Greenville Public School District
Office of Instructional Programs
412 South Main Street
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Greenville Public School District

Dr. Debra Dace, Superintendent
2020-2021 Instructional Management Plan

Board Approved
6/23/2020

Greenville Public School District Administration

Dr. Debra Dace, Superintendent
Mrs. Latanya Calhoun, Chief Academic Officer
Ms. Sherry Jackson, Director of Federal Programs
Dr. Janice Monroe, Director of Special Education
Lanette Kuhn, P.D. and Testing Coordinator
Reva Pree- Reading Specialists
Andrea Brown – Math Specialists
Makeasha Hardy- ELA Specialists
Carletta Taylor-Strategic Programs Coordinator
GPSD Elementary Principals
GPSD Secondary Principals
Dr. Doris Thompson-School Board President

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Instructional Management Plan

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As a requirement of the Mississippi Public School Accountability Standards, 2019 (MPSAS), the Greenville Public School District is required to adopt and implement an instructional management system (IMS). The school district implements an instructional management system that has been adopted by the school board that includes, at a minimum, 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 Greenville Public School District provided best practices for instruction and assessment, as well as a listing of tools and resources that will be available to teachers within the district. These documents are also available at the district office. The plan was adopted by the School Board and the board minutes reflect approval of the Instructional Management System. The documents required according to the Instructional Management System is provided to all teachers in a curriculum binder and are also available on the Greenville Public School District website- www.gville.k12.ms.us under "curriculum". Current frameworks and content standards must be available within classrooms at each school (consistency across content areas and grade levels).

Documentation inclusive of:

- Mississippi Department of Education Current Framework / Standards Listing
- District Pacing Guides
- Instructional Calendar/Professional Development Calendar/Testing Schedule
- Evidenced-Based Instructional Strategies
- Daily Lesson Plan
- Scaffolding documents that are designed to be used when differentiating instruction for students based on individual learning needs:
- State Practice tests
- Meaningful Data
- Test Blueprints
- Item Specification
- Raw/Scale Score Conversion Table
- MTSS Manual/Intervention Plan

The 2016 Mississippi College and Career Readiness Standards serve as a minimum guide for curriculum development in Greenville Public School District.

GPSD Mission
The mission of the Greenville Public School district is to provide the opportunity for all to achieve success.

GPSD Vision

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Our vision is to be committed to excellence for ALL.

Greenville Public School District will be a progressive school district in which students are prepared to achieve at their highest level, surrounded by an engaged community that is proud of its educational system. In fulfilling the Mission and Vision of the Greenville Public School District, the following goals have been established:

GPSD Goals

- To improve student achievement
- To promote a safe, disciplined, healthy and drug free school
- To ensure efficient and effective use of resources
- To improve community trust and district transparency with all stakeholders

5 Strategies to Accomplish Goals

- Implement ongoing comprehensive reform in the areas of instruction, curriculum and assessment Pre-K – 12
- Increase the quantity and quality of teachers
- Increase the quantity and quality of administrators
- Use formative and summative evaluation to make data driven decisions about programs and processes
- Communicate with all stakeholders systematically through different mediums

Nine Characteristics of High Performing Schools

When present and operating effectively these nine characteristics create successful schools regardless of location, demographics and size or makeup of student enrollment:

- A Clear and Shared Focus
- High Standards and Expectations for All Students
- Effective School Leadership
- High Levels of Collaboration and Communication
- Curriculum Instruction and Assessment Aligned with State Standards
- Frequent Monitoring of Learning and Teaching
- Focused Professional Development
- Supportive Learning Environment
- High Levels of Family and Community Involvement

GPSD Cultural Vision

Every organization has a culture they want adopted, values they want championed, beliefs they want instilled, and behaviors they want reproduced. Leaders are the cultural architects of any organization. Eventually, every organization takes on the character and priorities of its leaders. As a result, the faculty and staff of Greenville Public School District are committed to using effective instructional practices that are non-negotiable in every classroom (**Non-Negotiable**

Practices for Student Performance- See Appendix). Additionally, leaders must be intentional in creating a culture endowed with the following beliefs:

- All students can perform at or above proficiency
- We are accountable and responsible for the growth and performance of our scholars
- All stakeholders are partners and owners of the school's academic success
- Recognition and accomplishment promotes an effective learning and work environment

Philosophy of Instruction
The instructional philosophy of the Greenville Public School District is to ensure that maximum learning takes place in a safe and positive environment. Teachers serve as positive role models, mentors, and contributing team members who adhere to, and enforce, district and school policy. Teachers will use the district's instructional delivery model to ensure effectiveness and consistency.

Instruction is student-centered and focused on the goal of mastering the curricula of the district which is aligned to state standards. Important elements of quality instruction include, but are not limited to, implementation of the district curricula, teaching to the objectives, utilizing effective methods of delivery, assessing, re-teaching, and providing expanded opportunities in the learning process. The district commits to providing every teacher with 2019 Mississippi Accountability Standards.

2019 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)) and SB Policy 4300.

20.1 The school district implements an instructional management system that has been adopted by the school board and includes, at a minimum, 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 (7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1), including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.

Purpose of the Instructional Management System
The purpose of this document is to outline a plan of activities and strategies to focus the efforts of the district in achieving instructional success as defined by the state and federal accountability models. The activities described will clearly outline and support district efforts to: (1) streamline instructional programs PK-12; (2) increase data-based decision making; and (3) implement meaningful and consistent professional learning opportunities based on clearly defined needs.

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Curriculum Philosophy

Education is the concern of all. The home, school, church and community share in giving children a firm foundation on which to grow. Since education is a cooperative undertaking, the philosophy of education in the Greenville Public School District is:

- To provide for every child, regardless of ability, environment or status, the opportunity to develop to his/her highest capacity – physically, socially, morally, and spiritually – so that he/she will become an effective member of society, capable and desirous of making definite, positive contribution to that society;
- To adapt our method of instruction to the individual as well as to the group; to set up goals within the grasp of the pupil's understanding; to train the mind to think critically; to afford opportunities for practical applications; to arouse curiosity and to stimulate further study;
- To lead the pupil into active participation in the learning process and to guide and inspire him/her;
- To continually evaluate, revise and maintain a varied and flexible curriculum which will meet the changing needs of society; and
- To provide professional leadership and guidance to the community so as to build confidence and discuss, plan and work together to solve educational problems.

Curriculum

Mississippi's College and Career Readiness Standards (MCCRS) are designed by experts and teachers from across the country to ensure students are prepared for today's entry-level careers, freshman-level college courses, and workforce training programs. The MCCRS focuses on developing the critical-thinking, problem-solving, and analytical skills students will need to be successful.

The Greenville Public School District adopts the standards, competencies, and objectives found in the Mississippi College and Career Readiness Standards, the Mississippi Curriculum Frameworks, and the Career and Technical Education curricula (See Appendix).

Mississippi Department of Education
Instructional Management System Guidance

As a requirement of the *Mississippi Public School Accountability Standards, 2016* (MPSAS), each school district must implement an instructional management system (IMS) unless the district meets the highest levels of performance. This guidance is intended to aid districts in the development and maintenance of an IMS, described below.

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The school district meets the following instructional management requirements {Miss. Code Ann. §§ 373-49(2)(a-c) and 37-3-49(5)} (7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1):

20.1 The school district implements an instructional management system that has been adopted by the school board and includes, at a minimum, 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 (7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1), including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.

Mississippi Department of Education
Current Framework / Standards Listing

English Language Arts

- 2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Mathematics

- 2016 Mississippi College- and Career-Readiness Standards for Mathematics

Science

- 2010 Mississippi Science Framework
- 2018 Mississippi College- and Career-Readiness Standards for Science (pilot 2017-18)

Social Studies

- 2011 Mississippi Social Studies Framework

Advanced Placement

- Overviews and Course Descriptions (links to College Board)

Business and Technology

- Mississippi Business and Technology Framework (2014)

Career & Technical Education

- Curriculum Download (links to Mississippi State University Research & Curriculum Unit)

Health

- Contemporary Health K-8
- Contemporary Health 9-12

Library Media

- 2017 Mississippi School Library Guide

Physical Education

- 2013-2014 Mississippi Physical Education Framework

Visual and Performing Arts Framework

- Mississippi College- and Career-Readiness Arts Learning Standards for Dance (2017)
- Mississippi College- and Career-Readiness Arts Learning Standards for Media Arts (2017)
- Mississippi College- and Career-Readiness Arts Learning Standards for Music (2017)
- Mississippi College- and Career-Readiness Arts Learning Standards for Theatre (2017)
- Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts (2017)

World Languages

- 2016 Mississippi World Languages Framework

Early Childhood

- Early Learning Standards for Classrooms Serving Three-Year-Old Children
- Early Learning Standards for Classrooms Serving Four-Year-Old Children

Handwriting SB 2273 - Cursive writing; direct State Board of Education to require in elementary education curriculum.

- Requires the State Board of Education to ensure instruction in cursive writing as a part of the basic Elementary Education curriculum
- The standard shall include the requirement that public schools provide instruction in cursive reading and writing implemented across the curriculum
- Students should create readable documents through legible cursive handwriting by the end of the fifth grade
- Students must pass with proficiency a teacher-constructed test demonstrating competency in both reading and writing cursive

- Shall begin in 2018-2019 school year

Literacy-Based Promotion Act
The purpose of the Literacy-Based Promotion Act is to improve the reading skills of kindergarten and first through third grade public school students so that every student completing 3rd grade at or above grade level. The intent is to increase the proficiency of all students in reading by the end of their 3rd grade year of school.

The Literacy-Based Promotion Act (LBPA) places an emphasis on grade-level reading skills, particularly as students' progress through grades K-3. Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state-wide assessment for 3rd grade will not be promoted to 4th grade unless the student qualifies for a good cause exemption.

The LBPA was amended in 2016 and includes changes such as an Individual Reading Plan (IRP) and increased expectations for 3rd grade students beginning in 2018-2019.

Key Points of the Literacy Based Promotion Act

1. **The Mississippi Literacy-Based Promotion Act will help ensure** that every student reads at or above grade level by the end of 3rd grade. The act is part of a statewide effort called Strong Readers = Strong Leaders to improve literacy among all school children.

2. **Prevention is key.** Reading instruction must be a major focus of Kindergarten through 3rd grade, as 3rd grade is the year that students transition from learning to read to reading to learn. Students need strong reading skills in order to learn in all other school subjects, such as science, history, writing, and even math.

3. **Intervention is for students having reading difficulties.** Struggling readers will be identified early. Students identified as having a reading difficulty will be provided immediate intensive reading intervention that meets their specific reading needs.

4. **Retention is a last option**. 3rd grade students must meet reading standards by the end of the year in order to be promoted to the 4th grade. Students are given multiple opportunities to demonstrate sufficient reading skills for promotion.

5. **Families are the backbone of student learning.** Family involvement and understanding will be critical to students' success.

3rd Grade Reading Summative - The 3rd Grade Reading Summative Assessment component is summative and will determine the minimum level of competency in reading and be administered each spring. Students will have the ability to retest on the 3rd Grade Reading Summative Assessment as districts deem appropriate. The assessment must be aligned to specific Common Core State Standards for English Language Arts.

Note: Beginning in the 2018-2019 school year, if a student's reading deficiency is not remedied by the end of the student's Third-Grade year, as demonstrated by the student scoring above the lowest two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade.

Public School Requirements
If a K-3 student has been identified with a substantial deficit in reading, the teacher will immediately, and with each quarterly progress report, notify parents or legal guardians of the following in writing:
- Determination of a substantial deficit in reading;
- Description of student services and supports presently provided;
- Description of proposed supplemental instruction and support to remediate the student's deficit areas;
- Strategies for parents to use to help students at home; and,
- Notification that student will not be promoted to 4th grade if reading deficiency cannot be remediated by the end of 3rd grade

Provide intensive reading instruction and immediate intervention to each K - 3 student who exhibits a substantial deficiency in reading at any time.

Individual Reading Plan
The intensive reading instruction and intervention must be documented for each student grades K-3 in an individual reading plan, including, at a minimum, the following:
a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
b) The goals and benchmarks for growth;
c) How progress will be monitored and evaluated;
d) The type of additional instruction services and interventions the student will receive;
e) The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;

f) The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and,
g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

Good Cause Exemptions
A 3rd grade student who fails to meet the academic requirements for promotion to the 4th grade may be promoted for good cause:
a) Limited English Proficient students who have had less than two (2) years of instruction in English Language Learner program;
b) Students with disabilities whose Individualized Education Program (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law;
c) Students with a disability who participate in the state annual accountability assessment and who have an IEP or Section 504 plan that reflects that the student has received intense remediation in reading for two (2) years but still demonstrates a deficiency in reading **OR** was previously retained in Kindergarten or First, Second or Third grade;
d) Students who demonstrate an acceptable level of reading proficiency on an alternative assessment approved by the State Board of Education; and
e) Students who have received intensive intervention for two (2) or more years but still demonstrate a deficiency in reading, and who previously were retained in Kindergarten or First, Second or Third Grade for a total of two (2) years and have not met exceptional education criteria.

Multi-Tiered System of Supports /The Response to Intervention Model (RtI) will serve as our basis for all instructional practices within Greenville Public School District. *Mississippi's model for RtI is a comprehensive, problem-solving, and multi-tiered strategy to enable early identification and intervention for all students who may be at academic or behavioral risk. The multiple tiers provide increasingly intense student-focused interventions.*

Multi-Tiered System of Supports Multi-Tiered System of Supports is the integration of RTI for academics and behavior into a unified model that recognizes the reciprocal influence academic performance and social/emotional/behavior have on each other. The MTSS incorporates many of the same components of RTI (MDE, Office of Elementary Education).

In the Greenville Public School District, the Multi-Tiered System of Support (MTSS) is an integrated, comprehensive framework that focuses on Mississippi College & Career Ready standards, quality core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS is emerging nationally as an effective strategy to support every student.

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The district uses the term MTSS to describe a general education approach of high-quality instruction, early intervention, prevention, and behavioral strategies that include school problem solving teams called Teacher Support Teams (TST).

The School-level Teacher Support Team (TST) process has been a vital component of the student success initiative in Greenville Public Schools over 11 years. The TST is a school-based team of education professionals who support the classroom teacher's efforts to assist struggling learners. The goal of the TST initiative is to provide students who are at risk for school failure with the necessary academic and behavioral supports to succeed in school.

The typical Teacher Support Team includes an administrator, a school counselor, several regular education teachers, and one or more site-based specialists. Other professionals in the building or district are invited to participate as needed. Parents of referred students are always invited and encouraged to take part in the collaborative planning process. Referrals to the Teacher Support Team may be made by parents, teachers, or other school personnel.

The Teacher Support Team process seeks student success in the regular classroom whenever possible. All team members provide input into determining the student's instructional needs and developing interventions to address those needs. The team subsequently reviews the student's progress and makes adjustments to the plan. If TST implements 16 weeks of intensive, research-based interventions and the student does not make the desired progress, TST should refer the student to the District Review Team for further consideration. The District Team may suggest other interventions or may recommend that the student be assessed for a possible educational disability under IDEA.

Important Note: In 2003, the MS State Dept. of Education mandated Teacher Support Teams for all Mississippi schools and established guidelines for required reviews of certain categories of students.

GPSD has a long history of providing numerous systems of support. These include the interventions within the MTSS/EWS processes, supports for Special Education, Title I, Title III, support services for English Learners, and those in gifted and talented programs. The district's MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

In order to support high rates of learning for all scholars and focus on closing achievement gaps of scholars that have significant deficiencies in the foundational prerequisite skills of literacy the district is committed to:

- Identifying the extent to which students are learning the core content being taught during initial, scaffold, differentiated instruction and using diagnostics and other relevant data to determine the antecedents and/or the reasons that explain the difficulties of students who are at risk.

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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 K-3: A student has failed one (1) grade;

b. Grades 4-12: A student has failed 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;

d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment; or

e. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act. 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-e stated above.

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The graphic below outlines the steps of the MTSS:

MTSS FLOWCHART FOR PreK-12

To meet the academic and behavioral needs of ALL students

TIER I

- ALL students receive high quality classroom instruction and supports
- Universal screener data should be used to guide instruction, including dyslexia screener at kindergarten and first grade
- Provide evidence-based researched curriculum instruction that is aligned to Mississippi state standards
- Differentiated instruction to meet the diverse needs of all learners
- Utilize a decision making process that is based on multiple data points when determining the need for additional student supports

TIER II

- ALL students continue to receive Tier I high quality classroom instruction and supports
- Offer supplemental instruction that includes evidence-based, targeted, skill building interventions for identified skill deficit(s)
- Utilize progress monitoring that is aligned to the supplemental intervention and the student goals
- Provide individual or small group targeted instruction/intervention and supplemental supports to meet the academic or behavioral needs
- Employ a decision making process that is based on multiple data points when determining the need for additional student supports or returning a student to Tier I, adjusting or changing the Tier II intervention, or referral to the Teacher Support Team

TIER III

- ALL students continue to receive Tier I high quality classroom instruction and supports
- Offer intensive intervention that includes evidence-based, targeted, skill building interventions for the identified skill deficit(s) (increased intensity and frequency and smaller group size)
- Utilize progress monitoring that is aligned to the intensive intervention and the student goals
- Employ a decision making process that is based on multiple data points when determining the need for additional student supports. This may include: continuing Tier III with the same intervention, with an additional intervention attempted, or a change in intervention; returning to Tier II; returning to Tier I – OR – be referred to the Multi-disciplinary evaluation team (MET) to determine the need for a comprehensive assessment through the child find process

CHILD FIND

- Students suspected of having a disability continue to receive high quality classroom instruction and supports
- Request (written or verbal) a comprehensive assessment for children suspected of having a disability immediately to school personnel
- Obtain written consent for the evaluation from the parent prior to the assessment
- Do NOT allow the MTSS process to delay nor deny the appropriate evaluation of a child suspected of having a disability
- Understand the MTSS process is not a prerequisite for a comprehensive assessment request
- Develop an Individualized Educational Program (IEP) for students eligible for special education services
- Determine if students not eligible for an IEP should return to the MTSS process and if they are eligible for a 504 plan

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Mississippi Academic Assessment Program (MAAP)
Mississippi Academic Assessment Program (MAAP) is designed to measure student achievement on the Mississippi College-and Career-Readiness Standards (MS CCRS) for English Language Arts and Mathematics and to provide valid and reliable results to guide instruction through data driven instruction. The MAAP will assess students in grades 3-8 in English Language Arts and Mathematics, Algebra I, and English II, Biology I and U.S. History.

Professional Learning
All employees are expected to develop themselves professionally by staying abreast of current research and best practices in their fields of study. Professional development offerings of the GPSD will focus on ensuring administrators and teachers receive the proper support necessary to enhance the instructional delivery of our standards-based curriculum. Professional development will be used to introduce evidence-based strategies and programs to increase critical thinking. Professional development will address the new Science Standards and the work toward integrating the recently adopted Social Studies standards as well. Individualized instructional programs will be in place to meet the needs of all students. Teachers will receive training on these programs as well to ensure that they are used with fidelity. Professional development will be selected from the Menu of Services provided by MDE to ensure that all teachers are receiving the support necessary to provide remediation and support for struggling students.

The district will implement 4 professional development days throughout the year. All staff members are expected to attend. The remaining days will be school-based professional development on topics relevant to instruction as identified through various needs assessments. Professional Learning Communities (PLC's) are a part of each school's campus that meet at least once a week. PLC's provide opportunities for teachers to collaborate on instructional planning, to discuss student data, and to share ideas. PLC schedules and documentation are maintained by the school principal.

Instructional Support and Expectations

Curriculum

- The Academic Director of Curriculum and Instruction along with the DIP Team will ensure the availability of all MS State Standards and Frameworks for PK- 12 science, social studies, mathematics, language arts, foreign language, physical education, health; the arts, other elective courses on the approved course list, suggested teaching strategies, sample test items (if applicable), and performance level descriptors on the district's website/curriculum portal.

- All principals will have access to the curriculum portal that includes a complete set of all standards/frameworks relative to their schools. The portal will include all curriculum standards/frameworks, suggested teaching strategies, resources, sample items (if applicable), and performance level descriptors in order to review lesson plans and to provide assistance to teachers.
- All instructional staff will have a copy of his/her curriculum standards/framework for all areas taught by the staff member in all appropriate grade levels. In addition, instructional staff will have for use, copies of suggested teaching strategies, sample items, ancillary materials, scaffolding documents, and performance level descriptors (where applicable).
- Principals will verify that teachers have and are using these documents through instructional observations and lesson plan review.

- The Curriculum Binder will be available and visible in classrooms at all times.

Pacing Guide

- The Curriculum and Instruction Office staff will ensure the availability of the most current and complete set of pacing guides, suggested teaching strategies, and assessment items (where applicable) for grades K-8th in the areas of language and math, 5th and 8th grade science, Algebra I, English II, Biology I and U.S. History.

- Each principal will maintain access to the most current and complete set of pacing guides for tested areas and sample assessment items relative to his/her school to help ensure proficiency level performance.

- Each instructional staff member will have copies and access of standards/frameworks, pacing guides and sample assessments (where assessed) for each course or grade he/she teaches.

- The pacing guides ensure that all the standards and competencies are covered during the year.

Lesson Plan Requirements

- All teachers will utilize a common template for lesson planning located on the curriculum portal page.

- Lesson plans, in paper copy, will be available in instructional classrooms.

• All lesson plans will consist of standards/objectives, modeling, guided practice, student centered learning activities, formative assessments, opportunities for differentiation, and closure.

• All teachers will place copies of the current week's lesson plans in a central location of his/her classroom.

• Lesson plans will be submitted weekly or biweekly to the building level principal or his/her designee for approval.

• Principals will have access to lesson plans for each teacher and maintain on file (hardcopy or electronically) for one year.

• All teachers will be trained by the building level administrators on the components of the lesson plan template.

• All teachers will plan lessons that demonstrate knowledge of content and pedagogy.

• All teachers will plan lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.

• All teachers will select instructional goals that incorporate higher level learning for all students

• All teachers will plan units of instruction that align with the MS Curriculum Frameworks or Mississippi College & Career Ready Standards.

****Access to all curriculum documents is available through the curriculum portal on the district's intranet*

Instructional Management System Revisions

The district shall look at the Instructional Management System at the end of each school year to determine if there have been any changes to the State's standards and/or frameworks and provide document updates accordingly.

Appendix

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Scaffolding Documents

English Language Arts Scaffolding Document

- Introduction
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- Ninth Grade (English I)
- Tenth Grade (English II)
- Eleventh Grade (English III)
- Twelfth Grade (English IV)

Mathematics Scaffolding Document

- Introduction
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- Algebra I
- Geometry
- Algebra II

Resources

ELA

- MS ELA Educators Listserv

- EdReports (free reviews of K-12 instructional materials focus on alignment to college and career-ready standards and other indicators of high quality as recommended by educators across the country.)
- MS CCRS Scaffolding Documents
- Mississippi's College and Career Readiness Standards for English Language Arts
- Mississippi Assessment Program (MAP) Resources for English Language Arts
- Instructional Resources
- Tools for Close Reading
- Graphic Organizers for MS CCRS for ELA
- Professional Organizations
- Mississippi 2019 Text Exemplar List for Grades 5-12
- Additional Resources

Math

- MS Math Educators Listserv
- EdReports (free reviews of K-12 instructional materials focus on alignment to college and career-ready standards and other indicators of high quality as recommended by educators across the country.)
- Mississippi Board of Education 2016-2020 Strategic Plan
- CCR Math Resources for Teachers
- CCR Math Resources for Administrators
- CCR Resources for Parents
- CCR Math Professional Development Materials

Science

Overview of the MS CCRS for Science Training Resources

- PPT Presentation – Summer 2017 (PDF)
- PPT Presentation with Notes – Summer 2017 (PDF)
- Three Dimensions of Science Handout
- Science and Engineering Practice (grade band reference)
- Crosscutting Concepts Reference

Social Studies

- **Middle School Social Studies Memo**
- **Compacted 7th Grade United States History / Citizenship**
- **Compacted Introduction to World Geography**

Pacing Guides

ELA Instructional Management Plan

- **SREB**
- **Technical & Workplace Writing**

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- African American Writing
- Spanish
- Russian
- Pre AP English I
- Oral Communications
- Honors English II
- German
- French
- Journalism
- AP Literature
- AP Language
- 12th Grade ELA
- 11th Grade ELA
- 10th Grade ELA
- 9th Grade ELA

- Fifth Grade Math Pacing Guide
- Sixth Grade Math Pacing Guide
- Seventh Grade Math Pacing Guide
- Compacted 7th Math Pacing Guide
- Eighth Grade Math Pacing Guide
- Compacted 8th Math (with Algebra I) Pacing Guide
- Geometry Pacing Guide
- Foundations of Algebra Pacing Guide
- Algebra I Pacing Guide
- Algebra II Pacing Guide
- Algebra III Pacing Guide
- AP Calculus Pacing Guide
- SREB Math - Ready for High School Pacing Guide

Science Instructional Management Plan

- Kindergarten Science Pacing Guide
- First Grade Science Pacing Guide
- Second Grade Science Pacing Guide
- Third Grade Science Pacing Guide
- Fourth Grade Science Pacing Guide
- Fifth Grade Science Pacing Guide
- Sixth Grade Science Pacing Guide
- Seventh Grade Science Pacing Guide
- Eighth Grade Science Pacing Guide
- Environmental Science Pacing Guide
- Foundations of Science Literacy Pacing Guide
- Foundations of Biology Pacing Guide
- Physical Science Pacing Guide
- Physics Pacing Guide
- Human Anatomy and Physiology Pacing Guide
- Genetic Pacing Guide
- Chemistry (Block) Pacing
- Chemistry (Period)
- Botany Pacing Guide
- Biology Pacing Guide
- Zoology I and II Pacing Guide

SS Instructional Management Plan

- World History
- US History
- US Government
- Sociology
- Psychology
- MS Studies High School

- Intro to Geography HS
- Minority
- Law Related
- Humanities
- AP World History
- Economics
- AP US Government & Politics
- AP Macroeconomics
- African American Studies
- Advance World Geography
- Advance Placement US History
- 8th SS Pacing MS Studies
- 8th SS Pacing Geography
- 7th SS Pacing
- 6th SS Pacing
- 5th SS Pacing
- 4th SS Pacing
- 3rd SS Pacing
- 2nd SS Pacing
- 1st SS Pacing
- K SS Pacing

Non-Negotiable Practices for ALL Student Performance

The faculty and staff of Greenville Public School District are committed to using effective instructional practices that are non-negotiable in every classroom. Our goal is that all students in GPSD will be successful because they will achieve at their highest level. To meet this goal:

We will teach the Mississippi Frameworks and Mississippi College Career Readiness Standards with Integrity and fidelity by:

- Designing lessons aligned to the Mississippi Frameworks and MCCRS
- Identifying key concepts in the language of the standards

- Using essential questions to connect instruction to the standard
- Asking students to explain the standards in their own words
- Designing lessons that are thematic or integrated in nature

We will monitor the progress of our students while working collaboratively using the Teacher Support Team and/or Leadership Team and the Multi-Tiered Support System (MTSS):

- Developing formative assessments that are explicitly aligned to the standards and of appropriate rigor
- Collecting, charting, and analyzing student work on a regular basis
- Identifying students who have minimal understanding, adequate understanding, or distinguished knowledge
- Adjusting instruction based on assessment results
- Using a variety of instructional strategies to address the students' needs
- Developing research-based interventions

All teaching and learning activities will reflect a shared understanding of what should know, do, and understand and will be built around a common framework for Instruction that consists of:

- Opening- Activating strategies centered on the standard(s), element(s), and essential questions while connecting to prior knowledge.
- Teaching- Input, modeling while referencing standard & key vocabulary
- Checking for understanding
- Monitoring- Guided practice
- Engaging students using performance task
- Using higher order thinking questions to probe student understanding
- Closure- Summarizing strategies to assess student understanding/independent practice

Our classroom environment will contain and It will be built on:

- Appropriate student-teacher relationships based on the GPSD's core values
- Established rituals and routines
- Displayed GPSD's vision, mission, and goals
- Displayed Madeline Hunter's Lesson Line
- Displayed anchor charts, current date, word walls, and current content specific bulletin board
- Displayed lesson plans in a centralized location
- Displayed Mississippi Frameworks objectives, MCCRS, essential questions, and key vocabulary
- Evidence of learning centers and/or cooperative groups
- Evidence of student work that reflects the Mississippi Performance Standards with appropriate commentary

Our communication with parents will be:

- Frequent, clear, and consistent (evidence must be provided)
- Focused on building a partnership with parents for improving student performance