



**Pam Stewart, Commissioner**

## 2013-2014 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 12 - Columbia

Mr. Terry L Huddleston, Superintendent  
Wayne Green, Region 2 Executive Director

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**Table of Contents**

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<b>Part I: Current District Status</b>	<b>0</b>
<b>Part II: Expected Improvements</b>	<b>0</b>
<b>Goals Summary</b>	<b>13</b>
<b>Goals Detail</b>	<b>13</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.:

#### Beth Bullard

<b>Title</b>	Coordinator
<b>Email</b>	bullardb@columbiak12.com
<b>Phone</b>	386-755-8043
<b>Function &amp; Responsibility</b>	Management of Race to the Top Grant Coordination of District Professional Development

#### Narragansett Smith

<b>Title</b>	Assistant Superintendent
<b>Email</b>	smithn@columbiak12.com
<b>Phone</b>	(386) 755 - 8015
<b>Function &amp; Responsibility</b>	Senior Administrator for Elementary Education, Federal Programs, and Various Support Services.

#### Joseph Adkins

<b>Title</b>	Federal Programs
<b>Email</b>	adkinsj@columbiak12.com
<b>Phone</b>	386-755-8033
<b>Function &amp; Responsibility</b>	Primary responsibilities are to administer and coordinate the following Federal Programs: <ul style="list-style-type: none"> <li>• Title I</li> <li>• Title I SIG 1003(a)</li> <li>• Title II</li> <li>• Title VI</li> </ul>

#### Frank Moore

<b>Title</b>	Director HRMD
<b>Email</b>	mooref@columbiak12.com
<b>Phone</b>	386-755-8035
<b>Function &amp; Responsibility</b>	Human Resources

**Lex Carswell****Title** Assistant Superintendent**Email** carswella@columbiak12.com**Phone** (386) 758-4935**Function & Responsibility** Senior Administrator for Secondary Education, Finance, Facilities, Transportation and other Support Services.**Robin H. Talley****Title** Director, Student Support Services & ESE**Email** talleyr@columbiak12.com**Phone** 386-755-8053**Function & Responsibility** Management of IDEA grants and coordination of ESE Programs PreK-12, Student Support Services, Section 504, Chrysalis Center**Kitty McElhaney****Title** Assistant Superintendent**Email** mcelhaneyk@columbiak12.com**Phone** 386-755-8020**Function & Responsibility** Coordinate/manage K12 curriculum; Assessment; Accountability; Technology: instructional and instructional; ESOL**Terry Huddleston****Title** Superintendent**Email** huddlestont@columbiak12.com**Phone** 386-755-8003**Function & Responsibility**

## 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)**

A member of the Region 2 Differentiated Accountability team facilitated the problem solving process with members of the District Leadership Team. The district team analyzed the student achievement data, processes/procedures being implemented to develop the plan.

**MTSS/Rtl**

**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**

District staff will conduct instructional reviews and classroom walkthroughs. District is being supported by the Region 2 DA team, per the request of the Superintendent. Interim reports on progress monitoring are reviewed. Resources are allocated in accordance with school need. The district is directing implementation of professional development to ensure consistent instructional delivery.

**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 participated in the problem solving process to develop the DIAP. District data was reviewed. In order to effectively implement the DIAP, team members are invited and encouraged to participate in professional learning opportunities provided to all staff in the district.

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

Access to Performance Matters, a comprehensive assessment and data management system is provided to all school sites and district level administrators. Along with the access to the system, training is made available which is tailored to the needs of the district. District wide data analysis is directed by a member of the district level team, and comparison student achievement reports are prepared and disseminated to district and school administrators.

**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 provides to all school sites and district level administrators access to Performance Matters, a comprehensive assessment and data management system. The system provides users access to student data for a minimum of two years on formative assessments and state assessments for three years in the area of reading, mathematics and science. In addition, reports from the district management system are prepared as requested to analyze behavioral data. The truancy contact prepares attendance reports for dissemination and discussion.

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

The district provides support for data analysis in the form of embedded professional development; financial support for data chats at the elementary level; common planning time at the secondary level; and school psychologist meetings and discussion at individual schools.

**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 provides for extended learning time with summer programs such as: summer reading camp for grade three students who did not score above Level 1 on the prior year FCAT; sessions for students with disabilities who may regress; course and credit recovery sessions for middle and high school students to meet promotion and graduation requirements.

## Alignment of Strategies and Resources

### Strategies and Support

#### AMO Data:

#### AMO Target: Reading, All Students (Target: 63, Actual: 56)

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

Professional development should be provided to assist teachers in accommodating academic diversity and to link assessment to instructional planning for struggling readers.

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

Differentiation of instruction was not implemented to a large degree to meet the instructional needs of students.

#### AMO Target: Mathematics, All Students (Target: 62, Actual: 54)

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

Intervention should be provided at all levels and the instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review

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

Differentiation of instruction was not implemented to a large degree to meet the instructional needs of students. Appropriate mini assessments were not created and utilized for frequent monitoring.

#### AMO Target: Reading, American Indian (Target: 58, Actual: 44)

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

Instruction should be adapted to support a broad range of learning styles through strategies such as cooperative learning, multisensory instruction, and increased holistic emphasis.

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

Differentiation of instruction was not implemented to a large degree to meet the instructional needs of students.

**AMO Target: Reading, Asian (Target: 75, Actual: 64)**

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

Instruction should be adapted to support a broad range of learning styles through strategies such as cooperative learning, multisensory instruction, and increased holistic emphasis.

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

Differentiation of instruction was not implemented to a large degree to meet the instructional needs of students.

**AMO Target: Mathematics, Asian (Target: 86, Actual: 84)**

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

Classroom instruction should be informed by knowledge of students' experiences with mathematics instruction, language history, and educational background.

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

Differentiation of instruction was not implemented to a large degree to meet the instructional needs of students.

**AMO Target: Reading, Black/African American (Target: 43, Actual: 35)**

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

Emphasis should be placed on meeting the needs of the student in terms of helping the student accomplish objectives with less emphasis on remediation or correction. Programs should be designed with challenging intellectual content. Proper attention should be given to sequencing of materials, teaching style, and content of materials.

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

Differentiation of instruction was not implemented to a large degree to meet the instructional needs of students.



**AMO Target: Mathematics, Black/African American (Target: 45, Actual: 33)**

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

Intervention should be provided at all levels and the instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review

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

Differentiation of instruction was not implemented to a large degree to meet the instructional needs of students. Appropriate mini assessments were not created and utilized for frequent monitoring.

**AMO Target: Reading, Economically Disadvantaged (Target: 55, Actual: 49)**

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

Comprehensive, high-quality instruction addresses all of the basic abilities that are important in learning to read and write – phonemic awareness, knowledge of sounds for letters and letter patterns, word decoding, language comprehension and vocabulary, reading comprehension, spelling, and written expressions.

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

Differentiation of instruction was not implemented to a large degree to meet the instructional needs of students.

**AMO Target: Mathematics, Economically Disadvantaged (Target: 55, Actual: 46)**

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

Intervention should be provided at all levels and the instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review

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

Differentiation of instruction was not implemented to a large degree to meet the instructional needs of students. Appropriate mini assessments were not created and utilized for frequent monitoring.

**AMO Target: Reading, English Language Learners (Target: 42, Actual: 27)**

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

Research on beginning reading programs for English language learners finds consistent positive effects of programs that use systematic phonics. One-to-one and small-group tutoring models also demonstrated positive effects.

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

Differentiation of instruction was not implemented to a large degree to meet the instructional needs of students. Inclusion of additional instruction in vocabulary was minimal.

**AMO Target: Reading, Hispanic (Target: 61, Actual: 58)**

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

Instruction should be adapted to support a broad range of learning styles through strategies such as cooperative learning, multisensory instruction, and increased holistic emphasis.

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

Differentiation of instruction was not implemented to a large degree to meet the instructional needs of students.

**AMO Target: Mathematics, Hispanic (Target: 64, Actual: 55)**

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

Classroom instruction should be informed by knowledge of students' experiences with mathematics instruction, language history, and educational background.

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

Differentiation of instruction was not implemented to a large degree to meet the instructional needs of students.

**AMO Target: Reading, Students With Disabilities (Target: 43, Actual: 29)**

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

Students with disabilities have a better chance of increased academic achievement in reading if provided: explicit instruction in phonics and when decoding, fluency and comprehension strategies are integrated.

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

Differentiation of instruction was not implemented to a large degree to meet the instructional needs of students.

**AMO Target: Mathematics, Students With Disabilities (Target: 45, Actual: 29)**

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

Intervention should be provided at all levels and the instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review

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

Differentiation of instruction was not implemented to a large degree to meet the instructional needs of students. Appropriate mini assessments were not created and utilized for frequent monitoring.

**AMO Target: Reading, White (Target: 68, Actual: 63)**

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

Professional development should be provided to assist teachers in accommodating academic diversity and to link assessment to instructional planning for struggling readers.

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

Differentiation of instruction was not implemented to a large degree to meet the instructional needs of students.

**AMO Target: Mathematics, White (Target: 67, Actual: 61)**

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

Intervention should be provided at all levels and the instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review

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

Differentiation of instruction was not implemented to a large degree to meet the instructional needs of students. Appropriate mini assessments were not created and utilized for frequent monitoring.

**Additional Data:**

**Additional Target: Mathematics, American Indian**

**What does research suggest about the specific learning needs of this subgroup?**

Instruction should be adapted to support a broad range of learning styles through strategies such as cooperative learning, multisensory instruction, and increased holistic emphasis.

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

Differentiation of instruction was not implemented to a large degree to meet the instructional needs of students.

## Goals Summary

- G1.** All schools in the Columbia County School District will provide consistent, high quality, rigorous instruction with differentiation in reading and mathematics to increase student achievement outcomes.
- G2.** All schools in the Columbia County School District will provide consistent, high quality, rigorous instruction in writing to increase student achievement outcomes.

## Goals Detail

**G1.** All schools in the Columbia County School District will provide consistent, high quality, rigorous instruction with differentiation in reading and mathematics to increase student achievement outcomes.

### 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

- Instructional coaches in all schools.
- Paraprofessionals at elementary level.
- Tutors in schools for students in lowest quartile.
- Data chats: principal & teachers (elementary).
- Common planning.
- DA support for professional development.
- Unified instructional prioritization at district.
- Expansion of Performance Matters for progress monitoring.
- PD 360 individualized professional learning resource.

### Targeted Barriers to Achieving the Goal

- Consistent understanding of rigor.

## Plan to Monitor Progress Toward the Goal

Implementation of professional learning communities

### Person or Persons Responsible

Professional Development Coordinator

### Target Dates or Schedule:

January 2014

### Evidence of Completion:

Calendar of site professional learning communities

**G2.** All schools in the Columbia County School District will provide consistent, high quality, rigorous instruction in writing to increase student achievement outcomes.

### 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

- Instructional coaches in all schools
- Common planning
- DA support for professional development
- Unified instructional prioritization at district
- PD 360 individualized professional development resource

### Targeted Barriers to Achieving the Goal

- Consistent understanding of rigor
- Concern of common core writing vs FCAT prompt writing

## Plan to Monitor Progress Toward the Goal

Scored formative writing assessments

### Person or Persons Responsible

District; Professional Development Coordinator; Instructional Coaches

### Target Dates or Schedule:

December 2013/January 2014

### Evidence of Completion:

Results of formative writing assessments

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** All schools in the Columbia County School District will provide consistent, high quality, rigorous instruction with differentiation in reading and mathematics to increase student achievement outcomes.

**G1.B1** Consistent understanding of rigor.

**G1.B1.S1** Define rigorous reading/math instruction.

#### **Action Step 1**

Collaborative meeting to define rigor and initiatives for Professional Development

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

Committee: District; DA; Targeted School Based Leadership; Targeted Instructional Coaches

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

September 20

#### **Evidence of Completion**

Meeting minutes; Professional Development outline; Power Point presentation

#### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Professional development on rigorous instruction

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

Federal Projects Director; Professional Development Coordinator

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

September 25

#### **Evidence of Completion**

Minutes; PD outlines

## Plan to Monitor Effectiveness of G1.B1.S1

Define desired growth: by school the mid year goal would be the halfway point between base and target

### Person or Persons Responsible

DA; District; School Data chats

### Target Dates or Schedule

December 2013/January 2014: AP 2 (after data chats)

### Evidence of Completion

Second administration of Progress monitoring data; FAIR or STAR: Reading Comprehension: % compared to baseline data

**G1.B1.S2** Provide professional development to administrators, instructional coaches, teachers and paraprofessionals on instructional rigor.

### Action Step 1

Provide Professional Development to administrators and coaches

#### Person or Persons Responsible

Committee: District, DA; School Based Leadership; Instructional Coaches

#### Target Dates or Schedule

October 8

#### Evidence of Completion

Agenda; sign in rosters

#### Facilitator:

Committee: District, DA; School Based Leadership; Instructional Coaches

#### Participants:

Administrators and Instructional Coaches



## **Action Step 2**

Professional development to teachers and paraprofessionals

### **Person or Persons Responsible**

Administrators; DA; Instructional Coaches

### **Target Dates or Schedule**

By November 1

### **Evidence of Completion**

Agenda; sign in rosters

### **Facilitator:**

Instructional coaches

### **Participants:**

Teachers and paraprofessionals

## **Plan to Monitor Fidelity of Implementation of G1.B1.S2**

Agendas; Sign in rosters; Power Point Presentation

### **Person or Persons Responsible**

Assistant Superintendent; Professional Development Coordinator

### **Target Dates or Schedule**

By November 15

### **Evidence of Completion**

Agendas; Sign in rosters

## **Plan to Monitor Effectiveness of G1.B1.S2**

Presentation to administrators, teachers and paraprofessionals

### **Person or Persons Responsible**

Committee: District, DA; School Based Leadership; Instructional Coaches

### **Target Dates or Schedule**

By November 1

### **Evidence of Completion**

Agendas; sign in rosters

**G1.B1.S3** Use Professional Learning Community planning time structure to address rigor (data and samples of student work).

**Action Step 1**

Collaborative meeting to define the components of effective PLCs

**Person or Persons Responsible**

Professional Development Coordinator; Instructional coaches

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Completed PLC documents/portfolios

**Facilitator:**

Professional Development Coordinator; DA Team Member; Instructional coaches

**Participants:**

Site based administrators and teachers

**Action Step 2**

Provide a Professional Learning Community form to coaches

**Person or Persons Responsible**

Professional Development Coordinator; reviewed by DA

**Target Dates or Schedule**

September 20; readdress on October 8

**Evidence of Completion**

Document; template

### Plan to Monitor Fidelity of Implementation of G1.B1.S3

PLC Planning documents

**Person or Persons Responsible**

Professional Development Coordinator

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Agendas; Sign in rosters; Portfolios

### Plan to Monitor Effectiveness of G1.B1.S3

Professional learning communities at each school site

**Person or Persons Responsible**

Professional Development Coordinator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Agendas; completed templates; portfolios

### G1.B1.S4 Utilize Lesson Study to differentiate teacher support.

**Action Step 1**

Engage in Lesson Study with teachers

**Person or Persons Responsible**

Instructional coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Agendas; Completed template; portfolios

## **Action Step 2**

Data analysis to identify first teacher team for intensive coaching cycle

### **Person or Persons Responsible**

School Based Leadership & Instructional Coaches

### **Target Dates or Schedule**

Mid-October

### **Evidence of Completion**

Created calendar of year long teams

### **Facilitator:**

Instructional coaches

### **Participants:**

Teachers

## **Action Step 3**

Professional development to coaches on Intensive Coaching cycle

### **Person or Persons Responsible**

District & DA

### **Target Dates or Schedule**

September 27

### **Evidence of Completion**

Power Point

## **Plan to Monitor Fidelity of Implementation of G1.B1.S4**

PD on Lesson Study Calendar

### **Person or Persons Responsible**

Professional Development Coordinator

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Completed templates

### Plan to Monitor Effectiveness of G1.B1.S4

Calendar of lesson study opportunities

**Person or Persons Responsible**

Professional Development Coordinator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Agendas; portfolios

**G2.** All schools in the Columbia County School District will provide consistent, high quality, rigorous instruction in writing to increase student achievement outcomes.

### G2.B1 Consistent understanding of rigor

#### G2.B1.S1 Define understanding of rigor

**Action Step 1**

Collaborative meeting to define rigor and initiatives for professional development

**Person or Persons Responsible**

Committee: District, DA; Targeted principals and coaches

**Target Dates or Schedule**

September 20

**Evidence of Completion**

Meeting minutes; professional development outline; Power Point presentation

### Plan to Monitor Fidelity of Implementation of G2.B1.S1

Professional development presentation on rigor

**Person or Persons Responsible**

Federal Projects Director; Professional Development Coordinator

**Target Dates or Schedule**

September 25

**Evidence of Completion**

Minutes; Professional development outline

## Plan to Monitor Effectiveness of G2.B1.S1

Define desired growth by school

### Person or Persons Responsible

District; DA; Principals; Teachers

### Target Dates or Schedule

December 2013/January 2014

### Evidence of Completion

Progress monitoring data

## G2.B2 Concern of common core writing vs FCAT prompt writing

### G2.B2.S1 Compare and contrast writing for Common Core and prompt writing

#### Action Step 1

Collaborative meeting to compare and contrast writing for Common Core and prompt writing.

#### Person or Persons Responsible

DA team; Professional Development Coordinator; Instructional Coaches

#### Target Dates or Schedule

October 8, 2013

#### Evidence of Completion

Written comparison

## Plan to Monitor Fidelity of Implementation of G2.B2.S1

Presentation to teachers

### Person or Persons Responsible

Instructional coaches

### Target Dates or Schedule

By November 15, 2013

### Evidence of Completion

Sign in rosters

## Plan to Monitor Effectiveness of G2.B2.S1

Completed presentations

### **Person or Persons Responsible**

Federal Projects director; Professional Development Coordinator

### **Target Dates or Schedule**

By November 15, 2013

### **Evidence of Completion**

Sign in rosters; survey completion

## G2.B2.S2 Provide professional development on writing

### **Action Step 1**

Professional Development for Instructional Coaches and Teachers

### **Person or Persons Responsible**

DA Team; Instructional Coaches

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Calendar of activities; Sign in rosters

## Plan to Monitor Fidelity of Implementation of G2.B2.S2

Writing professional development

### **Person or Persons Responsible**

Federal Projects Director; Professional Development Coordinator; Instructional Coaches

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Calendars; sign in rosters

## Plan to Monitor Effectiveness of G2.B2.S2

Writing professional development

**Person or Persons Responsible**

Federal Projects Director; Professional Development Coordinator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Survey



## 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**

Title VI funds support the utilization of tutors for struggling students, with the allocation calculated with a weighted formula. An additional staff member has been put in place to assist with behavioral issues, with the implementation of CHAMPS, a behavior modification program. Financial support for the implementation of Kagan instructional methods is being provided.

## 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=12](http://app1.fldoe.org/Reading_Plans/Narrative/CompleteReport1415.aspx?DID=12)

## Writing Resources

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

### **HMH Storytown/Journeys**

The core reading series for grades K-5 includes writing components.

### **McDougal-Littell Literature**

The literature series for grade 6-12 includes writing components.

**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:**

### Houghton Mifflin Harcourt

Harcourt Mifflin Harcourt is the core math program in use at the elementary level.

### Stride Academy

Stride Academy is an online platform used as a supplemental program to support student achievement in reading and math.

### Pearson/Prentice Hall

High school math courses utilize Pearson/Prentice Hall resources for most of the courses.

### Holt McDougal

Holt McDougal is the core math program at the middle grades level.

### Study Island

Study Island delivers engaging and affordable programs that help students practice, review, and reinforce the content in state and Common Core standards. It will be utilized in grades 6-12 as a supplemental resource.

**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:**

### Science Fusion

Houghton Mifflin Harcourt's Science Fusion is the core science program in the elementary level.

### Glencoe/McGraw-Hill

The core instructional program for middle grades is Glencoe McGraw-Hill.

### Holt Rinehart/Winston; Glencoe/McGraw-Hill

The high school core curriculum materials are those purchased from Holt Rinehart/Winston; Glencoe/McGraw-Hill. The selection is made by course, hence the multiple companies.

**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**

Yes