

**FLORIDA DEPARTMENT OF EDUCATION  
2013-2014 DISTRICT IMPROVEMENT and  
ASSISTANCE PLAN**

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**District:** 04 - Bradford  
**Superintendent:** Mr. Chad Farnsworth  
**Last Modified on:** 11/01/2013



**Pam Stewart, Commissioner**  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399

<b>Regional Executive Director</b>	Region 2 - Wayne Green
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**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.:**

**Carol Clyatt**

**Title** Director of Accountability and Special Programs

**Email** clyatt.carol@mybradford.us

**Phone** 964-966-6816

**Function & Responsibility**

Functions and Responsibilities:

Primary contact for the School Improvement Process. This includes all training, support and data analysis.

Primary contact for Title I and Parent Involvement. Works collaboratively with schools to ensure that the SIP aligns with Title I. Supports the development and implementation of the SIP and Parent Involvement Plan.

Works with the lead team to complete walk throughs, participates in data meetings and PLCS and supports the implementation of the goals in the SIP and DIAP.

**Drew Andrews**

**Title** Director of ESE

**Email** andrews.drew@mybradford.us

**Phone** 904-966-6014

**Function & Responsibility**

Functions and Responsibilities:

Primary contact for ESE and student services. Works collaboratively with the district and provides support to schools to ensure that the SIPs and DIAP address needs related to students with disabilities and early warning signs.

Works with the lead team to complete walk throughs, participates in data meetings and PLCS and supports the implementation of the goals in the SIP and DIAP.

**Lisa Prevatt**

**Title** Assistant Superintendent

**Email** prevatt.lisa@mybradford.us

**Phone** 904-966-6032

**Function & Responsibility**

Functions and Responsibilities:

Primary contact for curriculum and professional development. Works collaboratively with the schools to ensure that instructional resources are in place and implemented with fidelity. Guides professional development in the district. Works with principals to ensure that the professional development implemented is aligned with the district and based on school needs.

Works with the lead team to complete walk throughs, participates in data meetings and PLCS and supports the implementation of the goals in the SIP and DIAP.

**Chad Farnsworth**

**Title** Superintendent  
**Email** farnsworth.chad@mybradford.us  
**Phone** 904-966-6807

**Function & Responsibility**

Functions and Responsibilities:

Works with the lead team to complete walk throughs, participates in data meetings and PLCS and supports the implementation of the goals in the SIP and DIAP.

Supports implementing a fluid process that is adjusted as needed to meet the needs of students.

**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 Improvement and Assistance Plan is written through a collaborative process that includes District Staff, School Staff and Parents. During the initial school improvement training, the district team and school administrators review data and problem solve concerns relative to each school and the district. This information is utilized to continue the problem solving process at the school and district level. Discussions occur through the SAC, DPAC, Literacy Leadership Teams and Academic Cabinet Meetings. This provides an opportunity for parents, teachers and other administrators to participate in the problem solving process and development of the SIP and DIAP.

**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 problem-solving processes for the implementation and monitoring of the DIAP and MTSS structures is based on the district's progress monitoring plan. The plan designate baseline, mid-year, and end-of-year assessments and data meetings at the classroom, school and district level. These meetings are utilized to address the individual needs of students, teachers, and schools. This includes effectiveness of core instruction and intervention, teacher support systems, and resource allocation. The plan also designates school assignments for the district team. The purpose of these assignments is to provide support through the participation in classroom walkthroughs, MTSS meetings, SIP initiatives and any other request by the administration. Twice a year, the district team will complete instructional reviews. Each member will do classroom walkthroughs. The team will then meet to reflect on the data.

At least twice during the year, the district will have District MTSS meetings to review the MTSS plan and reflect on the success of MTSS.

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

Lisa Prevatt, Assistant Superintendent -Primary Contact for MTSS, Student Progression, Curriculum, and Professional Development. Responsible for ensuring that the MTSS process is being implemented; that schools are provided the needed resources and professional development; and that classroom instruction is meeting students' needs.

Carol Clyatt, Accountability & Special Programs Director - Primary Contact for School Improvement, Data Analysis, and Assessment. Responsible for writing and overseeing the implementation of the DIAP, training and implementation of the SIP, data analysis/management and support for data meetings, and progress monitoring.

Drew Andrews, ESE & Student Services Director - Ensuring that the MTSS process aligns with ESE state requirements. Supports MTSS implemetation at the school level.

Randy Whytsell, Human Resource Director - Participates in classroom walkthroughs as part of the monitoring/support plan.

Chad Farnsworth, Superintendent - Leads the Academic Cabinet Meetings. Participates in classroom walkthroughs as part of the monitoring/support plan and district data meetings.

Donna Eaves, School Psychologist - Support personnel for the schools in the implementation of MTSS. Reviews documentation, attends MTSS meetings, provides guidance for the process.

Deanna Coleman, ESE Staff Specialist - Support personnel for the schools in the implementation of MTSS. Reviews documentation, attends MTSS meetings, provides guidance for the process.

Tammy Saxon, ESE Staffing Specialist - Support personnel for the schools in the implementation of MTSS. Reviews documentation, attends MTSS meetings, provides guidance for the process.

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

The MTSS and DIAP are primarily monitored through data/ MTSS meetings. Members of the leadership team participate in the school meetings. This provides the leadership team an opportunity to see how the data is utilized, the problem solving process, and the decisions that result from the process. Participation in Professional Learning Communities also provides the leadership team an opportunity to monitor the alignment of the professional development being provided to teachers.

The district also has data meetings to determine if the process/instruction in place is being effective. At these meetings teacher evaluation data is also reviewed to determine if teachers are increasing in their instructional practices.

**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)**

All of our data management systems are also sources for data. Performance Matters and Terms provide summative data in reading, math, science, writing. This includes, but is not limited to, FCAT, SAT-10 and Pert. Formative data is provided through PMRN for reading, I-Ready for math, Star for Reading and Math (elem.only), and Performance Matters for Reading, Math and Science.

All administrators and teachers have access to their data. Data can be analyzed for individual students or it can be viewed from a class, teacher, school or district level.

Non-academic data is provided through Terms and RtI-B. This includes behavior & attendance and is ongoing throughout the year.

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

In 2011 an MTSS manual was created in collaboration with the school and district MTSS leaders.

Initial training was provided at the district and school level. The district continues to have District MTSS meetings to ensure that we all understand the process and any changes that may have occurred in the previous year. Each year, school Leadership Meetings are coordinated by the district for elementary and secondary MTSS coordinators. This includes the PBS coordinator, guidance, and instructional coaches School meetings occur as needed. The MTSS team continually provides support and clarification through the participation in MTSS/data meetings.

**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**

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**Alignment of Strategies and Resources****Strategies and Support****AMO Data:****AMO Target: Reading, All Students (Target: 54, Actual: 45)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Research suggests:

Students need to be reading more complex text and engaging in writing, speaking, and listening activities related to the text. Close Reading and the Comprehension Instructional Sequence are effective instructional strategies. Students need to be reading more and teachers should be monitoring the reading.

Students need opportunities to read text on level as well as to struggle with complex text.

Differentiated instruction is needed at all levels. Tier I students have instructional needs that require differentiation during core instruction.

Students need to: Build knowledge through content rich nonfiction.

Reading, writing and speaking grounded in evidence from text, both literary and informational, regular practice with complex text and its academic language.

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

We did not provide enough support for common core reading (CIS, Close Reading); and therefore we saw minimal movement.

Teachers did not utilize enough complex text with effective scaffolding for students.

Differentiated instruction for Tier-1 support is not being implemented in all classrooms.

Students are not reading enough.

**AMO Target: Mathematics, All Students (Target: 52, Actual: 43)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

The learning needs for mathematics stem from the 6 instructional shifts in the common core.

1. Instruction needs to be more focused. This will result in a strong foundational knowledge and deeper conceptual understanding.

2. Instruction is coherent and connected within and across grade levels

3. Time must be structured for students to memorize and learn simple calculations with speed and accuracy.

4. Students need a deep understanding in order to connect core mathematics concepts and apply them to new situations.

5. Students should be able to apply mathematics concepts to real world situations.

6. Instruction should provide a balance of practicing and understanding.

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

Teachers still struggle with differentiation and scaffolding in math. Therefore, too much time is spent on reteaching skills.

Lack of knowledge and support for implementation of common core math practices.

Classroom instruction is focused on procedures and not an understanding of math concepts.

Limited time for intervention for Tier 2 and 3 students.

**AMO Target: Mathematics, Asian (Target: 83, Actual: 56)****What does research suggest about the specific learning needs of this subgroup not meeting target?****Why did the previous plan not sufficiently meet these needs?**

**AMO Target: Reading, Black/African American (Target: 37, Actual: 25)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Research suggests:

Students need to be reading more complex text and engaging in writing, speaking, and listening activities related to the text. Close Reading and the Comprehension Instructional Sequence are effective instructional strategies. Students need to be reading more and teachers should be monitoring the reading.

Differentiated instruction is needed at all levels. Tier I students have instructional needs that require differentiation during core instruction.

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

We did not provide enough support for common core reading (CIS, Close Reading); and therefore we saw minimal movement.

Teachers did not utilize enough complex text with effective scaffolding for students.

Differentiated instruction for Tier-1 support is not being implemented in all classrooms.

Students are not reading enough.

**AMO Target: Mathematics, Black/African American (Target: 38, Actual: 25)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

The learning needs for mathematics stem from the 6 instructional shifts in the common core.

1. Instruction needs to be more focused. This will result in a strong foundational knowledge and deeper conceptual understanding.
2. Instruction is coherent and connected within and across grade levels
3. Time must be structured for students to memorize and learn simple calculations with speed and accuracy.
4. Students need a deep understanding in order to connect core mathematics concepts and apply them to new situations.
5. Students should be able to apply mathematics concepts to real world situations.
6. Instruction should provide a balance of practicing and understanding.

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

Teachers still struggle with differentiation and scaffolding in math. Therefore, too much time is spent on reteaching skills.

Lack of knowledge and support for implementation of common core math practices.

Classroom instruction is focused on procedures and not an understanding of math concepts.

Limited time for intervention for Tier 2 and 3 students.



**AMO Target: Reading, Economically Disadvantaged (Target: 48, Actual: 38)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Research suggests:

Students need to be reading more complex text and engaging in writing, speaking, and listening activities related to the text. Close Reading and the Comprehension Instructional Sequence are effective instructional strategies. Students need to be reading more and teachers should be monitoring the reading.

Students need opportunities to read text on level as well as to struggle with complex text.

Differentiated instruction is needed at all levels. Tier I students have instructional needs that require differentiation during core instruction.

Students from ED homes typically have a deficit in Language and Vocabulary development. In K-2 students require more opportunities to see, hear and engage in oral language.

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

We did not provide enough support for common core reading (CIS, Close Reading); and therefore we saw minimal movement.

Teachers did not utilize enough complex text with effective scaffolding for students.

Differentiated instruction for Tier-1 support is not being implemented in all classrooms.

Students are not reading enough.

**AMO Target: Mathematics, Economically Disadvantaged (Target: 46, Actual: 36)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

The learning needs for mathematics stem from the 6 instructional shifts in the common core.

1. Instruction needs to be more focused. This will result in a strong foundational knowledge and deeper conceptual understanding.
2. Instruction is coherent and connected within and across grade levels
3. Time must be structured for students to memorize and learn simple calculations with speed and accuracy.
4. Students need a deep understanding in order to connect core mathematics concepts and apply them to new situations.
5. Students should be able to apply mathematics concepts to real world situations.
6. Instruction should provide a balance of practicing and understanding.

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

Teachers still struggle with differentiation and scaffolding in math. Therefore, too much time is spent on reteaching skills.

Lack of knowledge and support for implementation of common core math practices.

Classroom instruction is focused on procedures and not an understanding of math concepts.

Limited time for intervention for Tier 2 and 3 students.

**AMO Target: Reading, Hispanic (Target: 46, Actual: 40)****What does research suggest about the specific learning needs of this subgroup not meeting target?****Why did the previous plan not sufficiently meet these needs?**

**AMO Target: Reading, Students With Disabilities (Target: 35, Actual: 21)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Research suggests:

Students need to be reading more complex text and engaging in writing, speaking, and listening activities related to the text. Close Reading and the Comprehension Instructional Sequence are effective instructional strategies. Students need to be reading more and teachers should be monitoring the reading.

Differentiated instruction is needed for all students.

Along with exceptional education services, students with disabilities need additional interventions. Students need opportunities to read text on level as well as to struggle with complex text.

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

We did not provide enough support for common core reading (CIS, Close Reading); and therefore we saw minimal movement.

Teachers did not utilize enough complex text with effective scaffolding for students.

Differentiated instruction for Tier-1 support is not being implemented in all classrooms.

Students are not reading enough.

**AMO Target: Mathematics, Students With Disabilities (Target: 33, Actual: 19)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Research on meeting the needs of students with learning needs suggests that students must be challenged to excel with the general curriculum. This includes support services and instructional practices which foster student engagement by presenting information in multiple ways.

The learning needs for mathematics stem from the 6 instructional shifts in the common core.

1. Instruction needs to be more focused. This will result in a strong foundational knowledge and deeper conceptual understanding.
2. Instruction is coherent and connected within and across grade levels
3. Time must be structured for students to memorize and learn simple calculations with speed and accuracy.
4. Students need a deep understanding in order to connect core mathematics concepts and apply them to new situations.
5. Students should be able to apply mathematics concepts to real world situations.
6. Instruction should provide a balance of practicing and understanding.

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

Teachers still struggle with differentiation and scaffolding in math. Therefore, too much time is spent on reteaching skills.

Lack of knowledge and support for implementation of common core math practices.

Classroom instruction is focused on procedures and not an understanding of math concepts.

Limited time for intervention for Tier 2 and 3 students.

**AMO Target: Reading, White (Target: 60, Actual: 51)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

Research suggests:

Students need to be reading more complex text and engaging in writing, speaking, and listening activities related to the text. Close Reading and the Comprehension Instructional Sequence are effective instructional strategies. Students need to be reading more and teachers should be monitoring the reading.

Students need opportunities to read text on level as well as to struggle with complex text.

Differentiated instruction is needed at all levels. Tier I students have instructional needs that require differentiation during core instruction.

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

We did not provide enough support for common core reading (CIS, Close Reading); and therefore we saw minimal movement.

Teachers did not utilize enough complex text with effective scaffolding for students.

Differentiated instruction for Tier-1 support is not being implemented in all classrooms.

Students are not reading enough.

**AMO Target: Mathematics, White (Target: 56, Actual: 49)****What does research suggest about the specific learning needs of this subgroup not meeting target?**

The learning needs for mathematics stem from the 6 instructional shifts in the common core.

1. Instruction needs to be more focused. This will result in a strong foundational knowledge and deeper conceptual understanding.
2. Instruction is coherent and connected within and across grade levels
3. Time must be structured for students to memorize and learn simple calculations with speed and accuracy.
4. Students need a deep understanding in order to connect core mathematics concepts and apply them to new situations.
5. Students should be able to apply mathematics concepts to real world situations.
6. Instruction should provide a balance of practicing and understanding.

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

Teachers still struggle with differentiation and scaffolding in math. Therefore, too much time is spent on reteaching skills.

Lack of knowledge and support for implementation of common core math practices.

Classroom instruction is focused on procedures and not an understanding of math concepts.

Limited time for intervention for Tier 2 and 3 students.

Goals Summary	
<p><b>Goal #1:</b> Increase student academic performance in reading and writing by 14% through the implementation of common core standards which will result in meeting the 2014 AMO reading target of 59%</p> <p><b>Goal #2:</b> Increase student achievement in math by 14% through the implementation of common core standards which will result in meeting the 2014 AMO math target of 57%.</p>	
Goals Detail	
<p><b>Goal #1:</b></p>	<p><b>Increase student academic performance in reading and writing by 14% through the implementation of common core standards which will result in meeting the 2014 AMO reading target of 59%</b></p>
<p><b>Targets Supported •</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Reading - All Students</li> <li>• Reading - American Indian</li> <li>• Reading - Asian</li> <li>• Reading - Black/African American</li> <li>• Reading - Hispanic</li> <li>• Reading - White</li> <li>• Reading - English-Language Learners</li> <li>• Reading - Students with Disabilities</li> <li>• Reading - Economically Disadvantaged</li> <li>•</li> </ul> <p><b>Resources Available to Support the Goal</b></p> <ul style="list-style-type: none"> <li>• Core Connections Writing</li> <li>• Common Core Standards</li> <li>• Developmental Studies Center: Making Meaning and Vocabulary</li> <li>• Marzano Design Questions 2, 3, 4</li> <li>• Books: Pathways to the Common Core, Teach Like a Pirate, Marzano</li> <li>• Reading Coaches and Curriculum Resource Teachers</li> <li>• Engage New York Unit Plans</li> <li>• Text: Novels, Non-fiction text, Exemplars</li> <li>• Achieve 3000 - SSE</li> <li>• Discovery Streaming</li> <li>• Date: Fair, Star</li> </ul> <p><b>Targeted Barriers to Achieving the Goal</b></p> <ul style="list-style-type: none"> <li>• Lack of knowledge &amp; understanding of common core standards</li> <li>• Lack of implementation and understanding of differentiation - Tier 1 support in the classroom</li> <li>• Lack of understanding of Marzano's design questions 2, 3, and 4</li> <li>• Inconsistent use of data</li> </ul>	

## Plan to Monitor Progress Toward the Goal

**Action:**

Progress will be monitored through a review of data from I-observation, the PMRN, and Performance Matters to determine if teachers' knowledge on common core is increasing and student data is being positively impacted.

**Person or Persons Responsible:**

Lisa Prevatt, Carol Clyatt, Principals

**Target Dates or Schedule:**

School data meetings during the year and District data meetings mid-year and end-of-year review

**Evidence of Completion:**

Increase in assessment data on the PMRN, Classroom Reading Comp. Tests and Writing Samples.

<b>Goal #2:</b>	<b>Increase student achievement in math by 14% through the implementation of common core standards which will result in meeting the 2014 AMO math target of 57%.</b>
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**Targets Supported •**

- Math
- Math - All Students
- Math - American Indian
- Math - Asian
- Math - Black/African American
- Math - Hispanic
- Math - White
- Math - English-Language Learners
- Math - Students with Disabilities
- Math - Economically Disadvantaged
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**Resources Available to Support the Goal**

- Curriculum Resource Teachers
- Title I funds
- UF Professor Tim Jacobbe
- DA team / professional development
- Performance Matters
- I-Ready
- NEFEC extended services and bridges training
- Book: Number Talks K-5

**Targeted Barriers to Achieving the Goal**

- Inconsistent use of data
- Lack of understanding of the 6 mathematics practices / Common Core Standards
- Minimal scaffolding and differentiation

**Plan to Monitor Progress Toward the Goal**

**Action:**

Progress will be monitored through a review of data from I-Observation, I-Ready, and Performance Matters to determine if teachers' knowledge on common core is increasing and student data is being positively impacted.

**Person or Persons Responsible:**

Lisa Prevatt, Carol Clyatt, Principals

**Target Dates or Schedule:**

Monthly School Data Meetings and District Data Meetings mid-year data and end-of-year

**Evidence of Completion:**

Increase in assessment data on the I-Ready, Performance Matters, and interim assessments.

**Action Plan for Improvement**

<b>Goal #1:</b>	Increase student academic performance in reading and writing by 14% through the implementation of common core standards which will result in meeting the 2014 AMO reading target of 59%
<b>Barrier #2:</b>	Lack of knowledge & understanding of common core standards
<b>Strategy #1 to Overcome the Barrier</b>	Classroom support by the district reading coaches and curriculum resource teachers through training and modeling of CIS, close reading and writing.

**Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**

Classroom support provided by the district reading coaches and curriculum resource teachers. To include; planning, modeling and training of CIS, close reading and common core writing.

**Person or Persons Responsible:**

Reading Coaches and Curriculum Resource Teachers

**Target Dates or Schedule:**

Throughout the school year, During early release days

**Evidence of Completion:**

Coaches Log, Agenda from meetings/PD

**Facilitator:**

Reading Coaches and Curriculum Resource Teachers

**Participants:**

English, Language Arts, Reading, Social Studies and Science Teachers

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**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #1**

**Action:**

Monitoring for fidelity of implementation will occur through a review of the district reading coaches and curriculum resource teachers schedule, classroom walk throughs and participation in professional development meetings.

**Person or Persons Responsible:**

Carol Clyatt, Principals, Lisa Prevatt

**Target Dates or Schedule:**

Schedules will be monitored monthly. Meetings will be attended throughout the year.

**Evidence of Completion**

Coaches log, Curriculum Resource Teacher Schedule, Agenda and sign-in sheets from meetings

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**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #1**

**Action:**

Monitoring for effectiveness will occur through a review of assessment data. The data will be reviewed during the year at data meetings and district mid-year and end-of year data meetings.

**Person or Persons Responsible:**

Lisa Prevatt, Carol Clyatt, Principals

**Target Dates or Schedule:**

School monthly data meetings and district data mid-year and end-of-year meetings

**Evidence of Completion:**

FAIR data, Reading Comp. Tests, and Writing Samples will be reviewed.

<b>Goal #1:</b>	Increase student academic performance in reading and writing by 14% through the implementation of common core standards which will result in meeting the 2014 AMO reading target of 59%
<b>Barrier #2:</b>	Lack of knowledge & understanding of common core standards
<b>Strategy #2 to Overcome the Barrier</b>	Implement Professional Learning Communities at all schools.

### Step #1 to Implement Strategy #2 - Budget Item - PD Opportunity

**Action:**

Professional Learning Communities led by the principal will be implemented at each school. This will provide a common time for teachers to gain a deeper understanding of common core. It will include professional development, teacher peer observations, and planning of lessons. Teachers will be released for half a day to work with their administrators and colleagues in grade level or content groups.

**Person or Persons Responsible:**

Principals, Curriculum Resource Teachers, and Reading Coaches

**Target Dates or Schedule:**

3 will occur the first semester and 1 will be scheduled for the second semester

**Evidence of Completion:**

Agendas, sign-in sheets, powerpoints/hand-outs

**Facilitator:**

Principals, Curriculum Resource Teacher, Reading Coach

**Participants:**

Core Content Teachers

### Step #2 to Implement Strategy #2

**Action:**

Lisa Prevatt met individually with each principal to answer questions, review expectations and the agenda of Professional Learning Communities.

**Person or Persons Responsible:**

Lisa Prevatt

**Target Dates or Schedule:**

August/September

**Evidence of Completion:**

Dates for each school's PLCs, final agenda for Professional Learning Communities



**Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #2 to Goal #1**

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**Action:**

Fidelity of Implementation will occur through attendance by the district at the Professional Learning Community meetings at each school.

**Person or Persons Responsible:**

Lisa Prevatt, Carol Clyatt

**Target Dates or Schedule:**

September, October, November and January, Mrs. Prevatt and Mrs. Clyatt will attend meetings. Meetings will be debriefed during curriculum meetings or individually with administrators.

**Evidence of Completion**

Agenda, Powerpoint/Hand-outs, Minutes, Sign-In Sheet

**Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #2 to Goal #1**

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**Action:**

Effectiveness will be determined through teacher surveys, classroom I-Observation data and an increase in reading and writing data on mid-year and end -of -year progress monitoring.

**Person or Persons Responsible:**

Lisa Prevatt, Carol Clyatt, Principals

**Target Dates or Schedule:**

Teacher surveys will be collected at the end of the 4th PLC. I-Observation data and progress monitoring data will be reviewed at the district data meetings mid-year and end-of-year.

**Evidence of Completion:**

Teacher surveys, Progress monitoring data, I-observation data

<b>Goal #1:</b>	Increase student academic performance in reading and writing by 14% through the implementation of common core standards which will result in meeting the 2014 AMO reading target of 59%
<b>Barrier #4:</b>	Lack of implementation and understanding of differentiation - Tier 1 support in the classroom
<b>Strategy #2 to Overcome the Barrier</b>	Reading Coach and Curriculum Resource Teacher Support to include: professional development, planning, modeling, and coaching with teachers.

**Step #1 to Implement Strategy #2 - Budget Item - PD Opportunity**

**Action:**

Professional Learning Communities led by the principal will be implemented at each school. This will provide a common time for teachers to gain a deeper understanding of differentiated instruction. One of the 4 days will be devoted to professional development and planning focused on meeting individual student needs. Teachers will be released for half a day to work with their administrators and colleagues in grade level or content groups.

**Person or Persons Responsible:**

Principals, Reading Coaches and Curriculum Resource Teachers

**Target Dates or Schedule:**

October/November

**Evidence of Completion:**

Agenda, Sign-In Sheets, Powerpoint/handouts

**Facilitator:**

Principals, Reading Coaches and Curriculum Resource Teachers

**Participants:**

English, Language Arts, Reading, Social Studies and Science Teachers

**Step #2 to Implement Strategy #2**

**Action:**

Principals make differentiation a classroom "look for". Teachers understand the principal's expectations.

**Person or Persons Responsible:**

Principal

**Target Dates or Schedule:**

Expectation will begin once the professional development is completed. Mid to late November

**Evidence of Completion:**

Walk-throughs and I-Observation data indicate an increase in teachers utilizing differentiation

### **Step #3 to Implement Strategy #2 - PD Opportunity**

**Action:**

Classroom support provided by the district reading coaches and curriculum resource teachers. To include; planning, modeling, coaching and follow-up training on differentiation.

**Person or Persons Responsible:**

Reading Coaches and Curriculum Resource Teachers

**Target Dates or Schedule:**

Classroom support will be throughout the year. Additional follow-up may occur on early release days or during other school based meetings.

**Evidence of Completion:**

Curriculum Resource Teacher schedule and Reading Coaches Log, Agenda, Sign-in sheets or materials from meetings

**Facilitator:**

Reading Coaches and Curriculum Resource Teachers

**Participants:**

English, Language Arts, Reading, Social Studies and Science Teachers

#### **Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #4 to Goal #1**

**Action:**

Fidelity of implementation will be monitored by a review of schedules and logs to document when teachers are receiving classroom embedded support and attendance at PLCs and other training by the district.

**Person or Persons Responsible:**

Carol Clyatt, Lisa Prevatt

**Target Dates or Schedule:**

October or November, Mrs. Prevatt and Mrs. Clyatt will attend meetings. Meetings will be debriefed during curriculum meetings or individually with administrators. Coaches schedules and logs will be reviewed monthly.

**Evidence of Completion**

Agendas and sign-in sheets from meetings, Coaches' logs and schedules that reflect classroom coaching

#### **Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #4 to Goal #1**

**Action:**

Effectiveness will be monitored through on-going classroom walkthroughs by the Principals and District, a review of I-Observation data and an increase in student data on FAIR and FCAT.

**Person or Persons Responsible:**

Carol Clyatt, Lisa Prevatt, Principals

**Target Dates or Schedule:**

Walkthroughs will be ongoing by principals. District walkthroughs will occur 3 times each year. Data meetings will occur after mid-year and end-of-year progress monitoring.

**Evidence of Completion:**

I-Observation data indicates and increase in differentiation. Increase in student data in FAIR and FCAT.

<b>Goal #1:</b>	Increase student academic performance in reading and writing by 14% through the implementation of common core standards which will result in meeting the 2014 AMO reading target of 59%
<b>Barrier #6:</b>	Lack of understanding of Marzano's design questions 2, 3, and 4
<b>Strategy #1 to Overcome the Barrier</b>	Implement Professional Learning Communities at each school

### **Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**

Administrators will attend additional professional development on Marzano and Bradford's implementation of the teacher evaluation system.

**Person or Persons Responsible:**

Lisa Prevatt, NEFEC

**Target Dates or Schedule:**

Summer 2013

**Evidence of Completion:**

Agenda, Sign-In Sheets

**Facilitator:**

Lisa Prevatt, NEFEC

**Participants:**

Administrators

### **Step #2 to Implement Strategy #1 - Budget Item - PD Opportunity**

**Action:**

Professional Learning Communities led by the principal will be implemented at each school. This will provide a common time for teachers to gain a deeper understanding of Marzano. It will include professional development, teacher peer observations, and planning of lessons. Teachers will be released for half a day to work with their administrators and colleagues in grade level or content groups.

**Person or Persons Responsible:**

Principals

**Target Dates or Schedule:**

September, October, November and January - specific dates selected by each school

**Evidence of Completion:**

Agenda, Powerpoint/Hand-outs, Sign-in Sheet

**Facilitator:**

Administrators, Curriculum Resource Teachers, and District Reading Coach

**Participants:**

Core Content teachers in grades K-12

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #6 to Goal #1**

**Action:**

Professional development on Marzano will be part of the 4 Professional Learning Communities. Fidelity of implementation will be monitored through district participation in the meetings, discussions at curriculum meetings and materials utilized for the meeting.

**Person or Persons Responsible:**

Lisa Prevatt, Carol Clyatt

**Target Dates or Schedule:**

Monitoring will occur through attendance of meetings in September, October, November and January and monthly discussions at curriculum meetings.

**Evidence of Completion**

Agenda, Sign-in sheet, Powerpoint/Hand-outs from meetings and minutes from curriculum meetings.

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #6 to Goal #1**

**Action:**

Effectiveness will be determined through teacher surveys and classroom I-Observation data in design questions 2, 3, 4.

**Person or Persons Responsible:**

Lisa Prevatt, Principals

**Target Dates or Schedule:**

Mid-Year and End-of-Year curriculum meetings.

**Evidence of Completion:**

Teacher survey results indicating an increase in understanding of DQ 2, 3, 4. An increase in teachers' I-observation data on DQ 2, 3, 4.

<b>Goal #1:</b>	Increase student academic performance in reading and writing by 14% through the implementation of common core standards which will result in meeting the 2014 AMO reading target of 59%
<b>Barrier #6:</b>	Lack of understanding of Marzano's design questions 2, 3, and 4
<b>Strategy #3 to Overcome the Barrier</b>	Principal Support Colleague to support principals in the implementation of Marzano

**Step #1 to Implement Strategy #3 - Budget Item**

**Action:**

Principal Support Colleague will mentor administrators on Marzano. This will include help in the planning process for the professional learning communities, walk and talks to increase inter-rater reliability, and participation in meetings.

**Person or Persons Responsible:**

Lisa Prevatt Rick Stephens - PSC

**Target Dates or Schedule:**

The mentoring will be an ongoing process. Prior to PLCs the mentor will meet with principals and support implementation. Throughout the year, he'll participate in walkthroughs, attend curriculum meetings and be available to meet principal's request.

**Evidence of Completion:**

Sign-In and minutes sheets from Meetings. Principal support colleague log of activities.

**Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #6 to Goal #1**

**Action:**

Fidelity of implementation will be monitored through the meetings between Lisa Prevatt, the Principal Support Colleague and/or principals.

**Person or Persons Responsible:**

Lisa Prevatt

**Target Dates or Schedule:**

Lisa Prevatt will meet with the PSC monthly to review plans for support. Principals will provide feedback throughout the year.

**Evidence of Completion**

Log of activities from the PSC. Feedback from the principals.

**Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #6 to Goal #1**

**Action:**

The effectiveness of the Principal Support Colleague will be measured through individual principals increase in consistency on I-Observation data. It will also be determined through principals increased knowledge completing classroom observations.

**Person or Persons Responsible:**

Lisa Prevatt

**Target Dates or Schedule:**

Data will be reviewed at monthly meetings with PSC and at district data meetings.

**Evidence of Completion:**

I-Observation Data, Notes from data meetings with Principals

<b>Goal #1:</b>	Increase student academic performance in reading and writing by 14% through the implementation of common core standards which will result in meeting the 2014 AMO reading target of 59%
<b>Barrier #7:</b>	Inconsistent use of data
<b>Strategy #2 to Overcome the Barrier</b>	Data chats and tracking of progress for individual students

**Step #1 to Implement Strategy #2**

**Action:**

**Person or Persons Responsible:**

**Target Dates or Schedule:**

**Evidence of Completion:**

### Step #2 to Implement Strategy #2

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**Action:**

Reading Coaches and Curriculum Resource Teachers will have grade/content/individual data chats with teachers to review baseline, mid-year and end-of-year data. These meetings will also be for the purpose of helping teachers to analyze their data and set classroom goals. This will model the process to be utilized with students.

**Person or Persons Responsible:**

Reading Coaches and Curriculum Resource Teachers

**Target Dates or Schedule:**

Data chats will occur after each progress monitoring assessment.

**Evidence of Completion:**

Schedule of planned meetings. Set goals for classroom data. Completed data forms for each classroom.

### Step #3 to Implement Strategy #2

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**Action:**

Teachers will complete data chats after the baseline, mid-year and end-of year progress monitoring. Students will set individual goals based on the data. Teachers will help students set up a method to track their own progress toward meeting their goal.

**Person or Persons Responsible:**

Teachers

**Target Dates or Schedule:**

This will be implemented at the beginning of the year using baseline data. Students will track progress after interim assessments, mid-year and end-of-year progress monitoring.

**Evidence of Completion:**

Data chat forms, Students individual data tracking forms.

### Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #7 to Goal #1

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**Action:**

Walkthroughs will be utilized to monitor implementation of student data chats, goal setting and tracking. At school based data meetings teachers will share their classroom progress toward meeting the class goal.

**Person or Persons Responsible:**

Principals

**Target Dates or Schedule:**

School base data meetings and during walkthroughs

**Evidence of Completion**

Completed classroom and student data forms and students' individual progress tracking forms.

### Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #7 to Goal #1

**Action:**

The effectiveness of the strategies will be determined through academic improvement on mid-year and end-of-year progress monitoring data. Also, I-Observation data indicating students are setting learning goals and tracking progress.

**Person or Persons Responsible:**

Principal

**Target Dates or Schedule:**

Mid-Year and End-of-Year district data meetings

**Evidence of Completion:**

I-observation data based on goals and students' tracking progress. An increase in academic performance on Mid-Year and End-of-Year progress monitoring data and FCAT.

<b>Goal #2:</b>	Increase student achievement in math by 14% through the implementation of common core standards which will result in meeting the 2014 AMO math target of 57%.
<b>Barrier #2:</b>	Inconsistent use of data
<b>Strategy #2 to Overcome the Barrier</b>	Data chats and tracking of progress for individual students.

### Step #1 to Implement Strategy #2

**Action:**

Teachers will complete data chats after the baseline, mid-year, and end-of year progress monitoring. Students will set individual goals based on the data. Teachers will help students set up a method to track their own progress toward meeting their goal.

**Person or Persons Responsible:**

Teachers

**Target Dates or Schedule:**

This will be implemented at the beginning of the year using baseline data. Students will track progress after interim assessments, mid-year, and end-of-year progress monitoring.

**Evidence of Completion:**

Data chat forms, students' individual data tracking forms.



## Step #2 to Implement Strategy #2

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**Action:**

Curriculum Resource Teachers will have grade/content/individual data chats with teachers to review baseline, mid-year and end-of-year data. These meetings will also be for the purpose of helping teachers to analyze their data and set classroom goals. This will model the process to be utilized with students.

**Person or Persons Responsible:**

Curriculum Resource Teachers

**Target Dates or Schedule:**

Data chats will occur after each progress monitoring assessment

**Evidence of Completion:**

Schedule of planned meetings. Set goals for classroom data. Completed data forms for each classroom.

### Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #2 to Goal #2

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**Action:**

Walkthroughs will be utilized to monitor implementation of student data chats, goal setting and tracking. At school based data meetings teachers will share their classroom progress toward meeting the class goal.

**Person or Persons Responsible:**

Principals

**Target Dates or Schedule:**

School based data meetings and during walkthroughs

**Evidence of Completion**

Completed classroom and student data forms and students' individual progress tracking forms

### Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #2 to Goal #2

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**Action:**

The effectiveness of the strategies will be determined through academic improvement on mid-year and end-of-year progress monitoring data. Also, I-Observation data indicating students are setting learning goals and tracking progress

**Person or Persons Responsible:**

Principals

**Target Dates or Schedule:**

Mid-year and End-of-Year district data meetings

**Evidence of Completion:**

I-Observation data based on goals and students' tracking progress. An increase in academic performance on mid-year and end-of-year progress monitoring data and FCAT.

<b>Goal #2:</b>	Increase student achievement in math by 14% through the implementation of common core standards which will result in meeting the 2014 AMO math target of 57%.
<b>Barrier #3:</b>	Lack of understanding of the 6 mathematics practices / Common Core Standards
<b>Strategy #1 to Overcome the Barrier</b>	Professional Development on understanding common core math and specifically the application of the 6 mathematics practices.

**Step #1 to Implement Strategy #1**

**Action:**

Curriculum Resource Teachers will provide embedded classroom support. This will include planning, modeling, and coaching.

**Person or Persons Responsible:**

Curriculum Resource Teachers

**Target Dates or Schedule:**

Provided weekly and/or as needed by teachers

**Evidence of Completion:**

Curriculum Resource Teacher's schedule and and lesson plans for modeling/coaching.

**Step #2 to Implement Strategy #1 - Budget Item - PD Opportunity**

**Action:**

DA Team, Nefec or Jacobbe math professional development. DA team will work with the middle school CRT to plan and implement math professional development. NEFEC is providing professional development through their extended services for K-5 teachers and CRTs on math content in the common core. Jacobbe will be contracted to provide hands-on training to teachers to help them understand math concepts and connections.

**Person or Persons Responsible:**

Nefec Consultants, DA Team or Jacobbe

**Target Dates or Schedule:**

Training will occur in the fall of 2013. Follow-up will be planned for the spring or summer.

**Evidence of Completion:**

Sign-in sheets, Agendas

**Facilitator:**

NEFEC, DA team or Jacobbe

**Participants:**

Math teachers at the elementary and secondary level

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #2**

**Action:**

Fidelity of implementation will be monitored through agendas, sign-in sheets, and course completer lists (online only) from the professional development. The CRTs will provide schedules documenting classroom support and plans that have been implemented.

**Person or Persons Responsible:**

Lisa Prevatt

**Target Dates or Schedule:**

On-going throughout the year

**Evidence of Completion**

Agenda, Sign-In sheets, Lesson plans (CRT), CRT schedule

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #2**

**Action:**

Effectiveness will be monitored through professional development evaluations, principal walkthroughs, and an student data mid-year and end-of-year data.

**Person or Persons Responsible:**

Lisa Prevatt, Carol Clyatt

**Target Dates or Schedule:**

Evaluations will be collected at the end of each PD. Walkthrough data and progress monitoring/FCAT data will be reviewed at mid-year and end-of-year district data meetings.

**Evidence of Completion:**

Professional Development Evaluations, Classroom Walkthroughs, Increased Student Data in math

<b>Goal #2:</b>	Increase student achievement in math by 14% through the implementation of common core standards which will result in meeting the 2014 AMO math target of 57%.
<b>Barrier #4:</b>	Minimal scaffolding and differentiation
<b>Strategy #1 to Overcome the Barrier</b>	Professional development for teachers on differentiated instruction

**Step #1 to Implement Strategy #1**

**Action:**

Curriculum Resource Teachers will provide embedded classroom support for differentiation. To include: resources, planning, modeling and coaching.

**Person or Persons Responsible:**

Curriculum Resource Teachers

**Target Dates or Schedule:**

Weekly - Throughout the School Year

**Evidence of Completion:**

Curriculum Resource Teacher schedule and lesson plans

### **Step #2 to Implement Strategy #1 - Budget Item - PD Opportunity**

**Action:**

The second Professional Learning Community will be focused on differentiation. Curriculum Resource Teachers will provide a professional development on how to differentiate and what it looks like in the classroom. The principal will make the connections between differentiation and the Marzano learning cycle. At the next PLC, teachers will have an opportunity to observe their peers and reflect on implementation.

**Person or Persons Responsible:**

Curriculum Resource Teachers, Principals

**Target Dates or Schedule:**

October/November

**Evidence of Completion:**

Agenda, Sign-In Sheets, Powerpoint/handouts

**Facilitator:**

Curriculum Resource Teachers

**Participants:**

Math Teachers

#### **Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #2**

**Action:**

Fidelity of implementation will be monitored by: Curriculum Resource Teacher's schedules and lesson plans; district attendance at the professional learning communities; and a review of the agenda, sign-in sheets and powerpoint from the meeting.

**Person or Persons Responsible:**

Lisa Prevatt, Carol Clyatt

**Target Dates or Schedule:**

Monthly review of Curriculum Resource Teacher's schedule and lesson plans. October/November attendance during the professional learning communities.

**Evidence of Completion**

Curriculum Resource Teacher's schedule and lesson plans Agenda, sign-in sheets, powerpoint/handouts from professional learning communities

#### **Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #2**

**Action:**

Effectiveness will be monitored through evidence collected during classroom walkthroughs. The I-Observation data will indicate an increase in differentiation. Student progress monitoring data will show an increase in math performance.

**Person or Persons Responsible:**

Principals, Lisa Prevatt, Carol Clyatt

**Target Dates or Schedule:**

District data meetings mid-year and end-of-year, Monthly curriculum meetings when I-Observation data is reviewed

**Evidence of Completion:**

Walkthroughs and I-Observation data, Increase in student performance on interim and benchmark assessments

**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**

In planning for each year, the district lead team reviews the data to determine the areas of greatest need.

Schools are prioritized on need and academic areas are prioritized. The progress monitoring plan, professional development, and allocation of resources is developed around this priority list. Schools and areas at the top of the list receive more support. Each administrator of the lead team is also responsible for writing and implementing different federally funded grants. The prioritized needs are taken into consideration whenever feasible in the writing of the grants.

**Reading Resources**

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

**Web Address:**

[http://app1.fldoe.org/Reading\\_Plans/Narrative/CompleteReport1314.aspx?DID=04](http://app1.fldoe.org/Reading_Plans/Narrative/CompleteReport1314.aspx?DID=04)

**Writing Resources**

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

**Program:****Core Connections**

Core Connections Writing is an authentic (teaching directly from student samples) method of teaching writing. Core Connections expects readers to write and writers to read. Students are taught to be focused and organized and to fully elaborate their points. Through the instruction, students learn a core set of principles that can be adapted to any content or purpose: a persuasive essay in social studies arguing one side of an issue; an essay in science that explains a process; an FCAT type of assessment; and common core text based evidence writing.

**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:**

**Program:**

**Envision - Elementary School**

Envision math focuses on deep conceptual understanding. The program includes daily problem-based interactive math learning followed by visual learning strategies. A Visual Learning Bridge in every lesson helps students make meaningful connections. It includes ongoing Diagnosis & Intervention and daily Data-Driven Differentiation to meet each student's need.

**Program:**

**Larson's Big Ideas - Middle School**

Big Ideas Math is the only complete middle school math program developed with the Common Core Standards for Mathematical Content and Standards for Mathematical Practice as its foundation. Big Ideas Math has been systematically developed using learning and instructional theory to ensure the quality of instruction. Students gain a deeper understanding of math concepts by narrowing their focus to fewer topics at each grade level. Students master content through inductive reasoning opportunities, engaging activities that provide deeper understanding, concise stepped-out examples, rich thought-provoking exercises, and a continual building on what has been previously taught.

**Program:**

**Holt - High School**

Holt McDougal Larson Algebra 1, Geometry, Algebra 2, and Pre-Algebra develop a deeper understanding of mathematical concepts so that students can extend their math knowledge and foster innovative thinking outside the math classroom. The rigorous curriculum includes the 9–12 Common Core Plus Standards and presents content that prepares students for STEM careers. The integration of the Standards for Mathematical Practices into students' learning takes students to the next level of comprehension and conceptual understanding. Students no longer just “do” math, but can “understand and explain” the math.

**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

<p><b>Science Resources</b></p>
<p><b>List and describe the core and supplemental science programs the district will use at the elementary, middle, and high school levels:</b></p>
<p><b>Program: National Geographic - Elementary School</b></p>
<p>National Geographic Science is a research-based program that brings science learning to life through the lens of National Geographic. It is a fully integrated, inquiry, content and literacy program comprised of comprehensive instructional units that last 30-45 days. Components include: Big Idea Books that serve as the core of the science instruction for the unit Become an Expert Books are topical books at three reading/difficulty levels to match students' ability levels. The Leveled Books offer the flexibility to extend learning in the Science time block or to provide connected independent reading in the Language Arts block.</p>
<p><b>Program: I-QWST - Middle School</b></p>
<p>IQWST (Investigating and Questioning the World through Science and Technology) is a inquiry based STEM curriculum where students build their science content knowledge throughout their learning. IQWST is a discourse driven, activity-based, cooperative learning curriculum that allows students to build and revise their knowledge throughout each unit.</p>
<p><b>Program: Pearson - High School</b></p>
<p>Pearson provides a comprehensive program in Biology, Chemistry, Physics, Physical Science and other areas. Pearson recognizes the importance of STEM education. Their materials integrate science, technology, engineering, and mathematics to solve problems. Pearson online provides students with numerous ways to practice and expand learning beyond the classroom.</p>
<p><b>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</b> Yes</p>
<p><b>Curriculum Alignment and Pacing</b></p>
<p><b>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</b> Yes</p>