanding, procedural skill and fluency, application) are not always treated as together, or as separate. There is a balance of the three aspects of rigor within the grade.



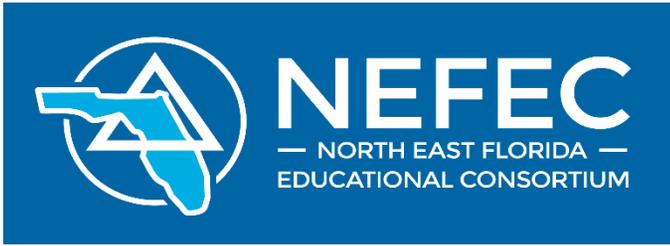
NEFEC 2018 Mathematics Instructional Materials Evaluation Rubric

MATHEMATICAL PRACTICES	
	12. The standards of mathematical practice are identified and used to enrich mathematics content within and throughout each applicable grade.
	13. Materials carefully attend to the full meaning of each practice standard.
	14. Materials prompt students to construct viable arguments and analyze the arguments of others concerning key grade level mathematics detailed content standards.
	15. Materials assist teachers in engaging students in constructing viable arguments and analyzing the arguments of others concerning key grade level mathematics detailed content standards.
	16. Materials explicit attend to the specialized language of mathematics and includes key mathematics vocabulary.
USE AND DESIGN	
	17. Design of assignments is not haphazard: exercises are given in intentional sequences.
	18. There is variety in what students are asked to produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.
	19. Manipulatives are faithful representations of the mathematical objects they represent and when appropriate are connected to written methods.



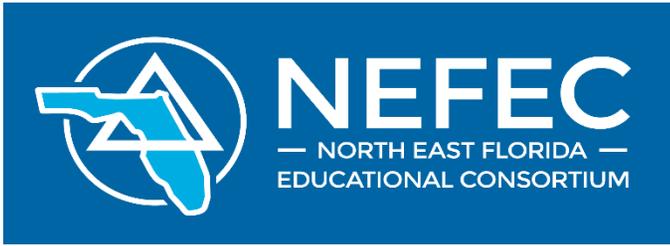
NEFEC 2018 Mathematics Instructional Materials Evaluation Rubric

TEACHER PLANNING	
	20. Materials support teachers in planning and providing effective learning experiences by providing quality questions to help guide students' mathematical development.
	21. Materials contain a teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.
	22. Materials contain a teacher's edition (in print or clearly distinguished/accessible as a teacher's edition in digital materials) that contains full, adult-level explanations and examples of the more advanced mathematics concepts in the lessons so that teachers can improve their own knowledge of the subject, as necessary.
	23. Materials contain a teacher's edition (in print or clearly distinguished/accessible as a teacher's edition in digital materials) that explains the role of the specific grade-level mathematics in the context of the overall mathematics curriculum for kindergarten through grade twelve.
	24. Materials provide a list of lessons in the teacher's edition (in print or clearly distinguished/accessible as a teacher's edition in digital materials), cross-referencing the standards covered and providing an estimated instructional time for each lesson, chapter and unit (i.e., pacing guide).
	25. Materials contain strategies for informing parents or caregivers about the mathematics program and suggestions for how they can help support student progress and achievement.
	26. Materials contain explanations of the instructional approaches of the program and identification of the research-based strategies.



NEFEC 2018 Mathematics Instructional Materials Evaluation Rubric

ASSESSMENT	
	27. Materials provide strategies for gathering information about students' prior knowledge within and across grade levels.
	28. Materials provide strategies for teachers to identify and address common student errors and misconceptions.
	29. Materials provide opportunities for ongoing review and practice, with feedback, for students in learning both concepts and skills.
	30. Assessments clearly denote which standards are being emphasized.
	31. Assessments include aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.
DIFFERENTIATED INSTRUCTION	
	32. Materials provide strategies to help teachers sequence or scaffold lessons so that the content is accessible to all learners.
	33. Materials provide teachers with strategies for meeting the needs of a range of learners.
	34. Materials embed tasks with multiple entry-points that can be solved using a variety of solution strategies or representations.
	35. Materials suggest support, accommodations, and modifications for English Language Learners, Students with Disabilities, and other special populations that will support their regular and active participation in learning mathematics (e.g., modifying vocabulary words within word problems).
	36. Materials provide opportunities for advanced students to investigate mathematics content at greater depth.
	37. Materials provide a balanced portrayal of various demographic and personal characteristics.
	38. Materials provide opportunities for teachers to use a variety of grouping strategies.



NEFEC 2018 Mathematics Instructional Materials Evaluation Rubric

	39. Materials encourage teachers to draw upon home language and culture to facilitate learning.
TECHNOLOGY (not rated)	
	1. Materials integrate technology such as interactive tools, virtual manipulatives/objects, and/or dynamic mathematics software in ways that engage students in the Mathematical Practices.
	2. Digital materials (either included as supplementary to a textbook or as part of a digital curriculum) are web-based and compatible with multiple internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.). In addition, materials are "platform neutral" (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform) and allow the use of tablets and mobile devices.
	3. Materials include opportunities to assess student mathematical understandings and knowledge of procedural skills using technology.
	4. Materials can be easily customized for individual learners. i. Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations. ii. Materials can be easily customized for local use. For example, materials may provide a range of lessons to draw from on a topic.