



Instructional Management Plan

Marion County School District 2021-2022

The Marion County School District Instructional Management Plan is designed to grow scholars' learning by providing educational opportunities and experiences that will ensure all scholars will graduate college and career ready. The purpose of the instructional management plan is to organize efforts that will assist in the development and delivery of a curriculum that is consistent throughout the district. The plan explains the expectations and procedures regarding instruction, instructional resources, assessments, interventions, and lesson planning. The activities described in this document will clearly outline and support district efforts to: (1) streamline instructional programs K-12; (2) increase data-based decision-making; and (3) implement meaningful and consistent professional learning opportunities based on clearly defined needs. This plan is meant to supplement the **Marion County School District Strategic Plan** and the goals set forth by the MCSD School Board under **Policies IA, IB, IC, ID and JF**.

Curriculum Philosophy

Democratic citizens believe that all children and youth have equal moral worth. 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 Marion County School District is:

1. 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;
2. 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;
3. To lead the pupil into active participation in the learning process and to guide and inspire him/her;
4. To continually evaluate, revise and maintain a varied and flexible curriculum which will meet the changing needs of society; and

5. To provide professional leadership and guidance to the community so as to build confidence and discuss, plan and work together to solve educational problems.

Foundational Practices

As we prepare scholars for an ever changing world, the district realizes that today's school must meet the unique and diverse needs of all scholars. This demands an expert skill set from all staff, teachers, and administrators. Marion County School District is committed to developing that skill set so that our scholars can be successful and competitive. Principals are expected to function as instructional leaders for their schools and implement the decision making process that reflects the importance of this role. Central Service administration will serve as a support role providing necessary resources and professional learning opportunities for school leaders. The focus of all training will be "All Scholars Can Achieve" through a spirit of cooperation. The goals of these activities will be:

1. To develop principals as the instructional leader;
2. To implement effective communication practices;
3. To ensure consistency throughout all district functions that articulates a clear educational journey for the scholars in grades K-12;
4. To ensure an emphasis for professional growth is placed on MCCRS implementation and transitioning to state/federally mandated evaluation tools;
5. To implement a **Professional Development Plan** aligned with the *Learning Forward Standards for Professional Learning*.

Academic Screening

The district's Learning Loss Coordinator will provide leadership of the day-to-day academic and behavioral interventions at each school in the district. The foundation of our instructional process begins with the state curriculum as designed by the Mississippi Department of Education. **The Response to Intervention Model (RtI)**, as outlined by the **MSB Rule 41.1 Intervention**, will serve as our basis for all instructional practices within the 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. The hallmarks of Mississippi's Three Tiered RTI process include the following:

Tier I - Quality Classroom Instruction based on MS Curriculum Frameworks and Mississippi College-and Career-Ready Standards (MCCRS)

The faculty and staff of Marion County School District are committed to providing a quality-learning environment that will inspire, empower, nurture, and support our scholars to become highly productive citizens in a global society. We believe that scholars should participate in multiple learning environments that are creative and nurturing. To achieve this goal, quality classroom instruction, is further defined by implementing evidence-based best practices evident in the research such as, but limited to, the following:

1. **(Curriculum) We will teach curriculum with fidelity by:**

- Designing lessons aligned to state and national K – 12 standards and curriculum frameworks.
Participating in weekly PLC sessions
- Using **essential questions** to connect instruction to the standard including **literacy strategies, graphic organizers, and integration of technology** as appropriate in weekly lesson planning and implementation.
- Requiring verbal and written scholar responses using the language of standards.
- Using higher-order thinking questions to gauge, challenge, and deepen students' understanding.

2. **(Instruction) Teachers will teach from bell-to-bell. All teaching and learning activities will reflect a shared understanding of what scholars 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, element(s), and essential questions
 - Providing a “hook” to engage scholars in daily learning
 - Mini-lesson - Modeling while referencing standards and key vocabulary (**I do it/We do it**)
 - Using exemplars (examples of student work that meets or exceeds the standard)
- **Work Period – Engaging all scholars using performance tasks (active learning). Move throughout the classroom interacting with all scholars.**
 - Modeling expectations and helping scholars to work both cooperatively (**You do it together**) and individually (**You do it alone**).
 - Provide Guided Practice to scholars where the teacher will provide practice of new skills/standards
 - Incorporate available technology into lesson to enhance student learning
- **Closing - Summarizing strategies to check for understanding**
 - Assess each scholar as an individual for mastery of the standards.
 - Adjust instruction and reassess based on scholars' performance data.
- **Classroom Environment:** All classes will be standards-based which will include but not be limited to:
 - Anchor Charts
 - Standards(I Can/Statements) and EQ posted
 - Daily Agenda Posted
 - Lesson Plans available in classroom/Shared Drive
 - Evidence based instructional practices as a norm
 - Lesson Design (Madline Hunter)
 - Schedules (near door or outside door)
 - Current Content Vocabulary Word Walls posted - Teach the vocabulary
 - High Frequency Words Posted
 - Standards Based Scholar Work - Display exemplary scholar work that includes Teacher commentary

2. **(Assessment) We will monitor the progress of our scholars by:**

- Developing common formative assessments that are explicitly aligned to standards.

3. **Our communication with scholars and parents will include:**

- Regularly collecting and analyzing scholars' work and providing teacher commentary.
- Identifying scholars who are not meeting standards, or exceeding standards using the Classroom Achievement Report (CAR).
- Update grade books weekly
- Adjusting instruction based on assessment results (**differentiation**).
- Collaboratively analyzing and publishing student data in and outside of the classroom with regards to ensuring student data privacy.
- Goal setting with scholars and parents.
- Having scholar/parent conferences, including scholar led conferences. Explaining individual scholar data.
- Listening to scholar and parent input about learning via survey and conferences.

4. **Having a vertically aligned and implemented social emotional curriculum & school wide**

Positive Behavior Supports

- PBIS Plan
- Classroom Expectations

Tier II – Focused Supplemental Instruction

Further defined as an instructional, research-based strategy that is fundamentally different from the current strategy or strategies in place; Tier II interventions may or may not be teacher developed; may or may not be program or technology driven. It focuses on students identified as at-risk, providing them with targeted supplemental instruction delivered in small groups.

Tier III – Intensive Interventions

Specifically designed by the Teacher Support Team (TST) team with support and guidance of the district's Learning Loss Coordinator to meet the individual needs of the scholar and in compliance with state board policy. Tier III focuses on struggling students who have already moved through Tier I and 2 and now requires intensive, supplemental instructional support delivered in small groups or individually. The district will use STAR Early Literacy and Math as required by MDE for use in grades K-2 reading and mathematics as our Universal Screener. In grades K-12, Star Early Literacy, Star Reading and Star Math will be used as the Universal Screener, along with iReady. Scholars will also be identified for appropriate Tier placement by each school's Teacher Support Team (TST) based upon **Mississippi State Board Policy 4300**.

Referrals must be made within the first 20 school days of a school year for prepopulated students on the MSIS Intervention Screen who meets any of the following criteria:

- ❖ Any scholar in grades K-3 who has failed 1 year
- ❖ Any scholar in grades 4-12 who has failed 2 years
- ❖ Any scholar who has failed one of the previous 2 years AND has 20 or more days of suspension in the current school year
- ❖ Any scholar who scored at the lowest level on any part of the 3rd or 7th grade statewide accountability assessment
- ❖ Any scholar who was promoted from 3rd to 4th on Good Cause Exemption

Scholars often come to us with At-Risk labels such as ELL, Homeless, Special Needs, or Free and Reduced: however, this does NOT immediately serve as an indicator for placement into Tier II or Tier III, it does, however, raise a red flag to ensure that the child progress is closely monitored. Identification of a child whose primary language is not English does not mean that the child qualifies as an English Language Learner, but rather it provides us the opportunity to assess his or her English proficiency and take appropriate steps when necessary. The same is true for a Homeless Child. It is OUR responsibility to ensure that we identify, monitor, and provide appropriate interventions for ALL students. The MCSD will employ the Early Warning System to promote K-12 academic success. **MDE Strategic Plan Goal 1, Strategy 2 and 5.**
MDE Strategic Plan Goal 2, Strategy 2.

When appropriate, the following intervention tools will be utilized:

- STAR Early Literacy, Reading and Math Accelerated Reader
- iReady, Ready Language Arts and Math
- Study Island
- LinkIt DataBase and Assessment Platform
- EADMS Data Base and Assessment Platform
- Dyslexia Screener
- ELL Laslink Screener

Behavior Screening and Supports

The district understands that in order for learning to take place, an environment free from disruptive behavior is a necessity. We are committed to providing this by addressing and intervening with scholar's behavior at the onset. Each school shall actively implement a Positive Behavioral Intervention Support (PBIS) system which acknowledges positive behavior. This system shall be monitored and supported through a committee at each school to include (at a minimum) teachers, a counselor, a behavior specialist, and an administrator. Monitoring at the district level will take place via meeting with principals. Screening for behavior will be done three times a year by evaluating office referral data. This data should include time, date, location, and a detailed description of the problem behavior. It should include teacher and scholar names as well as any other relevant information. Each school shall also provide additional behavioral support for scholars that are not responding positively to the PBIS program. Tier II and III documentation will provide evidence of each school's Teacher Support Team efforts. These supports can include, but are not limited to, establishing clear behavioral goals with meaningful rewards and consequences for behavior, providing peer or adult mentors, check-in/check-out systems of accountability, etc.

Dropout Prevention

In the late spring of each year, as graduation rates post, the district leadership team will review current data and adjust the overall Strategic Plan to address improvement of the graduation rate

in relation to specific targets set for the previous year. This is an ongoing process and will recur each spring.

Professional Learning

All employees are expected to develop themselves professionally by staying abreast of current research and best practices in their fields of study. All Professional Learning is detailed in the [MCSD Professional Development Plan](#), which is updated each year as staff and school district needs may change. The district will implement early release time each Wednesday throughout the year. All staff members are expected to attend. Additional days will be school-based professional development on topics relevant to instruction as identified through various needs assessments. For teachers, the priorities for professional development will be MCCRS, RTI, and Leadership Training for Principals. For administration, the priorities for professional development will be leadership for learning and accountability.

Mississippi College- and Career-Ready Standards (MCCRS) Implementation

A key component of the Marion County School District Instructional Management System is the MCCRS Implementation. The teachers from across the district will meet in grade specific Professional Learning Communities to align the MCCRS resulting in the development of high-quality lessons and instructional units aligned to the standards. The Professional Learning Communities will make every effort to help each other as educators effectively incorporate these Standards into daily instruction and practice, to ensure that the quality, consistency, and rigor of the curriculum are aligned with those Standards.

Stakeholder Involvement

The district will utilize stakeholders to influence the decision making processes.

Teacher Advisory Council – Teachers from each school will collectively meet with the Superintendent quarterly to discuss concerns, and/or applaud successes.

Teacher Involvement – One teacher from each school will collectively meet twice a year with teachers from other schools to address concerns, and applaud the successes of the schools.

Parent Advisory Council – Parents from each school will collectively meet with the Superintendent quarterly to discuss concerns, and/or applaud successes.

Parent Involvement – One parent from each school will collectively meet twice a year with parents/teachers/administrators from other schools in order to allow parents to address concerns, and applaud our successes.

Board of Trustees – The Board will:

- ❖ Adopt goals that provide a well-balanced curriculum resulting in improved student learning;
- Establish policies to direct and support ongoing curriculum development and evaluation;
- Adopt a budget that provides for the development, implementation, training, and evaluation of curriculum;
 - Authorize the implementation and review of an instructional management plan for the district that identifies expectations of curriculum;
- Communicate to its constituents the Board’s curricular expectations.

Superintendent – The Superintendent will:

- ❖ Implement board policies related to curriculum
- ❖ Report to the board concerning implementation
- ❖ Oversee the work of district staff in accomplishing their responsibilities

Superintendent and District Curriculum Staff - The Superintendent or designee will:

- ❖ Provide district-wide professional development needed to implement the curriculum
- ❖ Provide materials and support instructional programs that deliver district curriculum effectively;
 - Support principals and teachers in their roles of delivering and managing curriculum and professional development;
- ❖ Provide support for analysis and interpretation of assessment data

Principals – Principals will:

- Develop a working knowledge of the curriculum content for all subjects/courses to effectively monitor delivery of the curriculum;
- ❖ Translate the importance of effective curriculum and instructional practices on a daily basis;
 - Monitor and ensure effective delivery of the district curriculum and supervise instruction through the following basic strategies:
 - o improvement of achievement;
 - o monitor learning of scholars
- ❖ Ensure that scholar progress in achievement is reported regularly to parents in an understandable manner
- ❖ Facilitate and participate in professional development
 - Promote the success of scholars by advocating, nurturing, and sustaining a school culture and instructional program conducive to scholar learning and staff professional growth
- ❖ Walk-through/Drop-in observations Formal classroom observations

- ❖ Weekly review of lesson plans and curriculum documents
- ❖ Collaborate with individuals and learning teams;
- ❖ Work with teams to review and interpret assessment data, set goals, and plan for continuously.

Teachers – The teachers will:

- ❖ Deliver the District curriculum, using strategies most effective for the scholars;
- ❖ Assess scholar learning with a variety of classroom, district, and state assessments;
- ❖ Use assessment data to drive instructional decisions;
- ❖ Involve scholars in the learning and assessing process;
- ❖ Involve parents in the learning process;
- ❖ Communicate strengths and weaknesses to scholars, parents, and others as appropriate;
- ❖ Participate in district, campus, and personal professional development.
- ❖ Differentiate based on individual scholar needs
- ❖ Prepare data driven lesson plans

School Level Meetings –

The following meetings are expected to be held at each school at the frequency indicated.

Agendas, sign-in sheets, and minutes of the meetings. These will serve as important documentation for Federal programs and State Accountability purposes.

- ❖ Faculty meetings at least monthly (not to be held on early release day)
- ❖ Subject area departmental meetings monthly
 - Leadership meetings to be held by the principal, assistant principal, counselor(s), TST chair, and academic coaches will be held every week to focus on instructional practices. These meetings should be instructionally focused in nature. An agenda which includes the purpose and intended outcomes should be utilized.
- ❖ PBIS committee meetings to be held at least monthly
- ❖ Title I meeting twice a year.

District Level Meetings –

District-wide Title I meeting annually

Open Houses/Parent Rallies will be conducted a minimum of twice per year

Student Achievement

Student achievement will be measured using various tools and data points. Teacher grades are expected to reflect school board and state board policy. Grades should be available for viewing using the Sam Active Parent. Changing of scholar grades shall be done in accordance with State Board policy 403 and House Bill 696 (attached). Beyond classroom grades, the following will be closely monitored to measure student achievement:

- ❖ State test scores
- ❖ Discipline data
- ❖ Universal screening
- ❖ Progress monitoring data through the RTI process
- ❖ ACT scores
- ❖ Dropout rates
- ❖ AP test scores, enrollment numbers, and participation rates

District Success

The district fully expects EVERY child to show academic growth throughout the school year based on the above mentioned factors. As we reach for success, we realize that this can only be obtained by using research-based instructional practices consistently throughout every classroom in the district. We are accountable for every scholar that enters our doors. We are committed to doing all that we can to ensure that each scholar's educational experience is a valuable one.

Appendices:

- ❖ State Board Policy 4003 Rule 44.1 Intervention
- ❖ Mississippi Department of Education Strategic Plan
- ❖ Marion County School District Strategic Plan
- ❖ Marion County Professional Development Plan
- ❖ Learning Forward Standards for Professional Learning
- ❖ Policies IA, IB, IC, ID, and FA
- ❖ Mississippi Accountability Standards 2020