



Instructional Management Plan 2025-2026

MISSION

It is the mission of the Marion County School District to provide students with educational opportunities that will ensure success by creating a community of empowered, lifelong learners.

MOTTO

Empowering children today for a better tomorrow.

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 process outlined within this document is reflective of

Accreditation Process Standard 20:

20. The school district meets the following instructional management requirements {Miss. Code Ann. §§ 37-3- 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.

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, 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:

- 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 a 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 students 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 that 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.

Foundational Practices

As we prepare students for an ever-changing world, the district realizes that today's schools must meet the unique and diverse needs of all students. 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 children 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 Services administration will serve in a support role providing necessary resources and professional learning opportunities for school leaders.

Professional Growth

The focus of all training will be on skills and knowledge that prepare our teachers and administrators to serve the needs of all of our students so they can achieve their highest level. 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 students 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 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)**, 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 MTSS aligns the entire system of supports, encompasses Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS), and ensures effective team-based problem solving that is data informed and evidence-based.*

Tier I - High-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:

Curriculum: We will utilize quality resources and evidence-based approaches in utilizing all instructional resources.

- Utilizing an HQIM as our guiding resource while bringing in Research-Based resources to supplement instruction.
- Supplemental resources must be **District Approved** resources that are aligned with the MS CCR Standards
- Designing lessons aligned to MS CCR Standards.
- Participating in weekly PLC sessions and grade level/subject area planning sessions
- Using **essential questions** to connect the instructional resource and instruction to the standards and skills associated to the standards including **literacy strategies, graphic organizers, and integration of technology** as appropriate in weekly lesson planning and implementation.
- Requiring verbal and written responses.
- Using higher-order thinking questions to gauge, challenge, and deepen students' understanding.

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 (examples include but not limited to the following)**
 - 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/You do it**)
 - Using exemplars (examples of student work that meets or exceeds the standard)
 - Building on prior knowledge and previously taught skills
- **Main Instructional Time (I Do, We Do, You Do) – Engaging all students using performance tasks (active learning). Move throughout the classroom interacting with all students. Utilize Research-Based Instruction utilizing strategies that have a .40 Effect Size (John Hattie) or larger. Examples include but not limited to the following:**
 - Modeling clear goals and expectations and helping students to work both cooperatively (**You do it together**) and individually (**You do it alone**).
 - Provide Guided Practice to students where the teacher will provide practice of new skills/standards
 - Incorporate available technology into lessons to enhance student learning
 - Building off Prior Knowledge and Scaffold instruction accordingly
 - Utilize Small Group instruction
 - Utilize Reciprocal Teaching
 - Utilizing quality Questioning
 - Providing students with specific Feedback
 - Building Vocabulary
 - Building Writing Skills (Follow the school writing plan)
 - Providing ongoing remediation of skills. (Reteaching)
- **Closing - Summarizing strategies to check for understanding (examples include but not limited to the following)**
 - Assess each student as an individual for mastery of the standards.
 - Adjust instruction and reassess based on students’ performance data.
 - Utilize Exit Tickets or similar strategies to refocus and gain feedback from students.

- **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 or Weekly Agenda Posted
 - Lesson Plans available for review
 - Research-based instructional practices
 - Lesson Design (Madeline Hunter)
 - Current Content Vocabulary Word Walls posted and evidence of being used
 - Student data trackers (a form of tracker determined by the Principal or their Designee)
 - Any/All other requirements by Principals or their Designee.

Assessment: We will monitor the progress of our students by:

- Assessments:
 - Must be standards-based
 - Aligned with approved district pacing and MDE blueprint
 - Designed in State Assessment format
 - Designed in a way that students have ownership
- Common assessments that are explicitly aligned to standards using a testing system/district-provided item bank. (2-4 times each quarter)
- Quarterly Benchmarks that build on the skills and standards taught up to that point in time.

Communication: Our communication with students and parents will include:

- Regularly collecting and analyzing students' work and providing teacher feedback.
- Identifying students 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 regard to ensuring student data privacy.
- Goal setting with students and parents.

- Having student/parent conferences, including student-led conferences. Explaining individual student data.
- Listening to scholar and parent input about learning via surveys and conferences.

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; and 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 II Intervention Support will consist of the following:

- Screenings: Hearing and vision screenings take place to rule out underlying problems causing a lack of progress at Tier I.
- Targeting Skill Gaps: Tier II interventions will focus on specific, identified skill gaps.
- Data-Driven and Progression: Interventions will be data-driven and follow a progression of skills.
- Scaffolding: Interventions will be scaffolded based on the individual needs of the student.
- Delivery: Intervention sessions will be conducted one-on-one or in a small group setting.
- Key Instructional Features: Characterizing Tier II intervention sessions are:
 - Differentiated instruction
 - Modeling
 - Multiple student responses
 - Immediate feedback
- Progress Monitoring: Students receiving Tier II will be progress monitored minimally every other week (twice a month).
- Fidelity Checks: Regular fidelity checks will be administered by the administrator and/or designee at equal intervals to ensure the intervention is carried out with integrity.

Tier III – Intensive Interventions

Specifically designed by the Teacher Support Team (TST) team with the support and guidance of the district's RtI 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 require intensive, supplemental instructional support delivered in small groups or individually. The district will use approved [MDE Universal Screeners](#). In grades K-12, Star Early Literacy, Star Reading, and

iREADY will be used. Scholars will also be identified for appropriate Tier placement by each school's [Teacher Support Team \(TST\) based on Mississippi State Board Policy 4300](#). Referrals must be made within the first 20 school days of a school year for pre-populated students on the MSIS Intervention Screen who meet any of the following criteria:

- ❖ Any student in grades K-3 who has failed 1 year
- ❖ Any student in grades 4-12 who has failed 2 years
- ❖ Any student who has failed either of the two preceding two grades and has been suspended or expelled for more than (20) days in the current school year
- ❖ Any student who scored at the lowest level on any part of the 3rd or 7th-grade statewide accountability assessment
- ❖ Any student who was promoted from Grade 3 to Grade 4 under a Good Cause Exemption of the Literacy-Based Promotion Act.

Students 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

iReady

EADMS Data Base and Assessment Platform Dyslexia Screener

ELPA 21 Screener

ELS

IXL

Study Island

Behavior Screening and Supports

Tier I

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 or Behavior Matrix](#) that acknowledges positive behavior. This system shall be monitored and supported through a committee at each school to include (at a minimum) teachers, a counselor or behavioral specialist, and an administrator. Monitoring at the district level will take place via meetings with principals. 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 who are not responding positively to the PBIS program. School-wide and Classroom Expectations that are consistently communicated to students and parents. 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. Behavior will also be monitored and discussed based on the [Early Warning System](#) Data and Reports.

Tier II: Supplemental Behavioral Instruction

A referral will be made to Tier II (T2) when a student is not responding to general classroom management methods. Before progressing, ensure that the school administrator or designee has evaluated the teacher and determined that the teacher's classroom management strategies are appropriate and consistently employed.

Information collected from the teacher(s) should include:

- MDE & MCSD MTSS TI Documentation (report card, progress report, attendance report, discipline records, teacher documentation of TI strategies and results)
- Results from the most recent Behavior Screener (if applicable)
- Any behavior logs from the problem behavior area(s) noted

Once this information has been collected, it will be reviewed by the administrator and/or designee, along with the MTSS team, to initiate the T2 process.

T2 interventions are for individuals or small groups of students who exhibit difficulties despite school-wide and classroom PBIS or

Behavior Matrix System. This may include but not limited to:

- Students with **three** or more discipline referrals for “**Level IV and/or V**” misconduct as defined by the MCSD Student Handbook.
- While focus is on students with three or more office referrals, remember the children who are:
 - At risk on the [Universal Behavior Screener](#)
 - Mississippi Early Warning System (EWS)
 - Transitioning back to home school or district (e.g. alternative school, juvenile detention center, inpatient/outpatient mental health center, etc)
 - “Under the radar” (internalizing behaviors or that may not be attention seeking or overt)

Key Points:

- Administrators and/or designees are trained on how to make referrals and how to implement the intervention(s) (*Administrators and/or designees ensure that teachers are aware of the procedures for making referrals and steps to follow through the process*)
- Administrators and/or designees develop a system for communicating with participating student, staff, and families
- MTSS Coordinator or other personnel are responsible for maintaining the integrity of the intervention(s) and ensuring that teacher(s) and/or staff member(s) are conducting the progress monitoring with fidelity.
- The MTSS Coordinator or other personnel will maintain a log to record all times when he/she meets with the student as part of the intervention (small group, individual counseling, etc.)
- Data is used continuously to monitor progress and to determine when any modification(s) to the plan should be applied.

Recommended Documentation:

- Parent notification of T2 implementation
- MTSS T2 Documentation of behavior interventions (with supporting documents)
- Antecedent-Behavior-Consequence (ABC) Data
(<https://www.pbisworld.com/wp-content/uploads/Antecedent-Behavior-Consequence-Log.doc>)
- Progress monitoring (point system, behavior log, etc.)
- MTSS Meeting Summary Form
- MCSD MTSS documentation

Evaluation:

- Progress monitoring data should be collected daily and examined on a bi-weekly basis at minimum.
- The percentage of points earned should be graphed daily, over time, to allow for more timely and accurate decision making.
- At least 10 days of data should be collected before considering making modifications to the student's plan. (unless a MAJOR incident occurs)
- In addition to the behavior progress monitoring; discipline, grades, and attendance reports should be reviewed to determine the impact (positive or negative) of the intervention plan implementation.
- Following four to six weeks of monitored implementation (including one week of baseline data), the plan will be reviewed by the TST team to determine the need to continue or modify. Document outcomes using the Meeting Summary Sheets.
- A lack of implementation with integrity and fidelity, will result in a restart of the data tracking timeline. Consistency is key for tracking behavior.
- Lack of progress on student behavioral goals will result in a consideration of referral for T3 interventions.

***If a student's behavior negatively impacts his/her learning, the MTSS designated personnel should be contacted to determine the need to begin implementation of the Academic MTSS process. Documentation of all interventions and progress monitoring will be completed for academics as well as behavior if the student meets requirements per MTSS academic guidelines.*

Tier III: Intensive Interventions

Students are identified for Tier III (T3) support when interventions implemented with fidelity at Tier II have not produced the desired results in student behavior. To establish the efficacy of this process, it is essential to confirm that Tier 1 and Tier 2 behavior supports have consistently been applied and monitored for the student.

To initiate a referral to Tier 3, the following must occur:

- Parent/guardian is notified
- Hearing/Vision screening is conducted
- Complete Appendix A: Social/Emotional Worksheet
- Identify target behaviors (data collected from behavior logs; focus should be on 1-2 behaviors only)

- The TST team will develop a Tier 3 Functional Behavior Assessment and Behavior Intervention Plan, based on the function of behavior (MTSS personnel and/or administrators will be trained annually on how to develop these plans.)
- The teacher will collect daily progress monitoring of identified behavior(s) to be graphed for easy interpretation
 - Following four to six weeks of monitored implementation (including one week of baseline data), the plan will be reviewed by the TST team to determine the need to continue, modify, or refer to the Multidisciplinary Evaluation team (MET). Document outcomes using the Meeting Summary Sheets.

Next Steps:

The TST team will meet prior to Multi-disciplinary Evaluation Team (MET) to determine if the student would benefit from mental health services or if the student should be referred to MET for a comprehensive evaluation to determine need for special services.

Addressing Alternative School Interventions

When a student that is already placed in alternative school automatically populates on the MSIS intervention screen, the home school will notify the alternative school immediately. The home school should complete the data on the intervention screen and document that the alternative school will provide the interventions.

When a student is placed in the alternative school but was referred to TST at the home school prior to placement, the alternative school TST should provide assistance as outlined by the home school TST. The home school should document that the alternative school will provide the interventions.

When a student is NOT referred by the home school TST but is referred by the alternative school TST, the home school TST should provide assistance as outlined by the alternative school TST upon the student's return.

When to contact district MTSS Coordinator and/or Behavior Support Personnel:

- With any questions about T2 interventions
- When a child is failing to respond to T2 interventions
- Prior to a student being moved to T3
- With any questions related to the MTSS process for behavior
- With any questions about progress monitoring, data collection or graphing

- With any questions about students transition from juvenile detention, inpatient/outpatient facilities, ect.)---Behavior, SEL, Mental Health Issues

****Child Find** is the ongoing obligation to identify, locate, and evaluate all children suspected of disabilities who need special education and related services as a result of those disabilities.

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. MCSD Dropout Prevention Plan

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 – Teachers will meet across grade levels to ensure that vertical alignment is accurate.

Parent Involvement – We will seek ways to continuously involve parents including but not limited to events designed to get them on campus and to receive feedback from them.

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 the 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 the 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 the 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 continuously.

Teachers – The teachers will:

- Deliver the District curriculum, using the most effective research-based instructional strategies;
- 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 district, campus, and personal professional development;
- Differentiate based on individual student needs;
- Prepare data-driven lesson plans.
- Utilize High-Quality Instructional Materials

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 (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 are 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 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 RtI process
- ACT scores
- Dropout rates
- AP test scores, enrollment numbers, and participation rates
- Common assessments
- Quarterly Benchmark assessments

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 student that enters our doors. We are committed to doing all that we can to ensure that each student's educational experience is a valuable one.