

School Board of Levy County



BOARD APPROVED

MAR 22 2022

Instructional Materials Plan Mathematics K-12 2021-22

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**School Board Meeting
March 22, 2022**

The district school board has the responsibility to select and provide adequate instructional materials for all students, F.S. 1006.28(2). This plan details the process Levy County School Board shall use to adopt K-12 Mathematics materials in the 2021-2022 school year to implement in 2022-2023 for a five-year cycle.

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

Elementary	Middle	Secondary
5012020 MATH GRADE K 5012030 MATH GRADE 1 5012040 MATH GRADE 2 5012050 MATH GRADE 3 5012055 ACCEL MATH GRADE 3 5012060 MATH GRADE 4 5012065 ACCEL MATH GRADE 4 5012070 MATH GRADE 5	1205010 M/J MATH GRADE 6 1205020 M/J ACCEL MATH GRADE 6 1205040 M/J MATH GRADE 7 1205050 M/J ACCEL MATH GRADE 7 1205070 M/J MATH GRADE 8 PRE-ALG	1200310 ALG 1 1200320 ALG 1 HON 1200315 ALG 1 CR 1200370 ALG 1-A 1200375 ALG 1-A CR 1200380 ALG 1-B 1200385 ALG 1-B CR 1206310 GEO 1206315 GEO CR 1206320 GEO HON 1200330 ALG 2 1200340 ALG 2 HON 1202300 CALCULUS HON 1202340 PRE-CALCULUS HON 1200384 MATH DATA & FIN LIT 1200388 MATH DATA & FIN LIT HON 1200710 MATH COLL ALGEBRA 1207350 MATH COLL LIB ARTS 1210305 MATH COLL STATS 1210300 PROB STAT W/APPS HON 1200400 FDN SKLS MATH 9-12 1212300 DISCRETE MATH HON

Mathematics Adoption Process F.S.1006.283

Definitions F.S.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 hard backed 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.

July

- Jul 8, 2021- NEFEC Instructional Materials Rubric Review
- July 20-22, 2021- DOE Training on new B.E.S.T. Math Standards with district lead team

August

- Review FLDOE Short Bid list and request sample instructional materials
- Textbook Adoption Team is formed with representation from each school, (appropriate to the subject of the adoption) including each school's Math Lead Teacher.
- Aug 31, 2021- Textbook Adoption Team training and preliminary review of instructional materials

September

- Sept 1, 2021- Textbook Adoption Timeline and Action Plan presented to the District Instructional Team and Principals during the Administrators meeting.
- Sept 23, 2021- Textbook Adoption Team training. Parent representatives are invited to attend for the second half of the day to preview instructional materials.
- Sept 28, 2021- Textbook Adoption Timeline and Action Plan presented at school board meeting.
- Begin DOE Monthly Calls for B.E.S.T. Math Standards.

October

- Oct 25-28, 2021- Math Instructional Materials Review Fair
- Oct 21, 2021- District Advisory Council Meeting. Parents invited for public comment.

November

- Nov 10, 2021- Textbook Adoption Team makes top three curriculum recommendations. These recommendations are reported to the District Instructional Team.

December

- Sample materials for the top three recommended curriculums are sent to each school.

January

- Jan 13, 2022- Digital sample materials review links and notice for public comment at the Jan 31 DAC meeting and the Feb 8th school board meeting are shared on the School Board website, community paper, Remind, and Facebook.
- Jan 4 - February 4, 2022- School-Based Math Adoption Presentations and Review.

February

- Feb 4, 2022- School Vote is due to the District.
- Feb 8, 2022- School Board Meeting where Public Comment on top three recommended materials is made.
- Feb 9th, 2022- Vote and Final Recommendation Presented to Superintendent, Assistant Superintendent, District Instructional Team, and Principals at the Administrators Meeting.
- Feb 22, 2022- Final recommendation placed before the board for approval. Thirty days to petition starts. Must fill out a petition form provided by the school board. Must be posted on the district website.

March

- March 22, 2022- Any petitions filed will be heard and Levy's Instructional Materials Plan is presented to the board for approval.
- March 31, 2022- Superintendent certifies to FLDOE that all instructional materials for core courses used by the district are aligned with 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.
- The District Team begins planning summer professional development events.
- Begin training and Curriculum Mapping K-12 in cadres.

April-May

- April 1, 2022- Instructional materials numbers are finalized for ordering.
- Continue training and Curriculum Mapping K-12 in cadres.

June

- DOE B.E.S.T Train-the-Trainer with Math Coaches and Administrators. Team 1 June 6-9 and Team 2 June 20-23
- June 30, 2022- Math Coaches meeting to finalize plans for district trainings in July

July

- July 1, 2022- FLDOE Certification to Commissioner of Education. Order adopted instructional materials.
- July 12-14, 2022- Training for all ELEMENTARY math teachers, support staff, and administrators on BEST Math Standards.
- July 19-21, 2022- Training for all SECONDARY math teachers, support staff, and administrators on BEST Math Standards.

Mathematics Adoption Timeline

Table 1

Date	Event
October 25-28, 2021	NEFEC Instructional Materials Review Fair
January 13, 2022	Post top three selections on website prior to board meeting for parent review
February 8, 2022	Recommended IM to the School Board.
	Open School Board Hearing / Public comment
February 22, 2022	Open Public Meeting to approve IM Plan w/ IM included
	30-day window to contest adoption opens
March 22, 2022	School Board / Public Formal Protest / Approval of recommended materials
	30-day window to contest adoption ends
By April 26, 2022	Public hearing for contested instructional materials w/ hearing Officer

Targeted Instructional Materials

The publisher list for Mathematics is not expected to be published by FLDOE until the end of January, at the earliest. The School Board of Levy County is using FLDOE's short-bid publisher's list to select mathematics materials for adoption (<https://www.fldoe.org/core/fileparse.php/5574/urlt/2021-22-Short-Bid-report-Final-xlsx.pdf>.) From this list, we have selected the following publishers' materials to consider for adoption. Materials were selected using the criteria from the NEFEC Mathematics Instructional Materials Evaluation Rubric (Appendix 1).

Table 2

Subject Area/Grade Level	Publishers
Grade K-5 Mathematics	Big Ideas Learning
Grade 6-8 Mathematics, Algebra 1, Geometry, and Algebra 2	Savvas

Selection Process

After the district adoption team, composed 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.

School-based Math Lead Teachers will provide training on the new Florida's B.E.S.T. Standards for Mathematics so teachers will be aware of changes in standards and curriculum. Each math 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 Mathematics K-12 Instructional Materials shall be recommended for adoption to the Superintendent, Assistant Superintendent, and the School Board.

Per the timelines in Table 1, parents and residents will have the opportunity to provide comments on proposed Math materials at a public School Board hearing. Once the School Board recommends approval of the materials, parents and residents shall have 30 days in which to protest materials (Appendix 2). 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. Notification of opportunities for public comment were posted on the district website, local newspapers, shared through our district messaging system, and posted on our district social media page for the statutory required days prior to the public hearing. Physical materials were made available to parents and the public at each school site and at the District Advisory Council meeting. Links to review sample materials were also made available to the public and school board members via the district website.

Purchasing

Upon receipt of the commissioner's certified instructional materials allocation the district will notify school administrators of the available funds for fiscal year 2022-2023. Requisitions to purchase adopted materials will begin July 1, 2022.

The District Coordinator of Math and Science, Principals, and school-based math leaders will attend the Florida Department of Education's Train-the-trainer professional learning events in June 2022. Standards training and training on the adopted materials will take place in July 2022 for all math teachers in the district.

Mathematics Instructional Materials Adoption Contact Person

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Appendices

Appendix 1 – NEFEC Mathematics Instructional Materials Evaluation Rubric

Appendix 2 – Parent and Resident Objection Form

<i>Content</i>	<i>Score</i>	<i>Notes:</i>
The instructional materials are aligned to and assess the grade level benchmarks.	1-4	
Materials include clearly labeled learning objectives that are visibly shaped by the B.E.S.T. Standards.	1-4	
The amount of content designated for one grade level is viable for one school year in order to foster adequate alignment between grade levels.	1-4	
Materials align to the grade-by-grade progressions in the B.E.S.T. Standards. Vertically aligned work from prior and future grade levels are clearly identified and relate to grade level work; materials give all students extensive work with grade level problems.	1-4	
Materials align to the grade level progression in the B.E.S.T. Standards. Horizontally aligned work from across standards and strands is clearly identified and relates to grade level work.	1-4	
Content is presented using a balance of conceptual understanding, procedural fluency, and application.	1-4	
Materials develop conceptual understanding of key mathematical concepts, especially where called for in the B.E.S.T. Standards.	1-4	
Materials give attention throughout the year to individual benchmarks that set an expectation of procedural skill and fluency and provide opportunities for students to develop efficiency over time.	1-4	
Materials are designed so that teachers and students spend sufficient time working with engaging and authentic applications of mathematics. There is a clear	1-4	

provision for the stages of fluency: exploration, procedural reliability, and procedural fluency. There is an appropriate balance of the three stages as outlined by the B.E.S.T. Standards and are not always treated as together or separate.			
Materials encourage high expectations and critical thinking skills in clear alignment with the Mathematical Thinking and Reasoning Standards (MTRs).	1-4		
Materials provide opportunities for students to develop understanding and represent problems in multiple ways.	1-4		
Materials prompt students to engage in discussions that reflect on the mathematical thinking of self and others.	1-4		
Explicit opportunities for listening, speaking, reading, and writing mathematics content are provided, including multiple opportunities for extended oral and written academic discourse.	1-4		
Design of assignments is not haphazard: exercises are presented in intentional sequences.	1-4		
There is variety in what students are asked to produce. For example, students are asked to produce answers and solutions, but also, in a grade-appropriate way, arguments and explanations, diagrams, mathematical models, etc.	1-4		
Manipulatives are faithful representations of the mathematical objects they represent and when appropriate are connected to written methods.	1-4		
Accessibility			
Materials include proper heading, subheading, labels, and large visual symbols.	y/n		
Can test questions be read aloud?	y/n		
Does the program include information for teachers on how to adapt lessons – including low to high technology options?	y/n		
Fonts can be adjusted in type and size.	y/n		
Font colors and background colors can be adjusted.	y/n		

Text-to-speech tools are included or text can be selected and used with text-to-speech utilities.	y/n	
Digital test bank and/or testing platform includes accessibility features.	y/n	
All videos are captioned in English, Spanish, Portuguese, Haitian Creole, and American Sign Language.	y/n	
Text, image tags, & captioning can be sent to refreshable braille displays & work with JAWS (screen reading program for the blind).	y/n	
Highlighters are provided in 4 standard colors (yellow, rose, green, blue).	y/n	
Highlighted text can be automatically extracted into another document.	y/n	
Assistive technology software can be run in the background. Examples include: magnification, text-to-speech software, text-to-American Sign Language software, Text-to-braille, on-screen keyboards, and speech-to-text computer control.	y/n	
High contrast color settings are available.	y/n	
Note taking tools are available for students to write ideas online as they are processing curriculum content.	y/n	
PDFs are accessible (unlocked)	y/n	
PDFs cannot be an image (must be able to highlight text)	y/n	
<i>Teacher Planning</i>		
Materials provide quality questions that support teachers in planning and providing effective learning experiences to help guide students' mathematical development.	1-4	
Materials contain a teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.	1-4	
Materials contain a teacher's edition (in print or clearly distinguished/accessible as a	1-4	

teacher's edition in both digital materials) that contains full, adult-level explanations and examples of the more advanced mathematics concepts in the lessons so that teachers can improve their own knowledge of the subject.		
Materials contain a teacher's edition (in print or clearly distinguished/accessibile as a teacher's edition in digital materials) that explains the role of the specific grade-level mathematics in the context of the overall mathematics curriculum for kindergarten through grade twelve.	1-4	
Materials provide a list of lessons in the teacher's edition (in print or clearly distinguished/accessibile as a teacher's edition in digital materials), cross-referencing the standards covered and providing an estimated instructional time for each lesson, chapter, and unit (i.e., pacing guide).	1-4	
Materials contain strategies for informing parents or caregivers about the mathematics program and suggestions for how they can help support student progress and achievement.	1-4	
Materials contain explanations of the instructional approaches of the program and identification of the research-based strategies.	1-4	
<i>Assessment</i>		
Materials provide strategies for gathering information about students' prior knowledge within and across grade levels.	1-4	
Materials provide strategies for teachers to identify and address common student errors and misconceptions.	1-4	
Materials provide opportunities for ongoing review and practice, with feedback, for students in learning both concepts and skills.	1-4	
Assessments clearly denote which benchmarks are being emphasized.	1-4	
Assessments include aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.	1-4	

Differentiated Instruction

Materials provide strategies to help teachers plan, sequence, and scaffold lessons so that the content is accessible to all learners.	1-4	
Instructional strategies, materials and resources explicitly address the needs for all students (accelerated learners, ESE, ELL, Multiple Learning Styles, Multi-tiered systems of support, etc).	1-4	
Aligned modified standards (Florida Access Points) are identified at point of instruction in teacher resource materials (in print or digital format).	1-4	
Materials embed tasks with multiple entry-points that can be solved using a variety of solution strategies or representations.	1-4	
Materials suggest support, accommodations, and modifications for English Language Learners, students with special needs, and other special populations that will support their regular and active participation in learning mathematics (e.g., modifying vocabulary words within word problems).	1-4	
Materials provide opportunities for advanced students to investigate mathematics content at greater depth.	1-4	
Student content integrates diverse demographic groups, personal characteristics, and persons with disabilities, including, but not limited to: names of African diasporic, Hispanic and Latinx cultures; relevant graphics; authentic experiences. Images are absent of racial and ethnic stereotypes.	1-4	
Materials provide opportunities for teachers to use a variety of grouping strategies.	1-4	
Materials encourage teachers to draw upon home languages and cultures to facilitate learning.	1-4	
<i>Technology</i>		
Materials include the minimum technology requirements for use.	y/n	
Materials integrate technology such as interactive tools, virtual manipulatives/objects, and/or dynamic mathematics software in ways that engage students in mathematics.	1-4	

Digital materials (either included as supplementary to a textbook or as part of a digital curriculum) are web-based and compatible with multiple internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.). In addition, materials are "platform neutral" (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform) and allow the use of tablets and mobile devices	1-4	
Digital materials (either included as supplementary to a textbook or as part of a digital curriculum) are compatible with district LMS (i.e. Canvas or Blackboard).	1-4	
Materials include opportunities to assess student mathematical understandings and knowledge of procedural skills using technology.	1-4	
Materials can be easily customized for individual learners. i. Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations. ii. Materials can be easily customized for local use. For example, materials may provide a range of lessons to draw from on a topic.	1-4	
Materials include or reference technology that provides opportunities for teachers and/or students to collaborate with each other (e.g. websites, discussion groups, webinars, etc.).	1-4	

Request for Reconsideration of Instructional Materials

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:

1. 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--