



# **WEST POINT CONSOLIDATED SCHOOL DISTRICT**

## **Instructional Management Plan**

**2024-2025**

*Revised, July 2023*

School Board Approved July 15, 2024

WEST POINT CONSOLIDATED SCHOOL DISTRICT INSTRUCTIONAL MANAGEMENT PLAN 2024-2025

The West Point Consolidated School District shall adopt and follow a basic instructional program and instructional management system which comply with Mississippi Code 37-3-39 and shall be coordinated and supervised by the Assistant Superintendent for Instruction. The Instructional Management Plan shall drive a system-wide coordination of instruction governing the standards and objectives taught in all grades and in all subjects. The Instructional Management Plan consists of the following components:

1. Mississippi College-and-Career-Ready Standards – ELA & Mathematics
2. Mississippi Curriculum Frameworks
3. Curriculum Pacing Guides
4. Performance Level Descriptors
5. Assessment Blueprints
6. Benchmark Assessments, Screeners, and Practice Tests
7. Teacher Resources and Instructional Strategies
8. Multi-Tiered System of Supports and Teacher Support Teams
9. Professional Development
10. Data Management Systems
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12. Summary

### **MISSISSIPPI COLLEGE-AND-CAREER-READY STANDARDS**

The Mississippi College-and-Career-Ready Standards (MS CCRS) provide clear and consistent learning goals for all students in English/Language Arts and Mathematics. The standards clearly define what students are expected to learn at each grade level and are based on rigorous content and application of knowledge through higher-order thinking skills. The intention is to prepare students to graduate high school prepared to succeed in entry-level careers, introductory college courses, and workforce training programs.

### **MISSISSIPPI CURRICULUM FRAMEWORKS**

The Mississippi Curriculum Frameworks provide an outline of competencies and objectives for student mastery in various content areas including Business & Technology, Contemporary Health, Foreign Language, Physical Education, Science, Social Studies, and Visual & Performing Arts. These frameworks provide teachers with a systematic structure for planning and delivering instruction across grade levels and are written to ensure the development of essential concepts that students utilize as they continue learning.

### **CURRICULUM PACING GUIDES**

Pacing guides are developed and implemented for each grade and subject area and are tools used by teachers to deliver instruction of the curriculum during specific increments of time. Pacing guides are intended to ensure curricular continuity across grades and schools throughout the District. Benchmark assessments and other tests are administered to measure mastery of curriculum standards and objectives taught during a specific time based on the pacing of instruction. Pacing guides are reviewed and revised in the spring of each year for the following year.

### **PERFORMANCE LEVEL DESCRIPTORS**

Performance Level Descriptors (PLDs) provide a snapshot of students' academic characteristics based on their performance on a given assessment. PLDs are statements that describe the specific knowledge and skills students typically demonstrate at each level of performance (e.g., distinguished, strong, moderate, partial *or* advanced, proficient, basic, and minimal). PLDs are intended to guide the development of the assessments, help establish cut scores during standard setting, and guide teachers' instructional efforts to ensure that students reach the proficient level of performance on the content standards. At a specific performance level, the student must demonstrate the performance described at that level. The student may be able to do more, but until the student can demonstrate mastery of what is described in the next-higher level of performance, the students is assigned the lower level.

### **ASSESSMENT BLUEPRINTS**

Blueprints identify the reporting categories or competencies of a test and the number of items assigned to each standard or competency. Test items are developed according to the test blueprint and the required competencies, and student scores are derived from these items.

### **BENCHMARK ASSESSMENTS, SCREENERS, and PRACTICE TESTS**

Benchmark assessments, screeners, and practice tests provide teachers with feedback on student mastery of specific curriculum content over a grading period or another designated period. These tools are aligned to curriculum content and pacing guides and provide data to teachers that help them plan effective instruction for meeting the academic needs of individual students. Benchmark assessments, screeners, and practice tests are also designed to help prepare students for success on high stakes statewide assessments.

### **TEACHER RESOURCES and INSTRUCTIONAL STRATEGIES**

Teachers are provided with numerous resources and will use their expertise in the content area to devise effective strategies for instructional delivery. Instructional strategies are also shared between colleagues within professional learning communities and departments or grades. Teacher resources include, but are not limited to, current adoption of textbooks, supplementary curriculum materials, professional libraries and publications, academic coaches, peer observations and feedback, mentoring, Internet websites, and professional development for improving practice. Administrators will assist teachers by providing meaningful feedback on the best use of their resources and implementing effective instructional strategies.

### **MULTI-TIERED SYSTEM OF SUPPORT and TEACHER SUPPORT TEAMS**

Data from universal screening instruments, classroom assessments, district benchmark and state assessments, attendance, office discipline referrals, and other sources will be collected and analyzed on ALL students, of all subgroups, throughout the year to determine the need for improving student learning through differentiated instructional strategies and appropriate teaching methodology. The Multi-Tiered System of Support (MTSS) will help teachers work together more efficiently, use data more effectively and approach their work more strategically. It will allow teachers to quickly identify student needs and the best methods to address them. The idea is to give every student what is necessary for them. MTSS will substantially contribute to improving student outcomes at the school level, as well as benefiting teachers, improving instruction, and supporting better school performance. TSTs composed of administrators, guidance counselors, and teachers will provide students with ample support for increasing academic achievement through implementation of interventions which address deficit areas supported by data. TSTs will meet regularly to review documentation, to determine the success

of interventions provided to students, and to refer students for further assessment in order to determine the need for placement in Special Services.

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### **PROFESSIONAL DEVELOPMENT**

The purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions to help students perform at high levels. Professional development is provided for personnel across the District and targets specific areas of needed improvement identified through the Comprehensive Needs Assessment which is conducted annually through the Office of Federal Programs. Professional learning should be intentional, data-driven, focused, and ongoing. Professional development can be conducted locally throughout the District, through conferences and workshops outside the District, or through online media such as webinars or digital training sessions. A Professional Learning Plan will be implemented throughout the District in keeping with the *Learning Forward Standards for Professional Learning* as mandated by the Mississippi Department of Education.

### **DATA MANAGEMENT SYSTEMS**

Data management systems include a collection of software programs that enable district personnel to store, modify, and extract digital information for the sake of making informed decisions that drive the improvement of instruction and student performance. Data stored and utilized include, but are not limited to, student attendance, grades, discipline infractions, benchmark and statewide assessment scores, special needs indicators, and personnel evaluations.

### **ANNUAL REVIEW and REVISION**

District administration will review the Instructional Management Plan annually to determine the need for revisions and improvements to the plan based on data collected from the annual Comprehensive Needs Assessment conducted by the Office of Federal Programs, data from local and statewide assessments, data from personnel evaluations, and other various sources.

### **SUMMARY**

A systematic, ongoing program of instructional alignment, development, revision, monitoring, and evaluation is crucial to ensuring the success of every learner. The instructional plan is comprised of the knowledge, skills, dispositions, and processes to be taught and learned at the appropriate levels and courses in WPCSD schools. Additionally, it includes instructional planning and delivery, assessments, professional learning, and monitoring of the educators' growth towards professional standards. The District ensures optimum focus and connectivity by articulating and coordinating the instructional management plan for pre-kindergarten (PreK) through grade 12

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