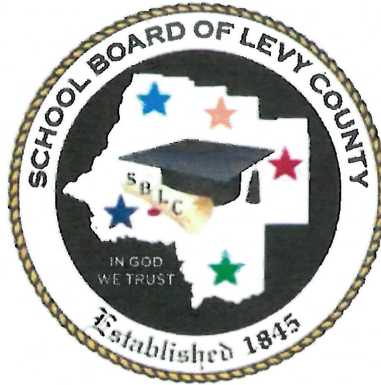


School Board of Levy County



BOARD APPROVED

MAR 23 2021

Instructional Materials Plan 2020-21

School Board Hearing
3/23/2021

Instructional Materials Plan 2020-2021
English Language Arts K-12

The district school board has the responsibility to select and provide adequate instructional materials for all students, s. 1006.28(2). This plan details the process the School Board of Levy County School District shall use to adopt ELA K-12 instructional materials in the School Year (SY) 2020-2021 to implement in SY 2021-2022 for a five-year cycle.

The School Board of Levy County shall adopt materials for the following courses:

Elementary	Middle School	Secondary
5010041 Language Arts Grade K	1001010 M/J Language Arts 1	1001310 English 1
5010042 Language Arts Grade 1	1001020 M/J Language Arts 1 Advanced	1001320 English 1 Honors
5010043 Language Arts Grade 2	1001040 M/J Language Arts 2	1001340 English 2
5010044 Language Arts Grade 3	1001050 M/J Language Arts 2 Advanced	1001350 English 2 Honors
5010045 Language Arts Grade 4	1001070 M/J Language Arts 3	1001370 English 3
5010046 Language Arts Grade 5		1001400 English 4

Instructional Materials Adoption Process 1006.283

Definitions 1006.28(1):

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

September – November

District Instructional Materials (IM) Review Team:

- is formed with representation from school personnel appropriate to the subject and grade level of the adoption.
- meets to select which instructional materials to consider reviewing from the FLDOE Draft Bid Report and other suggested materials
- contacts publishers to request sample materials and schedule presentations
- makes two/three recommendations that will be presented to school teams and all other appropriate personnel.

December-January

- Schools report preference for adoption to District Instructional Services Department prior to SB meeting in February.

- Recommendation for adoption of Instructional Material at the **SB meeting**. (no vote)
- **20 days before SB hearing and public meeting in February:** Provide online public access of student editions of recommended IM to be accessed and viewed by the public; if applicable, set up display in board office of hard copies of student and teacher editions for all recommended IM.
- Post parent/resident petition to protest IM on district website.

February

- Hold an open, noticed **SB hearing** to receive public comment on recommended IM.
- Hold an open, noticed **public meeting** to approve annual **Instructional Materials Plan** to identify any instructional materials that will be purchased through the district school board instructional materials review process. (Different date than SB hearing.)
- **SB meeting** to hear public comment on adopted instructional material and address any formal protest of adopted IM. **SB approves adopted IM.**
- Following SB approval for adoption, **begin 30 calendar day window** for parent or resident to contest adopted material.
- Provide online public access of student editions and access information on district website.
- To protest, a parent must file a petition on a form provided by SB
- Form must be available to public and published on district website.

March

- **Within 30 days after protest period ends**, if any instructional materials is contested, an open, noticed **SB hearing** before a Hearing Officer will be held during the regular meeting of the Board.
- Following public hearing, district School Board will vote on adoption of core material. Decision is final.
- **By March 31st** each year the District School Superintendent certifies to FLDOE that all instructional materials for core courses used by the district are aligned with applicable state standards. A list of the core instructional materials that will be used or purchased for use by the school district shall be included in the certification.

April-July

- Instructional Materials numbers are finalized for ordering.
- Instructional Material is ordered.

July 1st, FLDOE Certification

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

English Language Arts K-12 Adoption

Table 1

Date	Event
January 20 th , 2021	Post Final Selection on Website for 20 Calendar Days
February 9 th , 2021	Recommended IM to School Board (no vote)
February 9 th , 2021	Open School Board Hearing / Public comment
February 23 rd , 2021	Open Public Meeting to approve IM Plan w/ IM included
March 23 rd , 2021	School Board / Public Formal Protest / Approval of recommended materials
February 23 rd , 2021	30-day window to contest adoption opens
March 23 rd , 2021	30-day window to contest adoption ends
March 23 rd , 2021	Public hearing for contested instructional materials w/ hearing Officer

Targeted Instructional Materials

The state adoption instructional materials list is not expected to be published by FLDOE prior to the required dates established for the district adoption process. The School Board of Levy County is using FLDOE's short-bid publisher's list to select instructional materials for adoption to proceed with the adoption process.

(<http://www.fldoe.org/core/fileparse.php/5574/urlt/1920ShortBidReport.pdf>) From this list, we have selected the following publishers' materials to consider for adoption. Materials were selected using the criteria from the NEFEC Instructional Materials Evaluation Rubric (Appendix 1).

Table 2

Subject Area/Grade Level	Publishers
ELA/K-5	Benchmark Education
ELA/6-12	Savvas

Selection Process

After the district adoption team (comprised of representatives from each school) has narrowed down the selection of instructional materials to the top three publishers for each course, samples of these materials will be sent to each school for teacher review. Each ELA teacher will vote on his/her preference for the adoption from the top three publishers. The vote will be calculated for the district as a whole in order to recommend a final adoption selection. The final selection for English Language Arts K-12 instructional materials shall be recommended for adoption to the Superintendent and School Board.

Per the timelines in Table 1, parents and residents will have the opportunity to provide comments on proposed for English Language Arts K-12 instructional materials at a public School Board hearing (Appendix 2). Once the School Board recommends approval of the materials, parents and residents shall have 30 days in which to protest materials (Appendix 3). If objections are received within the 30 day window, a hearing before a Hearing Officer shall be conducted to resolve potential issues before materials are purchased.

All Board meetings are advertised on the school board website. Public hearings are advertised in the local newspaper and on the school board website for the statutory required days prior to the public hearing. Physical materials are made available for parent and community review via each community's school building. Links to review digital samples are also made available via the district website. A copy of each material shall be provided to the Superintendent's office for School Board member review.

Purchasing

Upon receipt of the commissioner's certified instructional material allocation the district will notify school administrators of the available funds for fiscal year 21-22. Requisitions to purchase adopted material will begin July 1st, 2021.

How and when will PD on materials be delivered?

Reading Coaches' training on adopted materials will begin in April of 2021. Standards training, alongside of training on the adopted materials will take place for all ELA teachers in July and August 2021. **NOTE:** Depending on purchasing limitations, PD may be delivered in phases as schools are able to purchase materials for respective grade levels. July/August 2021 training will be offered to those grade levels that have been purchased **district-wide** for 2021.

Distribution

Schools will purchase adopted materials individually and shipped direct.

Instructional Materials Adoption Contact Person- Heather Rawlins

Appendices

Appendix 1 – NEFEC Instructional Materials Evaluation Rubric (pdf copy of digital evaluation rubric)

Appendix 2 – Parent and Resident Objection Form

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Request for Reconsideration of Instructional Materials

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MAR 23 2021.

Type of material: ☐ Book ☐ Audio/Video ☐ Periodical ☐ Adopted Textbook

☐ Other (please specify) _____

Title: _____ Author: _____

Publisher: _____ Copyright date: _____

Request initiated by:

Name: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Work Phone: _____

Complainant represents: ☐ Himself/Herself ☐ Group or Organization

Name and Address of Group or Organization (if applicable): _____

Details of the Complaint: (If you need more space for your answers, please use the back of these sheets and/or attach a separate page.)

1. Did you read, view, or listen to the entire work? ☐ Yes ☐ No If not, what sections did you read, view, or hear?

2. What is your objection to the material? (Please be specific--cite pages, pictures, etc.):

3. What do you believe is the theme of the challenged material?

4. In your opinion, what harmful effects upon students might result from the use of this item?

5. Which age or group should be allowed access to this material? Please explain.

6. Is there an age or group that should be restricted access to this material? Please explain.

Research:

7. Are you aware of judgments of this work by literary critics?

8. Can you recommend another title for the school library to purchase that is comparable or presents the opposite, or alternative, point of view to the material in question?

Title: _____ Author: _____

Publisher: _____ Copyright date: _____

Action Requested:

12. What would you like to have done with this material?

- ☐ Do not assign/lend it to my child
- ☐ Discontinue use as text or supplementary material
- ☐ Place on Limited Access for specific ages/grades
- ☐ Remove it from the Media Center
- ☐ Other (please specify) _____

Signature: _____ Date: _____

--Thank you for your input. Please return this form to the School Principal--

MAR 23 2021

Textbook Company/Title: _____

Grade Level: _____

Final Score: _____

NEFEC ELA Rubric									
<i>*This serves as the rubric used for evaluation of all instructional materials bid for state adoption</i>									
Record your findings based on the extent to which the criteria were met using the 1–5 rating scale.									
1	2	3	4	5					
The criterion was not met.	The criterion was partially met.	The criterion was adequately met.	The criterion was substantially met.	The criterion was completely met.					
Content									
Research Alignment					1	2	3	4	5
1. The content aligns with the <i>B.E.S.T. Standards/ESSA</i> for subject, grade level and learning outcomes.									
2. The content is presented accurately (typographical/visual errors), objectively (free of bias & contradictions, not inflammatory in nature), and factual (free of mistakes and inconsistencies).									
Areas of Reading									
Elementary									
Areas of Reading: Phonological Awareness									
3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime).									
Areas of Reading: Phonemic Awareness									
4. Phonemic awareness instruction follows a developmental progression—for example, phoneme isolation (first, final, and medial sounds), blending, segmentation, and phoneme deletion; use with tiles then with letters.									
5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.									
Areas of Reading: Phonics									
6. Materials present letter–sound correspondences in an explicit and sequential fashion that teach students how to blend letters to write/spell and decode words.									
7. Materials support instruction that teaches students how to write/spell and decode common sound-spelling patterns of English in an explicit, sequential fashion building to more complex sound-spelling patterns and word analysis skills (for example, CV, CVC, CVCC, CCVC and CVCe words containing digraphs, vowel teams, single and multisyllabic words).									
8. Materials support instruction that teaches students how to decode multisyllabic words by looking for pronounceable word parts within them (for example, compound words, syllables, prefixes, and suffixes).									
9. Materials provide enough practice in decodable and non-decodable text.									
10. Materials include instruction to teach students to read both regular and irregular high frequency words.									
11. Materials provide teachers opportunities to model fluent reading and to scaffold and give feedback as students read orally to foster accurate and efficient word identification.									
Elementary and Secondary									
Areas of Reading: Vocabulary/Language Development									
12. Materials provide the opportunity to explicitly teach words or grammatical rules									

that support content that students are reading or learning. a. Multiple meaning b. Academic and domain specific words and phrases c. Making connections between known words d. Word Relationships/Shades of Meaning e. Figurative Language f. Greek & Latin Roots/Affixes g. Knowledge of Context Clues h. Connotative and Denotative meanings					
Areas of Reading: Comprehension					
13. Texts for each grade band align with complexity requirements and instructional goals.					
14. Materials provide students extensive opportunities to encounter and comprehend a variety of grade-level text, allowing for careful and purposeful reading and rereading.					
15. Specific texts are included in materials for teaching various text structures (for example, sequence, comparison, contrast, and cause/ effect) to support comprehension and careful reading of narrative and informational text.					
16. Materials contain questions and tasks that require students to use text-based evidence (including making inferences) as well as analyze information and evidence focused on the meaning of the text.					
17. Materials provide a balance of literary and informational texts that support instruction that teaches students: a. to identify, describe and explain ideas b. use text features to gain meaning c. understand and analyze point of view d. compare and contrast e. literary elements f. theme g. poetry h. perspective and purpose i. understanding rhetoric (6th grade and above) j. paraphrase and summarize The complexity of texts, questions, and tasks should increase in complexity.					
Communication: Writing					
18. Materials are designed with activities for students to write about what they read in both literary and informational text (for example, summaries, reactions, analysis or interpretation of text, notes, and ask/answer questions).					
19. Materials include opportunities and prompts for students to write opinions/arguments, information/expository, or narratives in response to texts read.					
20. Materials provide instruction on grade level appropriate use of conventions and editing to meet the Conventions Progression by Grade Level Chart (B.E.S.T. Standards pg. 196).					
Grades 3 and Above					
21. Materials include extensive practice with short, focused research projects that allow students to have multiple experiences with the research process throughout the year and facilitate development of the ability to conduct research independently.					
22. Materials include activities that require students to analyze and synthesize text sources and present the analysis using well-defended claims and clear information.					
23. Materials include activities that provide opportunities to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					
24. Materials include opportunities to answer a question by drawing on multiple sources.					
Communication: Speaking/Listening					
25. Materials include activities to engage students in conversations that support comprehension of inferential and narrative language and word knowledge using narrative					

and informational text.					
26. Materials use scaffolding and stimulating questions to engage students in high-quality discussions.					
28. Materials include opportunities to continue to build oral language and listening skills as students determine main ideas and supporting details, paraphrase, and summarize texts read.					
29. Materials use multimedia and technology to support and engage students in understanding and verbally expressing details and themes in a text. (<i>Grades 6 and above: use digital tools to design, produce, and publish.</i>)					
Complexity					
30. The text and text complexity provide extensive opportunities for students to encounter and comprehend grade appropriate texts.					
31. Texts are aligned to appropriate grade-level text complexity requirements according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.					
32. Texts include a variety of genres, poetry, prose and informational text.					
Multi-Cultural Representation					
33. Texts include Hispanic/Latino and African Diasporic content including cultural experiences, history and traditions through the use of stories, legends, and myths derived from a balance of primary and secondary sources. Texts integrate diversity across ethnic groups and genders, including relevant graphics, images, experiences, and name.					
34. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are <i>fair and unbiased</i> . (Please explain any unfair or biased portrayals in the comments section).					
35. The materials <i>portray people and animals</i> with compassion, sympathy, and consideration of their needs and values.					
36. The materials include instructional strategies and text for integrating the Holocaust in K-12 classrooms.					
Real World Connections					
37. The content includes <i>connections to life</i> in a context that is meaningful to students.					
38. Include opportunities for students to apply their learning of content and standards to real world settings to address real world issues in their community.					
Interdisciplinary Connections					
39. Informational texts on science and social studies topics align to the Next Generation Sunshine State Science and Social Studies Standards and are diverse in content.					
40. Excerpts from the B.E.S.T. Standards Book list/literary periods are included.					
41. The materials include Civic-focused texts as sources of building background knowledge and vocabulary in the lower grades and a rich study in rhetoric, reasoning, and argumentation in the upper grades.					

Presentation

Explicit Instruction

42. Lessons include the same routines/scripts, terminology, and procedures are used across skill areas and over time.					
43. Routines include language for the teacher to introduce, define or explain new skills through demonstration and modeling before students are asked to perform the skills.(I do)					
44. There are multiple opportunities for students to collaboratively practice new skills with instructions for the teacher to give immediate corrective feedback. (We do)					
45. Materials support the teacher with ways to check for understanding. (You do)					
46. Most questions, tasks, and assignments are text-specific and/or text-dependent,					

requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).					
47. Questions and tasks address critical thinking skills in clear alignment to the B.E.S.T. Standards.					
Sequential Instruction					
48. The scope and sequence for a skill within a grade shows a clear progression.					
49. The scope and sequence align with the vertical alignment of the B.E.S.T. Standards.					
50. Pacing of content lessons, units, cross-curricular topics, and yearly overview are clearly represented.					
51. Lessons should be presented as clearly defined sections or at a suggested rate that allows students to perceive and understand the information.					
Systematic & Cumulative Instruction					
52. Materials provide texts that support frequent review of previously taught concepts and words, extended practice, and independent application of phonics skills.					
53. The comprehensiveness of the student resources address and clearly state targeted learning outcomes . The materials include organized activities that are logical extensions of content, goals, and objectives.					

Learning					
Coordinated Components: Differentiated Instruction (Intervention/Remediation), ELL, UDL, Accessibility					
54. Instructional materials include features to maintain learner motivation.					
55. Lessons infuse Social Emotional Learning competencies (Self Awareness, Social Awareness, Responsible Decision Making, Self-Management, and Relationship Skills).					
56. Materials include instructional resources for reteaching, intervention, and enrichment opportunities. Materials are flexible enough that teachers can use their own student data to make instructional decisions.					
57. Language supports/scaffolds are provided at varying language proficiency levels (preferably aligned to WIDA).					
58. Aligned modified standards (Florida Access Points) are identified in teacher resource materials and lesson plans at point of use (in print or digital format).					
59. The material contains presentation, navigation, study tools and other UDL assistive supports that aid students, including those with disabilities, to access and interact with the material .					
60. Multilingual, culturally relevant resources are available in various languages, in print or digital format (at minimum in Spanish and other common languages to your district).					
Related Elements: Assessment, Professional Development/Coaching					
61. Assessments provide opportunities for varied and frequent progress monitoring of student performance.					
62. There are a variety of assessments and item types that include multiple means of representation/modalities (Performance Tasks involving unique problem-solving situations, Project- based Learning, Speeches, Presentations, etc.). Scoring rubrics are included, when appropriate.					
63. Assessments range from diagnostic to evaluative (formative and summative) and provide a framework for data-based decision-making.					
64. Professional development resources are available digitally for pedagogy and content, which is sensitive to all learning styles.					
65. Professional development and coaching are available to support implementing the program with fidelity.					