

2022-23 INSTRUCTIONAL MANAGEMENT PLAN

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District Mission Statement

The Jefferson County School District will provide an educational climate and rigorous instructional programs that prepare all students for higher learning and careers in a twenty-first-century workforce.

District Vision Statement

The Jefferson County School District will be a premier educational institution, a source of pride and creativity, and the cornerstone of academic excellence producing lifelong learners who are college and career ready.

District Goals

Goal 1: The District and each school will obtain a C rating or higher on the state's accountability model.

Goal 2: The District will foster a friendly, collaborative, and supportive culture for students, staff, parents, and stakeholders.

Goal 3: The District will recruit and retain highly qualified teachers and administrators.

Goal 4: The District will increase parental and community engagement.

Goal 5: The District will utilize its resources efficiently and effectively to remain financially stable.

Purpose of the Instructional Management Plan

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 process outlined within this document is reflective of Accreditation Process Standard 20:

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.

The activities described in this document will clearly outline and support the district's efforts to:

- (1) Support the district and schools in meeting both school level and district goals.
- (2) Increase data-based decision-making.
- (3) Ensure standards-aligned instruction takes place in every classroom.
- (4) Implement meaningful and consistent professional learning opportunities based on clearly defined needs.
- (5) Provide an outline of the instructional resources and implementation that will be followed by the district.

Curriculum & Mississippi College and Career Ready Standards

The Jefferson County Public School District is committed to the development of an exemplary curriculum that sets rigorous, high expectations for students and teachers that result in meaningful learning for each student. The purpose of the curriculum is to establish a system that ensures that students master the Mississippi State College and Career Readiness Standards and the Mississippi Curriculum Frameworks at a particular instructional level. Specifics to high-stakes assessments are embedded early in the instructional levels to increase the likelihood of student access and mastery prior to their being assessed. JCSD Graduation requirements and prerequisites are spiraled through the curriculum from Pre-Kindergarten through Twelfth Grade.

The Jefferson County Public School District will utilize the Mississippi College and Career Readiness Standards (MCCRS) as the curriculum for all students, grades Kindergarten-12th. The district will use these standards to develop pacing guides, unit overviews, and curriculum maps.

The standards may be accessed at the following websites:

Mississippi College and Career-Ready Standards

Content Area	Website
<i>College- and Career-Readiness Standards for English Language Arts (2016)</i>	https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf
<i>College- and Career-Readiness Standards for Mathematics (2016)</i>	College- and Career-Readiness Standards for Mathematics (2016)
College- and Career-Readiness Standards for Science (2018)	https://mdek12.org/sites/default/files/documents/Secondary%20Ed/2018-ms_ccrs---sci_k-12_final_20171006.pdf
College- and Career-Readiness Standards for Social Studies (2018)	https://mdek12.org/sites/default/files/Page_Docs/final_2018_mississippi_ccr_social_studies_standards.pdf
Physical Education Curriculum: K-12 (2013)	https://mdek12.org/sites/default/files/documents/OHS/Home/health-education-framework.pdf
Contemporary Health: K-8 (2012)	https://www.mdek12.org/sites/default/files/documents/OHS/contemporary_health_k-8_may_2019.pdf
Contemporary Health: 9-12 (2012)	https://www.mdek12.org/sites/default/files/documents/OHS/contemporary_health_9-12.pdf
Computer Science	College- and Career-Readiness Standards for Computer Science (2018)
Career and Technical Education	https://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx#LiveTabsContent6381
Business and Technology Framework by Courses (2014)	https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Business%20and%20Technology1/Forms/All

	Items.aspx?RootFolder=%2FcurriculumandInstruction%2FBusiness%20and%20Technology1%2FNew%20BTE%20Framework&FolderCTID=0x012000999DB07FE64EEE42A99207FB66CD5B8F&View={8836F78F-E763-4001-859F-7BF960F8346A}
Arts	https://mdek12.org/OAE/college-and-career-readiness-standards
World Languages Framework (2016)	https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/Foreign%20Language/2016-MS-World-Languages-Framework.pdf

The teachers from across the district will meet in grade-specific and/or subject area Professional Learning Communities to align the MCCRS; additionally, all academic programming programming will include high-quality lessons and instructional units aligned to the standards. Educators will receive support from the Office of Curriculum and Instruction as well as the Office of Professional Learning to 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.

The Office of Curriculum and Instruction will oversee this process and ensure learning throughout the district is both meaningful and contains the appropriate amount of rigor as set by the MCCRS.

The following shall have priority focus:

- Mississippi College and Career Readiness Standards
- Standards-aligned instruction to ensure rigor
- Emphasis on reading at grade level
- Mastery of basic skills of writing and mathematics
- Objectives derived from state and national assessments

Instructional Resources

The following instructional resources will be used throughout the district (additional resources may vary across school sites):

Adopted Curricula

K-5 ELA
HOUGHTON MIFFLIN HARCOURT
INTO READING
[HTTPS://WWW.HMHCO.COM/PROGRAMS/INTO-READING](https://www.hmhco.com/programs/into-reading)

K-3 PHONICS
PHONICS FIRST
[HTTPS://BRAINSPRING.COM/](https://brainspring.com/)

K-8 MATH
CURRICULUM ASSOCIATES READY MATH
[HTTPS://WWW.CURRICULUMASSOCIATES.COM/PRODUCTS/READY/MATHEMATICS](https://www.curriculumassociates.com/products/ready/mathematics)

6-12 ELA
MCGRAW HILL EDUCATION
STUDYSYNC
[HTTPS://WWW.STUDYSYNC.COM/PRODUCTS/ELA](https://www.studysync.com/products/ela)

Assessment Tools

I-READY DIAGNOSTIC
[HTTPS://WWW.CURRICULUMASSOCIATES.COM/PRODUCTS/I-READY/I-READY-ASSESSMENT/DIAGNOSTIC](https://www.curriculumassociates.com/products/i-ready/i-ready-assessment/diagnostic)

ENCASE BENCHMARK TESTING & ASSESSMENT ITEM BANK
[HTTPS://WWW.INSTRUCTURE.COM/PRODUCT/K-12/CASE-ASSESSMENT](https://www.instructure.com/product/k-12/case-assessment)

Online Learning Management System/Synchronous & Asynchronous Learning Tools

CANVAS ONLINE MANAGEMENT SYSTEM
[HTTPS://JCPSD.INSTRUCTURE.COM](https://jcpsd.instructure.com)

ZOOM VIDEO CONFERENCING PLATFORM
[HTTPS://WWW.ZOOM.US/](https://www.zoom.us/)

CLEVER SINGLE SIGN-ON
[HTTPS://CLEVER.COM/IN/JEFFERSON-CO-SCHOOL-DISTRICT-5D5D89A](https://clever.com/in/jefferson-co-school-district-5d5d89a)

Additional resources and information may be found by visiting
[https://www.jcpsd.net/officeofcurriculumandinstruction.](https://www.jcpsd.net/officeofcurriculumandinstruction)

Professional Learning

All employees are expected to develop themselves professionally by staying abreast of current research and best practices in their fields of study. The district will provide professional development throughout the academic year; in addition, professional learning will take place on professional development days (see academic calendar). Activities and training will be based on teacher need assessments as well as building-level administrator feedback (See District Professional Development Plan). Professional development activities will be coordinated by both the Professional Development Coordinator and the Director of Curriculum and Instruction. The district's instructional coaches will work to assist with professional learning.

Assessment

The primary purpose of assessment is to diagnose student learning. Assessment is an integral part of instruction and is necessary to provide ongoing formal and informal assessments of students and their learnings daily.

Assessments include

- Diagnostic instructional level assessments (Formative Common Assessments, Pre-assessments, and Post assessments) around groups of student expectations (two to nine weeks of work).
- Benchmark tests to be administered three times a year. The assessments can be used as a summative measure of learning as well as diagnostic data for teachers receiving students during the next term. The student expectations built into the assessment tool will be those for which mastery (long-term memory) should be expected.
- Beginning of the year/term assessments will be administered to determine if students already have mastery of some and /or all the tested student expectations.
- MAAP and SATP2 released tests that provide practice and diagnostic assessment
- State and National Assessments

For more information on the district's assessment programs, Test Security Plan, and assessment calendars, contact Dr. Terri McGruder, the District Test Coordinator at tmcgruder@jcpsd.net.

Academic Screening & Interventions

The foundation of our instructional process begins with the state curriculum as designed by the Mississippi Department of Education. The Multi-Tiered System of Supports (MTSS) will serve as the basis for all instructional practices within the district. *The 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).*

Requirements of State Board Policy 3: Chapter 41: Intervention (previously State Board Policy 4300)

1. Instruction model with 3 tiers of instruction
2. Dyslexia screener – K – spring, 1st grade – fall
3. Screener given to all K-3rd grade students within first 30 days of school, repeated at mid-year, and at end of year to identify deficiencies in reading
4. Students will auto-populate if: (1) grades 1-3 – failed 1 grade; (2) grades 4-12 – failed 2 grades; (3) failed either of the preceding 2 grades and has been suspended or expelled for more than 20 days; (4) scored minimal on state assessment in grade 3 or grade 7; (5) promoted from grade 3 to grade 4 with a good cause exemption *meetings will be conducted within the first 20 days of school
5. After Tier 3 referral – interventions must begin within 2 weeks
 - a. 1st review no later than 8 weeks
 - b. 2nd review no later than 16 weeks
 - c. if the intervention is unsuccessful, then the student will be referred for a comprehensive assessment
6. Literacy-Based Promotion Act requirements must be met.

In the Jefferson County 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.

***Tier I**, high-quality, core instruction is present at all three levels of the tiered model and should include the adoption and use of an evidence-based curriculum that is aligned to the Mississippi College- and Career-Readiness Standards (MCCRS). Tier I instruction should include the use of a developmentally appropriate universal screener for academics and behavior. The data obtained from the universal screening assessments, as well as formative and summative assessments, should be used to inform instruction and lesson plan development. Instruction should be differentiated and scaffolded based on the specific needs of students. During Tier I, students must be given time to observe explicit modeling of new concepts and skills that are introduced as well as allowed time for guided practice, and independent practice of the newly introduced skills. Effective classroom management, active student engagement, and positive behavioral supports are key components of Tier I instruction. With effective high-quality instruction, approximately 80% of students' needs are met at the Tier I level, therefore Tier I is the first level of prevention.

Tier II (typically 10-15% of the population) is supplemental, targeted academic and/or behavioral instruction that is provided in addition to the core instruction. Tier II interventions are designed for students who have not positively responded to Tier I efforts, instruction, and/or behavior management within the general classroom. It is recommended that a hearing screening and a vision screening take place at Tier II to rule out an underlying problem that might be causing lack of progress at Tier I. Within this tier of intervention support, the teacher typically provides additional instructional support aligned to core lessons. The interventions are carefully developed using various instructional planning resources. Tier II interventions should focus on specific, identified skill gaps, and they should be closely monitored. Tier II interventions should be data-driven and follow a progression of skills. The interventions should be scaffolded based on the individual needs of the student. Intervention sessions should be conducted one-on-one or in a small group setting for 20-30 minutes 3-5 days per week. Key instructional features that characterize Tier II intervention sessions are differentiated instruction, modeling, multiple student responses, and immediate feedback. Students receiving Tier II should be progress monitored minimally every other week (twice a month). Regular fidelity checks should be administered at equal intervals to ensure implementation of the intervention is carried out with integrity.

REFERRAL TO TST A student should be referred to the Teacher Support Team (TST) if progress monitoring data does not show adequate student progress and further support is needed. Additionally, students who populate the MSIS screen for one of the following indicators must be referred to TST within the first 20 days of school.

1. Grades K–3: Student has failed one grade. Grades 4–12: Student has failed two grades.
2. A student failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year.
3. A student who did not score at the required achievement level on any part of the Grade 3 or Grade 7 statewide accountability assessment.
4. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.

Tier III (typically 1-5% of the population) provides the most intensive, targeted instruction specifically designed to meet the individual needs of the student. Tier III instruction should be designed to increase an individual student's rate of progress, close deficit gaps between the student and their peers, based on the student's need as determined by assessment data (universal screenings, hearing and vision screenings, diagnostic assessments, progress monitoring, etc.) and aligned to the core curricula. Intensive interventions should be evidence based, taught explicitly and systematically, and judiciously monitored for fidelity during implementation. Intensive instruction is provided in small groups or on an individual basis as dictated by the collected data.

Tier III intervention should occur:

- as outlined by the intervention program,
- in accordance with the individualized plan, or
- for 30-60 minutes daily.

Tier III interventions should be progressed monitored weekly (one data point per week). Also, it should be determined that a student's lack of growth is not due to a hearing or vision problem that may be keeping him/her from mastering skills.

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 Teacher Support 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.

*Source: [Multi-Tiered System of Supports: Implementation Guide](#)

JCSD has a long history of providing numerous systems of support. These include the interventions within the MTSS 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.
- Designing research-based learning opportunities that meet the needs of learners within a multi-tiered instructional support system.
- Analyzing the effects of supplemental supports of student learning to enhance progress and to provide timely, highly effective responses to each student's needs.
- All scholars that need targeted support or intensive, individual support beyond core instruction will be provided appropriate and timely interventions that will be developed and monitored using the guidelines established by the state and district Multi-Tiered System of Support. All student interventions will be documented using district MTSS processes and procedures. Parents should be involved in developing student intervention plans and provided updates of intervention progress (minimally each 9 weeks).
- All teachers who support students in Tier I instruction as well as instructional staff that provide supplemental support are responsible for the success of the students they serve. Interventions should be collaboratively developed, and each staff member should monitor the progress of their students and provide additional support as needed.

In accordance with Miss. Code Ann. § 37-177-1, et seq., (Act) (Revised 8/2016), 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

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) locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
- c) 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 assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.

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.

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:
Grades K-3:

- a) A student has failed one (1) grade; JCSD Board Approved
- 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.

Behavior Screening and Supports

The district understands that 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 student 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 student names as well as any other relevant information. Each school shall also provide additional behavioral support for students 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 (See Dropout Prevention 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.

Please see the following site to access the Dropout Prevention Plan:

<https://content.myconnectsuite.com/api/documents/526601ea60af4253aa6eef0c8f3d795.pdf>

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.

School Board – 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 curricula;
- Authorize the implementation and review of an instructional management plan for the district that identifies expectations of curricula;
- 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:
 - improvement of achievement;
 - monitor learning of students

- Ensure that student progress in achievement is reported regularly to parents in an understandable manner
- Facilitate and participate in professional development
- Promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student 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 students;
- Assess student learning with a variety of classroom, district, and state assessments;
- Use assessment data to drive instructional decisions;
- Involve students in the learning and assessing process;
- Involve parents in the learning process;
- Communicate strengths and weaknesses to students, parents, and others as appropriate;
- Participate in the district, campus, and personal professional development.
- Differentiate based on individual student 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 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 instructional-focused in nature. An agenda that 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 Academies 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 student 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 MTSS process
- ACT scores
- Dropout rates
- AP test scores, enrollment numbers, and participation rates

*For more information on the Grading Policy, please see the student handbook.

Commitments

- The Jefferson County School District will make a continuous effort to reallocate resources, adopt innovative programs and critically evaluate current practices to assure academic excellence.
- The Jefferson County School District is committed to the Professional Learning Communities as the means of continuous school improvement.
- The Jefferson County School District is committed to maintaining and improving an efficiently operated organization and will benchmark the district against peer school districts and other entities in key operational areas to ensure this commitment.
- The Jefferson County School District is committed to maintaining an environment whereby patrons are increasingly engaged and satisfied with the quality of Jefferson County schools and will measure this engagement and satisfaction on a regular basis.

Belief Statements

Student learning is our calling and our responsibility.

- Every child can learn.
- Strong public schools recognize that the family is the first teacher, and both the school and the family have an ongoing obligation to support continuous learning.
- Strong public schools are places that engage students in learning.
- Strong public schools are places that develop and stimulate students' curiosity and creativity.

There are significant societal benefits of public schooling.

- Strong public schools prepare students for life beyond high school.
- Strong public schools are vital to a strong community and a vibrant democracy.
- Strong public schools provide a unique place where people interact with others from different social and economic backgrounds, building respect for diversity in our society.
- Strong schools value cultural, religious, and ethnic differences in people.
- Strong schools value diverse ideas.

Continuous and demonstrable systemic improvement is the primary way an organization meets its mission and vision.

- The most effective learning occurs when each child's educational needs are frequently assessed, and action is taken based on that assessment.

- Strong public schools are accountable to the public for their performance.
- Continuous improvement demands that public schools regularly use data to guide change and improvement.

Operational excellence and fiscal integrity are hallmarks of efficient and exemplary organizations.

- A safe, orderly, and comfortable environment is essential to learning.
- A rigorous and relevant curriculum is needed for effective learning for all students. Strong schools provide continuous development for their teachers and other staff.
- Strong schools have a shared vision, clear goals, and a commitment to collaborate for learning improvement.
- Strong schools skillfully use modern technology as an essential tool for learning. Strong schools are fiscally responsible, always seeking more effective and efficient uses of their resources.
- Highly effective organizations have the right people in the correct positions, have the courage to confront the brutal facts of an organization, are committed to a common purpose, and possess the discipline to maintain a course toward that purpose.
- Effective leaders listen carefully, anticipate future needs, work constantly to engage others in leadership initiatives to shape necessary changes, and are led by the principles of personal humility and professional will.

Strong partnerships between school and community serve to create outstanding learning environments for students.

- Strong public schools are made even stronger by community collaboration and support. Likewise, communities are made stronger by outstanding public schools.
- Schools are part of a bigger system and must participate in ongoing articulation and alignment of district-wide expectations.

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 2016 Mississippi Accountability Standards:

2016 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

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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.)

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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 Academic Assessment Program (MAAP)

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.

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 are available for viewing using SAM's Active Parent. Changing student 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 MTSS process
- ACT scores
- Dropout rates
- AP test scores, enrollment numbers, and participation rates
- IBDP test scores, enrollment number, and participation rates
- Dual enrollment, enrollment numbers, and participation rates
- District-wide common assessments in ELA and Math grades 3-8, Science grades 5 and 8, English II, Algebra I, Biology, and U.S History

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.

DISTRICT LEADERSHIP

Dr. Adrian D. Hammitte
Superintendent

Ms. Alma Rankin-Jones, Ed.S.
Director of Curriculum & Instruction

Dr. Bertha Watts-Woods
Director of Federal Programs

Dr. Cartrell Hammitte
Director of Special Services

Dr. Faye Brown
Director of Food Services

Mr. Victor Jones
Director of Transportation

Dr. Terri McGruder
MTSS/Assessment/Professional Learning Coordinator

Mr. Londell Eanochs
Director of Technology

Mrs. Sandra Williams
Business Manager

Dr. Marilyn Smith
Distance Learning Coordinator

Mr. Curtis Smith
Family & Community Engagement Coordinator

SCHOOL LEADERSHIP

Ms. Shameka Woods, Principal
Jefferson County Elementary School

Mrs. Tomekia Wise, Assistant Principal
Jefferson County Elementary School

Ms. Cashoney Carter, Principal
Jefferson County Upper Elementary School

Ms. Letina Guice, Principal
Jefferson County Junior High School

Mr. David Day, Principal
Jefferson County High School

Mr. Marcus Walton, Assistant Principal
Jefferson County High School

Dr. LaRondrial Barnes, Director
Jefferson County Career & Technical Center

Mr. Edward Reed, Director
Alternative School

INSTRUCTIONAL SUPPORT

Mrs. Yashica Suddeth
JCES Instructional Coach

Ms. Shalonda White
JCUS Instructional Coach

Mrs. Courtney Wells
JCJHS Instructional Coach

Ms. Shamekia Isaac
JCHS Instructional Coach

Dr. Latanya Gaines-Herrington
Special Services Instructional Coach

Ms. Tanya Wells
District Math Lead Teacher

Ms. Chiquita Gaylor
District Science Lead Teacher

Appendices

DESCRIPTOR TERM: Grading

CODE: 403

ADOPTION DATE: August 20, 2010

REVISION:

Each school district shall have a grading policy that is uniform by school grade designation. The grading policy is not required to be uniform across all grade levels.

The grading policy shall be adopted by the local school board, published in the student handbook, and disseminated to parents.

It is the intent of the Commission on School Accreditation and the State Board of Education that grading is the responsibility of teachers.

Any change of grades, other than a final grade, shall be addressed with the teacher who issued the grade and the building level administrator.

Any change of a final grade (as recorded on a cumulative folder or permanent record) shall be presented and approved by a panel consisting of, at a minimum, the teacher issuing the grade, the building level administrator, and a central office administrator.

Written documentation (which includes signatures of all panel members) of all actions must be included in the cumulative folder and available for review by the Mississippi Department of Education. Any changes or corrections must be made on the cumulative folder and permanent record as required by the Mississippi Cumulative Folders and Permanent Records Manual of Directions.

If the district is going to mandate or require the awarding of a minimum grade, then the district must adopt a written board policy that includes input and support from administrators, teachers, and stakeholders in the development of said policy.

Districts may adopt specific grading policies that address the needs of special populations such as students with disabilities and English Language Learners.

MISSISSIPPI LEGISLATURE

2012 Regular Session

To: Education

By: Representatives Moore, Beckett, Boyd, Byrd, Carpenter, Chism, Currie, Denny, Formby, Howell, Martinson, McLeod, Monsour, Rushing, Bounds, Dixon

House Bill 696

(As Passed the House)

AN ACT TO PROHIBIT SCHOOL ADMINISTRATORS AND CERTAIN OTHER FACULTY, STAFF AND EMPLOYEES OF A LOCAL SCHOOL DISTRICT FROM INFLUENCING THE GRADE RECEIVED BY A STUDENT FROM A TEACHER; TO PRESCRIBE THE CIRCUMSTANCES UNDER WHICH A TEACHER MAY CHANGE A STUDENT'S GRADE; TO PROVIDE THAT VIOLATIONS SHALL SUBJECT LOCAL SCHOOL DISTRICTS OR SCHOOLS TO A LOSS OF ACCREDITATION; TO PROVIDE THAT ANY PERSON WHO VIOLATES THE PROVISIONS OF THIS ACT SHALL BE SUBJECT TO TERMINATION BY THE SCHOOL DISTRICT; TO PROVIDE FOR ADMINISTRATIVE PROCEDURES AND DUE PROCESS FOR THOSE ACCUSED OF VIOLATIONS; AND FOR RELATED PURPOSES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

SECTION 1. (1) No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teachers, coaches, or other administrative staff members of the school or the central staff of a local school board shall attempt, directly or indirectly, to change, alter, or otherwise affect the grade received by a student from his teacher except as otherwise specifically allowed by this section.

(2) (a) A teacher's determination of a student's grade as a measure of the academic achievement or proficiency of the student shall not be altered or changed in any manner by any school official or employee other than the teacher except as provided in this subsection.

(b) A school official or employee having authority provided under formally adopted written rules and procedures adopted by the local school board to change a student's grade can take such action only upon it being determined that the grade is an error or that the grade is demonstrably inconsistent with the teacher's grading policy.

(3) Any local school district or personnel employed by the school district who violates the provisions of this act shall cause the local school district or school to be subject to losing its

accreditation in the manner determined by the policies and procedures of the State Board of Education. Any personnel employed by the local school district who violates this act shall be fined not more than Two Hundred Fifty Dollars (\$250.00), which such fine shall be deposited into the State Treasury to the credit of the Mississippi Department of Education to be used in conjunction with the Classroom Supply Fund.

(4) (a) Any personnel employed by the local school districts who violates the provisions of this act shall be subject to termination by the school district. When a complaint is made against a person for violation of any of the provisions of this act, or any of the rules or regulations promulgated hereunder, the State Superintendent of Public Education, or his designee, shall act as reviewing officer. The complaint shall be filed with the State Department of Education. The reviewing officer shall cause to be delivered to the accused, in the manner described herein, a copy of the complaint and any supporting documents along with a summons requiring the accused to respond to the allegations within thirty (30) days after service of the summons and complaint upon the accused. The accused shall file with the department a written response to the complaint and any supporting documents within the thirty-day period. The accused may be notified by serving a copy of the summons and complaint on the accused or any of his officers, agents or employees by personal service or by certified mail. Upon the expiration of the thirty-day period, the reviewing officer shall review the complaint, the written response of the accused, if any, and all supporting documents offered by the parties in support of their respective positions. The reviewing officer's decision shall be based solely on the documents provided by the parties. If the reviewing officer determines that the complaint lacks merit, he may dismiss the complaint. If the reviewing officer finds that there are reasonable grounds showing that a violation of the statutes or regulations has been committed, he may impose any or all of the following penalties upon the accused: (a) impose the fine provided in subsection (3) of this section; (b) make referral of the accused to the Commission on Teacher and Administrator Education, Certification and Licensure and Development for suspension or revocation of license; or (c) recommend the immediate termination of the accused by the local school board. The reviewing officer's decision shall be in writing, and it shall be delivered to the accused by any of the methods described herein for service of the summons and complaint on the accused.

(b) Either the accused or the department may appeal the decision of the reviewing authority's to the State Board of Education by filing a notice of appeal with the department within thirty (30) days of receipt of the reviewing officer's decision. If no appeal is taken from the order of the reviewing officer within the allotted time, the order shall then become final. In the event of an appeal, the board, or its designee, shall conduct a full evidentiary hearing relative to the charges. The board may issue subpoenas to require the attendance of witnesses and the production of documents. Compliance with such subpoenas may be enforced by any court of general jurisdiction in this state. The testimony of witnesses shall be upon oath or affirmation, and they shall be subject to cross-examination. The proceedings shall be recorded by a court reporter. The board shall have all the powers of the reviewing officer described herein, and the board may affirm, reverse or modify the order of the reviewing officer. The board's decision

shall be in writing, and it shall be delivered to the parties in the same manner that the summons and complaint may be served upon the accused.

(c) Either the accused or the department may appeal the decision of the board to the circuit court of the county of residence of the accused. The appellant has the obligation of having the record transcribed and filed with the circuit court. The appeal shall otherwise be governed by all applicable laws and rules affecting appeals to the circuit court. If no appeal is perfected within the required time, the decision of the board, or its designee, shall then become final.

(d) The decision of the circuit court may then be appealed by either party to the Mississippi Supreme Court in accordance with the existing laws and rules affecting such appeals.

SECTION 2. This act shall take effect and be in force from and after July 1, 2012.