Senatobia Municipal School District
Instructional Management Plan
2018-2019

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http://www.senatobiaschools.com/site/

Our Mission: The mission of the Senatobia Municipal School District is to educate, prepare, and inspire all students to succeed in an ever-changing world.

Our Values:

1. We believe that every district stakeholder has the right to a safe, clean, and orderly environment.

2. We are dedicated to developing the whole student: educationally, socially, emotionally, and physically.

3. We are committed to the highest levels of expectation and accountability from all individuals.

4. We will exhibit the highest levels of honesty, teamwork, and integrity as evidenced by open communication.

5. We are dedicated to fostering pride in our schools and community.

The curriculum, instruction, and assessment in the Senatobia Municipal School District are designed to meet the requirements of Mississippi Accountability Standards.
http://www.mde.k12.ms.us/ACCRED/AAS

2015 Mississippi Accountability Standards Standard 20 The school district implements an instructional management system that has been adopted by the school board. (MS Code 37-3-49 (2)(a-c) and 37-3-49 (5)) (SB Policy …..):

20.1 The instructional management system includes the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school. (Districts Meeting the Highest Levels of Performance are exempted.)

20.2 The instructional management system includes a tiered instructional model in accordance with State Board of Education Policy 4300, including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.

20.1 The instructional management system includes the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school.

The Senatobia Municipal School District strategically plans and actively works to align its curriculum, instruction, and assessment practices so that students reach their highest level of personal success and graduate ready for college and/or a career. As a district, we constantly reflect upon our goals, needs, and processes. When necessary, we make changes to ensure that students have access to quality, relevant educational experiences that prepare them for future success.

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Curriculum: Our curriculum is designed by teachers who use the current Mississippi College and Career Readiness Standards for Math and ELA and the Mississippi content curriculum frameworks as the foundation for decision-making and planning. In addition, our curriculum reflects the intent of these documents and is designed to provide each student with the appropriate level of challenge and support necessary to reach their full potential. With the guidance and oversight of district personnel, teachers create scope and sequence documents and pacing guides to direct their planning. Teachers and district personnel use the standards and frameworks to assure that expectations are aligned vertically as well as horizontally. The district provides resources such as textbooks, technology, manipulatives, and professional development opportunities to ensure that teachers have the knowledge and materials necessary to plan for quality instruction.

Instruction: Instruction in the district is based on the research and application of best practices for each content area and grade level. Teachers are encouraged to use a variety of instructional methods and strategies based on the needs of the students. Instructional techniques and tasks based on Bloom's and Webb's higher order thinking skills are incorporated with the standards and frameworks to ensure that students are receiving rigorous instruction. Much of our instruction is designed with the goal of creating real world application and problem solving opportunities for students. To study and meaningfully use the literacy that is particular to each content area is also a focus of instruction across the district. Providing students with opportunities to learn, create, and present using various types of technology is included as an instructional goal for each department and content area, as well.

The use of professional learning communities is pivotal for instruction in our district. This system is the primary vehicle for professional growth, data analysis, and instructional planning in each school within the district. Within the professional learning community, teachers create instructional guides, plan instruction, analyze data, study best practices, model lessons, and observe their peers. In addition, professional learning communities use backward design to plan instruction with mastery of the standards as the focus throughout the instructional process – from planning to assessment and beyond. Through constant participation in these professional learning communities, teachers assure that expectations are standardized across each department and that students are receiving quality, focused instruction in each classroom. In addition, instruction in the district relies on the use and application of effective formative assessment practices.

It is our goal to be responsive to the needs of students, to measure their progress often, and to adjust instruction when the need arises. We use summative assessments such as state tests, common assessments, and benchmark testing as formative tools to inform and differentiate our daily instruction. In addition, we use techniques that are teacher and technology

directed to assess student learning throughout each lesson and unit. Measuring and observing student progress toward goals assures that instruction provided meets students' current needs.

We understand that feedback is most effective and meaningful for students when it is specific and immediate. Our effective use of formative assessment is pivotal in our efforts to provide this and assures that students receive the instruction that they need. Further, instruction within our district relies on strong instructional leadership at every level. As a district we believe in fostering leadership qualities within all of our teachers and staff. We understand that each teacher brings with them valuable experiences and unique qualities that contribute to the overall strength of our instructional teams. Empowering teachers to lead clears a path for building teacher capacity and allows us to access their unique gifts, talents, and ideas. Through surveys, professional learning community meetings, and personal conferences, building level and district leaders seek input from all stakeholders in the decision-making and leadership processes.

As often as possible, we utilize the strengths, talents, and ideas of our teachers as we identify, plan, and pursue goals and initiatives. District and building level instructional leaders actively pursue their own professional growth goals and remain informed about the standards, current instructional practices, and all curriculum requirements. Principals are responsible for assuring that district and school goals remain the focus within their building and that the vision is communicated to everyone.

In addition, principals work with individuals and small focus groups to improve teacher practice and provide support at the classroom level. Additionally, they provide teachers with regular, personalized feedback about instruction based upon brief and extended classroom observations. Instructional leaders meet frequently with professional learning communities to provide feedback on instruction in each department and to offer guidance when it is necessary. Data driven instruction is the final of the four cornerstones of our district. Data gleaned from analysis of common assessments, benchmark testing, and state testing results is a guide for instructional planning and decision making across the district.

District and school leaders work with teacher leaders to identify trends and patterns that indicate specific areas of strength and weakness so that instruction can be modified at the building, department, and grade levels. Teachers have access to and regularly examine this data so that they can adjust instruction within their own classrooms. The use of data, not merely its accumulation, is the focus.

Assessment: Assessment provides information about student progress and teacher effectiveness. Assessment itself is not the goal in our district. We use data from assessments of every type to plan instruction and understand that using multiple measures increases the amount of information that we can use to better serve our students. Regularly, we use quizzes, writings, common assessments, performance tasks, and projects at the classroom level to determine student progress. This information is then applied as we plan future instruction. At the

department, school and district levels, we use the results of screenings, state testing, and software reports to examine student performance and identify trends. In order to assure that our students enter college or the workforce prepared to compete on national and global levels, we examine data gathered from norm referenced instruments, as well. Doing so assures that we make systemic, building level, and departmental decisions based on what the data says that our students need.

Curriculum/Instruction/Assessment Alignment Summary To ensure both horizontal and vertical alignment:

• The Senatobia Municipal School District curriculum is based on the current and the Mississippi College and Career Readiness Standards and the Mississippi Department of Education frameworks for each content area.

• Professional Learning Communities are designated and meet regularly to study the curriculum, review instructional planning documents, and revise current assessments. The documents are based on the requirements of the frameworks and the standards indicated for each grade level and subject area.

• Professional Learning Communities design units of study, lessons, pacing guides, and common assessments based on their study of frameworks, standards, and state testing blueprints for their respective areas. Teachers continuously evaluate the effectiveness of their work based on the needs and performance of their students. The strategic use of summative assessments and constant use of formative assessment practices provides teachers with the information they need.

• Building level administrators encourage and provide time for collaboration across grade levels and within departments. At the district level, cohort groups for mathematics and language arts meet regularly to evaluate the alignment of curriculum, instruction, and assessment practices in common key areas.

• District leaders, building level leaders and teachers analyze the results of diagnostic, benchmark testing, and state testing to evaluate effectiveness at every level. Adjustments are made to instructional planning and assessments as necessary to ensure that students are making or exceeding the growth expected at every grade level.

• Building level principals monitor the alignment of curriculum, instruction, and assessment. They frequently review teacher lesson plans, conduct thorough classroom observations, monitor the content of common assessments, and attend meetings of professional learning communities within their building. To ensure that all teachers use the current curriculum frameworks and standards:

• At the beginning of each school year, district level leaders provide a copy of the current Mississippi Department of Education Framework and Mississippi College and Career Readiness documents for each content and grade level to all principals and assistant principals.

• At the beginning of each year, principals and assistant principals provide a copy of the current Mississippi Department of Education Framework and Mississippi College and Career Readiness documents to each teacher.

• At the beginning of each school year, principals and assistant principals instruct teachers to align their curriculum, instructional planning, and assessments with the requirements of the current curriculum. Teachers are also provided with digital links to the current frameworks/standards.

• Throughout the school year, building level administrators ensure that teacher lesson plans and assessments align with current standards and framework requirements. This process takes place on an ongoing basis during classroom observations and in regularly scheduled professional learning communities.

• During frequent formal and informal observations, administrators ensure that actual classroom instruction is aligned to curriculum requirements. Administrators ensure that there is integrity in classroom instruction, lessons are meaningful, and tasks are aligned appropriately. To ensure that adequate professional development is provided Teachers are also provided with digital links to the current frameworks/standards.

• Throughout the school year, building level administrators ensure that teacher lesson plans and assessments align with current standards and framework requirements. This process takes place on an ongoing basis during classroom observations and in regularly scheduled professional learning communities.

• During frequent formal and informal observations, administrators ensure that actual classroom instruction is aligned to curriculum requirements. Administrators ensure that there is integrity in classroom instruction, lessons are meaningful, and tasks are aligned appropriately. To ensure that adequate professional development is provided for support and evaluation of curriculum, instruction, and assessment practices:

• School leaders provide frequent and uninterrupted time for Professional Learning Communities to meet.

• School leaders ensure that teachers participate in meaningful, targeted peer observations through the use of instructional rounds. In addition, time may be provided for additional peer observation as needed or requested.

• Administrators provide specific, personalized feedback in a timely manner following formal and informal observations in classrooms. In addition, administrators are available to provide support for professional growth as needed.

• School leaders make use of an organized mentor teacher program to support new teachers and teachers who are new to the district. Mentors provide additional feedback in the areas of curriculum, instruction, and assessment.

• School leaders provide resources and opportunity for teachers to attend both in district and out of district professional development that aligns with areas of identified need

. • School leaders use data collected from the annual needs assessment to assist in identifying specific professional development needs.

To ensure that students are meeting all state curriculum requirements and are making adequate progress, the district uses the following instruments:

• Renaissance STAR reading and math https://hosted195.renlearn.com/89185/

• Questar http://www.mde.k12.ms.us/OSA

•CASE(see your school administrator for login)

• Mississippi Assessment Program http://www.mde.k12.ms.us/OSA

•Moby Max (coming soon)

• ACT Prep

http://www.act.org/content/act/en/products-and-services/the-act/test-preparation.html

Curriculum Resource Links:

Current Mississippi Curriculum Framework and Standards by Content Area:

• English/Language Arts

https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf

- Math

https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Mathematics%20Resources/MS%20CCSSM%20Framework%20Documents/2016-MS-CCRS-Math.pdf

- Science

http://www.mde.k12.ms.us/sites/default/files/documents/Secondary%20Ed/2018-ms_ccrs---sci_k-12_final_20171006.pdf

- Social Studies

http://www.mde.k12.ms.us/sites/default/files/Page_Docs/2011-mississsippi-social-studies-framework.pdf

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- Visual and Performing Arts

http://www.mde.k12.ms.us/sites/default/files/MS%20CCR%20Arts%20Learning%20Standards%20for%20Visual%20Arts%202017%20FINAL.pdf

http://www.mde.k12.ms.us/sites/default/files/MS%20CCR%20Arts%20Learning%20Standards%20for%20Theatre%202017%20FINAL.pdf

http://www.mde.k12.ms.us/sites/default/files/MS%20CCR%20Arts%20Learning%20Standards%20for%20Music%202017%20FINAL.pdf
http://www.mde.k12.ms.us/sites/default/files/MS%20CCR%20Arts%20Learning%20Standards%20for%20Media%20Arts%202017%20FINAL.pdf

 - Physical Education

http://www.mde.k12.ms.us/sites/default/files/documents/OHS/Home/health-education-framework.pdf

 -Contemporary Health

K-8:

http://www.mde.k12.ms.us/sites/default/files/documents/OHS/mississippi-contemporary-health-(k-8)-curriculum-resource-15new_v1%20(1).pdf

9-12:

http://www.mde.k12.ms.us/sites/default/files/documents/OHS/2013-health-science-half-credit-v1.pdf

 -World Languages

https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/Foreign%20Language/2016-MS-World-Languages-Framework.pdf

 -Career and Technical Education

http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx#LiveTabsContent6381

 -Business and Technology

https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Business%20and%20Technology1/Forms/AllItems.aspx?RootFolder=%2FcurriculumandInstruction%2FBusiness%20and%20Technology1%2FNew%20BTE%20Framework&FolderCTID=0x012000999DB07FE64EEE42A99207FB66CD5B8F&View={8836F78F-E763-4001-859F-7BF960F8346A}

-Advance Placement

http://www.mde.k12.ms.us/secondaryeducation/advancedplacement

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http://www.senatobiaschools.com/site/

-Preschool
http://www.mde.k12.ms.us/sites/default/files/Offices/MDE/OAE/OEER/OEC/4-year-old-standards.pdf

Instruction and Assessment Resource Links:

-Mississippi Assessment Program Blueprint and Interpretive Guide
http://www.mde.k12.ms.us/OAE/college-and-career-readiness-standards
- Mississippi Assessment Program Item Sample
https://ms-sampler.nextera.questarai.com/tds/#practice
- NAEP   http://www.mde.k12.ms.us/OSA/NAEP
- ACT Testing Information   http://www.mde.k12.ms.us/OSA/ACT

Mississippi Science Test   http://www.mde.k12.ms.us/OSA/MAAP

-Special Populations (MAAP-A)   http://www.mde.k12.ms.us/OSA/MAAP
-EL Students   http://www.mde.k12.ms.us/OSA/MAAP
-MKAS2-MS K-3   http://www.mde.k12.ms.us/OSA/MAAP

MTSS

MTSS Link
http://www.mde.k12.ms.us/OAE/OEER/InterventionServices

20.2 The instructional management system includes a tiered instructional model in accordance with State Board of Education Policy 4300, including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.

The Senatobia Municipal School District's tiered instructional model is based upon the Multi-Tiered System of Support (MTSS) provided by the Mississippi State Department of Education. It is a comprehensive, cohesive process that matches instructional, behavioral, and intervention strategies to identified student need. It includes a Response to Intervention (RtI) three-tier model of instruction and a Literacy-Based Promotion Plan (http://www.mde.k12.ms.us/OAE/OEER/InterventionServices).   Our schools use a variety of screening instruments for identifying students who have needs related to school readiness, dyslexia (http://www.mde.k12.ms.us/OAE/OEER/Dyslexia), internal/external behavioral issues, and insufficient academic progress. Student movement throughout the Tier process is determined by ongoing, recurring review of data and information of academic or behavioral progress.

Tier I includes quality instruction and behavioral support for all students and is designed to ensure that students graduate ready for college and/or a career. Tier I instruction is aligned with the current Mississippi Frameworks and Mississippi College and Career Readiness Standards. Tier I instruction is provided by highly qualified teachers using research and evidence based instructional strategies. Tier I instruction is provided to all students. Schools use a universal screening of all students to identify those who may need additional instructional and/or behavioral support to be successful. Students who are not successful receiving only Tier I instruction and who show some risk of not meeting grade level academic and/or behavioral standards may receive additional Tier II supplemental instruction and/or behavioral support.

Tier II supplemental instruction is progress monitored regularly to determine if the additional intervention is successful. Tier II interventions are provided for small groups of students or individuals in addition to the core instruction received by all students. Goals are established for each student receiving Tier II intervention, and each student's progress is routinely progress-monitored as set by intervention protocol.

If progress is not made, the student is considered for Tier III support and intervention. Students who are identified as needing Tier III support receive more intense intervention for multiple skill deficits and are progress monitored on a weekly basis or as indicated by intervention protocol. Each school has a Teacher Support Team (TST) whose task is to review the academic and behavioral data of students who are not being successful. The team also reviews and considers the results of all routine screenings. The Teacher Support Team meets regularly to review students progress monitoring data. Parents, teachers, administrators, other pertinent school personnel, and students may attend these meetings. Universal screenings, identification of needs, supplemental interventions and routine progress monitoring are all components of our Response to Intervention process use by the Teacher Support Team.

At each school, there is an Intervention Specialist who designs instructional and behavioral interventions based on individual student need. The Intervention Specialist also facilitates the Response to Intervention to Intervention process and plays an integral part in each school's Teacher Support Team.

Response to Intervention (RtI)
State Board Policy 4300 Intervention Adopted: January 2005 Revised: September 2015

1. The purpose of this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention. The Mississippi Department of Education (MDE) shall require every school district to follow

the instructional model, which consists of three (3) tiers of instruction: a. Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks b. Tier 2: Focused supplemental instruction c. Tier 3: Intensive interventions specifically designed to meet the individual needs of students.

2. If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be: a. designed to address the deficit areas; b. research based; c. implemented as designed by the TST; d. supported by data regarding the effectiveness of interventions.

3. Teachers should use progress monitoring information to: a. determine if students are making adequate progress, b. identify students as soon as they begin to fall behind, and c. modify instruction early enough to ensure each student gains essential skills. Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments.

4. After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST must conduct a documented review of the interventions to determine success of the intervention(s). No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention(s) is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.

5. In accordance with the Literacy-Based Promotion Act of 2013, each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through; a. performance on a reading screener approved or developed by the MDE, or b. through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or c. through statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. A student who was promoted from Grade 3 to Grade 4 under a good cause

exemption of the Literacy-Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to Senatobia Municipal School District Instructional Management Plan 2018-2019 assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.

6. A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first grade year. The screening must include the following components: a. Phonological awareness and phonemic awareness; b. Sound symbol recognition; c. Alphabet knowledge; d. Decoding skills; e. Encoding skills; and f. Rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud.

7. All students in Kindergarten and grades 1 through 3 shall be administered a state approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier 1 and Tier 2, students will be referred to the TST for interventions as specified in Response to Intervention guidelines developed by MDE if any of the following events occur; a. Grades 1-2: A student has failed on (1) grade: b. Grades 4-12: a student has filed two (2) grades; c. A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year; OR d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment. E. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.

 8. Referrals to the TST must be made within the first twenty (20) school days of a school year if the student meets any of the criteria a-d stated above in Paragraph 6. Source: Miss. Code 37-177-1, et. Seq. (Act)

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